Published by the Texas Junior College Teachers Association (TJCTA), this newsletter reviews events affecting Texas' community junior colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discourse on topics in community college education. This document consists of all 25 newsletter issues published for volumes 18 through 24, during the 8-year period. Fall 1986-April 1993. (AA)
TJCTA Messenger

A Publication of the
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Fall 1986 - April 1993

(25 Consecutive Issues)

Charles L. Burnside
Editor
TJCTA Messenger

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LEGISLATURE EXPECTED TO CUT FUNDS

The Texas Legislature, meeting in two back-to-back special sessions, has been grappling with the state's burgeoning fiscal crisis since early August. Observers say that there is no longer any question about whether state spending on higher education will be cut: the questions are where? and by how much?

Gov. Mark White, in addressing the lawmakers regarding the anticipated $2.8 billion shortfall in state revenue, recommended cuts in junior college appropriations of 17.6 percent of current year funding. Fortunately—at least in this case, the governors' budget messages are usually given only scant attention by legislators serving on the budget-writing committees.

During the first 30-day special session, called by White when it became clear that the state's fiscal woes could not be ignored until after the November general election, the House of Representatives voted to cut community junior college funding for the 1986-87 fiscal year by 9 percent, while the Senate voted a 6 percent cut. Conferences were unable to reach a compromise between the two “budget-balancing bills” before the session ended Sept. 4. Another special session was called immediately, and both

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COMPARISON OF FUNDING PROPOSALS

The table below shows a comparison of state funding for community junior colleges for the fiscal year beginning Sept. 1, 1986, as provided in the general appropriations bill adopted by the Legislature in 1985, with the cuts proposed by Gov. Mark White and those adopted by the House of Representatives and Senate.

<table>
<thead>
<tr>
<th>State Appropriations to Community Junior Colleges for Fiscal Year 1987</th>
<th>Funding Levels Proposed in Special Session</th>
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<tbody>
<tr>
<td>General Appropriations Bill, 69th Legislature</td>
<td>Governor</td>
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<tr>
<td>$446,436,331</td>
<td>$367,863,537</td>
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<tr>
<td>Reduction from original bill</td>
<td>78,572,794</td>
</tr>
<tr>
<td>Percent of reduction</td>
<td>17.6%</td>
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CONFERENCE PLANNED FOR FACULTY LEADERS

The seventh annual TJCTA Conference for Faculty Organization Leaders will be held Saturday, Sept. 27, at the Hyatt Regency hotel in Austin. The conference will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m.

Principal speaker for the opening session will be Juliet V. Garcia, president of Texas Southmost College. Her topic will be “The Faculty Role in College Decision-Making.”

Dr. Garcia holds degrees from the University of Houston (BA and MA) and the University of Texas at Austin (Ph.D. in communications). She was on the faculty of Texas Southmost College for seven years prior to being named dean of arts and sciences in 1981. In February 1986, she was appointed president. Dr. Garcia is in her second term as a member of the Commission on Colleges of the Southern Association of Colleges and Schools. She chairs the SACS Committee on Standards and Reports for community junior colleges.

The conference's second session will feature a discussion of “Recent Developments in Case Law Affecting Faculty Rights.” Speakers will be Frank Hill and Marcia Wise, attorneys with the firm of Hill, Heard, Oneal, Glistrap & Goetz of Arlington. Mr. Hill holds a bachelor's degree in English from the University of Texas at Arlington and received his law degree from Southern Methodist University School of

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PRESIDENT'S MESSAGE

Welcome to the 1986-87 TJCTA year! Your officers and committees have been at work during the spring and summer with your best interests in mind.

In April, our state office was relocated. We had outgrown our previous facilities, and that office building was taken over by a proprietary school. An excellent five-year lease was negotiated for space in a new 10-story office building in southwest Austin.

Our officers and committee chairpersons participated in a leadership retreat in May. Good "brain-storming" sessions resulted in detailed plans for the coming year.

In June and July, meetings of the Membership and Professional Development committees were held, where plans were developed for the annual membership campaign (now in high gear on your campus) and for the annual TJCTA Conference for Faculty Organization Leaders. The newly created Editorial Review Board also met and assumed responsibility for obtaining articles for future issues of the Messenger. During the next two months, the Legislative, Membership Services, and Nominating committees will be meeting with a full agenda of vitally important issues bearing on the future of our profession and the association.

Committers Appointed

We are fortunate to have many talented, dedicated members who are willing to devote their time and energies to the cause of the association. Members of TJCTA committees are appointed by the president subject to confirmation by the Executive Committee. A great many members volunteered to serve or were nominated by others.

In making committee appointments, conscious consideration was given to such factors as geographical balance, representation of schools of various sizes, involvement of members from schools with limited TJCTA participation, and the value of recruiting "new" persons into the ranks of association leadership (including minorities and women).

I want to thank all those who offered suggestions and those who volunteered to serve or were nominated by others. We have an excellent slate of committee members, ably led by conscientious chairpersons. You will be reading and hearing of the valuable work of our committees—beginning with this issue of the Messenger.

Challenging Times

No one has to be told that our members—and the colleges where they work—have entered a time of great challenge. The dismal fiscal condition of our state shows no signs of early improvement. In view of the fact that most of our two-year colleges receive 60 percent (or more) of their operating funds from state appropriations, the $2.8 billion shortfall in state revenue will mean certain cuts in college budgets. As this issue of the Messenger went to press, the Texas Legislature was convened in special session to consider—no kidding—but how much to cut spending, including state aid to community junior colleges.

You should know that TJCTA representatives have been very busy throughout the two special legislative sessions called to deal with the monetary crisis. Our spokespersons will continue to work hard to ensure that cuts in community junior college funding are held to a minimum.

Also, for the past year the Select Committee on Higher Education (created by the Legislature in its 1985 regular session) has held more than 20 meetings. TJCTA officers, committee members, and staff have been diligent in monitoring Select Committee meetings and following the committee's work. We have provided research data and expressed the concerns of our members on several occasions—both in written statements and in private conversations with Select Committee members and staff.

As you can see, your association has been busy. Through TJCTA, you are represented each time a legislative committee meets. And you are represented in the deliberations of the Select Committee. Through TJCTA, your voice will influence—constructively and boldly—the decisions which are made.

It is important to remember that TJCTA is the only organization dedicated exclusively to serving the interests of educators in our state's two-year colleges. We have seen instances already—and there will most certainly be more times in the months immediately ahead—when the financial security of our colleges is threatened, the academic integrity of our courses is challenged, and the qualifications of our instructors are questioned by representatives of other levels of higher education. In reacting to these threats and challenges, TJCTA leaders can respond immediately and forthrightly. All of our officers, all of our committee members and all of our professional members come from the ranks of educators in the state's two-year colleges. This means, of course, that our energies and resources need not be divided or diluted but are committed entirely to the promotion of the welfare of community college educators and the institutions they serve.

In order to continue the positive, professional representation of your interests in Austin, TJCTA needs your active membership and participation. Now . . . more than ever . . . TJCTA needs you—and your colleagues—to maintain a strong voice at a crucial time. If you have not yet renewed your membership for 1986-87, you will find a form on the back page of this issue of the Messenger for your convenience. If your membership is already renewed, please share the enrollment form with a colleague and encourage him or her to join.

This year promises to be exciting and challenging. I look forward to the privilege of serving you. I especially look forward to the pleasure of meeting many of you in my visits to your campuses and in next February's convention in Houston.
An Education of Value

Moral Values in the Classroom

CHRISTINA HOFF SOMMERS
Assistant Professor of Philosophy
Clark University

Until recently I taught an ethics course called Contemporary Moral and Social Problems. Although I have come to expect it, I was always somewhat taken aback by some of the things students said in their course evaluation forms. Two characteristic remarks stand out in my mind. "I learned there is no right or wrong, just good and bad arguments." And the second, "I learned there is no such thing as morality." Not all of my students thought this way and not all were quite so blunt, but many did say much the same thing. I had to ask myself what it was about the class that was fostering this sort of moral agnosticism and skepticism. I think I have found the answer and have since changed the course accordingly.

The course, as I used to give it, is entirely typical of ethics courses being offered on college campuses throughout the country. So let me tell you a little about it. At the beginning of the semester we studied a bit of moral theory, going over the strengths and weaknesses of utilitarianism, deontology, social contract theory, and relativism. We then analyzed and argued about several topical moral issues: abortion, censorship, capital punishment, world hunger, and affirmative action.

As many of you may know, there has been a very important innovation in the teaching of college ethics in the last 15 years. Philosophy departments are now attracting an unprecedented number of students in their courses in "applied ethics"—courses that apply the special logical techniques of philosophy to everyday moral issues. Today there are dozens of journals and hundreds of books and articles and, according to the Hastings Center, 11,000 college courses in applied ethics with titles such as Business Ethics, Medical Ethics, Ethics for Engineers, Ethics in Everyday Life, Ethics for Social Workers, Lawyers, Journalists.

These newly popular courses focus mainly on moral dilemmas and controversies. In teaching them, I felt I had to present careful and well-argued positions on all sides of the controversial issues. In this atmosphere of arguments and counterarguments it appears that students get the message that all moral questions have at least two sides; all of ethics is controversial.

Because of the emphasis on problems and dilemmas, students do not realize that some things are clearly right or clearly wrong and not subject to serious debate or doubt. I recently said this on a television interview in Boston and the skeptical journalist replied, "Oh, really? Name one." I stammered for a moment and then found myself rattling them off. It is wrong to betray a friend; to mistreat a child, to humiliate someone, to torment an animal. To think only of yourself, to steal, to lie, to break promises. And on the positive side: It is right to be considerate and respectful of others; to be charitable, honest, and forthright.

One might say, "Well, of course, no one really doubts these things. There is no need to waste precious school time on homilies and sermons advertising self-evident moral truths about everyday decency." But of course it is not a waste of time at all. For how do students learn these things? The ideals of personal decency and social and familial responsibility are self-evident only to those who have been brought up within a powerful moral tradition that has been effectively passed on from generation to generation. The literature and traditions of our Western culture play a great part in teaching us about how to live a worthy life—how the duties of friendship and familial and civic responsibilities give meaning to our lives and qualify our very identities as moral persons. But to be effective we must approach the heritage of the past in a morally explicit manner. Is this, in fact, what we are doing?

To ask this question before a body of teachers is to answer it all too quickly: most of us are keenly aware that in America moral education is approached warily if at all. In the eyes of a great many teachers, moral education is synonymous with indoctrination or even brainwashing. Even classes specifically designed for the teaching of ethics have been affected by this attitude. An article appeared recently in the New York Times entitled "Ethics Classes Avoid Teaching Right and Wrong." The article tells of a guidance counselor in Teaneck, New Jersey, who found that in one of his counseling groups all 15 of the juniors and seniors thought that a fellow student had been foolish to return a purse containing a thousand dollars. When the students asked him his opinion, he told them he believed the student had done the right thing, but that he did not wish to force his values on them. "If I come from the position of what is right and wrong, then I am not their counselor."

I am prepared to agree that it may often be undesirable for a teacher or a counselor to take an adamant stand on a controversial issue such as capital punishment or even abortion and to put pressure on students to believe only what the teacher believes. When we argue about these controversial matters, we do so because it may not be finally clear what our moral tradition has to say about them.

The Judeo-Christian ethic, as it has come down to us through classical Greco-Roman traditions and the Enlightenment, is grounded in the principles of the sanctity of human life as well as principles and ideals of compassion and individual liberty and choice. We often argue about euthanasia, capital punishment, abortion, or censorship because we disagree on which of these principles is more basic and overriding. But that is not the same...
as saying that we disagree on the basic principles themselves.

This distinction I am drawing—between "basic ethics" and "dilemma ethics"—explains why we may be uncomfortable when teachers impose their special emphases and points of view on a given issue. It also explains why we are even more unhappy when they do not take a firm stand on a moral truism such as "Thou shalt not steal." When dilemma ethics is overemphasized one may fall into the trap of thinking there are no ethical truths. Even some philosophers fall into this trap. That is one reason why the Oxford philosopher G. J. Warnock warns his fellow moral philosophers not to be bullied out of holding fast to the "plain moral facts."

Who in our society is taking on the job of passing on to the next generation the plain moral facts that define the core of a morally decent life? Certainly many parents are doing this. But the moral education of children has to be a cooperative effort in which lessons taught at home are reinforced by other social institutions such as the school or church and youth organizations. My concern is that many teachers have become timid and lost confidence in the part they should be playing as moral educators. For it is our vocation to be the transmitters of a cultural heritage that is their birthright.

Moral Agnosticism

But timidity and "loss of confidence" in the propriety of transmitting the moral tradition is only half of the story. The other half is that many highly regarded professional educators welcome the timidity and loss of confidence as a good thing. Two influential contemporary movements in moral education take special pride in repudiating the Western moral tradition. Far from passing it along, they actively disavow it and argue for a radically new and different approach. It is well worth taking a closer look at this turn of affairs. I will first examine it at the primary and secondary levels. I will then get back to discussing the moral agnosticism of college students. Some of what I shall be describing is familiar to you; some of the programs are no longer as fashionable as they once were. But even where a given program is on the wane, what remains is the widespread belief that the traditional style of moral education is gone forever—and the conviction that this is what it should be.

In 1970, Theodore Sizer, Dean of the Harvard School of Education, co-edited with his wife Nancy a book entitled Moral Education. The preface set the tone by condemning the morality of "the Christian gentleman," "The American prairie," the McGuffey Reader, and the hypocrisy of teachers who tolerate a grading system that is "the terror of the young." According to the Sizers, all of the authors in the anthology agree that "the 'old morality' can and should be scrapped." Well, what do they think should replace it?

At present, two opposing ideologies dominate moral education: the values clarification movement, whose best-known proponent is Sidney Simon of the University of Massachusetts School of Education; and the cognitive moral development movement, whose chief spokesman is Lawrence Kohlberg, a professor of psychology and education, and director of the Center for Moral Education at Harvard.

One gains some idea of the new moral educators from the terminology they use. Courses in ethics are called "values clarification" or "cognitive moral development." Teachers are "values processors," "values facilitators," or "reflective-active listeners." Lessons in moral reasoning are "sensitivity modules." Volunteer work in the community is a "action module." And teachers "dialogue" with students to help them discover their own systems of values. In these dialogues the teacher is advised not to discuss "old bugs of virtues," such as wisdom, courage, compassion, and "proper" behavior, because any attempt to instill these would be to indoctrinate the student.

Values clarification, according to its followers, is meant to help students to discover "their own feelings...so that the choices...they make are conscious and deliberate: based on their own value system." The success of the values clarification movement has been phenomenal. In 1975, a study from the Hoover Institute referred to "hundreds perhaps thousands of school programs that employ the clarification methodology" and reported that ten states have officially adopted the method for their moral education programs. Proponents of values clarification consider it inappropriate for a teacher to encourage students, however subtly or indirectly, to adopt the values of the teacher or the community.

In their book, Readings in Values Clarification, Simon and his colleague Howard Kirschenbaum write:

We call this approach "moralizing," although it has also been known as inculcation, imposition, indoctrination, and in its most extreme form brainwashing. Moralizing is the direct or indirect transfer of a set of values from one person or group to another person or group. The teacher must avoid giving the students a set of values. In place of this the student of values clarification is taught awareness of his preferences and his right to their satisfaction in a democratic society.

Western literature and history are two traditional alienating influences that the values clarification movement is on guard against. The values clarification theorist does not believe that moral sensibility and social conscience are, in significant measure, learned by reading and discussing the classics. Instead, Simon speaks of the precious legacy we can leave to "generations of young people if we teach them to set their priorities and rank order the marvelous items in life's cafeteria."

Moral Stupor

As a college teacher coping with the motley ideologies of high school graduates, I find this alarming. Young people today, many of whom are in a complete moral stupor, need to be showed that there is an important distinction between moral and nonmoral decisions. Values clarification blurs the distinction. Children are queried about their views on homemade Christmas gifts, people who wear wigs, and whether or not they approve of abortion or would turn in a hit-and-run driver as if no significant differences existed among these issues.

It is not surprising that teachers trained in neutrality and the principled avoidance of "moralizing" sometimes find themselves in bizarre classroom situations. The following conversation took place between a values clarification teacher and her students:

STUDENT: Does this mean that we can decide for ourselves whether to be honest on tests here?

TEACHER: No, that means that you can decide on the value. I personally value honesty; and although you may choose to be dishonest, I shall insist that we be honest in our tests. In other areas of your life, you may have more freedom to be dishonest.
When tolerance is the sole value, the student learns to tolerate the intolerable.

Another teacher said, "My class deals with morality and right and wrong quite a bit. I don't expect my students to agree with me; each has to satisfy himself according to his own conviction, as long as he is sincere, and thinks he is pursuing what is right. I often discuss cheating this way. But I always get defeated because they will argue that cheating is all right. After you accept the idea that kids have the right to build a position with logical arguments, you have to accept what they come up with."

It is assumed that the student has values; the values clarification teacher is merely "facilitating" the student's access to them. Thus, no values are taught. The emphasis is on learning how, not on learning that. The student does not learn that acts of stealing are wrong; he learns how to get in touch with how he feels about such acts.

The classical moral tradition will not be revived by the practitioners of values clarification. Indeed, it is, in their eyes, an alien tradition that is insensitive to the individual needs and rights of the contemporary student.

Free Moral Agents

Lawrence Kohlberg, the leader of the second major movement in moral education, shares with values clarification educators a low opinion of traditional morality. In his contribution to Theodore and Nancy Sizer's anthology, Moral Education, he writes, "Far from knowing whether it can be taught, I have no idea what virtue really is." Kohlberg's disclaimer is not a Socratic confession of ignorance; he considers the teaching of traditional virtues to be at best a waste of time and at worst coercive. Like Sidney Simon, he, too, uses the language of conspiracy to characterize the traditional American educational system. He refers often to the "hidden curriculum" and insists that the classical moral tradition will not he indoctrination. Kohlberg characterizes these stages as:

1. pre-moral (right and wrong are evaluated in terms of rewards and punishments)
2. conventional (right and wrong are determined by appeals to authority)
3. moral autonomy (the child himself articulates and endorses universal principles of justice)

Kohlberg and those cognitive psychologists who follow him claim that by sharpening students' reasoning abilities and by discussing dilemmas with them, they can promote them to a higher stage within a single academic term or semester. Not bad. But to achieve these results it seems you need to have written your Ph.D. thesis with Kohlberg himself. From teachers outside that circle we hear no reports of these dramatic developments. On the contrary, the reported results are overwhelmingly disappointing.

Kohlberg's work is highly controversial and much criticized and it is far too early to say whether any of his ideas are sound enough for eventual use in the classroom. But his methods have nevertheless been adopted and are being applied by school systems in various parts of the country (Brookline, Mass., Scarsdale, N.Y., Salt Lake City, for example).

To sum up: the current movements in the reform of moral education are replacing the tried and true with theories that are untried and very probably untrue. I believe that teachers who apply the methods advocated by Simon and Kohlberg are doing almost nothing to dispel moral ignorance and quite a lot to add to the moral confusion.

Tolerate the Intolerable

The denigration of moralizing common to values clarification and cognitive development theories has been effective even in those schools where the reforms have not yet penetrated. Increasingly nowadays, few teachers have the temerity to give the impression of praising the so-called middle-class virtues. The exception is the virtue of tolerance. But when tolerance is the sole virtue, the student learns to tolerate the intolerable and his capacity for a normal moral indignation, so important for moral development, is severely inhibited.

The student entering college today shows the effects of an educational system that has kept its distance from the traditional virtues and traditional morality. The half-baked relativism of the college student tends to undermine his common sense. In a term paper that is far from atypical, one of my students wrote that Jonathan Swift's "modest proposal" for solving the problem of hunger in Ireland by harvesting Irish babies for food was "good for Swift's society, but not for ours." In class discussions of world hunger or human rights there are always a fair number of students who are not convinced that starvation—or even torture—is universally and intrinsically evil. "Who are we to judge what is good or bad in another society?" they ask me.

All too often one comes up against a grotesquely distorted perspective that common sense has little power to set right. And it appears that teachers in other disciplines are also struck by the moral obtuseness of their students. Richard M. Hunt, a professor of government at Harvard University, gave a course on the Holocaust to 100 Harvard undergraduates. In the course he was disturbed to find that a majority of students adopted the view that the rise of Hitler and the Nazis was inevitable, that no one could have resisted it, and that in the end no one was responsible for what happened. Hunt's teaching assistant remarked to him, "You know, I think if some of our students were sitting as judges at the Nuremberg trials, they would probably acquit—or at least pardon—most of the Nazi defendants." Professor Hunt has dubbed his students' tolerant and forgiving attitude toward the past "no-fault history."

(Continued on page 6)
**AN EDUCATION OF VALUE**
(Continued from page 5)

Professor Susan Resnick Parr, Dean at the University of Tulsa, reports that when she teaches Tennessee Williams' A Streetcar Named Desire, a majority of students initially support Stella Kowalski's decision to have her sister Blanche committed rather than believe Blanche's story that Stanley raped her. Though appalled at the rape itself, a few students did condone it because Blanche had belittled Stanley, as if insult is a sufficient justification for rape.

**Fear of Indoctrination**

It is fair to say that many college students are thoroughly confused about morality. What they sorely need are some straightforward courses in moral philosophy and a sound and unabashed introduction to the Western moral tradition—something they may never have had before. But few teachers will use that tradition as a source of moral instruction: the fear of indoctrination is even stronger in the colleges than it is at primary and secondary schools. In a recent study of the teaching of ethics prepared by the Hastings Center, the authors write:

No teacher of ethics can assume that he or she has so solid a grasp on the nature of morality as to pretend to know what finally counts as good moral conduct.

No society can assume that it has any better grasp of what to count as to empower teachers to propagate it in colleges and universities.

This is the received view. It would, however, be altogether incorrect to say that the colleges are ignoring moral instruction. As I said in the beginning, philosophy departments, isolated and marginal for many years, are now attracting unprecedented numbers of students to their courses in medical ethics, business ethics, ethics for everyday life, ethics for engineers, nurses, social workers, and lawyers. The new interest in applied ethics is itself a sign that the pretense of knowing what finally counts as good moral conduct is no longer tenable. Public discussions of controversial issues will surely benefit from the contributions of philosophers, and the literature of applied ethics should be read by anyone who seeks a responsible understanding of topical issues.

Nevertheless, the literature of applied ethics, like the literature of values clarification and cognitive moral development, has little or nothing to say about matters of individual virtue. Discussion centers around questions of public issues. The resurgence of moral education in the college thus encourages the shift away from personal morals, replacing it with an almost exclusive preoccupation with the morality of institutional policies. Discussion concerns on the pros and cons of capital punishment, transplant surgery, and similar issues. Since most students are not likely to be involved personally in administering the death penalty or selecting candidates for transplants; and, since most will never have DNA research, or even have abortions, the purpose of the courses in applied ethics is to teach students how to form responsible opinions on questions of social policy. This is very important. But it is not enough.

The applied ethics movement in the universities started in the late 1960s when philosophers became interested once again in normative ethics. Between 1940 and 1968, ethics had been theoretical and methodologically self-conscious, to the relative neglect of practical ethics. A large number of philosophers emerged from the '60s eager to contribute to national moral debates. But like Simon, Kohlberg, and their followers, these philosophers were suspicious and distrustful of moralizing and deeply averse to indoctrination.

It is no small feat to launch a powerful and influential movement in normative ethics without recourse to the language of virtue and vice, and a strong notion of personal responsibility, but that is exactly what is being attempted. The new university moralists, uncomfortable and ideologically at odds with the disciplined middle-class ethics, are making their reform movement succeed by addressing themselves, not to the vices and virtues of individuals, but to the moral character of our nation's institutions. Take a look at almost any text used today in college ethics courses that almost all of the articles consist of philosophical evaluations of the conduct and policies of schools, hospitals, courts, corporations, and the United States government.

**Moral Spectator**

Inevitably the student forms the idea that applying ethics to modern life is mainly a matter of learning how to be for or against social and institutional policies. Appropriately enough, many of the articles sound like briefs written for a judge or legislator. In that sort of ethical climate, a student soon loses sight of himself as a moral agent and begins to see himself as a moral spectator or a protourist. This is not to deny that many of the issues have an immediate personal dimension. They do, but the primary emphasis is not on what one is to do or be like as a person but on what one is to believe as a member of society—in other words, on ideology and doctrine rather than on personal responsibility and practical decency.

A student trained in a practical ethics that has avoided or de-emphasized individual responsibility is simply unprepared for any demand that is not in philosophy or ideologically formulated. The student is placed in the undemanding role of the indignant moral spectator who need not face the comparatively minor intransactions in his own life.

We are speaking of moral education at the college level. And, once again, in a different form, we find an energetic attention to dilemmas and private ethics. The teaching of private ethics is assumed to be a dangerous form of indoctrination that could bring about a uniform society in which freedom is diminished. But right now we are indeed threatened by a dangerous trend toward uniformity. For the student actually have is a uniformity of moral timidity, moral silence, and moral skepticism.

We face the choice of teaching what we believe or of scrupulously refraining from doing so out of fear of "imposing a set of values" on the hapless students. But what values would we burden them with? Most of us are in favor of giving back the purse to its rightful owner and of truthfulness. But we are for considerateness and personal responsibility. We are against manipulating people, against selfishness. These values are in the literature we teach. Why should we not be telling the story and driving home the moral?

We should then, as teachers, be wary of gimmicks that bypass the classical tradition; we should teach both the literature and the philosophy of that tradition. At the primary level we must tell its stories. Storytelling is a nearly universal form of moral education. Achilles, Odysseus, and Aeneas were moral paradigms for Greek and Roman children. In later times they had Beowulf, King Arthur, and Parzifal. For generations, children have listened to Bible stories, heard tales of the lives of the saints. Saul Bellow tells how in traditional Jewish culture, life without stories would have been inconceivable.

The philosopher Alasdair MacIntyre is concerned by the threatened role of storytelling in contemporary child rearing:

Man is essentially a storytelling animal. We enter society with one or more roles into which we have been drafted and we have to learn what they are.... It is through hearing such linked stories as all children have listened to Bible stories, heard tales of the lives of the saints that children learn what a child and what a parent is, what the world is. Deprive children of stories and you leave them unprepared to moral stutters in their actions and their words.

Of course, teachers who are themselves moral agnostics will not be able to tell stories with moral conviction. Inevitably their students are rendered inarticulate "moral stutters." Many of today's professional educators avoid the telling of stories, parables, and fables and instead present the student with abstract moral dilemmas such as: "Seven people are in a lifeboat that has provisions for four: What should they do?" Or Kohlberg's case of Heinz and the stolen drug.

**No Heroes or Villains**

Let us consider for a moment just how the current fashion in dilemmas differs from the older approach through moral tales and parables. For this purpose it will be useful for me to tell you, briefly, one of the stories Saul Bellow includes in his collection of traditional Jewish tales.

There was once a Rabbi in a small Jewish village in Russia who vanished every Friday morning for several hours. The devoted villagers boasted that during these hours their Rabbi ascended into heaven to talk with God. A skeptical newcomer arrived in town, determined to discover where the Rabbi really went. On one Friday morning the newcomer hid near the Rabbi's house, watched him rise, say his prayers, and put on the clothes of a Russian peasant. He saw him take an ax and go into the forest, chop down a tree, and gather a large bundle of wood. Then the Rabbi proceeded to a shack in the poorest section of the village in which lived an old woman and her sick son. He left them the wood which was enough for the week. The Rabbi then quietly returned to the village and became a disciple of the Rabbi. And whenever he hears one of
his fellow villagers say, "On Friday morning our Rabbi ascends all the way to heaven," the newcomer quietly adds. "If not higher."

In a moral dilemma such as the Heinz case or the lifeboat case, there are no obvious heroes or villains: the characters lack moral personality. They exist in a vacuum outside of traditions or social arrangements that shape their conduct in the problematic situation confronting them. In a dilemma there is no obvious right or wrong and no clear vice or virtue. The issues are balanced: situation confronting them. In a dilemma that shape their conduct in the problematic outside of traditions or social arrangements moral personality. They exist in a vacuum

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ing down to their children the saga of Heinz
has said: "One cannot imagine parents pass-
and the stolen drug." By contrast, in the
ing a morally bad sense is promoted by many
nential. But casuistry is not the place to start and, taken by. itself.

Of course, moral puzzles and dilemmas do
have their special place in a complete moral
education. To teach something about the
logic of moral discourse, and the practice of
moral reasoning is a lawyer's game.

Moral Education

We have seen that the idea that moral
instruction is tantamount to "indoctrination" in
a morally had sense is promoted by many
educational theorists. This fallacy is widely
accepted by many educators today. When
asked if she thought moral education should
take place in the public schools, Miss Man-
ners, the popular authority on etiquette, re-
pined: "Personally, Miss Manners thinks that
the parents of America should offer the
school system a bargain. You teach them
English, history, mathematics and science,
and we (their parents) will... look after
their souls." But, as one philosopher aptly
commented: "Children do not leave their
souls behind when they go to school."

In the secondary level and beyond we
teach the classics. To understand a classic like
King Lear, Oliver Twist, or Huckleberry
Finn requires that the reader have some
understanding of (and some sympathy with)
what the author is saying about the moral
ties that bind the characters and that hold in
place the social fabric in which they play
their roles. Take something like filial obliga-
tion. One moral of King Lear is that society
cannot survive unless the contract becomes
a norm. One does not have to be self-
sacrificing as a Cordelia. But one has to be
decent. Even so independent a soul as Eliza-
beth Bennett in Pride and Prejudice treats her
difficult mother with respect. Yet when I
went on to Pride and Prejudice, the teacher
carefully conveyed to us the quaintness of
Elizabeth's loyalty to Mrs. Bennett and the
implication was that is how it was back there
in the early nineteenth century. Today we
are of course free to choose our social ties.

Most students in this country are morally
undernourished.

recommends that instructors design courses
around moral themes. She teaches a seminar
called Dignity and Integrity in Modern
American Literature. The readings include
The Sound and the Fury, A Streetcar Named
Desire, Death of a Salesman, and the In-
visible Man. And Professor Hunt, the Har-
dard Dean who coined the phrase "no-fault
history," now calls his course "Nazism:
Moral Dilemmas in a Repressive Society."
In the course he uses case studies that help
the class to focus on notions of personal re-
ponsibility and personal guilt.

In my own case, after years of presenting
the student has been set
ing the student with alternatives in "life's

My picture has been painted in broad
strokes. It is accurate as far as it goes, but
I am concentrating attention on the timidity
and confusion which currently characterizes
the approach to moral education in this
country. In my zeal to depict a problem I
have left out almost all of the mitigating
details.

I have, for example, made no mention of
private schools that are confidently trans-
mitting the religious and moral teachings of
the Christian and Jewish faiths. Nor have I
spoken of the many schools and colleges that
are not doctrinally oriented but that never-
theless treat the heritage of Western culture
with moral seriousness. I have, however,
given an accurate portrait of the situation in
which the majority of our students find them-

having painted the picture, I went on to
say that we are not, or ought not to be, the
helpless spectators of our students' moral
development or lack of it. I have in this con-
nection talked about our obligations as teach-
ers to pass on the Western moral tradition
without denigrating its core of plain moral
facts that define a life of common decency.

That tradition has this core; but it is, of

Moral Dilemmas in a Repressive Society."

Culmination

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facts that define a life of common decency.

That tradition has this core; but it is, of
course, a diverse tradition with a diversity of
moral ideals. For we are speaking of a

...
LEGISLATURE MEETS
(Continued from page 1.)

houses quickly passed spending cut measures identical to those adopted during the preceding session. The same joint conference committee resumed deliberations almost immediately in an attempt to break the stalemate.

Meanwhile, White, Lt. Gov. Bill Hobby, and House Speaker Gib Lewis continued their campaigns to win support for their separate plans aimed at dealing with the state's money problems. White and Hobby both argue for a "temporary" increase in the state sales tax combined with major spending cuts. On the other hand, until recently Lewis has insisted that a tax increase was not necessary; that a combination of drastic cuts in state spending and a number of "money management" measures could get the state through the first six months of the fiscal year which began Sept. 1. In recent days, Lewis has softened his refusal to consider a tax hike during the special session. The betting in Austin is that a compromise might be reached by Oct. 1, combining major cuts with "temporary" increases in sales and gasoline taxes and a number of "cash flow" maneuvers.

TJCTA representatives continue to follow the budget process closely with the hopes of minimizing reductions in community junior college funding.

SECTION CHAIRPERSONS FOR 1987 CONVENTION

Forty-seven individuals will have primary responsibility for planning and arranging programs for their respective section meetings during next year's TJCTA convention in Houston. Selected by their colleagues during the 1986 convention (or chosen subsequently by them) these section chairpersons will be responsible for choosing guest speakers, arranging field trips, or developing other programs for their sections.

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Dutton J. Bailes, Lon Morris College, Jacksonville, Texas 75766</th>
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<tbody>
<tr>
<td>Agriculture</td>
<td>Ronald Braeuer, Wharton County Junior College, Wharton, Texas 77488</td>
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<td>Air Conditioning and Refrigeration Technology</td>
<td>Irving D. Panner, Houston Community College, Houston, Texas 77270</td>
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<td>Art</td>
<td>Bruce F. Turner, Alvin Community College, Alvin, Texas 77511</td>
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<td>Automotive Services</td>
<td>Edward E. Hester, Jr., Cedar Valley College, Lancaster, Texas 75134</td>
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<td>Biology</td>
<td>John C. Ray, Brazosport College, Lake Jackson, Texas 77566</td>
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<td>Business Administration</td>
<td>James W. Cox, Jr., Wharton County Junior College, Wharton, Texas 77488</td>
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<td>Chemistry</td>
<td>Betty H. Graef, Alvin Community College, Alvin, Texas 77511</td>
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<td>Compensatory/Developmental Education</td>
<td>Charles N. Johnson, Tyler Junior College, Tyler, Texas 75711</td>
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<td>Cosmetology</td>
<td>Barbara McKinney, Trinity Valley Community College-Anderson Center, Palestine, Texas 75801</td>
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<td>Counseling and Student Personnel Services</td>
<td>Ysleta L. Kudaly, McLennan Community College, Waco, Texas 76708</td>
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<tr>
<td>Criminal Justice</td>
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<td>Data Processing</td>
<td>Patricia Ann Green, Temple Junior College, Temple, Texas 76501</td>
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<td>Developmental Reading</td>
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<td>Economics</td>
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<tr>
<td>Electronics</td>
<td>Lew Garrett, Alvin Community College, Alvin, Texas 77511</td>
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<tr>
<td>Engineering Graphics and Drafting Technology</td>
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<td>English-As-a-Second Language</td>
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<tr>
<td>English</td>
<td>Al Uslanoff, Houston Community College, Houston, Texas 77070</td>
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<tr>
<td>English-As-a-Second Language</td>
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<td>English</td>
<td>Betty L. Hobbs, Richland College, Dallas, Texas 75232</td>
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<td>Foreign Language</td>
<td>Martha V. Baker, St. Philip's College, San Antonio, Texas 78203</td>
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<tr>
<td>Geology and Geography</td>
<td>Thomas M. C. Hobbs, North Harris County College-South Region, Houston, Texas 77015</td>
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<td>Government</td>
<td>Scott Nelson, North Harris County College-East Campus, Kingwood, Texas 77339</td>
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<td>Health Occupations</td>
<td>Evelyn Frank Burns, Houston Community College, Houston, Texas 77270</td>
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<tr>
<td>Health, Physical Education, and Recreation</td>
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<td>History</td>
<td>Barbara Ann Sneary, San Jacinto College-South Campus, Houston, Texas 77070</td>
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<td>Interpreter Training</td>
<td>Michael A. White, McLennan Community College, Waco, Texas 76705</td>
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<td>Journalism and Public Information</td>
<td>Michael Edward Cinatl, Tarrant County Junior College-Northwest Campus, Fort Worth, Texas 76119</td>
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<td>Learning Resources</td>
<td>Tommie J. Caldecough, North Harris County College District, Houston, Texas 77080</td>
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<td>Mathematics</td>
<td>Enrique K. Chamberlain, North Lake College, Irving, Texas 75068</td>
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<tr>
<td>Music</td>
<td>Shelia Jean Morman, North Lake College, Irving, Texas 75038</td>
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<td>Organization of Junior/Community College Administrative Officers</td>
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<td>Philosophy</td>
<td>Charles W. Chance, North Harris County College District, Houston, Texas 77060</td>
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<td>Physics and Engineering</td>
<td>Bernard J. Mahoney, Houston Community College, Houston, Texas 77220</td>
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<td>Psychology</td>
<td>William W. Leach, North Harris College-East Campus, Kingwood, Texas 77339</td>
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<td>Real Estate</td>
<td>Avery E. Carter, Alvin Community College, Alvin, Texas 77511</td>
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<td>Registrars</td>
<td>Paul Metzger, Houston Community College, Houston, Texas 77007</td>
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<td>Secretarial Science</td>
<td>Robert A. Johnston, College of the Mainland, Texas City, Texas 77559</td>
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<td>Sociology and Anthropology</td>
<td>Cheryl A. Vickers, Brazosport College, Lake Jackson, Texas 77566</td>
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<tr>
<td>Speech and Drama</td>
<td>Billie J. Hoskins, Galveston College, Galveston, Texas 77550</td>
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<td>Texas Administrators of Continuing Education for Community/Junior Colleges</td>
<td>Lois Brace, Howard College, Texarkana, Texas 75501</td>
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<tr>
<td>Texas Association of Community College Chief Student Administrators</td>
<td>Bonnie L. Longmire, North Harris County College-East Campus, Kingwood, Texas 77339</td>
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<tr>
<td>Texas Association of Community College Instructional Administrators</td>
<td>W. P. Drumgoole, Trinity Valley Community College, Athens, Texas 75751</td>
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<tr>
<td>Texas Association of Junior College Instructional Administrators</td>
<td>John R. Grable, Brazosport College, Lake Jackson, Texas 77566</td>
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<tr>
<td>Texas Association of Post-Secondary Vocational Education Administrators</td>
<td>Neal M. McBryde, Bee County College, Beeville, Texas 78102</td>
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<tr>
<td>Texas Community College Child Development Educators Association</td>
<td>Patricia S. Stillwell, Del Mar College, Corpus Christi, Texas 78404</td>
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<tr>
<td>Texas Junior College Management Educators Association</td>
<td>Paul G. Tito, Odessa College, Odessa, Texas 79764</td>
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<td>Vocational-Techical Education Welding</td>
<td>Larry A. Grable, Brazosport College, Lake Jackson, Texas 77566</td>
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<td>John M. Thaman, College of the Mainland, Texas City, Texas 77591</td>
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CONFERE NCE PLANNED
(Continued from page 1.)

Law in 1966. His law firm, founded in 1972, now includes almost 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speaker for the Noon luncheon meeting will be State Rep. Wilhelmina Delco, of Austin. Since 1979, Rep. Delco has chaired the Committee on Higher Education of the Texas House of Representatives. She also serves as a member of the Select Committee on Higher Education created in the 1985 legislative session. Rep. Delco holds the bachelor of arts degree from Fisk University. She has served on numerous state, regional, and national boards and committees concerned with the advancement of higher education. In the 1984 convention of the Texas Administrators of Continuing Education for Community/Junior Colleges, Rep. Delco was recognized as "TJCTA Legislator of the Year" for her activities in support of the legislative goals of the association.

TJCTA state president Doris Huibregtse has sent invitations to leaders of local faculty organizations inviting them to participate in this year's conference. In her letter Mrs. Huibregtse wrote, "The major purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges in Texas. We believe every faculty group can benefit from having its leaders attend the meeting."

Arrangements for the conference are the responsibility of the TJCTA Professional Development Committee. Members of the planning subcommittee are Lamont Patton, Galveston College, chairperson; Steve Dut- ton, Amarillo College; Jaye Duryea, Bee County College; and Dick Lancaster, Western Texas College. Chairperson of the Professional Development Committee this year is Emmeline Dodd, College of the Main-
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

CODE OF PROFESSIONAL ETHICS

(Adopted April 1, 1977)

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order more adequately to express the affirmation of our professional responsibilities, we the members of the Texas Junior College Teachers Association do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

*In this Code the term 'colleague' refers to administrators, teachers, non-academic personnel, and any other persons employed by colleges in the educational enterprise.
POSITION STATEMENTS

Following are the texts of ten Position Statements on issues of concern to Texas community junior college educators. The statements were produced by the TJCTA Professional Development Committee, unanimously adopted by that committee, endorsed by the TJCTA Executive Committee—also unanimously, and, finally, approved by the general membership in the association's conventions in 1981, 1982, 1983, and 1986. The statements thus became formal expressions of the organization's membership on the vital topics they address.

ACADEMIC INTEGRITY
(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of academic integrity for years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We fully accept the responsibility of college teachers to establish and maintain standards of excellence in the courses they teach.
2. We recognize the need for consistency and fairness in the evaluation of student performance.
3. We fully recognize the need to maintain public confidence in the academic integrity of our colleges.
4. We know that inflated grades have cheapened value, and therefore we strongly affirm the need to strengthen and preserve credible measures for evaluating student performance.

Operational Elements

The separately constituted and governed members of this Association may choose to implement these principles in different ways. Their probable diversity stems from differences among institutions in the State. Examples of possible approaches include the following:

1. Each member of this Association should support and encourage excellence in teaching and learning in his or her institution.
2. Each teacher should continually evaluate the teaching and learning in his or her courses.
3. Each institution should maintain an awareness of academic aptitude levels for each entering freshman class and share that information appropriately with its teachers.
4. Each institution should establish and vigorously uphold reasonable and responsible standards of academic performance for students and teachers.
5. Each institution should adopt adequate procedural safeguards for grade appeal which are explicitly stated and appropriately published.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic integrity. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which evaluation of student performance is conducted.
STUDENT RECRUITMENT AND INSTITUTIONAL INTEGRITY
(Adopted March 6, 1981)

Statement of Principles

The principles enumerated below have been among the cornerstones of institutional integrity for some years. We reaffirm them here to provide a fuller view as an Association of our beliefs and expectations for the future.

1. We recognize the legitimate interest of a college in defining clearly its mission and services and in identifying the people it serves and those it might serve in the future.

2. We recognize also the inseparable relationship among adequate enrollment, fiscal solvency, and institutional survival.

3. We acknowledge that possible solutions to the problem of declining enrollment should be carefully considered and implemented only when consistent with behavior which is ethical and appropriate for higher education.

4. We know that lowering academic standards or relaxing degree requirements for the purpose of increasing enrollment is not in the interests of the public or our profession.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

6. We ask each member of the Association to support the commitment to offer the highest quality education to our students. The most effective promotional and recruitment activity of any college is, after all, good teachers teaching well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the growing competition for students. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student recruitment is conducted.

STUDENT RETENTION
(Adopted March 6, 1981)

Principles

With an anticipated decline in enrollment, greater emphasis is being given to retaining students. The principles enumerated below have been among the cornerstones of instructional integrity for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We believe that any student retention policy should be aimed at educational accomplishment rather than merely holding students for fiscal reimbursement by the State.

2. We believe that academic standards must not be lowered to retain students.

3. We believe that all components of a college, not just teachers, are responsible for student retention.

4. We accept the responsibility of college teachers to encourage and assist students in the completion of any college work undertaken.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. Examples of possible approaches include the following:

1. Teachers should strive to help each student reach his or her potential as a scholar and as a human being.

2. Administrators should strive to schedule classes at appropriate hours, provide adequate facilities, and maintain reasonable class size.

3. Support Services personnel should strive to meet student needs and requirements with efficiency, dispatch, and compassion.

4. Maintenance personnel should strive to maintain physical plant conditions which enhance teaching and learning.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.
ACADEMIC MARKETING
(Adopted March 6, 1981)

Some colleges are considering academic marketing as a solution to the problems of declining enrollment and financial pressure. Academic marketing refers to the application of business marketing techniques to identify, attract, and satisfy students.

**Principles**

The Texas Junior College Teachers Association urges that in all college marketing efforts great care be taken to preserve the special nature of the educational enterprise. Not all business practices can be—or should be—adopted by educational institutions. While the future of any college depends on its ability to attract and retain students, any possible solution to the problem of declining enrollments, including academic marketing, should be implemented only when appropriate for higher education and when consistent with academic integrity.

1. Special care should be taken in the use of outside consulting firms which may not be sensitive to the unique nature of the enterprise of education. Excessive use of business terminology (e.g., “selling our product,” “the educational marketplace”) is inappropriate and misleading to ourselves and to our students as to the role of education.

2. Lowering academic standards and revising curricula for the purpose of relaxing degree requirements to increase enrollment cannot be defended.

3. An institution should not pretend to market what it does not or cannot provide. For example, remedial students should not be promised their needs can be met if no programs exist for them.

4. Marketing efforts should be weighted initially toward retention rather than recruitment.

5. Educational marketing is the responsibility of the entire college, not any single entity of it. Faculty evaluation, therefore, should be based on the quality of teaching, not just the number of students or contact hours generated.

The best marketing procedure for any college is to offer its students the highest quality education; the best marketing activity of any college teacher is to teach well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic marketing. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures for academic marketing.

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**FACULTY DEVELOPMENT LEAVE**
(Adopted March 6, 1981)

**Principles**

The principles enumerated below have been among the cornerstones of faculty renewal and professional growth for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Public two-year colleges in Texas may grant leaves of absence for professional development with pay, Vernon’s Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.102(a).

2. The community junior colleges of the State should define professional development to include leave grants for carefully selected professionals whose endeavors could not be attempted if such grants were not available.

3. Professional development leaves benefit the individual recipients, their communities, their institutions, their colleagues, and their students.

4. At no time should the quality of teaching suffer due to the absence of teachers on professional development leaves. Leave grants must be subject to the availability of quality replacements.

**Operational Elements**

For those colleges functioning on critically tight budgets, only those leave grants which involve no additional expense may be feasible. An occasional leave grant which does not increase the college's operating budget may be preferable to no leave grant program at all.

Colleges should consider allocating professional development funds to include leave grants. The leave grant programs themselves may generate monies for the professional development budgets because in those instances in which colleges save money by granting leaves, the savings can be channeled into their professional development budgets.

Examples of possible approaches include the following:

1. The faculty member on faculty development leave may be paid one-half of his or her nine-month salary while the college retains the other half plus any Social Security contributions for that amount, if applicable.

2. A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

3. The instructional cost differential obtained through the use of temporary or part time teachers in replacement of the faculty member on leave may enable the college to avoid any additional expense in providing for paid faculty development leave.

Communication of these principles and operational guidelines is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development leave with pay. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty development leaves are sought.
DISCRETIONARY COMPENSATION  
(Adopted February 19, 1982)

Principles

Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed here by the Association in regard to compensatory procedures to provide a fuller view of our beliefs and expectations for the future.

1. We fully accept the relationship between work performed and compensation received.
2. We seek supervision and evaluation which ensure the best professional teaching as a public service.
3. We recognize in principle that incentives may strengthen morale and encourage imaginative and energetic teaching.
4. We affirm, however, that merit incentives involving compensation for teaching effectiveness should be implemented only with approval and willing cooperation of the teachers affected by them.
5. We affirm that merit pay cannot in any instance substitute for the priority of adequate faculty salaries. Neither can it replace good facilities, satisfactory working conditions, nor effective supervisory services as conditions for high faculty morale.
6. We affirm that the use of discretionary merit pay is improper and unethical as a means of coercing allegiance to an administration or of infringing upon the right of a teacher to speak the truth as he or she sees it.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. However, where discretionary merit pay is an acceptable form of incentive to teachers, we assert the following guidelines as necessary and proper to reduce unprofessional rivalries and divisiveness:

1. A faculty should participate in the creation of any merit pay policy under which they work, including the drafting of the definition of merit and the methods and criteria used to identify it.
2. The criteria for the awarding of merit pay should be well-defined, well-publicized, and clearly understood by all groups affected by them.
3. A merit pay policy must be directed at describing a teacher's performance of his or her duties, not the teacher's popularity with the college administration or his or her students, nor the number of students enrolled in the teacher's classes.
4. Merit determinations are a form of employee evaluations and inevitably involve some judgment and subjectivity. Therefore, the administrators of a merit pay policy must be held accountable for the administration of a policy in a manner that is both fair and uniform to all teachers. Procedures for appeal and periodic review by faculty committees are forms of administrative accountability.

We hope the communication of these principles and operational guidelines leads to greater understanding and constructive dialogue about the important issues surrounding discretionary compensation. We stand ready as an Association to work with all interested groups in discussion of the policies and procedures under which merit pay is sought.

ACADEMIC FREEDOM AND RESPONSIBILITY  
(Adopted February 19, 1982)

Academic Freedom

Texas community junior colleges, like all other institutions of higher education, serve the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute our position on academic freedom:

1. Faculty members of Texas community junior colleges are entitled to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher's right to teach preserves the student's right to learn.
2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: planning and revising curricula, selecting textbooks and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.
3. Faculty members of Texas community junior colleges are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.
4. Prior restraint or sanctions should not be imposed upon faculty members of Texas community junior colleges in the exercise of their rights as citizens or duties as teachers. Nor should faculty members fear reprisals for exercising their civic rights and academic freedom.
5. Faculty members of Texas community junior colleges have a right to expect their governing boards and administrators to uphold vigorously the principles of academic freedom and to protect their faculties from harassment, censorship, or interference from outside groups and individuals.

Academic Responsibility

The academic freedom of Texas community junior college faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members of Texas community junior colleges should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.
2. Faculty members of Texas community junior colleges are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.
3. Faculty members of Texas community junior colleges recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.
4. Faculty members of Texas community junior colleges recognize that the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act in behalf of their employing institutions or of their profession.
FACULTY RENEWAL AND DEVELOPMENT PROGRAMS
(Adopted February 25, 1983)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and development programs for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.

2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.

3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.

4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Operational Elements

Faculty renewal and development programs—including faculty grants, stipends, developmental leaves, and sabbaticals—can be prudent investments of the resources of institutions in the integrity of instructional programs, and a demonstration of continued commitment to the well-being of faculty. In return for the investment, institutions benefit from stronger instructional programs.

The separately constituted and governed institutions of the state may choose to implement these principles in different ways in the operation of faculty renewal and development programs. However, we assert the following elements as necessary to ensure orderly and productive faculty renewal and development programs.

1. Institutions should provide adequate financial incentives for faculty renewal and development.

2. Faculty renewal and development programs should provide financial support to faculty members for improving the quality of the instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.

3. Faculty renewal and development programs should be based upon a stated philosophy or rationale. These programs should clearly state eligibility requirements, define guidelines for application, and ensure equitable treatment for all applicants.

Communication of these principles and operational elements is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development programs. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures which promote increased interest in faculty renewal and development in the Texas community junior colleges.

EVALUATION OF FACULTY PERFORMANCE
(Adopted February 25, 1983)

Principles

Because the issues in the evaluation of faculty performance have a direct bearing on the lives and professional security of all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed by the Texas Junior College Teachers Association.

1. Evaluation of faculty performance should take place under policies which declare an institution's values regarding instruction and which make clear its expectations of teachers.

2. No single effective model for faculty evaluation can accommodate the diversity of Texas community junior colleges.

3. The development and implementation of a faculty evaluation policy must be the shared responsibility of both faculty and administration. A policy must ensure that no faculty member be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

4. The criteria for evaluation should be diverse, broadly based, firmly stated, and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

5. Successful faculty evaluation depends upon open, mutually receptive communication between those who are evaluated and those who evaluate.

6. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of an evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for the appeal of the results of evaluation and periodic review of evaluation policies by faculty are necessary.

7. Evaluation policies must recognize the concepts of academic freedom and responsibility and must provide for due process whenever grievances arise.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the evaluation of faculty performance. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty evaluation is conducted.
STUDENT CONDUCT AND DISCIPLINE
(Adopted February 13, 1986)

To provide for the safety and security essential for effective learning and to guard the rights of students, faculty, and staff, the Texas Junior College Teachers Association affirms that each Texas community junior college should:

1. Acknowledge its obligation to assure the safety of students, faculty, and staff in all college related matters whether on or off campus.

2. Adopt a student disciplinary code clearly stated and rationally related to the goal of assuring a safe environment for students to learn and teachers to teach. The student disciplinary code should include at least the following elements:
   a. A statement of purposes for the code;
   b. A partial list of actions, whether committed on or off campus, which will render a student subject to disciplinary action;
   c. A list of authorized disciplinary actions that may be imposed upon a student;
   d. A detailed statement of clearly defined procedures which will be followed when a student is alleged to have violated campus regulations;
   e. A statement of further actions which may be taken by the college district.

3. Actively seek criminal prosecution for actions by students and non-students which violate federal or state criminal laws and initiate appropriate civil litigation for the recovery of damages.

4. Provide adequate legal assistance for employees involved in litigation resulting from actions on and off campus directly related to fulfilling their duties to the college.

This statement is intended to promote understanding and constructive dialogue concerning student discipline and the rights of students, faculty, staff, and trustees of community junior colleges in Texas. As an Association we stand ready to work with all groups in discussion of student discipline policies and procedures.

TJCTA LEADERS HELP PROTECT FUNDING

While senior colleges and universities saw their funding for fiscal year 1987 cut an average of 13 percent (with several institutions being forced to make cuts as deep as 18 percent), public two-year colleges and the Texas State Technical Institute were handed an overall cut of 9 percent. These losses translate into approximately $220 million for senior colleges and $40 million for community junior colleges. Much of the credit for limiting two-year college cuts goes to State Rep. Tom Uher (D-Bay City), who was prepared to move a cut of only 7 percent and who was able to hold the cuts to 9 percent in the face of strong pressure from the Speaker, who personally lobbied the committee members throughout the process.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1987 convention in Houston.

Suggestions should be received by Feb. 1, 1987, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 19, 1987, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
Constance N. Cameron, Chairperson
TJCTA Resolutions Committee
St. Philip's College
2111 Nevada Street
San Antonio, Texas 78203

NOMINATING COMMITTEE SEeks RECOMMENDATIONS

Doris Burbank, Alvin Community College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the association for 1987-88.

Recommendations should be received by Oct. 15 in order for the necessary information to be obtained and made available to members of the Nominating Committee for its Nov. 1 meeting in Austin.

Recommendations should be sent to: Doris Burbank, Chairperson
TJCTA Nominating Committee
Alvin Community College
3110 South Mustang Road
Alvin, Texas 77511
NOW...
MORE THAN EVER

YOU NEED TJCTA!   TJCTA NEEDS YOU!

- The only organization dedicated exclusively to serving community junior college educators
- A strong, positive legislative program to represent your interests
- A comprehensive statewide analysis of faculty salaries, fringe benefits, and retirement programs
- Immediately accessible information on academic defense issues and grievance matters
- Participation in discount buying services and homeowner and automobile insurance programs at substantial savings
- A viable job placement/referral service for members
- An annual convention, attended by thousands of colleagues from across the state (The 1987 convention will be held in Houston, February 19-21.)

TJCTA Membership Enrollment Form

<table>
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<tr>
<th>PRIMARY RESPONSIBILITY.</th>
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<td>Student Services</td>
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<td>Position:</td>
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| College |
| (If more than one campus, indicate your campus.) |
| Preferred Mailing Address for TJCTA publications (if other than to college): |
| Street Address or P.O. Box |

| CHECK HERE IF YOU DESIRE COVERAGE UNDER THE OPTIONAL LIABILITY INSURANCE PROGRAM, AND ADD $20 TO THE AMOUNT OF YOUR CHECK. |
| CHECK ONE: |
| ☐ PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community or junior college)—Dues $25 |
| ☐ ASSOCIATE MEMBERSHIP (Classified employee or retired or part-time educator at a Texas community or junior college)—Dues $15 |
| ☐ STUDENT MEMBERSHIP (Enrolled for graduate degree in community or junior college education)—Dues $10 |
| ☐ UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15 |

| City |
| State |
| ZIP Code |

NOTE: Annual dues include $5 for subscription to the TJCTA Messenger.
MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to:
TJCTA
7748 Highway 290 West, Suite 310
Austin, Texas 78736
1987 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1987 TJCTA convention has been released. A detailed program will appear in a special convention issue of the Messenger. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Hyatt Regency hotel in Houston. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 19, 1987
9:00 a.m.-5:00 p.m. — Special Meetings (to be announced)
12:00 Noon-6:00 p.m. — Convention Registration
1:00 p.m.-5:30 p.m. — Committee Meetings, called by Committee Chairperson
4:00 p.m.-5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and all committee chairpersons
6:30 p.m.-7:30 p.m. — Informal Reception (Meet the Candidates)
7:30 p.m.-9:00 p.m. — FIRST GENERAL SESSION

FRIDAY, FEBRUARY 20, 1987
8:00 a.m.-9:15 a.m. — Financial Planning Seminar (repeated at 11:30 a.m.)
8:00 a.m.-5:00 p.m. — Convention Registration
8:00 a.m.-5:00 p.m. — Exhibits Open
8:00 a.m.-5:00 p.m. — Polls Open
9:30 a.m.-10:45 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
11:00 a.m.-12:15 p.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 p.m.-1:45 p.m. — Financial Planning Seminar (repeated at 4:00 p.m. presentation)
2:00 p.m.-4:00 p.m. — SECOND GENERAL SESSION
4:30 p.m.-6:00 p.m. — Special Meetings (to be announced)
9:00 p.m.-1:00 a.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge only)

SATURDAY, FEBRUARY 21, 1987
8:00 a.m.-11:30 a.m. — Convention Registration
8:00 a.m.-11:30 a.m. — Exhibits Open
8:30 a.m.-9:30 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
9:45 a.m.-10:45 a.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
11:00 a.m.-12:00 Noon — THIRD GENERAL SESSION
12:00 Noon-1:00 p.m. — Adjournment
1:30 p.m.-3:00 p.m. — Special Meetings (to be announced)

SALELIIES LOSE GROUND TO INFLATION

Only about one-third of the public community junior colleges in Texas granted faculty pay raises for the 1986-87 academic year, according to the study of faculty salaries conducted by the Texas Junior College Teachers Association. Reports from the colleges indicate that salaries remain at last year's levels in all but 18 of the state's 49 public two-year college districts.

Largest pay raises were reported by Trinity Valley Community College (formerly Henderson County Junior College), which granted raises averaging 5.6 percent, and Hill College, where raises of 5.0 percent were granted.

Overall, however, faculty members across the state saw their purchasing power drop an average of slightly more than 1 percentage point behind the inflation rate. The great majority of teachers actually are taking home less money on payday than they did last year, due to the combined effects of salary freezes and higher employees' share of health insurance costs.

This is the tenth consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state's public two-year colleges. Each of the 49 districts participated in this year's study, according to TJCTA state president Doris Huibregtse. "We are grateful for the cooperation of the institutions in completing and returning the salary questionnaires," Mrs. Huibregtse said. She pointed out that the TJCTA study is generally recognized as the most reliable compilation of salary data available, and the validity of the association's survey results depends on 100 percent participation.

According to TJCTA executive secretary Charles Burnside, the association's study is based on written responses to a questionnaire, submitted directly by an official at each of the public community junior college districts. Each official is also asked to provide a copy of the institution's adopted faculty salary schedule, and questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors in their first, sixth, and eleventh consecutive years of employment.

"A tabular report of this year's TJCTA salary study appears on page 3 of this issue of the Messenger."

Burnside pointed out that the association's state office occasionally receives suggestions that a study be based on annual compensation as reported on W-2 forms. "While such a study would certainly provide interesting information, it wouldn't be very useful in comparing compensation among the schools," he said. Burnside went on to say that since the principal purpose of the TJCTA study is to enable readers to see how one college compares with the others at various specific points in their salary schedules, it would not be realistic to compute pay for overloads, extra duty assignments, summer work, etc., in the study. Some institutions have strict policies to limit overloads and some have very

PURCHASING POWER DROPPED BY SALARY FREEZES

The table below shows the change in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 2.8 percent for 1986 over 1985.

<table>
<thead>
<tr>
<th>Year</th>
<th>1985-86</th>
<th>1986-87</th>
<th>Percent Change</th>
<th>Change in Purchasing Power</th>
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<tr>
<td>First Year</td>
<td>$20,502</td>
<td>$21,246</td>
<td>3.63%</td>
<td>-0.83%</td>
</tr>
<tr>
<td>Sixth Year</td>
<td>$23,547</td>
<td>$23,724</td>
<td>0.75%</td>
<td>-2.0%</td>
</tr>
<tr>
<td>Eleventh Year</td>
<td>$25,825</td>
<td>$26,076</td>
<td>0.97%</td>
<td>-1.83%</td>
</tr>
</tbody>
</table>

(Continued on page 4.)
PRESIDENT'S MESSAGE

What a pleasure it has been to visit several campuses and receive suggestions and comments from many of our members. We welcome your ideas for additional ways to promote professionalism and to provide other services.

I have been impressed with the fine facilities of the campuses I have seen. The fact that these facilities are paid for by local funds is one of the unique features of community junior colleges. It concerns me that the percentage of local funding has in recent years increased and the percentage supplied by the state has decreased.

We must present a strong case for academic and vocational education at the community college level or face a decrease of the quality service we bring to our respective communities. Junior colleges enroll 63 percent of all freshmen and sophomore students—42 percent of all students—in public higher education with only 14 percent of the funding. To have that funding cut 2½ percent in the 1985 legislative session and another 9 percent in the recent special session is a blow to quality education. Though funding cuts could have been worse in the face of the Texas economic crunch, we must encourage Texas legislators to give financial support to the state's greatest resources—educated and vocationally trained citizens—to avoid perpetuating the crisis brought about by falling oil prices or other specific economic change.

Carl Sandburg wrote, “Life is hard. Be a rock.” That is good advice, but in addition, be a TJCTA member. A strong professional organization can be an important part of convincing our elected officials of the importance of what community junior colleges have been and are doing—providing low-cost, convenient post-secondary education to anyone who wishes to take advantage of it.

Why TJCTA?

As a member of TJCTA, you are represented at appropriate hearings, sessions, and committee meetings of the legislature and other public agencies. But a strong legislative program to represent your interests is only one of the many advantages of your membership in TJCTA. If you have colleagues who ask, “What will TJCTA do for me?” you can assure them that—among other things...

...No other organization is dedicated exclusively to serving community junior college educators.

...They can attend the 40th annual convention Feb. 19-21 at the Hyatt Regency Hotel to hear interesting speakers, enjoy a banquet, attend section meetings of their individual disciplines, help select the association's officers during a spirited campaign, attend a country-western dance, visit an exhibit hall housing over 100 exhibit booths, take advantage of a placement-referral service.

...They can receive advice and legal help if necessary for academic defense issues and grievance matters.

...They can take advantage of a liability insurance plan, reduced rates on homeowner and automobile insurance, and a buyers' discount service.

...They are provided with a comparison of faculty salaries among the state's two-year colleges (as featured in this issue of the Messenger).

Why not TJCTA?

Accolades To...

...the Professional Development Committee, especially to the subcommittee chaired by Larry Patton which planned the fall conference for faculty organization leaders. Representatives from 47 campuses gathered in Austin to hear excellent presentations by Dr. Juliet Garcia, president of Texas Southmost College, and attorneys Frank Hill and Marcia Wise, followed by extensive question-and-answer sessions. Our disappointment in Rep. Wilhelmina Delco's absence was sweetened by the fact that she was at the Capitol helping to hold the line on funding cuts for community junior colleges. (Rep. Delco, of course, chairs the House Committee on Higher Education and serves on the Select Committee on Higher Education.) TJCTA legislative committee chairperson John Forshee and treasurer Dave Clinkscale were at the Capitol for a first-hand report.

...the Membership Services Committee for a productive meeting with subcommittee chairpersons designated to spearhead the many services to which we have become accustomed. We can look forward to help in deciphering the effects of the new tax law on educators in the two financial planning seminars at next month's convention. A special program for retired and soon-to-be-retired members will also be presented.

...the Legislative Committee for a productive meeting with recommendations for a strong legislative program for the 70th legislative session which just convened. (Among the concerns to be watched for appropriate action are hostile recommendations regarding LVN and RN one- and two-year licensure programs.)

...the Nominating Committee for selecting an impressive slate of officer candidates.

...the TJCTA Campus Representatives for their diligence in conducting excellent membership drives on their campuses.

We're having a good TJCTA year. With a convention theme of "Education at the Crossroads," let's approach 1987 with the intention of moving forward together.

Doris Hubrechtsen

"GREAT TEACHING" SEMINAR SCHEDULED FOR MAY 18-22

The Texas Association for Staff, Program, and Organizational Development (TASPOD) will hold its sixth annual "Round-Up for Great Teaching," May 18-22, in Kerrville. According to seminar planners, the five-day retreat is based on the idea that "dedicated faculty are a rich resource."

During the past five sessions, more than 100 educators from Texas two-year colleges have participated in the TASPOD round-ups. Many colleges sponsor participants in recognition of outstanding teaching, faculty organization leadership, or Piper professor nomination.

The retreat setting lends itself to "intensive learning, teaching, and reflecting," according to a TASPOD spokesperson. "The agenda differs from most conferences in that, for the most part, the program is created by the participants themselves with the staff's major role being one of facilitation and coordination. The exchange of expertise takes place not only in scheduled sessions but also informally on horseback rides, by the swimming pool, or on walks along the creeks," according to Mimi Valek, Austin Community College.

Further information regarding the seminar may be obtained from Ms. Valek, by calling Area Code 512, 495-7591. Also, round-up information will be available during TASPOD meetings at next month's TJCTA convention at the Hyatt Regency hotel in Houston. Interested persons should consult the convention program regarding times and places of the TASPOD meetings.

The TJCTA Messenger (ISSN 8750-9644) is published five times annually in September, November, January, April, and June by the Texas Junior College Teachers Association, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3218. Annual dues $25, $5 of which is for subscription to TJCTA Messenger. Second-class postage paid at Austin, Texas. POSTMASTER: Send address changes to TJCTA Messenger, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3218.

DORIS HUBRECHTSEN
President

PAGE 2

CHARLES L. BURNSIDE
Editor-Executive Secretary
| COLLEGE                                    | DISTRICT               | Beginning Salary | Base Salary | After Five Consecutive Years | After Ten Consecutive Years | Base Salary | After Five Consecutive Years | After Ten Consecutive Years | After Five Consecutive Years | After Ten Consecutive Years | After Five Consecutive Years | After Ten Consecutive Years |
|-------------------------------------------|------------------------|------------------|-------------|------------------------------|-----------------------------|-------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| University of Texas                         | College of Natural Sciences | $59,020.00       | $32,146.24  | $24,904.20                  | $22,081.18                  | $23,323.17  | $27,499.17                  | $24,154.16                  | $24,154.16                  | $25,977.19                  | $30,013.21                  | $25,977.19                  | $30,013.21                  |
| Texas A&M University                        | College of Engineering | $20,760.00       | $20,875.00  | $20,875.00                  | $20,875.00                  | $20,875.00  | $20,875.00                  | $20,875.00                  | $20,875.00                  | $20,875.00                  | $20,875.00                  | $20,875.00                  | $20,875.00                  |
| Texas State University                      | College of Business    | $20,694.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Houston                       | College of Liberal Arts | $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Science     | $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| Texas Tech University                       | College of Architecture| $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Nursing     | $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Education   | $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Fine Arts   | $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Health Sciences | $20,760.00   | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Law         | $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Social Work | $20,760.00       | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |
| University of Texas                         | College of Veterinary Medicine | $20,760.00 | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  | $20,694.00                  |

* Based on estimates of salaries of personnel in specific categories
† Reported salaries do not include stipends for advancement in professional ranking
Salary extremes continue for teachers holding doctoral degrees. Beginning salaries range from $18,800 to $31,500, a variation of almost 68 percent. After five years teachers with doctorates receive salaries from $22,662 to $32,500 (a 47 percent variation); and salaries after ten years for those instructors range from $24,063 to $35,327 (a 47 percent variation).

The widest differences in salaries are seen for teachers holding bachelors' degrees. Beginning salaries range from $14,441 to $23,666 (a variation of 64 percent). After five years the variation is 78 percent, with salaries from $16,112 to $28,684. Salaries of instructors holding bachelors' degrees in their eleventh year of employment receive salaries from $17,783 to $30,416—a differential of 71 percent.

**Few Get Raises**

Faculty salaries at the majority of Texas two-year colleges remain unchanged from last year. As indicated on the table below, only 14 of the 36 districts listed granted salary increases. Reported salaries for 1986-87 at the remaining 22 districts are the same as those reported for 1985-86.

Rises over the four-year period from 1983-84 to 1986-87 averaged about 10 percent statewide. Highest increase for the period was reported at Trinity Valley Community College (formerly Henderson County Junior College), Southwest Texas Junior College, and Houston Community College.

Burnside expressed appreciation for the "excellent cooperation" of college officials in responding to the survey. "Obviously, the validity of the study is enhanced significantly when 100 percent of the institutions participate," he said. "We are grateful for the promptness and accuracy with which the colleges responded."

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**CHANGES IN BASE SALARIES — 1983-86**

**TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES**

(Source: Institutional responses to TJCTA questionnaires.)

<table>
<thead>
<tr>
<th>BASE SALARY—SIXTH CONSECUTIVE YEAR OF SERVICE</th>
<th>(Mastery's Degree; no credit earned toward higher degree)</th>
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<td><strong>COLLEGE</strong></td>
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<td>The Victoria College</td>
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<td>Wharton County Junior College</td>
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| State Average                                  |                                                     | $21,532     | $22,696     | $23,547     | 7.3%               | 0.75%               | 10.18%               |
| State Median                                   |                                                     | $21,389     | $22,505     | $23,070     | 2.6%               | 2.0%                | 10.02%               |

*Not all districts are included in the table. Reporting procedures make meaningful comparison impossible for districts not listed.

*Based on estimates of salaries of personnel in specific categories.

*Reported salaries do not include stipends for advancement in professorial rank.
ANALYSIS OF OPTIONAL RETIREMENT PLANS AVAILABLE TO MEMBERS

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state’s Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1984-85 academic year 6,966 (75.5%) of the 9,199 eligible employees have rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of his or her initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual’s employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a “one-time-only” basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 8.0 percent for the state.

Two-year college employees invested in annuity plans with 53 different carriers during Fiscal Year 1985. The Variable Annuity Life Insurance Company (VALIC) was selected by 1,926 annuitants—a whopping 27.6 percent of the total business, with Kemper Investors Life Insurance Company and Travelers Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to eighth place in 1985. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost annuitants steadily every year, down to 363 in 1984-85 (5.2 percent).

Carriers receiving contributions during each of the last seven years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. No ORP participant should feel “locked” into an inferior program.

With surprising frequency, the TJCTA state office receives inquiries from members who have somehow been led to believe that they cannot “sit out” their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee’s best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant. For example, there is more than $120,000 difference in the end result of a $200 per-month contribution compounding at 12 percent instead of 11 percent over 35 years.

Publication Available

The Texas Association of College Teachers (TACT) has developed a publication—updated annually—designed to assist new employees in making sound original selections and to encourage present participants to evaluate their programs with knowledge of the range of opportunities.

Under a special cooperative arrangement between TJCTA and TACT, the 1986 edition of TACT’s study of ORP products is available to TJCTA members on request. Requests for single copies should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Because of the expense involved, the publication can be offered only to current TJCTA members.

| PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS |  |
| --- |  |
| **Public Community Junior College Employees 1978-1985** |  |
| **CARRIER** | **1978-79** | **1979-80** | **1980-81** | **1981-82** | **1982-83** | **1983-84** | **1984-85** |
| Variable Annuity Life Insurance Company | 835 | 1,239 | 1,594 | 1,727 | 1,894 | 1,843 | 1,036 |
| Kemper Investors Life Insurance Company | 469 | 608 | 740 | 869 | 896 | 904 | 450 |
| Travelers Life Insurance Company | 89 | 185 | 255 | 281 | 404 | 500 | 295 |
| Union Mutual Life Insurance Company | 205 | 278 | 301 | 303 | 355 | 430 | 130 |
| Aetna Life Insurance and Annuity Company | 108 | 138 | 166 | 224 | 231 | 313 | 425 |
| Mutual Life Insurance Company of New York | 343 | 390 | 283 | 341 | 398 | 454 | 383 |
| Lincoln National Life Insurance Company | 354 | 551 | 307 | 417 | 406 | 410 | 375 |
| Southwestern Life Insurance Company | 1,983 | 1,414 | 1,054 | 691 | 578 | 550 | 363 |
| USA Life Insurance Company | 1,140 | 977 | 875 | 774 | 691 | 624 | 573 |
| Great American Life Insurance Company | 231 | 229 | 184 | 157 | 147 | 135 | 131 |
| Jefferson Standard Life Insurance Company | 442 | 409 | 318 | 235 | 215 | 203 | 188 |
| Teachers Insurance and Annuity Association (TIAA-CREF) | 224 | 202 | 165 | 191 | 202 | 183 | 130 |
| Metropolitan Life Insurance Company | 66 | 111 | 162 | 164 | 130 | 110 | 112 |
| Great Western Life Insurance Company | 204 | 213 | 143 | 109 | 107 | 102 | 107 |
| Connecticut Mutual Life Insurance Company | 116 | 116 | 147 | 157 | 167 | 177 | 187 |
| New England Life Insurance Company | 66 | 79 | 79 | 79 | 79 | 79 | 79 |
| Beneficial Standard Life Insurance Company | 46 | 46 | 46 | 46 | 46 | 46 | 46 |
| Security Benefit Life Insurance Company | 19 | 29 | 29 | 29 | 29 | 29 | 29 |
| Transamerica Life Insurance Company | 43 | 43 | 43 | 43 | 43 | 43 | 43 |
| Investors Diversified Services (IDS) | 34 | 38 | 38 | 38 | 39 | 39 | 39 |
| Equitable Life Assurance Society | 18 | 24 | 24 | 24 | 24 | 24 | 24 |
| Nationwide Life Insurance Company | 33 | 37 | 37 | 37 | 37 | 37 | 37 |
| Prudential Life Insurance Company | 27 | 27 | 27 | 27 | 27 | 27 | 27 |
| Sahara Insurance Company | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| Provident Life Insurance Company | 71 | 44 | 44 | 44 | 44 | 44 | 44 |
| Massachusetts Mutual Life Insurance Company | 85 | 50 | 50 | 50 | 50 | 50 | 50 |
| International Service Life Insurance Company | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| Business Life Company of Des Moines | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| American United Life Insurance Company | 99 | 40 | 40 | 40 | 40 | 40 | 40 |
| Investors Life Insurance Company of North America | 29 | 18 | 18 | 18 | 18 | 18 | 18 |
| Sun Life Assurance Company of Canada | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| Franklin Life Insurance Company | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| Southern Life Insurance Company | 23 | 23 | 23 | 23 | 23 | 23 | 23 |
| Southern Farm Bureau | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| All other carriers (more than 10 each) | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| **TOTAL ANNUITANTS (All ORP Programs)** | 8,582 | 3,409 | 3,729 | 6,028 | 6,254 | 6,642 | 6,946 |
BANQUET TO OPEN_annual convention

The opening session of the 40th annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 19, the session will be held in the Imperial Ballroom of the convention hotel, the Hyatt Regency in downtown Houston.

Preceding the meal will be an informal reception, from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association. Entertainment during the reception will be provided by the jazz band from Howard College at Big Spring, directed by Adolph Labbe.

Featured speaker for the convention's opening session will be journalist Molly Ivins, award-winning political columnist for the Dallas Times Herald.

Ms. Ivins is from Houston, has a B.A. from Smith College, and master's in journalism from Columbia University, and studied for a year at the Institute of Political Science in Paris. She began her career in journalism with the Houston Chronicle and has worked for the Minneapolis Tribune and The New York Times.

In 1970, Ms. Ivins was named co-editor of the Texas Observer, a publication devoted largely to coverage of Texas political events. Her specialty was covering the Texas Legislature. In 1976, Ms. Ivins joined The New York Times as a political reporter, first at City Hall and then at the statehouse in Albany. In 1977, she was named Rocky Mountain Bureau Chief, covering nine mountain states for the Times.


Ms. Ivins writes about press issues for the American Civil Liberties Union and several journalism reviews. She has received a number of journalism awards and in 1976 was named Outstanding Alumna by Columbia University's School of Journalism.

Tickets for the banquet will be sold for $15 and must be purchased in advance. Tickets may be ordered by mail, using the form below.

For those unable to attend the banquet but who wish to hear Ms. Ivins' address, seating will be available in the ballroom at 8:00 p.m.

RESOLUTIONS COMMITTEE
INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1987 convention in Houston.

Suggestions should be received by Feb. 1, 1987, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 19, 1987, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to: Constance N. Cameron, Chairperson TJCTA Nominating Committee St. Philip's College 2111 Nevada Street San Antonio, Texas 78203

REQUEST FOR BANQUET TICKETS

Please send tickets (at $15 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 19, 1987, at the Hyatt Regency hotel in Houston. My check in the amount of $ payable to TJCTA, is enclosed.

[ ] Hold tickets to be picked up at the convention registration desk under my name.
[ ] Mail tickets to me at the address shown below.

Name
Address

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 13 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

1987 TJCTA LEGISLATIVE PROGRAM ADOPTED

An eight-point legislative program was adopted by the TJCTA Executive Committee in its meeting in Houston, Dec. 5. Legislative goals and priorities were recommended by the organization's Legislative Committee in October and were presented to the Executive Committee by John R. Forshee, Western Texas College, chairperson of the Legislative Committee.

While the legislative program is subject to additions and changes by subsequent action of the Executive Committee, the present legislative goals are listed below:

1. Support of "full formula funding" in state appropriations for public community junior colleges as recommended by the Coordinating Board, Texas College and University System.

2. Support revenue enhancement measures necessary to provide full formula funding.

3. Support the continued integrity and actuality of the three-tiered system of the Teacher Retirement System of Texas and oppose any reduction in the level of state funding for any teacher retirement system or any Optional Retirement Program.

4. Support state reimbursement to community junior college districts for "lost" tuition and fees resulting from exemptions mandated by action of the State Legislature.

5. Oppose legislation which would provide for the expansion of any existing upper-level institution into a full, four-year, Upper-level or four-year college or university, and oppose legislation which would provide for the merger of any community junior college district with an existing upper-level or four-year college or university.

6. Urge increased appropriations for the Texas State College and University Employees Insurance Benefits Program.

7. Support continuation of Associate Degree Nursing and Licensed Vocational Nursing programs in Texas community junior colleges.

8. Support legislation providing for an assessment of basic skills of students after admission to colleges and universities, provided such assessment is designed for the purpose of helping ensure students' academic success and that any such assessment program is accompanied by adequate state appropriations to allow proper implementation.
A capacity crowd of 131 faculty leaders, representing 47 Texas community junior colleges, attended the seventh annual TJCTA Conference for Faculty Organization Leaders last fall. Participants heard a keynote address by Juliet V. Garcia, president of Texas Southmost College, on “The Role of the Faculty in College Governance,” and discussions of “Recent Developments in Case Law Affecting Faculty Rights” by attorneys Frank Hill and Marcia Wise of Arlington. Plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee.

**OFFICER CANDIDATES NAMED FOR 1987-88**

Doris Burbank, Alvin Community College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1987-88. The committee met in Austin on Nov. 1, and selected the slate of candidates. Nominees are listed in order determined by lot:

FOR PRESIDENT-ELECT:
- Larry G. Shirtz, North Harris County College-South Campus
- Jayne Duynse, Bee County College

FOR VICE PRESIDENT:
- Steve Dutton, Amarillo College
- Margaret A. Harbaugh, McLennan Community College

FOR SECRETARY:
- Joe Tom Rodgers, Collin County Community College
- David J. Clinkscale, Tarrant County Junior College-Northwest Campus

FOR TREASURER:
- John R. Forshee, Western Texas College
- Emmeline Dodd, College of the Mainland

The election will be conducted during the annual convention, Feb. 20. Officers’ terms will begin April 1, 1987 and end March 31, 1988. Absentee voting will begin in late January, under arrangements outlined below. Detailed information and platform statements will appear in the convention issue of the Messenger.

**PROCEDURES FOR ABSENTEE VOTING**

TJCTA members who are unable to attend the convention this year may still express their preferences for 1987-88 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members “who expect to be absent from the general convention.”

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose “at least three days immediately preceding the opening session of the general convention.” Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

**TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION REQUEST FOR ABSENTEE BALLOT**

TJCTA Bylaws, Article III, Section 2: “Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot...”

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1987-88. I expect to be absent from the convention to be held February 19-21, 1987.

Member’s Signature

PRINT Name

College

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 11. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 17, 1987. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
MAKE HOTEL RESERVATIONS NOW!

TJCTA members planning to attend the 40th annual convention, Feb. 19-21, at the Hyatt Regency hotel in Houston, are strongly urged to reserve hotel accommodations immediately. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the downtown Hyatt Regency.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. Reservations by telephone are not recommended.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION—TEXAS JUNIOR COLLEGE ASSOCIATION
40th Annual Convention
Hyatt Regency Hotel—Houston, Texas—February 19-21, 1987

HOTEL RESERVATION FORM

MAIL TO: Hyatt Regency Hotel—1200, Louisiana Street—Houston, Texas 77002

Please reserve room(s) of the type(s) checked below:

Check accommodations desired:

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<tr>
<td>Double/Twin Occupancy</td>
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<td>Triple Occupancy</td>
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<td>Quadruple Occupancy</td>
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* Reservations will not be held after 6 p.m. unless arrival is guaranteed by credit card or advance payment of one night's lodging.

Confirm reservations to: Name  Phone / A/C  .
Address  City  State  ZIP

ROOM(S) WILL BE OCCUPIED BY:

Name (please print)  Address  City / State / ZIP Code

CHANGE OF ADDRESS: If your address has changed from the address shown on the mailing label below, please write your NEW ADDRESS below and send this form to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

NEW ADDRESS:  (Street Address or Post Office Box)  (City, State, ZIP Code)
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ECONOMICS, 10/e
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Donald T. Sanders, Indiana University

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Arthur Beiser

READING AND STUDY SKILLS, 3/e, Form B
John Langan, Atlantic Community College

THE SHORT PROSE READER, 4/e
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A CHILDS’S WORLD, 4/e
Diane E. Papalia, University of Wisconsin-Madison
Sally Wendkos Olds

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Richard T. Schaefer, Western Illinois University
Robert P. Lamm

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How will the sweeping changes in tax law affect your staff's TIAA-CREF benefit plans?

Our staff is working around the clock to come up with the answers you need.

The good news: Plans providing benefits for retirement have fared pretty well. In general, the new tax law aims to bring benefits back to basics. But what started out as tax simplification has become increasingly complex.

To uncomplicate the new law, TIAA-CREF is issuing a series of Bulletins—just like we did for ERISA and more recently, REACT—designed to help you come to grips with the issues that concern you most: new participation requirements... nondiscrimination and comparibility rules...and new 403(b) restrictions and limits. Of course, we cannot provide tax advice, but the Bulletins will provide you with our understanding of the new law.

To help you make sense of the changes, your TIAA-CREF Institutional Counselor has been fully briefed on how the law may affect your TIAA-CREF plans. If you have questions, we will be available to visit with you or your Benefits Committee, to conduct staff meetings—whatever you need. Just call 1-800-842-2733 or contact the Branch Office in your area.
The President’s Message

As the 40th annual TJCTA convention approaches, I take pleasure in reviewing the activities of my year as president while looking forward to an exciting time in Houston and an eventful spring.

Reflections

One of our major goals during the last two years has been to improve communications with our members while coping with the ever-increasing demands on our state office staff. We have made a great deal of progress toward this goal. Campus representatives were mailed a convention update in March for posting or dissemination to members on their campuses. All current and last year’s members received a fall Messenger in September. Current members received a winter issue which contained the much sought-after faculty salary comparison. We have arranged for six monthly legislative updates to be distributed to campus representatives and other faculty leaders on all campuses beginning this month.

We also established an Editorial Review Board to assist with obtaining copy for the Messenger. The ideas and research of many of our talented members should be forthcoming now that the request for contributions has been made.

Some of our other activities and achievements are summarized below.

As promised, we represented our members at all relevant meetings of the Select Committee on Higher Education. We also had good representation at the special legislative sessions lastsummer.

We have developed a position statement regarding retirement of faculty for consideration of our members at a business session during the convention.

The seventh annual TJCTA Conference for Faculty Organization Leaders in the fall received very high ratings on evaluation forms completed by the participants from 47 colleges.

More than 35 of our members have received expert legal advice or other support in employment grievance matters. And, of course, many members took advantage of other membership services.

Focus

The convention theme, “Education at the Crossroads,” is indeed appropriate considering the current outlook for post-secondary education. At a time when education has become a “household word,” a state financial crisis has “reared its ugly head.” To go forward—even to maintain the educational offerings now available—our state leaders must vote badly needed revenue increases.

Here are some of the issues that I feel must be addressed in the coming months and years.

• How to maintain academic freedom in colleges where tenure is frozen or not awarded. (One of the Select Committee recommendations is that practices in tenure systems be studied.)
• How to renew interest in liberal arts without reverting to education for an elite population. (The new Southern Association requirement that 25 percent of all degree programs be in general education should help to answer this question. It may also lead to a higher drop-out rate as students desert the classroom after developing job entry skills. Liberal arts must be merged with career preparation—not taught instead of career preparation.)
• How to maintain high standards as well as high retention rates necessary to generate contact hours for “stay afloat” funding.
• How to keep tuition and fees low enough to make education available to all without overburdening taxpayers.
• How to cope with a majority of nontraditional as opposed to a majority of traditional students.
• How to take advantage of faculty expertise in solving educational problems when faculty on many campuses are being removed further and further from decision-making processes.
• How to promote international literacy and understanding.
• How to attract and keep good teachers when industry or other professions accord higher salaries and higher social status.
• How to prepare students to cope with a rapidly changing job market while preparing them sufficiently with job-entry skills.
• How to achieve faculty collegiality, instructional continuity, and curricula coherence as available financing encourages the use of greater and greater percentages of part-time faculty.

You can no doubt add many more issues to this list. I believe the proximity to students and flexibility of community junior colleges put us in a unique position to solve these problems if given our fair share of financial resources. I like Dale Parnell’s statement in the November 20, 1985, issue of The Chronicle of Higher Education:

Community, technical, and junior colleges will continue to be open-door institutions serving a multi-faceted mission, which includes quality exit requirements for all associate-degree programs; improved college-credit transfer agreements with four-year institutions; increased extension partnership activities with business, industry, labor, small businesses, and with high schools; and a steadfast commitment to offering high quality, self-supporting extension classes for the local adult community.

Let’s hope that the changes made as we approach the crossroads of educational decisions will be favorable.

Won’t you please make plans to attend the convention. If you don’t have a reservation, get one. I hope to see you in Houston at the downtown Hyatt Regency, February 19-21.

Doris A. Heibregtse
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Educational Background: Phillips University (BA, 1971); University of Houston (MA, 1976); postgraduate studies at University of Houston and Rice University.

Professional Experience: Instructor of Political Science, North Harris County College (1976-present); Political Science Program Coordinator, North Harris County College (1977-84).

Leadership Experience: TICTA Section Chairperson, Engineering Graphics and Drafting Technology Section (1984); TICTA Professional Development Committee (1985-present); Vice President, American Association of University Women (1983); President, Bee County College Women's Club (1985); Sponsor for American Institute of Design & Drafting (1981-86); Chairperson, Business and Professional Women's Scholarship Committee (1985-86); Judge, Area IV Vocational Leadership Contest (1981-86); Chairperson, Beeville Art Guild.

Professional Experience: Instructor of Drafting and Design, Engineering, and Art, Bee County College (1981-present).

Leadership Experience: TICTA Section Chairperson, Engineering Graphics and Drafting Technology Section (1984); TICTA Professional Development Committee (1985-present); Vice President, American Association of University Women (1983); President, Bee County College Women's Club (1985); Sponsor for American Institute of Design & Drafting (1981-86); Chairperson, Business and Professional Women's Scholarship Committee (1985-86); Judge, Area IV Vocational Leadership Contest (1981-86); Chairperson, Beeville Art Guild.

Additional Information: Member, Texas Institute of Building Design; American Institute for Drafting & Design; Texas Technical Society; Beeville Sequoiantennial Committee; South Texas Museum of Art; Metropolitan Museum of Art; Bee County College Women's Club. Outstanding Young Woman of America (1984).

CANDIDATES FOR PRESIDENT-ELECT

Larry G. Shirts
North Harris County College - South Campus

Jayne Duryea
Bee County College

 PLATFORM STATEMENTS

Never before have we faced such critical and difficult challenges. Now—more than ever—TICTA must:

• provide strong, effective representation before the legislature and state agencies to preserve previous gains and to protect funding for two-year colleges;
• articulate high standards of academic excellence and professional development;
• offer assistance on grievance matters and academic defense issues;
• serve as clearinghouse for such invaluable information as faculty salaries and benefits;
• strive to improve those working conditions on local campuses which demean our professionalism;
• advocate models of institutional governance which afford faculty greater influence in decision-making.

TICTA needs aggressive, experienced leadership. I respectfully ask for your support.

—LARRY G. SHIRTS

In the next biennium we can expect that Texas junior colleges, along with other public institutions, will be under intense budgetary pressures. It is imperative that the interests of the junior college teachers be represented well before the state legislature. I will go to Austin as necessary to see that our interests are protected.

We need to communicate our vision of, and our commitment to, an education of value with excellence. Texas junior colleges are sound investments in people and a progressive step into our state's economic future. As president-elect of TICTA, I will work to see that the contributions of junior colleges to our state's future are appreciated and adequately funded.

—JAYNE DURYEA
CANDIDATES FOR VICE PRESIDENT

Steve Dutton
Amarillo College

Educational Background: West Texas State University (BS, 1968; MS, 1972); postgraduate studies at North Texas State University and West Texas State University.

Professional Experience: Instructor of Science, Adrian LSD (1968-70); Instructor of Science, Dumas ISD (1972-73); Instructor of Biology, Amarillo College (1973-present).

Leadership Experience: Member, TICTA Professional Development Committee (1984-present); Member, TICTA Professional Development Committee (1984-present); Member, TICTA Subcommittees on Faculty Role in College Governance (1984-85); Member, TICTA Resolutions Committee (1983-84); President, Amarillo College Faculty Association (1980-81); Amarillo College Faculty Senate (President, 1982-83; Member, 1983-85; 1986-present).

Additional Information: Member, American Association for the Advancement of Science.

Margaret A. Harbaugh
 McLennan Community College

Educational Background: University of Houston (BA, 1970); University of Texas (MLS, 1973); Ph.D. candidate, North Texas State University.

Professional Experience: Librarian, San Antonio College (1973-74); Librarian, McLennan Community College (1974-present).

Leadership Experience: TICTA State Secretary (1980-87); TICTA State Treasurer (1985-86); TICTA Membership Services Committee (1982-83); Chairperson, Placement Subcommittees (1984-85); TICTA Campus Representatives (1983-present); McLennan Community College Faculty Council (Member, 1975-78, 1980-82, 1984-86; Secretary, 1975-76); Representative to Instructional Council (1977-78); By-Laws Committee (1980-81); Chairperson, Elections Committee (1984-85); Representative to Enrollment Management Council (1982-86); Serving Committee on Student Retention (1980-81); Chairperson, Subcommittees on Data (1981-83); Outreach and Retention Task Force (1981-83); Texas Library Association Membership Committee (1975-80; 1981-84; Chairperson, 1981-82); Texas Regional Group of Catalogers and Classifiers (Program Chairperson, 1978-79; Chairperson, 1980-81; Executive Committee, 1978-81; Nominating Committee, 1983, 1985); College and University Divisions (Executive Committee, 1981-83; District III, TLA (Registration Committee, 1979; Nominating Committee, 1984; Program Committee, 1985); Local Arrangements Workshop Chairperson on "Effects of Automation on Technical Services", 1977.

Additional Information: Member; Alumni Club of Waco, 1973-present; Executive Board, Tons State Historical Association, 1979-present.

CANDIDATES FOR SECRETARY

Joe Tom Rodgers
Collin County Community College

Educational Background: Tyler Junior College (AA, 1966); University of Texas at Austin (BS, 1968); East Texas State University (MS, 1972); George Peabody College for Teachers (Ph.D., 1976).

Professional Experience: Instructor of Mathematics, Hood Junior High School, Dallas ISD (1968-90); Byron Adams High School, Dallas ISD (1990-91); Aquinas Junior College, Nashville (1974-76); South Garland High School (1976-77); Tyler Junior College (1977-86); Collin County Community College (1986-present).

Leadership Experience: TICTA Auditing Committee (Vice Chairperson, 1983-84); Chairperson, 1985-86; Member, TICTA Legislative Committee (1986-present); TICTA Campus Representative (1986-present).

Additional Information: Member, Mathematical Association of America, National Council of Teachers of Mathematics.

David J. Clinkscale
Tarrant County Junior College-Northwest Campus

Educational Background: Southwest Texas State University (BA, 1971); University of Missouri-Columbia (MA, 1973); postgraduate studies at North Texas State University.

Professional Experience: Part-time government instructor, Tarrant County Junior College-Northwest Campus (1976-77); Instructor of Government, Tarrant County Junior College-Northwest Campus (1977-present); Coordinator of History/Government Department, TCC-NW (1981-present).

Leadership Experience: TICTA State Treasurer (1980-87); TICTA Legislative Committee (1982-86); Chairperson, Legislative Committee (1984-86); TICTA Campus Representative (1980-86); Chairperson, TCC-NW Faculty Senate (1979-80); TGLC Professional Rights and Responsibilities Committee (1979-80); TGLC-NW Faculty Association President-Elect (1982-84); President (1984-86).

Additional Information: Member, Texas State Historical Association; Member, Senate Pi Phi Professor (1984); Teaching Fellow, The Washington Center's Short Course at the 1984 Republican National Convention; Nominee, 1986 Chancellor's Award for Teaching Excellence, TCC.

PLATFORM STATEMENTS

We are now entering one of the most challenging periods in our state's history, and it is most important that TICTA members close ranks to meet the challenge.

If elected I will work:
- to increase the effectiveness of our membership recruiting effort;
- to encourage faculty participation in college governance;
- to promote efforts to better inform members of the activities and policy changes of the Coordinating Board;
- to make the TICTA Messenger a more effective service to members.

—JOE TOM RODGERS

TICTA must continue to be the strong voice of junior college educators in Texas. Faced with formidable budgetary constraints and an uncertain future, we must strive to send the word to policy makers, local constituencies and the citizens of Texas that two-year colleges are one of the best investments in the future that Texas can make.

I feel that my experience as Treasurer of the Association and chairperson of its Legislative Committee, as well as my familiarity with the legislative process and the people involved therein, will allow me to continue serving you in a positive and constructive manner. I pledge my time, talents and efforts to this end, and I am most grateful for your continued support.

—DAVID J. CLINKSCALE

TICTA is recognized as an influential force representing two-year college teachers. Its continued activity with the Legislatures and other agencies which affect education is essential.

TICTA should also:
- facilitate cooperation between faculty and administration;
- sustain efforts in support of academic freedom and tenure;
- promote an active role for faculty in college governance.

My two years of service on the Executive Committee and activities in other organizations provide us with needed experience for the office of Vice President.

If elected, I shall continue to seek to represent the interests of the membership and maintain the high standards for which TICTA is known.

—MARGARET HARBAUGH

I believe in TICTA. The Association has served its members well. It has been effective in dealing with legislative matters of importance to all who deal with community colleges. Through the work of its various committees, TICTA keeps its members informed of problems and prospects for two-year colleges in Texas.

As an Association, we need to continue our work with the Legislatures and keep our membership informed so that we can broaden communication throughout the Association. The Association needs to help our members remain accessible to their students, their communities, and the state.

We need to strengthen the teaching profession and thus raise our standards and help make our profession the best it can be.

—STEVE DUTTON
PLATFORM STATEMENTS

If elected TICTA Treasurer, I will listen to the membership and work as a concerned, caring member of the Executive Committee. Above all, I will strive to maintain TICTA as the only organization which works consistently and effectively to further the concerns of teachers in Texas' two-year colleges...

I want to be YOUR Treasurer. I would appreciate your support and vote.

—JOHN R. FORSHEE

TICTA, without question, is the most effective organization representing community colleges. We must safeguard TICTA's independence from undue influences by other organizations, while cooperating with them when it is clearly to the advantage of our members. We can further improve the already outstanding effectiveness of TICTA by:

- development of local faculty organizations with TICTA providing professional consultation;
- minimal disruption of all college classes during the annual convention;
- closer rapport with legislators who support community colleges;
- enhancing the proper role of faculty in college governance; and
- support of testing and proper placement of all our students.

—EMMELINE DODD

CANDIDATES FOR TREASURER

John R. Forshee
Western Texas College

Educational Background: North Texas State University (BA, 1967); Baylor University (MA, 1974); postgraduate studies at North Texas State University; Georgetown University (NEA Grant, 1976).

Professional Experience: Instructor of Social Science, Ranger Junior College (1974-83); Instructor of Social Science and Computer Science, Western Texas College (1983-present); Faculty Stipend Award to Develop CAI Module in Texas Government (1985).

Leadership Experience: TICTA State Treasurer (1982-84); Member, TICTA Legislative Committee (1984-present); Chairperson, 1986-87; Member, TICTA Membership Services Committee (1978-83); Chairperson, Membership Services Committee (1981-83); Member, TICTA Auditing Committee (1975-77); Ranger Junior College Faculty Association; President, 1977-79; Vice President, 1975-77; Chairperson, Committee on Political Science in Two-Year Colleges, Southwestern Social Science Association (1978-79); Western Texas College Welfare Committee (1983-86); Chairperson, WTC Admissions and Recruitment Committee (1984-86); Chairperson, WTC Professional Evaluation Committee (1984-86).

Additional Information: Member, American Political Science Association; Southwestern Social Science Association; Pi Sigma Alpha.

—EMMELINE DODD

PROCEDURES FOR ABSENTEE VOTING

TICTA members who are unable to attend the convention this year may still express their preferences for 1987-88 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention."

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TICTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION REQUEST FOR ABSENTEE BALLOT

TICTA Bylaws, Article III, Section 2: "Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1987-88. I expect to be absent from the convention to be held February 19-21, 1987.

Member's Signature ____________________________
PRINT Name ____________________________
College ____________________________

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

MAIL THIS FORM TO THE STATE OFFICE: TICTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 11. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 17, 1987. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
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WOMEN ADMINISTRATORS PLAN SYMPOSIUM

The third annual Symposium for Community College Women Administrators will be held preceding the opening of the annual TJCTA convention in Houston. The session will be held in the Dogwood Room of the convention hotel (the downtown Hyatt Regency), Friday, Feb. 20, beginning at 1:00 p.m.

The theme for this year's symposium is "Women Leaders in Texas." Featured speaker will be Juliet V. Garcia, president of Texas Southmost College. Dr. Garcia is a graduate of the University of Houston and The University of Texas at Austin. Prior to her February 1986 appointment as TSC president, she served seven years on the faculty and five years as dean of arts and sciences. Dr. Garcia is in her second term as a member of the Commission on Colleges of the Southern Association of Colleges and Schools. She chairs the SACS Committee on Standards and Reports for community junior colleges.

Symposium participants will also hear Eleanor Tinsley, a member of the Houston city council. Other speakers for the meeting (not confirmed at press time) will represent business, industry, and the health sciences.

Program arrangements for the symposium for women administrators were made by Elizabeth H. Henry, director of college development for Collin County Community College.

AUTHORS TO ADDRESS ACCOUNTING SECTION

Two widely-published, prominent university accounting professors will speak at the forthcoming TJCTA convention in Houston.

At the Friday session, Kermit D. Larson will speak on "Putting the Squeeze on Accounting Principles." Larson is the Arthur Andersen & Co. Alumni Professor of Accounting at The University of Texas at Austin, where he has been a member of the faculty since 1966. He chaired the UT-Austin Department of Accounting from 1971 to 1975. He is co-author of several books, including *Fundamental Accounting Principles, Advanced Accounting, and Financial Accounting*, all published by Richard D. Irwin, Inc.

Speaker for the Saturday meeting of the accounting section will be Lanny Solomon, associate professor of accounting at The University of Texas at Arlington. His topic will be "Teaching Credential Requirements and Course Transferability." Solomon holds a Ph.D. in accounting from Case Western Reserve University. He has published articles in numerous scholarly journals and presented papers at technical accounting meetings. He is lead author of *Accounting Principles* (Harper & Row, Publishers, Inc.).

NOTED HISTORIANS TO ADDRESS SECTION

Three eminent historians will speak at the TJCTA history section during the forthcoming convention in Houston. All are noted scholars, authors, and lecturers.

Speaking at the Friday session will be Alan Brinkley, Dunwalke Associate Professor of History at Harvard University. His topic will be "Reassessing the Vietnam War." Brinkley holds degrees from Princeton University (BA) and from Harvard (MA and Ph.D.). He has been on the Harvard history faculty since 1982, and prior to that appointment he taught at Massachusetts Institute of Technology. Brinkley has earned many awards and fellowships. He has published numerous papers and reviews and is the author of *American History: A Survey and America in the Twentieth Century*, both published by Alfred A. Knopf.

Saturday's history section will feature discussions of World Wars I and II by Robert A. Divine and David M. Kennedy.

Divine is the George W. Littlefield Professor in American History at The University of Texas at Austin. A specialist in American diplomatic history, he has taught at UT-Austin since 1954. He holds the BA and MA degrees from UT-Austin and the Ph.D. from Yale University. He has written extensively and is co-author (with T. H. Breen, George M. Fredrickson, and R. Hal Williams) of *America: Past and Present* (Scott, Foresman and Company).

Kennedy is professor of history at Stanford University. He holds the BA degree from Stanford and the MA and Ph.D. from Yale. He has been on Stanford's history faculty since 1967. Recipient of numerous awards and fellowships, Kennedy has been named Harmsworth Professor of American History at Oxford University for the 1988-89 academic term. He has published a large number of essays and reviews, and is co-author (with Thomas A. Bailey) of *The American Pageant*, published by D. C. Heath & Co.

Plans and arrangements for the history section programs were made by Michael A. White, McMennan Community College, who serves this year as section chairperson.

"Teaching Credential Requirements and Course Transferability." Solomon holds a Ph.D. in accounting from Case Western Reserve University. He has published articles in numerous scholarly journals and presented papers at technical accounting meetings. He is lead author of *Accounting Principles* (Harper & Row, Publishers, Inc.).

Dutton J. Bailes, Jr., Lon Morris College, is chairperson of the accounting section this year.

TEACHERS AND TAXES" IS SEMINAR TOPIC

For the sixth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances.

This year's seminar will feature a discussion of "Teachers and Taxes," and will be designed to help teacher-taxpayers understand better the provisions of the 1986 Tax Reform Act.

Speaker for the session will be J. Richard Claywell, a certified public accountant with the firm of Claywell and Rush, in Houston. A graduate of the University of Houston at Clear Lake, Claywell has an extensive background in individual, partnership, and corporate taxes. He was formerly on the faculty of College of the Mainland, and has been in private practice since 1974. He is a member of the American Institute of Certified Public Accountants and the Texas Society of Public Accountants.

During the TJCTA seminar, Claywell will discuss the tax reform legislation with emphasis on its impact on teachers. Topics will include changes in itemized deductions, changes in IRA's, changes in capital gains, new rules on passive activities, and other important changes in the Internal Revenue Code.

Claywell's appearance was arranged by the TJCTA Membership Services Committee, chaired by Dennis P. Krivelt, Laredo Junior College. The seminar will be conducted twice during the convention: Friday, Feb. 20, from 8:00 to 9:15 a.m., and again from 12:30 to 1:45 p.m. Both sessions will be held in Arboretum-V of the Hyatt Regency hotel in Houston.

AIR CONDITIONING COMPRESSORS IS TOPIC

Douglas F. Patterson, southwest regional sales manager for Tecumseh Products Co., in Dallas, will be the principal speaker for the air conditioning and refrigeration technology section at the February TJCTA convention in Houston. Patterson will discuss "Compressors: Application and Components," at the meeting Saturday, Feb. 21.

Speaker for the Friday section meeting will be J. Frank Albright, sales engineer for Sporlan Valve Co., who will discuss thermodynamic expansion valves.

Irving D. Panzer, Houston Community College, is section chairperson this year.
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BANQUET TICKETS STILL AVAILABLE

Tickets for the banquet to be held in conjunction with the opening session of the 40th annual TJCTA convention will remain available until Feb. 17. Members desiring to attend the banquet should order tickets (at $15 each) using the form below. For orders received in the state office by Feb. 13, tickets may be mailed to members. For orders received after that date, tickets will be held at the convention registration desk to be picked up preceding the banquet.

The banquet session will begin at 7:30 p.m., Thursday, Feb. 19, and will be held in the Imperial Ballroom of the convention headquarters hotel, the Hyatt Regency in downtown Houston. Featured speaker will be award-winning syndicated columnist Molly Ivins.

REQUEST FOR BANQUET TICKETS

Please send ________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 19, 1987, at the Hyatt Regency hotel in Houston.

My check in the amount of $_____, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 17, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferable.)

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PANEL TO DISCUSS "NUTS AND BOLTS" OF TELECOURSE IMPLEMENTATION

Would you like to learn how to expand the reach of your college by enrolling those members of your community who, for various reasons, are unable to come on campus for instruction? Pre-recorded televised instruction may be your answer.

Now that the Coordinating Board has begun approving colleges' offerings of telecourses, interested faculty and administrators will find it helpful to hear the panel discussion on "The Nuts and Bolts of Telecourse Implementation" to be offered twice on Friday, Feb. 20—from 9:30 to 10:45 a.m., and from 11:00 a.m. to 12:15 p.m. The sessions will be held in the west section of the Hyatt Regency's Imperial Ballroom.

Four experienced users of telecourses from Texas two-year colleges will discuss the components of a telecourse, how to set up a telecourse program, the role of the faculty, and how to promote a telecourse program internally and externally.

Jeff Moyer, director of information and distribution for the Dallas County Community College District center for telecommunications, will moderate the panel of faculty and administrators who are experienced in various methods of implementing telecourses.

Those attending will learn how other Texas colleges are reaching new students with academically sound, televised instruction in such courses as American history and government, English composition, business, accounting, sociology, earth science, psychology, and biology. A variety of handouts will be distributed and each session will end with a question-and-answer period.

FIELD TRIP TO NASA LUNAR DISPLAY ARRANGED FOR MEMBERS

"Welcome aboard our shuttle to the moon!" TJCTA members attending the annual convention in Houston are invited to remain following Saturday's closing session to participate in a field trip arranged by the geology department of North Harris County College. Participation is limited to 25 persons.

John Dietrich, NASA's associate curator for lunar samples will guide participants through the lunar analysis lab and describe the types of sample processing. If time permits, the group will tour the Mission Control center and view the space program exhibits in the main facility.

Transportation will depart from the Hyatt Regency main lobby entrance at 12:15 p.m., Saturday, Feb. 21, and will return to the hotel by approximately 4:00 p.m. Transportation will also be provided to Houston Intercontinental Airport in time to catch 5:00 p.m. departures.

Further information concerning the NASA field trip may be obtained by contacting Thomas Hobbs, geology instructor at the South Campus of North Harris County College—Area Code 713, 443-5796.
MATHEMATICS SECTION

TO HEAR SPEAKERS

Carol A. Edwards
Jim Van Dyke

“Nontraditional Solutions to Calculus Problems” will be the topic for the mathematics section meeting Friday, Feb. 20. Guest speaker will be Carol A. Edwards, professor of mathematics at St. Louis Community College at Florissant Valley.

Dr. Edwards earned her doctorate from the University of Illinois at Urbana-Champaign. She previously served on the faculty at the University of Hawaii at Hilo and St. Louis University. She writes and speaks extensively on topics related to mathematics education.

Speaker for Saturday’s section meeting will be Jim Van Dyke, Portland (Oregon) Community College, who will discuss the developmental mathematics program at that college. Van Dyke has been at PCC for 21 years, presently serving as executive dean while remaining active in mathematics education. He has co-authored several textbooks published by Saunders College Publishing. Van Dyke holds the master’s degree from Oregon State University and has done postgraduate study at the University of Oregon.

Van Dyke’s presentation for the TJCTA meeting will describe a program which has brought constant reinforcement for students as students successfully from arithmetic to calculus. The philosophy behind the program is that of providing constant reinforcement for students as the level of difficulty of a mathematical topic is systematically incremented as they proceed through their study.

Mathematics section chairperson for this year’s convention is Sheila Jean Morman, North Lake College.

VOCATIONAL-TECHNICAL

SECTION PLANS MEETINGS

“Changes in Industrial and Commercial Education Needs and How to Meet Them” will be the topic for discussion when the TJCTA vocational-technical education section meets Saturday, Feb. 21. Featured speaker for the session will be Shirley Strate Busbice, director of education for the Associated Builders & Contractors of Texas Gulf Coast, Inc.

At Friday’s meeting, Mike Roark, program director on the staff of the Coordinating Board, will lead a discussion of possible changes in the state’s vocational-technical master plan. Chairperson of the vocational-technical education section is Larry A. Grable, Brazosport College.

REAL ESTATE SECTION

TO HEAR SPEAKERS

Nat Shapiro
Charles J. Jacobus

Texas community college real estate educators will hear two speakers at the annual TJCTA convention in Houston.

Speaker for the meeting Friday, Feb. 20, will be Nat Shapiro, a real estate investor, who will demonstrate the use of computers in real estate investments.

Saturday’s speaker will be Charles J. Jacobus, Houston attorney and author of two real estate textbooks, Texas Real Estate and Texas Real Estate Law. Jacobus will discuss effects of the 1986 Tax Reform Act and provide an update on legal issues involving real estate matters.

Chairperson for the real estate section is Paul Metzger, Jr., Houston Community College.

THREE PSYCHOLOGISTS

TO ADDRESS SECTION

Carol Tavris
Ludy T. Benjamin, Jr.

Three psychologists will speak at the TJCTA psychology section meetings during the annual convention at Houston’s Hyatt Regency hotel.

At the session Friday, Feb. 20, Edward Reitman, a Houston clinical psychologist will speak. His announced topic is “Loving Is Not an Accident (You Can Make It Happen If You Know What It Is).” Reitman is host of the “Dr. Ed” show and is author of Games Lovers Play.

The second featured speaker for Friday’s session will be Carol Tavris, noted author and lecturer in the field of psychology. Topic of her presentation is “Applied Critical Thinking in the Classroom: The Case of Emotion.” She earned the Ph.D. in the interdisciplinary social psychology program at the University of Michigan and is currently a visiting professor at the University of California at Los Angeles. Formerly a senior editor of Psychology Today magazine, she continues to contribute to numerous magazines, including Vogue and Cosmopolitan.

Dr. Tavris is co-author (with Carole Wade) of the basic textbook, Psychology, published by Harper & Row. She is also author of the widely acclaimed definitive work on Anger: The Misunderstood Emotion. She is a frequent guest on television and radio talk shows, including the Phil Donahue and Merv Griffin shows, Good Morning America, and Today.

Speaker for Saturday’s psychology section will be Ludy T. Benjamin, Jr., professor of psychology and director of undergraduate studies at Alvin Community College. Benjamin received his Ph.D. in experimental psychology from Texas Christian University. He regularly teaches the introductory psychology course. In 1984 he received a distinguished teaching award from Texas A&M University, and in 1986 he received the prestigious distinguished teaching award from the American Psychological Foundation.

Benjamin is author of seven books, including four on the teaching of psychology. His most recent book is the introductory text, Psychology, published by Macmillan Publishing Company in 1987.

Arrangements for psychology section programs this year were made by G. E. Carrier, Alvin Community College.

PLACEMENT CENTER

TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in Houston. Committee member Edith Bartley, Tarrant County Junior College—South Campus, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center.

This will be the eleventh consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 100 job listings have been posted.

In a joint letter from Mrs. Bartley and TJCTA president Doris Hubregtse, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration counters in the Imperial Ballroom Foyer of the Hyatt Regency hotel. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 20, and from 8:00 to 11:00 a.m., Saturday, Feb. 21.

TJCTA members who wish to do so are invited to send resumes to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumes and obtain information about potential candidates for staff openings.

Resumes should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumes should be mailed in time to be received by Feb. 15. After that date, members may take their resumes directly to the placement center at the convention site.

Following the convention, job listings and resumes of those seeking positions will be returned to the state office for the TJCTA placement/referral service.
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Stephen Worchel, Texas A & M University
Joel Cooper, Princeton University
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Fifth Edition
Robert M. Liebert, State University of New York, Stony Brook
Michael D. Spiegler, Providence College
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A Psychosocial Approach
Fourth Edition
Barbara M. Newman and Philip R. Newman
both of The Ohio State University
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An Introduction to
Industrial and Organizational Psychology
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James Henretta, University of Maryland
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40th Annual Convention
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
and
TEXAS JUNIOR COLLEGE ASSOCIATION

HYATT REGENCY HOTEL

FEbruary 19-21, 1987

HOUSTON, TEXAS

Convention Theme:
"Education at the Crossroads"

Convention At-A-Glance

THURSDAY—FEBRUARY 19, 1987

9:00 a.m.—5:00 p.m.
Special Meetings (to be announced)

12:00 Noon—6:00 p.m.
Convention Registration—Imperial Ballroom Foyer

1:00—3:30 p.m.
Committee Meetings, as called by Committee Chairpersons

4:00—5:00 p.m.
Meeting of Executive Committee, Resolutions Committee, and All Committee Chairpersons—Podnerosa Room

6:30—7:30 p.m.
Informal Reception (Meet the Candidates)—Imperial Ballroom

7:30—9:00 p.m.
FANQUET AND FIRST GENERAL SESSION—Imperial Ballroom

FRIDAY—FEBRUARY 20, 1987

8:00—9:15 a.m.
Seminar—"Teachers and Taxes"—Arboretum-V (repeated at 12:30 p.m.)

8:00 a.m.—5:00 p.m.
Convention Registration—Imperial Ballroom Foyer

8:00 a.m.—5:00 p.m.
Exhibits Open—Market Place Exhibit Hall

SPECIAL MEETINGS

Business/Office Occupations Division Directors/Chairpersons—Thursday, Feb. 19, 9:00 a.m.—4:00 p.m.—Cedar Room—Chairpersons: Laura Wiggs and Marilynn Kay St. Clair, Weatherford College

Symposium for Community College Women Administrators—Thursday, Feb. 19, 1:00—3:30 p.m.—Dogwood Room—"Women Leaders in Texas," Juliet V. Garcia, President, Texas Southmost College; Elizabeth H. Henry, Collin County Community College District, Chairperson

Junior College Student Personnel Association of Texas (JCCPAT)—Executive Committee Meeting—Thursday, Feb. 19, 2:00—4:00 p.m.—Live Oak Room—Morris J. Paschall, Brazosport College, President

Texas Association for Staff, Program, and Organizational Development (TASPOD)—Friday, Feb. 20, 12:30—1:45 p.m. and 4:30—5:30 p.m.—Mesquite Room—Nancy N. Nelson, El Paso Community College, President

Junior College Community Placement Association of Texas (JCCPAT)—Friday, Feb. 20, 12:30—2:00 p.m.—Ponderosa Room—Thomas C. Welch, Tyler Junior College, President

Department and Division Chairpersons—Friday, Feb. 20, 4:30—6:00 p.m.—Sandwich Room—"Problems and Pitfalls of Developing Competency-Based Core Curricula," Richard L. Oliver, Chairperson, Department of Philosophy, San Antonio College; James W. Smith, Trinity Valley Community College, Chairperson

Retirement Seminar (for retired and soon-to-be-retired members)—Friday, Feb. 20, 4:10—6:00 p.m.—Live Oak Room—"Elder Hostel Travel Program," Mitchell Grossman, Trinity University; "Social Security and the Retired," Robert Norma, Social Security Administration; "TRS and You," Joanne Harbeson, Coordinator of Member Relations, Texas Retirement System of Texas

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 20, 4:30—6:00 p.m.—Ponderosa Room—Clifford Wood, Grayson County College, State Advisor

Southwest Regional Conference on English in the Two-Year College—Executive Committee Meeting—Saturday, Feb. 21, 12:30—2:00 p.m.—Pecan Room—Linnie Jones, New Mexico State University

CONVENTION GENERAL SESSIONS

First General Session

Thursday, February 19, 7:30 p.m. ..............................................Imperial Ballroom

Presiding ..................................................Doris Huibregtse, Howard College, President,
Texas Junior College Teachers Association

Business Session

ADDRESS ..................................................MOLLY IVINS

Second General Session

Friday, February 20, 2:00 p.m. ..............................................Imperial Ballroom

Presiding ..................................................Doris Huibregtse, Howard College, President

Remarks ..................................................Karen Twardowski, Wharton County Junior College, State President, Phi Theta Kappa

Business Session

ADDRESS ..................................................MOLLY IVINS

Third General Session

Saturday, February 21, 11:00 a.m. ..............................................Imperial Ballroom

Presiding ..................................................Doris Huibregtse, Howard College, President

Business Session

ADDRESS ..................................................MOLLY IVINS

TJCTA COMMITTEE MEETINGS

Thursday, February 19, 1987
Hyatt Regency Hotel

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee ..................................1:00—3:30 p.m.—Pecan Room

Legislative Committee ..............................................1:00—3:30 p.m.—Ebony Room

Membership Services Committee ...............................1:00—3:30 p.m.—Rainforest Room

Auditing Committee ...............................................2:00—3:00 p.m.—Cedar Room

Resolutions Committee ...........................................3:00—4:00 p.m.—Holly Room

Executive Committee, Resolutions Committee, and All Committee Chairpersons ..................................4:00—5:00 p.m.—Ponderosa Room

TEXAS JUNIOR COLLEGE ASSOCIATION
Annual Luncheon Meeting
Friday—February 20—12:30—1:45 p.m.—Regency Room

Elbert C. Hutchins, Wharton County Junior College, President
SECTION MEETINGS

(Note: Each section will meet twice during the convention. Members are urged to attend the section meetings for their respective areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.

ACCOUNTING

Chairperson: DUTTON J. BAILES, JR., Lon Morris College

Friday, 9:30–10:45 a.m.—Arboretum-1
"Putting the Squeeze on Accounting Principles," Kermit D. Larson, Arthur Andersen & Co. Alumni Professor of Accounting, The University of Texas at Austin

Saturday, 9:45–10:45 a.m.—Arboretum-1
"Teaching Credential Requirements and Course Transferability," Lanny Solomon, Professor of Accounting, The University of Texas at Arlington

AERONAUTICAL TECHNOLOGY

Chairperson: JERRY R. ADAMS, Tarrant County Junior College—Northwest Campus

Friday, 11:00 a.m.—12:15 p.m.—Ponderosa Room
"Overview of Composites Technology (Laminated Structural Materials)," Representative of Aerospatiale Helicopter Corporation

Saturday, 8:30–9:30 a.m.—Ponderosa Room

AGRICULTURE

Chairperson: RONALD BRAEUER, Wharton County Junior College

Friday, 11:00 a.m.—12:15 p.m.—Mesquite Room
"Ag Business—Farm & Ranch Management Workshop Report," Herbert Schumann, Professor of Agriculture Education, Sam Houston State University

"Secondary Vocational Agriculture Curriculum Articulation," Jay Eudy, Director of Agricultural Education, Texas Education Agency

"Academic Curriculum Contest Report," Thomas Kemp, Agriculture Instructor, Tarrant County Junior College—Northwest Campus

Saturday, 8:30–9:30 a.m.—Mesquite Room
"The Future of the Horse Industry in Texas," Jim Eller, President and Chief Operating Officer of Granada Equine Services, Inc.

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: IRVING D. PANZER, Houston Community College

Friday, 9:30–10:45 a.m.—Ebony Room
"The TEV Story (How Thermostatic Expansion Valves Work)," J. Frank Albright, Sales Engineer, Sporlan Valve Company

Saturday, 9:45–10:45 a.m.—Ebony Room
"Compressors: Application and Components," Douglas F. Patterson, Southwest Regional Sales Engineer, Tecumseh Products Co., Dallas

ART

Chairperson: BRUCE F. TURNER, Alvin Community College

Friday, 9:30 a.m.—1:00 p.m.
Tour of Houston Museum of Fine Arts. (Slide presentation of exhibitions and collections and a tour of both the permanent collection and new sculpture garden.) Beth B. Schneider, Director, Department of Art History and Education, Houston Museum of Fine Arts. Bus transportation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:00 p.m.

Saturday, 9:45–10:45 a.m.—Hugo's Window Box
"True Confessions—or Why I Became A College Art Teacher." Open Discussion.

AUTOMOTIVE SERVICES

Chairperson: EDWARD E. HESTER, JR., Cedar Valley College

Friday, 11:00 a.m.—12:15 p.m.—Cedar Room
"Exotic Materials in the Automotive Industry," Milton L. Fant, Instructor/Coordinator, Auto-Tech Apprenticeship, Cedar Valley College

Saturday, 8:30–9:30 a.m.—Cedar Room
"General Emissions," Edward E. Hester, Jr., Instructor/Coordinator, Auto-Tech Apprenticeship, Cedar Valley College

BIOLOGY

Chairperson: JOHN C. RAY, Brazosport College

Friday, 9:30–10:45 a.m.—Arboretum-II
"What Do College Freshmen Need to Know About Biology?" Peter H. Raven, Director, Missouri Botanical Garden, and Engelmann Professor of Botany, Washington University

Saturday, 9:45–10:45 a.m.—Arboretum-II
"High Technology: How Much Medicine Is Too Much?" Eugene V. Boisaubin, Director, Emergency Internal Medicine, Methodist Hospital, Houston, and Associate Professor of Clinical Medicine, Baylor Medical School
BUSINESS ADMINISTRATION

Chairperson: JAMES W. COX, JR., Wharton County Junior College
Friday, 11:00 a.m.–12:15 p.m.—Arboretum–IV
"Integrating the Personal Computer into Marketing Courses," Charles M. Futrell, Chair, Department of Marketing, Texas A&M University
Saturday, 8:30–9:30 a.m.—Arboretum–IV
"The Application of Negotiation Technique to Business Instruction," James P. O'Grady, Professor of Business Administration, St. Louis Community College at Florissant Valley

CHEMISTRY

Chairperson: BETTY H. GRAEF, Alvin Community College
Friday, 9:30 a.m.–1:30 p.m.
Tour of Amoco Chemicals Corporation, Chocolate Bayou Plant. Bus transportation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:30 p.m. (Group will stop for lunch on return trip.)
Saturday, 8:30–9:30 a.m.—Live Oak Room
"General Chemistry: Basic Training in Problem Solving," Steven Zumdahl, Director of General Chemistry Program, School of Chemical Sciences, University of Illinois at Urbana-Champaign

COMPENSATORY/DEVELOPMENTAL EDUCATION

Co-Chairpersons: JAMES W. SMITH, Trinity Valley Community College, and CHARLES N. JOHNSON, Tyler Junior College
Friday, 9:30–10:45 a.m.—Redbud Room
Saturday, 9:45–10:45 a.m.—Redbud Room
"Developing a New Advanced College Reading Course," Robert A. Renk, Trinity Valley Community College

COSMETOLOGY

Chairperson: BARBARA MCKINNEY, Trinity Valley Community College
Friday, 9:30–10:45 a.m.—Willow Room
"Working Together to Improve State Exams and Professional Cosmetologists," JoAnne Reeves, Executive Director, Texas Cosmetology Commission, and TCC Staff Members
Saturday, 9:45–10:45 a.m.—Willow Room
"New Trend Release and Your Professional Growth," T. Ross Head, Chairperson, Lone Star Styles Committee, Houston

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: DEBORAH L. FLOYD, Collin County Community College
Friday, 11:00 a.m.–12:15 p.m.—Sandalwood Room
"Life Planning Center: A Fresh Approach to Counseling and Advising," Deborah L. Floyd, Vice President for Student Development; Stephanie R. Meinhardt and Cindy Hammitt, Student Development Advisors; and Jocelyn Chadwick-Joshua, English Instructor, Collin County Community College
Saturday, 8:30–9:30 a.m.—Sandalwood Room
"Presidents Speak: The Future of Counseling and Student Development in Texas," John H. Anthony, President, Collin County Community College; Jim M. Williams, President, Grayson County College; and Luther "Bud" Joyner, President, Cooke County College

CRIMINAL JUSTICE

Chairperson: LEE EDWARD BRADSHAW, Amarillo College
Friday, 9:30–10:45 a.m.—Cedar Room
"Texas Department of Corrections: Court Decisions Affecting Operation and Future of Institutions," Kirk Brown, General Counsel, Legal Division, Texas Department of Corrections, Huntsville
Saturday, 9:45–10:45 a.m.—Cedar Room
"Texas Crime Victims Compensation Act," Wayne Johnson, Assistant Attorney General, Chief of Crime Victim Compensation Division

DATA PROCESSING

Chairperson: PATRICIA ANN GREEN, Temple Junior College
Friday, 9:30–10:45 a.m.—Dogwood Room–B
"Trends, Issues, and Myths in Computer Education," Larry E. Long, President, Long and Associates
Saturday, 9:45–10:45 a.m.—Dogwood Room–B
"Preparing for Entering the Job Market in Data Processing Today," Blake Lewis, District Manager, Gulf Coast District, Source EDP

DEVELOPMENTAL READING

Chairperson: JANITH V. STEPHENSON, College of the Mainland
Friday, 11:00 a.m.–12:15 p.m.—Redbud Room
"Modeling Metacognitive Reading Strategies," Brenda D. Smith, Associate Professor of Developmental Studies and Reading Coordinator, Georgia State University
Saturday, 8:30–9:30 a.m.—Redbud Room
"Increasing Accountability for Teaching and Testing in Reading," Janet Hinds, Reading Coordinator, Amarillo College
ECONOMICS

Co-Chairpersons: ROBERT B. WAGNER and RAMON C. SCHREFFLER, Houston Community College
Friday, 9:30-10:45 a.m.—Live Oak Room
Saturday, 9:45-10:45 a.m.—Live Oak Room
"Branch Banking and Interstate Banking," Fred J. Redeker, Executive Vice President, Houston Clearing House Association

ELECTRONICS

Chairperson: LEW GARRETT, Alvin Community College
Friday, 12:00 Noon-1:30 p.m.—Cottonwood Room-A
Luncheon Meeting. "Fiber Optics," Jane L. Grady, Project Engineer, National Aeronautics and Space Administration
Friday, 7:30-9:00 p.m.—Mesquite Room
Dinner Meeting. "Innovations in Electronics Instruction," Electronics Vendors and Publisher Representatives
Saturday, 7:30-9:00 a.m.—Ducks & Co.

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY

Chairperson: HERBERT WILLIAM LINNSTAEDTER, Houston Community College
Friday, 11:00 a.m.-12:15 p.m.—Live Oak Room
* Panel Discussion, "Concepts—Advances—Dynamics," Elizabeth Bollinger, Associate Professor, College of Architecture, University of Houston; Moderator; Cedric Curtis, Registered Architect; Burt Cason, Instructor of Commercial Art, Houston Community College
Saturday, 8:30-10:30 a.m.
Tour of facilities of Thornhill Craver Division, Joy Manufacturing Company. "CAD/CAM—From Concept to Completion," Hans M. Karani, CAD/CAM System Administrator, Thornhill Craver. Bus transportation will depart from Dallas and Louisiana Streets at 8:30 a.m., and return at approximately 10:30 a.m.

ENGLISH

Chairperson: MARK KELSO, Richland College
Friday, 9:30-10:45 a.m.—Sandalwood Room
Guest Speaker: James H. Pickering, Dean, College of Humanities and Fine Arts, University of Houston
Saturday, 9:45-10:45 a.m.—Sandalwood Room
"What You Know and Where To Go: Unlocking The Power of Questioning and Collaborative Learning," John W. Barrett, Instructor of English, Richland College

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: AL USTINOFF, Houston Community College
Friday, 11:00 a.m.—12:15 p.m.—Holly Room
"Overview of ESL Programs at the Junior College Level," Frances Houle, Houston Community College
"Identifying and Dealing with Plagiarism," Mark A. Picus, Houston Community College
Saturday, 8:30-9:30 a.m.—Holly Room
"Teaching Reading of Technical Manuals to ESL Students: A Task-Based Approach," David A. Ross, ESL Instructor, Houston Community College

FOREIGN LANGUAGE

Chairperson: MARTHA V. BAKER, St. Philip's College
Friday, 9:30-10:45 a.m.—Holly Room
"Teaching Students to Write: Doing the Impossible," Rolande LeGuillon, Chairperson, Department of Modern Languages, The University of St. Thomas
Saturday, 9:45-10:45 a.m.—Holly Room
"Teaching and Testing for Proficiency," Joan Helen Manley, Associate Professor of French, The University of Texas at El Paso, Member of the Executive Council of the American Council on the Teaching of Foreign Languages

GEOLOGY AND GEOGRAPHY

Chairperson: THOMAS M. HOBBS, North Harris County College—South Campus
Friday, 9:30-10:45 a.m.—Ponderosa Room
"New Teaching Techniques Utilizing Feedback from 'Hidden Data' Printing," Kenneth Hamblin, Professor of Geology, Brigham Young University
Saturday, 9:45-10:45 a.m.—Ponderosa Room
Saturday, 12:15-4:00 p.m.
"Field Trip to the Moon: NASA Space Center," sponsored by the Geology Department of North Harris County College. John Dietrich, Associate Curator for Lunar Samples, will guide through the Lunar Analysis Lab. Time permitting, there will be a tour of the Mission Control Center. Limited to 25 participants. Transportation will leave from the main lobby entrance of the Hyatt Regency at 12:15 p.m. Upon returning, guests will be offered transportation to Houston Intercontinental Airport where they may board their flights by 5:00 p.m.
GOVERNMENT
Chairperson: SCOTT A. NELSON, North Harris County College-East Campus
Friday, 11:00 a.m.-12:15 p.m.—Arboretum-V
Saturday, 8:30-9:30 a.m.—Arboretum-V
"Women in Politics: The 1980s," Nikki Van Hightower, Harris County Treasurer
HEALTH OCCUPATIONS
Chairperson: EVELYN FRANK BURNS, Houston Community College
Friday, 11:00 a.m.-12:15 p.m.—Dogwood Room-B
"Communication Effectiveness in the Health Occupations," Jackie Stone, Faculty Developer, Houston Community College
Saturday, 8:30-9:30 a.m.—Dogwood Room-B
"Writing for Learning in Health Career Programs," Cheryl B. Peters, Instructor of English and Coordinator of Writing Across the Curriculum, Houston Community College
HEALTH, PHYSICAL EDUCATION, AND RECREATION
Chairperson: BARBARA ANN SNEARY, San Jacinto College—South Campus
Friday, 11:00 a.m.-12:15 p.m.—Pecan Room
Guest Speaker: Steve Glenn, City Director, Drug Abuse Program of America, Houston
Saturday, 8:30-9:30 a.m.—Pecan Room
"Individual Approach to a Fitness Program," Dennis Pullin, Exercise Physiologist, Health and Fitness Department, Tenneco, Inc.
HISTORY
Chairperson: MICHAEL A. WHITE, McLennan Community College
Friday, 9:30-10:45 a.m.—Arboretum-V
"Reassessing the Vietnam War," Alan Brinkley, Professor of History, Harvard University
Saturday, 9:45-10:45 a.m.—Arboretum-V
"Reflections on World War I," David M. Kennedy, Professor of History, Stanford University
"Reflections on World War II," Robert A. Divine, George W. Littlefield Professor in American History, The University of Texas at Austin
JOURNALISM AND PUBLIC INFORMATION
Chairperson: TOMMIE J. CALDCLEUGH, North Harris County College District
Friday, 11:00 a.m.-12:15 p.m.—Ebony Room
"Gulf Coast Cooperation" (The work of the consortium formed by nine Texas Gulf Coast colleges in the areas of marketing, advertising and public relations), Steve Lestarjette, Director of Communications, San Jacinto Junior College District
Saturday, 8:30-9:30 a.m.—Ebony Room
"Chaos and Kudos: Student Publications," John Balione, Journalism Instructor, North Harris County College
LEARNING RESOURCES
Chairperson: ENRIQUE K. CHAMBERLAIN, North Lake College
Program Chairperson: THEODORE E. DRAKE, Tarrant County Junior College—South Campus
Friday, 11:00 a.m.-12:15 p.m.—Arboretum-II
"Lessons Learned on the Way to On-Line: The Dallas Community College Experience," Paul E. Dumont, Director of Technical Services, and David Bartley, Manager of LRC Support Services, Dallas County Community College District
Saturday, 8:30-9:30 a.m.—Arboretum-II
"Combining Student and Instructional Support Services—The Amarillo College Model: A Harbinger of Future Organization," Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support; George E. Huffman, Director of Lynn Library/Learning Center; J. Michael Bunch, Computer Assisted Instruction Coordinator, Amarillo College
MATHEMATICS
Chairperson: SHELBA JEAN MORMAN, North Lake College
Friday, 9:30-10:45 a.m.—Cottonwood Room-A
"Nontraditional Solutions to Calculus Problems," Carol A. Edwards, Professor of Mathematics, St. Louis Community College, St. Louis, Missouri
Saturday, 9:45-10:45 a.m.—Cottonwood Room-A
"Student Mathematical Success: A Planned Approach," Jim Van Dyke, Executive Dean and Mathematics Instructor, Rock Creek Campus, Portland Community College, Portland, Oregon
MUSIC

Chairperson: LELAND LUNDGREN, Hill College
Friday, 11:00 a.m.-12:15 p.m.—Raintree Room
"The Dynamics of Choral Singing and Conducting: A Re-evaluation" (Demonstration with singers), Charles Houseman, Director of Choral Activities, University of Houston, and Director, Houston Symphony Chorus
Saturday, 8:30-9:30 a.m.—Raintree Room
"The Dynamics of Choral Singing and Conducting: A Re-Evaluation" (Demonstration with singers), Charles Houseman, Director of Choral Activities, University of Houston, and Director, Houston Symphony Chorus

ORGANIZATION OF JUNIOR/COMMUNITY COLLEGE ADMINISTRATIVE OFFICERS

President: ROBERT AGUERO, Southwest Texas Junior College
Friday, 9:30-10:45 a.m.—Mesquite Room
Saturday, 9:45-10:45 a.m.—Mesquite Room
"Take Stock in Your College: A Discussion of Alternate Funding Sources," Johnette McKown, Director of Business Operations, Paris Junior College

PHILOSOPHY

Chairperson: BERNARD J. MAHONEY, Houston Community College
Friday, 11:00 a.m.-12:15 p.m.—Arboretum-1
"Is One Idea as Good as Another?" (Views on Scientific and Religious Skepticism), Anthony Palasota, Jr., and David V. Mason, Adjunct Instructors, Houston Community College and North Harris County College
Saturday, 8:30-9:30 a.m.—Arboretum-III

PHYSICS AND ENGINEERING

Chairperson: WILLIAM W. LEACH, North Harris County College—East Campus
Friday, 9:30 a.m.-1:00 p.m.
Tour of the Texas Accelerator Center. (Research includes the design of superferric magnets for the Superconducting Super Collider, anti-proton linear accelerators and laser-plasma accelerators.) Presentation by F. Russell Huson, Director, Texas Accelerator Center, and Professor of Physics, Texas A&M University. Bus transportation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:00 p.m.
Saturday, 9:45-10:45 a.m.—Imperial Ballroom—West
Progressive demonstrations using lasers and electron beams. Used to increase student enthusiasm towards physics and chemistry. Presentation by William Wilson Leach, Physics and Chemistry Instructor, North Harris County College—East Campus

REAL ESTATE

Chairperson: PAUL METZGER, JR., Houston Community College
Friday, 11:00 a.m.—12:15 p.m.—Arboretum-1
"The Use of Computers in Real Estate Investment," Nat Shapiro, Investor
Saturday, 8:30-9:30 a.m.—Arboretum-1
"Real Estate Legal Update and Tax Reform," Charles J. Jacobus, Attorney-at-Law, Houston

SECRETARIAL SCIENCE

Chairperson: CHERYL A. VICKERS, Brazosport College
Friday, 9:15 a.m.-1:45 p.m.
Tours of the INNOVA Office Exhibit and Baker & Botts Law Offices. Bus transportation will depart from Dallas and Louisiana Streets at 9:15 a.m., and return at approximately 1:45 p.m.

PSYCHOLOGY

Chairperson: G. E. CARRIER, Alvin Community College
Friday, 9:30-11:30 a.m.—Regency Room
"Loving Is Not An Accident (You Can Make It Happen If You Know What It Is)," Edward Reiman, Clinical Psychologist, Host of the "Dr. Ed" Show
"Applied Critical Thinking in the Classroom: The Case of Emotion," Carol Tavris, Visiting Professor of Psychology, University of California at Los Angeles
Saturday, 9:45-10:45 a.m.—Regency Room
"Activities and Demonstrations in Teaching Introductory Psychology," Ludy T. Benjamin, Jr., Professor of Psychology and Director of Undergraduate Studies, Texas A&M University

REGISTRARS

Chairperson: ROBERT A. JOHNSTON, College of the Mainland
Friday, 9:30-10:45 a.m.—Raintree Room
"The Five P's of Marketing," Diane Stormer Johnson, Dean of Enrollment Management, and Vivian B. Blevins, President, Lee College
Saturday, 9:45-10:45 a.m.—Raintree Room
"Changing Role of Registrar from Regulator to Facilitator," Patricia C. Davis, Executive Dean and Registrar, Houston Community College; and Luciano Salinas, Director of Admissions and Registrar, North Harris County College—East Campus
Saturday, 9:45–10:45 a.m.—Cottonwood Room-B

"Integrating Office Automation Concepts into Keyboard/Typewriting Courses," Bill Mitchell, Professor of Business Education and Administrative Management, University of Wisconsin–Eau Claire

SOCIIOLOGY

Chairperson: BILLIE I. HOSKINS, Galveston College

Friday, 11:00 a.m.–12:15 p.m.—Willow Room

"How Do We Take a Joke? A Sociological Analysis of Humor," John J. Macionis, Associate Professor of Sociology, Kenyon College, Gambier, Ohio

Saturday, 8:30–9:30 a.m.—Willow Room

Demonstration of Sociology Computer Software, John J. Macionis, Associate Professor of Sociology, Kenyon College, Gambier, Ohio

SPEECH AND DRAMA

Chairperson: C. JAY BURTON, Alvin Community College

Friday, 11:00 a.m.–12:15 p.m.—Cottonwood Room-B

"Earned Income: Making Your Theatre Pay," Helen Littleton-Cruz, Business Manager, Chocolate Bayou Theatre, Houston

Saturday, 8:30–9:30 a.m.—Cottonwood Room-B

"Relieving Stage Fright in Speaking Situations," Kathleen D. Longshore, RN, Licensed Professional Counselor, Master Programmer, Neuro-Linguistic Programming

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)

Program Chairperson: BONNIE L. LONGNION, North Harris County College–East Campus

Friday, 11:00 a.m.–12:15 p.m.—Dogwood Room-A

"Overview and Update of Rules and Guidelines Affecting Adult Vocational Courses," Claudia Moore, Program Director, Coordinating Board, Texas College and University System

Saturday, 8:30–9:30 a.m.—Dogwood Room-A

"The Business and Industry Center: One Stop Approach," Diane Troyer, Dean of Continuing Education, El Paso Community College

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: W. P. "Rip" DRUMGOOLE, Trinity Valley Community College

Friday, 9:30–10:45 a.m.—Cottonwood Room-B

"Drug Testing for Students and Student Athletes: Should You Have Written a Policy By Now?" Richard Rafes, General Counsel, North Texas State University and Texas College of Osteopathic Medicine

Saturday, 9:45–10:45 a.m.—Cypress Room

"Role of the Student Development Consultant in a Southern Association of Colleges and Schools Visit," Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support, Amarillo College

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: GLEN I. BOUNDS, Dallas County Community College District

President-Elect: CHARLES B. FLORIO, Kilgore College

Friday, 8:45 a.m.–12:15 p.m.—Magnolia Room

"The Effectiveness of Remedial Education in Texas Community Colleges," Elizabeth Fisk Skinner, Assistant Professor of Education and Research Associate, Arizona State University

"Texas Assessment Program Recommendations for Basic Skills and Baccalaureate Exit," Joan Matick, Program Director, Coordinating Board, Texas College and University System

Saturday, 8:30–10:00 a.m.—Magnolia Room

Report from Texas Public Community/Junior College Association

TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: NEAL M. McBRYDE, Bee County College

Friday, 9:30–10:45 a.m.—Arboretum-III

"Federal Funds Allocation Process," Maria Elena Flood, Member, State Board of Education, and Chairperson, SBOE Finance and Programs Committee

"Select Committee Report—Implications for Post-Secondary Occupational Education," Norman Hackerman, Member, Select Committee on Higher Education, and Chairperson, SCOHE Research Task Force

Saturday, 9:45–10:45 a.m.—Arboretum-III

Panel Discussion: "Implementing the New Criteria of the Southern Association of Colleges and Schools" Moderator: Beryl R. McKinney, Dean of Occupational Education, Kilgore College; Panelists: Ronald DeSpain, President, Texas State Technical Institute–Amarillo; Elizabeth H. Henry, Director of College Development, Collin County Community College; James K. Archer, Dean of Academic Studies, Northeast Texas Community College; Homer M. Hayes, III, Director of Occupational Education and Technology and Continuing Education, Palo Alto College
TEXAS COMMUNITY COLLEGE
CHILD DEVELOPMENT EDUCATORS
ASSOCIATION (TCCDEA)

President: PATRICIA S. STILLWELL, Del Mar College
Friday, 9:30-10:45 a.m.—Dogwood Room-A
“A Training Model and Funding Resources for NAEYC’s National Academy of Early Childhood Programs,” Pat Kennedy, Eastfield College; Debbie Latimer, Corporate Child Development Funds for Texas
Saturday, 9:45–10:45 a.m.—Dogwood Room-A
“CDA Training for Family Day Home Providers,” Gayla G. Roberts, Trinity Valley Community College; Linda Ard, Del Mar College; Norma L. Ziegler, San Antonio College

TEXAS JUNIOR COLLEGE
MANAGEMENT EDUCATORS
ASSOCIATION (TJCMEA)

President: PAUL G. TITTLE, Odessa College
Friday, 9:30–10:45 a.m.—Arboretum—IV
“Future Trends in Industrial Training,” Judy Campbell, Senior Consultant, Action Systems, Inc., Dallas
Saturday, 9:45–10:45 a.m.—Arboretum—IV
TJCMEA General Business Meeting

REMEDIAL EDUCATION
IS PROGRAM TOPIC

“The Effectiveness of Remedial Educa- tion in Texas Community Colleges” is one of the topics for discussion at the meeting of the Texas Association of Junior and Community College Instructional Administrators on Friday, Feb. 20. Featured speaker will be Elizabeth Fisk Skinner, assistant professor of education and research associate at Arizona State University.

The second speaker for the session will be Joan Matthews, program director with the Coordinating Board, Texas College and University System, who will discuss “Texas Assessment Program Recommendations for Basic Skills and Baccalaureate Exit.”

Saturday’s TACCMIA meeting will feature a report from a representative of the Texas Public Community Junior College Association. Special attention will be given to an update of legislation pending in the state legislature.

The association will also hold a brief business session following the TPC/JCA presentation.

TACCCIA president is Glen L. Bounds, Dallas County Community College District. President-elect (and program chairperson for the convention meetings) is Charles B. Florio, Kilgore College.

VOCA TIONAL-TECHNICAL EDUCATION

Chairperson: LARRY A. GRABLE, Brazosport College
Friday, 9:30–10:45 a.m.—Pecan Room
Discussion of Possible Changes in Voc-Tech and State Master Plan, Mike Roark, Program Director, Science, Industrial and Engineering Technology, Coordinating Board, Texas College and University System
Saturday, 9:45–10:45 a.m.—Pecan Room

WELDING

Chairperson: JOHN M. THAMAN, College of the Main- land
Friday, 9:30 a.m.—1:30 p.m.
Field trip to NASA Johnson Space Center. Visit to the Technical Services Division which includes welding/machine shop, steel metal shop, and other related areas: Bus transportation will depart from Dallas and Louisiana Streets at 9:30 a.m., and return at approximately 1:30 p.m.
Saturday, 9:45–10:45 a.m.—Ducks & Co.
“Effects of Thermal Expansion and Contraction As It Relates to Welding Distortion,” D. W. Morgan, Professor of Engineering Technology, Texas A&M University

OCCUPATIONAL ADMINISTRATORS PLAN MEETINGS

Marla Elena Flood
Norman Hackerman
Ronald DeSpain
Elizabeth H. Henry
James K. Archer

The Texas Association of Post-Secondary Occupational Education Administrators will meet twice during the TICTA convention in Houston.

The group will meet Friday, Feb. 20, at 9:30 a.m. Maria Elena Flood, a member of the State Board of Education and chairperson of the SBOE’s finance and programs committee, will discuss the process for allocation of federal funds for occupational programs.

Also in Friday’s session, Norman Hackerman will discuss implications for post-secondary occupational education in the report of the Select Committee on Higher Education. Hackerman is a member of the select committee and chaired the panel’s research task force. The committee has completed work on the draft of its report to the Texas Legislature, and Hackerman will outline items in the report which bear special relevance for vocational-technical-occupational education.

The meeting Saturday will feature a panel discussion on “Implementation of the New Criteria of the Southern Association of Colleges and Schools.

Moderator for the panel will be Beryl R. McKinney, dean of occupational education, Kilgore College. Panel members will be representatives of institutions which have recently undergone an evaluation by the criteria of the Southern Association in the process of reaccreditation or admission to candidacy status.

Panelists will be Ronald DeSpain, president of Texas State Technical Institute—Amarillo; Elizabeth H. Henry, director of college development, Collin County Community College; James K. Archer, dean of academic studies, Northeast Texas Community College; and Homer M. Hayes, III, director of occupational education and technology and continuing education, Palo Alto College of the Alamo Community College District.

President of the Texas Association of Post-secondary Occupational Education Administrators is Neal M. McBryde, Bee County College.
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  - Instructor's Manual for Lite Flight II and KC's Deals on Wheels II
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BOTANIST TO SPEAK TO BIOLOGY SECTION

“What Do College Freshmen Need to Know about Biology?” is the topic for discussion at the TICTA biology section meeting Friday, Feb. 20. Featured speaker will be Peter H. Raven, Engleman Professor of Botany at Washington University (St. Louis) and director of the Missouri Botanical Garden. Raven will reflect on his experiences and observations as a teacher and author of freshman-level biology texts and will discuss the important concepts which should be included in the freshman biology course.

Peter H. Raven

A native of California, Raven completed his undergraduate studies at the University of California–Berkeley and holds the Ph.D. from the University of California at Los Angeles. Prior to joining the Washington University faculty in 1971, he taught biological sciences at Stanford University. He is senior author of the freshman botany textbook, Biology of Plants (Worth Publishers, Inc.), now in its fourth edition.

At the Saturday section meeting, Eugene V. Boisaubin, director of emergency internal medicine at Methodist Hospital in Houston, will speak on “High Technology: How Much Medicine Is Too Much?” Boisaubin also serves as associate professor of clinical medicine at Baylor Medical School.

Biology section chairperson this year is John C. Ray, Brazosport College.

PROFESSORS TO ADDRESS BUSINESS ADMINISTRATION SECTION MEETINGS

TICTA members attending meetings of the business administration section will have the opportunity to hear two professors discuss relevant issues.

At the Friday section meeting, Charles M. Futrell, chairperson of the Department of Marketing at Texas A&M University, will speak on “Integrating the Personal Computer into Marketing Courses.”

Speaker for the Saturday section will be James P. O'Grady, professor of business administration at St. Louis Community College at Florissant Valley. His topic will be “The Application of Negotiation Techniques to Business Instruction.”

O’Grady teaches personnel and labor relations courses at the community college and as an adjunct faculty member at the University of Missouri–St. Louis. He is also active as a labor arbitrator. He is the author of two textbooks, Elements of Business and Today’s Business, both published by Houston Mifflin Company. A third book, Personnel and Industrial Relations, is in preparation.

HARRIS COUNTY TREASURER TO SPEAK AT GOVERNMENT SECTION

“Women in Politics: The 1980s” is the topic for discussion at the meeting of the TICTA government section Saturday, Feb. 21. Featured speaker will be Nikki Van Hightower, county treasurer for Harris County. She holds the Ph.D. from New York State University and is a longtime women’s advocate.

At Friday’s government section meeting, Senior U. S. District Judge Woodrow Seals will speak on “The Politics of the Federal Courts.” The veteran jurist will share observations based on his many years in the federal judiciary.

The Friday meeting of the government section is set for 11:00 a.m., and the Saturday meeting will begin at 8:30 a.m. Both sessions will be held in the Arboretum-V of the convention hotel, the Hyatt Regency in downtown Houston.

Chairperson for the government section this year is Scott Nelson, government instructor at the East Campus of North Harris County College.

PROGRAMS FOR COUNSELING SECTION ANNOUNCED

Three Texas community college presidents will engage in a discussion during a meeting of the TICTA counseling and student personnel services section at the convention in Houston.

Topic for the session will be “The Future of Counseling and Student Development in Texas.” The panel is scheduled for the Saturday section meeting. Leading the discussion will be H. Anthony, president of Collin County Community College. Reactors will be Jim M. Williams and Luther “Bud” Joyner, presidents of Grayson County College and Cooke County College, respectively.

The Friday section meeting will feature a presentation on implementation of a life planning center. The panelists will discuss their interest in the concept of a life planning center and the specific content of the life planning center at their respective institutions.

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Chairperson for the government section this year is Scott Nelson, government instructor at the East Campus of North Harris County College.

SEMINAR ON RETIREMENT ADDED TO AGENDA

In response to numerous requests from members for a seminar on retirement alternatives, the TICTA Membership Services Committee has planned such a seminar during the annual convention in Houston. Billed as a “retirement seminar” for retired and soon-to-be-retired members, the seminar will be held on Friday, Feb. 20, in the Live Oak Room of the Hyatt Regency hotel.

Robert Norris, representing the Social Security Administration, will discuss “Social Security and the Retired.” Joanna Holshouser, coordinator of member relations for the Teacher Retirement System of Texas, will explain retirement options available to TRS members. Mitchell Grossman, San Antonio College, will share information regarding the older traveler program.

Grossman, who retired last month as a full-time government instructor at San Antonio College, and who is a member of the Membership Services Committee, finalized plans for the convention session. He invites all interested members to attend.

CHEMISTRY SECTION TO TOUR PLANT

A tour of the Chocolate Bayou plant of Amoco Chemicals Corporation is planned for TICTA members attending the chemistry section during the convention in Houston. Bus transportation will leave from downtown Houston (just outside the Louisiana Street entrance to the Hyatt Regency lobby) at 9:30 a.m. Friday, Feb. 20. Following the tour at the Amoco plant, participants will stop for a “dutch treat” lunch at a convenient fast food outlet en route back to the hotel. Plans call for the bus to return to the Hyatt Regency by 1:30 p.m.

Saturday’s chemistry section meeting will feature a presentation by Steven Zumdahl, professor of chemistry at the University of Illinois at Urbana–Champaign. He will discuss “General Chemistry: Basic Training in Problem Solving.” Zumdahl serves as director of the general chemistry program at the university. He is also the author of numerous awards for teaching excellence, including the award for distinguished teaching, given by the University of Illinois College of Liberal Arts and Sciences in 1985. He is the author of numerous publications, including textbooks. His most recent text, Chemistry, was published by D. C. Heath and Co., in 1986.

Arrangements for the chemistry section activities were made by Betty H. Graef, Alvin Community College, who serves this year as section chairperson.
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TOUR PLANNED FOR DRAFTING SECTION

A tour featuring a demonstration of CAD/CAM technology is in store for TICTA members attending the meeting of the engineering graphics and drafting technology section during the convention. Bus transportation will leave from Dallas and Louisiana Streets (just outside the Louisiana Street entrance to the Hyatt Regency hotel lobby) at 8:30 a.m., Saturday, Feb. 21. Destination will be the Thornhill Craver division of Joy Manufacturing Company.

Hans M. Karani, senior project engineer for Thornhill Craver, and CAD/CAM system administrator, will guide participants on a tour of the facilities. The bus is scheduled to return to the hotel by 10:45 a.m.

Friday's section meeting will feature a panel discussion on "Concepts, Advances, and Dynamics." Panel moderator will be Elizabeth Bollinger, associate professor in the College of Architecture of the University of Houston. She initiated the computer-aided design program there in 1982. Ms. Bollinger currently serves as national president of the Association of Computer-Aided Design and Drafting.

Other panel members will be Cedric Curtis, registered architect, and Burt Cason, instructor of commercial art at Houston Community College.

Chairperson of the engineering graphics and drafting technology section this year is Herb Linnstaedter, Houston Community College.

COSMETOLOGY SECTION ANNOUNCES PROGRAMS

Jo Anne Reeves, executive director of the Texas Cosmetology Commission, will be the principal speaker at the TICTA cosmetology section meeting Friday, Feb. 20. She and other members of the TCC professional staff will discuss various problems in community college cosmetology programs. Specific attention will be given to collaborative efforts to improve performance on state examinations.

During Saturday's cosmetology section meeting, members will hear a presentation by T. Ross Head, chairperson of the Lone Star Styles Committee of the Texas Cosmetology Commission. Head's topic is "New Trend Release and Your Professional Growth." He has been involved in TCC activities since moving to Texas from Indiana in 1979. Chairperson of the cosmetology section this year is Barbara McKinney, Trinity Valley Community College-Anderson Campus. The section meetings are scheduled for 9:30 a.m., Friday, and 9:45 a.m., Saturday. Both sessions will be in the Hyatt Regency's Willow Room.

PROGRAMS ANNOUNCED

Reading Section to Hear Professor

Brenda D. Smith

"Modeling Metacognitive Reading Strategies" is the topic for the Friday meeting of the TICTA reading section meeting during the annual convention in Houston.

Featured speaker will be Brenda D. Smith, associate professor of developmental reading and reading coordinator at Georgia State University. She founded the Metro-Atlanta College Developmental Reading Association in 1976. In 1982, she was recognized as the Georgia Reading Teacher of the Year by the Georgia Council of the International Reading Association and as Distinguished Georgia Educator by the Georgia State University College of Education. She is the author of numerous papers and books, including Breaking Through, Picking Up the Pace, and Bridging the Gap (Scott, Foresman and Company).

Speaker for the Saturday meeting of the developmental reading section will be Janet Ille, coordinator of the reading program at Amarillo College. Her topic will be "Increasing Accountability for Teaching and Testing in Reading."

Section chairperson for this year's convention is Janith V. Stephenson, College of the Mainland.

Geologist to Address Section Meeting

W. Kenneth Hamblin, professor of geology at Brigham Young University, will be the speaker for the TICTA geology and geography section Friday, Feb. 20. His topic will be "New Teaching Techniques Utilizing Feedback from 'Hidden Data' Printing."

Hamblin earned the BS and MS degrees from Brigham Young and the Ph.D. from the University of Michigan. Prior to joining the BYU faculty, he taught at the University of Kansas and the University of Georgia. He has written and spoken widely and has been involved with research in the geology of the Colorado Plateau and the teptonic geomorphology of the Grand Canyon. He is author of the geo text, Earth's Dynamic Systems (Macmillan Publishing Company).

Speaker at Saturday's meeting of the geology and geography section will be Stephen A. Wippel, who will discuss computer applications in teaching of geology. Using a personal computer, Wippel will demonstrate exercises and problems which can be completed by students as tutorial aids, for lab exercises, and as training exercises for vocational programs.

Chairperson for the geology and geography section this year is Thomas M. Hobbs, North Harris County College-South Campus.

Physics Section to Tour Laboratory

A tour of the Texas Accelerator Center in The Woodlands is scheduled for members attending the physics section meeting at the forthcoming TICTA convention in Houston. Bus transportation will leave from Dallas and Louisiana Streets (near the Louisiana Street entrance to the Hyatt Regency hotel lobby) at 9:30 a.m., Friday, Feb. 20. Plans call for the bus to return to the hotel by 1:00 p.m.

The Texas Accelerator Center was established in March 1984 as a collaborative effort of Rice University, Texas A&M University, the University of Houston-University Park, and The University of Texas at Austin. The center was designed as a laboratory in accelerator physics. Major research underway at the center includes design of superconducting magnets for the Superconducting Super Collider, anti-proton linear accelerators and laser-plasma accelerators.

At the center, tour participants will be guided by F. Russell Huson, director of the center and professor of physics at Texas A&M University. Huson earned the BA degree from San Diego State College and the Ph.D. from the University of California-Berkeley. He was responsible for constructing the 15-foot bubble chamber at Fermi National Accelerator Laboratory in Batavia, Illinois. He has written extensively on elementary particle and accelerator physics.

William W. Leach, North Harris County College-East Campus, is section chairperson.
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The Role of the Faculty in College Governance

Juliet V. Garcia
President
Texas Southmost College

The major reason for the success of our students is the quality of the faculty. Of the 148 full-time faculty at TSC, 79 percent have master's degrees plus an average of 20 hours beyond the masters'; 14 percent have their doctorates; and the remaining 7 percent have special certification. That means that every course we offer is taught by an experienced, credentialed, career teacher. The faculty have degrees from universities in 29 states outside Texas, including Vanderbilt, Stanford, Cornell, Pennsylvania State, Purdue, and Auburn. In-state institutions represented on our faculty include Baylor; the University of Houston; Texas Woman’s University, and, of course, Texas A&M and the University of Texas.

Last spring I was talking with a faculty member who had been with our college for just a short time about what she had learned in the past year. She said that she had learned that what she wanted to do for the rest of her life was to teach; that the love she had for her many other career options had faded in contrast to what she felt for teaching. This teacher epitomizes the philosophy of the faculty at Texas Southmost College and helps explain the success of our product.

Texas Southmost College has some unique characteristics, as I’m sure each of your respective institutions has. First, we are located just five miles from the Rio Grande River and the border between the United States and Mexico. So, while we service our U.S. district of over 175,000 people, we also are accessible to foreign students from our neighboring city, Matamoros, with approximately 300,000 people. A recent commitment to TRICO serves to illustrate how this affects our offerings. TRICO is a recently relocated manufacturing industry in Brownsville and in Matamoros in the now somewhat traditional twin-plant concept. We are in the middle of an industrial startup phase to train local U.S. residents as well as Mexican managers in machine technology. This company plans to employ 400 people in Brownsville by January and twice that many in Matamoros. So our very special location provides us with the opportunity to train for area economic development—on both sides of the border.

Texas Southmost College also has a cloud forest biological substation in the mountains of Mexico, Rancho del Cielo, about three hours from our main campus. Although it takes only three hours to get to the base of the mountains, it takes an additional four hours, with a four-wheel drive vehicle, to climb up the mountains to the campsite. Students, under faculty guidance, have built and maintained cabins and cisterns on the higher elevations of the ranch where you share your daylight with passing clouds but where 70 varieties of fern have been identified. There we teach the lab for cloud forest botany and geology, and, many faculty believe, teach more about survival and respect for the ecosphere and each other than in any other location on campus. One of our graduates from this program, now with advanced degrees and on the staff of the Smithsonian Institution in Washington—a faculty that is logical research geared to study a particular kind of moth. Her aim is to become the world expert in this area.

Most recently, we competed against other educational institutions, including an area university, for a surplus historical building on South Padre Island. You can imagine what island property sells for these days, so we feel very fortunate to have succeeded in our attempt. This year we will be spending a good bit of time renovating the site and planning course offerings, and we expect by next summer to be offering courses on the island. We see this as a grand opportunity to better service our district without excessive physical plant costs.

Finally, we are in the process of obtaining approval to begin to offer telecourses. Once again, we see this as an opportunity to expand our services to the community, perhaps reach a market that we haven’t reached before, and to do so with limited expenditures.

Why do I mention such things as our students’ transfer success, or our biology station in the mountains of Mexico, or our work in industrial startup training, or our acquisition of property on South Padre Island, or our plans for telecourses in an address about the role of the faculty in college governance? Because I know that none of these is possible without the support of the faculty.

I recall several years ago when I was academic dean and I was told to start a “weekend college” with about one and one-half months’ notice. The request was not, “See if there is a need in the community that we should respond to,” or “invest in a facility that is logical and necessary for a particular area of the community that we serve.” It was just, “Do it!” I recall sitting in my office trying to figure out how to sell the idea to the faculty. I finally found the scientific method of investigation before drawing conclusions, and usually calculatingly slow to want change. So I proceeded to build a logical argument, not over several months, but in one evening. I knew that if I could make the argument, faculty would respond because of their sense of commitment to the institution and the community that we serve.

I did and they did!

Rancho del Cielo was built—essentially—by one faculty member who against all odds, including international ownership questions, almost impossible logistical concerns (not to mention liability fears), a naive board of trustees back home, and no line item in the budget, convinced her colleagues that students would benefit from the experience.
The time has now arrived for faculty to take a significant role in college governance.

When I use the term support, I do not mean acquiescence, quiet submission, or passive consent. I mean support—to bear the weight of, especially from underneath, to sustain and maintain.

The new Criteria of the Southern Association of Colleges and Schools begins the section on faculty in the governance of Texas Southmost College. Many years ago, the TSC faculty organized itself into a faculty association with a constitution and bylaws. Its actual major function was to organize social events once or twice a year.

Somewhere in its evolution, the faculty association decided to continue to sponsor social events but also to discuss issues relative to salary structure, salary credit for prior teaching experience, alternate insurance policies, and procedures for assigning overloads to full-time faculty.

Later, the faculty association decided to continue to sponsor social events, discuss relevant issues with regard to salary, overloads, and the like, and to host a candidates’ forum for persons running for our board of trustees.

Today, our faculty association continues to sponsor social events, discuss relevant issues, host forums for trustee candidates (and for city and county offices as well), and serve as members of our board of trustee committees.

Approximately two years ago, a policy was added to the board’s policy manual outlining the specific membership of board committees:

The chairpersons of the standing committees and committee members shall be appointed by the chairperson of the board of trustees. Each committee chairperson will submit to the chairperson of the board nominees for committee membership. Each standing committee shall have at least one member from each of these groups: administration, faculty, staff, students, and the public. No standing committee may have more than ten committee members. [Italics added.]

Membership in trustee committees today includes:

Policy Committee: a committee that bears arguments to revise, rescind, amend, or add to current board policy.

Welfare Committee: a committee that reviews college endorsed insurance programs, reviews current insurance coverage for employees, and participates in advertising for, reviewing, and finally choosing insurance carriers for the college.

Development Committee: the newest committee that will deal with building an endowment for the college and soliciting an alumni for financial support of college programs.

The Physical Facilities Committee: a committee very active at this particular time on campus as we tighten up our newly developed facilities master plan, prioritize renovation and new building projects, and look for alternate sources of funding.

Audit, Budget, and Bid Review Committee: a committee that reviews our external audit report, monitors the development of the college’s annual budget and the execution of that budget, and monitors bids in reviewing bids submitted according to our purchasing policy for items costing over $5,000.

The SACS Criteria describes the role of the faculty and its committees in this manner:

The primary responsibility for the improvement of the educational program resides with the faculty. The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published in the faculty handbook. Faculty will normally conduct much of their business through such structures as committees, councils, and senates, operating within board policies as defined by the administration and the governing boards.

So, “the primary responsibility for the improvement of the educational program” does not reside with the president, or with the board of trustees, or with vice presidents or deans. It resides with the faculty. A faculty that is involved—indeed, is participating—is an integral part of the institution.

Faculty have no choice. That is, you may not pretend that the responsibility for success or failure is that of someone else. If you accept the accolades of your students’ successes, you must also accept the reality of their failures.

If your institution is negatively viewed in the community as one that is unresponsive to the community’s needs, then you must accept the responsibility for not having responded. If there is no statewide recognition of the quality of your educational program, then you must bow your head in embarrassment.

I have sat alone in my office often contemplating a problem. And then I remember (or am reminded) that I don’t have to solve any problem alone, because if I’ve done my job well, I’ve hired and I’ve supported the kind of faculty and administrators that will serve as problem-solvers and doers. At that moment a tremendous sense of relief fills my soul.

There is one final issue that I’d like to mention because I see it as a problem that faces faculty and administrators often and one that is the source of what can become long-term, embittered, ill feelings between the two. It is the issue of reciprocity.

When I am faced with a complaint about a faculty member, my consistent reaction is to give the faculty member the benefit of the doubt and then investigate the circumstance. My reaction is never to make a rash judgment, a poor call, that first assumes faculty guilty and then wait to hear evidence to the contrary—even when the complaint comes from a “good” source or a political source. It would not occur to me to do otherwise.

However, I urge you to react in the same manner to reciprocate when you hear a complaint about an administrator or about an administrative matter. Investigate first, even if you have an impeccable source. Allow us the same respect you are showing of you, that is, the same opportunity to explain. The damage done otherwise is often irreparable.

Finally, it has been mentioned that I chair the Southern Association’s standards and reports committee. I have been a member of the committee on colleges for SACS for five years, have served on numerous SACS visiting committees, and now chair these committees. Some of you may not have had the opportunity to study the new Criteria that all member institutions must meet in order to retain their accreditation with SACS.

The most significant change in the new Criteria deals with institutional effectiveness. Specifically, an institution must establish adequate procedures for planning and evaluation; define its expected educational results and describe how the achievement of these results will be ascertained. Further, institutions should ascertain periodically the change in the academic achievement of their students. In other words, if your college claims that you are training students to be better citizens in the community, then there should be some mechanism in place to measure whether or not you have succeeded in this charge. And the measurement of these objectives must include broad-based involvement of the faculty and administration. The results should be part of the planning process for the following year.

Accountability is not a new word for us. So the new SACS Criteria should not surprise anyone. Our own state has formed a Select Committee on Higher Education to examine our curricula, our faculty, and our governance structure. And all of this in light of what appears to be 9 percent cuts in our state appropriations.

So, the time has not arrived, perhaps not soon enough for many of you, but it certainly is the time for faculty to take a significant role in college governance—through faculty association, through instructional councils, or through board committees. I gladly invite you to share in the responsibility...and in the success.

A friend and I were talking about some problems that I had recently discovered and how they related to each other. My friend said, “Inefficiency is three-dimensional.” It occurs to me today that so is success.

(Dr. Garcia holds BA and MA degrees from the University of Houston and the Ph.D. from the University of Texas at Austin. She joined the faculty of Texas Southmost College in 1974, and has been president of the college since February 1986.)
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<td>Single Occupancy</td>
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</tr>
<tr>
<td>Double/Twin Occupancy</td>
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<tr>
<td>Triple Occupancy</td>
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</tr>
<tr>
<td>Quadruple Occupancy</td>
<td>$88</td>
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</table>

Arrival Date: Feb. _____, 1987  
Arrival Time: *  
(Departure Date: Feb. _____, 1987)

* Reservations will not be held after 6 p.m. unless arrival is guaranteed by credit card or advance payment of one night’s lodging.

□ Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:

I fold room on a guaranteed basis with the following credit card:

Type ___________________  
Number ___________________  
Expiration Date ____________

IMPORTANT INFORMATION: The Hyatt Regency is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment by cash or traveler’s checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name ___________________  
Address ___________________  
City ___________________ State ___________________  ZIP ___________________  
Phone A/C ___________________

ROOM(S) WILL BE OCCUPIED BY:

Name (please print) ___________________  
Address ___________________  
City / State / ZIP Code ___________________  

SECRETARIAL SCIENCE SECTION TO TOUR OFFICE EXHIBIT

Tours of the “INNOVA Office Exhibit” and the offices of one of Houston’s most prestigious law firms are highlights of the secretarial science section programs for the forthcoming TJCTA convention.

Bus transportation will depart from Dallas and Louisiana Streets (near the Louisiana Street entrance to the Hyatt Regency hotel lobby) at 9:15 a.m., Friday, Feb. 20. Participants will visit the INNOVA exhibit during the morning hours and have lunch at the exhibit site. Then buses will take members to the law offices of Baker & Botts, located at One Shell Plaza, where they will observe first-hand the state-of-the-art technology in use there.

The INNOVA exhibit features displays designed to enhance the viewer’s awareness of issues in office design and technology.

The secretarial science section meeting on Saturday will feature a presentation by William M. “Bill” Mitchell, professor in the department of business education and administrative management at the University of Wisconsin—Eau Claire. Mitchell will discuss “Integrating Office Automation Concepts into Keyboard/Typewriting Courses.” He holds BS and MS degrees from Western Illinois University and the Ed.D. from the University of North Dakota.

Mitchell has spoken and written extensively on the subject of office automation. He is co-author of Keyboarding: A Mastery Approach and Keyboarding for Information Processors, both published by Science Research Associates.

Mitchell serves as consultant to numerous businesses and government agencies in the areas of long range strategic planning for office automation to include configuration, selection and implementation of integrated business and office information systems; local and wide area network systems; electronic mail/message systems, electronic document based management systems, telephone systems, dictation/transcription systems, and laser printing systems.

Plans and arrangements for the secretarial science section meeting and for the Friday tours were developed by Cheryl A. Vickers, Brazosport College, who serves this year as the section chairperson.
The eyes of Texas are upon Macmillan's new texts...

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STATISTICS FOR BUSINESS AND ECONOMICS
by S. CHRISTIAN ALBRIGHT, Indiana University

MARKETING Third Edition
by JOEL R. EVANS and BARRY BERMAN, both of Hofstra University

PRINCIPLES OF ACCOUNTING
by ERIC G. FLAMHOLTZ, UCLA; DIANA TROIK FLAMHOLTZ, Loyola Marymount University; and MICHAEL A. DIAMOND, University of Southern California

FINANCIAL MANAGEMENT
Concepts and Applications
by RAMESH K. S. RAO, University of Texas at Austin

IN THE HUMANITIES

THE MACMILLAN COLLEGE HANDBOOK
by GERALD LEVIN, University of Akron

THE MACMILLAN READER
by JUDITH NADELL, Glassboro State College; and JOHN LANGAN, Atlantic Community College
IN SCIENCE

COLLEGE MATHEMATICS FOR MANAGEMENT, LIFE AND SOCIAL SCIENCES Fourth Edition
by RAYMOND A. BARNETT, Merritt College; and MICHAEL R. ZIEGLER, Marquette University

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An Interactive Approach, Second Edition
by LINDA R. PULSINELLI and PATRICIA I. HOOPER, both of Western Kentucky University

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An Interactive Approach, Second Edition
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EARTH’S DYNAMIC SYSTEMS
Fourth Edition
by W. KENNETH HAMBLIN, Brigham Young University

COLLEGE ALGEBRA and COLLEGE ALGEBRA AND TRIGONOMETRY
by MICHAEL SULLIVAN, Chicago State University

IN SOCIAL SCIENCE

AMERICAN GOVERNMENT
Second Edition
by ROSS K. BAKER, GERALD M. POMPER, and CAREY McWILLIAMS, all of Rutgers University

PSYCHOLOGY
LUDY T. BENJAMIN, Texas A&M University; J. ROY HOPKINS, St. Mary's College of Maryland; and JACK R. NATION, Texas A&M University

SOCIOLOGY Second Edition
by JOHN E. CONKLIN, Tufts University

SOCIAL SCIENCES
An Introduction to the Study of Society, Sixth Edition
by (the late) ELGIN F. HUNT and DAVID C. COLANDER, Middlebury College

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TJCTA Messenger

Volume XIX, Numbers 1-4

Fall 1987 - Spring 1988

Charles L. Burnside, Editor

Texas Junior College Teachers Association
THE LEGISLATURE GIVETH; THE GOVERNOR TAKETH AWAY

The veto by Gov. Bill Clements of $45.3 million for group insurance premiums for employees at Texas community and junior colleges was called "ill-advised, ill-informed, and ill-timed" by Mary R. Parker, president of the Texas Junior College Teachers Association.

Until the veto, two-year colleges had survived the legislative sessions reasonably well— with biennial funding set at $872.2 million. That figure represented an increase of $61.6 million (or 7.6 percent) over the rate of state funding for fiscal year 1987. The Clements veto reduced community junior college funding to $826.9 million—an increase of $16.2 million (2 percent) over the 1987 funding level.

In his veto message, Clements claimed that state funding for community junior colleges is higher in Texas than in any other state and declared that the increased appropriations voted by the Legislature "exceed what is reasonable for good public policy in these difficult times." Staff members in Clements' budget and planning office have been unable to provide TJCTA officials with research data to support the governor's assertion that Texas two-year colleges are funded at the highest level in the nation.

In a statement following the veto, Ms. Parker said, "I have to believe that Mr. Clements received some grossly inaccurate information and some dreadful political advice. Otherwise the governor's action has to be regarded as a direct slap at the state's two-year colleges, a cruel insult to their 17,500 employees, and an intentional added burden on millions of junior college district taxpayers." The governor's cuts came unexpectedly and without any rational explanation to the institutions and their taxpayers, according to Ms. Parker. "Insult is added to injury when it is recognized that of all the components of the state's higher education system, two-year colleges have been the lowest in state support." (Continued on page 3.)

CONFERENCE PLANNED FOR FACULTY LEADERS

The eighth annual TJCTA Conference for Faculty Organization leaders will be held Saturday, Oct. 3, at La Mansion Hotel in Austin. The conference will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m.

Principal speaker for the opening session will be E. Jean Walker, associate executive director of the Commission on Colleges, Southern Association of Colleges and Schools, Atlanta. She will discuss effects of the revised accreditation criteria on the faculty's role in institutional decision-making. Dr. Walker holds the bachelor of arts degree in history from Furman University, the master of arts in history from the University of Florida, and the Ph.D. in higher education from Florida State University. She taught history and was a member of the counseling staff at Brevard Junior College (Cocoa, Fla.) from 1961 to 1966, and was on the higher education faculty at Florida State University in 1968-69. In 1969, Dr. Walker was named dean of student services at Virginia Highlands Community College (Abingdon, Va.). She was appointed dean of the college in 1972, and in 1974 was named president. In 1984, she was appointed to her present position on the professional staff of the regional accrediting association.

(Continued on page 8.)
PRESIDENT'S MESSAGE

We've been working all year to convince our elected officials of the value and needs of community college education. We (or the facts) convinced most of them, as reflected by our relatively good treatment in the appropriations bill the Legislature finally passed. After they had gone home, however, community colleges suffered a severe blow from the governor, who deleted $45.3 million in funds for employee insurance. Since state law requires that this insurance be provided, colleges will have to raise property taxes, raise tuition, or cut expenses (which consist mainly of teacher salaries) unless the money is restored by court or legislative action. We will spare no effort to promote such action.

In spite of my frustration and disappointment over the veto, I think I have a great year to be president. Last year's achievements—including computerization of the TJCTA state office and revitalization of the Legislative Update—have begun a higher level of communication to and among members. Some very useful projects begun in previous years, such as a guide to analyzing grievance issues, will be completed and put into use this year. And, most importantly, an excellent group of people have agreed to lead and serve on TJCTA committees.

The abilities of this group were quite evident at the June planning retreat for officers and committee chairpersons. At this retreat, we set the budget for the year, and we decided what we want the Association to accomplish during the year. The officers' analysis of TJCTA's finances showed that our reserves had fallen to the minimum comfortable level. In a very harmonious and efficient set of discussions, the group came up with numerous ways to get the job done at lower cost than in previous years. The final result: a balanced budget, leaving the organization $30,000 better off than the continuing trend would have done.

Since most of the work of the Association is done by the committees, much of the planning involves formulating the charges to the committees. In addition to the traditional ongoing duties, we directed the Legislative Committee to investigate and make recommendations on the legal status of teacher liability in Texas. We directed the Professional Development Committee to analyze three issues that the Coordinating Board is dealing with this year: use of part-time faculty, faculty tenure and its impact on hiring, and basic skills testing and remediation.

These are not open-and-shut issues, and the purpose of the analysis is not to "solve" them. What is needed is an authoritative set of relevant facts and a list of the arguments on each side of the issues. A broad and objective analysis of this kind will ensure that the Coordinating Board is informed of the positions and concerns of our members, even when we have not reached consensus within TJCTA. Further, for issues where we have a clear position, the analysis will permit us to support it convincingly and to anticipate counterarguments.

Our organization is poised for a productive year. You can contribute to that accomplishment in several ways: Most fundamentally, you can join for this year; support by over half the eligible faculty is the basis of our power and usefulness as an organization. (If you don't join, you could help us by writing to tell us why not.) You can also encourage your colleagues to join. We want increased membership both to strengthen our organization and to put off the dues increase that would normally be needed next year. (The last increases were in 1980 and 1984.) Your TJCTA campus representative will have some new membership material you can use.

But we need your voice as much as your money. Write to your State Representative. Contribute your ideas to the issue analyses described above. Write to your State Senator. Suggest speakers for your section meetings at the convention. Write to the Lieutenant Governor. Help us use our expanded publication capability by submitting articles or ideas for articles for the Messenger. Write to the Governor.

The basis of the broad community support our colleges enjoy is the dedicated and skilled work of their teachers. A major danger of the arbitrary cuts in state funding over the last few years is that they will start a vicious cycle of lower teacher morale, leading to poorer performance, leading to loss of support, leading to more cuts. We must work together to encourage each other and to reinforce our community support, however the political winds blow. TJCTA is our organization for statewide mutual support and action, and I invite you to make use of it.

Mary R. Parker
tion system, the public community junior colleges are the only institutions whose employees' insurance premiums fell under the governor's budget ax," Ms. Parker said. "Thus, junior colleges—which provide instruction for more than 60 percent of the state's college freshmen and sophomores—were the only institutions whose state appropriations for instructional programs were cut below current funding levels."

According to Ms. Parker, the governor's action had the net effect of cutting state appropriations to the 49 community junior college districts by more than 5 percent. The harmful effects of the governor's veto are compounded drastically by the fact that the cut in insurance premium funding came just three weeks before the colleges were to begin their new fiscal years, according to Ms. Parker.

### Insurance Coverage Required

Under state law, colleges are required to provide basic insurance coverage for their employees. Since 1977, cost of that coverage has been paid by direct state appropriations. Most of the colleges had completed their budget processes, set tuition and local ad valorem tax rates, and informed employees of salaries for the 1987-88 academic year when news of the veto of insurance premiums was received, Ms. Parker said. "Many colleges will have no choice but to increase their local property taxes to absorb the loss of state funds, while others, presently taxing at maximum authorized levels or risking rollback elections, will have to resort to cutting programs and increasing student tuition."

"Many of our teachers have not received any pay raises in two years," Ms. Parker said. "And Gov. Clements' action ensures that meaningful raises at many colleges will not be possible for at least two more years."

"We are exploring every way possible to soften the dreadful effects of the governor's veto, but at the present time there appears little prospect of avoiding sizeable program cuts and local tax increases. We think it is important, however, that the students and employees affected by the cuts and the taxpayers whose junior college taxes will increase know that these actions were direct results of Gov. Clements' veto," Ms. Parker said.

### HOW MUCH THE VETO COST YOUR COLLEGE

For each covered employee, the general appropriations bill provided $1,200 during the first year and $1,380 during the second year of the biennium (monthly amounts of $100 in 1987-88 and $115 in 1988-89). Thus, the Clements veto cut $2,580 per employee at each of the 49 public two-year college districts. Approximately 17,500 community junior college employees are covered under the Texas State College and University Employees Insurance Benefits Program. Shown below are estimated amounts of state funds cut from the 1987-89 spending bill by Gov. Clements' veto:

<table>
<thead>
<tr>
<th>College Name</th>
<th>Cut Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamo Community College Dist.</td>
<td>$4,061,409</td>
</tr>
<tr>
<td>Alvin Community College</td>
<td>719,419</td>
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<tr>
<td>Amarillo College</td>
<td>1,245,547</td>
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<tr>
<td>American Educational Complex</td>
<td>923,412</td>
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<td>Angelina College</td>
<td>378,508</td>
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<tr>
<td>Austin Community College</td>
<td>1,543,511</td>
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<tr>
<td>Bee County College</td>
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<tr>
<td>Blinn College</td>
<td>547,626</td>
</tr>
<tr>
<td>Brazosport College</td>
<td>426,807</td>
</tr>
<tr>
<td>Cisco Junior College</td>
<td>295,287</td>
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<tr>
<td>Clarendon College</td>
<td>158,369</td>
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<tr>
<td>College of the Mainland</td>
<td>719,419</td>
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<tr>
<td>Collin County Community College</td>
<td>314,063</td>
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<td>Cooke County College</td>
<td>330,163</td>
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<tr>
<td>Dallas Co. Comm. College Dist.</td>
<td>5,527,051</td>
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<tr>
<td>Del Mar College</td>
<td>1,731,404</td>
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<tr>
<td>El Paso Community College</td>
<td>1,755,776</td>
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<tr>
<td>Franklin Phillips College</td>
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<td>Galvaston College</td>
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<tr>
<td>Grayson County College</td>
<td>665,722</td>
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<tr>
<td>Hill College</td>
<td>190,569</td>
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<tr>
<td>Houston Community College</td>
<td>2,206,513</td>
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<td>Howard College</td>
<td>493,928</td>
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<tr>
<td>Kilgore College</td>
<td>891,212</td>
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<tr>
<td>Laredo Junior College</td>
<td>920,737</td>
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<tr>
<td>Lee College</td>
<td>751,519</td>
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<td>McLennan Community College</td>
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<td>Midland College</td>
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<tr>
<td>Navarro College</td>
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<tr>
<td>North Harris County College Dist.</td>
<td>1,076,430</td>
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<tr>
<td>Northeast Texas Community Coll.</td>
<td>195,966</td>
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<td>Odessa College</td>
<td>1,014,660</td>
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<tr>
<td>Panola Junior College</td>
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<td>Paris Junior College</td>
<td>704,678</td>
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<td>Ranger Junior College</td>
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<tr>
<td>San Jacinto College District</td>
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<td>South Plains College</td>
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<td>Southwest Texas Junior College</td>
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<td>Tarrant County Junior Coll. Dist.</td>
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<tr>
<td>Temple Junior College</td>
<td>442,908</td>
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<tr>
<td>Texarkana College</td>
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<tr>
<td>Texas Southwest College</td>
<td>920,737</td>
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<tr>
<td>Trinity Valley Community Coll.</td>
<td>654,974</td>
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<td>Tyler Junior College</td>
<td>1,079,106</td>
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<tr>
<td>Vernon Regional Junior College</td>
<td>321,562</td>
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<tr>
<td>The Victoria College</td>
<td>499,325</td>
</tr>
<tr>
<td>Weatherford College</td>
<td>281,863</td>
</tr>
<tr>
<td>Western Texas College</td>
<td>305,990</td>
</tr>
<tr>
<td>Wharton County Junior College</td>
<td>550,301</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$45,352,014</strong></td>
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### INSURANCE VETO

"UNEXPECTED AND IRRATIONAL"

TJCTA leaders and community junior college representatives were unanimous in their immediate and harsh reaction to Gov. Bill Clements' veto of appropriations for employees' insurance premiums.

The governor's action caught almost everyone by surprise. "Despite his statement that he would use the line-item veto power carefully and 'only after talking with representatives of the agencies affected and chairmen of key legislative committees,' we have been unable to find a single person outside the governor's budget and planning office who had any idea he was looking for ways to cut junior college funding," said TJCTA executive secretary Charles Burnside. As late as July 13, during the intense budget negotiations involving Gov. Clements, Lt. Gov. Hobby, and House Speaker Gib Lewis, the governor proposed junior college funding at $834.9 million for the biennium. On the following day (July 14), Clements and Lewis proposed funding at $863.3 million. The budget finally agreed on in those negotiations provided for appropriations of $872.2 million.

"Everyone involved in the process—except, as it turned out, Gov. Clements—thought an agreement had been reached," Burnside said. Although junior college funding in the Clements-Hobby-Lewis budget was lower than hoped for, most junior college representatives felt it was the best that could be obtained in view of the state's dismal fiscal condition. Then came the Clements veto cutting $45.3 million from junior college appropriations, leaving funding for the two-year colleges at $826.9 million—less than the governor had himself proposed only three weeks earlier!

In discussions involving junior college representatives, Bob Davis, head of the governor's budget office, is quoted as saying that his office "never considered community colleges as part of higher education." Davis also explained the veto of insurance premiums for junior college employees by saying that the item was "hanging out there and easy to veto," sources said. "Evidently, Mr. Clements and his staff were not concerned about the effects his veto would have on 49 community college districts—and on their taxpayers, students, and employees," said TJCTA state president Mary Parker. "So with one stroke of the pen, and obviously with little concern for the negative effects of his action, the governor singlehandedly cut state funding for community colleges by 5 percent."
The Challenge for Community Colleges:

Writing Across the Disciplines

Marlette Rebhorn
Instructor of History
Austin Community College

One of the major challenges facing community colleges in the future will be to increase the literacy of students poorly prepared to read with adequate comprehension or to write clearly. Long sequestered in the confines of the English department, these skills must, as it were, come out of the closet to be practiced and refined throughout the curriculum. Community colleges, with their remedial programs, dedicated faculty, retesting concepts, open admissions, and student-centered philosophy, are uniquely qualified to help students become better writers and readers.

I am a historian, and it should be obvious why history requires satisfactory writing and reading skills. My colleagues have always required a writing component in their classes, but recently they have committed themselves to assigning and grading more carefully constructed writing exercises, even though, teaching as many as 180 students each semester, each instructor struggles under a staggering load of time-consuming grading. What may not be as obvious, however, is that writing well is equally important beyond the traditional liberal arts.

A nurse who writes sloppy notes on patient progress can seriously impair patient care. A typesetter who makes too many grammar and spelling errors when setting type can cause a printer to lose business and may lose his job as a result. A draftsman whose proposal is illiterate may not get the contract. An accountant who cannot logically explain her findings may not be able to do her job. A police officer who writes ungrammatical arrest reports may find his or her testimony challenged in court. In short, writing is everyone’s problem and hence everyone’s concern. Community colleges, which teach courses not only in the traditional liberal arts, but nursing, accounting, typesetting, and criminal justice as well, are especially well suited to spearhead the nationwide movement called Writing Across the Disciplines which encourages all faculty to assign and grade writing exercises in an attempt to improve student skills for college and beyond.

But where do we begin? It is tempting to assume that the mere assigning of writing exercises is sufficient. On the contrary, for student performance to improve such exercises must be graded for both content and errors of organization, spelling, and grammar. Unless students’ attention is drawn to the mistakes they have made, they will not know how to improve their skills. Likewise, unless students are encouraged to take writing seriously by being graded on their writing performance, they will not strive to improve their skills. Piling more make-work essays on students, essays which are poorly conceived and graded for content only (if graded at all), will not substantially affect how they write. Only well crafted writing assignments, carefully graded, allow students to become more skillful writers.

The second fundamental error some people make when they begin taking writing seriously is insisting that writing more means writing better. It does not! The skills required for a 5-page paper are substantially the same as those for a 25-page paper. Moreover, since the 5-page paper is easier to grade, the student receives it back faster, with more detailed instructor comments. Educational research demonstrates that faster, more accurate feedback dramatically helps improve student performance.

What community colleges must do is to proclaim forcefully that writing better is important for everyone, and show why this is so. Colleges must then encourage all instructors in all disciplines to assign carefully conceived writing assignments which are graded fairly, but firmly. In short, community colleges should embrace Writing Across the Disciplines as their special mission, for we teach the students most likely to need such education, and we are philosophically committed to helping all students reach their potential.

If we agree that Writing Across the Disciplines is an idea whose time has come, we must be prepared to make perhaps difficult decisions as a result. Overworked and underpaid teachers on the secondary and community college level have had to rely increasingly on objective tests to keep their work loads manageable. An emphasis on writing, therefore, logically suggests reducing course loads or class sizes or both. Keeping up with new developments and interpretations in any field is time-consuming, and if we urge instructors to spend more time assigning and grading writing projects,
Community colleges must proclaim forcefully that writing better is important for everyone.

we cannot expect teachers to stay current in their special fields at the same time unless we reduce the number of students with whom they must deal.

Likewise, we must be prepared to pay teachers decent, competitive salaries. A brand new Ph.D. without teaching experience now earns less than $20,000 on a nine-month contract at my college. Not only is this figure so low as to make it virtually impossible to attract or keep qualified minority instructors, but it is significantly lower than the beginning salary paid in the secondary schools in Austin. Dedicated teachers, therefore, regularly overload themselves beyond the five courses per semester required by our contracts, or they frequently seek additional jobs. Inevitably, instructors have less time to spend with student assignments. If improving student reading and writing skills is important, as I believe it is, we must put our money where our mouth is, and upgrade teacher salaries.

Moreover, we must be prepared to accept that an emphasis on reading and writing will have a disproportionate impact on certain student groups, such as minorities and foreign students, whose skills are frequently inadequate. Unless accompanied by sensitive and well-conceived remedial programs, Writing Across the Disciplines could result in lower retention rates, and perhaps even in perpetuating the development of an underclass.

Finally, we cannot reasonably expect to see immediate results, no matter how much money we allocate or effort we expend. Students in my history classes who have never written an essay in their lives, nor attempted a research paper, nor read critically, do not improve overnight. They are doing better after 16 weeks, of course, but their skills still leave much to be desired. Improving students’ reading and writing skills is vitally necessary, but we are in for the long haul, as it were. You would not expect someone who had never walked to become a successful marathon runner in 16 weeks. The same is true for reading and writing skills.

To say that the process takes time and that difficult decisions must be made, however, should not deter community colleges from doing what is morally responsible for our students. Historically, those with poor communication skills have found jobs in industries requiring brute strength, from the laying of the transcontinental railroad in the 19th Century, to working on the line at Detroit in the 20th. Such jobs are now disappearing, however, as robots replace humans. The technological revolution we hear so much about today requires satisfactory reading and writing skills from those who would find and keep good jobs. One of the major challenges confronting community colleges today, therefore, is to prepare students to succeed in their transformed economy. To borrow a phrase from John Kennedy, “If not us, who? If not now, when?”

Ms. Rebhorn holds the B.A. degree from the University of Pennsylvania and the M.A. and Ph.D. degrees from The University of Texas at Austin. She has been on the history faculty of Austin Community College since 1978.

ADVISORY PANEL NAMED FOR BASIC SKILLS TEST

Nineteen educators from across the state have been appointed to two-year terms on an advisory panel to help implement the basic skills test for college freshmen mandated by the 70th Legislature to begin in 1989. The test is based on recommendations by the Select Committee on Higher Education.

The panel, to be called the Texas Higher Education Coordinating Board’s Council on Learning Excellence, will include nine community junior college educators (eight of whom are active TJCTA members). Jan LeCroy, chancellor of the Dallas County Community College District, will chair the council. LeCroy, who is retiring from his DCCCD post, will continue to serve on the advisory panel.

Other TJCTA members appointed to the council include Ann Faulkner, co-ordinator of the Learning Skills Center at Mountain View College; Irma Aguilar, assistant professor in the Nursing Department at Odessa College; John Grable, vice president, Brazosport College; Jose Roberto Juárez, vice president for instruction, Laredo Junior College; Hazelyn Lewis, associate professor of English, St. Philip’s College; Gail Platt, director of the Learning Center, South Plains College; and Stephen Rodi, chairperson of the mathematics and physical sciences division, Austin Community College. Also named to the panel was Roberto Reyes, dean of educational development, El Paso Community College.

Much of the council’s work will be done by committees. Each public post-secondary institution in Texas has been invited to name a campus representative to serve on one of the committees.

Some committees will work with the testing company to develop the test, while others will work with the institutions. A faculty development committee will look into training faculty members to teach remedial and developmental courses. A tests and measurements committee will examine the policies and procedures that will be needed for the basic skills test, and an evaluation committee will decide what data should be collected and what type of reports should be written to meet the mandates of the law. There will also be a remediation committee, chaired by Ann Faulkner, and an advise-ment and placement committee.

Jan LeCroy
TJCTA OFFICERS AND COMMITTEE CHAIRPERSONS met in June over a period of four days for intensive discussions and planning of association activities for the coming year. The agenda for the retreat included development of charges to the committees and a schedule for the 1988 state convention. Retreat participants, pictured above, were: Standing, left-to-right, Ruth McQueen, Amarillo College, membership committee; Scott Nelson, North Harris County College-East Campus, editorial review board; David Clinkscale, Tarrant County Junior College-Northwest Campus, state secretary; Donnelle Attner, Eastfield College, registration committee; Steve Dutton, Amarillo College, professional development committee; Mary Parker, Austin Community College, state president; Doris Huijbregtse, Howard College, immediate past president; Ann Steele, Austin Community College, social committee; Les Albin, Austin Community College, auditing committee; John Forshee, Western Texas College, legislative committee; Mike Looney, San Antonio College, nominating committee. Seated, left-to-right, Emmeline Dodd, College of the Mainland, state treasurer; Margaret Harbaugh, McLennan Community College, state vice president; and Larry Shirts, North Harris County College-South Campus, state president-elect. Not pictured is Enrique Chamberlain, North Lake College, resolutions committee.

The communications advisory committee is composed of 16 members. The three broad charges of the panel are to: (1) develop a public information plan to "build a more coherent statewide image for community-based institutions;" (2) establish a communications network to "promote more effective linkages among principal associations representing the comprehensive mission of our institutions;" and (3) mobilize collective efforts "toward the achievement of common goals reflecting those developed in the Master Plan of Vocational Education." Chairperson of the communications advisory committee is L. B. York, who chairs the board of trustees of the North Harris County College District and serves on the board of directors of the Association of Community College Trustees (ACCT).

Ms. Parker’s appointments to the two panels were made by Kenneth H. Ashworth, Texas commissioner of higher education.
MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 41st annual convention, Feb. 25-27, 1988, at the Loews Anatole Hotel in Dallas, are encouraged to reserve hotel accommodations early. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the headquarters hotel.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. Reservations by telephone are not recommended.

1988 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1988 TJCTA convention has been released. A detailed program will appear in a special convention issue of the Messenger in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Loews Anatole hotel in Dallas. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 25, 1988
9:00 a.m.-5:00 p.m. — Special Meetings (to be announced)
12:00 Noon-10:00 p.m. — Convention Registration
1:00 p.m.-3:30 p.m. — Committee Meetings, as called by Committee Chairpersons
4:00 p.m.-5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and all Committee Chairpersons
6:00 p.m.-7:00 p.m. — Social Hour (cash bar)
7:00 p.m.-9:00 p.m. — FIRST GENERAL SESSION

FRIDAY, FEBRUARY 26, 1988
7:30 a.m.-8:45 a.m. — Financial Planning Seminar (repeated at 12:30 p.m.)
8:00 a.m.-5:00 p.m. — Convention Registration
8:00 a.m.-5:00 p.m. — Exhibits Open
8:00 a.m.-5:00 p.m. — Polls Open (Election of Officers)
9:00 a.m.-10:30 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.
12:30 p.m.-1:45 p.m.
2:00 p.m.-4:00 p.m.
4:30 p.m.-6:00 p.m.
9:00 p.m.-1:00 a.m.
11:45 a.m. — Financial Planning Seminar (repeat of 7:30 a.m. presentation)
10:30 a.m.-11:45 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
11:45 a.m.-1:00 p.m. — Second General Session
1:00 p.m.-2:00 p.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge only)
6:00 p.m.-7:00 p.m. — Social Hour (cash bar)
7:00 p.m.-9:00 p.m. — FIRST GENERAL SESSION
8:00 a.m.-11:30 a.m. — Convention Registration
8:00 a.m.-11:30 a.m. — Exhibits Open
9:00 a.m.-10:15 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
9:00 a.m.-10:30 a.m. — General Session (visit to exhibits for others)
12:00 Noon-1:00 p.m. — Adjournment
1:00 p.m.-2:00 p.m. — Special Meetings (to be announced)

SUNDAY, FEBRUARY 27, 1988
8:00 a.m.-11:30 a.m. — Exhibits Open
9:00 a.m.-10:15 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
10:30 a.m.-11:45 a.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.-1:00 a.m. — Adjournment

TUESDAY, FEBRUARY 26, 1988
6:00 p.m.-7:00 p.m. — Social Hour (cash bar)
7:00 p.m.-9:00 p.m. — FIRST GENERAL SESSION

SATURDAY, FEBRUARY 25, 1988
6:00 p.m.-7:00 p.m. — Social Hour (cash bar)
7:00 p.m.-9:00 p.m. — FIRST GENERAL SESSION
10:45 a.m.-12:15 p.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 p.m.-1:45 p.m. — Financial Planning Seminar (repeat of 7:30 a.m. presentation)
2:00 p.m.-4:00 p.m. — SECOND GENERAL SESSION
4:30 p.m.-6:00 p.m. — Special Meetings (to be announced)
9:00 p.m.-1:00 a.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge only)

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CONFERENCE PLANNED FOR FACULTY LEADERS
(Continued from page 1.)

The conference's second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights," by Frank Hill, senior partner with the law firm of Hill, Heard, Oneal, Gilstrap & Goetz, of Arlington. Mr. Hill holds a bachelor's degree in English from the University of Texas at Arlington and received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes almost 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speaker for the Noon luncheon meeting will be Carl M. Nelson, president of Texarkana College since 1975. Dr. Nelson holds B.S., M.Ed., and Ed.D. degrees from the University of Arkansas. Prior to assuming the Texarkana presidency, he was associate dean at El Centro College. Dr. Nelson will address the conference on "A President's Perspective of the Role of the Faculty in Decision-Making."

The closing session will feature an address by State Rep. Wilhelmina Delco, of Austin. Since 1979, Rep. Delco has chaired the Committee on Higher Education of the Texas House of Representatives. She also served as a member of the Select Committee on Higher Education created in the 1985 legislative session. Rep. Delco holds the bachelor of arts degree from Fisk University. She has served on numerous state, regional, and national boards and commissions concerned with the advancement of higher education. In the 1984 convention of the Texas Junior College Teachers Association, Rep. Delco was recognized as "TJCTA Legislator of the Year" for her activities in support of the legislative goals of the association.

TJCTA state president Mary Parker has sent invitations to leaders of local faculty organizations inviting them to participate in this year's conference.

Arrangements for the conference were developed by a subcommittee of the TJCTA Professional Development Committee. Subcommittee members are Ray Attn, Brookhaven College, chairperson; Steve Dutton, Amarillo College; Susan King, Howard College; Larry T. Patton, Galveston College; and Tony A. Hartnan, Texarkana College.

TJCTA DEFENDS RETIREMENT PROGRAMS

A major objective of TJCTA's efforts during the regular and called sessions of the Texas Legislature was to defeat proposed cuts in state funding to the Teacher Retirement System (TRS) and the Optional Retirement Programs (ORP). Under state law, each higher education professional employee must participate in one of the programs—selected by the employee within 90 days of initial employment. The two plans are almost totally different—both in concept and operation—making comparison quite difficult.

The Teacher Retirement System is a "defined benefits" plan, under which a member's retirement benefit (based on current law) will be 2 percent of average salary in the highest three years, multiplied by the number of years of active TRS participation. (Thus, after 30 years of service, a member's maximum benefit would be 60 percent [30 x 2%] of average salary over the three years in which covered earnings were the highest.)

State TRS contributions were reduced during the legislative session from 8 percent to 7.2 percent. Texas Gov. Bill Clements recommended the reduced contribution rate, principally to save the state $144 million during the biennium. TJCTA representatives joined spokespersons from virtually all other educator organizations in opposing the reduction in funding. Those defending the reduced contribution level insisted that the System's actuarial soundness would not be jeopardized and that no reduction in benefits would result. Indeed, supporters of the lower funding level tied that proposal to provisions increasing the TRS death benefit to $60,000 and raising benefits to retirees as follows:

<table>
<thead>
<tr>
<th>Date of Retirement</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Sept. 1, 1966</td>
<td>20%</td>
</tr>
<tr>
<td>Sept. 1, 1966-Sept. 1, 1972</td>
<td>15%</td>
</tr>
<tr>
<td>Sept. 1, 1972-Sept. 1, 1980</td>
<td>10%</td>
</tr>
<tr>
<td>Sept. 1, 1980-Sept. 1, 1984</td>
<td>5%</td>
</tr>
</tbody>
</table>

The bill was passed, and the benefit increases and reduced contribution level went into effect Sept. 1.

A major advantage for TRS members resulted from a change in the law allowing participants' payments (6.4 percent of salary) to be tax-sheltered. Consequently, members will receive increased take-home pay beginning Jan. 1, 1988, when the change takes effect.

While the reduced state contributions for TRS participants will not result in a change in benefits, a proposal to cut state contributions to the Optional Retirement Program would directly affect ORP annuitants' benefits. In his executive policy budget submitted to the Legislature last January, Gov. Clements recommended reducing state ORP contributions from 8.5 percent to 7.0 percent.

The major distinction between ORP and TRS is that ORP is a "cash accumulation" or "money purchase" program, in which the retirement benefit will be whatever the payments and earnings through the years can produce. Thus, a cut in state contributions as recommended by Clements would absolutely guarantee reduced benefits. (For an instructor earning $30,000 in 12 months, a 1.5 percent reduction in state contributions would result in the loss of $450 cash investment in the first year alone, without consideration of loss of earnings on that investment or the compounding effects over the life of an annuity contract.)

Again, TJCTA representatives joined with those of other educator associations in opposing efforts to reduce state ORP contributions. In testifying against a bill to reduce the state contribution from 8.5 percent to 7.5 percent for the next two years, TJCTA executive secretary Charles Burnside told lawmakers that the measure would have the effect of "taking money right out of the annuity accounts of 7,000 ORP annuitants among the community junior college educators in Texas." The direct loss in retirement contributions for junior college employees would be approximately $5 million during the 1987-89 biennium, Burnside pointed out. The bill passed the House of Representatives but was killed in the Senate in what was regarded as a major victory for the teacher organizations.

ROBERSON SEeks REAPPOINTMENT TO TRS BOARD OF TRUSTEES

C. A. Roberson, executive vice chancellor of the Tarrant County Junior College District is a candidate for reappointment to the Board of Trustees of the Teacher Retirement System.

Under provisions of a law passed in 1979, one member of the TRS board must be appointed from the ranks of active employees in higher education. TJCTA was active in efforts for the enactment of that legislation.

Roberson was appointed to the higher education position on the board in 1981. He is the only candidate to submit the required number of signatures to have his name on the 1987 ballot. Gov. Bill Clements will make the appointment to the TRS board for a term expiring in 1993.
Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order more adequately to express the affirmation of our professional responsibilities, we the members of the Texas Junior College Teachers Association do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues* and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague’s innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

*In this Code the term "colleague" refers to administrators, teachers, non-academic personnel, and any other persons employed by colleges in the educational enterprise.
Following are the texts of eleven Position Statements on issues of concern to Texas community junior college educators. The statements were produced by the TJCTA Professional Development Committee, unanimously adopted by that committee, endorsed by the TJCTA Executive Committee — also unanimously, and, finally, approved by the general membership in the association's annual conventions. The statements thus became formal expressions of the organization's membership on the vital topics they address.

ACADEMIC INTEGRITY
(Adopted March 6, 1981)

Principles
The principles enumerated below have been among the cornerstones of academic integrity for years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We fully accept the responsibility of college teachers to establish and maintain standards of excellence in the courses they teach.
2. We recognize the need for consistency and fairness in the evaluation of student performance.
3. We fully recognize the need to maintain public confidence in the academic integrity of our colleges.
4. We know that inflated grades have cheapened value, and therefore we strongly affirm the need to strengthen and preserve credible measures for evaluating student performance.

Operational Elements
The separately constituted and governed members of this Association may choose to implement these principles in different ways. This probable diversity stems from differences among institutions in the State. Examples of possible approaches include the following:

1. Each member of this Association should support and encourage excellence in teaching and learning in his or her institution.
2. Each teacher should continually evaluate the teaching and learning in his or her courses.
3. Each institution should maintain an awareness of academic aptitude levels for each entering freshman class and share that information appropriately with its teachers.
4. Each institution should establish and vigorously uphold reasonable and responsible standards of academic performance for students and teachers.
5. Each institution should adopt adequate procedural safeguards for grade appeal which are explicitly stated and appropriately published.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic integrity. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which evaluation of student performance is conducted.
STUDENT RECRUITMENT AND INSTITUTIONAL INTEGRITY
(Adopted March 6, 1981)

Statement of Principles

The principles enumerated below have been among the cornerstones of institutional integrity for some years. We reaffirm them here to provide a fuller view as an Association of our beliefs and expectations for the future.

1. We recognize the legitimate interest of a college in defining clearly its mission and services and in identifying the people it serves and those it might serve in the future.

2. We recognize also the inseparable relationship among adequate enrollment, fiscal solvency, and institutional survival.

3. We acknowledge that possible solutions to the problem of declining enrollment should be carefully considered and implemented only when consistent with behavior which is ethical and appropriate for higher education.

4. We know that lowering academic standards or relaxing degree requirements for the purpose of increasing enrollment is not in the interests of the public or our profession.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

6. We ask each member of the Association to support the commitment to offer the highest quality education to our students. The most effective promotional and recruitment activity of any college is, after all, good teachers teaching well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the growing competition for students. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student recruitment is conducted.

STUDENT RETENTION
(Adopted March 6, 1981)

Principles

With an anticipated decline in enrollment, greater emphasis is being given to retaining students. The principles enumerated below have been among the cornerstones of instructional integrity for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We believe that any student retention policy should be aimed at educational accomplishment rather than merely holding students for fiscal reimbursement by the State.

2. We believe that academic standards must not be lowered to retain students.

3. We believe that all components of a college, not just teachers, are responsible for student retention.

4. We accept the responsibility of college teachers to encourage and assist students in the completion of any college work undertaken.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. Examples of possible approaches include the following:

1. Teachers should strive to help each student reach his or her potential as a scholar and as a human being.

2. Administrators should strive to schedule classes at appropriate hours, provide adequate facilities, and maintain reasonable class size.

3. Support Services personnel should strive to meet student needs and requirements with efficiency, dispatch, and compassion.

4. Maintenance personnel should strive to maintain physical plant conditions which enhance teaching and learning.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.
ACADEMIC MARKETING
(Adopted March 6, 1981)

Some colleges are considering academic marketing as a solution to the problems of declining enrollment and financial pressure. Academic marketing refers to the application of business marketing techniques to identify, attract, and satisfy students.

Principles

The Texas Junior College Teachers Association urges that in all college marketing efforts great care be taken to preserve the special nature of the educational enterprise. Not all business practices can be— or should be—adopted by educational institutions. While the future of any college depends on its ability to attract and retain students, any possible solution to the problem of declining enrollments, including academic marketing, should be implemented only when appropriate for higher education and when consistent with academic integrity.

1. Special care should be taken in the use of outside consulting firms which may not be sensitive to the unique nature of the enterprise of education. Excessive use of business terminology (e.g., "selling our product," "the educational marketplace") is inappropriate and misleading to ourselves and to our students as to the role of education.

2. Lowering academic standards and revising curricula for the purpose of relaxing degree requirements to increase enrollment cannot be defended.

3. An institution should not pretend to market what it does not or cannot provide. For example, remedial students should not be promised their needs can be met if no programs exist for them.

4. Marketing efforts should be weighted initially toward retention rather than recruitment.

5. Educational marketing is the responsibility of the entire college, not any single entity of it. Faculty evaluation, therefore, should be based on the quality of teaching, not just the number of students or contact hours generated.

The best marketing procedure for any college is to offer its students the highest quality education; the best marketing activity of any college teacher is to teach well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic marketing. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures for academic marketing.

FACULTY DEVELOPMENT LEAVE
(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and professional growth for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Public two-year colleges in Texas may grant faculty leaves of absence for professional development with pay, Vernon’s Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.105(a).

2. The community junior colleges of the State should define professional development to include leave grants for carefully selected professionals whose endeavors could not be attempted if such grants were not available.

3. Professional development leaves benefit the individual recipients, their communities, their institutions, their colleagues, and their students.

4. At no time should the quality of teaching suffer due to the absence of teachers on professional development leaves. Leave grants must be subject to the availability of quality replacements.

Operational Elements

For those colleges functioning on critically tight budgets, only those leave grants which involve no additional expense may be feasible. An occasional leave grant which does not increase the college’s operating budget may be preferable to no leave grant program at all.

Colleges should consider allocating professional development funds to include leave grants. The leave grant programs themselves may generate monies for the professional development budgets because in those instances in which colleges save money by granting leaves, the savings can be channeled into their professional development budgets.

Examples of possible approaches include the following:

1. The faculty member on faculty development leave may be paid one-half of his or her nine-month salary while the college retains the other half plus any Social Security contributions for that amount, if applicable.

2. A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

3. The instructional cost differential obtained through the use of temporary or part-time teachers in replacement of the faculty member on leave may enable the college to avoid any additional expense in providing for paid faculty development leave.

Communication of these principles and operational guidelines is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development leave with pay. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty development leaves are sought.
DISCRETIONARY COMPENSATION
(Adopted February 19, 1982)

Principles
Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed here by the Association in regard to compensatory procedures to provide a fuller view of our beliefs and expectations for the future.

1. We fully accept the relationship between work performed and compensation received.

2. We seek supervision and evaluation which ensure the best professional teaching as a public service.

3. We recognize in principle that incentives may strengthen morale and encourage imaginative and energetic teaching.

4. We affirm, however, that merit incentives involving compensation for teaching effectiveness should be implemented only with approval and willing cooperation of the teachers affected by them.

5. We affirm that merit pay cannot in any instance substitute for the priority of adequate faculty salaries. Neither can it replace good facilities, satisfactory working conditions, nor effective supervisory services as conditions for high faculty morale.

6. We affirm that the use of discretionary merit pay is improper and unethical as a means of coercing allegiance to an administration or of infringing upon the right of a teacher to speak the truth as he or she sees it.

ACADEMIC FREEDOM AND RESPONSIBILITY
(Adopted February 19, 1982)

Academic Freedom
Texas community junior colleges, like all other institutions of higher education, serve the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute our position on academic freedom:

1. Faculty members of Texas community junior colleges are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher’s right to teach preserves the student’s right to learn.

2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.

3. Faculty members of Texas community junior colleges are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.

4. Prior restraint or sanctions should not be imposed upon faculty members of Texas community junior colleges in the exercise of their rights as citizens or duties as teachers. Nor should faculty members fear reprisals for exercising their civic rights and academic freedom.

5. Faculty members of Texas community junior colleges have a right to expect their governing boards and administrators to uphold vigorously the principles of academic freedom and to protect their faculties from harassment, censorship, or interference from outside sources and individuals.

Academic Responsibility
The academic freedom of Texas community junior college faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members of Texas community junior colleges should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.

2. Faculty members of Texas community junior colleges are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.

3. Faculty members of Texas community junior colleges recognize a proper responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.

4. Faculty members of Texas community junior colleges recognize the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act in behalf of their employing institutions or of their profession.
FACULTY RENEWAL AND DEVELOPMENT PROGRAMS
(Adopted February 25, 1983)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and development programs for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.

2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.

3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.

4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Operational Elements

Faculty renewal and development programs—including faculty grants, stipends, developmental leaves, and sabbaticals—can be prudent investments of the resources of institutions in the integrity of instructional programs, and a demonstration of continued commitment to the well-being of faculty. In return for the investment, institutions benefit from stronger instructional programs.

The separately constituted and governed institutions of the state may choose to implement these principles in different ways in the operation of faculty renewal and development programs. However, we assert the following elements as necessary to ensure orderly and productive faculty renewal and development programs.

1. Institutions should provide adequate financial incentives for faculty renewal and development.

2. Faculty renewal and development programs should provide financial support to faculty members for improving the quality of the instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.

3. Faculty renewal and development programs should be based upon a stated philosophy or rationale. These programs should clearly state eligibility requirements, define guidelines for application, and ensure equitable treatment for all applicants.

Communication of these principles and operational elements is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development programs. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures which promote increased interest in faculty renewal and development in the Texas community junior colleges.

EVALUATION OF FACULTY PERFORMANCE
(Adopted February 25, 1983)

Principles

Because the issues in the evaluation of faculty performance have a direct bearing on the lives and professional security of all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed by the Texas Junior College Teachers Association.

1. Evaluation of faculty performance should take place under policies which declare an institution's values regarding instruction and which make clear its expectations of teachers.

2. No single effective model for faculty evaluation can accommodate the diversity of Texas community junior colleges.

3. The development and implementation of a faculty evaluation policy must be the shared responsibility of both faculty and administration. A policy must ensure that no faculty member be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

4. The criteria for evaluation should be diverse, broadly based, clearly stated, and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

5. Successful faculty evaluation depends upon open, mutually receptive communication between those who are evaluated and those who evaluate.

6. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of an evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for the appeal of the results of evaluation and periodic review of evaluation policies by faculty are necessary.

7. Evaluation policies must recognize the concepts of academic freedom and responsibility and must provide for due process whenever grievances arise.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the evaluation of faculty performance. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty evaluation is conducted.
STUDENT CONDUCT AND DISCIPLINE

(Adopted February 13, 1986)

To provide for the safety and security essential for effective learning and to guard the rights of students, faculty, and staff, the Texas Junior College Teachers Association affirms that each Texas community junior college should:

1. Acknowledge its obligation to assure the safety of students, faculty, and staff in all college related matters whether on or off campus.
2. Adopt a student disciplinary code clearly stated and rationally related to the goal of assuring a safe environment for students to learn and teachers to teach. The student disciplinary code should include at least the following elements:
   a. A statement of purposes for the code;
   b. A partial list of actions, whether committed on or off campus, which will render a student subject to disciplinary action;
   c. A list of authorized disciplinary actions that may be imposed upon a student;
   d. A detailed statement of clearly defined procedures which will be followed when a student is alleged to have violated campus regulations;
   e. A statement of further actions which may be taken by the college district.
3. Actively seek criminal prosecution for actions by students and non-students which violate federal or state criminal laws and initiate appropriate civil litigation for the recovery of damages.
4. Provide adequate legal assistance for employees involved in litigation resulting from actions on and off campus directly related to fulfilling their duties to the college.

This statement is intended to promote understanding and constructive dialogue concerning student discipline and the rights of students, faculty, staff, and trustees of community junior colleges in Texas. As an Association we stand ready to work with all groups in discussion of student discipline policies and procedures.

FINANCIAL EXIGENCY, REDUCTION IN FACULTY, AND PHASING OUT PROGRAMS

Principles

(Adopted February 19, 1987)

Because a substantial number of Texas community junior colleges have no contingency plans for an orderly change in philosophy, mission, significant decreases in enrollment, or bona fide financial exigency requiring a reduction in faculty, the Texas Junior College Teachers Association affirms the following principles:

1. A policy for financial exigency, reduction in faculty, and/or the phasing out of institutional programs must provide for the fair and equitable treatment of all faculty involved.
2. Faculty representatives should participate in the development of a policy affecting so fundamentally their professional careers and economic welfare.
3. A policy providing for the termination of employment should include at least the following:
   a. A definition of financial exigency as well as the conditions which necessitate a reduction in staff or phasing out institutional programs.
   b. A statement of objective criteria for reduction in staff.
   c. A statement of orderly safeguards allowing for appeal and protecting rights of due process as provided for in Policy Paper I, Appendix II, Coordinating Board, Texas College and University System.
   d. A statement of methods and procedures for determining benefits and benefit periods for faculty affected by reduction.
   e. A statement of methods and procedures for reemployment of faculty.

Operational Elements

Before implementing a plan for financial exigency, reduction in faculty, or phasing out programs, an institution should:

1. Provide faculty affected by reductions with appointments in related areas, provided they are qualified professionally to teach in such areas and such positions are available.
2. Provide reasonable notice to faculty permitting them to acquire qualifications to accept appointment in related teaching fields or disciplines where positions are available.
3. Offer the option of early retirement to full-time faculty.
4. Reduce part-time faculty in disciplines or programs in order to retain full-time faculty. Full-time faculty status should always take precedence over part-time status where qualifications and assignments are similar.
5. Offer options which will maintain full-time faculty status but redefine the terms of employment. Such options might include a reduction in the workload with a proportionate reduction in compensation or an increased base workload.

The Professional Development Committee of the Texas Junior College Teachers Association stands ready to assist any institution or any faculty organization in the development of a fair and equitable plan for financial exigency, reduction in faculty, or phasing out of institutional programs based upon these principles and operational elements. This assistance may take the form of consultation with the Committee (or its representatives) and/or making available specific model policies through the State Office of the Association.
Here are some of the ways TJCTA served its members during the past year...

- Expended more than $22,000.00 in attorney's fees to provide expert legal advice to 29 members from 24 colleges
- Provided formal testimony before committees of the Texas Legislature on 9 occasions
- Was the only professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the expansion of Corpus Christi State University into a four-year institution
- Published and distributed 7 issues of a Legislative Update apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by 153 faculty leaders from 51 campuses
- Responded to requests for advice and information from members of governing boards at 7 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 13 campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Provided members access to a no-fee discount buying service
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention — the largest meeting of community junior college educators in the nation, which included...
  - More than 100 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Teachers and Taxes"
  - A session on development and implementation of televised instruction
  - A seminar for retired and "soon-to-be-retired" educators
  - An exhibition of Texas community junior college Sesquicentennial Projects
  - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance coverage

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Membership Enrollment Form

PRIMARY RESPONSIBILITY:

☐ Instructional (Subject taught: _____________________________)
☐ Student Services (Position: _____________________________)
☐ Learning Resources/Library/Media (Position: _____________________________)
☐ Administrative (Position: _____________________________)
☐ Other (Specify: _____________________________)

Dr. 
Mr. 
Mrs. 
Miss 
Ms.

First Name _____________________________
Middle Name or Initial _____________________________
Last Name _____________________________

College (If more than one campus, indicate your campus)

Preferred Mailing Address for TJCTA publications (If other than to college):

Street Address or Post Office Box _____________________________

City _____________________________ State _____________________________ ZIP Code _____________________________

NOTE: Annual dues include $5 for subscription to the TJCTA Messenger.


MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to:

TJCTA
7748 Highway 290 West, Suite 310
Austin, Texas 78736

PAGE 16
Faculty salaries at public community junior colleges in Texas rose in 1987-88 over the preceding year—but only slightly. While a few colleges made significant improvements in their faculty salary schedules, most schools managed only modest increases and several had no raises at all. These were the findings of the annual study of faculty salaries for the 1987-88 academic year conducted by the Texas Junior College Teachers Association.

Largest salary increases came at Hill College and El Paso Community College, where raises of 10 percent and 9 percent respectively were reported.

A tabular report of this year’s TJCTA salary study appears on page 3 of this issue of the Messenger. A table comparing salaries for the past four years appears on page 10.

This is the eleventh consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state’s public two-year colleges. All 49 community junior college districts participated in this year’s study. Two schools, South Plains College and Vernon Regional Junior College, reported that they have no adopted faculty salary schedules. A number of other districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at all of the public community junior college districts. Responses are accompanied by copies of the institutions’ adopted faculty salary schedules. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors in their first, sixth, and eleventh consecutive years of employment.

“Our salary study is generally recognized as the most reliable compilation of salary data available,” said TJCTA state president Mary Parker. She pointed out that the TJCTA survey is based on institutional salary schedules, allowing for absolute objectivity. “We believe it is important to collect and report data accurately so that when comparisons are made using the TJCTA study it can be safely assumed that one is comparing ‘apples with apples,’” Ms. Parker said.

“We sometimes receive suggestions that a study be based on annual compensation figures reported on W-2 forms,” according to Ms. Parker. While acknowledging that such a study would be interesting, it wouldn’t be useful in comparing compensation among the schools. “Since the principal purpose of the TJCTA study is to enable readers to see how one college compares with the others at various points in their salary schedules, it wouldn’t be realistic to compute pay for overloads, extra-duty assignments, summer work, etc., in the study,” Ms. Parker said. She pointed out that some colleges have strict policies to limit (or even prohibit) overloads, while other districts encourage faculty to teach overloads. Similarly, some districts restrict faculty to teaching no more than one summer term, while others permit their faculty to teach virtually year-round. Additionally, teachers in some disciplines, like English and history, might be given opportunities to teach summer classes and overloads regularly, while those in other fields sometimes find that course offerings in their disciplines are severely limited.

The TJCTA salary study is much more accurate for comparison purposes than those which report “average budgeted salaries,” Ms. Parker pointed out. “In those surveys, the older colleges have a distinct advantage over districts formed within relatively recent years, since large numbers of veteran faculty members are placed at the higher end of the salary schedule, in effect ‘loading’ the studies in favor of the long-established schools.”

An analysis of the survey results points out continued wide differences in salaries offered among the schools. For example, a beginning teacher holding a master’s degree will be paid as little as $17,893 at one college and as much as $26,300 at another—a variation of 47 percent. The disparity continues after five years’ experience, from a low of $20,194 to a high of $27,690 (a 37 percent variation). And in the eleventh year of work the difference persists: $22,137 to $28,302 (a 40 percent variation).

Salary extremes are more pronounced for teachers holding doctoral degrees. Beginning salaries range from $20,000 to $32,700, a variation of 63.5 percent. After five years teachers with doctorates receive salaries from $23,073 to $33,700 (a 46.1 percent variation); and after ten years salaries for those instructors range from $25,634 to $34,700 (a 35.4 percent variation).

Salary comparisons such as these are not made without risks. Costs of living vary—sometimes significantly—from city to city. And, depending on one’s personal preferences, the quality of life and the working environment of one location might well justify a substantial salary differential. The salary variations are significant, nonetheless; and are quite likely—at the least—to intensify frustration and impatience for those at the lower end of the salary continuum.

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**FACULTY PURCHASING POWER CONTINUES TO LAG**

The table below shows the change in purchasing power for Texas community junior college teachers with master’s degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 3.5 percent for 1987 over 1986.

<table>
<thead>
<tr>
<th>State Average Salaries-Master’s Degree</th>
<th>1986-87</th>
<th>1987-88</th>
<th>Percent Increase</th>
<th>Change in Purchasing Power</th>
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</thead>
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<tr>
<td>First Year</td>
<td>$21,271</td>
<td>$22,010</td>
<td>3.47%</td>
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<tr>
<td>Sixth Year</td>
<td>23,428</td>
<td>24,207</td>
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<tr>
<td>Eleventh Year</td>
<td>25,383</td>
<td>26,208</td>
<td>6.31%</td>
<td>+2.81%</td>
</tr>
</tbody>
</table>
PRESIDENT’S MESSAGE
It has been a busy fall for this year’s group of TJCTA workers. Most of your committees have met and begun their year’s work.

The Professional Development Committee’s fall Leadership Conference was a great success. This committee has also discussed and collected information on several current issues. Their work on the status of the basic skills test has resulted in the article in this issue, and a panel discussion is planned for the convention. Issues surrounding the development of this test, implementation of the remedial work, and interpretation of the results will be some of the most important issues facing community college educators in Texas in the next few years. I hope many of you will take advantage of the opportunity to learn more about these issues at the panel discussion on Friday during the convention.

The Legislative Committee has recommended Rep. Tom Uher as “Legislator of the Year” for his work supporting community college funding, and has begun discussing what should be in our 1989 legislative agenda. The Membership Services Committee is overseeing all the usual membership services, including setting up the placement center at the convention, and is planning some very interesting seminars. They are also evaluating our insurance endorsements. If you have opinions on the value of these endorsements, please let this committee know what you think. The Membership Committee discussed various ways of promoting membership this year. An important product of this discussion was the more specific list of TJCTA services that you saw during the early part of our membership campaign. The Nominating Committee has secured a fine slate of candidates for office, and encourages each of you to learn about the candidates and exercise your right to vote, either by absentee ballot or on Friday at the convention.

The Editorial Review Board is serving its purpose well, as is evidenced by our increasing member participation in the Messenger. We hope that the articles by members have been interesting to you. We would welcome your input, either as suggestions, articles, or a “Letter to the Editor.” Column articles or letters do not represent the official view of TJCTA, of course. We hope that this vehicle will increase the amount of dialogue among our members about issues of mutual interest.

The Executive Committee has discussed many topics relevant to the well-being of TJCTA. One product of that discussion is an explanation of TJCTA’s policies and procedures concerning assistance to our members with grievances. That explanation appears in this issue. Assisting our members to secure due process and fair treatment in their jobs has been one of our major tasks over the years, and we are proud of our work in this area. We hope that this statement will help all of our members to understand this work more fully.

Coordinating Board Committees
I have been serving on two advisory committees of the Texas Higher Education Coordinating Board this year. The Communications Advisory Committee is composed of the presidents of various groups of Texas two-year college educators, and several public information officers. The committee’s two main responsibilities are: (1) To develop and implement an overall broad-based public information plan to build a more coherent statewide image for our community-based institutions; and (2) To establish a communications network.

An important aspect of developing a positive coherent statewide image for two-year colleges is developing common numbers and sets of facts about the job we have been doing. We will be providing information, and sets of “generic” promotional materials to the colleges for their use in Community College Month in February.

The Formula Advisory Committee has conducted the 1987 cost study and recommended rates to the Coordinating Board. We decided not to recommend any changes in the categories on which the formulas are based this year. We will be meeting next spring to consider several proposals for “incentive” funding for special purposes such as increasing minority recruitment and retention. Clearly, any incentive funding outside of the formula will be quite controversial. This is certainly a good year for us to have some faculty representation on this committee. I will notify as many of you as possible about details of the proposals as soon as I have them, and I’ll be very interested in your views.

I know that you will be disappointed in the fact that our salary study has more blanks in it this year than before. As explained elsewhere, fewer schools are using salary scales in a way that enables one to make the comparisons we have been making. We have chosen to leave blanks rather than to report numbers that are not comparable. This salary study is one of the most important services we provide to you, and we try to make it as useful to you as we possibly can. This requires some choices between quantity and quality of data. If you have questions, comments, or criticisms about how we did it this year, I strongly urge you to write to me.

I’m looking forward to the February convention. After this year’s political struggles, it’s time to celebrate the work we welcome and share—our teaching. We have some excellent speakers lined up to renew our enthusiasm for the hard and rewarding tasks that we do every day. And we’ll inspire each other, as we always do, with our conversations about one of our main topics: “We Care...We Teach.”

Mary R. Parker

TJCTA MESSANGER

VOLUME XIX WINTER 1988

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MARY R. PARKER
President

CHARLES L. BURNSIDE
Editor-Executive Secretary
### Texas Junior College Teachers Association

#### Survey of Faculty Salaries—Texas Public Community Junior Colleges—1987-88

[SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules]

### College District

<table>
<thead>
<tr>
<th>College District</th>
<th>AVERAGE SALARY</th>
<th>SALARIES BELOW $24,000</th>
<th>SALARIES ABOVE $24,000</th>
<th>SALARIES BELOW $21,000</th>
<th>SALARIES ABOVE $21,000</th>
<th>SALARIES BELOW $18,000</th>
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### Nine Month Contract (Twelve-month salaries converted to nine-month basis)

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<th>College District</th>
<th>BASE SALARY</th>
<th>AFTER FIVE CONTINUOUS YEARS (Sixth Year of Service)</th>
<th>AVERAGE SALARY</th>
<th>SALARIES BELOW $24,000</th>
<th>SALARIES ABOVE $24,000</th>
<th>SALARIES BELOW $21,000</th>
<th>SALARIES ABOVE $21,000</th>
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<td>$21,600</td>
<td>$21,900</td>
<td>$22,500</td>
</tr>
</tbody>
</table>

### AVERAGE SALARY

- Texas A&M University: $21,508
- Texas Tech University: $22,150
- Western Texas Junior College: $21,008
- Wharton County College: $22,150

### Salary Increases

- No salary schedule in effect
- Salary increases are not automatic
- Salary increases are not automatic
- Salary increases are not automatic

### Base Salary

- Temple Junior College: $22,150
- Texas A&M University: $21,508
- Texas Tech University: $22,150
- Western Texas Junior College: $21,008
- Wharton County College: $22,150

### Additional Notes

- No fixed schedule; no automatic increases
- No fixed schedule; no automatic increases
- No fixed schedule; no automatic increases
- No fixed schedule; no automatic increases
- No fixed schedule; no automatic increases

### Source

- [Official salary schedules](#)
A Conversation With
Lieutenant Governor
Bill Hobby

INTRODUCTION: It is hard to imagine any single person who has had more influence over education policy in Texas during the past dozen years than Bill Hobby. As Lieutenant Governor, Mr. Hobby presides over the Texas Senate and thus has a great deal to say about the priorities and programs of higher education. We thought it would be interesting to ask him a few questions about the past, present, and future of Texas, specifically in relation to community junior colleges. The interview was conducted on December 14 in Mr. Hobby’s Houston offices by TJCTA President-Elect Larry Shirts and Scott Nelson, Chairperson of the Editorial Review Board.

MESSENGER: Historically, Texas seems to have passed from an agricultural economy, now through an energy-based one. Is there to be a "post-oil" era? If so, what does it hold for the future of our economy? What will be the role of higher education in the wake of the oil crunch?

HOBBY: Well, a law of convergency operates. The economies of Texas, Louisiana, and Oklahoma were distinctive, especially with regard to the spike in oil prices in the ’70s and early ’80s. The diminishing of the oil and gas industry was clearly in the cards as early as the late ’60s. The rash of drilling that we saw later had the tendency to flatten out a curve that had already begun. We were getting to look, more and more, like the economies of other states. But of course Texas took a triple whammy: agriculture is always a disaster, and then the peso devaluation was a big hit. To look at the future, you can just look at the different parts of Texas. We have, after all, a very diverse economy. The areas that have been hardest hit from the oil and gas problem are the upper Gulf Coast and the High Plains. The central part of the state, IH-35, if you will, obviously has not felt those effects nearly as much. Some areas, like San Antonio and Houston, have done pretty well in attracting industry to the state. Much of it comes in two main areas: biology-related fields, in which I include medicine, bio-tech, bio-engineering, medical research. All you have to do is drive around to find that there are two industries that are booming in Houston, for instance: medicine and travel, which means aviation. The airports, despite expansion, are overcrowded. Related industries are also booming. These are just two of the bright spots. These kinds of things represent the wave of the future. Obviously, education underlies that kind of development to a much greater degree than it did with the oil business and mining type of industries in general. What we need to do, and have done to a greater degree probably than what we have been credited for, is create a climate receptive to directed research. And with the additional emphasis that has been put into the last six years (three appropriations bills), we have essentially created a sort of "mini-National Science Foundation." This is valuable as a source of seed money and has a multiplier effect in attracting federal and private research. Texas also needs to do a better job of providing more infrastructure. We do a pretty good job on highways, let’s say A-minus. In water, we do B or B-pluses. I regard the increase in appropriations on secondary and higher education as what we might call "intangible" infrastructure. The feds are receding in their role as up-front banker, and the state has taken some rather dramatic steps in the last four years to use the credit of the state to replace this in the important area of water projects. You can have all the best educational institutions in the world, but if there is not an adequate water supply, industries aren’t going to locate here.

MESSENGER: Looking ahead to the 1989 Legislative session (absent any intervening special sessions of the Legislature), if all were to go—let’s not say "perfectly," but well, in your estimation—what would be some of the major changes to look for in terms of higher education financing? What is your picture of the role that higher education is to play?

HOBBY: I don’t know of any major changes to anticipate. After all was said and done, we still came out with almost a 20 percent increase for higher education over the preceding biennium. Now to be sure, this is over a base that all of us consider inadequate. But it nonetheless was a substantial increase. Certainly, my first priority is to preserve the progress we have made and to keep from regressing.

MESSENGER: Although it does not affect junior colleges directly yet, you are probably aware of the litigation brought by plaintiffs in South Texas, challenging the distribution of public school finances. If that effort were to be successful, what would be the effect?

HOBBY: Gee, it’s pretty nearly true now, isn’t it? I would think a very high proportion of the population already is included. All the urban and surrounding areas are.

MESSENGER: Another issue related to South Texas to some extent is the effort during this last session to expand Corpus Christi State University to be a free-standing four-year institution. Our members at Del Mar College were quite upset about that prospect. Of course, it died a somewhat timely death. What do you think are the chances of those kinds of movements in the future?

HOBBY: Well, this is an area where junior colleges have not covered themselves in glory. This comes into play mostly in South Texas because it is an educationally underserved area. But not only in South Texas. There are certain places where this feeling is particularly strong. Corpus Christi, which you mentioned, is one of them. Brownsville is another. Laredo and Victoria… In each of those cases there is a junior college co-located with an upper level branch. (Well, Victoria is an upper level "branch," Corpus Christi, an upper level "college." I used to know the distinction, which I’ve forgotten and everybody else has too, between a "center" and a "branch" and something else. There never was much distinction, really).
"The great strength of the community college is that it is the most responsive component of the higher education system."

in all those cases, I’ve made an effort to respond to local demands that are well justified, where they say “we ought to have a four-year college.” I hope that does not always translate into “we ought to have our own football team.” I guess there’s nothing any of us can do about that. So a logical way to approach that is with idea that, okay, we ought to have a university in Corpus Christi or Laredo. Now you can’t have a University of Texas or an A&M every hundred miles. Whatever the final form of organization, they’re going to be smaller institutions. Now they tend to concentrate mainly in teacher education or business education or health science education. And that ought to be expanded. There ought to be a larger liberal arts component, and perhaps a larger engineering component. At the same time—and this gets into where I said that junior colleges have not covered themselves with glory—I don’t want to abandon the local tax base; I don’t want to abandon the functions that the junior colleges serve in granting Associate Degrees in the various areas. Incidentally, the great strength of the community college system is that it is the most responsive component of the system of higher education—more than any other component of our education system, higher or lower. A community college, because of the contact-hour funding formula and because it has a local tax base—the local board of regents and whatnot—is going to reflect the needs of the community that it’s in much more faithfully than a four-year college. I mean if there’s a strong need in an area for mechanical drawing, computer programming, or one of the various health-related fields, well, that’s what that junior college is going to produce. So what I have tried to do is to come up with some kind of a system that is purely voluntary—nothing mandatory about it. If, for example, Laredo State University and the Laredo Junior College can get together and achieve the economies that could be done by contractual relationship or however they are authorized, we encourage them to do so. But in each of these cases, Victoria, Laredo, Corpus Christi, and Brownsville, the junior colleges have felt threatened, as if “My God, you’re threatening our existence!” and so forth. No, no, nobody’s threatening your existence. You’re being given the opportunity to enhance your role. Yes, it would involve combining a great many, hopefully most, of your administrative functions. If that’s a threat, well, life’s full of threats. So really junior colleges in those areas have not been a help; they’ve been a discouragement to the expansion of educational services.

MESSENGER: Would you put, for instance, the University of Texas of the Permian Basin, two or three session ago, in that same category?

HOBBY: Well, no. Everything has a distinct legislative history. There, the local communities said that if we gave them an upper-level institution they would never, never come back asking for a four-year university. Well, they didn’t—until the next session! They kept wanting a four-year institution, even when the enrollment at the upper-level school was low. Now, as frequently happens in the legislative process, as a result of two or three sessions, a pretty good compromise was reached (perhaps it ought to be a model or something) whereby a student could qualify for enrollment in the upper level institution without completing the junior college, but had to take a certain percentage there. My definition of an issue that’s settled is that I haven’t heard any more about it. So I assume that it’s worked out. It struck me as a very intelligent compromise.

MESSENGER: Could you talk just a little bit about the variety of roles that junior colleges play in terms of higher education? For instance, there’s a lot of concern these days about adult illiteracy, remedial programs versus transfer courses, and so on. Junior colleges are sometimes accused of trying to be all things to all people...

HOBBY: ...Well good for them! More to their credit!

MESSENGER: So you see them as essentially waging war on all the fronts, so to speak? Academic transfers, adult literacy, vocational programs, etc.?

HOBBY: Yes.

MESSENGER: What cause for optimism do you find these days?

HOBBY: Let me use that question as kind of a platform for an observation that is directly related. This is an observation borne of bitter experience from the last several sessions. For reasons that I do not understand, higher education does not have the kind of constituency in the Legislature that you’d expect. I don’t know why that is, but it’s a fact.

MESSENGER: Are you talking just about two-year schools?

HOBBY: No, higher education in general. Obviously, we’ve discussed the subject of declining sources of funds that we once enjoyed in the past. Do you think a corporate income tax or something like that is possible, and if so what role can those of us who want to be in line for splitting that money up do to help the situation?

HOBBY: Well, Texas has underway now—as most states do, when you have about a once-in-a-generation task of really doing a basic tax code revision—an interim committee, a “tax equity commission.” I don’t know what they will recommend. That’s a very needed mechanism. We do have an inequitable tax system in this state right now. People disagree on what part is inequitable and for whom, but most would agree that it is inequitable. So I just participate in that process and support the results.

MESSENGER: Texas Business magazine recently gave their “Texan of the Year” award to an empty saddle.” The tone of the article seems to be that there is an absence of leadership for the trying years ahead. It refers, for instance, to your decision not to seek state office in 1990. What do you think of such a view that there is a vacuum of leadership in Texas?

HOBBY: Yes, I think there won’t be a vacuum for the next three years, anyway!

MESSENGER: Thanks for allowing us to visit with you, Governor Hobby.
Throughout the 1980s there have been heated discussions and sober reports on the health of higher education in America. One of the central criticisms to come out of these deliberations has been the condemnation of post-secondary education's inability to provide a guarantee of a basic competency level in academic skills—reading, writing, and computation.

Texas has been a part of this discussion and movement toward reform. The existing situation has been surveyed and the recommendations have been made. The 1990s will be the decade for the implementation of the reforms. In short, the truly difficult and critical work is just ahead of us.

At this juncture, it may be useful to survey the political history of events leading up to the passage of mandated basic skills testing and remedial coursework as enacted by the 70th Texas Legislature (H.B. 2182). From here we can look to the immediate future of test construction activities and the only slightly more distant future impact that uniform basic skills testing will have on the community colleges of Texas.

Although the first wave of educational reform in Texas concentrated on public elementary and secondary schooling, by 1985 the focus began to turn to higher education. In August 1985, the higher education Coordinating Board appointed a committee on testing, chaired by Robert Hardesty, to consider the merits of a state mandated basic skills testing program. For nearly a year, the committee on testing held a series of meetings around the state. Committee members consulted with educators, students, and business and community leaders and deliberated on the problems of measurement and remediation. In addition, the committee scrutinized existing testing programs in New Jersey, Florida, and other states.

While the work of the committee on testing was ongoing, the Legislature created the Select Committee on Higher Education, chaired by Larry Temple. The committee was to investigate the entire scope of higher education in Texas including the issues of basic skills and statewide testing, and make recommendations to the Legislature. The Select Committee made use of the work being done by Hardesty's committee on testing.

In July 1986, the committee on testing published its report, *A Generation of Failure: The Case for Testing and Remediation in Texas Higher Education*. This report and its recommendations were formally endorsed by the Select Committee in its report to the Legislature in February 1987. The essence of these reports was written into law (H.B. 2182) and enacted by the 70th Texas Legislature.

The rationale supporting H.B. 2182, therefore, is found primarily in the findings and recommendation of *A Generation of Failure*. The report finds that more than 30 percent of Texas college freshmen lack the basic skills necessary to perform effectively in college and that at present there is no universal process in place to assure the public that those skills will be acquired. The committee recommended that all entering freshmen be diagnostically tested on basic skills, advised into remedial courses if they do not possess the tested skills, and not allowed to progress past 60 semester credit hours until all sections of the test are passed. The committee further recommended that test results and effectiveness of remediation be reported to the Coordinating Board and that the tests be developed with active faculty participation. Finally, and most critically, the committee opposed the implementation of testing without adequate funding for test development and especially for remediation.

H.B. 2182 essentially gave these recommendations the force of law. The bill addressed all seven major recommendations except that funding for remediation was deferred until the next legislative session. Also, provision was made to have students bear the unit cost of each test, with exceptions made for the demonstrably needy.

While H.B. 2182 was being enacted, the Texas Education Agency (TEA) was reconsidering its use of the PPST—a test that was essentially a rising-junior academic skills test for education majors. The primary drawback to the test was it was norm referenced rather than criterion referenced and therefore had no utility as a diagnostic test. Students taking the test showed 46 percent initial failure rate on at least one section. Disproportionate failure rates among minority students had also resulted in litigation.

Since TEA was in the market for a new test, it was decided to merge its testing needs with the Coordinating Board's and develop one test that would do for both. Primary responsibility for the test was shifted to TEA because it had an experienced testing bureaucracy already in place and moreover possessed a legal staff to handle likely court challenges.

TEA generated the requests for proposals and National Evaluation Systems, of Amherst, Mass., was chosen to develop the test. As mandated by the Legislature, there will be widely spread avenues of input into the creation of the test. A 19-member Council on Learning Excellence, appointed by the Coordinating Board, will advise on the implementation of the basic skills test for college freshmen.

At present, the TEA, the Coordinating Board, the Council on Learning Excellence, National Evaluation Systems, and faculty and administrators from colleges around the state are in the beginning stages of an 18-month test development cycle.

A pool of over 4,000 faculty and administrators was formed in October. From this number, members of various committees were chosen. Over the next 18 months, the committees will complete the following tasks: identify college level skills, survey Texas colleges for testing and remediation programs currently in place, write test specifications, and develop a program of remediation based upon the test specifications.
The scope of the mandate is too far-reaching to expect anything less than major changes in the community colleges of Texas.

The test development committees have just been selected. Many members of TJCTA and readers of the Messenger have been chosen to serve. They will face a myriad of choices and details. Some of the most critical questions can be anticipated:

What is "College Level"?

Any apparent consensus defining college level skills dissolves quickly when exact criteria are discussed. Should proficiency in algebra be a prerequisite skill for college? Are long passages most appropriate for assessing college reading levels, or will short passages do? Should English usage errors found more commonly among native Spanish speakers play a more important part of the Texas test, or a lesser role? All of these questions require answers. The answers are further complicated by the fact that many students have "succeeded" in college courses without necessarily possessing the specific skills identified on any standardized instrument.

How difficult should the test be?

In all probability, the skills on the new test should fall somewhere between the TEAMS tests required for high school graduation and the PPST. A Generation of Failure asserts that the TEAMS tests are too low for college use. How large a gap can be justified between the exit criteria of one level of education and the entrance criteria of the next? If the higher level skills of a PPST are required, will the test have diagnostic utility for students who are junior high dropouts seeking occupational training?

Where do we set the cut-off scores?

Methods for establishing these can be less than precise.

When are skills-deficient freshmen retested? How many times do they take the test?

Students who fail one or more sections of the test must take courses to develop skills in the area(s) of deficiency. Must they demonstrate acquisition of those skills by passing the test before they take college level courses? May they, or should they, wait until the 60 semester hour limit to avail themselves of the advantages of having used their academic skills in freshman and sophomore level classes?

What happens to the "Grandfatherly Sophomores" in 1989?

When testing is instituted in fall of 1989, will college sophomores be included? The intent of H.B. 2182 seems to be the early detection and remediation of skill deficits. Testing sophomores in 1989 would appear to place before them the barriers inherent in the program while minimizing the benefits of early remediation.

Will the mechanics of using a statewide test place greater stress on overburdened student services in counseling and guidance?

Provisions are being made for the tests to be at least partially scoreable on campus so that test result based advisement can be given for each student's first semester. Funding for this as well as for additionally required developmental courses has been left to the next session of the Legislature.

What provisions are to be made for faculty dislocation if student populations shift temporarily (or permanently) from college level courses to remedial courses as a result of the new test?

When a similar testing and remediation program was instituted in Tennessee in 1985, there were some provisions for retraining faculty. By and large, faculty did not retrain. Subsequent decline in college level enrollment has led to sincere and widespread regret.

It is difficult to assess the possible impact of a test that has only now begun to be developed. Yet the scope of the H.B. 2182 mandate is too far-reaching to prudently expect anything less than major changes in the community colleges of Texas. This test will have influence over a constellation of issues debated by community college educators over the past decades: "Open door" vs. rigorous standards, gestalt vs. behaviorism, decentralized control vs. centralized control, teaching as art vs. teaching as science, diversity vs. standardization. Acknowledging that it is possible to blend the poles on each issue, the state test tilts heavily toward the latter pole on each continuum. College teachers generally have a high tolerance for anarchy and many harbor a genuine fondness of it. The order to be brought by a standard basic skills test will not be welcomed by all.

As any such major changes are implemented, we can anticipate some beneficial changes—and some detrimental ones. The upside is that real energy will be expanded to assure that all college students can read, write, and compute at a level appropriate to their educational aspirations or are making directed progress toward mastering those skills. Furthermore, all colleges will get valuable information as to how well or poorly they are doing in helping deficient students master those skills. College level classes will be populated by students who are well equipped to go beyond the basics—to analyze, synthesize, and critically evaluate. These students become the enlightened thinkers, technical experts, and capable professionals needed by society.

The downside is less foreseeable, yet provides greater anxiety. Despite intentions to the contrary, the mechanisms of the test could make quality education and training less widely available. Rigorous accountability for the common denominator will absorb enormous energy. Efforts on community college campuses may begin to revolve more and more around providing a floor level of skills while less and less activity is spent on more traditional college endeavors.

The most serious negative outcome, however, may be that colleges will strive to defend the status quo. Teaching basic skills has always been a part of the community college mission. The challenge is to form a testing and developmental program that will achieve the goals of H.B. 2182 while maintaining the autonomy, openness, comprehensiveness, and flexibility that characterize our institutions.

(EDITOR'S NOTE: Dr. Davis chairs the Subcommittee to Study State Policy on Basic Skills Testing of the TJCTA Professional Development Committee.)
The Texas Junior College Teachers Association is committed to the principles of academic freedom and due process of law. If a member of the Association feels that he or she has been dealt with in an unlawful manner, the member will be provided access to the best information available concerning academic defense issues and grievance matters. Further, after evaluating the specific circumstances in the case, the TJCTA Executive Committee might refer the matter to the Association's attorneys for additional consultation and assistance, at no personal cost to the member.

During the past three years, TJCTA members from more than 30 colleges have received legal assistance at Association expense. The nature of that assistance has ranged from a single telephone consultation with an Association attorney to the filing of a lawsuit in a federal court. More than $60,000 of the Association's resources have been expended for investigation, consultation, and representation in various grievance matters.

Given TJCTA's limited financial resources and the high cost of providing expert legal assistance, it is important that the legal merits of each case be carefully examined and objectively assessed. It is important, also, that each member requesting assistance understand both the Association's philosophy on legal assistance and the manner in which individual cases are evaluated and processed.

Most grievance cases can—and should—be resolved without resorting to formal legal action. TJCTA's State Office stands ready to act as an interested, but detached, "third party" to disputes and to assist all concerned in establishing the facts, clarifying legal principles and generally accepted practices, and offering informal advice regarding possible resolution of issues in conflict. The aggrieved member should realize, however, that many grievance cases involve treatment of faculty which might be patently unfair and unreasonable, but which is not necessarily unlawful. In such cases, TJCTA may be able to serve as an informal ombudsman and advocate on behalf of the member's interests. As a practical matter, though, obvious limitations of resources do not permit the Association to pursue such cases in the legal arena when it appears that no legal remedy exists.

Grievance cases which are determined to involve substantial legal issues will be referred to the Association's attorneys for written opinions and possible legal action. In accepting referral to TJCTA attorneys, the member gives consent for the attorneys to share their opinions and analysis of the member's case with Association officials. The Association relies heavily upon the advice and recommendations of its attorneys who are recognized experts on school law and teachers' rights. Understandably, the services of such specialists are costly, and the expense related to legal proceedings will normally be incurred only when a case is determined to have legal merit. Additionally, it has been found that a member's interests are not well-served if the member is receiving legal counsel from two or more different law firms or advocacy organizations. Thus, if a member decides to seek a second opinion (from other attorneys or another organization), the member is obligated to inform the TJCTA State Office of that intention, in which event the Association and its attorneys reserve the right to withdraw from the case.

After an evaluation of the case has been completed by Association attorneys, the TJCTA Executive Committee will determine whether or not any further legal action is warranted. If a decision is made to pursue the matter further, the Association's attorneys will be in control of the case, determining the nature of the action to be taken. Legal fees incurred will be borne by the Association. In the event the member's legal expenses are subsequently reimbursed (e.g., from insurance policy payment or monetary settlement) or if the member is awarded monetary damages, the member may be required to reimburse TJCTA for expenses incurred up to the limit of the payment received by the member.

If a member is not satisfied with the manner in which the case has been handled, that dissatisfaction should be expressed directly to the TJCTA Executive Committee by summarizing the complaint in writing.

The Association has earned a reputation for fairness, discretion, and effectiveness in assisting its members in grievance matters. Consistent with the philosophy and procedures outlined above, the Association stands ready to provide its members with informed counsel and advice about their specific circumstances while maintaining high standards of professionalism and confidentiality.
More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement plans (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1985-86 academic year, 7,092 (76.4%) of the 9,278 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the employee and 8.5 percent paid by the state.

Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...

Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...

Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees’ share should be forwarded upon withholding and the state share forwarded upon receipt.

Individuals who experience problems regarding the three regulations listed above should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

**Publication Available**

The Texas Association of College Teachers (TACT) has developed an excellent publica-

## PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS

**Public Community Junior College Employees 1978-1986**

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**TOTAL ANNUITANTS (All ORP Programs)**: 5,622 (1,619, 1,990, 1,927, 1,040, 1,054, 1,239, 1,594, 1,727, 1,840, 1,843, 1,926, 1,973)
CHANGES IN BASE SALARIES — 1984-87
TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

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<td>The Victoria College</td>
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<td>Weatherford College</td>
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<tr>
<td>State Median</td>
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*Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

1. Reported salaries do not include pay for advancement in professorial rank.
2. Paris Junior College: Prior to 1987-88 the college paid both the employer's and the employee's share of Social Security contributions. The employee's share was 7.15% of salary prior to 1988, 7.51% beginning in 1988. Beginning in 1987-88, employee's Social Security contribution is withheld from salary.

REQUEST FOR BANQUET TICKETS

Please send __________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:00 p.m., Thursday, February 25, 1988, at the Loeans Anatole Hotel in Dallas.

My check in the amount of $__________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 23, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferable.)

[ ] Hold tickets to be picked up at the convention registration desk under my name.

[ ] Mail tickets to me at the address shown below.

Name ___________________________  
Address ____________________________________________

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 19 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 41st annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:00 p.m., Thursday, Feb. 25, the session will be held in the Khmer Pavilion of the convention hotel, the Loeans Anatole, in Dallas.

Featured speaker for the convention's opening session will be Carol A. Tavris, noted teacher, writer, and lecturer, who will speak on the convention theme, "We Care...We Teach." Dr. Tavris presently resides in Los Angeles. She is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles.

Dr. Tavris holds the Bachelor of Arts degree (summa cum laude) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan.

Her articles appear frequently in professional journals and popular magazines, including Psychology Today, Vogue, American Health, Mademoiselle, Ms., Redbook, Gentlemen's Quarterly, Woman's Day, Cosmopolitan, and Science Digest. She has made guest appearances on Donahue, the Today show, the CBS Morning News, and Good Morning, America.

Dr. Tavris has lectured and written widely on human sexuality. She is author of what is generally regarded as the definitive work on anger, Anger: The Misunderstood Emotion (Simon & Schuster, 1982); and she is co-author (with Carole Wade) of Psychology (Harper & Row, Publishers, 1987), an introductory psychology textbook.

Dr. Tavris has addressed numerous state, regional, national, and international organizations, including the American Psychological Association and the International Society for Research on Aggression.

Tickets for the banquet will be sold for $15 and must be purchased in advance. Tickets may be ordered by mail, using the form on the left.

For those unable to attend the banquet but who wish to hear Dr. Tavris' address, seating will be available at 7:45 p.m.
FACULTY LEADERS ATTEND ANNUAL CONFERENCE

Faculty leaders from 46 Texas community junior colleges attended the eighth annual TJCTA Conference for Faculty Organization Leaders held in Austin in the fall.

Keynote speaker for the day-long conference was E. Jean Walker, associate executive director of the Commission on Colleges, Southern Association of Colleges and Schools, from Atlanta. Dr. Walker spoke on "The Faculty Role in College Decision-Making."

Frank Hill, senior partner of the law firm of Hill, Heard, Oneal, Jilstrap & Goetz, spoke concerning "Recent Developments in Case Law Affecting Faculty Rights."

Addressing the luncheon session was Carl M. Nelson, president of Texarkana College. Nelson's topic was "A President's Perspective of Faculty Involvement in Decision-Making."

Featured speaker for the conference's closing session was State Rep. Wilhelmina Delco (D-Austin), who spoke on "The Faculty Organization and the Texas Legislature."

Plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee chaired by Ray Attner, Brookhaven College. Other subcommittee members were Steve Dutton, Amarillo College; Susan King, Howard College; Larry T. Patton, Galveston College; and Tony A. Hartman, Texarkana College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1988-89 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention."

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

 Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TJCTA Bylaws, Article III, Section 2: "Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the TJCTA State Office shall be provided an official ballot..."

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1988-89. I expect to be absent from the convention to be held February 25-27, 1988.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 17. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office later than February 25, 1988. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
MAKEL HOTEL RESERVATION: EARLY."4rw-
FA membesipli listing to attend the 41st annual cccientieq, Feb. 25-27, 1988, at the Loews Anatole Hotel in Dallas, are encouraged to reserve hotel accommodations early. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the Loews Anatole hotel in Dallas. Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received on a first-come, first-served basis. Reservations by telephone are not recommended.

1988 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1988 TJCTA convention has been released. A detailed program will appear in a special convention issue of the "Messenger in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Loews Anatole hotel in Dallas. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 25, 1988
9:00 a.m.-5:00 p.m. — Special Meetings (to be announced)
12:00 Noon-10:00 p.m. — Convention Registration
1:00 p.m.-3:30 p.m. — Committee Meetings, as called by Committee Chairpersons
4:00 p.m.-5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and all Committee Chairpersons
6:00 p.m.-7:00 p.m. — Social Hour (cash bar)
7:00 p.m.-9:00 p.m. — FIRST GENERAL SESSION

FRIDAY, FEBRUARY 26, 1988
7:30 a.m.-8:45 a.m. — Financial Planning Seminar (repeated at 12:30 p.m.)
8:00 a.m.-5:00 p.m. — Convention Registration
8:00 a.m.-5:00 p.m. — Exhibits Open
8:00 a.m.-5:00 p.m. — Polls Open (Election of Officers)
9:00 a.m.-10:30 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m. — Second General Session
12:30 p.m.-1:45 p.m. — Special Meetings (to be announced)
12:30 p.m.-1:45 p.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge only)

SATURDAY, FEBRUARY 27, 1988
7:30 a.m.-8:45 a.m. — Financial Planning Seminar (repeated of 7:30 a.m. pm-seminar)
8:00 a.m.-5:00 p.m. — Convention Registration
8:00 a.m.-5:00 p.m. — Exhibits Open
8:00 a.m.-5:00 p.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
10:30 a.m.-11:45 a.m. — Convention Registration
11:45 a.m. — Adjournment
12:00 Noon-3:00 p.m. — Special Meetings (to be announced)

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
41st Annual Convention
Loews Anatole Hotel — Dallas, Texas — February 25-27, 1988
HOTEL RESERVATION FORM

MAIL TO: Loews Anatole Hotel — 2201 Stemmons Freeway — Dallas, Texas 75207

Please reserve —— room(s) of the type(s) checked below:
(Please note: Hotel policy permits a maximum of three guests per room.)

Check accommodations desired:
— Single Room (1 person) .............................. $72
— Double Room (2 persons) .......................... $78
— Triple Room (3 persons) ........................... $84

Arrival Date: Feb., 1988 .......................... Arrival Time: *———— m. .......................... Departure Date: Feb., 1988

(Hotel check-in time is 4:00 p.m.; check-out time is 12:00 Noon.)

*Reservations will not be held after 6 p.m., unless arrival is guaranteed by American Express, Diner's Club, or Carte Blanche credit card or advance payment of one day's lodging.

□ Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:

Type .......................... Number .......................... Expiration Date ..........................

IMPORTANT INFORMATION: The Loews Anatole Hotel is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment be by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name .......................... Phone A/C ..........................

Address .......................... City .......................... State .......................... ZIP ..........................

ROOM(S) WILL BE OCCUPIED BY:
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The President’s Message

In only a few days many of us will be gathering in Dallas for TJCTA’s 41st annual convention. Our time together will be all too short. This year’s agenda (like that of previous years) is very full; perhaps too full. There will be meetings and speeches and panel discussions. There will be exhibits and demonstrations and seminars. And, yes, there will be parties and the annual banquet and the annual dance. For those who attend all the functions planned, there will be very little “free” time.

I hope, though, that despite all the “busy-ness” of the convention, we will find time to renew acquaintances with friends and colleagues from all across Texas and that we will be able to arrange a few moments now and then through the days of the convention to share personal insights and experiences and to discuss in informal settings particular problems and challenges we’ve encountered since our last meeting.

In addition to our membership in TJCTA, we are drawn to Dallas by our common calling to the profession of teaching. When our Executive Committee discussed possible themes for the 1988 convention, a number of ideas were suggested. Predictably, some of the contemporary jargon of our profession and a bit of the cynicism borne of the current fiscal woes of our colleges crept into the discussion.

Finally, though, we reached consensus, adopting for this year’s convention theme “We Care...We Teach.” The sentiment embodied in that theme will be repeated in various ways during many of the convention events. There is the danger, of course, that we will succumb to the temptation to regard the notion of caring and teaching as being trite and hackneyed. I hope we will resist that temptation.

What is it that summons us to become teachers? What is that seemingly irresistible force which draws us to our common calling? Surely it isn’t the appeal of money. I know very few good teachers who could not earn substantially higher salaries in other pursuits. We aren’t drawn to teaching because the work requires little time or energy. I know of no good teacher who is genuinely satisfied with the quantity or quality of work accomplished in a mere eight-hour work day.

Trite though it may seem, I believe we come into teaching because of the incalculable intrinsic rewards that accrue to those in our profession. You know what I mean. You’ve experienced the thrill of seeing your students really excited about learning. You’ve known the indescribable satisfaction and sense of achievement when a student’s face conveyed that at last he grasped the point of the day’s lesson. You’ve sensed the great joy that comes with the realization that you truly made a difference in a student’s life...if only for a semester or even just a day. In short, we care; thus, we teach.

I extend to you a cordial invitation to join us in Dallas later this month as we celebrate our calling.

Mary R. Parker

Austin, Texas
February 1988
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Stop by Booth 26, say hello to John Hunger, and tell him your textbook needs. He probably has the perfect fit for your course.
Officers of the Texas Junior College Teachers Association for 1988-89 will be elected during the business of the convention on Friday, Feb. 25, 1988. Voting will be conducted in the election booth, located in the foyer of the Grand Ballroom of the Loews Anatole hotel in Dallas. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 25, at which time floor nominations will be in order.

Only professional members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

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**PLATFORM STATEMENTS**

TICTA is the most influential force representing two-year college teachers in Texas. It must continue to:

- give high priority to lobbying efforts to protect funding;
- provide information to all agencies which affect higher education in Texas;
- sustain efforts in support of academic freedom and tenure;
- support an active role for faculty in college governance;
- promote high standards of academic achievement and professionalism.

I am confident that during my three consecutive years on the Executive Committee I have developed an understanding of the organization and its current operation which qualify me to serve as President-Elect in 1988-89 and President in 1989-90.

---

**MARGARET HARBAUGH**

TICTA, without question, is the most effective organization representing community colleges. We must safeguard TICTA's independence from undue influence by other organizations, while cooperating with them when it is clearly to the advantage of our members. Having served in every office and as chair or member of almost all TICTA committees, I can provide the explosive, experienced, leadership that can improve the already effective membership.

---

**EMMELINE DODD**

TICTA Membership Services Officer, College of the Mainland, a public senior college with over 15,000 students, I have served on the Executive Committee, with specific assignments in faculty representation, local arrangements, data, and liason with the National Aeronautics and Space Administration. I am confident that during my two consecutive years as President-Elect, I will be able to focus on the needs of our profession and the needs of our students.

---

**CANDIDATES FOR PRESIDENT-ELECT**

<table>
<thead>
<tr>
<th>Margaret A. Harbaugh</th>
<th>Emmeline Dodd</th>
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<tbody>
<tr>
<td>McLENNAN COMMUNITY COLLEGE</td>
<td>COLLEGE OF THE MAINLAND</td>
</tr>
</tbody>
</table>

**EDUCATIONAL BACKGROUND**

- University of Texas (BA, 1970); Ph.D. candidate, North Texas State University (1973).
- University of Texas at Austin (MS, 1985); doctoral studies at Texas A&M University (1985).

**PROFESSIONAL EXPERIENCE**

- Instructor of Biology, San Jacinto College (1966-70); National Aeronautics and Space Administration, biological research for Apollo and Skylab projects (1970-72); Instructor of Biology, Houston Community College (1973); Instructor of Biology, College of the Mainland (1974-83).

**LEADERSHIP EXPERIENCE**

- TJCTA Vice President (197-83); TJCTA State Secretary (1983-86); TJCTA Membership Services Committee (1983-86); Chairperson, Placement Subcommittes (1984-85); TJCTA Campus Representative (1983-present); McLENNAN Community College Faculty Council (1975-78, 1980-86); Secretary, 1975-76; Representative to Instructional Council (1977-78); By-Laws Committee (1983-85); Chairperson, Committee on Faculty Role in College Governance (1980-81); Nominating Committee (1979-80, 1983-86); Chairperson, TJCTA Membership Committee (1984-85); TJCTA Campus Representative (1984-present); Chairperson, Self-Study Steering Committee, College of the Mainland (1981-83); COM faculty representative to Board of Trustees (1983-84).

**ADDITIONAL INFORMATION**

- Member, Alumna Club of Waco, Inc., 1973-83 (Recording Secretary, 1973-77; Corresponding Secretary, 1980-81); First Vice President, 1981-83); Alumna Club of the Brazos, 1983-present (Director, 1985-88); Alumna Information Committee Chairperson, 1985-86; Second Vice President, 1986-87); First Vice President/Program Coordinator, present; Delegate to District Nine Conference, Alumna International, 1987; The University of Texas at Austin, Graduate School of Library and Information Science Alumni Association, 1973-present; Presentations: "Network Structure in the Regional Medical Library Program," American Society for Information Science, Annual Conference, 1974; "A Practical Approach to AACRL Implementation for Small Libraries," Texas Library Association, District 11 Meeting, 1981; Outstanding Young Women of America, 1974; Who's Who of American Women, 11th edition; Alpha Xi National Fraternity, West-Haest of Texas Chapter, Charter member, 1983-85, President, present; Waco, President, 1982-present.

---

**EDUCATIONAL BACKGROUND**

- Stephen F. Austin State University (BA, 1961; MA, 1965); University of Houston at Clear Lake (MS, 1980); doctoral studies at Texas A&M University (1985).

**PROFESSIONAL EXPERIENCE**

- Instructor of Biology, San Jacinto College (1966-70); National Aeronautics and Space Administration, biological research for Apollo and Skylab projects (1970-72); Instructor of Biology, Houston Community College (1973); Instructor of Biology, College of the Mainland (1974-83).

**LEADERSHIP EXPERIENCE**

- TJCTA State Treasurer (1984-85); TJCTA State Secretary (1981-82); Professional Development Committee (Chairperson, 1985-87); Legislative Committee (1975-84); Ad Hoc Committee on Faculty Role in College Governance (1980-81); Nominating Committee (1979-80, 1983-85); Chairperson, TJCTA Membership Committee (1984-85); TJCTA Campus Representative (1984-present); Chairperson, Self-Study Steering Committee, College of the Mainland (1981-83); COM faculty representative to Board of Trustees (1983-84).

**ADDITIONAL INFORMATION**

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CANDIDATES FOR VICE PRESIDENT

David J. Clinkscales
Tarrant County Junior College-Northwest Campus

Stephen F. Dutton
Amarillo College

Constance N. Cameron
St. Philip's College

CANDIDATES FOR SECRETARY

Steve Dutton
Amarillo College

Joe Tom Rodgers
Collin County Community College

PLATFORM STATEMENTS

I believe in ICTA:
- As the strongest, most effective voice for Texas community colleges.
- To promote the welfare and interests of its members.
- To provide leadership and direction to its members.

I believe we should:
- Increase the effectiveness of the membership recruitment effort.
- Make the ICTA Messenger a more effective service to its members.
- Promote high standards of academic and professional excellence.
- Promote an active role for faculty in college governance.

I respectfully ask for your support.

—STEVE DUTTON

 platforms

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—JOE TOM RODGERS

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- Promote an active role for faculty in college governance.

I respectfully ask for your support.

—DAVID J. CLINKSCALE
CANDIDATES FOR TREASURER

Laura L. Wyman
Vernon Regional Junior College

Educational Background: Midwestern University (B.A., 1954; M.A., 1967); Additional graduate study-Utah University-Lincoln; Studied in Greece and China.

Professional Experience: Graduate Assistant, Midwestern State University (1964-67); Teaching Assistant, University of Nebraska-Lincoln (1967-70); Instructor of History, College of St. Mary, Omaha, Nebraska (1970-72); Chairperson, Division of Business & Social Sciences, Vernon Regional Junior College (1975-83); Instructor of History, Vernon Regional Junior College (1973-present).

Leadership Experience: TJCTA Legislative Committee (Vice Chairperson, 1986-87; Member, 1985-86); TJCTA Membership Services Committee (Chairperson, 1985-86; Member, 1985-85); TJCTA Campus Representative (1967-82); Vernon Regional Junior College Faculty Forum (President, 1967-84, 1985-86, 1976-77, 1978-80, 1981-83); TJCTA Faculty Salary Committee (Chairperson, 1987-88; Member, 1985-87; VJUC Administrating Council (1985-present); VRJC Academic Council (1975-83); VRJC Faculty Committee on Policies and Procedures (Chairperson, 1978-82; Member, 1983-85); VRJC Faculty Committee on Political and Social Issues (Chairperson, 1983-84; VRJC Curriculum Committee (1975-83); VRJC Student Discipline Committee (1977-78); VRJC Texas Advisory Committee (1975-76); TITL Presidential Search Advisory Committee (1981-82).

Additional Information: Notable Women of Texas (1983); TITL County Sesquicentennial Committee (1984-85); Member, Organization of American Historians, Southwestern Historical Association, Western History Association, Phi Delta Kappa, Phi Theta Kappa, Pi Gamma Mu, Alpha Chi.

John R. Forshee
Western Texas College

Educational Background: Western Texas State University (BA, 1957); Bachelor of Arts in Mathematics, 1957; BA in Mathematics, 1957; MA in Mathematics, 1960; University of Texas, Austin, 1957-58.

Professional Experience: Instructor of Mathematics, Western Texas State University (1960-67); Instructor of Mathematics, Kerrville Junior College (1967-74); Assistant Professor of Mathematics, Western Texas College (1974-present).

Leadership Experience: TJCTA State Treasurer (1983-84); TJCTA Legislative Committee (Member, 1986-present; Chairperson, 1986-87); Member, TJCTA Membership Services Committee (1978-83); Chairperson, TJCTA Legislative Committee (1977-78); TJCTA Faculty Committee on Political and Social Issues (Chairperson, 1983-84; VRJC Academic Council (1975-83); VRJC Faculty Committee on Policies and Procedures (Chairperson, 1978-82; Member, 1983-85); VRJC Public Information Committee (1983-84; VRJC Council and Curriculum Committee (1975-83); VRJC Student Discipline Committee (1977-78); VRJC Texas Advisory Committee (1975-76); TITL Presidential Search Advisory Committee (1981-82).

Additional Information: Member, American Political Science Association; Southwestern Social Science Association (Fellow, 1976-78, 1980-82); Committee on Political Science in two-year colleges, 1977-78; Chairperson, 1977-78); National Science Foundation Award, 1976; Author, Readings in American History and Government; Lobbying for Junior College Appropriations; Crime Victim Compensation in Texas; One World (Citizen's Database).

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1988-89 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention." In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: "Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1988-89. I expect to be absent from the convention to be held February 25-27, 1988.

Member's Signature ____________________________

PRINT Name ___________________________________

College _______________________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 17. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 23, 1988. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
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David Peck, California State University, Long Beach

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Charles Bazerman, Baruch College, City University of New York

Basic Reading Skills Handbook
Harvey S. Wiener, LaGuardia Community College, City University of New York
Charles Bazerman, Baruch College, City University of New York

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Mary Lou Conlin
Cuyahoga Community College

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Reading Skills for College Study
Third Edition
James F. Shepherd, Queensborough Community College

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GENERAL SESSION SPEAKERS ANNOUNCED

Program plans for the 1988 TJCTA convention include two outstanding general session speakers. Keynote speaker for the convention's first general session Thursday, Feb. 25, will be Carol A. Tavris, prominent educator, author, lecturer, and talk-show guest. Texas Commissioner of Higher Education Kenneth H. Ashworth will speak at the second general session, Friday, Feb. 26.

The Thursday opening session will be a banquet meeting open to all association members and invited guests. Scheduled to begin at 7:00 p.m., the session will be held in the Khmer Pavilion of the convention hotel, the Loews Anatole, in Dallas. Dr. Tavris will speak on the convention theme, "We Care...We Teach."

Presently residing in Los Angeles, Dr. Tavris is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles. She holds the Bachelor of Arts degree (summa cum laude) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. Her articles appear frequently in professional journals and popular magazines, including Psychology Today, Vogue, American Health, Mademoiselle, Ms., Redbook, Gentlemen's Quarterly, Woman's Day, Cosmopolitan, and Science Digest. She has made guest appearances on Donahue, the Today show, the CBS Morning News, and Good Morning, America.

Dr. Tavris has lectured and written widely on human sexuality. She is author of what is generally regarded as the definitive work on anger, *Anger: The Misunderstood Emotion* (Simon & Schuster, 1982); and she is co-author (with Carole Wade) of *Psychology* (Harper & Row, 1982). She is also the author of *Choosing Good Health* (Mosby Co., 1984) and *Choosing Good Health* (Steck-Vaughn Co., 1985), and contributing author of *A Wellness Workbook for Teenagers* (Steck-Vaughn Co., 1983).

Kenneth H. Ashworth has served as commissioner of higher education for Texas since 1976. He was a 1958 Phi Beta Kappa graduate in economics from The University of Texas at Austin. He was presented the highest honors award at Syracuse University in 1959, upon completion of his master's degree in public administration. Later, upon returning to Texas, he completed his Doctor of Philosophy degree in economics from The University of Texas at Austin in 1966.

During his early working career, Ashworth was employed with the U.S. Treasury Department, the Urban Renewal Administration, and the San Francisco Redevelopment Agency. He was with the U.S. Office of Education in Washington during 1965-66, returning to Austin in 1966 as assistant commissioner for federal programs and facilities planning for the Coordinating Board. In 1969, he joined The University of Texas System as an assistant to the vice chancellor for academic programs, assuming the position of vice chancellor the following year.

In 1973, Ashworth began serving as executive vice president of The University of Texas at San Antonio. In the spring of 1976, he returned to Austin to rejoin the staff of the Texas Higher Education Coordinating Board, this time as commissioner. Ashworth is a member of several service and professional organizations. He served on the Commission on Colleges of the Southern Association of Colleges and Schools and is a member of the Philosophical Society of Texas and the Austin Town and gown Club. He has published numerous articles and authored two books. The latest, published in 1979 and entitled *American Higher Education in Decline*, deals with the problems currently facing the nation's colleges and universities.

Ashworth will address the TJCTA convention at the Friday afternoon session, scheduled to begin at 2:00 p.m., in the Loews Anatole's Khmer Pavilion.

COSMETOLOGY SECTION TO DISCUSS NUTRITION

A noted wellness authority will discuss the importance of nutrition and exercise in the TJCTA Cosmetology Section Meeting during this month's convention. In the Friday session, Carolyn D. Henson, president of Wellness Communications, Inc., will address the section.

Ms. Henson holds the Bachelor of Science degree from Hardin-Simmons University and the Master of Arts from Texas Woman's University. She is editor and publisher of *Rx: Live Well*, a nationwide quarterly health promotion newsletter purchased by physician groups, hospitals, and health maintenance organizations for their clients. She is author of *A Wellness Workbook for Teenagers* (Steck-Vaughn Co., 1985), and contributing author to *Cardiovascular Nursing* (The C. V. Mosby Co., 1984) and *Choosing Good Health* (Steck-Vaughn Co., 1983).

During the Cosmetology Section Meeting on Saturday, officials of the Texas Cosmetology Commission will be presented in a panel discussion of current developments within the licensing agency. Panel members will include Norman Jenkins, Executive Director; Larry Perkins, Director of Inspection; Victor Balderez, Director of Exams; and Delores Alsphaugh, Manager of Information Services.

Chairperson of the Cosmetology Section this year is Linda Kaimus, Wharton County Junior College.
Jeff Campbell
Jeff H. Campbell, Professor of English at Midwestern University, serves as a member of the Council on Learning Excellence—the advisory board appointed by the Texas Higher Education Coordinating Board to help implement the basic skills program. Campbell holds the Bachelor of Science degree in English from Southern Methodist University and the Ph.D. from Duke University. He served on the English faculty of Southwestern University from 1962 until 1974, when he joined the faculty of Midwestern.

Nellie Carr Thorogood
Nellie Carr Thorogood, President of North Harris County College—East Campus, was formerly the Assistant Commissioner for Community Colleges and Technical Institutes of the Coordinating Board. She holds bachelor’s and master’s degrees in business from North Texas State University and the Ph.D. in educational administration from The University of Texas at Austin. She previously served on the faculty of College of the Mainland and North Harris County College—South Campus, and served as Dean of Occupational Education and Technology at San Antonio College.

William Davis
William C. Davis, Instructor of Psychology at Texas Southmost College, chairs the Subcommittee to Study State Policy on Basic Skills Testing of the TJCTA Professional Development Committee. He holds the Bachelor of Arts degree from The University of Texas at Austin, the Master of Education degree from Pan American University, and the Ed.D. from East Texas State University.

Mary Parker
TJCTA State President Mary R. Parker, is a university English professor, a community college administrator, and two community college presidents. She is the recipient of the Salem Prize in 1969 for his work in harmonic analysis. Hunt’s many publications reflect an in-depth research of both harmonic analysis and potential theory. Among his works is the college textbook, Calculus (With Analytic Geometry) (Harper & Row, Publishers).

Richard A. Hunt

**NOTED SOCIOLOGIST TO ADDRESS SECTION**

TJCTA members attending the meetings of the Sociology Section at this month’s convention will have the opportunity to hear a distinguished educator, lecturer, and author discuss the results of research on the status of youth in low-income neighborhoods. William Kornblum, Professor of Sociology at the Graduate School of the City University of New York, will speak at both the Friday and Saturday meetings of the Sociology Section.

Kornblum’s topic Friday will be “Achieving Against the Odds: Comparative Research on the Mobility of Youth from Low-Income Neighborhoods.” In Saturday’s meeting, he will discuss trends in sociological research and teaching, commenting on recent growth in sociology programs and relating his remarks to the burgeoning problems of homelessness and street populations.

Kornblum is a specialist in urban and community studies. He began his teaching career with the Peace Corps in the early 1960s, when he taught physics and chemistry in French-speaking West Africa. He received his Bachelor of Science degree in biology from Cornell University; the Master of Arts in social science from the University of Chicago; and the Ph.D. in sociology, also from the University of Chicago.

Kornblum is the co-author (with Joseph Julian) of Social Problemz (Prentice-Hall, 1986), a comprehensive textbook about social problems and social policies in the United States. Other major publications include Blue Collar Community (University of Chicago Press), a study of the steel-making community of South Chicago; and Growing Up Poor (with Terry Williams) (D. C. Heath), a study of teenagers growing up in different low-income communities in the United States.

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Two topics of major contemporary interest in political science will be discussed at this year's meetings of the TJCTA Government Section.

At the Friday session, Grier Stephenson, Jr., Professor of Government and Politics at Franklin and Marshall College, will speak on "Super Tuesday," discussing the high stakes up for grabs among this year's presidential hopefuls in the March 8 primaries. Stephenson's areas of specialization include American politics, constitutional law, and judicial politics. He is a speaker for the Commonwealth Speakers Program sponsored by the Pennsylvania Humanities Council, a recipient of the Lindback Award for Distinguished Teaching, and is author of numerous articles, papers, and books, including the survey text, *American Government* (Harper and Row, 1988).

Speaker for Saturday's Government Section Meeting will be Anthony Champagne, Professor of Government at the University of Texas at Dallas, whose topic will be "Judicial Reform in Texas." Champagne contributed to the recent CBS 60 Minutes segment exposing some of the problems with the state judicial system of Texas. Champagne is presently writing a book on judicial reform in Texas and has published a widely cited article in *Southwestern Law Journal* which has led to interviews in *The Wall Street Journal, Newsweek, U.S. News & World Reports, Common Cause, and the 60 Minutes* segment.

Plans for this year's Government Section programs were developed by section co-chairpersons, Lawrence W. Miller, Collin County Community College, and Richard Lee Elam, Hill College.

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**Texas Banking Trends TO BE DISCUSSED**

"Banking Trends in Texas" is the topic for discussion at the Friday meeting of the TJCTA Economics Section during this month's convention in Dallas. Featured speaker will be Roger LeRoy Miller, senior research scholar in the College of Commerce and Industry at Clemson University.

Miller received his Ph.D. degree from the University of Chicago in 1968 and has taught at the University of Washington and the University of Miami. He co-founded the Law and Economics Center at the University of Miami School of Law in 1974 and was at various times its associate director and interim director from then until 1984. He is presently affiliated with the Center for Policy Analysis and the Department of Economics at Clemson.

Miller has been teaching in the areas of economic analysis of legal cases, price theory, and monetary theory. He has lectured frequently to journalists throughout the country, presenting them with innovative ways to understand and report on economic news. He is a prolific author in the subjects of statistics, economics, business law, consumer economics, personal finance, and political science. Among other major works, Miller is author of the basic economics textbook, *Economics Today* (Harper & Row, Publishers).

-speaker for the Saturday Economics Section Meeting will be Art Ekholm, manager for economic research, Texas Utilities Electric Company. His topic will be "Economics of Texas Public Utilities."

Chairperson of the Economics Section this year is Harold R. Huth, Blinn College.

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**Secretarial Science Section to Tour Infomart Facilities**

A tour of EPOCENTER at INFOMART is scheduled for members of the TJCTA Secretarial Science Section attending this month's convention. The INFOMART center is billed as "the world's first information processing market center," and provides research and demonstration facilities for virtually all major manufacturers of information processing hardware and software.

TJCTA members will view a video presentation upon arrival at INFOMART, then divide into two groups for product demonstrations. A demonstration by representatives of the Xerox Corporation will present "the easiest, most user-friendly document processing system that exists today." The second demonstration will be presented by representatives of CPT Corporation, a worldwide manufacturer of office automation products, including workstations, networking systems, desktop publishing systems, intelligent shared resource systems, and peripherals. The demonstration for TJCTA members will present an overview of electronic publishing on CPT's full-page, easy to use DOS-based system. According to program planners, the demonstration will be informational for those who are not necessarily graphic arts professionals, but who are interested in the "art" of doing their own publishing to produce books, newsletters, proposals, simple manuals, and other documents.

Saturday's meeting of the Secretarial Science Section will feature a discussion of "New Technologies in the Classroom" by Dennis Curtin, author of many papers and books on the business applications of microcomputers. Curtin began as an editor at Prentice-Hall, where he developed numerous textbooks for courses in engineering, technical, and vocational education. Later, as the executive editor of Prentice-Hall's engineering and technical publishing programs, he greatly expanded their vocational and career education publishing programs. As editor-in-chief of Prentice-Hall's international division, Curtin launched a new publishing program in Europe that specialized in titles of international interest in the fields of business and computer science.

Curtin has written numerous books on spreadsheet applications and word processing. His first major textbook, *Microcomputers: Software and Applications*, was published two years ago by Prentice-Hall. This year Prentice-Hall has published Curtin's series, *Word and Information Processing on Microcomputers* and his new text, *Applications Software*.

Arrangements for the Secretarial Science Section programs were developed by Nancy S. Whitworth, Trinity Valley Community College, who serves this year as section chairperson.
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Paul M. Muchinsky, Iowa State University
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Robert M. Liebert, State University of New York, Stony Brook
Michael D. Spiegler, Providence College
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Barbara M. Newman and Philip R. Newman
both of The Ohio State University
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THURSDAY—FEBRUARY 25, 1988

9:00 a.m.—5:00 p.m. Special Meetings (to be announced)
12:00 Noon—1:00 p.m. Convention Registration—Grand Ballroom Foyer
1:00—4:00 p.m. Committees Meetings as called by Committee Chairpersons
4:00—5:00 p.m. Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committees—Peridot Room
6:00—7:00 p.m. Informal Social Hour with Cash Bar—Khemr Pavilion
7:00—9:00 p.m. BANQUET AND FIRST GENERAL SESSION—Khemr Pavilion

FRIDAY—FEBRUARY 26, 1988

7:30—8:45 a.m. Financial Planning Seminar—Sapphire Room (repeated at 12:30 p.m.)
8:00 a.m.—5:00 p.m. Convention Registration—Grand Ballroom Foyer
8:00 a.m.—5:00 p.m. Exhibits Open—Grand Ballroom
8:00 a.m.—5:00 p.m. Polls Open (Election of Officers)—Grand Ballroom Foyer

SATURDAY, FEBRUARY 27, 1988

8:00—11:30 a.m. Convention Registration—Grand Ballroom Foyer
8:00—11:30 a.m. Exhibits Open—Khemr Pavilion
9:00—10:15 a.m. Section Meetings for Some Sections
10:30—11:45 a.m. Section Meetings for Remaining Sections
11:45 a.m. Adjournment
12:00 Noon—3:00 p.m. Special Meetings (to be announced)

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TJCTA COMMITTEE MEETINGS
Thursday, February 25, 1988
Loews Anatole Hotel

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee ...................................................... 1:00—3:00 p.m.—Baik-B
Legislative Committee ............................................................................ 1:00—3:00 p.m.—Baik-A
Membership Services Committee ............................................................. 1:00—3:00 p.m.—Cardinal-A
Auditing Committee ................................................................................ 2:00—3:00 p.m.—Peridot
Resolutions Committee ........................................................................... 3:00—4:00 p.m.—Peridot
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons ......................... 4:00—5:00 p.m.—Peridot

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Cad D. Perkins Vocational Education Act—Thursday, Feb. 25, 9:00 a.m.—12:00 Noon—Fleur de Lis Room—Chairperson: Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

Business/Business Data Processing/Office Occupations Division Directors and Chairpersons—Thursday, Feb. 25, 9:00 a.m.—3:00 p.m.—Travertine Room—Co-Chairpersons: Mike J. Martin and Patricia A. Long, Tarrant County Junior College-South Campus, and Charles T. Norton, Wharton County Junior College

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 25, 2:00—6:00 p.m.—Inverness Room—Gaynelle H. Hayes, Galveston College, President

Texas Association for Staff, Program, and Organizational Development (TASPOD)—Friday, Feb. 26, 12:30—1:45 and 4:30—5:30 p.m.—Edgewood Room—“Teacher as Leader,” Mimi Valke, Coordinator of Staff Development, Austin Community College—Robert L. Clausen, Tarrant County Junior College-Northwest Campus, President

Retirement Seminar (for retired and soon-to-retired members)—Friday, Feb. 26, 4:30—6:00 p.m.—Miro Room—“TRS and You,” Gary Thompson, Director of College, University, and Governmental Relations; Teresa Burroff, Staff Attorney; and Joanne Holshouser, Coordinator of Member Relation, Teacher Retirement System of Texas; “American Association of Retired Persons,” James Berger, AARP State Director; “Eldorado Travel Programs,” Mitchell Grossman, Professor of Government Emeritus, San Antonio College

Wellness Program Networking—Friday, Feb. 26, 4:30—6:00 p.m.—Dardenelles Room—Informal discussion for administrators, faculty, and staff from schools with wellness programs or those interested in establishing such programs—Ellen H. Brennan, Health Awareness Coordinator, and Carol A. Johnson, Associate Professor of Physical Education, San Antonio College

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TEXAS JUNIOR COLLEGE ASSOCIATION

Annual Luncheon Meeting
Friday—Feb. 26—12:00 Noon—2:00 p.m.—Emerald Room
Dennis F. Michialis, Paris Junior College, President
Guest Speaker: Gregory E. Mitchell, Chairperson, Committee on Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

CONVENTION GENERAL SESSIONS

First General Session
Thursday, February 25, 7:00 p.m. ................................................. Khemr Pavilion
Mary R. Parker, Austin Community College, President, Texas Junior College Teachers Association

Second General Session
Friday, February 26, 2:00 p.m. ...................................................... Khemr Pavilion
Mary R. Parker, Austin Community College, President, Texas Junior College Teachers Association

Panel Discussion
Thursday, February 25, 1:00—2:00 p.m.—Miro Room
Jeff H. Campbell, Professor of English, Midwestern State University
Nellie Carr Throgood, President, North Harris County College-East Campus
William C. Davis, Instructor of Psychology, Texas Southmost College
Mary R. Parker, Instructor of Mathematics, Austin Community College

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CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1988 convention:

- Professional, Associate, Student, and Unaffiliated Members: $15
- Immediate Family of Registered Members (above 18 years of age) (provided the guests are not themselves eligible for professional membership): $5
- Guests of the Association:
  - Program Participants (not eligible for professional membership): No charge
  - Representatives of Exhibitors (not eligible for professional membership): No charge
- All Others: $40

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO WEAR CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Each section will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the “free” time to attend other section meetings and visit the commercial exhibits.)

ACCOUNTING

Chairperson: GEORGE A. LOUGHRAN, JR., San Jacinto College—North Campus

Friday, 9:00 a.m.—12:15 p.m.—Coral
“Seminar On Learning By Objectives,” Belverd E. Needles, Jr., CPA, CMA, Professor of Accounting, DePaul University

Saturday, 9:00—10:15 a.m.—Coral
“Hands-on Use of Computers in Accounting Instruction,” Lew Gossage, Manager, College Division Market/Acquisitions; Rick Lindgren, Courseware Analyst and Editor; and Ken Martin, Senior Editor, all of South-Western Publishing Co., Cincinnati

AGRICULTURE

Chairperson: THOMAS KEMP, Tarrant County Junior College—Northwest Campus

Friday, 8:30—12:30 p.m.—Tour of Agribusiness Facilities:
- Agriculture Estate Management Department, Texas American Bank, Fort Worth, Tom Woodard, Vice President
- Texas and Southwest Cattle Raisers Association Headquarters, Jim Kelley, TSCRA Official
- Agriculture Workers Insurance Company, Marcus Hill, Vice President

NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 8:30 a.m., and will return to the hotel at approximately 12:30 p.m.

Saturday, 10:30—11:45 a.m.—Batik-B
“Using Entomology in Related Agriculture Courses: Current Updates on Control and Identification,” Beverly Brewer and H. A. Tumey, Extension Entomologists, Texas Agriculture Extension Service, Texas A&M Research Center, Dallas

AERONAUTICAL TECHNOLOGY

Chairperson: JERRY R. ADAMS, Tarrant County Junior College—Northwest Campus

Friday, 10:45 a.m.—12:15 p.m.—Batik-A
“Introduction and Update of the Scroll, Discus, and Variable Speed Compressors,” Dick Moreland, District Sales Manager, Copeland Compressors, Dallas-Fort Worth

Saturday, 10:30—11:45 a.m.—Batik-A
“Application of the JetCal Analyzer to Turbojet Engines,” Wes Westley, Manager, Engine Test Equipment, Howell Instruments, Inc., Fort Worth

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: JAMES E. ROBERTS, Tarrant County Junior College—South Campus

Friday, 10:45 a.m.—12:15 p.m.—Batik-A
“Introduction and Update of the Scroll, Discus, and Variable Speed Compressors,” Dick Moreland, District Sales Manager, Copeland Compressors, Dallas-Fort Worth

Saturday, 9:00—10:15 a.m.—Batik-A
“VAV Systems: Application and Control,” Don Goldston, President, Don Goldston Air Conditioning Company, Fort Worth
ART
Chairperson: ALBERT A. STEWART, Trinity Valley Community College
Friday, 10:00 a.m.–12:00 Noon
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 12:00 Noon.
Saturday, 10:00 a.m.–12:00 Noon
Tour of the Dallas Museum of Art
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 12:00 Noon.

AUTOMOTIVE SERVICES
Chairperson: EDWARD E. HESTER, JR., Cedar Valley College
Friday, 9:00–10:30 a.m.—Peridot
"Nissan Electrically Controlled Air Conditioning," Bill Stephens, Instructor/Coordinator, Nissan Factory Training
Saturday, 10:30–11:45 a.m.—Peridot
"Which Direction Are You Headed?" Roland Dickinson, Regional Manager, Hunter Engineering

BIOLOGY
Chairperson: KENNETH F. GRIFFIN, Tarrant County Junior College—Northwest Campus
Friday, 10:45 a.m.–12:15 p.m.—Steuben
"Biology Education: Now and the Nineties," Panel Discussion: Janet L. Hopson, science writer and co-author of Biology, (Random House); Clyde E. Bottrell, Associate Professor of Biology, Tarrant County Junior College—South Campus; Leslie O. Albin, Instructor of Biology, Austin Community College; Judith A. Parks, Instructor and Chairperson, Department of Biology, Tyler Junior College; Winston C. McCowan, Instructor of Biology, Northeast Texas Community College
Saturday, 9:00–10:15 a.m.—Steuben
"A Return to China: Mammalian Studies and New Species," Arthur Cleveland, Professor of Biology, Texas Wesleyan College

BUSINESS ADMINISTRATION
Chairperson: DONNA M. KANTAK, College of the Mainland
Friday, 9:00–10:30 a.m.—Steuben
"Using the Personal Computer in Marketing Classes," Charles M. Futrell, Professor and Chairperson, Department of Marketing, Texas A&M University
Saturday, 10:30–11:45 a.m.—Steuben
"Adding Excitement to Introduction To Business: Activities All Students Like," William M. Tapp, Instructor of Business, College of the Mainland

CHEMISTRY
Chairperson: JOE DEAN ZAJICEK, McLennan Community College
Friday, 9:30 a.m.–12:00 Noon
Tour of Texas Health Science Center. The tour will include areas in radiology, magnetic resonance imaging; forensics, biochemistry, and pharmacology. (Tour limited to 30 participants; preference given to community college chemistry faculty.)
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:30 a.m., and will return to the hotel at approximately 12:00 Noon.
Saturday, 10:30–11:45 a.m.—Cardinal-A
"Structures and Properties of Inorganic Solids," William R. Robinson, Professor of Chemistry, Purdue University, co-author of General Chemistry and College Chemistry (D. C. Heath and Company)

COMPENSATORY / DEVELOPMENTAL EDUCATION
Chairperson: MICHAEL L. BURKE, Eastfield College
Friday, 10:45 a.m.–12:15 p.m.—Travertine
"Developmental Educators Respond to House Bill 2182," Ann B. Faulkner, Coordinator of Learning Skills Center, Mountain View College; Gail M. Platt, Director of Learning Center, South Plains College; Hazelyn D. Lewis, Associate Professor of English, St. Philip's College
Saturday, 9:00–10:15 a.m.—Travertine
"Writing Assessment and the Texas Academic Skills Program for Fall 1989: A Status Report," Lew C. Sayers, Jr., Instructor of Developmental Writing, Mountain View College

COSMETOLOGY
Chairperson: LINDA KALMUS, Wharton County Junior College
Friday, 10:45 a.m.–12:15 p.m.—Batik-B
"Shaping Up With Nutrition and Exercise," Carolyn D. Henson, President, Wellness Communications, Inc., Dallas
Saturday, 9:00–10:15 a.m.—Batik-B
Overview of What’s Happening in the Texas Cosmetology Commission. Panel Discussion with State Board Directors: Norman Jenkins, Executive Director; Larry Perkins, Director of Inspection; Victor Balderez, Director of Exams; Delores Alspaugh, Manager of Information Services

COUNSELING AND STUDENT PERSONNEL SERVICES
Chairperson: CINDY H. HAMMIT, Collin County Community College
Friday, 9:00–10:30 a.m.—Senators Lecture Hall
"Texas Academic Skills Program (TASP): Challenges and Issues," Joan Matthews, Program Director, Texas Higher Education Coordinating Board; Jack E. Stone, Vice Chancellor of
Educational Affairs, Dallas County Community College District; John R. Grable, President-Elect, Brazosport College; Deborah L. Floyd, Vice President, Student Development, Collin County Community College
Saturday, 10:30-11:45 a.m.—Senators Lecture Hall
“Texas Academic Skills Program (TASP): Practitioners’ Issues,” Nellie Carr Thorogood, President, North Harris County College-East Campus; Jocelyn Chadwick-Joshua, Instructor of English, Collin County Community College; Jacquelyn B. Tullock, Director of Counseling, Brookhaven College; Carol S. Goldsby, Instructor of Licensed Vocational Nursing, North Harris County College-East Campus

CRIMINAL JUSTICE
Chairperson: DAVID O. GARRETT, Navarro College
Friday, 9:00-11:30 a.m.—Fleur-de-Lis-A
“Alternative Educational Vehicle to License Peace Officers in Texas,” Larry Hoover, Professor, Criminal Justice Center, Sam Houston State University; Ed Lane, Educational Director, Texas Commission on Law Enforcement Officer Standards and Education, and Assistant Manager, Law Enforcement Institute
Saturday, 9:00-10:15 a.m.—Fleur-de-Lis-A
“Issues in Criminal Justice,” Panel Discussion led by David O. Garrett, President, Community College Criminal Justice Educators of Texas, and Director, Criminal Justice Education, Navarro College

DATA PROCESSING
Chairperson: RUSSELL C. HOLLINGSWORTH, Tarrant County Junior College—Northeast Campus
Friday, 10:45 a.m.-12:15 p.m.—Morocco
“Teaching Small Systems Software,” Terris B. Wolff, Assistant to the Director of Computing, University of Southern California, and author of Microcomputer Applications
Saturday, 9:00-10:15 a.m.—Morocco
“The Introductory Course and Bridge Software,” Patrick G. McKeown, Professor, Management Science and Information Technology, University of Georgia, and author of Living With Computers

DEVELOPMENTAL READING
Chairperson: ROBERT A. RENK, Trinity Valley Community College
Friday, 9:00-10:30 a.m.—Manchester
“Visual Literacy and Verbal Literacy,” Harvey Wiener, Associate Dean for Academic Affairs, and Director, Freshman Skills Assessment Program, The City University of New York
Saturday, 10:30-11:45 a.m.—Manchester
“Adapting a Community-Based Intergenerational Literacy Model to the Needs of Students in a College Developmental Reading Program,” Cristina Velarde, Lead Teacher, Intergenerational Literacy Project, and Carol Waivekar, Director, Literacy Programs, El Paso Community College

ECONOMICS
Chairperson: HAROLD R. HUTH, Blinn College
Friday, 10:45 a.m.—12:15 p.m.—Wyeth
“Banking Trends in Texas,” Roger LeRoy Miller, Senior Research Scholar, College of Commerce and Industry, Clemson University
Saturday, 9:00-10:15 a.m.—Wyeth
“Economics of Texas Public Utilities,” Art Ekholm, Manager, Economic Research, Texas Utilities Electric Company, Dallas

ELECTRONICS
Co-Chairpersons: STANLEY R. FULTON, Mountain View College, and GUS D. RUMMEL, American Educational Complex
Friday, 12:00 Noon-1:30 p.m.—Madrid
Luncheon Meeting. “Mass Digital Storage Technology Update,” Jeff Williams, Systems Specialist, Entre Computer Centers
Friday, 7:30-9:00 p.m.—Madrid
Dinner Meeting. “Innovations in Electronics Instruction,” Electronics Vendors and Publisher Representatives
Saturday, 8:00-9:30 a.m.—Madrid
Breakfast Meeting. “National Semiconductor 32 Bit Technology Review,” Engineering Staff, National Semiconductor, Arlington

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY
Chairperson: RICHARD L. STOTTS, North Harris County College—South Campus
Friday, 9:00 a.m.-12:30 p.m.—Tour of IDEACENTER at INFOMART to see latest developments in Computer Integrated Manufacturing, Computer Aided Design, and Computer Aided Engineering
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 12:30 p.m.
Saturday, 10:30-11:45 a.m.—Ming
Open discussion on various related subjects

ENGLISH
Chairperson: ROBERT W. WYLIE, Amarillo College
Friday, 10:45 a.m.—12:15 p.m.—Lalique
“Teaching Writing and Teaching Grammar: Revision Strategies,” Susanne Webb, Coordinator of Freshman English, Texas Woman’s University, Denton
Saturday, 9:00-10:15 a.m.—Lalique
“Writing Across the Curriculum: Ways to Make the Composition Class Relevant to Writing in the Disciplines,” Douglas Gene Hunt, Director, Campus Writing Program, University of Missouri, Columbia
ENGLISH-AS-A-SECOND-LANGUAGE
Chairperson: PATRICK D. COX, Houston Community College
Friday, 9:00-10:30 a.m.—Cardinal-B
"Testing Language Skills: Issues and Problems of Placement in ESL Programs," Carol Swanson, Project Coordinator, ESL Program, San Antonio College
Saturday, 10:30-11:45 a.m.—Cardinal-B
"Peer Editing and ESL Composition," William Acton, Associate Professor of English, University of Houston
"Do Developmental ESL Programs Prepare Students for Freshman English?" David A. Ross, Instructor, English for Foreign Speakers, Houston Community College

FOREIGN LANGUAGE
Chairperson: GILBERTO HINOJOSA, Tarrant County Junior College—Northeast Campus
Friday, 10:45 a.m.-12:15 p.m.—Fleur-de-Lis-B
"School/College Collaborative: Grant-Funded Workshops for Teachers of Foreign Languages," Jane Harper, Professor of French and Chairperson, Humanities Division; and Madeleine Lively, Chairperson, Department of Foreign Languages, Tarrant County Junior College—Northeast Campus
Saturday, 9:00-10:15 a.m.—Fleur-de-Lis-B
"The Proficiency Movement: Curse or Blessing?" David F. Stout, Chairperson, Department of Foreign Languages, Austin College

GEOLOGY AND GEOGRAPHY
Chairperson: DAVE L. HANSMIRE, College of the Mainland
Friday, 10:45 a.m.-12:15 p.m.—Edelweiss
"Investigation of Telecourse: Planet Earth," Dave L. Hansmire, Instructor, Division of Mathematics, Health and Natural Sciences, College of the Mainland
Saturday, 8:30 a.m.-2:30 p.m.
"Environmental Geology: City of Dallas," Peter Allen, Department of Geology, Baylor University
NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 8:30 a.m., and will return to the hotel at approximately 2:30 p.m.

GOVERNMENT
Co-Chairpersons: LAWRENCE W. MILLER, Collin County Community College, and RICHARD LEE ELAM, Hill College
Friday, 9:00-10:30 a.m.—Travertine
Saturday, 10:30-11:45 a.m.—Travertine
"Judicial Reform in Texas," Anthony Champagne, Professor of Government, The University of Texas at Dallas

HEALTH OCCUPATIONS
Co-Chairpersons: JOHN D. HISER and BENITA B. MAYS, Tarrant County Junior College—Northeast Campus, and HELEN V. REID, Trinity Valley Community College
Friday, 9:00-10:30 a.m.—Lalique
"AIDS/HIV Infections: Epidemiology and Control," Gordon Green, M.D., Director, Dallas County Health Department
Saturday, 10:30-11:45 a.m.—Lalique

HEALTH, PHYSICAL EDUCATION, AND RECREATION
Chairperson: REX ALAN PARCELLS, Collin County Community College
Friday, 9:00-10:30 a.m.—Morocco
"Physical Fitness Technology: Training Fitness Professionals in the Community College," V. Sue Jones, Coordinator, Physical Fitness Technology, North Lake College
Saturday, 10:30-11:45 a.m.—Morocco
"Health and Fitness Computer Software," Michael Dehn, Executive Director, Health Management Consultants

HISTORY
Chairperson: FRANK J. WETTA, Galveston College
Friday, 10:30 a.m.-12:30 p.m.—Rosetta
"The German Question Then and Now: Germany in International Affairs," Gary D. Stark, Associate Professor of History, The University of Texas at Arlington
"The Reagan Years in Historical Perspective," George B. Tindall, Kendall Professor of History, University of North Carolina
Saturday, 9:00-10:15 a.m.—Chambers Lecture Hall
"Citizen Kane Revisited: The Life of William Randolph Hearst," Ben Procter, Professor of History, Texas Christian University

HORTICULTURE
Chairperson: MARK J. SCHUSLER, Tarrant County Junior College—Northwest Campus
Friday, 9:00-10:30 a.m.—Inverness
"Horticulture Students Transferring from the Community College to Texas A&M," Joseph R. Novak, Senior Lecturer and Undergraduate Coordinator, Horticulture Department, Texas A&M University
Saturday, 10:30-11:45 a.m.—Inverness

“The Coordinating Board and How It Relates to the Community College and Transfers to Four-Year Universities,” Forrest E. Ward, Program Director, Division of University and Health Affairs, Texas Higher Education Coordinating Board

LEARNING RESOURCES

Chairperson: THEODORE E. DRAKE, Tarrant County Junior College—South Campus
Program Chairperson: BERNARD J. BENNETT, Blinn College

Friday, 9:00-10:30 a.m.—Wyeth

“Budget Justification in Competitive Times,” Julie Todaro, Head Librarian, Rio Grande Campus, Austin Community College.

Saturday, 10:30-11:45 a.m.—Wyeth

“User Education in Texas Community College Libraries,” Patricia Morris Donegan, Bibliographic Instruction/Reference Librarian, San Antonio College; Sharon K. Kenan, McLennan Community College; W. Lee Hisle, Austin Community College

MATHMATICS

Chairperson: EDDIE W. ROBINSON, Cedar Valley College

Friday, 10:45 a.m.-12:15 p.m.—Governors Lecture Hall

“Latest Trends and Latest Software,” Margaret Lial, Instructor of Mathematics, American River College, Sacramento; Vivian A. Dennis, Instructor of Mathematics, Eastfield College; Gary Klein, Director of Educational Computing, Dallas County Community College District

Saturday, 9:00-10:15 a.m.—Governors Lecture Hall

“Calculus: Present and Future,” Richard Hunt, Professor of Mathematics, Purdue University; Mike W. Dellens, Instructor of Mathematics, Austin Community College

PHILOSOPHY

Chairperson: SIDNEY CHAPMAN, Richland College

Friday, 9:00-10:30 a.m.—Dardenelles

“Picking, Playing, and Philosophizing: A Concert/Lecture on Matters Philosophical,” Pete A. Y. Gunter, Professor of Philosophy, North Texas State University

Saturday, 10:30-11:45 a.m.—Milan

“The Closing of the American Mind: A Round Table Discussion of Alan Bloom’s Provocative Book,” Panelists and Audience Participation

MUSIC

Chairperson: MYRNA L. FIELDS, Weatherford College

Friday, 9:00-10:30 a.m.—Batik-B

“Issues in Instructional Software Evaluation,” Dennis Bowers, Director, Computer Assisted Learning Lab, Meadows School of the Arts, Southern Methodist University

Saturday, 10:00-11:45 a.m.—Batik-B

“Hands On Software Evaluation,” Dennis Bowers, Director, Computer Assisted Learning Lab, Meadows School of the Arts, Southern Methodist University

NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 11:45 p.m.

ORGANIZATION OF JUNIOR / COMMUNITY COLLEGE ADMINISTRATIVE OFFICERS

Chairperson: ROBERT AGUERO, Southwest Texas Junior College

Friday, 10:45 a.m.-12:15 p.m.—Cardinal-A

“Affirmative Action and the Texas Plan,” Gerald Wright, Director of Equal Educational Opportunity, Texas Higher Education Coordinating Board

Saturday, 9:00-10:15 a.m.—Cardinal-A

“Wellness Programs in Community Colleges: Past, Present, Future,” Paula H. Vastine, Director of Student Development Services, Tarrant County Junior College—Northeast Campus, and Flo Stanton, Health Education Services, Tarrant County Junior College

PHYSICS AND ENGINEERING

Chairperson: MICHAEL L. BROYES, Collin County Community College

Friday, 10:45 a.m.-12:15 p.m.—Cardinal-B

“Physics For Technicians: A Systems Approach,” Leno Pedrotti, Vice President and Program Manager, and Woody Baker, Research Associate, Center for Occupational Research and Development, Waco

Saturday, 9:00-10:15 a.m.—Cardinal-B

“Artificial Intelligence in the Classroom,” Tom May, Texas Instruments, Dallas

PSYCHOLOGY

Chairperson: DORIS J. WARD, San Jacinto College—South Campus

Friday, 10:45 a.m.-12:15 p.m.—Senators Lecture Hall

“Special Needs of Today’s Students,” Roberta M. Berns, Instructor of Psychology, Saddleback Community College, Mission Viejo, California

“Anger—The Misunderstood Emotion,” Carol A. Tavris, Visiting Scholar/Lecturer, Department of Psychology, University of California at Los Angeles

Saturday, 9:00-10:15 a.m.—Senators Lecture Hall

“Classroom Antidotes for Student Gullibility,” Dennis Coon, Instructor of Psychology, Santa Barbara City College

“Stress Management,” Douglas Bernstein, Professor of Psychology, University of Illinois

REAL ESTATE

Chairperson: SYDNA KAY WILSON, North Lake College

Friday, 9:00-10:30 a.m.

“Help Students Make Money Selling FSLIC Properties,” Myra L. Fields, Weatherford College

Saturday, 10:00-11:45 a.m.

“Wellness Programs in Community Colleges: Past, Present, Future,” Paula H. Vastine, Director of Student Development Services, Tarrant County Junior College—Northeast Campus, and Flo Stanton, Health Education Services, Tarrant County Junior College

“Affirmative Action and the Texas Plan,” Gerald Wright, Director of Equal Educational Opportunity, Texas Higher Education Coordinating Board

“Physics For Technicians: A Systems Approach,” Leno Pedrotti, Vice President and Program Manager, and Woody Baker, Research Associate, Center for Occupational Research and Development, Waco

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“Anger—The Misunderstood Emotion,” Carol A. Tavris, Visiting Scholar/Lecturer, Department of Psychology, University of California at Los Angeles
NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 10:30 a.m.

Saturday, 10:30-11:45 a.m.—Chambers Lecture Hall
“Economic Outlook,” William T. Long, III, Economist and Manager of Research Department, Federal Reserve Bank of Dallas

REGISTRARS

Chairperson: JACK D. THORNTON, Tarrant County Junior College–South Campus
Friday, 10:45 a.m.—12:15 p.m.—Obelisk–A
“Pre-Registration in the Community College: Pro and Con,” D. Francette Carnahan, Associate Vice President for Admissions and Records, Grayson County College; Joe D. Forrester, Dean of Student Personnel Services, El Paso Community College; Steven Twenge, Director of Admissions/Registration, North Lake College; John Williamson, Registrar and Director of Admissions, Cedar Valley College
Saturday, 9:00–10:15 a.m.—Obelisk–A
“The Common Course Number: Project of the Gulf Coast Consortium,” Charles Hardwick, Senior Vice President and Provost, University of Houston at Clear Lake

SECRETARIAL SCIENCE

Chairperson: NANCY S. WHITWORTH, Trinity Valley Community College
Friday, 9:00 a.m.—1:00 p.m.
Tour of EPOCENTRE at INFOMART with Product Centers Demonstrations
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 1:00 p.m.
Saturday, 9:00–10:15 a.m.—Milan

SOCIOLOGY AND ANTHROPOLOGY

Chairperson: GLENN C. CURRIER, El Centro College
Friday, 9:00–10:30 a.m.—Obelisk–A
“Achieving Against the Odds: Comparative Research on the Mobility of Youth from Low Income Neighborhoods,” William Kornblum, Professor of Sociology, Graduate School of the City University of New York
Saturday, 10:30–11:45 a.m.—Obelisk–A
“Sociology: Trends in Research and Teaching with Comments on Homelessness and Related Issues,” William Kornblum, Professor of Sociology, Graduate School of the City University of New York

SPEECH AND DRAMA

Chairperson: SHELLEY D. LANE, Collin County Community College
Friday, 9:00–10:30 a.m.—Obelisk–B
“Subliminal Communication in Film, TV, and Everyday Life,” Russell D. Kunz, Instructor of Business Administration, and Shelley D. Lane, Instructor of Speech Communication, Collin County Community College
Saturday, 10:30–11:45 a.m.—Obelisk–B
“Newscasting as a Career for Speech and Theatre Majors,” Clarice Tinsley, co-anchor, KDFW-TV News

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY / JUNIOR COLLEGES (TACEC/JC)

Chairperson: SUSAN M. MUHA, Richland College
Friday, 9:00–10:30 a.m.—Edelweiss
“How to Work Effectively with the Coordinating Board: On the Other Side of the Fence,” Nellie Carr Thorogood, President, North Harris County College–East Campus
Saturday, 10:30–11:45 a.m.—Madrid

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: CHERI TURNER SPARKS, Howard College
Friday, 10:45 a.m.—12:15 p.m.—Manchester
“MASTERSCAN: Computerized Testing Program,” Craig A. Barnard, Coordinator of Testing; Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support; and Larry K. Patterson, Associate Dean of Student Development and Instructional Support; all of Amarillo College
Friday, 4:30–6:30 p.m.—Manchester Room
TACCCSAA Business Meeting
Saturday, 9:00–10:15 a.m.—Manchester
“The AIDS Issue on Campus,” Richard Scott Rafes, Assistant to the Chancellor for Legal Affairs and General Counsel, North Texas State University and Texas College of Osteopathic Medicine

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: CHARLES B. FLORIO, Kilgore College
President-Elect: GWEN TILLEY, San Jacinto College–Central Campus
Thursday, 5:00–6:30 p.m.— Lalique
TAJCCIA Executive Committee Meeting

Friday, 8:30 a.m.–12:15 p.m.— Topaz
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30–9:00 a.m.— Registration
9:00–10:30 a.m.— "College Administration and First Amendment Rights of Employees," Kelly Frels, Bracewell & Patterson, Attorneys at Law, Houston
10:45 a.m.–12:15 p.m.— Report from Texas Public Community/Junior College Association, Stan Calvert, Executive Director

Saturday, 8:30–11:45 a.m.— Topaz
8:30 a.m.— Coffee
9:00–10:15 a.m.— "Developing Basic Skills Standards, FIPSE Project," Mary Griffith, Program Director, Texas Higher Education Coordinating Board
10:30–11:15 a.m.— "Uniform Numbering System: Report from the Gulf Coast Area Committee," Charles Hardwick, Senior Vice President and Provost, University of Houston at Clear Lake
11:15–11:45 a.m.— TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: BERYL R. McKINNERNERY, Kilgore College

Friday, 8:30 a.m.–12:15 p.m.— Topaz
Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30–9:00 a.m.— Registration
9:00–10:30 a.m.— "College Administration and First Amendment Rights of Employees," Kelly Frels, Bracewell & Patterson, Attorneys at Law, Houston
10:45 a.m.–12:15 p.m.— Report from Texas Public Community/Junior College Association, Stan Calvert, Executive Director

Saturday, 9:00–10:15 a.m.— Miro
"A Report from the Texas Higher Education Coordinating Board Task Force on Program Guidelines." Panel Discussion: Ronnie L. Glasscock, Dean, Occupational Education, South Plains College; Luther "Bud" Joyner, President, Cooke County College; Claudia Moore, Program Coordinator, Texas Higher Education Coordinating Board; Clay Johnson, President, TSTI—Sweetwater

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

President: PERRY O. ORAND, Austin Community College

Thursday, 5:00–6:45 p.m.— Edelweiss
TJCMEA Executive Committee Meeting

Friday, 10:45 a.m.–12:15 p.m.— Obelisk-B

Saturday, 9:00–10:15 a.m.— Obelisk-B
TJCMEA Business Meeting

VOCATIONAL-TECHNICAL EDUCATION

Chairperson: PAULA WEATHINGTON, Hill College

Friday, 10:45 a.m.–12:15 p.m.— Dardenelles
"Role Junior Colleges Can Play in the Literacy Problem," Lindy McCary, Literary Coordinator, Dallas Public Library; Allen O. Boehm, Dean of Instruction and Development, Hill College

Saturday, 9:00–10:15 a.m.— Peridot
"Hands Across the Border," Lynn R. Slater, Head of Technology Department, El Paso Community College; Tom Burns, Manager, General Electric, Mexico

WELDING

Chairperson: LONNIE DEWAYNE ROY, Mountain View College

Friday, 9:00 a.m.–12:00 Noon
Tour of General Motors automobile assembly plant, Arlington
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 1:00 p.m.

Saturday, 10:30–11:45 a.m.— Fleur-de-Lis-B
"American Welding Society and Welding Education," Aaron Raatz, Supervisor of Welding and NDT, Georgia Power Company, Atlanta, and President, American Welding Society
Addison-Wesley.

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BUSINESS CHAIRPERSONS TO DISCUSS ACCREDITATION CRITERIA

Chairpersons of business, data processing, and office occupations programs will meet preceding the annual TJCTA convention. A day-long conference is planned to begin at 9:00 a.m., Thursday, Feb. 25, in the Travertine Room of the Loews Anatole hotel in Dallas.

The first session of the meeting will feature a panel discussion on "Demonstrating Vocational Program Effectiveness under the New Southern Association Criteria." Panelists will be Dale P. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board; Marvin R. Felder, President, Temple Junior College; Horace Griffifth, Director of Research, Tarrant County Junior College District; and Bob D. Gaines, Dean of Business and Technology, Tyler Junior College.

During the second session, David Barton, business editor for Houghton Mifflin Company, will discuss "New Directions in Business Materials and Sources."

Following a "Dutch treat" lunch, Mary Griffifth, program director for the Texas Higher Education Coordinating Board, will present an overview of the two-day site visits and discuss the potential impact of testing and mandatory placement on vocational programs.

Closing session for the conference will consist of a discussion regarding the role of vocational program administrators in preparing for implementation of the Southern Association accreditation criteria and the Texas Academic Skills Test.

Registration fee for the conference is $18 in advance and $20 at the door. Advance registration may be accomplished by sending names and college affiliations with registration fees to Vera Clayborn, Division of Business and Computer Science, Tarrant County Junior College–South Campus, 5301 Campus Drive, Fort Worth, Texas 76119.

Plans for the conference were developed by Mike J. Martin and Patricia A. Long, Tarrant County Junior College–South Campus, and Charles T. Norton, Wharton County Junior College.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention in Dallas. Scheduled to begin at 9:30 a.m., Friday, Feb. 26, in the Miro Room of the Loews Anatole hotel, the session will include presentations by representatives of the Teacher Retirement System of Texas and the American Association of Retired Persons.

Representing the Teacher Retirement System will be Gary Thompson, Director of College, University, and Governmental Relations; Teresa Burniff, TRS staff attorney; and Joanne Holshouser, Coordinator of Member Relations. The TRS representatives will present basic information about the System: retirement, death, and disability benefits, investment philosophy, state and federal legislative proposals, and the outlook for the future. The representatives will also discuss effects of the new federal tax law on TRS participants.

James Bergen, State Director of the American Association of Retired Persons, will speak concerning the merger of the national Retired Teachers Association and AARP, and will discuss benefits and services available to AARP members.

Mitchell Grossmen, retired government professor from San Antonio College, will distribute material and discuss opportunities offered by the Elderhostel program.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by John M. Brockman, Bee County College, a member of the committee.

EDUCATIONAL COMPUTING SYMPOSIUM PLANNED

For the third consecutive year a Symposium on Educational Computing will be conducted during the TJCTA convention. The session is designed for members interested in using the computer to assist instructional planning and to support classroom activities. Scheduled to begin at 12:30 p.m., Friday, Feb. 26, the symposium will be held in the Miro Room of the Loews Anatole hotel in Dallas.

The topic for this year's symposium is "Integrated Software: The Teacher's Helper." Gregg Johnson, a well-known "computerist" in the Austin area, and Reilee E. Dorsett, sociology instructor at Austin Community College, will lead the discussion. They will discuss the use of integrated software such as Appleworks for record keeping, list maintenance, preparation of tutorials, and word processing.

Johnson teaches computer classes at Austin Community College and the Austin Independent School District and the local Apple users group. He assists university professors, school teachers, students, and business people in the use of computers and integrated software. Dorsett has taught beginning classes for the Apple users group and developed the computer-assisted instructional program for sociology courses at ACC.

In addition to the presentation of discussions at the Friday afternoon symposium, Johnson and Dorsett will demonstrate integrated software in the educational computing booth in the exhibit area during the convention. Special booths will be set up in the hotel's Grand Ballroom, where Apple, Tandy, and IBM microcomputers will be available and demonstrations of software will be conducted. A variety of software will be available for "hands-on" examination.

PRESIDENTS TO HEAR NEW BOARD MEMBER

The annual luncheon meeting of the Texas Junior College Association will feature an appearance by Gregory E. Mitchell, named by Gov. Bill Clements to the Texas Higher Education Coordinating Board. Mitchell was appointed chairperson of the Board's Committee on Community Colleges and Technical Institutes. His six-year term on the Coordinating Board will expire in 1993.

A native of Amarillo, the 35-year-old Mitchell is vice president of an Amarillo convenience store chain with 55 retail locations. He holds the Bachelor of Science degree in marketing and finance from the University of Oklahoma. Mitchell is active in Amarillo civic affairs, serving as a director of the Amarillo Area Foundation and president of the Children's Health Foundation.

The Texas Junior College Association is an organization of institutions, and includes among its members almost all of the public and independent two-year colleges of Texas. The group meets each year in conjunction with the annual TJCTA convention. TJCTA president this year is Dennis F. Michaelis, Paris 'Junior College. Other officers are A. Rodney Allbright, Alvin Community College, vice president; and William R. Auenshine, Hill College, secretary-treasurer.

This year's luncheon meeting will be held at 12:00 Noon, Friday, Feb. 26, in the Emerald Room of the Loews Anatole. 
New!
UNDERSTANDING BIOLOGY
1988
Peter H. Raven, George Johnson
Written from the evolutionary perspective, this beautifully illustrated text will capture students' attention while expertly explaining living organisms and the vital biological processes. Uniquely organized the way that instructors told us they like to teach their courses! The major principles—cell biology, energy, evolution, and ecology—are covered in the first 23 chapters and more detailed material on plant and animal biology in the next 20.

STRUCTURE AND FUNCTION
OF THE BODY, 8th Edition
1988
Gary A. Thibodeau, Catherine P. Anthony
This well-known and respected text continues its tradition of providing the essentials of anatomy and physiology. The 8th edition incorporates new topics to keep students up to date, for example, Chapter 4, "The Integumentary System and Membranes," provides a thorough coverage of the skin and body membranes and introduces the organ system.

COMPUTERS

New!
COMPUTERS: The User Perspective
1988
Warren D. Stallings, Sarah E. Hutchinson, Stacey C. Sawyer
Written for future computer users, this text covers the fundamentals—hardware, software, input, processing, and software trends. Unique to this text is the chapter on generic microcomputer application. All types of computers are covered—super computers, mainframes, minicomputers, and microcomputers.

New!
STRUCTURED COBOL:
Programming and Problem Solving
1988
J. Patrick Fenton, Brian K. Williams
This text is designed to teach students how to identify, define, and solve business problems by using program development and support techniques. Reviewers have praised the authors' complete descriptions of topics that students sometimes find difficult to understand. The text emphasizes programming as a decision and problem-solving process through the use of structured programming.

ESSENTIALS OF DATA PROCESSING
1987
Nancy Arthur Floyd
The state-of-the-art choice over flashy texts with lavish costs and superfluous topics, this book examines the essentials your students need to understand computers or interact successfully with computer programmers. Business oriented and practical, the text introduces students to ways in which computers are used in business and emphasizes the type of computer they will most likely encounter—the microcomputer.
New!  
**HUMAN SEXUALITY**  
1988  
Nancy Denney, David Quadagno  
Pique your students' interest with the most up-to-date information on topics that concern them such as AIDS, surrogate mothers, and date rape. Academically oriented, this text provides your students with comprehensive coverage of human sexuality. The text's author team, consisting of a psychologist and a biologist, provides balanced coverage, stressing the relationship between behavior and biology in sexuality.

New!  
**FITNESS FOR COLLEGE AND LIFE,**  
2nd Edition  
1988  
William E. Prentice, Charles Bucher  
This text presents a practical approach to lifelong fitness by carefully blending theory with application so students learn both the reasons for and the ways to build and maintain fitness throughout their lives. The authors analyze the basic principles for any fitness program in the first three chapters so that readers of all ages and levels can confidently develop and apply the health-related components of fitness to facilitate a healthy lifestyle.

New!  
**DECISIONS IN NUTRITION**  
1988  
Vincent Hegarty  
This innovative introductory nutrition text examines the full scope of nutrition science from an interdisciplinary approach—readers of all backgrounds can evaluate and improve how they eat, how they solve their nutritional problems, and how they relate nutrition to other aspects of their lives now and in the future.

ECONOMICS  
1987  
By Lila J. Truett and Dale B. Truett  
If your students demand a more student-oriented principles of economics text, supply them with the most understandable study of economics available. This exceptional new text goes the distance beyond the classroom to keep students of all abilities involved in learning. Every aspect of Truett-Truett, from its exceptionally clear narrative and relevant real-world examples to its innovative pedagogical design, supports an active learning process.

UNDERSTANDING BUSINESS  
1987  
William G. Nickels  
The ultimate learning investment, this remarkably unique introductory business text compels students to develop the skills vital to business success through Nickels' participative management style and strong career-orientation. The early chapters (1 and 2) on economics lay the fundamental groundwork for understanding the conduct and function of business.

MARKETING  
1986  
Eric N. Berkowitz, Roger A. Kerin, William Rudelius  
Using an applied approach, this text involves students in real life marketing activities that illustrate basic concepts and their applications. Throughout the text, research studies in the form of marketing research reports show students the scientific principles and building blocks of marketing as they are applied to business decisions and discovered by academic researchers.
CHEMISTRY SECTION TO VISIT HEALTH SCIENCE CENTER

A tour of some of the facilities of the Texas Health Science Center is planned for TJCTA members attending the Chemistry Section on Friday during this month's convention in Dallas. Included in the tour are areas in radiology, magnetic resonance imaging, forensics, biochemistry, and pharmacology. Transportation will depart from the convention hotel at 9:30 a.m. and return at approximately 12:00 Noon.

Speaker for the Saturday meeting of the Chemistry Section will be William R. Robinson, Professor of Chemistry at Purdue University. Robinson will speak on "Structures and Properties of Inorganic Solids." Robinson received the BS and MS degrees in chemistry from Texas Tech University and the Ph.D. from the Massachusetts Institute of Technology. Following a one-year fellowship at the University of Strathclyde in England, he joined the Purdue faculty.

Robinson's research interests include the structure, properties, and reactivity of transition metal compounds. His activities have included thermal studies of classical coordination compounds of cobalt and chromium, synthetic and structural studies of heavy transition metal compounds containing metal-metal bonds, synthetic and structural studies of organometallic compounds, and X-ray diffraction studies of aqueous solutions.

Robinson is associate editor of The Journal of Solid State Chemistry, and a member of the American Association for the Advancement of Science, the American Chemical Society, the American Crystallographic Association, and Sigma Xi. He has been active in the General Chemistry program at Purdue since joining the faculty. He was the Director of General Chemistry from 1982 to 1986. He is the co-author (with Henry F. Holtzclaw and William H. Nebergall) of college chemistry texts, General Chemistry and College Chemistry (D. C. Heath and Company).

Chairperson of the Chemistry Section this year is Joe Dean Zajicek, McLennan Community College.

CONTINUING EDUCATION TOPICS ANNOUNCED

Members of the Texas Administrators of Continuing Education for Community/Junior Colleges will meet during this month's TJCTA convention in Dallas.

FOUR AUTHORS TO ADDRESS PSYCHOLOGY SECTION

Four educators, all authors of college psychology textbooks, will speak at the meetings of the TJCTA Psychology Section during the forthcoming convention in Dallas.

At the Friday session, Roberta M. Berns, psychology instructor at Saddleback Community College in Mission Viejo, California, will speak on "Special Needs of Today's Students." Ms. Berns holds the Bachelor of Science and Master of Arts degrees from Cornell University. She joined the faculty of Saddleback College in 1979, and presently serves as chairperson of the Human Development Department. Ms. Berns is author of an interdisciplinary textbook, Child, Family, Community: Socialization and Support (Holt, Rinehart and Winston, 1985).

Also on Friday, Carol A. Tavris, nationally known teacher, writer, and lecturer, will speak on "Anger: The Misunderstood Emotion." Dr. Tavris received the Bachelor of Arts degree summa cum laude from Brandeis University, majoring in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. She lectures and writes frequently on human sexuality. Dr. Tavris is co-author (with Carole Wade) of an introductory psychology textbook, Psychology (Harper and Row, Publishers, 1987).

Saturday morning, "Classroom Antidotes for Student Gullibility" will be the topic for discussion by Dennis Coon, psychology instructor at Santa Barbara (California) City College. Coon has taught introductory psychology, statistics and research methods, and personality and personal adjustment at Santa Barbara since receiving his Ph.D. from the University of Arizona. He received West Publishing Company's 1984 award for outstanding authorship and frequently serves as a reviewer and consultant to publishers. He recently edited the best-selling trade book Choices. Coon is also author of the textbooks Introduction to Psychology and Essentials of Psychology, both in their fourth editions, published by West.

Final speaker for the Psychology Section will be Douglas A. Bernstein, Professor of Psychology at the University of Illinois. His topic will be "Stress Management." Bernstein holds the Bachelor of Science degree from the University of Pittsburgh and the Master of Arts and Ph.D. degrees from Northwestern University. He joined the psychology faculty at the University of Illinois upon completion of his doctoral studies, in 1968. Bernstein is a prolific writer, and his articles have appeared in many scholarly journals. He has written and spoken frequently on behavior modification in treatment of fear, stress, and anxiety. He has conducted and directed research on the modification of smoking behavior and on the prevention and treatment of fear in dentistry. Bernstein is author of the introductory psychology textbook, Psychology (Houghton Mifflin Company, 1988).

Arrangements for the Psychology Section programs were made by Doris J. Ward, San Jacinto College-South Campus, who serves this year as section chairperson.

DISCUSSION PLANNED ON "WELLNESS PROGRAMS"

Community college faculty, staff, and administrators interested in health promotion, or "wellness programs," will meet during the annual TJCTA convention in Dallas. The session is scheduled to begin at 4:30 p.m., Friday, Feb. 26, in the Dardenelles Room of the Loews Anatole hotel.

Ellen H. Brennan, Health Awareness Coordinator for San Antonio College, will discuss the development of that school's "wellness program," and lead an informal discussion among participants regarding other established programs.

Plans for the session were arranged by Carol A. Johnson, Associate Professor of Physical Education at San Antonio College.
ACADEMIC SKILLS PROGRAM IS COUNSELING TOPIC

Jack E. Stone John R. Grable Deborah L. Floyd Jocelyn Chadwick-Joshua

"The Texas Academic Skills Program: Challenges and Issues" is the topic for discussion in the TJCTA Counseling and Student Personnel Services Section at this month's convention in Dallas. In the Friday section meeting, a panel will discuss issues related to the development and implementation of the academic skills assessment instruments. Panelists will include Joan Matthews, Director of the TASP for the Texas Higher Education Coordinating Board; Jack E. Stone, Vice Chancellor of Educational Affairs, Dallas County Community College District; John R. Grable, President-Elect of Brazosport College; and Deborah L. Floyd, Vice President for Student Development, Collin County Community College.

UNIVERSITY ATTORNEY TO DISCUSS "AIDS ON CAMPUS"

Craig A. Bamard Nicholas O. Gennett Larry K. Patterson

"The AIDS Issue on Campus" is the topic for discussion by the Texas Association of Community College Chief Student Affairs Administrators at their Saturday session during this month's TJCTA convention in Dallas. Speaker will be Richard Scott Rafes, Assistant to the Chancellor for Legal Affairs, North Texas State University.

Rafes holds the Bachelor of Arts degree in government from Lamar University and the Doctor of Jurisprudence from the Bates School of Law at the University of Houston. He has served as legal counsel for NTUU and the Texas College of Osteopathic Medicine since 1980. He previously served as an Assistant Attorney General of Texas, representing colleges and universities.

Friday's session will feature a discussion of MASTERSCAN, a computerized testing program, by a panel from Amarillo College. Panel members will include Craig A. Bamard, Coordinator of Testing; Nicholas O. Gennett, Vice President and Dean of Student Development and Instructional Support; and Larry K. Patterson, Associate Dean of Student Development and Instructional Support.

Arrangements for the programs were made by Cher Turner Sparks, Howard College, who serves this year as president of the student affairs administrators' organization.

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AMARILLO COLLEGE announces vacancy for instructor of business administration to teach general business classes (introduction to business, management, and personal finance). Requires master's degree in business, previous community college teaching experience; some knowledge of computers helpful. Contact: Personnel Office, Amarillo College, P. O. Box 447, Amarillo, Texas 79178.

The Cambridge program is organized into three separate sessions, including a two-week session from July 3-16, a two-week session from July 20-30, and a one-week session from July 10-30. The registration fee is $1,795 for the two-week course, $2,495 for the three-week course, and $3,295 for two two-week courses (four consecutive weeks). The fee includes tuition, room, meals, and all field trips required as part of the course, according to (Ms.) Gene Sherman, coordinator of the Cambridge and Edinburgh programs for UT-Austin's Division of Continuing Education.

Small group seminars, taught by eminent British scholars, may be supplemented by optional field trips to historic and cultural sites, from the Stratford-upon-Avon home of Shakespeare to the world-renowned art galleries of London. Lodging for participants is provided in rooms normally used by students in Clare College, one of the oldest of the 31 colleges that make up the University of Cambridge.

Further information about the Cambridge and Edinburgh study programs may be obtained from the Division of Continuing Education, The University of Texas at Austin, P. O. Box 7879, Austin, Texas 78713-7879, or by calling Area Code 512, 471-3124.

BRAZOSPORT COLLEGE announces vacancy for criminal justice instructor and academy coordinator and for an instructor of history. Criminal justice position (available immediately) requires TCLEOSE certification and five years experience in law enforcement; bachelor's degree required, master's preferred. History position begins in fall of 1988; requires master's degree with 18 graduate hours in history; second teaching field (with 18 graduate hours) must be attained during first three years of employment. Contact Personnel Office, Brazosport College, 500 College Drive, Lake Jackson, Texas 77566.

CISCO JUNIOR COLLEGE announces fall openings in accounting and English. Master's degree with 18 graduate hours in teaching field required; previous teaching experience preferred. Also announces opening for Business Manager in August 1988. Bachelor's degree required; master's preferred. Prior experience in college fiscal operations desirable. Contact Personnel Director, Cisco Junior College, Route 3, Box 3, Cisco, Texas 76437.

ODESSA COLLEGE announces opening for director of engineering for the college's non-commercial public television station. Contact Personnel Office, Odessa College, 201 West University Boulevard, Odessa, Texas 79764.

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For the fourth consecutive year, the Division of Continuing Education of The University of Texas at Austin is offering a study program in Great Britain. The summer study programs are joint ventures of UT-Austin and the continuing education units of the University of Cambridge in England and the University of Edinburgh in Scotland.

Further information about the Cambridge and Edinburgh study programs may be obtained from the Division of Continuing Education, The University of Texas at Austin, P. O. Box 7879, Austin, Texas 78713-7879, or by calling Area Code 512, 471-3124.

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HISTORY SECTION
TO HEAR PROFESSORS

Gary D. Stark
George B. Tindall

Three university history professors will address meetings of the TJCTA History Section at the forthcoming convention in Dallas.

At the Friday morning session, Gary D. Stark, Associate Professor of History at the University of North Carolina, will speak on "The Reagan Years in Historical Perspective." After earning his Ph.D. from the University of North Carolina, Tindall taught at Eastern Kentucky State College, the University of Mississippi, and Louisiana State University before returning to his alma mater to join the UNC history faculty in 1958. He is a past president of the Southern Historical Association and is the author of numerous articles, papers, and books, including the survey text, America: A Narrative History (W. W. Norton & Company, Inc.).

Speaker for the Saturday meeting of the History Section will be Ben Procter, history professor at Texas Christian University, whose topic will be "Citizen Kane Revisited: The Life of William Randolph Hearst."

Program plans for this year's meetings were arranged by Frank J. Wetta, Galveston College.

"ECONOMIC OUTLOOK" IS REAL ESTATE TOPIC

Real estate educators attending this month's TJCTA convention in Dallas will hear a discussion by William T. Long, III, economist and manager of the Research Department for the Federal Reserve Bank of Dallas. Long will discuss the nation's economic outlook in the Real Estate Section Meeting scheduled for Saturday morning, Feb. 27.

On Friday, members will travel to the regional offices of the Federal Savings and Loan Insurance Corporation in Dallas for a presentation on sale of FSLIC properties. Michael Quarry, FSLIC Regional Marketing Manager, will speak.

Program arrangements were made by this year's Real Estate Section chairperson, Kay Wilson, North Lake College.

PLACEMENT CENTER
TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in Dallas. Committee member Doug Richey, Northeast Texas Community College, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. This will be the twelfth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted.

In a joint letter from Richey and TJCTA President Mary Parker, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the Grand Ballroom of the Loews Anatole Hotel. Hours of operation will be from 8:00 a.m. to 2:00 p.m., Friday, Feb. 26, and from 8:00 to 11:00 a.m., Saturday, Feb. 27.

TJCTA members who wish to do so are invited to send resumes to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumes and obtain information about potential candidates for staff openings. Resumes should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumes should be mailed in time to be received by Feb. 22. After that date, members may take their resumes directly to the placement center at the convention site.

Following the convention, job listings and resumes of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

FITNESS TECHNOLOGY
IS PROGRAM TOPIC

Sue Jones
Michael Dehn

Health and physical fitness will be topics for discussion in this year's meetings of the TJCTA Health, Physical Education, and Recreation Section.

In Friday's HPER Section Meeting, V. Sue Jones, Coordinator of Physical Fitness Technology, North Lake College, will speak. Her announced topic is "Physical Fitness Technology: Training Fitness Professionals in the Community College." Her presentation will include a description of the associate degree program in Physical Fitness Technology at North Lake College. A description of the feasibility study conducted to determine the need for the program, and a description of the process through which the program was designed and approved at the local and state levels. Dr. Jones holds the Master of Arts degree in psychology from Southern Methodist University and the Ph.D. in exercise physiology from Texas Woman's University.

Saturday's session will feature a discussion of "Health and Fitness Computer Software" by Michael Dehn, Executive Director, Health Management Consultants. Dehn is an exercise physiologist with bachelor's and master's degrees from the University of Washington. He was trained by the prominent cardiologist Dr. Robert Bruce. Dehn was co-founder and director of the first cardiac rehabilitation center in Texas, the Dallas Cardiac Institute. He has authored numerous papers and articles on exercise physiology, health promotion, and cardiac rehabilitation.

Arrangements for the section meeting programs were developed by Rex Alan Parcells, Collin County Community College, this year's chairperson of the Health, Physical Education, and Recreation Section.

know that our students must take responsibility for their own learning, but how do we as educators lead our students to this end? How do we motivate and influence students not only to learn but to savor and value what is learned? How do we respond to the unique nature and diverse needs of community college students?"

Ms. Valek will discuss recent research on effective community college teaching which helps provide answers to these questions.

Robert L. (Bob) Clausen, Tarrant County Junior College-Northwest Campus, serves this year as state president of TASP. At the 4:30 p.m. session Friday, the group will hold its annual business meeting.

"TEACHER AS LEADER" IS TASP TOPIC

The Texas Association for Staff, Program, and Organizational Development (TASP) will meet during the forthcoming TJCTA convention in Dallas. The TASP meetings will be at 12:30 p.m. and 4:30 p.m., Friday, Feb. 26, in the Edelweiss Room of the Loews Anatole hotel.

Speaker for the session will be Mimi Valek, Coordinator of Staff Development at Austin Community College. She will address the group concerning the role of the teacher as a leader. "We
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AIDS INFECTIONS TO BE DISCUSSED

Gordon Green, M. D. Michael A. Gonzales Thomas F. Walch

Issues related to acquired immune deficiency syndrome (AIDS) will be discussed at this year's meetings of the TJCTA Health Occupations Section.

The Friday session will feature a talk by Dr. Gordon Green, Director of the Dallas County Health Department. His announced topic is "AIDS/HIV Infections: Epidemiology and Control." Dr. Green earned his medical degree from the University of California School of Public Health in Berkeley. He previously served as Deputy Secretary, Division of Health Services Delivery, for the U.S. Public Health Service in Dallas. In his TJCTA presentation, Dr. Green will trace the history of the AIDS epidemic and then focus on the control of transmission of the infections. Following his prepared remarks, Dr. Green will respond to questions from the audience.

Two speakers will address Saturday's Health Occupations Section Meeting on the topic "AIDS Civil Rights Considerations in the Health Occupations." Michael A. Gonzales, Equal Opportunity Specialist in the Office of Civil Rights, U.S. Department of Health and Human Services, and Thomas F. Walch, Public Health Advisor in the Texas AIDS Program, Texas Department of Health, will speak.

Gonzales is a frequent speaker at educational conferences and serves as a consultant to city and state governments on the application of federal civil rights statutes. He will focus on the AIDS issue from two primary points of view: the responsibilities of federally-funded employers toward persons with AIDS and the rights of AIDS victims under the federal Rehabilitation Act.

Walch is a frequent speaker on the topic of AIDS prevention. His presentation will include a discussion on the transmission of the AIDS virus and ways to ensure protection against transmission.

Arrangements for this year's Health Occupations Section programs were developed by Benita B. Mays and John D. Hiser, Tarrant County Junior College–Northeast Campus, and Helen V. Reid, Trinity Valley Community College.

NEW SECTION PLANNED FOR HORTICULTURE

Included among this year's section meetings are two sessions for instructors in horticulture programs. Under the leadership of Mark J. Schusler, Tarrant County Junior College–Northwest Campus, plans were developed for establishment of a Horticulture Section on a trial basis. Schusler has arranged programs for the section and has communicated with horticulture instructors around the state inviting them to attend and participate in this year's TJCTA convention in Dallas.

In the Friday meeting, members will hear a discussion led by Joseph R. Novak, senior lecturer and undergraduate coordinator for the Horticulture Department at Texas A&M University. His topic will be "Horticulture Students Transferring from the Community College to Texas A&M."

Problems in articulation between community colleges and four-year universities in their horticulture students and programs will be discussed in Saturday's Horticulture Section Meeting. Speaker will be Forrest E. Ward, a member of the professional staff of the Texas Higher Education Coordinating Board. Ward holds the Bachelor of Science and Master of Science degrees from North Texas State University and the Ph.D. in history from the University of Texas at Austin. He taught in the public schools of Lovingston, N.M., and Wharton and Alvin, Texas, before joining the faculty of Alvin Community College in 1954. After completing his doctoral studies, he joined the history and government faculty at Southwestern University. Since 1965, he has served on the Coordinating Board staff.

"SUBLIMINAL COMMUNICATION" IS TOPIC FOR SPEECH AND DRAMA SECTION

Russell D. Kunz Shelley D. Lane Clarice Tinsley

A discussion of "Subliminal Communication in Film, TV, and Everyday Life" will be presented at the meeting of the TJCTA Speech and Drama Section during the convention in Dallas. Speakers for the Friday session will be Russell D. Kunz, business administration instructor, and Shelley D. Lane, speech communications instructor, both on the faculty of Collin County Community College. Through the use of video tape and slides, the basis for subliminal communication will be examined and the mechanics of putting together a subliminal message will be demonstrated. Additionally, the utility of subliminal communication will be discussed as it relates to printed matter, self-improvement tapes, and classroom use.

Kunz holds the Bachelor of Business Administration and Master of Science degrees in management from Texas Tech University. Dr. Kunz received her Bachelor of Arts degree in communication studies from the University of California at Los Angeles and her Master of Arts and Ph.D. degrees in communication arts and sciences from the University of Southern California.

Saturday's meeting of the Speech and Drama Section will feature Clarice Tinsley, co-anchor of the evening news for KDFW-TV, speaking on "Newscasting as a Career for Speech and Theatre Majors." Ms. Tinsley received the 1985 George Foster Peabody Award and has also received the Alfred I. DuPont Columbia Citation Award, the Texas Headliners Award for Investigative Reporting, and the Associated Press Award for Best Investigative Reporting in Texas. She is one of 12 journalists (and the only one chosen from a local television station) currently named in the "Gallery of Greats," a salute to 160 years of Black journalists.

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The Texas Academic Skills Test and its implications for educators in compensatory and developmental programs at community junior colleges will be the subject for discussion at this year's meetings of the Compensatory/Developmental Education Section during the TJCTA convention.

At Friday's section meeting, three members of the Texas Higher Education Coordinating Board's Council on Learning Excellence will discuss educational issues. Their session will focus on the improvements in the test, the curriculum, and the implications for the Texas Academic Skills Test. The meeting will take place on Saturday, Feb. 27, at the Lazy Hills Guest Ranch near Kerrville. The "Round-up" is modeled after the Master Teacher Seminar organized by Roger Garrison at West Brook College in Portland, Maine.

According to TASPOD leaders, the agenda for the seminar is developed by faculty for faculty, with the staff's major role being one of facilitation and coordination. "Round-up" staff includes Don Bass, College of the Mainland; Marvin Longshore, Alvin Community College; Nancy Roediger, Tarrant County Junior College—Northeast Campus; and Mimi Valek, Austin Community College.

Goals of the seminar include "the celebration of good teaching, the stimulation of creative problem solving, the exploration of new ideas, and self-renewal," according to TASPOD officials. "The process for meeting these goals is enhanced by the beautiful Texas hill country setting," Ms. Valek said. "Secluded in 750 acres of scenic ranchland, participants find that learning takes place not only in scheduled sessions but also informally on horseback rides, by the swimming pool, or on walks along the creek," she said.

Further information regarding the seminar may be obtained from Ms. Valek at Austin Community College, P. O. Box 2285, Austin, Texas 78768; Area Code 512, 495-7591. Also, "Round-up" information will be available during the TASPOD meetings at this month's convention at the Locas Anatole hotel in Dallas. Interested persons should consult the convention program regarding times and places of the TASPOD meetings.

P. O. Box 1307, Mount Pleasant, Texas 75455.

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HEADQUARTERS HOTEL SOLD OUT; OVERFLOW HOUSING NEARBY

With more than three weeks to go before the TJCTA convention’s opening date, the full block of rooms held at the Loews Anatole hotel had been sold for Thursday, Feb. 25. (Rooms were still available at the Anatole for Friday, Feb. 26 at press time.)

An additional block of rooms has been reserved at the hotel nearest to the Anatole—the Quality Hotel Market Center (formerly Quality Inn). The two hotels’ parking lots are adjacent, and members staying at the Quality Hotel will not have to cross any busy streets for the five-minute walk to the Anatole. Also, the Quality Hotel provides a courtesy car for transportation between the two hotels at the request of guests.

Members who are disappointed to find the headquarters hotel sold out will find some comfort in the more economical rates offered at the overflow facility. Single rooms at the Anatole are $72, but only $45 at the Quality Hotel. Double accommodations are $78 and $50, respectively; and triple rooms are $84 and $55. Further, the Quality Hotel will permit four guests to share a room (at a $60 rate), while house policy at the Anatole limits the number of guests sharing a room to three.

Conventioners on a “tight” budget will also be interested in knowing that there are numerous fast-food establishments within a short drive of the convention site. There are also restaurants within an easy walk of the Anatole. (The Quality Hotel, for example has a full-service restaurant with menu prices considerably below those at the Anatole.)

Members who have not yet reserved hotel accommodations should do so immediately. The form below should be completed and mailed to the preferred hotel. (If rooms are not available at the member’s first choice, the form will be forwarded to the other property and the member will be notified.) However, during the last several days before the convention, hotels may not be able to complete processing of reservations and send confirmations as promptly as desired. So...don’t delay any longer. Make your reservation today!

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TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
41st Annual Convention
Loews Anatole Hotel — Dallas, Texas — February 25-27, 1988

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or
Quality Hotel Market Center — 2015 Market Center Boulevard — Dallas, Texas 75207

Please reserve ______ room(s) of the type(s) checked below:

<table>
<thead>
<tr>
<th>Check accommodations desired:</th>
<th>Loews Anatole Rate</th>
<th>Quality Hotel Rate</th>
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<tr>
<td>Single Room (1 person)</td>
<td>$72</td>
<td>$45</td>
</tr>
<tr>
<td>Double Room (2 persons)</td>
<td>$78</td>
<td>$50</td>
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<td>Triple Room (3 persons)</td>
<td>$84</td>
<td>$55</td>
</tr>
<tr>
<td>Quad Room (4 persons)</td>
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* Note: Loews Anatole policy permits a maximum of three guests per room.

Arrival Date: Feb. ___, 1988
Arrival Time: * ___________ ___m.
Departure Date: Feb. ___, 1988

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State Rep. D. R. (Tom) Uher, D-Bay City, right, was named “TJCTA Legislator of the Year.” He is pictured above receiving a plaque from incoming president Larry Shirts, North Harris County College-South Campus. Uher was chosen for the recognition by unanimous votes of the Association’s Legislative and Executive Committees.

Mounted on blue velvet and framed in walnut, the plaque cited Uher for his “effective leadership and outstanding service in behalf of the community junior colleges of Texas and in sincere appreciation of his support of the legislative goals of the Texas Junior College Teachers Association.”

Uher was elected to the Legislature in 1967, and ranks third in seniority in the House of Representatives. During the last two legislative sessions he chaired the Budget and Oversight Subcommittee of the Committee on Higher Education. In that capacity and as a member of the powerful Committee on Appropriations, Uher has vigorously championed the state’s community junior colleges.

In the annual election of officers, Emmeline Dodd, College of the Mainland, defeated Margaret Harbaugh, McLennan Community College, to be elected president-elect. Ms. Dodd will automatically become president for the year 1989-90, following Larry Shirts, North Harris County College-South Campus, who as president-elect chosen in the 1987 convention, succeeded to the presidency April 1.

In other races, David Clinkscale, Tarrant County Junior College—Northwest Campus, defeated Constance Cameron, St. Philip’s College, to win the post of vice president; Steve Dutton, Amarillo College, out-polled Tom Rodgers, Collin County Community College, to be elected secretary; and Laura Wyman, Vernon Regional Junior College, defeated John Forshee, Western Texas College, for the office of treasurer.

Retiring officer Doris Huibregtse, Howard College, right, received a plaque from State President Mary Parker in recognition of Mrs. Huibregtse’s six consecutive years of service on the Executive Committee. She first joined the Executive Committee in 1982, and she has held every elective office in the Association.

TJCTA Leaders Named to Major State Committees

The current president and two past presidents of the Texas Junior College Teachers Association are presently serving on five important advisory committees of the Texas Higher Education Coordinating Board.

Former TJCTA state president Doris Huibregtse, Howard College, serves as a member of the Coordinating Board Task Force on Program Guidelines. The panel reviews and makes recommendations regarding approval, revision, and “sunsetting” of community college technical and vocational programs.

Mary Parker, Austin Community College, TJCTA immediate past president, was appointed to three advisory committees. The Formula Advisory Committee developed recommendations concerning contact-hour formula rates for use in submitting budget requests to the 71st Legislature. Ms. Parker also served on the Communications Advisory Committee, charged with developing a public information plan to enhance the image of the state’s community colleges and technical institutes. She has been replaced on that panel by incoming TJCTA president Larry Shirts. Finally, Ms. Parker was appointed to the advisory committee considering the role, scope, and mission of the state’s two-year colleges.

The current TJCTA state president, Larry Shirts, North Harris County College—South Campus, was recently appointed to the Coordinating Board Study Committee on Use of Part-Time Faculty. That panel will “review the use of part-time faculty in state institutions of higher education,” pursuant to a recommendation of the Select Committee on Higher Education. The part-time faculty study committee will hold its first meeting April 29. The committee will review salaries and benefits of part-time faculty and study the ratio of full-time and part-time faculty in the state’s colleges and universities.
PRESIDENT’S MESSAGE

There is an old saying, “Be careful what you ask for, because you may get it.” It came home to me with special force when I was told that not only was there to be a spring issue of the Messenger, but also I was expected to write the President’s Message! So part of my spring break was devoted to this valedictory President’s Message.

There is much to say, of course. I want to thank my fellow officers. During the course of the year, we developed very effective and rewarding working relationships, and therefore my ambitions, hopes, and plans for the year got the attention, correction, and support they needed.

The support and help came from other sources as well. The committee chairs both did their own jobs and helped balance the budget. With the help of the Professional Development Committee and other committee members, we provided input to the Coordinating Board on two of the issues they are studying, the Texas Academic Skills Program and the use of part-time faculty. The Legislative Committee monitored the work of the Legislature during very hard times, and has undertaken a study of the status of community college faculty liability. The Membership Services Committee handled the placement center, the financial planning seminar, and the retirement seminar at the convention, as well as monitoring all of our membership services. The Membership Committee offered some excellent suggestions and help in some different strategies for recruitment this year. With their help—and the tireless work of the campus representatives—we economized by not having a summer meeting of the campus representatives, and yet had a quite successful membership drive.

The issues which the Nominating Committee, the Resolutions Committee, and the Auditing Committee deal with are very important and very sensitive issues, and we rely heavily on the professionalism and good sense of the members of these committees. They handled them very well this year.

The convention seemed to be quite a success this year. I heard many rave reviews about the section meetings. The section chairpersons did an outstanding job. The efforts of the Membership Services Committee, the Registration Committee, the Social Committee, and others helped make it an enlightening and enjoyable experience.

Scott Nelson, as chairperson of the Editorial Review Board, has revitalized member input to the Messenger by bringing forward several good articles written by TJCTA members. Those articles have been a major help in getting out four issues this year.

Another major factor in the improvement in our publication schedule has been the computer we purchased a couple of years ago. This year, with our basic documents and information already in the system, we have really reaped the time-saving benefits.

Another project that came to fruition this year was the statement on how to use TJCTA assistance in grievance matters. I have always felt that one of our most important services is our willingness and ability to stand behind our members to help them secure their legal rights. I'm sure that we all, administrators and faculty members, will be better off for knowing in advance of any conflict, what the legal rights of the faculty members are, and that the faculty members will be supported in securing those rights. Maybe this will help avoid some of the conflicts.

Some of the things we do each year are becoming harder. The salary survey, for example, now requires much more time to separate substance from “public relations.” If hard times accelerate the tendency toward using complex pay-scale changes to disguise minimal or no changes in actual pay, we may eventually find it impossible to put out accurate surveys.

The biggest news of the year was what we didn’t do—raise dues! As faculty levels have stabilized in recent years, and the earlier steady growth in TJCTA membership changed to a slow decline, the finances of the organization have come to require more attention. Improvements in our budgeting process showed us last spring that the organization had to act to increase revenues or to reduce expenditures. The challenge was to do so without making membership less attractive by increased dues or reduced services. With the active help of the committee leaders at the spring retreat, a plan was developed that resulted, over the year, in more than $10,000 savings in committee and convention expenses. The revised budget also raised over $20,000 in additional revenue without increasing dues. The $10 increase for the convention registration fee puts it at $15, still a great bargain compared with most large conventions. Further expense reductions at the state office have made this year yield a financial surplus, restoring our reserves to close to their traditional levels.

It is gratifying to see that we have foreseen and prevented problems. However, we cannot afford to be complacent. Even the higher level of reserves is only enough to cover the period between the beginning of our fiscal year on April 1, and midsummer, when the exhibit fees for the next year’s convention come in.

In a very real sense, TJCTA has to be created anew each year, and the membership numbers measure our success. This year stopped the membership decline of the previous two years. Why? What have you seen make a difference on your campus? What would make a difference that we haven’t tried? Think of a lot of good ideas, and send them, not to me, but to Larry Shirts, who will have taken over the reins by the time you read this.

Mary R. Parker

Mary R. Parker
President

Charles L. Burnsides
Editor-Executive Secretary
Your convention theme is an inspiring but ambiguous “We Care...We Teach,” and therefore I think it is important to start off by defining our terms. The “we teach” part of the theme is all too obvious, especially when you have what seems like your 94th class in three days. But it’s not at all obvious what the “we care” part means in practice. Perhaps I’ve become skeptical because in California, we hear those lovely words “care” and “intimacy” and “empathy” every 12 minutes, and these have become friendly buzz words that are unreliably related to anyone’s actual behavior. Since my main occupation is as translator, from “psychologese” to English, I want to be curmudgeonly about what caring is and is not. And as a social psychologist, I want to say something more besides celebrating the virtues of compassion and empathy, though I am highly in favor of them. My point is that if we care about teaching and we care about students, loving feelings aren’t enough; even empathy and compassion aren’t enough. They’re nice, maybe even necessary, but not enough.

I learned this truth from my father, who once warned me that a sweet-talking man would one day enter my life, swearing how much he cared for me and how he loved me. “Watch what he does and not what he says,” my father advised, and I’ve taken that advice to heart in many domains of life, from sweethearts to politicians.

Yet teachers, like good parents, must get over the idea that to care for someone you give her everything she wants; that you talk down to her rather than lift her up; that you make exceptions for her—all in the hope that if you do these things, the recipient of your care will care for you. When you tell your 14-year-old that she may NOT take the car and spend four days and three nights with a booze-drinking hairball from Oklahoma, she will not love you at that moment. But you hope that she will understand one day, and that’s what we must hope for as teachers, as well.

That said, how does “caring” translate into action? It involves setting standards—standards for academic performance, standards for classroom behavior—and having students clearly understand them. Fine words are not enough. A student cannot benefit from exhortations to “do well” if he or she doesn’t know what “well” means; “study harder” doesn’t mean anything if a student doesn’t know how to study. Thus teachers must specify to themselves and to their students the precise behavior that is required. Then a student can know whether he or she has met the standard.

All very well and good; but what happens when students don’t meet the standard? Carole Wade recently moved to a new community college, which has more black, Hispanic, and Asian students than
her previous school had. On the first test she gave them, half failed. What should she do: lower her standards for passing grades or bring the students up to them? She took a chance and decided to take the latter route. First, she gave the class an inspirational talk on the importance and satisfactions of hard work and then showed them how to do better. She made herself available to them; she tutored them in how to read, how to take exams. She organized the better students into helping and tutoring the poorer students, a cooperative procedure that helps both sides. Students who started with Ds in her class ended up with As.

Caring means enforcing your standards consistently and fairly, without exception. One student in a colleague’s class did poorly in his course because he had a job and missed many classes. The student wanted a better grade. But the instructor put the matter this way: He told the student that he had made the right decision to put work ahead of school—“earning your bread and butter comes first”—but life consists of many such difficult and unbalanced choices. He explained it wouldn’t be fair to others in the class to “care for him so much” that he makes an exception for him.

As this illustration shows, many lessons are learned in a classroom other than the specific subject matter: such as making choices and what the consequences will be, what’s fair, the rules of life and work. Numerous studies have found that the best-respected employers, teachers, and parents do certain things in common: they don’t make “loving” exceptions because then the employees, students, or children don’t learn the lesson. But often, because we want to “be nice,” we teach lessons we do not intend. One teacher I interviewed for my book on anger told of an angry child in her classroom who had taken to sticking pins in other children. “His parents are going through a bad divorce,” she explained. “At least he is getting his anger out of his system.” Perhaps; but by letting him do so she is also teaching an unintentional lesson—that when you are angry or unhappy it is all right to stick pins in other people.

Many teachers, like many parents, would spare their students suffering if they could—“they’ve had it hard,” they say, “this poor person has had enough trouble with disability or discrimination or poverty.” Or they say, “My childhood was rough for me, and I don’t want my kids to go through what I had to.” Such compassion is to be commended. But the irony of life is that by sparing our students the pain of hard work, we also spare them the joy of success. By making classes too easy for them now, we make life harder for them later.

Many students today have as their main goal “having fun,” all the time. If some activity isn’t “fun,” they lose interest. Carole Wade and I both try to show students that being fully alive does not mean being happy all the time; it means to be on a roller coaster of experience and emotion. Some activities take effort, pain, struggle, and sweat, but the result is elation and exaltation. The expression on students’ faces when they move from a D to an A, when they accomplish something difficult, is the reason we are in this business—but you never see that expression on someone who just did something easy. Students understand the importance of physical effort—“no pain, no gain”—in athletics; but it rarely occurs to them that the brain needs exercise and practice too. As the old proverb says, “Many complain of their looks, but none complain of their brains.”

Next, I believe that caring for students means sharing responsibility with them for their education—and helping them realize that their learning comes from their own efforts as much as from what we offer them. Too many students have what we call in psychology an “external locus of control”: they believe that their fate lies in the stars, that nothing they do will make a difference. Ultimately, knowledge is not something we can pour into their heads, as if their skulls contained empty pitchers instead of minds. Ultimately, students have the responsibility to take advantage of the teacher’s knowledge. This is a fine line to draw, because it’s easy for us to excuse ourselves, to put all the responsibility on our students: “If they don’t know enough to listen to my pearls of wisdom, it’s their problem.” What we must do is not only teach them content, but we must teach them that they have the ability to learn the content.

[Space does not permit suggestions here for improving students’ dispositions to learn, but I recommend Vincent Ruggiero’s Teaching Thinking Across the Curriculum (Harper & Row, Publishers, 1988) for some highly practical and effective methods.]

Most of all, caring for students means not condescending to them. One professor recently reviewed Carole Wade’s and my psychology textbook. She loved it, she said, but was not going to use it because “it is better to underestimate students than to overestimate them.” I do not dispute her decision to choose another book, but I will dispute to my last breath that reason. Underestimating students is the attitude that produces boring teachers and bored students: it is the attitude that fosters mediocrity and stagnation; it is the attitude that creates a self-fulfilling prophecy, for by underestimating students we do not require their best—and therefore do not get it.
Underestimating students is the attitude that produces boring teachers and bored students.

In contrast, a teacher in the Bahamas recently used a far more difficult book that Carole and I wrote—The Longest War: Sex Differences in Perspective—in order to teach her illiterate students how to read. Not only did they learn to read (in order to read the book), they ended up writing a manifesto for their husbands! To underestimate students is to patronize and dismiss them.

Caring for Teaching

We care for our students by modeling not only the subject matter we teach, but also how we teach it. As teachers, we are—or are supposed to be—models of critical thinking, of self-reflection, of passionate commitment to our fields and to understanding. Yet many of us fall into one of two extreme “teaching traps”: we become too rigid and punitive in the name of teaching students, or too permissive and tolerant in the name of loving them.

Years ago, psychologist Diana Baumrind conducted several studies on the effects of different parental styles on children. What she found, I believe, applies equally to teachers. Authoritarian parents exercise too much power (“do it because I say so, period”); permissive parents too little (“oh, do whatever you like, honey”). The results in both cases are often aggressive, manipulative children who are hard to discipline, who are unmotivated, who have little moral sense or self-control. Authoritative parents and teachers are consistent in setting and enforcing specific rules; they set high expectations that are appropriate to the child’s age; and they notice, approve of, and praise good behavior—instead of always punishing the behavior they dislike.

Although I mentioned earlier that caring for students means not making descending exceptions for them because they have had a rough life, caring for teaching does mean making changes in our teaching style and curriculum, when necessary, to welcome students of different cultures and experiences. The field of psychology was, for too long, the study of the white male sophomore...rat. (They didn’t even study female rats!) Many of us have had to rearrange our own thinking and teaching practices in order to understand—and welcome—the diverse array of students now in our classrooms. This is not “copping out” or “lowering our standards.” We need to understand the special needs and experiences of students if we are to care for them enough to help them meet our standards.

Caring for Ourselves

I don’t have to warn you about the dangers of “burnout” and depression among teachers. Only one profession in America burns out faster than teachers, and that is...dentists. Teachers are, of course, quick to blame themselves: “I should be more compassionate, I should care more, what’s the matter with me?” When we can’t marshal our enthusiasm and compassion, we blame ourselves for failure.

But the real reasons for burnout have to do with our working environments, not with a failure of personality or commitment. Teachers, like dentists, often get little feedback on how they are doing; they get few demonstrations of gratitude or respect. (It’s a rare patient who thanks her dentist for a splendid root-canal job; mostly, dental patients just want to get away from the person who inflicted all that anguish. Likewise, it may take some students 20 years before they realize what you did for them.) Burnout results from a sense of laboring alone in the trenches with, it seems, no one caring for you or the quality of your work. As a result, many teachers (and dentists) end up working for extrinsic reasons—money, security, pensions, whatever—and in doing so, lose the intrinsic pleasures of work well done.

Ultimately, therefore, I think that teachers can best care for our students and for teaching by caring for ourselves as a profession. It is difficult for an individual teacher to maintain high classroom standards, for example, without the cooperation and support of other teachers and the administration. We must work together and stand together to improve and change working conditions, to gain the pay and respect the profession deserves.

To me, the real miracle is that so many teachers retain their commitment, their caring for students and the slow process of education, even in these difficult times. In the final analysis, many of us are like the old teacher who once said, “If I were Rockefeller, I’d be richer than Rockefeller.” “How could that be?” asked his wife. “I’d do a little teaching on the side!”

Dr. Tavris resides in Los Angeles. She is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles. She holds the Bachelor of Arts degree (summa cum laude) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. Her articles appear frequently in professional journals and popular magazines. She is author of Anger: The Misunderstood Emotion (Simon & Schuster, 1982); and co-author (with Carole Wade) of Psychology (Harper & Row, Publishers, 1987).
The presence of two books on similar topics on the nonfiction best-seller lists is normally not a cause for alarm. Usually we can count on these being related to the latest fads in dieting or investing. But recently we have seen a couple of tomes that relate directly to our profession. I refer to Allan Bloom’s *The Closing of the American Mind* and *Cultural Literacy*, by E. D. Hirsch. While the symptoms they purport to expose are quite different, their diagnosis contains the kind of implications that should concern, if not surprise, us all: (a) students of today know very little about anything and (b) what they know is of little favorable utility to Western Civilization.

So what’s new? This is the initial reaction from those of us who have probed the waters of student comprehension when it comes to fundamental knowledge about, well, anything. Each of us has our favorite anecdote of student ignorami, who are convinced that Socrates was an Indian chief, that Ozone is a town near Amarillo, and that photosynthesis is something one really ought to be ashamed of or at least careful about. Presumably, the Soviets can relax: self destruction is imminent. But wait a minute.

It might befoove us to take a little test. How many of you who do not teach biology could pass a freshman biology test, any test, today? I can’t. But I’ve seen them—trust me, they’re scary. Even more terrifying, how many non-mathematicians could find “x” again with no tutoring or instruction? In what Shakespearean play do we find the character of Shylock, non-English majors? What happened to your education? Didn’t you have these courses in college? Didn’t you learn anything?

The reason those of us who think that milk comes from cartons need not be terribly alarmed is because if someone tossed us a zoology book or gave a brief lecture on cows we could probably understand most of it and figure out the rest. If we are able to do this, it is because we somehow acquired a decent liberal arts education; it has little to do with the specific courses on our transcripts. Often we learn these things in spite of our degree plans.

It would be interesting to try another test. Let’s ask a panel of brain surgeons about Plato, or a team of engineers about Sigmund Freud. Chances are they would know a bit more than our students, but not much. You don’t believe me? Listen carefully to specialists and the first thing you discover is that they have made up their own language, jargon, which allows them to “communicate” with one another but no one else. A nice byproduct from their perspective is to make the rest of us feel like idiots. Historically, the most famous offenders are lawyers, but the tragedy has not stopped with them.

A while back, an administrator told me that he wanted to “interface” with me. Before I sheepishly could respond that, er, naw, I don’t guess so, no offense—thanks anyway, I dimly recalled the term from the instructions to my home computer. He wanted to talk, it seems. In this case, jargon from the Land of High Technology had infiltrated our conversation, with an effect that is all too common—that of muddying the waters rather than clarifying them. Unfortunately, the “technical” professions are just as infected with jargon as the sainted Halls of Academe: as a tiny example, we train nurses to memorize the mystic codes for such things as bleeding, throwing-up, even dying. Obviously some of the new vernacular is to protect the patient, but a closer inspection reveals the same old story. The Professions call the tune.

I submit that the problem is not mere ignorance but specialization. The academic “disciplines” that you and I routinely fight so hard to protect are usually the products of university turf wars, rather than anything sensible to civilization. And in the technical-vocational area, they often stem from transitory market forces or, worse, the latest hula hoops from hi-tech hucksters. It is all very depressing. But wait a minute.

Traditionally, when I’ve needed a handy Great Satan to blame for most of our problems, the colleges of education of our universities have always been reliable. I still have little doubt that they are the Forces of Darkness in many areas, but this
The future success of our students is more dependent on their ability to respond to changes with confidence than in trying to hitch up to the latest trend.

particular devil is burrowed deeper than the fun of scapegoating allows. It's in our bones as Americans.

There's something about us that makes us feel inadequate if we're not on the cutting edge of specialization. In academic areas, it manifests itself in esoteric courses and avant garde assignments. In technical fields it's the latest gizmos from the catalogues. Don't tell me that these are all necessary because of employer demands either: employers want people who can write memos that makes sense, even if they're in crayon. University professors, and I know plenty of them, are much more impressed by writing ability than mastery of content. Show me a person who can write a decent paragraph and I'll show you a person who can learn anything. Well, almost.

Yes, teachers must change and adapt to keep from getting stale. And obviously, the competitive jungle of the marketplace necessitates that we stay current. But it seems to me that the future success of our students is more dependent on their ability to respond to changes with confidence than in trying to hitch up to the latest trend. The Japanese have learned to specialize, but they have also learned to speak English. In Texas we can see this little experiment firsthand. Those who are displaced by the oil crunch and make it in other professions often do so because of their ability to adapt and communicate in a variety of fields. Here's our liberal education again.

If the experience of the past few years has taught us anything, it is that people will be changing jobs with startling frequency in the future. The community college must respond accordingly.

In a sense, liberal education and technical education are contradictory terms, are they not? Many in our profession think so. But those of us in academic areas need to remember that we, too, are often technocrats by training. I've been to Political Science conferences where it seems as if the participants have just descended from the Tower of Babel and are speaking in tongues. Ask them what the latest empirical study means and they often have great difficulty explaining it. The good teachers among them can do so with ease. What good is knowing something if you can't tell someone about it? The link between technical and liberal education lies in the use of language: I have no proposals for ending the problem, but it must start with language.

There is a gap in my suggestions so far. I've been avoiding an important point: mathematics is a language, too. So are Spanish, Latin, BASIC and PASCAL. Some employers and professors expect our students to know these things—things that cannot be dismissed as mere jargon. But as I listen to the instructors of mathematics and computer science, I hear a similar refrain to my own. Students don't understand us much of the time because their vocabularies are tiny when it comes to general cultural knowledge. Even logic must have a context, unless you're into the stratosphere of theory—the kind of stuff most of our students don't need from a community college anyway. All teachers make social comparisons, even ridiculous ones, to illustrate their points. Perspective is essential, and that is what is missing. The idea is that general verbal communication is the lowest common denominator of all instruction, to adopt a mathematical metaphor.

Quite simply, a sound curriculum contains lots of reading and writing. For academics, we can dump the departmental jargon as much as possible. A transfer student from our colleges with good general knowledge and verbal skill can beat the socks off one who has been lectured to by a university specialist fighting for tenure. “Articulation” with universities will take care of itself. For vocational teachers, we can insist on oral and written communication that makes sense to professionals and laypersons alike. As the lives and careers of our students inevitably change, we can do them no greater service.

This is not an argument for the “purity” of language or one for a “return to fundamentals.” Language isn't like that. Besides, for me to argue for purity and fundamentalism of any sort would resemble Tammy Bakker advocating simple piety and the Natural Look. What we can do, however, is rely upon our own instincts as teachers when it comes to the learning process, instead of giving blind obedience to the academic and economic marketplace.
ADVISORY COMMITTEE 
ISSUES "FACT SHEET"

The Communications Advisory Committee of the Texas Higher Education Coordinating Board has been meeting on a monthly basis since its creation last fall. The advisory panel consists of 16 members—mainly public information officials for several community junior college districts and presidents of the major groups which function as advocates for the state’s two-year postsecondary institutions. Chairperson of the committee is L. B. York, who chairs the board of trustees of the North Harris County College District. TICTA has been represented on the panel by Mary Parker, and her position has been assumed by incoming state president Larry Shirts.

Members of the advisory committee designed a logo for use by community colleges and developed a "fact sheet" based on a 1987 Coordinating Board survey. The compilation of statistical data will be used by various groups in promoting community college education and in advancing two-year colleges’ goals during the 1989 session of the Texas Legislature. The fact sheet includes the following points:

• Community colleges prepare students for transfer to four-year colleges or universities; train them for new careers or update their skills for existing jobs; and enable them to master basic English, reading, and mathematics skills. Community colleges also provide comprehensive community service and continuing education programs of vocational, personal enrichment, and business and industry support courses.

• More than half a million Texans attend community colleges. The state’s 49 public community college districts reported a combined fall 1987 enrollment of 327,425—a net increase of 25,340 students over a year earlier. Another 176,325 enrolled in adult vocational courses, and more than 100,000 Texans signed up for personal enrichment courses which are supported totally by local user fees. In fall 1987, the four campuses of the Texas State Technical Institute reported a combined fall 1987 enrollment of 8,868 students.

• Texas has the second largest total community college enrollment in the country, according to the most recent survey by the American Association of Community and Junior Colleges (fall 1985 data released in January 1987). Only California enrolled more community college students.

• More college freshmen and sophomores get their start at community colleges around the state. In degree programs, community colleges enrolled 64 percent of all freshmen and sophomores, and 45 percent of all students in Texas public higher education.

• Data show that an almost equal percentage of graduates from Texas four-year institutions begin their education at community colleges (35 percent) as entered four-year institutions as freshmen (36 percent).

• Texas community colleges offer occupational training in more than 1,900 technical and vocational programs.

• According to the U.S. Census Bureau (1987), persons leaving community colleges with associate degrees can expect to earn an average starting salary of $16,152 a year—or $3,612 more than the average starting salary of high school graduates and almost double the starting salary of high school dropouts.

• Thirty-three of the state’s 49 public community colleges, responding to a fall 1987 Coordinating Board survey, reported providing a wide variety of training and other support services to 1,542 different companies in the fiscal year ending August 1987. Examples of companies served include:

  • Mobil Oil Company
  • K-Met
  • Trenco Aerospace
  • Kelley Springerfield
  • Midwest Energy
  • Standard Oil
  • Kroger
  • General Power & Light

• Texas public community colleges and technical institutes are accessible. Strategically located throughout Texas, the 49 community college districts (with their 66 campuses) and the four campuses of the Texas State Technical Institute are within easy driving distance of 90 percent of the population.

• Texas public community colleges ranked 37th in the nation in the average amount of tuition and fees charged resident students ($561) for 30 semester credit hours in 1986-87, according to Tuition and Fees—A National Comparison published in March 1987 by the Higher Education Coordinating Board, State of Washington. Texas ranked 33rd in the nation in the average amount of tuition and fees ($1,496) charged non-residents at public community colleges in the same period.

• Forty-three percent of the operating income for public community colleges comes from local sources (taxes, tuition, fees) and other 57 percent from state appropriations.

• For fall 1986, the average age of full-time community college students in Texas was 27—slightly older than the average age (25) of students at public senior institutions. Fifty-five percent are women.

• Minority students account for almost one-third of the state’s public community college enrollment—and more minority students attend public community colleges than other kinds of higher education institutions in Texas.

• In fall 1987, Texas public community colleges enrolled 104,115 minority students compared with 73,819 enrolled in public senior colleges and universities. Black students make up 9.5 percent of the state’s public community college enrollments; Hispanics, 18.8 percent; and other minority groups, 3.4 percent. Nationwide, community colleges enroll 34 percent of Hispanic undergraduate students and 43 percent of Black and Asian college students, according to the Digest of Education Statistics, 1987, Washington, D.C.: Center for Education Statistics, U.S. Department of Education.

• Dallas County Community College District is the largest undergraduate institution in Texas, enrolling 48,600 students in fall 1987. Community college districts range in size from Clarendon College, Frank Phillips College, and Ranger Junior College, each serving fewer than 1,000 students, to the larger districts like Travis, Alamo Community College District (30,858), and Tarrant County Junior College District (24,953).

• More than 7,600 persons serve on citizen advisory committees to 33 of the state’s 49 public community colleges responding to a fall 1987 Coordinating Board survey.

PROFESSIONAL STAFF POSITIONS AVAILABLE

ALVIN COMMUNITY COLLEGE: Assistant Director of Continuing Education and Evening School Programs (12-month position); Interpreters of Geology, Contact Office of Personnel, 3110 South Mustang Road, Alvin, Texas 77511.

AMARILLO COLLEGE: Instructor of Business Administration, Contact Personnel Officer, P. O. Box 447, Amarillo, Texas 79178.

ANGELINA COLLEGE: Instructor of English, Sociology, and Social Work, Contact: Patricia McKenzie, Dean of Instruction, P. O. Box 1798, Lufkin, Texas 75901.

A&M COLLEGE: Instructor of Business Administration, English, History, and Mathematics, Contact: Dr. Charles L. Cunningham, Vice President, Academic Affairs, Bryan, Texas 77833.

BRAZOSPORT COLLEGE: Instructor of Criminal Justice, Contact: Personnel Officer, 500 College Drive, Lake Jackson, Texas 77566.

CISCO COMMUNITY COLLEGE: Business Manager, Computer Operator, Contact: Personnel Director, Route 3, Box 8, Cisco, Texas 76437.

COLLINS COUNTY COMMUNITY COLLEGE: Instructors of Biology, Mathematics, Developmental Writing, and Theatre; Reference Librarian, Contact: Personnel Officer, 2200 West University, McKinney, Texas 75070.

DEL MAR COLLEGE: Instructor of Electronic Engineering Technology; Cataloging Assistant, College Library, Contact: Office of Human Resources, 101 Baldwin Boulevard, Corpus Christi, Texas 78404.

FRANK PHILLIPS COLLEGE: Instructor of Office Occupations/Accounting, Contact: Dr. Vano W. Gipson, Vice President for Academic and Student Affairs, P. O. Box 3118, Borger, Texas 79007.

McLENNAN COMMUNITY COLLEGE: Instructors of Computer Data Processing and Respiratory Care Technology (Coordinator), Contact Office of Personnel Services, 1400 College Drive, Waco, Texas 76708.

NORTH HARRIS COUNTY COLLEGE DISTRICT: Business Manager; Counselor, Instructors of Accounting, Biology, Chemistry, Data Processing, Economics, English, History, Mathematics, Office Administration, Physical Education, Political Science, and Respiratory Care Technology (Coordinator); Contact: Personnel Officer, 2200 West University, McKinney, Texas 75069.

OxESSA COLLEGE: Director of Planning and Research (12-month position); Associate Dean of Learning Resources (12-month position); Contact: Personnel Officer, 2200 West University Boulevard, Odessa, Texas 79766.

SAN JACINTO COLLEGE—CENTRAL CAMPUS: Instructors of Accounting and General Business, Aeronautical Technology, Architectural Technology, Chemical Technology, Counseling, Computer Science Technology, Data Processing, Manufacturing, Marketing, Associate Degree Nursing (Medical-Surgical Nursing), Associate Degree Nursing (Psychiatric Nursing), Business, Computer Science, Computer Science Technology, Dental Hygiene, Dental Hygiene Technology, Dental Hygiene and Radiography, Dental Hygiene Assistant (24-month position), Dental X-ray, Dental Laboratory Technology, Dental Assistant, Respiratory Care Technology, Respiratory Care Technology (Coordinator); Contact: Personnel Officer, 3600 Lone Star Drive, Houston, Texas 77006.

TARRANT COUNTY JUNIOR COLLEGE—NORTHWEST CAMPUS: Instructors of Business Administration, Dental Hygiene, English, Physics, Natural Sciences (Department Chairperson), Thomas Mural (Director), Business Administration; Instructors of Computer Science and Information Systems; Contact: Personnel Office, 4624 Fairmont Parkway, Suite 106, Pasadena, Texas 77504.

TEXAS TECHNICAL INSTITUTE-SWEETWATER: Instructor of Accounting and Bookkeeping, Contact: Personnel Office, Route 3, Box 16, Sweetwater, Texas 79556.

Texas Community College System | Austin, Texas 78746-8000

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INSURANCE VETO WAS "MISGUIDED," CLEMNETS ADMITS

TJCTA State President Larry Shirts, left, and Texas Governor Bill Clements discussed several issues of importance to community junior college educators.

The August 1987 veto of $45.3 million for group insurance premiums for employees at Texas community junior colleges was part of a "painful process" of dealing with the state's economic crunch, according to Texas Governor Bill Clements. In an exclusive interview with TJCTA State President Larry Shirts and Legislative Committee Chairperson Scott Nelson, Clements discussed the circumstances which led to his veto of junior college insurance funds.

"We were having to make up the [$1.2 billion] deficit and the [$700 million] cash shortfall, and in that process we made some cuts that, first of all, were painful. We didn’t want to make the cuts that we did, and in some cases those cuts were what I would call misguided," Clements said.

When pressed on the point by Shirts, Clements expressed support for a restoration of the vetoed funds. "In all likelihood the cut that we made on the junior colleges will be restored," he said. The governor expressed willingness to consider use of his newly-acquired budget execution authority.

(Continued on page 3.)

CONFERENCE PLANNED FOR FACULTY LEADERS

The ninth annual TJCTA Conference for Faculty Organization Leaders will be held Saturday, Oct. 1, at the Wyndham Hotel Southpark in Austin. The conference will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m.

Principal speaker for the opening session will be Vivian B. Blevins, president of Lee College since 1986. Her topic will be "The Faculty Role in College Decision-Making." Dr. Blevins is a graduate of Cumberland Junior College and holds the Bachelor of Education degree from the University of Toledo, the Master of Arts degree from Eastern Kentucky University, and the Ph. D. in American Literature and English Education from Ohio State University. She began her professional career teaching in the elementary school of St. Paris, Ohio, and later taught high school English and social studies. She taught English and education at the college level from 1965 to 1983, when she became the chief administrative officer of Southeast Community College, part of the University of Kentucky Community College System. In 1986, Dr. Blevins moved to Texas to assume the presidency of Lee College.

The conference's second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights," by Frank Hill and Marcia Wise, attorneys with the law firm of Hill, Heard, O'Neal, Gilstrap, and Goetz, in Arlington. Mr. Hill holds the bachelor's degree in English from the University of Texas at Arlington and received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speaker for the Noon luncheon meeting (Continued on page 3.)

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

Reba Blackshear, El Centro College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the association for 1989-90.

Recommendations should be received by Nov. 1 in order to be considered by the Nominating Committee in its Nov. 12 meeting in Dallas.

Recommendations should be sent to:

Reba D. Blackshear
Chairperson
TJCTA Nominating Committee
El Centro College
Main and Lamar Streets
Dallas, Texas 75202
PRESIDENT'S MESSAGE

Welcome to the 1988-89 TJCTA year! The coming months promise to be both exciting and challenging ones, and I personally look forward to the privilege of serving you as president.

Due in large part to the leadership of last year's state president, Mary Parker—and the efforts of countless numbers of faculty members throughout the state—the Association begins this year in remarkably strong financial and organizational shape. Membership appears to have stabilized at slightly more than 5,200 members. Potential budget deficits, which were pinpointed at the start of last year, were converted before the year was out into a budget surplus without reducing essential member services or increasing member dues!

Additionally, I never cease to be impressed by the many talented and dedicated members who are willing to devote their time and energies to the cause of the Association. More than 100 such individuals from around the state have consented to serve on various TJCTA committees for the coming year, while another 70 persons have agreed to spearhead our membership recruitment efforts as local campus representatives.

Last May, your elected officers and those who will chair the Association's various committees met together for three days to review and evaluate our past successes and failures, to talk about the future of our profession and of the Association, and to develop a plan of action for the coming months.

Following this extremely productive retreat, leaders of our Association began their work in earnest. In June, selected members of the Professional Development Committee met to plan the annual Conference for Faculty Organization Leaders, which will be held this year on October 1, in Austin.

In July, the Membership Committee met to develop plans for this year's membership campaign. In addition to our traditional recruitment efforts, this year's campaign includes statewide distribution of a brief videotape telling "the story" of our Association and highlighting our contributions and accomplishments on behalf of educators in Texas' community junior colleges.

In addition to these important internal activities, be assured that your Association has also been working actively throughout the summer months on the legislative and political fronts. In June, representatives of TJCTA traveled to Corpus Christi and Kingsville to meet with local faculty and to offer testimony to the Joint Legislative Committee on Higher Education in South Texas. This interim committee is examining, among other issues, the possible expansion of certain existing upper-level institutions into full, free-standing four-year universities, a controversial move which could constitute a significant threat to existing two-year colleges in the area and which could set a dangerous precedent statewide.

Later in the summer, leaders of the Association met for almost an hour with Governor Bill Clements to discuss a broad range of concerns relevant to community junior college educators. The text of this interview appears elsewhere in this issue of the Messenger.

Most recently, I—as your state president—offered testimony before representatives of the Legislative Budget Board and the Governor's Office of Budget and Planning in behalf of increased levels of funding for community junior colleges in the coming biennium. Once again, TJCTA was the only teacher organization present at this important hearing to speak out on these matters of vital interest to two-year college educators.

Obviously, our work in the legislative arena has just begun. At the state level, our Legislative Committee will meet next month to develop our Association's legislative program and to finalize plans for the upcoming legislative session which begins next January. In the days ahead, the first of several issues of a legislative newsletter and issues affecting two-year college educators and will offer suggestions regarding ways you and your local faculty organization can work more effectively to influence the outcome of legislative proposals.

When you get down to it, however, the real success of our lobbying efforts at the state level will depend largely on how well you—at the local level—have established channels of communication and an effective working relationship with your respective legislators. While it's true that members of the Texas Legislature do indeed listen to the views espoused by TJCTA and its representatives, it goes without saying that those same legislators will listen even more attentively when the caller on the phone is a teacher or the writer of the letter or the visitor in the office is a constituent—and a voter!—back home.

Obviously, we have our work cut out for us in the coming months. Never before have the concerns of education in general and two-year colleges in particular been so critical. Never have faculty needed a strong, independent voice and advocate in the halls of the Legislature more than we do today.

But we must take heart and have hope—for, after all, we do have a message in which we can believe and a track record of which we can be proud. And, what's more, we have strength in our numbers and a state association which stands ready to represent our collective interests in a forceful, positive, and professional manner.

I urge you to join with me and thousands of your colleagues from around the state in meeting these challenges. NOW...more than ever...TJCTA needs—and deserves—your active support and participation!
CONFERENCE PLANNED FOR FACULTY LEADERS

(Continued from page 1.)

will be Cyndi Taylor Krier, State Senator for the 26th Senatorial District of Texas, who will address the conference on "The Faculty Organization and the Texas Legislature." Sen. Krier has represented San Antonio and Bexar County in the Texas Senate since 1985. She is a graduate of San Antonio College and holds the Bachelor of Science degree in journalism from Trinity University and the Doctor of Jurisprudence degree from the University of Texas Law School. Sen. Krier's committee assignments for the 70th Legislature include the Senate Committees on Finance, Education, and Jurisprudence. Earlier this year, she was named San Antonio's Citizen of the Year by the North San Antonio Chamber of Commerce and received the San Antonio Jaycees' 56th Annual Distinguished Service Award.

The closing session will feature an update on the Texas Academic Skills Program by Joan M. Matthews of the Texas Higher Education Coordinating Board, director of TASP.

TJCTA state president Larry Shirts has sent letters to leaders of local faculty organizations inviting them to participate in this year's conference. In his letter, Shirts said, "The major purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges in Texas. We believe every faculty group can benefit from having its leaders attend the meeting."

While designed primarily for elected and appointed leaders of local faculty organizations, the conference is open to all interested TJCTA members and faculty leaders. Conference registration should be completed by Sept. 30, through the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736 (Area Code 512, 288-1364). Hotel accommodations, at $49 for single or multiple occupancy, may be reserved by contacting the Wyndham Hotel Southpark in Austin, at Area Code 512, 448-2222. A $15 registration fee, payable on arrival at the conference, will cover lunch and refreshment breaks.

Arrangements for the conference were developed by a subcommittee of the TJCTA Professional Development Committee. Subcommittee members are Larry T. Patton, Galveston College, chairperson; Joseph D. (Dan) Mendoza, Lee College; Thomas L. O'Kuma, San Jacinto College—South Campus; and William C. Temple, Texas Southmost College.

SCHEDULE OF TJCTA COMMITTEE MEETINGS

(Note: All committees are subject to additional meetings as called by their chairpersons. Ending times for meetings are indicated to facilitate travel arrangements. Meetings will end not later than times indicated.)

EXECUTIVE COMMITTEE
Friday, September 30, 1988, 5:00-6:30 p.m.—Wyndham Hotel Southpark, Austin
Friday, December 2, 1988, 6:00-10:00 p.m.—Hyatt Regency Hotel, Austin
Saturday, December 3, 1988, 9:00 a.m.-4:00 p.m.—Hyatt Regency Hotel, Austin
Wednesday, February 15, 1989, 6:00-10:00 p.m.—Hyatt Regency Hotel, Austin
Thursday, February 16, 1989, 4:00-5:00 p.m.—Palmer Auditorium, Austin
Saturday, February 18, 1989, 12:00 Noon-3:00 p.m.—Hyatt Regency Hotel, Austin

PROFESSIONAL DEVELOPMENT COMMITTEE
Friday, September 30, 1988, 3:00-5:00 p.m.—Wyndham Hotel Southpark, Austin
Thursday, February 16, 1989, 1:00-3:00 p.m.—Palmer Auditorium, Austin

LEGISLATIVE COMMITTEE
Saturday, October 15, 1988, 11:00 a.m.-4:00 p.m.—Love Field Terminal, Dallas
Thursday, February 16, 1989, 1:00-3:00 p.m.—Palmer Auditorium, Austin

MEMBERSHIP SERVICES COMMITTEE
Saturday, October 22, 1988, 11:00 a.m.-4:00 p.m.—Love Field Terminal, Dallas
Thursday, February 16, 1989, 1:00-3:00 p.m.—Palmer Auditorium, Austin

NOMINATING COMMITTEE
Saturday, November 12, 1988, 11:00 a.m.-4:00 p.m. —Love Field Terminal, Dallas

RESOLUTIONS COMMITTEE
Thursday, February 16, 1989, 3:00-4:00 p.m.—Palmer Auditorium, Austin

AUDITING COMMITTEE
Thursday, February 16, 1989, 2:00-3:00 p.m.—Palmer Auditorium, Austin

EDITORIAL REVIEW BOARD
Thursday, February 16, 1989, 1:00-3:00 p.m.—Palmer Auditorium, Austin

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1989 convention in Austin.

Suggestions should be received by Feb. 1, 1989, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 16, 1989, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
Henry Castillo, Chairperson
TJCTA Resolutions Committee
Temple Junior College
2600 South First Street
Temple, Texas 76501

CLEMENTS DISCUSSES INSURANCE VETO

(Continued from page 1.)

During the 55-minute meeting in his Capitol office last month, Clements also commented on proposals for the downward expansion of upper-level universities, asserted his support for maintaining the actuarial soundness of the state's Teacher Retirement System, and expressed a number of concerns regarding the Texas Academic Skills Program.

Clements also reiterated his previous statement that community colleges were the best bargain the state gets. "I'm proud of our junior college system, I support it, and I think it's a very, very important part of what we're all about in the state of Texas, and I want to see it prosper," the Governor declared.

Editor's Note: The text of the interview with Governor Clements begins on page 6 of this issue of the Messenger.
How We Fail Our Students

by

A Concerned Teacher

Editor's Note: The Messenger is departing from its usual policy and printing an "unsigned" article. The writer's name and college are withheld for reasons which will become obvious as you read the piece. The major purpose in publishing the article is to encourage a bit of introspection. Could this piece have been contributed by one of your campus colleagues?

Recently, I spent a morning in a lengthy and tense meeting of a Writing Across the Curriculum Committee. The committee had begun in mutual interest and inspiration; toward the end, it had settled into quibbling and sometimes outright nastiness. The committee was composed of teachers from various disciplines, and each member had volunteered to share classroom reading and writing assignments in an effort to develop and encourage in ourselves and our colleagues new teaching strategies. In the end, only two of the members of the committee were willing to share anything at all. Frankly, I don't know if the majority couldn't develop such assignments, or if they wouldn't share with their colleagues the assignments they did develop. I don't suppose I will ever know since our defensiveness kept us from speaking plainly with each other.

There were excuses offered: some teachers were too busy, some taught technical courses where reading and writing skills just weren't necessary, and some were intimidated by the task. One teacher said he simply didn't want to work that hard. I was perplexed. Everyone on the committee had volunteered to be there. Hours of preparation lay behind us. We had begun by agreeing on written goals. We had accumulated our students' placement scores. Some of us had already reproduced our assignments and shared graded student writing with the group. We had, I thought, a shared interest in promoting more reading and writing activities across our campus. We cared about each other as teachers; we cared about our students' literacy. We had acknowledged separately and collectively that many of the students we taught lacked reading and writing skills, and if we were to cope with the TASP test, we would have to do some things differently. In short, we had agreed we were going to have to do less in our classes of what we did largely out of habit or preference and do more of what needed to be done for our students. But somehow we faltered, and in the end we failed to demonstrate any real results.

I pleaded with, begged, and cajoled my colleagues to honor their original commitments. We had accepted obligations, I said pointedly, and we hadn't fulfilled them. They looked at me blankly, undoubtedly perplexed. Everyone on the committee had considered the possibility that reasonable people might use such an excuse in their professional lives. But it occurred to me that morning I had heard this same excuse from my colleagues and, without incredulity, it was accepted as reasonable and understandable.

Thus, I exaggerated, they said. And with one exception, the group never acknowledged that anything had gone wrong. The consensus was that we had formed, met an adequate number of times, voiced a variety of fine opinions, and thus had taken care of our commitments and responsibilities. Backs were patted and reassurances given all around that had we more time and been much less busy we certainly would have done more as a committee.

With more time? With fewer things to do? With more favorable circumstances? We could have done better work but—Where have I heard this line before?

I left the committee wondering what students would think of their teachers had they witnessed that final meeting. I wondered if our students had known all along what I had just realized: as teachers we didn't seem to want to change our behavior any more than students wanted to change theirs. I wondered if they knew these same teachers (like many of us) had been loud and vocal about their students' laziness. I wondered if perhaps the apathy these teachers claimed they saw in their students was not, in fact, reflection of the general apathy which students saw in us. Maybe my students were right. Why should they work hard when other teachers expected so much less from them?

As I walked back to my office I made the connection between what I had witnessed that morning and a short story I had been discussing in one of my literature classes. It is the peculiar story of an employer who tolerates the incomprehensible behavior of a scrivener—a professional抄写员 common in the nineteenth century. Bartleby the scrivener repeatedly offers an unusual and disconcerting explanation for his refusal to perform his duties: "I prefer not to," he says. The students in my literature class had been incredulous about the scrivener's behavior and saw the story as impossible and unbelievable. One student claimed that an employer would never—and could never—tolerate such behavior. Thus, he argued, the employer's conduct, no less than the employee's, is incomprehensible. I admit I viewed the story as largely allegorical and never seriously considered the possibility that reasonable people might use such an excuse in their professional lives. But it occurred to me that morning I had heard this same excuse from my colleagues and, without incredulity, it was accepted as reasonable and understandable.

I am not suggesting that Herman Melville's story is about employee relations or professionalism. But I am suggesting the story is about people accepting and denying responsibility for each other. Melville's narrator denies responsibility for Bartleby's refusals because he found it easiest to choose the path of least resistance. My colleagues, too, had chosen the easiest path by refusing to accept any real responsibility for their students' literacy. You see, I believe literacy is a moral issue. And moral issues make claims on our conduct as well as our attention. When we see our responsibility as teachers largely in terms of training students with specialized
"When we deny responsibility for our students' literacy, we deny the underlying rationale for our teaching: the right of students to think for themselves."

skills, we deny students other critical skills for accessing knowledge we may not know or see as important. When we interpret our responsibility principally in terms of informing students with the specialized knowledge of our disciplines, we encourage them to memorize. But students who have been taught in this way cannot read for themselves and decide for themselves what is important. Like Bartleby, they are copyists. They cannot question a teacher's opinion; they cannot question a teacher's "facts;" they cannot question a teacher's view of reality—or question anybody else's. They haven't the critical thinking skills in place to question at all. When we deny our students the means through which information is used—when we fail to teach reading and writing as interpretative and analytical skills—we deny them access to fresh ways of seeing the disciplines we value. Even worse, when we deny responsibility for our students' literacy, we deny the underlying rationale for our teaching: the right of students to think for themselves.

I understand my colleagues' reluctance. Thinking is dangerous. When students think, teachers have to work harder. Teachers who face thinking students must expose themselves to unsettling inquiry. It is possible that some students may know more than teachers—that they may just see new ways of doing something or defining something or fixing something. That can be uncomfortable. It can be uncomfortable when teachers have to grade essays that require subjective judgments. I know that when I challenge students with a difficult assignment I must, rightly, justify why I am expecting so much from them. I must explain what I want and why I want it. I can't say to a student, "You missed 24 questions out of 50—you fail." Instead I must explain that a written response lacks a critical component or its argument isn't logical, ordered, or well-connected. I must say, in other words, a piece of thinking isn't make sense. These are much harder things to demonstrate because they are more difficult to understand than facts. But it is learning these skills—interpretive, analytical thinking—that defines education. Students who can think for themselves can decide for themselves what the issues are. They can change their minds about these issues. They can make educated, moral choices.

I hear daily in the faculty lounge groanings about the agony of teaching. But we have created our own dilemma, and I'm afraid we prefer not to do anything about it. If we say, as I know we do, that teaching reading and writing is somebody else's responsibility, we are saying we do not teach these things because we "prefer" not to teach them. If we offer the excuse that we have barely time for teaching the content of our courses, we are saying we do not teach reading and writing because we "prefer" not to teach skills necessary for understanding that content. If we say we are "not qualified" to judge the writing performances of students, then we are contradicting our own professionalism and our right to judge students at all. If we say any or all of this, we are saying we "prefer" not to take responsibility for people whose development and future have been entrusted to us—to all of us. These excuses don't hold water next to the student who can neither read nor write above the sixth grade level but who gets a B in content courses because he knows the facts. Such students will be crippled in a society driven by change. We do them no service by telling them, however mutedly, that it doesn't matter if they are illiterate, or that we have responsibility for them only to the extent we are willing to accept it. We do ourselves no service either.

At the end of the story Melville's narrator ineptly tries to rescue Bartleby from his inevitable death in the Tombs. But it is too late for Bartleby. The narrator's casual attention to his cry for help has left Bartleby in a complete and utter state of despair. Bartleby believes there is no solution for what has become for him a meaningless existence. And I think it is here that I see most clearly the connection between Melville's story and my committee meeting. What I witnessed was another version of the same kind of despair. I saw people asking, "If I can't make a difference anyway, why should I try?" Teachers can't afford such pernicious reasoning because it creates an excuse for mediocrity in the classroom. Yet I'm afraid this despair reaches across education and is reflected in our students. I believe some students are learning exactly what we are teaching them. They are learning that we don't believe we can solve the problem of their illiteracy, so we deny the problem by hiding behind the content of our courses and claiming that content for our purpose. And therein lies the moral issue: if we are to produce thinking, caring students, then we must first become thinking, caring teachers. We have to take responsibility, as many teachers before us have done, and do the things we've been hired to do. We have to find for ourselves first a reason to teach and then for our students a reason to learn. We have to compose a meaning for our courses that goes beyond information or even the interpretation of information. We have to understand it is through our disciplines that we teach the critical thinking skills that are worth our time and effort. In fact, without these skills, our students have no real means by which to know what is important about our disciplines. It is through the facilitation of this learning that we make the meaning for what we do and who we are when we call ourselves "teachers."

As an English teacher I feel deeply the despair the narrator of Melville's story must feel as he says, "Ah Bartleby! Ah, humanity!" He must feel that in failing Bartleby he has failed humanity and ultimately himself. If we fail to understand what it is we should be doing as teachers, then we fail our students and ultimately ourselves, too.
A Conversation With
Governor Bill Clements

INTRODUCTION: The Texas Constitution does not give a broad range of powers to the Governor. Nevertheless, particularly on budgetary matters, the Governor often becomes the final arbiter of the legislative product. Community college teachers received a vivid illustration of this last year, when Governor Bill Clements cast a veto of over $45 million for health insurance premiums—money that had to be quickly replaced at the local level. We thought it would be interesting to ask Governor Clements about that decision, as well as several other timely issues affecting community colleges. The interview was conducted August 10, 1988, in the Governor’s office by TJCTA State President Larry Shirts and Legislative Committee Chairperson Scott Nelson.

MESSENGER: We appreciate the opportunity to come and talk with you.

CLEMENTS: I’m delighted to help.

MESSENGER: As we all know, the last several years have been tough on this state, as a lot of new challenges have presented themselves. As we read the news, at least from our perspective, it seems that things are getting a little bit better statewide, in terms of the business climate.

CLEMENTS: They are.

MESSENGER: What we are obviously interested in is where this leads us in the future for higher education in general and community colleges in particular.

CLEMENTS: Well, you have raised such issues as the economy; you’ve talked in terms of junior colleges; and then you’ve talked in terms of higher education. We could spend all afternoon talking about those three subjects. I really thought that you were here to talk about junior colleges.

MESSENGER: That is indeed exactly why we are here.

CLEMENTS: Let’s narrow the focus, shall it?

MESSENGER: In terms of community colleges, where do we fit into the higher education picture?

CLEMENTS: Well, junior colleges are an extremely important part of our educational system in the State of Texas. I have long, long been an advocate of junior colleges. There are certain people who will probably have a terminal education in junior colleges. And they know it, and they go there for a specific or predetermined purpose, and they do their either one or two years and then they leave. They leave the educational cycle and they go into the workplace. And that’s as it should be. On the other hand, there are those who use the junior college as a stepping stone to higher education and go on and get a terminal degree at the Bachelor level; but then a good many of them, a smaller fraction of course, go on and get their Masters’ and even their Doctors’ degree, but they start in the junior college system. I have always felt that our Texas junior college system was exceptional. I have felt that—and I may be mistaken about this—it was second only to California’s in this regard, and I can remember when I was in school that there was much discussion that we were trying to pattern our system after what was taking place in California. And I think in a large measure, we’ve done that, because California was way ahead of us in the formation of a junior college system. There’s nothing wrong with that. You know, it’s a very non-responsive system that can’t see that something outside is better than what you have, and follow that pattern; and I think in a measure, that’s exactly what we did. I really don’t know in any great detail about the present Texas junior college system as much, but I have watched with great interest what’s happened in Dallas with that system; and, of course, it probably is as good an example as there is in the state of a junior college system that has certainly succeeded. I remember vividly when they first started talking about that system and they started building six campuses at one time, I think the people of Dallas—and certainly I was one of them—just couldn’t quite focus on their goals. I’m very honest about that. I voted for it, as did the people of Dallas, because it was in a bond issue and they had to have a vision of what it might be, but they weren’t following any particular pattern. They were kind of plowing new ground for us in Texas. But they started out and they built six of those campuses—as I recall it was six. And they now have over 40,000 students. I think it’s the largest system in the state, isn’t it?

MESSENGER: Yes.

CLEMENTS: And highly successful. It’s something that Dallas can take immense pride in. So I have been indoctrinated, so to speak, with a real success story there in Dallas County. And I am a strong, strong advocate of the junior college system, without any particular prejudice about either terminal, or continuing, or even going on as a starting point for a doctorate degree. So I strongly support the junior college system and all that you’re trying to do.

MESSENGER: Well we’re pleased, and not surprised. One of the obvious things that has concerned and disturbed a lot of our members has been the problems with revenue in the last several sessions, most particularly in the last one. The veto for health insurance benefits was quite upsetting.

CLEMENTS: That’s understandable.

MESSENGER: What we’d like is for you to share your thoughts about that particular act and what it means.

CLEMENTS: Well, I think that in the crunch that we were experiencing, we were looking for almost any source that we might find to ease our pain, as far as that squeeze on our budget was concerned. It was a painful process for us to have to raise taxes like we did. It was certainly against my philosophy and against my basic nature to go through that exercise, but I would...
remind you that we were faced with a $1.2 billion deficit, which we should never have had, but we did. And then in the midpoint of the session we were confronting with a $700 million cash shortfall, according to Mr. Bullock—and he was correct. I don’t question that it was there, and we have subsequently proved that it was there. So we were having to make up the deficit and the cash shortfall, and in that process we made some cuts that, first of all, were painful. We didn’t want to make the cuts that we did, and in some cases those cuts were what I would call misguided. Perhaps we shouldn’t have done them. Hindsight is always better that foresight—it’s 20/20. So I would say to you that in all likelihood I will support—in all likelihood—that cut that we made on the junior colleges will be restored.

MESSENGER: That’s very encouraging. As I’m sure you know, it had a rippling effect in so many ways in our districts. They were forced to turn to local revenues. They often had to either raise taxes, cut faculty salaries or freeze them, or reduce raises below the cost of living.

CLEMENTS: I understand.

MESSENGER: Under your new budget execution authority, is there any possibility that you would consider shifting funds to alleviate those dislocations prior to the session?

CLEMENTS: I don’t want to answer that in an offhand way. That would take a very careful study on my part, going back into our budget section and discussing it with both the Speaker and Lieutenant Governor and determining again through certification of Mr. Bullock’s office exactly where we are with our cash flow in the overall budget period, which runs through 1989 as you know, and just have a whole review of that process and see where we are before I’d want to make a comment. If we can afford now I want to underline that—if indeed we’re going to end up with something that would appear to be a very good cash balance at the end of the fiscal period, I would not be averse to doing that. But I do need to consult with these other people, and I don’t want to leave you with the impression that I’m advocating it, but I’m willing to study it—that’s the proper viewpoint. We’re making good progress, and it would appear—I can only tell you the same figures you get from Mr. Bullock’s office—that if everything continues to move in the right direction as it appears to be doing, we may end this fiscal period with a surplus in excess of maybe $200 million, something like that. It’s rather tenuous at this point, but at the same time it’s very favorable. We’ll pay off our deficit, we will have cured our cash flow problem, and at the same time end up with what might be a surplus. If we do, and if we can harden those forecasts and all, I’d be willing to reopen the question through budget execution.

MESSENGER: Very good. An issue that is quite different from budgetary questions, although it’s related indirectly, and one that also is of great concern to many of our members, is the expansion of existing upper-division institutions which offer 300- and 400-level courses, downward to also include freshman and sophomore classes. The concern that we have is that many of these institutions—perhaps these days most prominently in South Texas like Corpus Christi State—are very interested in becoming free-standing, four-year institutions. We have, for instance, in that same city a quality two-year school, Del Mar College, that has provided a high level of education to area residents, as well as others throughout the state, for many years. There is a good deal of talk of this kind of thing in other parts of the state as well, but South Texas is where it’s most obviously occurring right now. Do you have any thoughts on that basic issue, in terms of the philosophy of it?

CLEMENTS: I think that this is an open question that has not in any sense been resolved at this point. I’ve heard these same rumors, but rumors won’t cut it. I can assure you that we are not going to go forward without a firm, solid recommendation from the Coordinating Board, and as I understand it this has not been before the Coordinating Board at this point; and I have also heard indirectly that there are some members of the Coordinating Board who are very much opposed to this sort of thing. So all I can tell you at this point is that we’re studying the problem, we will continue to study it, we will continue to listen to the various interested parties, but until we have some kind of an agenda item in the Coordinating Board, where it becomes an active question, I’m just listening; I’m not taking a position.

MESSENGER: What we find, Governor, is that in these communities, the economic sector generally favors four-year institutions.

CLEMENTS: Who?

MESSENGER: Well, groups such as the Chamber of Commerce, for instance.

CLEMENTS: Well, I’d say in a general statement that we’re fortunate in this state that the Chambers of Commerce are not really making these decisions; the Coordinating Board is. [We’ll wait] until it gets to the point of the Coordinating Board and they have time to judiciously—and that’s the key word here—consider this kind of an issue. At the same time they would be studying it, I would be studying it. I’m not going to take a precipitous position in regard to this situation. I’m listening at this point, that’s all.

MESSENGER: We often try to provide statistical information about the educational needs of entry-level people, the kind of statistics that anybody who is interested in public policy in Texas from a purely educational perspective would want to see. But what we find in these communities is that they want four-year institutions for economic reasons or bragging-rights or
“In this state the Chambers of Commerce are not really making these decisions.”

whatever. Often the students don’t get mentioned very much in the process.

CLEMENTS: I think I’ve made all the comment I intend to make.

MESSENGER: One of the other issues that is always a concern of ours is the status of our retirement system. Many of our members are involved in the Texas Teacher Retirement System. Others are with an Optional Retirement Program. There has been a tendency in past sessions to view the funds in that system as perhaps a way to alleviate some of the budgetary problems. Do you have a particular feeling about that as an option in the coming session?

CLEMENTS: My understanding is that within certain minimum and maximum limits, that number that is contributed is the function of an actuarial review, and within those limits it floats up and down, depending on the actuarial recommendation done by outside experts. Certainly, it’s not done by the Legislature, it’s not done by the Governor’s office, and it’s not done by the teachers. It’s done by outside experts who make a profession of this sort of thing. I know that it will be under review, as it always has been, at least as long as I’ve been Governor. And I don’t remember a single budget that was ever put together where that was not considered. You know, actuarially, what is the right number? So what are you asking?

MESSENGER: We’re mainly just interested in your support for the actuarial soundness of the Retirement System.

CLEMENTS: Absolutely. That’s the law, as it is presently written. And I think it’s a good law. And you have a band in here as to what is actuarially sound in the system that you can review at any point. You can always to back at any time and look at the fund and say, actuarially where are we now? You might not be able to get that answer immediately, but I am sure that that is a program that is in the computers and would be a relatively easy number to come up with over a course of maybe 48 hours. I don’t think the Legislature—or certainly the office—has any intention of not keeping that fund actuarially sound.

MESSENGER: Again, we’re not surprised, but pleased to hear you say that. When you left office in your first term, the level of state support for two-year schools was somewhere around 65 percent of the total outlays of those colleges. Today, it’s closer to 52 or 53 percent as we understand it. There seems to be a shifting of responsibility financially from the state down to the local level, often through increased local taxes. Is that a trend that you would anticipate continuing?

CLEMENTS: I would. These things are all relative, but certainly in a measure, the closer the junior college system is to the community, in my judgment, it’s going to be that much better. As I understand the mission of a junior college, it’s to do several things. It is to prepare some of those students for careers, whatever career that may be, whether it’s in nurse training or pre-med or it may be in some kind of vocational training. I know that in Dallas, the junior colleges have been a tremendous asset in preparing citizens from the Dallas-Fort Worth metropolitan area for corporate structures that are coming into the area, to prepare for them their future employees, on a curricula that reflects what those needs might be. And it’s a very good purpose. And that changes from community to community, so the community itself has the best sense of what is required in that regard. Then, of course, it has another purpose. It has a purpose of preparing certain students for higher education. And again, it fulfills that mission, in my opinion, in a very good way. In the Dallas area where there are several major universities, it prepares students to enter into those academic centers and carry the load. Some others are there for academic subjects that have nothing to do with the workplace as such. These interests can take many forms, in literature, or whatever, music, and so forth. And that’s a good purpose. These are, in general, students who are somewhat older than what you might normally think of as the usual college student. So I strongly support all these different facets that you normally don’t think about when you say junior college. I think it serves a great purpose for our state.

MESSENGER: But in terms of the funding mix, you would anticipate a continuation of this trend toward more and more reliance upon local taxes?

CLEMENTS: I sure do. The best education and the tax dollars that support that education can best be attributed to those local people who understand their needs the most and have the highest degree of interest in the situation. I think, in other words, a decentralized system is far, far more to be preferred. Then these various purposes, which are really in a way not related to each other, can be better fitted to the local situation when you have the most local control. I really believe that.

MESSENGER: So that would be at least one difference between the California approach you mentioned earlier and what you see as the proper one for Texas—because their system is much more centralized.

CLEMENTS: It could be. It could be. No one ever told me the California system was perfect. Maybe we can improve upon it.

MESSENGER: One of the problems we face is that we carry, in terms of entering students, around three-fourths of all first-time students.

CLEMENTS: Regardless of who they are?

MESSENGER: Exactly. And two-thirds of all freshmen and sophomores are in our classes too, and we provide a tremendous amount of introductory education.

CLEMENTS: What’s the total population of junior colleges in Texas?

MESSENGER: 328,896. That’s 63 percent of all college freshmen and sophomores and 41 percent of all students in higher education. So we do serve a sizeable component of higher education. What we are leading to was the fact that we are facing, in the very near future, the implementation of a testing program that is designed to identify deficiencies in basic skill areas. All incoming freshmen must take it, starting next year. Those who come up deficient will be forced into remediation to correct the problem. This is true, whether they first come to us or, perhaps the University of Texas. We’re concerned about what this will
“I’m proud of our junior college system. I want to see it prosper.”

mean. The students will eventually have to pass the exams before they can enter junior level courses. We support the concept of remediation. In fact we’re the basic source of that kind of training. But one of our concerns is, for instance, that the test will cost the student $24 each time he or she takes it.

CLEMENTS: So they have to pay to take the test.

MESSENGER: Yes. And if they fail, they’ll have to take remedial courses.

CLEMENTS: Remedial courses meaning non-credit?

MESSENGER: Right. The Coordinating Board has requested some funds to help defray the costs. What we’re mainly concerned about is the impact on those students who don’t pass the test. Many estimates of the failure rate exceed 50 percent—higher than that in some parts of Texas. We’re worried about proper funding and support, since we service so many of the first-time students.

CLEMENTS: I don’t really have a response. I didn’t realize that this was pending.

MESSENGER: The first exam will be given in March—this coming March. We often find that many of our own people don’t know about this either. There is a grandfather clause that permits students who have enrolled by fall of 1989 who have enrolled for three hours to be exempted. Obviously, we might anticipate a big summer enrollment next year. But more importantly, what does this mean for the students who can’t pass the test? Where do they go?

CLEMENTS: I’m going to give you a quick reaction, because I really haven’t studied this particular issue. It’s possible that, depending upon the type of test, whether it goes in the direction of the normal, what I call academics, or whether it goes on the training side, would be extremely important. And if it goes solely to the academic side, you may eliminate an awful lot of students who are now in your junior college system, who are the ones for whom I would call job training, which is not directly related to academics per se. Again, we reach a fork in the road here, where a person might be going into an automobile factory or aircraft plant or something like that, which might require what I would call manual skills of some nature, versus the student on the other side who is basically taking college entrance courses to go into pre-med or pre-law or some of the sciences or engineering or whatever. And their thrust in your system is going to be totally different. And I would hate to see such an examination be discriminatory to either one of these paths. I think you would lose part of your purpose if that were so.

CLEMENTS: I think you’ll need to keep us informed as to the progress that is being made and the direction it appears these tests are taking. In the sophistication of modern business, like in a modern factory, the kind of skills that are needed, where you do indeed have to read a gauge, you have to monitor certain pieces of equipment and so forth, in a semi-automated sense, it’s imperative that you can, as the saying goes, read and write. If you can’t do that, why, you should have remedial work. But when you get into math, my question is what kind of math—at what level? If you’re talking about advanced algebra, that’s one thing. If you’re talking about simple arithmetic, that’s quite different. So we need to know more about the direction in which we are going with this test. I would hate to exclude those high school graduates who are seeking some kind of skills that would enable them to go into a factory, like a defense factory or domestic steel plant or whatever. We must not deny them the opportunity to become literate. That would be a terrible thing. And the junior college system would be doing a great injustice to our society.

MESSENGER: Any predictions for the next legislative session?

CLEMENTS: We’ve turned the corner as far as our budget cycle is concerned, there’s no doubt about that. The question now is to what degree have we turned the corner. Our projections from Mr. Bullock’s office point to plus or minus a $200 million surplus. I know some members of the Legislature who think it will be more than that. I also know some members who think it will be less than that.

MESSENGER: So we can tell everyone that everything’s looking great and we’re all going to get everything we need, right?

[C笑声。]

CLEMENTS: Nobody ever gets what they think they need, but I do see a much rosier picture than we had a year ago. Our economy has turned around. Our Gross State Product is up, our unemployment rate is down—we’re now down below 7 percent for the first time in about three years. So we have indeed turned the corner, there’s no doubt about it. It’s too early to tell many more specifics about the next two years after the current budget cycle. We’re going to have to predicate our budget on our revenue stream, what’s happening on the tax side. You can’t separate these two things. I can assure you that as your Governor, we are not going to be in a position of borrowing on our future or raising funds from sources that don’t make sense. We’re not going to do that.

MESSENGER: A couple of times in your first term you said that community colleges were the best bargain the State of Texas gets. Do you still feel that way?

CLEMENTS: I do. I sure do. I think that our junior colleges offer a wonderful opportunity for our young people to further their education, whatever route it may take, and to prepare themselves for a bright future, meaning a job future. I’m proud of our junior college system, I support it, and I think it’s a very, very important part of what we’re all about in the State of Texas, and I want to see it prosper.

MESSENGER: Thank you, Governor, for letting us come in and talk with you.

CLEMENTS: I enjoyed visiting with you.
ACADEMIC INTEGRITY
(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of academic integrity for years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We fully accept the responsibility of college teachers to establish and maintain standards of excellence in the courses they teach.
2. We recognize the need for consistency and fairness in the evaluation of student performance.
3. We fully recognize the need to maintain public confidence in the academic integrity of our colleges.
4. We know that inflated grades have cheapened value, and therefore we strongly affirm the need to strengthen and preserve credible measures for evaluating student performance.

Operational Elements

The separately constituted and governed members of this Association may choose to implement these principles in different ways, his probable diversity stems from differences among institutions in the State. Examples of possible approaches include the following:

1. Each member of this Association should support and encourage excellence in teaching and learning in his or her institution.
2. Each teacher should continually evaluate the teaching and learning in his or her courses.
3. Each institution should maintain an awareness of academic aptitude levels for each entering freshman class and share that information appropriately with its teachers.
4. Each institution should establish and vigorously uphold reasonable and responsible standards of academic performance for students and teachers.
5. Each institution should adopt adequate procedural safeguards for grade appeal which are explicitly stated and appropriately published.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic integrity. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which evaluation of student performance is conducted.
STUDENT RECRUITMENT AND INSTITUTIONAL INTEGRITY
(Adopted March 6, 1981)

Statement of Principles

The principles enumerated below have been among the cornerstones of institutional integrity for some years. We reaffirm them here to provide a fuller view as an Association of our beliefs and expectations for the future.

1. We recognize the legitimate interest of a college in defining clearly its mission and services and in identifying the people it serves and those it might serve in the future.

2. We recognize also the inseparable relationship among adequate enrollment, fiscal solvency, and institutional survival.

3. We acknowledge that possible solutions to the problem of declining enrollment should be carefully considered and implemented only when consistent with behavior which is ethical and appropriate for higher education.

4. We know that lowering academic standards or relaxing degree requirements for the purpose of increasing enrollment is not in the interests of the public or our profession.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

6. We ask each member of the Association to support the commitment to offer the highest quality education to our students. The most effective promotional and recruitment activity of any college is, after all, good teachers teaching well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the growing competition for students. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student recruitment is conducted.

STUDENT RETENTION
(Adopted March 6, 1981)

Principles

With an anticipated decline in enrollment, greater emphasis is being given to retaining students. The principles enumerated below have been among the cornerstones of instructional integrity for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We believe that any student retention policy should be aimed at educational accomplishment rather than merely holding students for fiscal reimbursement by the State.

2. We believe that academic standards must not be lowered to retain students.

3. We believe that all components of a college, not just teachers, are responsible for student retention.

4. We accept the responsibility of college teachers to encourage and assist students in the completion of any college work undertaken.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. Examples of possible approaches include the following:

1. Teachers should strive to help each student reach his or her potential as a scholar and a human being.

2. Administrators should strive to schedule classes at appropriate hours, provide adequate facilities, and maintain reasonable class size.

3. Support Services personnel should strive to meet student needs and requirements with efficiency, dispatch, and compassion.

4. Maintenance personnel should strive to maintain physical plant conditions which enhance teaching and learning.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.
ACADEMIC MARKETING  
(Adopted March 6, 1981)

Some colleges are considering academic marketing as a solution to the problems of declining enrollment and financial pressure. Academic marketing refers to the application of business marketing techniques to identify, attract, and satisfy students.

Principles

The Texas Junior College Teachers Association urges that in all college marketing efforts great care be taken to preserve the special nature of the educational enterprise. Not all business practices can be—or should be—adopted by educational institutions. While the future of any college depends on its ability to attract and retain students, any possible solution to the problem of declining enrollments, including academic marketing, should be implemented only when appropriate for higher education and when consistent with academic integrity.

1. Special care should be taken in the use of outside consulting firms which may not be sensitive to the unique nature of the enterprise of education. Excessive use of business terminology (e.g., "selling our product," "the educational marketplace") is inappropriate and misleading to ourselves and to our students as to the role of education.

2. Lowering academic standards and revising curricula for the purpose of relaxing degree requirements to increase enrollment cannot be defended.

3. An institution should not pretend to market what it does not or cannot provide. For example, remedial students should not be promised their needs can be met if no programs exist for them.

4. Marketing efforts should be weighted initially toward retention rather than recruitment.

5. Educational marketing is the responsibility of the entire college, not any single entity of it. Faculty evaluation, therefore, should be based on the quality of teaching, not just the number of students or contact hours generated.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic marketing. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures for academic marketing.

FACULTY DEVELOPMENT LEAVE  
(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and professional growth for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Public two-year colleges in Texas may grant leaves of absence for professional development with pay: Vernon's Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.105(a).

2. The community junior colleges of the State should define professional development to include leave grants for carefully selected professional whose endeavors could not be attempted if such grants were not available.

3. Professional development leaves benefit the individual recipients, their communities, their institutions, their colleagues, and their students.

4. At no time should the quality of teaching suffer due to the absence of teachers on professional development leaves. Leave grants must be subject to the availability of quality replacements.

Operational Elements

For those colleges functioning on critically tight budgets, only those leave grants which involve no additional expense may be feasible. An occasional leave grant which does not increase the college's operating budget may be preferable to no leave grant program at all.

Colleges should consider allocating professional development funds to include leave grants. The leave grant programs themselves may generate monies for the professional development budgets because in those instances in which colleges save money by granting leaves, the savings can be channeled into their professional development budgets.

Examples of possible approaches include the following:

1. The faculty member on faculty development leave may be paid one-half of his or her nine-month salary while the college retains the other half plus any Social Security contributions for that amount, if applicable.

2. A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

3. The instructional cost differential obtained through the use of temporary or part-time teachers in replacement of the faculty member on leave may enable the college to avoid any additional expense in providing for paid faculty development leave.

Communication of these principles and operational guidelines is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development leave with pay. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty development leaves are sought.
DISCRETIONARY COMPENSATION

(April 20, 1982)

Principles

Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed here by the Association in regard to compensatory procedures to provide a fuller view of our beliefs and expectations for the future.

1. We fully accept the relationship between work performed and compensation received.
2. We seek supervision and evaluation which ensure the best professional teaching as a public service.
3. We recognize in principle that incentives may strengthen morale and encourage imaginative and energetic teaching.
4. We affirm, however, that merit incentives involving compensation for teaching effectiveness should be implemented only with approval and willing cooperation of the teachers affected by them.
5. We affirm that merit pay cannot in any instance substitute for the priority of adequate faculty salaries. Neither can it replace good facilities, satisfactory working conditions, nor effective supervisory services as conditions for high faculty morale.
6. We affirm that the use of discretionary merit pay is improper and unethical as a means of coercing allegiance to an administration or of infringing upon the right of a teacher to speak the truth as he or she sees it.

Operational Elements

Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below constitute our position on academic freedom:

1. Faculty members of Texas community junior colleges are entitled to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher's right to teach preserves the student's right to learn.
2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present the information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.
3. Faculty members of Texas community junior colleges are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.
4. Prior restraint or sanctions should not be imposed upon faculty members of Texas community junior colleges in the exercise of their rights as citizens or duties as teachers. Nor should faculty members fear reprisals for exercising their civic rights and academic freedom.
5. Faculty members of Texas community junior colleges have a right to expect their governing boards and administrators to uphold vigorously the principles of academic freedom and to protect their liberties from harassment, censorship, or interference from outside forces and individuals.

ACADEMIC FREEDOM AND RESPONSIBILITY

(April 20, 1982)

Academic Freedom

The academic freedom of Texas community junior college faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members of Texas community junior colleges should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.
2. Faculty members of Texas community junior colleges are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.
3. Faculty members of Texas community junior colleges recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.
4. Faculty members of Texas community junior colleges recognize that the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act in behalf of their employing institutions or of their profession.
FACULTY RENEWAL AND DEVELOPMENT PROGRAMS
(Adopted February 25, 1983)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and development programs for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.

2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.

3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.

4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Operational Elements

Faculty renewal and development programs—including faculty grants, stipends, developmental leaves, and sabbaticals—can be prudent investments of the resources of institutions in the integrity of instructional programs, and a demonstration of continued commitment to the well-being of faculty. In return for the investment, institutions benefit from stronger instructional programs.

The separately constituted and governed institutions of the state may choose to implement these principles in different ways in the operation of faculty renewal and development programs. However, we assert the following elements as necessary to ensure orderly and productive faculty renewal and development programs.

1. Institutions should provide adequate financial incentives for faculty renewal and development.

2. Faculty renewal and development programs should provide financial support to faculty members for improving the quality of instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.

3. Faculty renewal and development programs should be based upon a stated philosophy or rationale. These programs should clearly state eligibility requirements, define guidelines for application, and ensure equitable treatment for all applicants.

Communication of these principles and operational elements is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development programs. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures which promote increased interest in faculty renewal and development in the Texas community junior colleges.

EVALUATION OF FACULTY PERFORMANCE
(Adopted February 25, 1983)

Principles

Because the issues in the evaluation of faculty performance have a direct bearing on the lives and professional security of all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed by the Texas Junior College Teachers Association.

1. Evaluation of faculty performance should take place under policies which declare an institution’s values regarding instruction and which make clear its expectations of teachers.

2. No single effective model for faculty evaluation can accommodate the diversity of Texas community junior colleges.

3. The development and implementation of a faculty evaluation policy must be the shared responsibility of both faculty and administration. A policy must ensure that no faculty member be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

4. The criteria for evaluation should be diverse, broadly based, clearly stated, and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

5. Successful faculty evaluation depends upon open, mutually receptive communication between those who are evaluated and those who evaluate.

6. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of an evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for the appeal of the results of evaluation and periodic review of evaluation policies by faculty are necessary.

7. Evaluation policies must recognize the concepts of academic freedom and responsibility and must provide for due process whenever grievances arise.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the evaluation of faculty performance. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty evaluation is conducted.
STUDENT CONDUCT
AND DISCIPLINE
(Adopted February 13, 1986)

To provide for the safety and security essential for effective learning and to guard the rights of students, faculty, and staff, the Texas Junior College Teachers Association affirms that each Texas community junior college should:

1. Acknowledge its obligation to assure the safety of students, faculty, and staff in all college related matters whether on or off campus.
2. Adopt a student disciplinary code clearly stated and rationally related to the goal of assuring a safe environment for students to learn and teachers to teach. The student disciplinary code should include at least the following elements:
   a. A statement of purposes for the code;
   b. A partial list of actions, whether committed on or off campus, which will render a student subject to disciplinary action;
   c. A list of authorized disciplinary actions that may be imposed upon a student;
   d. A detailed statement of clearly defined procedures which will be followed when a student is alleged to have violated campus regulations;
   e. A statement of further actions which may be taken by the college district.
3. Actively seek criminal prosecution for actions by students and non-students which violate federal or state criminal laws and initiate appropriate civil litigation for the recovery of damages.
4. Provide adequate legal assistance for employees involved in litigation resulting from actions on and off campus directly related to fulfilling their duties to the college.

This statement is intended to promote understanding and constructive dialogue concerning student discipline and the rights of students, faculty, staff, and trustees of community junior colleges in Texas. As an Association we stand ready to work with all groups in discussion of student discipline policies and procedures.

FINANCIAL EXIGENCY,
REDUCTION IN FACULTY,
AND PHASING OUT PROGRAMS
(Adopted February 19, 1987)

Principles

Because a substantial number of Texas community junior colleges have no contingency plans for an orderly change in philosophy, mission, significant decreases in enrollment, or bona fide financial exigency requiring a reduction in faculty, the Texas Junior College Teachers Association affirms the following principles:

1. A policy for financial exigency, reduction in faculty, and/or the phasing out of institutional programs must provide for the fair and equitable treatment of all faculty involved.

2. Faculty representatives should participate in the development of a policy affecting so fundamentally their professional careers and economic welfare.

3. A policy providing for the termination of employment should include at least the following:
   a. A definition of financial exigency as well as the conditions which necessitate a reduction in staff or phasing out institutional programs.
   b. A statement of objective criteria for reduction in staff.
   c. A statement of orderly safeguards allowing for appeal and protecting rights of due process as provided for in Policy Paper I, Appendix II, Coordinating Board, Texas College and University System.
   d. A statement of methods and procedures for determining benefits and benefit periods for faculty affected by reduction.
   e. A statement of methods and procedures for reemployment of faculty.

Operational Elements

Before implementing a plan for financial exigency, reduction in faculty, or phasing out programs, an institution should:

1. Provide faculty affected by reductions with appointments in related areas, provided they are qualified professionally to teach in such areas and such positions are available.

2. Provide reasonable notice to faculty permitting them to acquire qualifications to accept appointment in related teaching fields or disciplines where positions are available.

3. Offer the option of early retirement to full-time faculty.

4. Reduce part-time faculty in disciplines or programs in order to retain full-time faculty. Full-time faculty status should always take precedence over part-time status where qualifications and assignments are similar.

5. Offer options which will maintain full-time faculty status but redefine the terms of employment. Such options might include a reduction in the workload with a proportionate reduction in compensation or an increased base workload.

The Professional Development Committee of the Texas Junior College Teachers Association stands ready to assist any institution or any faculty organization in the development of a fair and equitable plan for financial exigency, reduction in faculty, or phasing out of institutional programs based upon these principles and operational elements. This assistance may take the form of consultation with the Committee (or its representatives) and/or making available specific model policies through the State Office of the Association.
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

CODE OF PROFESSIONAL ETHICS

(Adopted April 1, 1977)

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order more adequately to express the affirmation of our professional responsibilities, we the members of the Texas Junior College Teachers Association do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues* and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague’s innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

*In this Code the term "colleague" refers to administrators, teachers, non-academic personnel, and any other persons employed by colleges in the educational enterprise.
Following is a policy statement clarifying the Association's practices and procedures in handling grievance matters. The statement was adopted by the TJCTA Executive Committee in its meeting December 4, 1987.

TJCTA Legal Assistance
Philosophy and Procedures

The Texas Junior College Teachers Association is committed to the principles of academic freedom and due process of law. If a member of the Association feels that he or she has been dealt with in an unlawful manner, the member will be provided access to the best information available concerning academic defense issues and grievance matters. Further, after evaluating the specific circumstances in the case, the TJCTA Executive Committee might refer the matter to the Association's attorneys for additional consultation and assistance, at no personal cost to the member.

During the past three years, TJCTA members from more than 30 colleges have received legal assistance at Association expense. The nature of that assistance has ranged from a single telephone consultation with an Association attorney to the filing of a lawsuit in a federal court. More than $60,000 of the Association's resources have been expended for investigation, consultation, and representation in various grievance matters.

Given TJCTA's limited financial resources and the high cost of providing expert legal assistance, it is important that the legal merits of each case be carefully examined and objectively assessed. It is important, also, that each member requesting assistance understand both the Association's philosophy on legal assistance and the manner in which individual cases are evaluated and processed.

Most grievance cases can—and should—be resolved without resorting to formal legal action. TJCTA's State Office stands ready to act as an interested, but detached, "third party" to disputes and to assist all concerned in establishing the facts, clarifying legal principles and generally accepted practices, and offering informal advice regarding possible resolution of issues in conflict. The aggrieved member should realize, however, that many grievance cases involve treatment of faculty which might be patently unfair and unreasonable, but which is not necessarily unlawful. In such cases, TJCTA may be able to serve as an informal ombudsman and advocate on behalf of the member's interests. As a practical matter, though, obvious limitations of resources do not permit the Association to pursue such cases in the legal arena when it appears that no legal remedy exists.

Grievance cases which are determined to involve substantial legal issues will be referred to the Association's attorneys for written opinions and possible legal action. In accepting referral to TJCTA attorneys, the member gives consent for the attorneys to share their opinions and analysis of the member's case with Association officials. The Association relies heavily upon the advice and recommendations of its attorneys who are recognized experts on school law and teachers' rights. Understandably, the services of such specialists are costly, and the expense related to legal proceedings will normally be incurred only when a case is determined to have legal merit. Additionally, it has been found that a member's interests are not well-served if the member is receiving legal counsel from two or more different law firms or advocacy organizations. Thus, if a member decides to seek a second opinion (from other attorneys or another organization), the member is obligated to inform the TJCTA State Office of that intention, in which event the Association and its attorneys reserve the right to withdraw from the case.

After an evaluation of the case has been completed by Association attorneys, the TJCTA Executive Committee will determine whether or not any further legal action is warranted. If a decision is made to pursue the matter further, the Association's attorneys will be in control of the case, determining the nature of the action to be taken. Legal fees incurred will be borne by the Association. In the event the member's legal expenses are subsequently reimbursed (e.g., from insurance policy payment or monetary settlement) or if the member is awarded monetary damages, the member may be required to reimburse TJCTA for expenses incurred up to the limit of the payment received by the member.

If a member is not satisfied with the manner in which the case has been handled, that dissatisfaction should be expressed directly to the TJCTA Executive Committee by summarizing the complaint in writing.

The Association has earned a reputation for fairness, discretion, and effectiveness in assisting its members in grievance matters. Consistent with the philosophy and procedures outlined above, the Association stands ready to provide its members with informed counsel and advice about their specific circumstances while maintaining high standards of professionalism and confidentiality.
1989 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1989 TJCTA convention has been released. A detailed program will appear in a special convention issue of the Messenger in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Lester E. Palmer Auditorium and the Hyatt Regency hotel in Austin. An abbreviated schedule appears below:

**THURSDAY, FEBRUARY 16, 1989**
- 9:00 a.m. - 5:00 p.m. — Special Meetings (to be announced)
- 12:00 Noon - 10:00 p.m. — Convention Registration
- 1:00 - 4:00 p.m. — Committee Meetings, as called by Committee Chairpersons
- 4:00 - 5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
- 7:00 - 7:30 p.m. — Informal Reception
- 7:30 - 9:00 p.m. — BARBECUE AND FIRST GENERAL SESSION

**FRIDAY, FEBRUARY 17, 1989**
- 7:30 - 8:45 a.m. — Financial Planning Seminar (repeat at 12:30 p.m.)
- 7:30 - 8:45 a.m. — Professional Development Seminar (repeat at 12:30 p.m.)
- 8:00 a.m. - 5:00 p.m. — Convention Registration
- 8:00 a.m. - 5:00 p.m. — Exhibits Open
- 8:00 a.m. - 5:00 p.m. — Polis Open (Election of Officers)
- 9:00 - 10:30 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
- 11:00 a.m. - 12:30 p.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
- 12:30 - 1:45 p.m. — Financial Planning Seminar (repeat of 7:30 a.m. presentation)
- 12:30 - 1:45 p.m. — Professional Development Seminar (repeat of 7:30 a.m. presentation)
- 2:00 - 4:00 p.m. — SECOND GENERAL SESSION
- 4:30 - 6:00 p.m. — Special Meetings (to be announced)
- 9:00 p.m. - 1:00 a.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

**SATURDAY, FEBRUARY 18, 1989**
- 8:00 - 11:30 a.m. — Convention Registration
- 8:00 - 11:30 a.m. — Exhibits Open
- 9:00 - 10:15 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
- 10:30 - 11:45 a.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
- 11:45 a.m. — Adjournment
- 12:00 Noon - 3:00 p.m. — Special Meetings (to be announced)

SECTION CHAIRPERSONS FOR 1989 CONVENTION

Forty-eight individuals will have primary responsibility for planning and arranging programs for their respective section meetings during next year’s TJCTA convention. Selected by their colleagues during the 1988 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers, arranging field trips, or developing other programs for their sections.

Accounting ........................................ Billie M. Cunningham, Collin County Community College, McKinney Texas 75069
Aeronautical Technology .......................... Wayne E. (Ed) Eades, St. Philip’s College, San Antonio, Texas 78203
Agriculture ...................................... Randall H. William, Vernon Regional Junior College, Vernon, Texas 76384
Air Conditioning and Refrigeration Technology ............................ Arthur A. Porter, Jr., St. Philip’s College, San Antonio, Texas 78203
Art ................................................. John Michael Warms, Trinity Valley Community College, Athens, Texas 75751
Automotive Services .............................. Edward E. Forster, Jr., Cedar Valley College, Lancaster, Texas 75254
Biology ............................................ Edith S. Gudeman, Austin Community College, Austin, Texas 78748
Business Administration ....................... Rajiv Malhan, Lamar University at Orange, Orange, Texas 77630
Chemistry ........................................ William R. Miller, San Antonio College, San Antonio, Texas 78234
Compensatory/Developmental Education ............. Rachel R. Johnson, Tarrant County Junior College—Northwest Campus, Fort Worth, Texas 76119

**FOR 1989 CONVENTION**

TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials will be sent to the section chairpersons in early October. Program planning must be complete, and program outlines are due Dec. 1.

Next year’s chairpersons and their college addresses are listed below:

Accounting: Billie M. Cunningham, Collin County Community College, McKinney, Texas 75069
Aeronautical Technology: Wayne E. (Ed) Eades, St. Philip’s College, San Antonio, Texas 78203
Agriculture: Randall H. William, Vernon Regional Junior College, Vernon, Texas 76384
Air Conditioning and Refrigeration Technology: Arthur A. Porter, Jr., St. Philip’s College, San Antonio, Texas 78203
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Compensatory/Developmental Education: Rachel R. Johnson, Tarrant County Junior College—Northwest Campus, Fort Worth, Texas 76119

**COUNSELING AND STUDENT SERVICES**
- Counseling and Student Services: Delbert H. Hooper, Del Mar College, Corpus Christi, Texas 78404
- Criminal Justice: Ray K. Robbins, Western Texas College, Snyder, Texas 79549
- Developmental Reading: (To be named)
- Economics: Howard R. Erdman, Southwest Texas Junior College-Uvalde, Texas 78801
- Business Administration: Rajiv Malhan, Lamar University at Orange, Orange, Texas 77630
- Compensatory/Developmental Education: Rachel R. Johnson, Tarrant County Junior College—Northwest Campus, Fort Worth, Texas 76119
- Cosmetology: Lydia Rebecca Stafford, San Jacinto College—Central Campus, Pasadena, Texas 77505

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**THURSDAY, FEBRUARY 16, 1989**
- 9:00 a.m. - 5:00 p.m. — Special Meetings (to be announced)
- 12:00 Noon - 10:00 p.m. — Convention Registration
- 1:00 - 4:00 p.m. — Committee Meetings, as called by Committee Chairpersons
- 4:00 - 5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
- 7:00 - 7:30 p.m. — Informal Reception
- 7:30 - 9:00 p.m. — BARBECUE AND FIRST GENERAL SESSION

**FRIDAY, FEBRUARY 17, 1989**
- 7:30 - 8:45 a.m. — Financial Planning Seminar (repeat at 12:30 p.m.)
- 7:30 - 8:45 a.m. — Professional Development Seminar (repeat at 12:30 p.m.)
- 8:00 a.m. - 5:00 p.m. — Convention Registration
- 8:00 a.m. - 5:00 p.m. — Exhibits Open
- 8:00 a.m. - 5:00 p.m. — Polis Open (Election of Officers)
- 9:00 - 10:30 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
- 11:00 a.m. - 12:30 p.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
- 12:30 - 1:45 p.m. — Financial Planning Seminar (repeat of 7:30 a.m. presentation)
- 12:30 - 1:45 p.m. — Professional Development Seminar (repeat of 7:30 a.m. presentation)
- 2:00 - 4:00 p.m. — SECOND GENERAL SESSION
- 4:30 - 6:00 p.m. — Special Meetings (to be announced)
- 9:00 p.m. - 1:00 a.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

**SATURDAY, FEBRUARY 18, 1989**
- 8:00 - 11:30 a.m. — Convention Registration
- 8:00 - 11:30 a.m. — Exhibits Open
- 9:00 - 10:15 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
- 10:30 - 11:45 a.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
- 11:45 a.m. — Adjournment
- 12:00 Noon - 3:00 p.m. — Special Meetings (to be announced)
MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 42nd annual convention, Feb. 16-18, 1989, in Austin, are encouraged to reserve hotel accommodations early. A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the Austin Convention Housing Bureau. Reservations will be processed as they are received, on a first-come, first-served basis. Reservations may NOT be made directly with the convention hotels.

**CONVENTION HOTEL FACILITIES AND RATES**

<table>
<thead>
<tr>
<th>HOTEL/ADDRESS</th>
<th>Single (1 person)</th>
<th>Double (2 persons)</th>
<th>Triple (3 persons)</th>
<th>Quad (4 persons)</th>
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</thead>
<tbody>
<tr>
<td>Hyatt Regency Hotel</td>
<td>$70</td>
<td>$70</td>
<td>$75</td>
<td>$75</td>
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<tr>
<td>208 Barton Springs Road</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Embassy Suites</td>
<td>$70*</td>
<td>$70*</td>
<td>$75*</td>
<td>$75*</td>
</tr>
<tr>
<td>300 South Congress Avenue</td>
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<tr>
<td>Austin Crest Inn</td>
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<td>$50</td>
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<td>$50</td>
</tr>
<tr>
<td>111 East First Street</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Holiday Inn—Town Lake</td>
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<td>$50</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>20 Interregional Highway</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Embassy Suites rates include full, cooked-to-order complimentary breakfast and complimentary cocktails (5:30-7:30 p.m.) for registered guests.

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment be by cash or traveler’s checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

**HOTEL RESERVATION FORM**

**MAIL TO:** Convention Housing Bureau
P. O. Box 2990
Austin, Texas 78769

**HOTEL CHOICES:**

1st Choice: __________________________
2nd Choice: __________________________
3rd Choice: __________________________

ARRIVAL DATE: February ___________ HOUR: _______ M.*
DEPARTURE DATE: February ___________

CONFIRMATION will be made by hotel. CANCELLATION: Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

CONFIRM RESERVATIONS TO: Name __________________________ Phone: A/C______________
Address __________________________ City __________________________ State ________ ZIP ________

ROOM(S) WILL BE OCCUPIED BY:

Name (please print) __________________________ Address __________________________ City / State / ZIP __________________________
A wise investment...

Here are some of the ways TJCTA served its members during the past two years...

- Expended more than $30,000 in attorney's fees to provide expert legal advice to 34 members from 29 campuses
- Provided formal testimony before committees of the Texas Legislature on 9 occasions
- Was the only professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed 7 issues of a Legislative Update apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 51 campuses
- Responded to requests for advice and information from members of governing boards at 8 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 19 campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the largest meeting of community junior college educators in the nation, which included...
  - More than 100 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on “Financial Planning for College Teachers”
  - A session on development and implementation of televised instruction
  - A seminar for retired and “soon-to-be-retired” educators
  - A placement center offering information about professional staff openings
  - Almost 100 “section meetings” for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance
SALARIES FALL BEHIND INFLATION

Modest increases in salaries for most faculty this year failed to keep pace with increased cost-of-living. Salary raises averaged about three percent over 1987-88 rates, clearly below the four percent rise in the Consumer Price Index. These were the findings of the study of faculty salaries for the 1988-89 academic year conducted by the Texas Junior College Teachers Association.

While a few colleges granted pay raises of five percent or more, the great majority of schools kept to the inflation rate, and several granted no raises at all. The largest increase—almost 12 percent—came at Texas Southmost College, where a one-year-only “adjustment” of $2,639 was added to each faculty salary. Whether the additional amount is made a part of the TSC salary schedule will depend on the outcome of this year’s appropriations efforts, among other things. Raises of six percent at Grayson County College and five percent at Angelina College, El Paso Community College, Hill College, Lee College, and Weatherford College were noted.

This is the twelfth consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state’s public two-year colleges. All 49 community junior college districts participated in this year’s study. South Plains College reported that it has no adopted faculty salary schedule. Several other districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at all of the public community college districts. Responses are accompanied by copies of the institutions’ adopted faculty salary schedules or salary policies. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors with varying levels of academic credentials in their first, sixth, eleventh, sixteenth, and twentieth consecutive years of employment. This is the first year that the study was extended past the eleventh year.

“The TJCTA study is generally recognized as the most reliable compilation of salary data available,” said TJCTA state president Larry Shirts. He pointed out that the TJCTA survey is based on institutional salary schedules, allowing for absolute objectivity. “Ours is the only study that permits valid comparisons among the several college districts.” We believe it’s important to collect and report data accurately. When comparisons are made using the TJCTA study, it can be safely assumed that one is comparing apples with apples,” Shirts said.

The TJCTA study is much more accurate for comparison purposes than those which report “average budgeted salaries.” In those surveys—like the one published annually by the Texas Higher Education Coordinating Board—the older colleges have a distinct advantage over the districts formed within relatively recent years. Since large numbers of veteran faculty members are placed at the higher end of the salary schedule, this “loading” the study in favor of the long-established schools.

The tabular report of this year’s TJCTA salary study appears on pages 6-7 of this issue of the Messenger. A comparison of salaries for the past four years appears on page 10.

FACULTY PURCHASING POWER DROPS BEHIND INFLATION

The table below shows the loss of purchasing power for Texas community junior college teachers with master’s degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 4.0 percent for 1988 over 1987.

<table>
<thead>
<tr>
<th>Year</th>
<th>State Average Salaries—Master’s Degree</th>
<th>Percent Increase</th>
<th>Change in Purchasing Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$22,010</td>
<td>2.94%</td>
<td>- 1.06%</td>
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<tr>
<td>Sixth Year</td>
<td>$22,658</td>
<td>3.19%</td>
<td>- 0.81%</td>
</tr>
<tr>
<td>Eleventh Year</td>
<td>$27,147</td>
<td>3.58%</td>
<td>- 0.42%</td>
</tr>
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</table>
PRESIDENT'S MESSAGE

By now, I'm sure the Christmas tree has been taken down; New Year's resolutions have been made (and perhaps already broken); you've had a chance to catch your breath and collect your thoughts regarding the highs and lows of the past semester; and you've now returned to campus, hopefully renewed and refreshed, ready to embark upon a new semester.

In looking back over TCTA's activities during the fall, it is clear that the past four months have been busy and productive ones for our state association. On October 1, an extremely successful Conference for Faculty Organization Leaders was held. One hundred twenty-seven faculty leaders, representing some 49 community colleges across the state, gathered to hear outstanding presentations on such important concerns as faculty's role in college governance, recent legal developments affecting faculty rights, ways of increasing faculty effectiveness in the legislative process, and the Texas Academic Skills Program and its impact on those of us who teach in two-year schools.

During the months of October and November, each of the Association's major committees met to discuss relevant concerns, conduct important business, and plan their year's activities.

Spearheaded by the always enthusiastic recruitment efforts of our local campus representatives, our statewide membership drive has been particularly successful this year with more than half of our campuses reporting increased levels of TCTA membership over the same time last year.

As noted elsewhere in the Messenger, plans are being finalized for next month's state convention. I do hope you are planning to join us in Austin, Feb. 16-18, for what promises to be an excellent program—a grand opportunity to renew old friendships.

Of course, a major concern of our Association throughout the fall has been preparing for the upcoming session of the Texas Legislature, which is slated to convene Jan. 10. Along with others representing two-year college interests, TCTA has been working actively behind the scenes to restore employee health insurance monies which were vetoed by Gov. Clements and to insure increased state funding for the coming biennium. By now, you should have received a second issue of TCTA's Legislative Update which summarizes the Association's legislative efforts on your behalf. (If you have not received the second Update, contact your local TCTA campus representative.)

Although it is true that the state's fiscal picture is considerably brighter than it was two years ago at the start of the last legislative session, we should not be complacent or overly optimistic. Without a doubt, the struggle for adequate funding for community junior colleges for the coming biennium promises to be a challenging and difficult one. To be successful in our lobbying efforts, TCTA will need the active assistance of all two-year college educators throughout the state.

The structure of our two-year college system offers us a natural opportunity for grassroots organization and lobbying in every legislative district in the state. Every two-year college has in its faculty a cadre of well-educated, civic-minded individuals who, if provided with sufficient information and motivation, could be mobilized into an impressive political force on issues of concern to their individual districts and our profession at large.

Most observers of the state political scene agree that some of the most important lobbying—contrary to popular belief—does not take place in the capital while the Legislature is actually meeting in session or even in the watering-holes of Austin where special interest representatives "wine and dine" various public officials. Instead, individuals who would like to influence state decision-making are often more likely to gain an audience—and to have more real impact—by arranging to meet with their Representatives and Senators back home in the local district—either during the interim period between regular legislative sessions or during the first couple of months of the actual session when members regularly return to their respective districts for extended weekends. It is then that state legislators have the opportunity to study complex policy issues and the time to discuss thoughtfully those issues with interested groups and individuals.

Thus, the time is now—in the coming weeks—when you and your local faculty association can—and must—make contact and establish credible working relationships with your local legislators.

We must remind our legislators—and, for that matter, we must remind our friends, our neighbors, our colleagues, and our business associates—we must remind them all of the invaluable contributions made by community junior colleges to the people of Texas.

We must remind them that more than half a million Texans have chosen to attend our community colleges because there they are assured a quality education at an affordable cost.

We must remind them that almost two-thirds of all the freshmen and sophomores who attend college in the state today are attending two-year institutions— that's almost 45 percent of all the students who are enrolled in Texas public higher education!

We must remind them that our two-year colleges provide over 95 percent of all available post-secondary technical, occupational, and vocational education and job training in over 1,900 separate programs across the state and that each year business and industry contract with our schools to train and retain over 100,000 workers.

We must remind them that more than half of all minority students enrolled in public higher education in Texas are attending community colleges.

We must remind them that 90 percent of all Texans live within easy driving distance of one of our two-year campuses—campuses, by the way, which have been constructed totally with local monies and which are maintained and operated at no cost to the state.

We must remind them that more than 45 percent of the total operating income for public community colleges comes from local sources (taxes, tuition, and fees) and that local taxes have increased more than 135 percent over the last six years—at the same time state support has declined more than six percent.

We must remind them that, overall, state funding for two-year colleges represents less than one-fifth of all the monies appropriated for higher education and that, in the current biennium, public community colleges were the only educational institutions in Texas whose state appropriations for instructional programs were actually cut below previous levels.

And finally, we must remind them that during the past year, faculty at more than half of our community junior colleges throughout the state have watched their take-home pay actually decline as salaries have been cut, frozen, or increased only marginally at a rate less than the cost-of-living.

Yes, it's clear that we have an important message that must be told. Be assured that we, at the state level, will continue to do our utmost to represent forcefully and effectively our collective interests as two-year college educators.

But we do need your help. I am convinced that the real success of our lobbying efforts in Austin will depend to a great extent on how well you—at the local level—have established channels of communication and an effective working relationship with your respective legislators.

Won't you join with me and thousands of your colleagues across the state in this extremely important effort? I look forward to working with you in the weeks ahead and to seeing you in Austin next month at the state convention.

Larry G. Shirts

President
FACULTY LEADERS ATTEND ANNUAL CONFERENCE

Vivian Blevins  Marcia Wise  Shane Goetz  Cyndi Taylor Krier  Joan Matthews

One hundred twenty-seven faculty leaders from 49 Texas community junior colleges attended the ninth annual TJCTA Conference for Faculty Organization Leaders held in Austin in the fall.

Speaker for the conference's opening session was Vivian B. Blevins, president of Lee College. Dr. Blevins spoke on "The Faculty Role in College Decision-Making."

Marcia Wise and Shane Goetz, partners in the law firm of Hill, Heard, Oneal, Gilsrap & Goetz, of Arlington, spoke concerning "Recent Developments in Case Law Affecting Faculty Rights."

Addressing the luncheon session was Cyndi Taylor Krier, State Senator for the 26th Senatorial District of Texas. Sen. Krier spoke on "The Faculty Organization and the Texas Legislature."

Featured speaker for the conference's closing session was Joan M. Matthews, from the professional staff of the Texas Higher Education Coordinating Board. Dr. Matthews discussed developments concerning implementation of the Texas Academic Skills Program.

The principal purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges, according to TJCTA State President Larry Shirts.

Plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee chaired by Larry T. Patton, Galveston College, and including Joseph D. (Dan) Mendoza, Lee College; Thomas L. O'Kuma, San Jacinto College-South Campus; and William C. Davis, Texas Southmost College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1989-90 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention."

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted. Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: "Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1989-90. I expect to be absent from the convention to be held February 16-18, 1989.

Member's Signature __________________________

PRINT Name ________________________________

College _________________________________

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 8. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in late January, and the marked ballots must be returned to the State Office no later than February 14, 1989. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
Training Apprentices of Liberty

Barbara C. Jordan
Professor of Political Values and Ethics
and
Lyndon B. Johnson Centennial Chair in National Policy
The University of Texas at Austin

Editor's Note: Barbara C. Jordan is currently Professor of Political Values and Ethics at the Lyndon B. Johnson School of Public Affairs, University of Texas at Austin. When she delivered the keynote address at the TJCTA convention at Dallas in March 1976, she was Representative Jordan, a distinguished member of the U.S. House of Representatives, and widely praised for her work on the House Judiciary Committee. The intervening 12 years have not diminished the relevance of what Ms. Jordan had to say on that occasion. In fact, her remarks seem not only fresh and relevant today but also unexpectedly timely, for we should be reminded now that the achievement of basic academic skills is not the end but only the beginning of educational excellence. As well, we should remember that the pursuit of free inquiry, upon which that excellence so much depends, is a liberty unlikely to be exercised by students who lack such skills.

You have a constitution which has a preamble, and your preamble begins this way: "Dedicating ourselves to the pursuit of excellence in teaching,..." Since I presume that you are not going to abandon your constitution's preamble, I would further assume that you view excellence in teaching as a mandate for the preeminence of quality education in this country.

Speaking about these words then—"dedicating ourselves to the pursuit of excellence in teaching,..."—have you pursued excellence in conformity with your dedication? I don't know whether you have or not, so I am going to give you a little true-or-false test:

1. I have fostered free inquiry and encouraged my students to question and challenge traditional assumptions without regard to private or community discomfort. True or False?

2. Although my institution—my community college, my junior college—is a creature of the state, I have resisted the tendency on the part of the state to prefer order over freedom. I have resisted the tendency of the state to stifle dissent, censor what is printed, to intimidate or imprison those who differ. I have done this. True or False?

3. I have actualized in my classroom the principles of liberty and justice and equality because I believe in them. True or False?

That's the end of the test. Grade your own paper. But I hope the outcome of your grade on this assignment will not further exacerbate the problem of grade inflation.

Given all of this, there is a role which schools and educators must continue to perform. What's openly at stake is the minds of the present and the next generation. I don't want you to try to be literary dietitians. Regardless of your motives, you don't serve your students if you try to be literary dietitians. If you try, the upshot of what we get will be what Justice Jackson describes as "the conformity of the graveyard." And we want none of this.

If the next generation is going to assume its rightful role in whatever kind of society we have, we've got to prepare them. In a real sense, I suppose what I'm talking about is making the Constitution work in the classroom. It was once thought that the rule of law had little or no place in the teaching process. It's instructive to me to recall that in the titanic
"If the next generation is going to assume its rightful role, we’ve got to prepare them. ... Students cannot develop incisive and inquiring minds as a result of questions which are never asked."

You, my friends, are training apprentices of liberty. You don’t have any choice; you’ve got to do a good job. If you don’t, the alternative would be disastrous. If you fail, the alternative, I suppose, was very well described by former Chief Justice Earl Warren, who said this:

**Teachers and students must always remain free to inquire, to study, to evaluate, to gain new maturity and understanding. Otherwise, our civilization will stagnate and die.**

Should that occur—that suffocation, stagnation, death—should that occur, your preamble is without any meaning. Should that occur, the excellence in teaching to which you have dedicated yourselves is sheer mockery.

Barbara Jordan, a native of Houston, attended public schools there and graduated magna cum laude from Texas Southern University, with a Bachelor of Arts degree in political science and history. She received the law degree in 1959 from Boston University School of Law. Ms. Jordan served in the Texas Senate from 1966 to 1972—the first Black to hold a seat there since 1883. She became the first Black woman from a Southern state to serve in the U.S. Congress. As a member of the House of Representatives (and the Judiciary Committee) from 1973 to 1979, she gained national fame in 1974 during hearings to consider impeachment of President Richard M. Nixon. In 1979, Ms. Jordan became a professor at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin.

1. Support for emergency legislative appropriations to restore $45.3 million for group insurance premiums for employees at Texas community junior colleges vs. sued by Gov. Bill Clements in August 1987.
2. Support appropriations for community junior colleges in the 1989-91 biennium at the level recommended by the Texas Higher Education Coordinating Board.
3. Support revenue enhancement measures necessary to provide funding recommended by the Coordinating Board.
4. Oppose legislation which would provide for the expansion of any existing upper-level institution into a full, free-standing four-year university, and oppose legislation which would provide for the merger of any community junior college district with an existing upper-level or four-year university.
5. Support the enhancement of higher educational opportunities in South Texas.
6. Support increased state contribution levels for the Teacher Retirement System and current contribution levels for the Optional Retirement Program.
7. Support the continued implementation of the Texas Academic Skills Program only if adequate state funding for implementation and remediation is provided.
9. Oppose legislation which would discontinue the Hinson-Hazlewood Student Loan Program administered by the Texas Higher Education Coordinating Board.
10. Support legislation to simplify the process of expansion of existing community junior college districts.
11. Support legislation permitting election of community junior college governing boards by single-member districts.
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<tr>
<th>COLLEGE DISTRICT</th>
<th>AVERAGE SALARY</th>
<th>MEDIAN SALARY</th>
<th>NOTES</th>
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* Figures are approximate and subject to change.
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### COMPENSATION FOR PART-TIME INSTRUCTORS
#### TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES 1988-89

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U.S. History (assuming instructor holds Master’s Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

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**Mean Salary** $1,043  **Median Salary** $1,035

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REPORT PLANNED ON PART-TIME FACULTY

A report on the use of part-time faculty at Texas public colleges and universities is expected to be filed within the next few weeks. A twelve-member committee was appointed last spring to study the issue and report its findings and recommendations to the Texas Higher Education Coordinating Board. TJCTA State President Larry Shirts, North Harris County College-South Campus, serves on the committee.

The committee has held frequent meetings since last April, hearing consultants, receiving testimony from interested individuals and organizations, and analyzing data. At least one more meeting of the panel is scheduled to work on a final draft of its report to the Coordinating Board. Consensus for a report may prove difficult to obtain, based on conflicting views expressed by committee members.

The study resulted from a recommendation of the Select Committee on Higher Education in 1987, calling on the Coordinating Board to "review the use of part-time faculty at state institutions of higher education to determine whether there are equitable salaries and benefits for part-time faculty and whether there is an appropriate ratio of full-time and part-time faculty..."

A TJCTA survey of pay for part-time faculty at Texas community junior colleges for the current academic year reveals a surprising range. (See table at the left.) An instructor of one three-hour course in U.S. history is paid $624 at Howard College and $1,800 at Blinn College—a difference of 189 percent. The statewide average is slightly more than $1,000. The TJCTA study also reveals that only 11 colleges pay part-time instructors more for advanced academic study and only 7 colleges reward part-time faculty for experience.

In testimony presented to the advisory committee on behalf of TJCTA, Past President Mary Parker stated that the over-reliance on part-time faculty "is almost certainly the result of budgetary constraints." The trend toward increasing use of part-time instructors is a "disturbing one, especially in those cases where it appears that institutions are increasing their reliance on part-time faculty solely due to budgetary constraints rather than as a vehicle for enhancing educational accessibility and effectiveness," Ms. Parker said. While acknowledging that part-time faculty offer "diversity and breadth of experience," she pointed out that "it is clearly difficult for part-time faculty to advise students, to collaborate with colleagues, and to participate in general in institutional life."

Ms. Parker expressed TJCTA's opposition to immediate imposition of a state-mandated ratio of full- to part-time faculty. "Given the current fiscal posture of our state, it is not realistic to expect an immediate and significant improvement," she said. "We believe it would be regrettable if institutions found themselves compelled to eliminate greatly needed curricular offerings and deprive students access to courses of study."
### CHANGES IN BASE SALARIES — 1985-88
#### TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES*

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

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<td>22,992</td>
<td>22,992</td>
<td>24,249</td>
<td>2.06%</td>
<td>24,734</td>
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</tr>
<tr>
<td>Del Mar College</td>
<td>26,460</td>
<td>26,460</td>
<td>26,550</td>
<td>2.06%</td>
<td>27,209</td>
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<tr>
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<td>25,198</td>
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<td>26,547</td>
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<td>24,860</td>
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<td>22,036</td>
<td>22,411</td>
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<td>23,453</td>
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<td>Houston Community College System</td>
<td>22,140</td>
<td>22,140</td>
<td>24,039</td>
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<td>24,039</td>
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</tr>
<tr>
<td>Howard College</td>
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<td>22,103</td>
<td>22,822</td>
<td>2.06%</td>
<td>24,123</td>
<td>2.06%</td>
</tr>
<tr>
<td>Kilgore College</td>
<td>22,750</td>
<td>22,750</td>
<td>24,156</td>
<td>2.06%</td>
<td>24,449</td>
<td>2.06%</td>
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<tr>
<td>Lee College</td>
<td>23,221</td>
<td>23,221</td>
<td>25,128</td>
<td>2.06%</td>
<td>25,403</td>
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<tr>
<td>McLennan Community College</td>
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<td>24,758</td>
<td>25,380</td>
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<td>25,750</td>
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<tr>
<td>Midland College</td>
<td>26,508</td>
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<td>26,308</td>
<td>2.06%</td>
<td>27,128</td>
<td>2.06%</td>
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<tr>
<td>North Harris County College</td>
<td>26,509</td>
<td>27,041</td>
<td>27,041</td>
<td>2.06%</td>
<td>27,128</td>
<td>2.06%</td>
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<tr>
<td>Odessa College</td>
<td>24,300</td>
<td>24,300</td>
<td>24,800</td>
<td>2.06%</td>
<td>25,800</td>
<td>2.06%</td>
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<tr>
<td>Panola Junior College</td>
<td>23,550</td>
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<td>23,750</td>
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<td>24,200</td>
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<tr>
<td>Paris Junior College</td>
<td>19,794</td>
<td>19,794</td>
<td>21,494</td>
<td>2.06%</td>
<td>22,356</td>
<td>2.06%</td>
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<td>Ranger Junior College</td>
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<td>20,154</td>
<td>2.06%</td>
<td>20,317</td>
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<td>Southwest Texas Junior College</td>
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<td>24,450</td>
<td>24,820</td>
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<td>25,170</td>
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<td>Temple Junior College</td>
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<td>22,875</td>
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<td>23,786</td>
<td>2.06%</td>
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<td>Texas A&amp;M University—Knowledge College</td>
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<td>22,892</td>
<td>24,074</td>
<td>2.06%</td>
<td>24,796</td>
<td>2.06%</td>
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<tr>
<td>Texas Southmost College</td>
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<td>21,692</td>
<td>22,137</td>
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<td>22,777</td>
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<td>Trinity Valley Community College</td>
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<td>22,700</td>
<td>2.06%</td>
<td>22,900</td>
<td>2.06%</td>
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<td>Tyler Junior College</td>
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<td>2.06%</td>
<td>23,280</td>
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<td>Weatherford College</td>
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<td>23,653</td>
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<td>24,449</td>
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<tr>
<td>State Average</td>
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<td>$23,428</td>
<td>$24,420</td>
<td>2.06%</td>
<td>$24,797</td>
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<tr>
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<td>2.06%</td>
<td>$24,807</td>
<td>2.06%</td>
</tr>
</tbody>
</table>

* Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

1. Reported salaries do not include compensation for advancement in professorial rank: Alamo Community College District ($484 for Assistant Professor, $967 for Associate Professor, and $1,451 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,600 for Professor); Del Mar College ($1,600 for Assistant Professor, $3,800 for Associate Professor, and $7,800 for Professor).

2. Paris Junior College: Prior to 1987-88 the college paid both the employer’s and the employee’s share of Social Security contributions. The employer’s share was 7.15% of salary prior to 1984, 7.51% beginning in 1986. Beginning in 1987-88, employee’s Social Security contribution is withheld from salary.

### REQUEST FOR BARBECUE TICKETS

**BARBECUE TO OPEN ANNUAL CONVENTION**

A traditional Texas-style barbecue will be the kick-off function for the 1989 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 16, the event will be held in Austin’s Lester E. Palmer Auditorium.

Preceding the meal will be an informal reception from 7:00 to 7:30, hosted by Merrill Publishing Company. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention’s opening session will be Ann W. Richards, State Treasurer of Texas and probable candidate for Governor in 1990. Ms. Richards gained national prominence as the keynote speaker at this year’s national Democratic convention in Atlanta. The invitation to address the TJCTA convention was extended to Ms. Richards prior to her selection as keynote speaker for the Democratic convention.

Ms. Richards, 55, was born near Waco, the only child of hardworking parents. She attended Baylor University, graduating with a liberal arts degree. While at Baylor she married her high school sweetheart and upon graduation, they moved to Austin where she taught school and he attended law school. They later moved to Dallas where Ms. Richards became active in local politics. In 1969, the family returned to Austin, and she remained involved in political activities. In 1967, Ms. Richards ran for public office, defeating the incumbent for a seat on the Travis County Commissioners Court. She was easily re-elected in 1980, but resigned in 1982 to run for State Treasurer. Winning the election with more votes than any other statewide elected official, she became the first woman elected to statewide office in Texas in 50 years. In 1986, she was re-elected without opposition from either major party.

Tickets for the barbecue will be sold for $15 and must be purchased in advance. Barbecue tickets will not be available at the door. Tickets may be ordered by mail, using the form on the left. Ticket orders must be received in the TJCTA state office by Feb. 10.

For those unable to attend the barbecue but who wish to hear Ms. Richards’s address, seating will be available in the auditorium at 8:00 p.m.
ANALYSIS OF OPTIONAL RETIREMENT PLANS AVAILABLE TO MEMBERS

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state’s Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1986-87 academic year 7,067 (77%) of the 9,172 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual’s employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a “one-time-only” basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 7.2 percent for the state.

Two-year college employees invested in annuity plans with 60 different carriers during Fiscal Year 1986. The Variable Annuity Life Insurance Company (VALIC) was selected by 1,933 annuitants—a whopping 27.4 percent of the total business, with Kemper Investors Life Insurance Company and Travelers Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to tenth place in 1987. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost annuitants steadily every year, down to 226 in 1986-87 (3.2 percent).

Carriers receiving contributions during each of the last nine years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. No ORP participant should feel “locked” into an inferior program.

With surprising frequency, the TJCTA state office receives inquiries from members who have somehow been led to believe that they cannot “roll over” their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...

Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...

Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment shall be forwarded with the employee share to which it applies. Where that is not possible, the employee’s share should be forwarded and the state share forwarded upon receipt.

Individuals who experience problems regarding the preceding three regulations should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee’s best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

Publication Available

The Texas Association of College Teachers (TACT) has developed an excellent publication—updated annually—designed to assist new employees in making sound original selections and to encourage present ORP participants to evaluate their programs with knowledge of the range of opportunities.

Under a special cooperative arrangement between TJCTA and TACT, the 1988 edition of TACT’s study of ORP and Tax Deferred Annuity products is available to TJCTA members on request. Requests for single copies should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Because of the expense involved, the publication can be offered only to current TJCTA members.

<table>
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<tr>
<th>PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS</th>
<th>Public Community Junior College Employees</th>
<th>1978-1987</th>
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<td>1,339</td>
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<tr>
<td>Kemper Investors Life Insurance Company</td>
<td>89</td>
<td>185</td>
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<td>Travelers Life Insurance Company</td>
<td>188</td>
<td>345</td>
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<tr>
<td>Aetna Life Insurance and Annuity Company</td>
<td>168</td>
<td>278</td>
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<tr>
<td>Union Mutual Life Insurance Company</td>
<td>157</td>
<td>218</td>
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<tr>
<td>USAA Life Insurance Company</td>
<td>240</td>
<td>257</td>
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<td>Lincoln National Life Insurance Company</td>
<td>286</td>
<td>323</td>
</tr>
<tr>
<td>Great American Life Insurance Company</td>
<td>355</td>
<td>341</td>
</tr>
<tr>
<td>Mutual Life Insurance Company of New York</td>
<td>340</td>
<td>368</td>
</tr>
<tr>
<td>Southwestern Life Insurance Company</td>
<td>1,983</td>
<td>224</td>
</tr>
<tr>
<td>Travelers Insurance and Annuity Association</td>
<td>222</td>
<td>233</td>
</tr>
<tr>
<td>Jefferson National Life Insurance Company</td>
<td>442</td>
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<tr>
<td>Metropolitan Life Insurance Company</td>
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<td>New England Life Insurance Company</td>
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<td>Security Benefit Life Insurance Company</td>
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<tr>
<td>MassMutual Life Insurance Company</td>
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<td>277</td>
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<tr>
<td>Delta Life and Annuity</td>
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<tr>
<td>First Investors Annuity Co.—Bradford Trust</td>
<td>24</td>
<td>28</td>
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<tr>
<td>Providence Life Insurance Company</td>
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<td>Connecticut Mutual Life Insurance Company</td>
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<td>Nationwide Life Insurance Company</td>
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<tr>
<td>Investors Diversified Services (IDS)</td>
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<tr>
<td>Saffilo Life Insurance Company</td>
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<tr>
<td>United Bank &amp; Trust</td>
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<td>59</td>
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<tr>
<td>TOTAL ANNUITANTS (All ORP Programs)</td>
<td>5,628</td>
<td>5,890</td>
</tr>
</tbody>
</table>

BEST COPY AVAILABLE
MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 42nd annual convention, Feb. 16-18, 1989, in Austin, are encouraged to reserve hotel accommodations early.

A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. As a matter of fact, when this issue of the Messenger went to press, more than half of the total room block had been reserved and the Embassy Suites was sold out.

Hotel accommodations may be reserved by completing the form below and mailing it to the Austin Convention Housing Bureau. Reservations will be processed as they are received, on a first-come, first-served basis. Reservations may NOT be made directly with the convention hotels.

**CONVENTION HOTEL FACILITIES AND RATES**

<table>
<thead>
<tr>
<th>HOTEL / ADDRESS</th>
<th>Single (1 person)</th>
<th>Double (2 persons)</th>
<th>Triple (3 persons)</th>
<th>Quad (4 persons)</th>
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<tr>
<td>Hyatt Regency Hotel</td>
<td>$70</td>
<td>$70</td>
<td>$75</td>
<td>$75</td>
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<tr>
<td>208 Barton Springs Road</td>
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<tr>
<td>Embassy Suites - FULL</td>
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<td>$76.50</td>
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<td>200 South Congress Avenue</td>
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<tr>
<td>Austin Crest Inn</td>
<td>$45</td>
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<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>111 East First Street</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Holiday Inn - Town Lake</td>
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<td>$50</td>
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</tr>
<tr>
<td>20 Interregional Highway</td>
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</tr>
</tbody>
</table>

*Embassy Suites rates include full, cooked-to-order complimentary breakfast and complimentary cocktails (5:30-7:30 p.m.) for registered guests.

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment be by cash or traveler’s checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

**HOTEL RESERVATION FORM**

**MAIL TO:** Convention Housing Bureau
P. O. Box 2990
Austin, Texas 78769

**HOTEL CHOICES:**

1st Choice: ____________________________
2nd Choice: __________________________
3rd Choice: __________________________

ARRIVAL DATE: February ________ HOUR: ________ M.*
DEPARTURE DATE: February ________

CONFIRMATION will be made by hotel. CANCELLATION: Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

CONFIRM RESERVATIONS TO: Name__________________________________________ Phone: (A/C)________
Address __________________________ City __________ State ______ ZIP ______

ROOM(S) WILL BE OCCUPIED BY:

Name (please print) __________________________ Address __________________________

EXPENSE ACCOUNT:

Name (please print) __________________________ Address __________________________

EXPENSE ACCOUNT:

Name (please print) __________________________ Address __________________________
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(512) 276-7450

Don Sannes
13311 Mansfield Drive
Austin, TX 78732
(512) 266-2709

Sabra Horne
P.O. Box 630488
Houston, TX 77263
(713) 789-7303

Ron L. McClure
4612 Castleman Drive
Austin, TX 78725
(512) 276-7450

Fred Lents
1202 Odessa Drive
Richardson, TX 75080
(214) 699-7121

Daryl Fox
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(214) 250-3068

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Annuities for Texas Educators
from a Texas Company that Focuses on Educators

- ORP Optional Retirement Plan
- TDA (403b Tax Deferred Annuity)
- DEFERRED COMPENSATION (457 Plan)

REPORT CARD

<table>
<thead>
<tr>
<th>Feature</th>
<th>Great American Reserve</th>
<th>The Competition</th>
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</thead>
<tbody>
<tr>
<td>A.M. Best rated A+</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>25 years’ experience offering annuities to educators</td>
<td>Yes</td>
<td></td>
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<td>Variety of variable fund choices</td>
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<td>Fixed account current interest</td>
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<td>TDA loans</td>
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<tr>
<td>Fund transfers by telephone</td>
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</tr>
<tr>
<td>Toll free service number</td>
<td>(800) 442-7085</td>
<td></td>
</tr>
</tbody>
</table>

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- John Portwood, Tyler (214) 561-0700
- Jim Woodall, Bryan (409) 774-1228
- Swede Hanson, Bryan (409) 774-1228
- Jerry Myszka, Bryan (409) 774-1228
- Troy Portwood, Tyler (214) 561-0700
- Bob Wyche, Longview (214) 297-1310

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The President’s Message

This year’s convention theme, “A Time of Testing”, evokes a flood of memories for me—some of which, I must confess, are not totally pleasant ones. It takes me back to those days in the eighth grade when Miss Montgomery, my English teacher, would announce sternly to the class—always without warning and always, of course, on those days when I hadn’t read the assigned short stories—“We are going to have a pop test.” It also brings to mind the countless days throughout grade school, junior high, high school and later college that found me sitting in auditoriums or cafeterias or libraries in assigned seats (with, of course, at least two empty chairs between me and student neighbors)—waiting nervously to break the seal on the as yet unopened standardized test which lay before me. I can easily recall the panic and stress I felt at those moments and the questions which invariably were racing through my mind. Will I do well? Have my teachers in my classes and my own life experiences prepared me adequately for this test? Will I score high enough to “make the cut” so I can go on and do the things I want to do in the coming years?

More recently, I recall vividly the trauma of preparing the questions for the very first exam I gave as a college instructor—and, for that matter, the same uncertainties and doubts which engulf me today whenever I engage in student evaluation. What do I really want my students to have learned in this class and to retain for the future? How can I best measure that kind of learning? Have I done a good enough job in the classroom as a teacher to expect realistically that my students will be able to perform well on this exam?

Today we, as two-year college educators in Texas, face a “time of testing” on several fronts. After several decades of unparalleled growth and expansion, we find ourselves confronted by an increasingly uncertain economic and political climate. At the state level, in the current legislative session, adequate funding for two-year college education is once again threatened by a multiplicity of legitimate interests which are vying with one another for scarce state monies. Additionally, in the coming months, we will each face a critical “time of testing” as we seek to implement the Texas Academic Skills Program (TASP) while, at the same time, we continue to provide all Texans with opportunities to enroll in college programs of their choice. If preliminary estimates by the Texas Higher Education Coordinating Board are accurate, more than 40 percent of the state’s incoming freshmen will require remedial coursework in one or more academic areas and more than three-fourths of these students needing remediation will be sitting in our two-year college classrooms.

It is natural, and to be expected, that these “times of testing” will engender a certain amount of stress and trauma in our ranks. “Times of testing” have a way of summoning up all the most basic fears and doubts we hold regarding ourselves and our ability to perform. They are, by definition, times of proving oneself—times of accountability. But, at the same time, they also provide us with a rare opportunity to prove to ourselves—and others—that we do know—that we have learned—that we can compete and meet the challenge. And, even when we don’t perform as well as we had hoped we would, “times of testing” are themselves growth experiences and always leave us with lessons learned and insights gained. Be assured that in the process of meeting head-on the difficult challenges which lie ahead, we will undoubtedly grow and mature—both as individuals and as educators.

I hope you will join us at our state convention in Austin later this month as we renew acquaintances with friends and colleagues from across the state and as we collectively reflect upon and gird ourselves for the “times of testing” which lie ahead.

Houston, Texas
February 1989

[Signature]
NEW! UNDERSTANDING YOUR HEALTH, 2nd Edition
by Wayne A. Payne and Dale B. Hahn
1989 (5164)
This best-selling text explores the five dimensions of health — physical, emotional, social, intellectual, and spiritual — and integrates them into the four developmental tasks of young adulthood — self-identity, responsibility, independence, and social interaction. Throughout the book the authors challenge students to assume responsibility for their present and future health. The new edition is thoroughly up-to-date on pertinent health issues affecting young adults and includes many new content and pedagogical features that facilitate teaching and learning.

NEW! BIOLOGY, 2nd Edition
by Peter H. Raven and George B. Johnson
1989 (4041)
Because of its unique, evolutionary approach and treatment of the latest biological findings, the first edition of BIOLOGY has enjoyed success across the country. Now in its second edition, BIOLOGY continues to impress both students and faculty. The basic themes of the first edition that were so popular remain the same in the new edition — modern information, an evolutionary approach, full-color illustrations, useful teaching/learning aids, and helpful supplements. This carefully revised and reorganized second edition moves logically through the general fundamentals of biology in the first 27 chapters, and into the realm of biological diversity in the remaining chapters.

UNDERSTANDING BIOLOGY
by Peter H. Raven and George Johnson
1988 (2518)
Peter Raven and George Johnson, both renowned scientists and biological scholars, offer the finest introductory biology text available—UNDERSTANDING BIOLOGY! Designed for a one-semester course, this articulate, up-to-date, beautifully illustrated text captures nature's workings and works of art in one comprehensive volume. AIDS and disease, hunger and food supply, overpopulation, and gene technology are just a few of the completely up-to-date topics that are covered. Although coverage is broad, the text focuses on the major content areas that students can relate to today.

INTEGRATED PRINCIPLES OF ZOOLOGY, 8th Edition
by Cleveland P. Hickman, Larry S. Roberts, and Frances M. Hickman
1988 (2450)
Already a classic, this balanced, comprehensive introductory zoology text communicates the spirit of discovery in zoology with the latest facts and findings. The relative independence of the chapters gives instructors the flexibility to select chapter order. The eighth edition makes another authoritative, factual presentation and continues its accuracy of detail, complete coverage, and consistent, easy-to-read style.

FITNESS FOR COLLEGE AND LIFE, 2nd Edition
by William E. Prentice and Charles Bucher
1988 (0572)
Perfect for acquainting readers with the nature and scope of fitness, the second edition takes a comprehensive, practical approach to lifelong fitness by carefully blending theory with application. Students learn the reasons for and the ways to build and maintain fitness throughout their lives.
NEW! ESSENTIALS OF PEDIATRIC NURSING, 3rd Edition
by Lucille F. Whaley, R.N., M.S., Ed.D.; and Donna Wong, R.N., M.N., P.N.P.
1989 (2879)
Updated and revised to reflect nursing needs today, the third edition of this popular textbook uses the nursing process to format major diseases, disorders, and conditions—a unique feature in the pediatric nursing market. The basic approach so successful in the first two editions—child development, health promotion, and health problems—remains the same. And the traditional hallmarks of excellence are stronger than ever: scrupulous accuracy; comprehensive coverage in a succinct and readable format; appropriate balance between wellness and illness; information firmly rooted in current research; and the most extensive illustration program available.

NEW! FUNDAMENTALS OF NURSING, 2nd Edition
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1989 (4257)
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NEW! MEDICAL-SURGICAL NURSING: A Nursing Process Approach, 2nd Edition
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1989 (3246)
Prepare your students to deal with the many disorders nurses encounter in practice with the latest edition of MEDICAL-SURGICAL NURSING. The second edition still employs the well-established nursing process format. To maintain the highest level of currency, the authors address contemporary topics such as substance abuse, patients with sexually transmitted diseases, and the latest content on the physiological, psychological, and sociological aspects of nursing care.

by Irene M. Bobak, R.N., Ph.D.; Margaret D. Jensen, R.N., M.S.; and Marianne K. Zalar, R.N., Ed.D.
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TICTA is the only professional organization which serves every professional in Texas junior colleges. I am committed to strengthening service especially TICTA's work with the Texas legislature for increased funding and education for legislators to better understand the role junior colleges play in the development of communities. I have been a member of TICTA since 1975 and I will continue to work for increasing membership and improving the effectiveness of the organization by:

- maintaining professional standards;
- increasing grass-roots organizations on campuses;
- encouraging increased faculty role in institutional governance.

-EVELYN FRANK BURNS

I believe in TICTA. It has been effective with legislative matters of importance to all community colleges. Through the work of its committees, TICTA keeps its members informed of problems and prospects for two-year colleges in Texas.

We need to continue our work with the Legislature and keep our membership informed so that we can broaden our communication throughout the Association. The Association needs to help its members remain accountable to their students, their communities, and the state.

We need to strengthen the teaching profession and raise our standards and help make our profession the best it can be.

-STEVE DUTTON

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Evelyn Frank Burns
Houston Community College

Steve Dutton
Amarnio College

CANDIDATES FOR SECRETARY

Laura L. Wyman
Vernon Regional Junior College

Marilyn J. Lancaster
Western Texas College

PLATFORM STATEMENTS

The Texas Junior College Teachers Association is the most important organization to which a junior college employee can belong because it speaks in a united voice for Texas junior colleges. My experience as a committee member and as an officer of the Association gives me the insight to perform the duties of Secretary and to work within TICTA to:

- uphold the positions of TICTA in the public forums of the state;
- cooperate within the organization to formulate and achieve concrete goals;
- maintain the integrity of TICTA as the voice of junior college employees;
- further the professional interests of the members.

—LAURA L. WYMAN

In the months ahead, Texas community junior colleges will be asked to demonstrate that they can do what we say they can do. Teachers will need strong representation, and no other organization can compare its voice with the clarity, responsibility, and authority with which TICTA speaks.

If elected, I will work to:

- strengthen TICTA representation before the legislature and state agencies to secure adequate funding;
- stress the important and unique role of the two-year college in providing quality educational opportunities;
- maintain academic freedom and promote the professional interests of community junior college teachers.

—MARIJN L. LANCASTER
CANDIDATES FOR TREASURER

Royce L. Granberry
Texas Tech College

Educational Background: Texas Tech College (AS, 1963); East Texas State University (BS, 1965; MS, 1966); Oklahoma State University (EDD, 1971).

Professional Experience: Teaching Assistant, East Texas State University (1965); Instructor, Assistant Professor, Associate Professor, Professor of Agriculture and Biology, Texas Tech College (1966-present); Department Chairperson (1972-75); Adjunct Professor, East Texas State University at Texas Tech (1975-80); Chairperson, Division of Science and Technology, Texas Tech College (1978-present).

Leadership Experience: Member, TJCTA Professional Development Committee (1979-80, 1980-83); Chairperson, TJCTA Agriculture Section (1975, 1979, 1984); Member, Texas Tech College Faculty Association Welfare Committee (1983); Member, Self Study Steering Committee (1985); Texas Tech College Staff Development Committee; Member, Bi-Collegiate Science Coordinating Committee of Texas Tech College and East Texas State University at Texarkana; Chairman, Cooperative Library Committee, Texas Tech College and East Texas State University at Texarkana.

Additional Information: Member, Phi Delta Kappa; Nominee, Munnie Stevens Piper Professor (1988).

Brian Keith Dille
Odessa College

Educational Background: Illinois State University (BA, 1971); The University of Texas Austin (MA, 1977); The University of Texas of the Permian Basin (postgraduate studies, 1980-87); Texas Tech University (doctoral student in Higher Education, 1986-present).

Professional Experience: Teaching Assistant, The University of Texas at Austin (1971-73); Graduate Assistant, The University of Texas at Austin (1974); Part-time Instructor of Government, Austin Community College (1977-78); Associate Professor of Government, Odessa College (1978-present); Political Science Adjunct, The University of Texas of the Permian Basin (1984-present).

Leadership Experience: TJCTA Legislative Committee (1988-present); Participant, TJCTA Leadership Conferences (1984-88); Odessa College Academic Senate (President, 1985-87; Senator, 1983-present; Salary Committee, 1984-86; Odessa College Staff Development Committee (1985-86); Odessa College Honors Program Committee (1988-present).

Additional Information: Member, Community College Social Science Association (1986-present).

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1989-90 officers and candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention."

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention."

Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: "Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot...."

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1989-90. I expect to be absent from the convention to be held February 16-18, 1989.

Member's Signature __________________________

PRINT Name __________________________

College __________________________

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 9. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 14, 1989. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
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Ann Moseley, East Texas State University

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William H. Barnwell

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Elizabeth Hoffman, University of Southern California
David Peck, California State University, Long Beach

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Patterns Plus: A Short Prose Reader with Argumentation, Second Edition

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College Study Skills, Third Edition

College Vocabulary Skills, Third Edition

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Harvey S. Wiener, LaGuardia Community College, City University of New York
Charles Bazerman, Baruch College, City University of New York

Also by Wiener and Bazerman
Basic Reading Skills Handbook

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STATE OFFICIAL TO ADDRESS
OPENING SESSION

A traditional Texas-style barbecue will be the kick-off function for the 1989 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 16, the event will be held in Austin’s Lester E. Palmer Auditorium.

Preceding the meal will be an informal reception from 7:00 to 7:30, hosted by Merrill Publishing Company. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention’s opening session will be Ann W. Richards, State Treasurer of Texas and probable candidate for Governor in 1990. Ms. Richards gained national prominence as the keynote speaker at this year’s national Democratic convention in Atlanta.

Ms. Richards, 55, was born near Waco, the only child of hard-working parents. She attended Baylor University, graduating with a liberal arts degree. While at Baylor she married her high school sweetheart, and upon graduation they moved to Austin where she taught school and he attended law school. They later moved to Dallas where Ms. Richards became active in local politics. In 1969, the family returned to Austin, and she remained involved in political activities. In 1976, Ms. Richards ran for public office, defeating the incumbent for a seat on the Travis County Commissioners Court. She was easily re-elected in 1980, but was appointed in 1982 to run for State Treasurer. Winning the election with more votes than any other statewide elected official, she became the first woman elected to statewide office in Texas in 50 years. In 1986, she was re-elected without opposition from either major party.

Tickets for the barbecue will be sold for $15 and must be purchased in advance. Barbecue tickets will not be available at the door. Tickets may be ordered by mail, using the form on the left. Ticket orders should be received in the TJCTA state office by Feb. 10.

For those unable to attend the barbecue but who wish to hear Ms. Richards’ address, seating will be available in the auditorium at 8:00 p.m.

REQUEST FOR BARBECUE TICKETS

Please send ________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 16, 1989, at the Lester E. Palmer Auditorium in Austin. My check in the amount of $________, payable to TJCTA, is enclosed. I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 14, and that no refund will be made for reservations cancelled after that time. (Barbecue tickets are transferable.)

Hold tickets to be picked up at the convention registration desk under my name.

Mail tickets to me at the address shown below.

Name ____________________________

Address ____________________________

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 10 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.
ANNENBERG/CPB PROJECT TO HOST BREAKFAST

TICTA members interested in learning more about the video-based and audio-print courses developed by the Annenberg/CPB Project are invited to a continental breakfast during this month's TJCTA convention in Austin. The session will be from 7:30 to 8:45 a.m., Saturday, Feb. 18, in Texas Ballroom-V of the Hyatt Regency hotel.

The Annenberg/CPB Project is a project of the Corporation for Public Broadcasting and the Annenberg School of Communications. According to Project officials, "expanding opportunities for individuals to acquire a quality college education is the goal of the Annenberg/CPB Project." Since 1981 it has provided support for the development of a collection of courses that can be offered to students at times and places more convenient than the traditional classroom hours. Presently, a total of 38 courses are now either in production or available for use. The video-based courses are delivered via the nation's public television and cable stations, thus assuring that they can reach informal as well as formal learners. The courses are also available on cassette, as are the audio-based courses, so that learners can have convenient access to the materials.

The Project's courses can be adopted by individual colleges and offered for credit. They are also available for supplemental use in traditional classrooms and for informal learning outside the classroom. All of the courses are designed for students seeking baccalaureate degrees in the liberal arts and sciences.

The subject matter of the courses covers the entire undergraduate curriculum, including the humanities, the social sciences, the natural sciences, and mathematics. Course formats vary, depending on what combinations seem most appropriate for specific subjects.

At the TJCTA meeting, several segments of video-based courses will be shown and print materials will be distributed.

COSMETOLOGY SECTION TO HEAR CONSULTANT

Speaker for both meetings of the TJCTA Cosmetology Section at this month's convention will be Toni G. Buckner, consultant for a cosmetics distributor and an independent businesswoman in League City. Ms. Buckner will lead participants in a "New Image Workshop," discussing such topics as color analysis, skin care, fashion updates, and professional dress tips.

Plans for the Cosmetology Section meetings were developed by Rebecca Stafford of the Central Campus of San Jacinto College.

WRITING ACROSS THE CURRICULUM" IS TOPIC FOR PROFESSIONAL DEVELOPMENT SEMINAR

Three writing instructors from colleges in the Dallas County Community College District will lead a professional development workshop during this month's TJCTA convention in Austin. The workshop topic is "Writing in Your Courses from Armadillos to Zennias."

The session—an added feature of the annual TJCTA meeting—is planned as a project of the TJCTA Professional Development Committee.

Workshop leader will be Diane Martin Jordan, a 1988 Minnie Stevens Piper Professor and member of the Eastfield College faculty. She has taught in the Dallas County district since 1970 and presently teaches developmental writing, creative writing, and technical writing. She is co-leader of the Eastfield Writing Across the Curriculum Mentor Program.

Judy Lambert teaches composition and interdisciplinary writing courses at Richland College. She initiated Writing Across the Curriculum programs in the Dallas District and is coordinator of the program at Richland.

Delryn Fleming has been an instructor in the Dallas County Community College District since 1972. A veteran of developmental writing for ten years, then freshman composition, she is currently director of the Writing Across the Curriculum program at Brookhaven College.

Workshop leaders will describe briefly the variety of writing programs at their respective campuses.

"Recognizing that good writing and good thinking go hand in hand, colleges throughout the nation have begun to encourage student writing assignments in all courses," according to Dr. Jordan. "In order to make these writing experiences successful for both students and instructors, teachers need to understand the writing process, the importance of developing good assignments, and the necessity of being facilitators in the writing process," she said. The TJCTA workshop will involve participants in writing. Then, through discussions and shared experiences, participants will consider the value of writing in all disciplines and the value of the instructor as facilitator, according to Dr. Jordan.

The workshop is scheduled to begin at 7:30 a.m., Friday, Feb. 17, in Meeting Room 3 West of the Lester E. Palmer Auditorium in Austin. The session will be repeated Friday at 12:30 p.m.

CHILD DEVELOPMENT EDUCATORS TO MEET

The Texas Community College Child Development Educators Association will meet in conjunction with the annual TJCTA convention. Both meetings of the group will be held in Hill Country-A of the Hyatt Regency hotel.

Speaker for the Friday session will be Joni Yoakam, Coordinator of the Child Care Associate Degree Program at Amarillo College, whose topic will be "The Most Important Person!"

Saturday's program will consist of a discussion of child development media by Linda A. Ard, Del Mar College; Pat Kennedy, Eastfield College; and Norma L. Ziegler, San Antonio College.

Plans for the Child Development Educators programs were arranged by Melanye A. Curtis, Amarillo College.

ENGLISH SECTION TO HEAR PROFESSORS

TJCTA members attending the English Section meetings during the annual convention in Austin will have the opportunity to hear two noted professors.

Andrea A. Lunsford, Vice Chair for Rhetoric and Composition in the Department of English at Ohio State University, will speak at the Friday meeting. Her topic will be "Putting Error in its Place—A Research and Teaching Report."

Andrea A. Lunsford

Speaker for Saturday's English Section meeting will be Lee A. Jacobs, Professor English at the University of Connecticut, whose topic will be "What Teachers Teach...What Writers Learn."

Patricia F. Archer, Northeast Texas Community College, chairs the English Section this year.
Visit John and Kathleen at Booths 11, 12, and 13

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TEACHING TECHNIQUES IS SPEECH AND THEATRE SECTION TOPIC

"Reach Out and Touch—With Words!" will be the topic of a workshop on the teaching of public speaking in the classroom, scheduled for the Friday session of the TJCTA Speech and Theatre Section.

The workshop will be led by Drs. Michael and Suzanne Osborn of Memphis, Tennessee. Michael Osborn is past president of the national Speech Communication Association and was the first recipient of the Douglas Ehninger Distinguished Rhetorical Scholar award. Suzanne Osborn holds her Ph.D. in psychology. The Osborns are co-authors of the widely-adopted speech textbook, Public Speaking (Houghton Mifflin Company, 1988). Both Osborns are visiting professors this year at the University of California at Davis.

In their workshop for the TJCTA meeting, the Osborns will explain their personal approach to the public speaking classroom and how they create what they call a "nurturant environment" for speech development. They will discuss model syllabi and possible sequences for speech assignments as well as some "dos and don'ts" of classroom instruction. They will conclude by showing videotapes of several student speakers and will indicate how they approach the problem of classroom evaluation.

Saturday's meeting of the Speech and Theatre Section will feature a visit to Austin's Capitol City Playhouse, just a few blocks from the convention location.

Arrangements for the section meetings this year were made by Debra J. Foster, Temple Junior College.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the eighth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances. David Bell, business instructor at Richland College, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 17, in Meeting Room 1 West of the Lester E. Palmer Auditorium in Austin. The seminar will be repeated at 12:30 p.m., the same day.

Bell holds BBA and MBA degrees from Stephen F. Austin State University. Certified as a financial planner and enrolled to practice before the Internal Revenue Service, Bell teaches income tax and personal money management at Richland College.

During the TJCTA seminar, Bell will give special attention to optional retirement programs and tax-deferred arrangements.

Plans for the seminar were developed by the TJCTA Membership Services Committee chaired by Ann Cartwright, San Jacinto College—Central Campus. Bell's appearance was arranged by Evelyn Sconce, Richland College, a member of the committee.

INTERNATIONAL BUSINESS TO BE DISCUSSED

"International Business in Today's Global Economy" is the topic of the discussion in the Business Administration Section meeting scheduled for Saturday, Feb. 18. Speaker will be the noted educator and author, Leon C. Megginson, Professor of Business Studies and Chairperson of the Division of Business Administration and Computer Sciences at Mobile College in Alabama.

Megginson received the MBA and Ph.D. degrees from Louisiana State University. He previously served on the LSU business faculty. He has been president of the Southwestern Social Science Association, the Southern Management Association, and the Case Research Association. His extensive research has resulted in more than 100 business case studies and 50 journal articles. In addition, he is the author or co-author of 11 books. Megginson frequently serves as consultant to domestic and foreign businesses, including such firms as Exxon, Texaco, Crown-Zellerbach, and the National Rural Electric Cooperative Association.

In Friday's Business Administration Section meeting, O. C. Ferrell, Professor of Marketing at Texas A&M University, will speak on business ethics. Ferrell holds the MBA from Florida State University and the Ph.D. from Louisiana State University. Prior to his appointment to the A&M faculty, he taught at Illinois State University and Southern Illinois University. He is the author or co-author of nine books and numerous articles on such topics as ethics, consumer affairs, and research methodology. Among many professional responsibilities, Ferrell is active in the American Marketing Association, chairing its committee on marketing ethics.

Plans for the Business Administration Section meetings were developed by Rajiv R. Malkan, Lamar University at Orange, who serves this year as section chairperson.

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TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Dates and Sites of Future Conventions

1990-1993

February 15-17, 1990 ......................... San Antonio (Marriott Hotel Rivercenter)
February 21-23, 1991 ..................Dallas/Fort Worth Airport (Hyatt Regency Hotel)
February 27-29, 1992 .......................... Houston (Hyatt Regency Hotel)
February 18-20, 1993 .......................... Austin (Lester E. Palmer Auditorium)
ALL NEW FOR 1989!

BUSINESS and ECONOMICS:

ACCOUNTING

ACCOUNTING PRINCIPLES, 3/e
Jack L. Smith, Robert M. Keith, and William L. Stephens, all of University of South Florida

ALL ABOUT ACCOUNTING
Adolf L. Sitkiewicz and Thomas R. Finnegan, both of DePaul University

INTERMEDIATE ACCOUNTING, Revised Sixth Edition
A. N. Mosich, University of Southern California

INTERMEDIATE ACCOUNTING, 3/e
Lanny G. Chasteen, Oklahoma University
Richard E. Flesher, Arizona State University
Melvin C. O'Connor, Michigan State University

FINANCIAL ACCOUNTING, 3/e
Robert K. Eskew, Purdue University
Daniel L. Jensen, The Ohio State University

ECONOMICS

ECONOMICS, 13/e
Paul A. Samuelson, Massachusetts Institute of Technology
William D. Nordhaus, Yale University

INTRODUCTION TO ECONOMIC PRINCIPLES
Rodney H. Mabry and Holley H. Ulbrich, both at Clemson University

THE ECONOMY TODAY, 4/e
Bradley R. Schiller, American DePaul University

THE MICRO ECONOMY TODAY, 4/e
Bradley R. Schiller

THE MACRO ECONOMY TODAY, 4/e
Bradley R. Schiller

FINANCE

REAL ESTATE FINANCE, 2/e
C. F. Sirmans, Louisiana State University

RISK MANAGEMENT AND INSURANCE, 6/e
C. Arthur Williams, University of Minnesota
Richard M. Heins, University of Wisconsin

GENERAL BUSINESS ADMINISTRATION

BUSINESS COMMUNICATION TODAY, 2/e
Courtland L. Bovee, Grossmont College
John V. Thill, President, Communication Specialists of America

MANAGEMENT

MANAGEMENT
John A. Pearce, II, George Mason University
Richard B. Robinson, Jr., University of Southern California

CONTEMPORARY SUPERVISION: Managing People and Technology
Anne Scott Daughtrey and Betty Roper Hicks, Old Dominion University

HUMAN BEHAVIOR AT WORK: Organizational Behavior, 8/e
Keith A. Davis, Arizona State University
John W. Newstrom, University of Minnesota
Across the Board

ORGANIZATIONAL BEHAVIOR: Readings and Exercises, 8/e
Keith A. Davis and John W. Newstrom

HUMAN RESOURCES AND PERSONNEL MANAGEMENT, 3/e
William B. Werther, Jr., University of Miami Keith Davis, Emeritus, University of Arizona

SMALL BUSINESS MANAGEMENT FUNDAMENTALS, 5/e
Dan Steinhoff, (deceased) John F. Burgess, Concordia College

THE McGRAW-HILL MICROCOMPUTING ANNUAL EDITION
Timothy J. O'Leary, Brian K. Williams, and Linda I. O'Leary

SOCIAL SCIENCES AND HUMANITIES:

ANTHROPOLOGY

PHYSICAL ANTHROPOLOGY, 4/e
Philip L. Stein and Bruce M. Rowe, both of Pierce College

TAPESTRY OF CULTURE, 3/e
Abraham Rosman and Paula G. Rubel, both of Barnard College

COMMUNICATION/ SPEECH

THE ART OF PUBLIC SPEAKING, 3/e
Stephen E. Lucas, University of Wisconsin, Madison

INTRODUCING MASS COMMUNICATION, 2/e
Michael Gamble, New York Institute of Technology
Teri K. Gamble, College of New Rochelle

MASS MEDIA/MASS CULTURE: An Introduction To Mass Communication
Stan Le Roy Wilson, College of the Desert

COMMUNICATING EFFECTIVELY, 2/e
Saundra Hybels, Lock Haven University
Richard L. Weaver II, Bowling Green State University

COMMUNICATING AT WORK: Principles and Practices For Business and the Professions, 3/e
Ronald B. Adler, Santa Barbara City College

McGRAW-HILL COMPUTING ESSENTIALS
Timothy I. O'Leary, Arizona State University
Brian K. Williams, Professional Writer
Linda I. O'Leary, Microcomputer Trainer

COMPUTERS!, 2/e
Timothy Trainor and Diane Krasnewich

MICROCOMPUTER APPLICATIONS, 2/e
Robert T. Grauer and Paul K. Sugrue, both of University of Miami

DATABASE MANAGEMENT THROUGH dBASE™
Robert T. Grauer and Maryann M. Barber, both of University of Miami

THE McGRAW-HILL MICROCOMPUTER APPLICATIONS ANNUAL EDITION, 1989
Timothy J. O'Leary, Brian K. Williams, and Linda I. O'Leary

MC COMMUNICATION/ SPEECH

THE ART OF PUBLIC SPEAKING, 3/e
Stephen E. Lucas, University of Wisconsin, Madison

INTRODUCING MASS COMMUNICATION, 2/e
Michael Gamble, New York Institute of Technology
Teri K. Gamble, College of New Rochelle

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Saundra Hybels, Lock Haven University
Richard L. Weaver II, Bowling Green State University

COMMUNICATING AT WORK: Principles and Practices For Business and the Professions, 3/e
Ronald B. Adler, Santa Barbara City College
# English

**COMPREHENDING COLLEGE TEXTBOOKS: Steps to Understanding and Remembering What You Read**

Joseph Cortina, Janet Elder, and Katherine Gonnet, all of Richland College

**COLLEGE WRITING SKILLS WITH READINGS, 2/e**

John Langan, Atlantic Community College

**READING AND STUDY SKILLS, Form A, 4/e**

John Langan

**ENGLISH SKILLS, 4/e**

John Langan

**SENTENCE SKILLS, Form A, 4/e**

John Langan

**REVIEW AND REVISE**

Marilyn Martin, Monterey Peninsula College

**75 READINGS: An Anthology, 2/e**

McGraw-Hill

**A CRASH COURSE IN COMPOSITION, 4/e**

Elizabeth McMahan, Illinois State University

**A CRASH COURSE IN COMPOSITION, 4/e WITH READINGS**

Elizabeth McMahan

**THE SHORT PROSE READER, 5/e**

Gilbert H. Muller, LaGuardia Community College

Harvey S. Wiener, The City University of New York

**MODEL VOICES: Finding a Writing Voice**

Jeffrey Sommers, Miami University


William Vesterman, Rutgers University

**THE BORZOI HANDBOOK FOR WRITERS, 2/e**

Frederick Crews, University of California, Berkeley

Sandra Schor, Queens College, City University of New York

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# Foreign Language

**PUNTOS DE PARTIDA: An Invitation to Spanish**

Marty Knorre, Thalia Dorwick, Bill VanPatten, University of Illinois, Urbana-Champaign, and Hilderbrando Villarreal, California State University, Los Angeles

**DEUTSCHE SPRACHE UND LANDESKUNDE, 3/e**

John E. Crean, University of Hawaii

Marilyn Scott, University of North Carolina

Claude Hill, Rutgers University

Jeanine Briggs

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# Philosophy

**ELEMENTS OF LOGIC, 5/e**

Stephen Barker, John Hopkins University

**PHILOSOPHY: History and Problems, 4/e**

Samuel E. Stumpf, Vanderbilt Law School

**PHILOSOPHICAL PROBLEMS, Selected Readings, 3/e**

Samuel E. Stumpf

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# Political Science

**READINGS IN AMERICAN GOVERNMENT**

Randall B. Ripley and Elliot E. Slotnick, both of The Ohio State University
PSYCHOLOGY

ESSENTIALS OF UNDERSTANDING PSYCHOLOGY
Robert S. Feldman, University of Massachusetts at Amherst

INTRODUCTION TO PSYCHOLOGY, 2/e
Rod Plotnick, San Diego State University

ADJUSTMENT: Applying Psychology in a Complex World
Robert S. Feldman

ADOLESCENCE, 2/e
Laurence Steinberg, University of Wisconsin, Madison

HUMAN DEVELOPMENT, 4/e
James W. Vander Zanden, The Ohio State University

HUMAN DEVELOPMENT, 4/e
Diane E. Papalia, University of Pennsylvania
Sally Wendkos Olds

SOCIOLOGY

SOCIOLOGY, 3/e
Richard T. Schaefer, Western Illinois University

SOCIOLOGY, 5/e
Donald Light, Rutgers University and the New Jersey UMD
Suzanne Keller, Princeton University
Craig Calhoun, University of North Carolina, Chapel Hill

SCIENCE AND MATHEMATICS:

THE NATURE OF LIFE
John H. Postlethwait, University of Oregon
Janet L. Hopson, University of California, Santa Cruz

BIOLOGY

WORLDS OF CHEMISTRY
James N. Lowe, University of the South

CHEMISTRY

HEALTH

HEALTH THROUGH DISCOVERY, 4/e
George B. Dintman, Virginia Commonwealth University
Jerald S. Greenberg, University of Maryland

PHYSICS

PHYSICS
W. Edward Getty, Frederick J. Keller, and Malcolm J. Skove, all of Clemson University

PHYSICS, Classical and Modern
W. Edward Getty, Frederick J. Keller, and Malcolm J. Skove

MATHEMATICS

BASIC MATHEMATICAL SKILLS, 2/e
James Streeter and Gerald Alexander, both of Clakamas Community College

BEGINNING ALGEBRA, 2/e
James Streeter, Gerald Alexander, and Donald Hutchinson

COLLEGE ALGEBRA, 4/e
Raymond A. Barnett and Michael R. Ziegler

COLLEGE ALGEBRA WITH TRIGONOMETRY, 4/e
Raymond A. Barnett and Michael R. Ziegler

INTERMEDIATE ALGEBRA
James Streeter and Donald Hutchinson, both of Clakamas Community College

PRECALCULUS: FUNCTIONS AND GRAPHICS, 2/e
Raymond A. Barnett, Merritt College
Michael R. Ziegler, Marquette University

CALCULUS FOR BUSINESS, ECONOMICS, AND THE SOCIAL AND LIFE SCIENCES, 4/e
Laurence D. Hoffmann
Gerald L. Bradley, Claremont McKenna College

FINITE MATHEMATICS, 3/e
Daniel Maki and Maynard Thompson, both of Indiana University


For more information, stop by our booths (#'s 17-20, and 46-48), or write:

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P.O. Box 448
Hightstown, New Jersey 08520
THURSDAY—FEBRUARY 16, 1989
5:00 a.m.—5:50 p.m. Special Meetings (to be announced)
12:00 Noon—1:00 p.m. Convention Registration—West Foyer, Palmer Auditorium
1:00—4:00 p.m. Committee Meetings, as called by Committee Chairpersons
4:00—5:00 p.m. Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committees—Meeting Room 1 East, Palmer Auditorium
7:00—7:30 p.m. Reception hosted by Merrill Publishing Company—Palmer Auditorium
7:30—9:00 p.m. BARBECUE AND FIRST GENERAL SESSION—Palmer Auditorium

FRIDAY—FEBRUARY 17, 1989
5:55 a.m. Fitness Walk and Run—Meet in Hyatt Regency Lobby
7:30—8:45 a.m. Professional Development Seminar—Meeting Room 1 West, Palmer Auditorium (repeated at 12:30 p.m.)
8:00 a.m.—5:00 p.m. Convention Registration—West Foyer, Palmer Auditorium
8:00—9:00 a.m. Exhibits Open—Palmer Auditorium
8:00—9:00 a.m. Polls Open (Election of Officers)—West Foyer, Palmer Auditorium
9:00—10:30 a.m. Section Meetings for Some Sections
12:30—1:45 p.m. Financial Planning Seminar—Meeting Room 1 West, Palmer Auditorium (repeated at 7:30 a.m. presentation)

SATURDAY, FEBRUARY 18, 1989
5:55 a.m. Fitness Walk and Run (for “Early Birds”)—Meet in Hyatt Regency Lobby
6:55 a.m. 8:00—11:30 a.m. Convocation Registration—West Foyer, Palmer Auditorium
8:00—11:30 a.m. Section Meetings for Some Sections
10:30—11:45 a.m. Admissions
11:45 a.m. Special Meetings (to be announced)
12:00 Noon—3:00 p.m.

SPECIAL MEETINGS
Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thurs., Feb. 16, 8:00 a.m.—12:00 Noon—Will Country-B, Hyatt Regency—Chairperson: Dale F. Campbell, Assistant Commissioner, Division of Community Institutions, Texas Higher Education Coordinating Board
Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 16, 2:00-5:00 p.m.—Big Thicket Room, Hyatt Regency—Presiding: Edward A. Morante, San Antonio College, President
The First Gathering of Texas “Leaders”—Reception honoring present and former participants in the National Institute for Leadership Development, hosted by Amarillo College. Special invitation to presidents, ministers, and leaders. Thursday, Feb. 16, 5:30-7:00 p.m.—Big Bend Room, Hyatt Regency
Placement Association of Texas—Friday, Feb. 17, 12:30—1:45 p.m.—Big Bend-A, Hyatt Regency—Leon Kilpatrick, McLennan Community College, President
Texas Mathematical Association of Two-Year Colleges (TEX-MATYC)—Friday, Feb. 17, 4:30-6:00 p.m.—Meeting Room 2 East, Palmer Auditorium—Tommy Thompson, Brookhaven College, President
Retirement Seminar (for retired and soon-to-be-retired members) —Friday, Feb. 17, 4:30—6:00 p.m.—Meeting Room 3 West, Palmer Auditorium—“TRI and You!” Gary Thompson, Director of College, University, and Governmental Relations, Teacher Retirement System of Texas “Social Security and the Retired.” Betty Grubbs, retired Social Security employee; “Elderhostel Travel Programs,” Mitchell Groves, Professor of Government Emeritus, San Antonio College
Texas Program Networking—Friday, Feb. 17, 4:30—6:00 p.m.—Meeting Room 1 West, Palmer Auditorium—Informal discussion for administrators, faculty, and staff
CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1989 convention:

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Professional, Associate, Student, and Unaffiliated Members</td>
<td>$15</td>
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<tr>
<td>Immediate Family of Registered Members (above 18 years of age)</td>
<td>$5</td>
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(provided the guests are not themselves eligible for professional membership)

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Guests of the Association:</td>
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<tr>
<td>Program Participants (not eligible for professional membership)</td>
<td>No charge</td>
</tr>
<tr>
<td>Representatives of Exhibitors (not eligible for professional membership)</td>
<td>No charge</td>
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All Others $40

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO WEAR CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Each section will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the “free” time to attend other section meetings and visit the commercial exhibits.)

ACCOUNTING

Chairperson: BILLIE M. CUNNINGHAM, Collin County Community College
Friday, 9:00-10:30 a.m.—Texas Ballroom-I, Hyatt Regency
"Current Developments in Managerial Accounting," Charles T. Horngren, Professor of Accounting, Graduate School of Business, Stanford University
Saturday, 10:30-11:45 a.m.—Texas Ballroom-I, Hyatt Regency
"The Statement of Cash Flow: How and Why?" Thomas P. Klammer, Professor of Accounting, University of North Texas

AERONAUTICAL TECHNOLOGY

Chairperson: WAYNE E. EADES, St. Philip’s College
Friday, 11:00 a.m.-12:30 p.m.—Big Bend-D, Hyatt Regency
"Introduction of the Porche-Powered Mooney M20L," Steve Sennett, Customer Relations, Mooney Aircraft, Kerrville
Saturday, 9:00-10:15 a.m.—Big Bend-D, Hyatt Regency
"Education and the Future of Aviation in Texas," Patrick R. Shaub, Education Coordinator, Texas Aeronautical Commission

AGRICULTURE

Chairperson: RANDALL H. WILLIAMS, Vernon Regional Junior College
Friday, 11:00 a.m.-12:30 p.m.—Big Bend-E, Hyatt Regency
"Above Average or Bust!" John L. Merrill, Director, Ranch Management Program, Texas Christian University
"The Role of Higher Education in Texas Agriculture Diversification," Mike Mueller, Deputy Commissioner of Agriculture

Saturday, 9:00-10:15 a.m.—Big Bend-E, Hyatt Regency
"The Marketing Plan That Worked," Linda Nelle Janca, Director of Industry Relations, Texas Beef Industry Council

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: ARTHUR A. PORTER, JR., St. Philip’s College
Friday, 9:00-10:30 a.m.—Big Bend-D, Hyatt Regency
"Update on Alternatives to Refrigerant 12," Lawrence W. Tipton, Territory Manager, Marketing Division, E. I. DuPont DeNemours & Co., Inc., Dallas
Saturday, 10:30-11:45 a.m.—Big Bend-D, Hyatt Regency
"Today’s Sporlan Products" (Dryers and Metering Devices), Doug Fieldhouse, Sporlan Valve Company, Dallas

ART

Chairperson: MINNIE M. MILES, Austin Community College
Friday, 9:00-10:30 a.m.—Big Bend-A, Hyatt Regency
"The Role of Public Art in the Community," Claire Landry Wickersham, Coordinator, Art in Public Places Program, Parks and Recreation Department, City of Austin
"A Realistic Look at the Art Market and How it Works," Dana Ravel, Galerie Ravel and G-R Art Publishers of Fine Prints, Austin
Saturday, 10:30-11:45 a.m.—Big Bend-A, Hyatt Regency
"Texas Art/Texas History," "Museum Publications as Classroom Resources," Becky Duval Reese, Assistant Director of Programs, Archer M. Huntington Art Gallery, The University of Texas at Austin
AUTOMOTIVE SERVICES

Chairperson: EDWARD E. HESTER, JR., Cedar Valley College
Friday, 11:00 a.m.-12:30 p.m.—Hill Country—B, Hyatt Regency
"Ways To Do Four-Wheel Alignments Without Breaking Your Department Budget," George Bradley, Rotary Front-End Equipment Trainer, Rotary Equipment Company
Saturday, 9:00-10:15 a.m.—Hill Country—B, Hyatt Regency
Demonstration of Hand-Held Vehicle Diagnostic Equipment

BIOLOGY

Chairperson: LESLIE O. (LES) ALBIN, Austin Community College
Friday, 9:00-10:30 a.m.—Meeting Room 1 East, Palmer Auditorium
Panel Discussion: "Transferability of Biology Courses from Two-Year Colleges to Universities"
Saturday, 10:30-11:45 a.m.—Meeting Room 1 East, Palmer Auditorium
"Establishing and Operating a Wildlife Rescue Program," Shirley Luchenbill, Coordinator, Wildlife Rescue, Inc., Austin

BUSINESS ADMINISTRATION

Chairperson: RAJIV R. MALKAN, Lamar University at Orange
Friday, 11:00 a.m.-12:30 p.m.—Texas Ballroom—II, Hyatt Regency
"Teaching Business Ethics," O. C. Ferrell, Professor of Marketing, Texas A&M University
Saturday, 9:00-10:30 a.m.—Texas Ballroom—II, Hyatt Regency
"International Business in Today's Global Economy," Leon C. Megginson, Professor of Business Studies, and Chairperson, Division of Business Administration and Computer Sciences, Mobile College (Alabama)

CHEMISTRY

Chairperson: WILLIAM R. MILLER, San Antonio College
Friday, 8:45 a.m.-12:45 p.m.—Room 318, Rio Grande Campus, Austin Community College, 1212 Rio Grande Street
"A Workshop in Microscale Organic Experiments," Kenneth L. Williamson, Professor of Chemistry, Mount Holyoke College; and author of Microscale Organic Experiments
NOTE: Transportation will depart from the west entrance of Palmer Auditorium at 8:45 a.m., and return at approximately 12:45 p.m.
Saturday, 9:00-10:15 a.m.—Hill Country—C, Hyatt Regency
"Disposal of Waste Chemicals in the Laboratory," Pat Garland, Texas Water Commission

COMPENSATORY / DEVELOPMENTAL EDUCATION

Chairperson: RACHEL R. JOHNSON, Tarrant County Junior College—Northwest Campus
Friday, 9:00-10:30 a.m.—Meeting Room 6 East, Palmer Auditorium
"Texas Academic Skills Program: An Update," Ann B. Faulkner, Coordinator, Learning Skills Center, Mountain View College, and Co-Chairperson, TASP Academic Skills Development Committee
Saturday, 10:30-11:45 a.m.—Meeting Room 6 East, Palmer Auditorium
"Integrating and Networking: Preparing Basic Writers for the Texas Academic Skills Program and Beyond," Jeannette Harris, Professor of English, Texas Tech University; and Ann Moseley, Associate Professor and Director, Communication Skills Center, East Texas State University

COMPUTER INFORMATION PROCESSING

Chairperson: MARY E. KOHLS, Austin Community College
Friday, 9:00-10:30 a.m.—Meeting Room 6 West, Palmer Auditorium
"The Evolution of the Introductory CIS/MIS Course," Timothy J. Duffy, Professor of Accounting in Data Processing, Illinois State University, Normal, Illinois
Saturday, 10:30-11:45 a.m.—Meeting Room 6 West, Palmer Auditorium
"Connectivity in the Community College Classroom," Randy Johnston, President, Enté Computer Centers

COSMETOLOGY

Chairperson: LYDIA REBECCA STAFFORD, San Jacinto College—Central Campus
Friday, 9:00-10:30 a.m.—Big Bend—E, Hyatt Regency
"New Image Workshop, Part I," Toni G. Buckner, Image Consultant, BeautiControl Cosmetics, League City
Saturday, 10:30-11:45 a.m.—Big Bend—E, Hyatt Regency
"New Image Workshop, Part II," Toni G. Buckner, Image Consultant, BeautiControl Cosmetics, League City

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: DELBERT D. HOOPER, Del Mar College
Friday, 11:00 a.m.-12:30 p.m.—Meeting Room 6 West, Palmer Auditorium
"Linking Advisement, Placement, and Academic Skills Development under the Texas Academic Skills Program," Ann B. Faulkner, Coordinator, Learning Skills Center, Mountain View College, and Co-Chairperson, TASP Academic Skills Development Committee; and Robert Webking, Assistant Vice President for Academic Affairs and Associate Professor of Political Science, The University of Texas at El Paso, Chairperson, Committee on Advisement and Placement, Texas Academic Skills Council
Saturday, 9:00-10:15 a.m.—Meeting Room 6 West, Palmer Auditorium
"Development of an Expert System for Student Retention using Computer Analysis System for Educational Success (CASES)," James C. Butzek, Vice President of Instruction; Gary L. Klein, Director of Educational Computing; and Joseph R. Sullivan, Vice President of Student Development, Dallas County Community College District
CRIMINAL JUSTICE

Chairperson: RAY K. ROBBINS, Western Texas College
Friday, 9:00–10:30 a.m.—Big Thicket, Hyatt Regency
“The Future of Criminal Justice Education,” Fred Toler, Executive Director, Texas Commission on Law Enforcement Officer Standards and Education
Saturday, 10:30–11:45 a.m.—Big Thicket, Hyatt Regency
Panel Discussion: “Current Issues in Law Enforcement/Criminal Justice,” Larry D. Nichols, South Plains College, Moderator

DEVELOPMENTAL READING

Chairperson: KATHERYN G. SKINNER, Panola Junior College
Friday, 11:00 a.m.—12:30 p.m.—Hill Country A, Hyatt Regency
“Comprehending College Textbooks: Approaches and Methods,” Presenters: Joseph Cortina, Jr., Janet R. Elder, and Katherine Gonnet, Instructors of Reading, Richland College
Saturday, 9:00–10:15 a.m.—Hill Country A, Hyatt Regency
“Identifying and Remediating High-Risk Students,” Caroline McCall, Director, Academic Learning Clinic, Southwest Texas State University; and Cynthia Campbell, Director, Speech, Hearing, and Language Clinic, Southwest Texas State University

ECONOMICS

Chairperson: HOWARD R. ERDMAN, Southwest Texas Junior College
Friday, 9:00–10:30 a.m.—Meeting Room 2 East, Palmer Auditorium
“The Twin Deficits and the Options Facing President Bush,” Bradley R. Schiller, Professor of Economics, School of Public Affairs, American University
Saturday, 10:30–11:45 a.m.—Meeting Room 2 East, Palmer Auditorium
“Gorbachev’s Economic Plans,” Paul R. Gregory, Professor of Economics, University of Houston

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY

Chairperson: ROBERT J. ROBERTS, Bee County College
Friday, 9:00–10:30 a.m.—Big Thicket, Hyatt Regency
“Changing Requirements for Technical/Vocational Programs,” Eduardo Gaytan, Associate Program Director, Texas Higher Education Coordinating Board
Saturday, 9:00–10:15 a.m.—Big Thicket, Hyatt Regency

ENGLISH

Chairperson: PATRICIA F. ARCHER, Northeast Texas Community College
Friday, 9:00–10:30 a.m.—Meeting Room 3 East, Palmer Auditorium
“Putting Error in its Place—A Research and Teaching Report,” Andrea A. Lunsford, Vice Chair for Rhetoric and Composition, Department of English, Ohio State University
Saturday, 10:30–11:45 a.m.—Meeting Room 3 East, Palmer Auditorium
“What Teachers Teach...What Writers Learn,” Lee A. Jacobus, Professor of English, University of Connecticut

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: DAVID A. ROSS, Houston Community College
Friday, 9:00–10:30 a.m.—Big Bend C, Hyatt Regency
“TASP and the Non-Native English Speaker: Can Bias Be Avoided?” William R. Martin, Intensive English Program Instructor; and Linda J. Carson-Daigle, Developmental English Instructor, Houston Community College
Saturday, 9:00–10:15 a.m.—Big Bend C, Hyatt Regency
“The ESL Instructor as a Civics Teacher: Curriculum Development for Alien Legalization Programs,” Christine Tierney, ESL Program Coordinator, Kilgore College
FOREIGN LANGUAGE
Co-Chairpersons: ALBERT RIUSECH, Texarkana College, and LUZ C. RODRIGUEZ, Laredo Junior College
Friday, 9:00–10:30 a.m.—Big Bend C, Hyatt Regency
“The Natural Approach and Dos Mundos: From Theory to Practice,” Elías Miguel Muñoz, Professor of Spanish, Department of Modern and Classical Languages and Literatures, Wichita State University (Kansas)
Saturday, 10:30–11:45 a.m.—Big Bend C, Hyatt Regency
“Proficiency: The Master Key to Foreign Language Teaching and Learning,” Marion R. Webb, Director, Spanish Program, Houston Baptist University

GEOLGY AND GEOGRAPHY
Chairperson: ROBERTO GARZA, San Antonio College
Friday, 9:00–10:30 a.m.—Meeting Room 4 East, Palmer Auditorium
“Comparison of the Stratigraphy of the Smackover (Jurassic) and the Capitan (Permian) Sequences,” Arthur Troell, Consulting Geologist and Instructor of Geology, San Antonio College
Saturday, 10:30–11:45 a.m.—Meeting Room 4 East, Palmer Auditorium
“Shuttle Multispectral Infrared Radiometer Data Analysis in West Texas: Enhancement of Lithologic Signatures,” Joe R. Tellez, Instructor of Geology, San Antonio College

GOVERNMENT
Chairperson: M. THERON WADDELL, JR., Galveston College
Friday, 11:00–12:30 p.m.—Meeting Room 3 East, Palmer Auditorium
“The Reagan Legacy and the Bush Dilemma,” James Q. Wilson, Professor of Management and Political Science, University of California at Los Angeles
Saturday, 8:30–11:30 a.m.
Escorted Tour of Lyndon Baines Johnson Library and Museum
NOTE: Bus transportation will depart from the west entrance of Palmer Auditorium at 8:30 a.m., and return at approximately 11:30 a.m.

HEALTH OCCUPATIONS
Chairperson: ANN E. STEELE, Austin Community College
Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 4 West, Palmer Auditorium
“Adolescents and Sexually Transmitted Diseases,” Edward P. Tyson, M.D., Director, Adolescent Medical Services, Austin
Saturday, 9:00–10:15 a.m.—Meeting Room 4 West, Palmer Auditorium
“The Health Sciences Curriculum in 2020: A Strategic Plan for the Future,” Keith E. Ragsdale, Division Chairperson, Nursing/Allied Health Sciences, Austin Community College

HEALTH, PHYSICAL EDUCATION, AND RECREATION
Chairperson: SUSAN LYNN FORSHAW, Collin County Community College
Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 4 East, Palmer Auditorium
“Teaching and Learning Ethics and Values in Sports,” Rex Alan Parcells, Assistant Dean of Health and Science, Collin County Community College
Saturday, 9:00–10:15 a.m.—Meeting Room 4 East, Palmer Auditorium
“Super Circuit: Super Way to Energize Your Physical Fitness Program,” Tim F. Dopp, Odessa College; and Rhonda Haynes, Wellness Concepts, Dallas

HORTICULTURE
Chairperson: MARK J. SCHUSLER, Tarrant County Junior College—Northwest Campus
Friday, 11:00 a.m.–12:30 p.m.—Big Bend A, Hyatt Regency
“Use of Native Plants in a Man-Made Environment,” Elinor Crank, Research Botanist/Horticulturist, National Wildflower Research Center
Saturday, 9:00–10:15 a.m.—Big Bend A, Hyatt Regency
“Sustainable Agriculture Initiatives at the Texas Department of Agriculture,” Paul B. Martin, Coordinator of Sustainable Agriculture, Texas Department of Agriculture

LEARNING RESOURCES
Chairperson: BERNARD J. BENNETT, Blinn College
Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 2 West, Palmer Auditorium
“No More College-Level Courses in Library Research?” Gary Duke and Sharlee Jeser-Skaggs, Bibliographic Instruction Librarians, Richland College
Saturday, 9:00–10:15 a.m.—Meeting Room 2 West, Palmer Auditorium
“A.M.I.G.O.S. Services to Junior College Libraries,” Jeff Downing, A.M.I.G.O.S. Marketing Representative
MATHEMATICS
Chairperson: ANNE V. MUNN, Grayson County College
Friday, 9:00–10:30 a.m.—Texas Ballroom–VII, Hyatt Regency
Panel Discussion: “Perspectives: Implementation of the TASP Program,” Patricia A. Juelg, Bee County College; J. Doug Richey, Northeast Texas Community College; Karl J. Smith, Santa Rosa College (California)
Saturday, 10:30–11:45 a.m.—Texas Ballroom–VII, Hyatt Regency
“Calculus: The Past 30 Years The Next 10 Years,” Roland E. Larson, Professor of Mathematics, Pennsylvania State University at Erie, The Behrend College

PSYCHOLOGY
Chairperson: LINDA G. MONTOYA, Houston Community College
Friday, 9:00–10:30 a.m.—Panhandle Room, Hyatt Regency
“Dealing With Students’ Emotions in the Classroom,” Rod Plootnik, Professor of Psychology, San Diego State University
Saturday, 10:30–11:45 a.m.—Panhandle Room, Hyatt Regency
Panel Discussion: “Motivating and Stimulating Students in Lower-Division Psychology Courses,” Josh R. Gerow, Professor of Psychological Sciences, Indiana University–Purdue University at Fort Wayne; Rod Plootnik, San Diego State University; Wayne Weiten, Professor of Psychology, Illinois School of Professional Psychology, Chicago

PHILOSOPHY
Chairperson: RONALD B. COX, San Antonio College
Friday, 11:00 a.m.–12:30 p.m.—Meeting Room 1 East, Palmer Auditorium
“Philosophy and the Fourth Estate: Must the News Tell the Truth?” Richard K. Schoenig, Professor of Philosophy, San Antonio College
Saturday, 9:00–10:15 a.m.—Meeting Room 1 East, Palmer Auditorium
Round Table Discussion: “TASP and Philosophy: Problems or Opportunities?”

REAL ESTATE
Chairperson: VAUGHAN MILLER, JR., Austin Community College
Friday, 11:00 a.m.–12:30 p.m.—Big Bend B, Hyatt Regency
Saturday, 9:00–10:15 a.m.—Big Bend B, Hyatt Regency
“Texas Real Estate Commission,” Don Roose, Education Officer, Texas Real Estate Commission

PHYSICS AND ENGINEERING
Chairperson: JOSEPH E. KINGCADE, JR., Blinn College
Friday, 9:00–10:30 a.m.—Meeting Room 5 East, Palmer Auditorium
“The Traveling Physics Circus,” Karl L. Trappe, Supervisor of Lecture Demonstrations, Department of Physics, The University of Texas at Austin
Saturday, 10:30–11:45 a.m.—Meeting Room 5 East, Palmer Auditorium
“Oxidation State of Copper in Oxide Superconductors,” M. S. Chandrasekhariah, Group Leader, High Temperature Chemistry, Atomic Energy Research Laboratory
SECRETARIAL SCIENCE
Chairperson: DEBRA D. NICHOLAS, North Harris County College--East Campus
Friday, 9:00-11:30 a.m.
Tour of Farm Credit Bank of Texas, Connie Sprague, Records Manager
NOTE: Bus transportation will depart from the west entrance of Palmer Auditorium at 9:00 a.m. and return at approximately 11:30 a.m.
Saturday, 10:30-11:45 a.m.—Meeting Room 3 West, Palmer Auditorium
"Desktop Publishing: State of the Art," Ellen M. Raghavan, Instructor, and Jean W. Vining, Department Head, Communication Technical Writing Department, Houston Community College

SOCIOLOGY AND ANTHROPOLOGY
Friday, 11:00 a.m.-12:30 p.m.—Meeting Room 1 West, Palmer Auditorium
"Can You Make Social Theory Exciting and Useful in the Introductory Sociology Course?" Craig J. Calhoun, Professor of Sociology, and Director, Interdisciplinary Program on Social Theory and Cross-Cultural Studies, University of North Carolina
Saturday, 9:00-10:15 a.m.—Meeting Room 1 West, Palmer Auditorium
"Classroom Teachers Interacting with Authors: Workable Strategies for Teaching Sociology to a Diverse Student Population," Craig J. Calhoun, Professor of Sociology, and Director, Interdisciplinary Program on Social Theory and Cross-Cultural Studies, University of North Carolina

SPEECH AND THEATRE
Chairperson: DEBRA J. FOSTER, Temple Junior College
Friday, 11:00 a.m.-12:30 p.m.—Meeting Room 2 East, Palmer Auditorium
"Reach Out and Touch—With Words" (Teaching Speech and Evaluating Performances), Michael Osborn, Professor of Communications, Memphis State University; and Suzanne Osborn, psychologist.
Saturday, 9:00-10:30 a.m.
"Theatre: The Practical Approach—Touring the Capitol City Playhouse," Michel Jaroschy, Managing and Artistic Director, Austin's Capitol City Playhouse
NOTE: Transportation will depart from west entrance of Palmer Auditorium at 9:00 a.m., and return at approximately 10:30 a.m.

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)
Chairperson: ALBERT P. PEREZ, Austin Community College
Friday, 11:00 a.m.—12:30 p.m.—Hill Country C, Hyatt Regency
"Update from the Coordinating Board," Robert W. Day, Program Director, Texas Higher Education Coordinating Board

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)
Chairperson: J. TOM SMITH, San Jacinto College—Central Campus
Friday, 9:00-10:30 a.m.—Meeting Room 2 West, Palmer Auditorium
"Appropriate Assessment Alternatives to TASP for Initial Placement: Implementation Strategies and ACT/ASSET/TASP Comparison," Aubrey Lewis, Director, Assessment Services, ACT Southwest Region
Saturday, 10:30-11:45 a.m.—Meeting Room 2 West, Palmer Auditorium
"Survey of Academic Advisement Models Suitable for TASP," Miles A. Eckert, Vice President for College Services, Odessa College
TACCCSAA Business Meeting

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)
President: GWEN TILLEY, San Jacinto College—Central Campus
President-Elect: BRADFORD W. TIBBITTS, Weatherford College
Thursday, 4:00-5:00 p.m.—Board Room, Hyatt Regency
TAJCCIA Executive Committee Meeting
Friday, 9:00-11:30 a.m.—Texas Ballroom I, Hyatt Regency
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
9:00-9:30 a.m.—Registration
9:30-11:30 a.m.—"The Texas Academic Skills Program: An Update from the Texas Higher Education Coordinating Board," Joan M. Matthews, Director, Texas Academic Skills Program, Texas Higher Education Coordinating Board
Saturday, 9:00-11:30 a.m.—Texas Ballroom I, Hyatt Regency
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
9:00-9:30 a.m.—Registration
9:30-10:30 a.m.—"Texas Higher Education in the Biennium:"
A Legislator's View," Bob Glasgow, State Senator, 22nd
Senatorial District of Texas
10:30-11:00 a.m. — Refreshments
11:00-11:30 a.m. — TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-
SECONDARY OCCUPATIONAL
EDUCATION ADMINISTRATORS
(TAPSOEA)

Chairperson: BERYL McKINNERNEY, Kilgore College
Friday, 9:00-11:30 a.m.—Texas Ballroom-I, Hyatt Regency
Joint meeting with Texas Association of Junior and Commu-
nity College Instructional Administrators (TAJCCIA)
9:00-9:30 a.m.—Registration
9:30-11:30 a.m.—"The Texas Academic Skills Program: An
Update from the Texas Higher Education Coordinating
Board," Joan M. Matthews, Director, Texas Academic Skills
Program, Texas Higher Education Coordinating Board
Saturday, 9:00-10:30 a.m.—Texas Ballroom-I, Hyatt Regency
Joint meeting with Texas Association of Junior and Community
College Instructional Administrators (TAJCCIA)
9:00-9:30 a.m.—Registration
9:30-10:30 a.m.—"Texas Higher Education in the Biennium:
A Legislator's View," Bob Glasgow, State Senator, 22nd
Senatorial District of Texas
10:30-11:00 a.m.—Refreshments
Saturday, 11:00 a.m.-12.30 p.m.—Texas Ballroom-V, Ilyatt
Regency
"Update on the State Job Training Coordinating Council."
John Baker, Executive Director, Texas Association of Private
Industry Councils

TEXAS COMMUNITY COLLEGE
CHILD DEVELOPMENT EDUCATORS
ASSOCIATION (TCCDEA)

Chairperson: MELONYE A. CURTIS, Amarillo College
Friday, 9:00-10:30 a.m.—Hill Country-C, Hyatt Regency
"The Most Important Person!" Joni Yoakam, Coordinator,
Child Care Associate Degree Program, Amarillo College
Saturday, 10:30-11:45 a.m.—Hill Country-C, Hyatt Regency
"Preview of Current Child Development Media," Linda A.
Ard, Del Mar College; Pat Kennedy, Eastfield College; Norma
L. Ziegler, San Antonio College

TEXAS JUNIOR COLLEGE
MANAGEMENT EDUCATORS
ASSOCIATION (TJCMEA)

Chairperson: PERRY W. ORAND, Austin Community College
Thursday, 9:00 a.m.—5:00 p.m.
9:00-11:00 a.m.—TJCMEA Executive Committee Meeting—
Embassy Suites Hotel
2:00-2:30 p.m.—TJCMEA General Session—Meeting Room
3 West, Palmer Auditorium
2:30-5:00 p.m.—Session A: New Coordinators' Workshop—
Meeting Room 2 West, Palmer Auditorium
"History and Philosophy of Management Development."
Norman D. Ellis, Tarrant County Junior College—Northeast
Campus
"Development of Effective OJT Objectives and Training
Procedures," Joe D. Bishop, San Antonio College; and Miller
R. Brister, McLennan Community College
"Your Role as a Coordinator," Doris Huibregtse, Howard
College
"Student Associations," Hal L. Ward, Temple Junior College
2:30-5:00 p.m.—Session B: Experienced Coordinators' 
Workshop—Meeting Room 1 West, Palmer Auditorium
Business Leaders' Panel: "The Five Most Important Things an
Employee Being Considered for a Supervisor/Manager Posi-
tion Should Know or Be Able to Accomplish," Beck Clark,
Southwestern Bell; Jean Kutz, USAA; and Louis Reina, IBM
"Communication: Techniques and Methods," Marvin J.
Longshore, Alvin Community College

Friday, 9:00-11:45 a.m.—Meeting Room 5 West, Palmer Audit
iorium
Guest Speaker—Sam Certo, Roye Crummer Graduate School
of Business, Rollins College, Winter Park, Florida
"The Secret of Great Leadership," Michael J. McCormick,
Management Development Coordinator, San Antonio College

Saturday, 9:00-10:30 a.m.—Hill Country-C, Hyatt Regency
Panel Discussion: "Creative Partnerships: An Alliance Be-
tween Vocational-Technical Education and Continuing Edu-
cation Serving Industries" Part I
Saturday, 10:30-11:45 a.m.—Hill Country-C, Hyatt Regency
Panel Discussion: "Creative Partnerships: An Alliance Be-
tween Vocational-Technical Education and Continuing Edu-
cation Serving Industries" Part II

WELDING

Chairperson: GUS PEREZ, Bee County College
Friday, 11:00 a.m.—12:30 p.m.—Meeting Room 5 East, Palmer
Auditorium
"Gas Manual Arc Welding" and "Welding Safety," Ed
Bohnart, Director of Training, Miller Electric, Appleton,
Wisconsin
Saturday, 9:00-10:15 a.m.—Meeting Room 5 East, Palmer
Auditorium
"Welding Quality Control in the Petroleum Industry," D. E.
(Doug) Blevins, Senior Reliability Engineer, Champlin Refin-
ing Company, Corpus Christi
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WELLNESS NETWORKING
MEETING TO BE HELD

Community college faculty, staff, and administrators interested in wellness programs and health promotion will meet during the annual TJCTA convention in Austin. The "networking" session is sponsored by the TJCTA Membership Services Committee.

The session is scheduled to begin at 4:30 p.m., Friday, Feb. 17, in Meeting Room 1 West of the Lester E. Palmer Auditorium.

The discussion will be led by V. Sue Jones, chairperson of the physical fitness technology program at North Lake College, and Ellen H. Brennan, Wellness Awareness Coordinator for San Antonio College.

Individuals from colleges with wellness programs in place and those at institutions considering establishment of such programs are invited to join the informal discussion. Brochures and other materials may be brought to be exchanged with other participants during the session. Estimated attendance is 30 members.

PROGRAM ANNOUNCED
FOR RETIREMENT SEMINAR

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention in Austin. Scheduled to begin at 4:30 p.m., Friday, Feb. 17, in Meeting Room 3 West of Austin's Lester E. Palmer Auditorium, the session will include presentations by representatives of the Teacher Retirement System of Texas and a retired Civil Service employee of the Social Security Administration.

Representing the Teacher Retirement System will be Gary Thompson, Director of College, University, and Governmental Relations, who will present basic information about the System: retirement, death, and disability benefits, investment philosophy, state and federal legislative proposals, and the outlook for the future.

Betty Grubbs, a retired Social Security employee, will discuss "Social Security and the Retired."

Mitchell Grossman, retired government professor from San Antonio College, will distribute material and discuss opportunities offered by the Elderhostel program.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by Doris D. Patrick, Austin Community College, a member of the committee.

AGRICULTURE SECTION ANNOUNCES PROGRAMS

Three speakers will address the TJCTA Agriculture Section during the forthcoming convention in Austin, according to section chairperson Randall H. Williams, Vernon Regional Junior College.

At the meeting on Friday, Feb. 17, members will hear John L. Merrill, director of the Ranch Management Program, Texas Christian University, speaking on the topic "Above Average or Bust!". A second speaker at Friday's session will be Mike Moeller, Texas Deputy Commissioner of Agriculture, discussing "The Role of Higher Education in Texas Agriculture Diversification."

Merrill is a native of Central Texas. After receiving the B.S. degree in Range and Forestry from Texas A&M University, he served in the U.S. Air Force for three years. Before and after military service he worked as a range conservationist with the Soil Conservation Service at Mineral Wells and Fort Worth. He went to Texas Christian University as director of the Ranch Management Program in 1961. He continues to live and operate on range and crop land near Crowley with registered and commercial cattle.

Moeller is a native of Guadalupe County and was raised on a family farm. A graduate of Southwest Texas State University, he received the master's degree in public affairs from The University of Texas at Austin. In 1973, he chaired the LBJ School of Public Affairs' study on the feasibility of no-fault insurance in Texas. From 1974 to 1976, he served as Executive Director of the Legislative Property Tax Committee and as Chief of Staff for the Senate Water Subcommittee. He later served as Executive Director of Texans for Equitable Taxation and as Director of Legislative Services for the Texas Farmers Union. Moeller was appointed Deputy Commissioner for the Texas Department of Agriculture in 1985.

Speaker for Saturday's meeting of the Agriculture Section will be Linda Nell Janca, Director of Industry Relations for the Texas Beef Industry Council. She is a graduate of Texas A&M University, with a Bachelor of Science degree in Animal Science and Agricultural Economics. Prior to her appointment to a position with the Beef Industry Council, she had worked for the Baptist Children's Home in San Antonio as 4-H Director and Farm and Ranch Manager, and also served as undergraduate counselor for Texas A&M's Department of Animal Science.

THREE SPEAKERS TO ADDRESS
DEVELOPMENTAL EDUCATION SECTION

Teachers in compensatory/developmental education will hear three speakers during their section meetings at the TJCTA convention in Austin.

In Friday's meeting, Ann B. Faulkner, Coordinator of the Learning Center at Mountain View College and Co-Chairperson of the Academic Skills Development Committee for the Texas Academic Skills Program, will give an update on that program.

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Nelson

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Ketchum

Preview of Chemistry
Carroll

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Bodner/ Pardue

Basic Concepts of Chemistry
Malone

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Physics
Cutnell/ Johnson

Fundamentals of Physics, 3e
Haller/ Resnick

Discovering Astronomy, 2e
Robbins

The Dynamic Earth: An Introduction to Physical Geology
Skinner/ Porter

**SOCIAL SCIENCE**

Abnormal Psychology: Patterns, Issues, and Interventions
Costin/ Dragnus

The Earth: A Physical and Human Geography
deBlij/ Muller

World Regional Geography

English

Elements of Physical Geography, 4e
Strahler/ Strahler

**COMPUTING - COMPUTER SCIENCE**

Blissner

Introduction to Microcomputing, 2e
Newell

Exploring Macintosh: Concepts in Visually Oriented Computing
Abernethy/ Nanny/ Porter

Expert Systems Design & Development Using VP-Expert 2.0
Friederich/ Gargano

Assembly Language Programming: 8086, 8087, 8088
Mayer

Turbo Basic: A Structured Approach
Stern/ Stern

Quick Basic: A Structured Approach
Stern/ Stern

**MATHEMATICS**

Introduction to Ordinary Differential Equations, 4e
Ross

PreCalculus Mathematics
Thomason

College Algebra, 2e
Durbin

College Algebra & Trigonometry, 2e
Durbin

PreCalculus
Durbin

Trigonometry
Durbin

**MODERN LANGUAGES**

Dicho Y Hecho: Beginning Spanish, 3e
Dawson/ Dawson

¡De Acuerdo! (Introductory Spanish)
Lathrop

Chapeau! First-Year French
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SURVEY FINDINGS TO BE PRESENTED

The annual luncheon meeting of the Texas Junior College Association will feature a discussion of the question, “What Can We Learn from Each Other?” Speaker for the session will be Albert B. Smith, professor of higher education and director of the Community College Leadership Program at the University of North Texas.

Smith’s presentation will include a report on a statewide study of Texas community college presidents conducted last fall. The study involved 76 presidents and chancellors from public and private two-year colleges and technical institutes. Participants were asked to describe major problems facing their institutions and strategies for dealing with those problems. Smith will discuss the results of the survey.

The Texas Junior College Association is an organization of institutions and includes among its members almost all of the public and independent two-year colleges of Texas. The group meets each year in conjunction with the annual TJCTA convention. TJCA president this year is A. Rodney Allbright, Alvin Community College. Other officers are Bob E. Riley, Howard College, vice president; and William R. Auvenshire, Hill College, secretary-treasurer.

This year’s luncheon meeting will be held at 12:00 Noon, Friday, Feb. 17, in the Panhandle Room of Austin’s Hyatt Regency hotel.

ACCOUNTING SECTION TO HEAR PROFESSORS

TJCA members attending the Accounting Section meetings at this month’s convention in Austin will hear two noted professors of accounting speaking on topics of current interest in the field.

Addressing the Friday morning session (9:00 a.m., in Texas Ballroom II of the Hyatt Regency hotel) will be Charles T. Horngren, the Edmund W. Littlefield Professor of Accounting at Stanford University’s Graduate School of Business. His topic will be “Current Developments in Managerial Accounting.” A graduate of Marquette University, Horngren received his MBA from Harvard University and his Ph.D. from the University of Chicago. A certified public accountant, Horngren has served on numerous advisory boards and committees. A member and former president of the American Accounting Association, he received its Outstanding Accounting Educator Award in 1973. The California Certified Public Accountants Foundation gave Horngren its Faculty Excellence Award in 1975 and its Distinguished Professor Award in 1983. In 1985 the American Institute of Certified Public Accountants presented its first Outstanding Educator Award to Horngren.


Speaker for Saturday’s 10:30 a.m. Accounting Section meeting will be Thomas P. Klammer, Professor of Accounting at the University of North Texas. His topic will be “The Statement of Cash Flow: How and Why?”. Klammer is an award-winning accounting instructor specializing in the statement of cash flow. He is former chair of the Management Accounting Section of the American Accounting Association.

Chairperson of the Accounting Section this year is Billie M. Cunningham, Collin County Community College.

Craig J. Calhoun

Calhoun holds the B.A. in anthropology from the University of Southern California, and the M.A. from Columbia University, also in anthropology. He received an M.A. in economics from Manchester University in social anthropology. He received the Ph.D. from Oxford University in sociology and history. Calhoun specializes in social theory, political sociology, and comparative historical sociology.

He is the author of the new 5th edition of Sociology, with Donald Light and Suzanne Keller (Random House, 1989). In addition, Calhoun has been author or editor of numerous papers and articles for leading professional journals.

Chairperson of the Sociology Section this year is Richard E. Miller, Navarro College.
PSYCHOLOGY SECTION TO HEAR PROFESSORS

Three university psychology professors will share their motivational techniques for low-division psychology courses during the meeting of the TJCTA Psychology Section on Saturday, Feb. 18. Josh R. Gerow, Professor of Psychological Sciences at Indiana University-Purdue University at Fort Wayne; Rod Plotnik, Professor of Psychology at San Diego State University; and Wayne Weiten, Professor of Psychology at Illinois School of Professional Psychology, will participate in a panel discussion on "Motivating and Stimulating Students in Lower-Division Psychology Courses."

Weiten received the 1987 award of the American Psychological Association for excellence in teaching. He holds the Ph.D. in social psychology from the University of Illinois at Chicago. Gerow received his doctorate from the University of Tennessee.

Plotnik will participate in Saturday's panel discussion and also be the speaker for the Psychology Section on Friday. His topic will be "Dealing with Students' Emotions in the Classroom." In his presentation, Plotnik will discuss successful techniques for dealing with student test anxiety.

Arrangements for this year's Psychology Section meetings were made by Linda G. Montoya, Houston Community College, who serves as section chairperson.

CONVENTION TO INCLUDE WELLNESS ACTIVITIES

Two new wellness activities will be included in this year's convention agenda. Under sponsorship of the TJCTA Membership Services Committee, a Fitness Walk and Run will be conducted Friday and Saturday mornings. Also, on Friday, members may take advantage of a blood pressure screening.

The Fitness Walk and Run is planned for Friday morning at 6:00 and Saturday morning at 6:00 and 7:00. Members wishing to participate will meet in the lobby of the Hyatt Regency hotel five minutes before the scheduled event. Maps of the jogging-walking trail will be available, and TJCTA members who walk and run at different paces will accompany each group.

From 10:00 a.m. to 2:00 p.m., on Friday, Charles J. Morris, Austin Community College, and several students in the ACC nursing program will be on hand to take blood pressure readings in the West Lobby Foyer of the Lester E. Palmer Auditorium. TJCTA members and their guests are invited to take advantage of these opportunities.

PROFESSORS TO ADDRESS ECONOMICS SECTION

Two university economics professors will speak during the Economics Section meetings at the annual TJCTA convention in Austin this month.

In Friday's session, Bradley R. Schiller, Professor of Economics at the School of Public Affairs of American University, will speak concerning "The Twin Deficits and the Options Facing President Bush." Schiller received his bachelor's degree from the University of California-Berkeley and the Ph.D. from Harvard University. In addition to his teaching and research responsibilities, Schiller writes frequent columns for the Wall Street Journal, the New York Times, and other periodicals, and is a regular contributor to various professional journals. His book on The Economics of Poverty and Discrimination (Prentice-Hall, 5th ed., 1989) is the standard text for that field, and his principles of economics text, The Economy Today (Saxon House, 4th ed., 1989) is a leading introductory economics textbook.

Speaker for the Saturday session will be Paul R. Gregory, Professor of Economics at the University of Houston, whose topic will be "Gorbachev's Economic Plans."

Chairperson for the Economics Section this year is Howard R. Erdman, Southwest Texas Junior College.

THREE SPEAKERS TO ADDRESS ART SECTION

Three speakers will address the TJCTA Art Section during this month's convention in Austin.

At the Friday session, scheduled to begin at 9:00 a.m., Claire Landry Wickersham will speak on "The Role of Public Art in the Community," and Dana Ravel will discuss "A Realistic Look at the Art Market and How it Works."

Ms. Wickersham is coordinator of the Art in Public Places Program for the City of Austin Parks and Recreation Department. In that capacity, she is responsible for administration of the policies and coordination of public information in connection with the city's implementation of the city's Cultural Facilities Master Plan.

Ms. Ravel is a publisher and frequent lecturer in the field of fine art. She is owner of Galerie Ravel in Austin and is a partner in G-R Art Publishers of Fine Prints. Her gallery has been successfully operating since 1976, featuring expertise in selection of contemporary works of noted artists of the American continents and Europe. Her gallery exhibitions have been the subject of numerous articles in art news periodicals.

Speaker for Saturday's Art Section meeting will be Becky Duval Reese, Assistant Director of Programs at the Archer M. Huntington Art Gallery of The University of Texas at Austin. Her presentation will be in two parts: "Texas Art/Texas History" and "Museum Publications as Classroom Resources." Ms. Reese has served as co-director in the production of film-videos for the Huntington gallery and the Texas Commission for the Humanities. She has written and narrated productions for ACTV in Austin and is the recipient of numerous awards for publications, staff work, and leadership in the fine arts community of Austin.

Chairperson for the Art Section this year is Minnie M. Miles, Austin Community College.

FEDERAL GRANT PROJECT DIRECTORS SET MEETING

On Thursday, Feb. 16, from 8:00 a.m. to 12:00 Noon, project directors and managers for federal discretionary grants funded under the Carl D. Perkins Vocational Education Act will meet. Staff from the Division of Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board are responsible for arrangements for the half-day session.

According to Dale F. Campbell, assistant commissioner, the meeting will provide participants with an opportunity for networking among all project directors and will give directors opportunities to report on the progress of their projects. The meeting will also provide for review, discussion, and reinforcement of the goals established in the Master Plan for Vocational Education.

The session is scheduled to begin at 8:30 a.m., in Hill Country-B of the Hyatt Regency hotel.
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We're as good as our words.
I appear today on behalf of the more than 5,200 members of the Texas Junior College Teachers Association. Founded more than 40 years ago, our Association today is twice as large as all other Texas higher education faculty organizations combined, representing teachers from every academic and vocational/technical discipline from each of the 73 two-year college campuses across our state.

Our Association endorses the original funding recommendations of the Texas Higher Education Coordinating Board and concurs with the recommendations presented by the Texas Public Community/Junior College Association. We believe that the funding which was originally recommended for the coming biennium is modest and amply justified. Furthermore, we believe that the level of funding recommended by the Legislative Budget Board is woefully inadequate and if approved would have drastic and immediately deleterious effects on our public community junior colleges and their professional staffs. Finally—and most importantly—we believe a reduced level of funding would have serious adverse effects on the students we serve.

As I am sure you understand, our Association is most acutely concerned with those aspects of community college funding which are directly related to instructional salaries and staff benefits. As you have heard, the past four years have been difficult ones for educators in two-year colleges. As the Texas Legislature has grappled valiantly with shrinking revenues and court-mandated budget increases for certain programs, we have watched in dismay as state funding for our community junior colleges has declined. The dislocation to community college faculty resulting from the Legislature's nine percent funding cut in the second year of the past biennium was obviously compounded when the Governor vetoed more than $45 million appropriated for group insurance premiums for our teachers and staffs. Thus, in the current biennium, public community junior colleges—which provide instruction for almost two-thirds of the state's college freshmen and sophomores—stand as the only educational institutions whose state appropriations for instructional programs have actually been cut below previous levels. And these cuts have occurred at the same time we in two-year colleges are being asked to serve more students than ever before due to increasing student enrollments.

The impact of these significant funding cuts—along with increased demands for services—has been both predictable and dramatic. In the past two years, more than half of our districts were forced to raise local ad valorem taxes. In almost all of our districts, student tuition and fees have been raised, class sizes have been increased, the number of course sections has been reduced, needed capital improvements have been deferred, professional staff positions have been frozen or eliminated altogether, employee health insurance benefits have been reduced, and reserves have been drained—just to maintain current programs. Furthermore, during the past two years, faculty at three-fourths of our community junior colleges throughout the state have watched their take-home pay actually decline as salaries have been cut, frozen, or increased only marginally at a rate less than the cost-of-living. This decline in our salaries has occurred at the same time that faculty at most four-year institutions have received substantial salary increases.

We respectfully look to you for help and relief. We obviously realize that there are many demands on the state's dollars. We understand, too, that many hard choices have to be made and priorities have to be set. It is our hope that in the next four months—between today's hearing and the adoption of the general appropriations bill next May—those who must make these difficult decisions will recognize the vital role performed by our two-year colleges of Texas, and that community junior colleges will receive fair and well-deserved consideration when our state's priorities are set.
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Three hotels holding room blocks for the February TJCTA convention reported that all available rooms had been reserved before the Feb. 1 “cut-off” date. The Embassy Suites, the Hyatt Regency, and Austin Crest hotels reported that their entire room blocks had been reserved. An additional block of 50 rooms has been reserved at the Four Seasons hotel, located just east of the Austin Crest Inn.

Rooms are available at the Holiday Inn—Town Lake and at the Four Seasons, but TJCTA members planning to attend this month’s convention should reserve their accommodations immediately. Members are strongly urged to specify first and second choices between the two remaining hotels. Failure to indicate a second choice might delay processing of the reservation.

Accommodations may be reserved by completing the form below and mailing it to the Austin Convention Housing Bureau. Reservations will be processed as they are received, on a first-come, first-served basis. Reservations may NOT be made directly with the convention hotels.

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<th>HOTEL / ADDRESS</th>
<th>Single (1 person)</th>
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LEGISLATURE MOVES TOWARD ADJOURNMENT

The regular session of the 71st Texas Legislature will end at midnight, Monday, May 29. With only a few days remaining in the session, major legislation affecting Texas public community junior colleges still awaits final action.

The all important General Appropriations Bill has passed both houses and has been under study for almost a month by the joint Senate-House conference committee. Both versions of the bill include substantial increases in state funding for junior colleges. Serious concerns have arisen in recent days as budget negotiators between the two legislative bodies and the governor’s office recognize that there is, at a minimum, a $300 million shortfall between what the Legislature wants to adopt and the funding limits imposed by the state constitutional requirement for a balanced budget. Most observers are predicting a combination of increases in state fees (e.g., copies of drivers’ records and accident reports), the “discovery” of additional savings through technical accounting changes, and a possible increase in the state cigarette tax to allow final passage of the omnibus funding bill before the session ends.

Both House and Senate versions of the appropriations bill include funding for junior college faculty and staff insurance premiums—the item vetoed by Gov. Bill Clements during the last legislative session. The state contribution for staff insurance will be $115 per eligible employee per month—$1,380 per year—for each year of the biennium.

Funds for implementation of the Texas Academic Skills Program (TASP) are included in the appropriations bill, also—though not in amounts deemed sufficient for the level of remedial education generally expected to be required.

An “emergency” appropriations bill, including $28.2 million for restoration of vetoed insurance appropriations for the current biennium, has also passed both houses. Heated controversies regarding provisions of the bill completely unrelated to the junior college insurance section have delayed final action. However, most observers continue to express optimism that the vetoed funds will be restored.

Legislation affecting the Teacher Retirement System has also progressed slowly. Both have passed House Bill 85, by Rep. Jim Rudd (D-Brownfield), and the bill has been sent to Gov. Clements, who has already said he will sign it into law. TRS members will be eligible for unreduced retirement benefits at age 55 with 30 years of service. The measure also provides for cost-of-living increases for TRS members who retired before Sept. 1, 1986. Other TRS legislation waiting final action includes a bill providing for a $10,000 lump sum death benefit payment option for beneficiaries of retirees and a reduction in the TRS vesting period from ten to five years.

A proposal to reduce the state contribution to the Optional Retirement Program was considered by the House Committee on Retirement and Aging. The bill provides for a reduction in the state contribution to ORP accounts from 8.5 percent to 7.75 percent with a corresponding increase in participant contributions (from 6.65 percent to 7.4 percent). The bill also provides for ORP vesting after five years for individuals who begin ORP participation after Sept. 1, 1989. The bill was still pending in the House committee at press time, and is given little chance of passage.

“PORk BARREL” ROLLS FOR UPPER-LEVEL UNIVERSITIES

In what one veteran observer of Texas higher education politics called “a clear return to the days of the ‘pork barrel,’” committees of the 71st Legislature have moved to create as many as six four-year universities within the coming decade.

A measure to convert Corpus Christi State University into a four-year school beginning in 1994 has been sent to the Governor. The CCSU expansion is part of a larger “South Texas Initiative,” which includes the merger of CCSU, Texas A&I University, and Laredo State University with the Texas A&M University System. LSU, another upper-level school, eventually would become a four-year university under a separate piece of legislation still awaiting final action.

Legislation calling for the downward expansion of the University of Texas at Dallas has passed the Senate despite strong opposition. Sen. Kent Caperton, D-Bryan, called the UTD bill “the worst bill the Senate has passed this session.” In order to win Senate approval, supporters of UTD’s downward expansion accepted amendments calling for four-year status for the Brownsville campus of Pan American University and for the University of Texas of the Permian Basin. Most observers expect the House of Representatives to amend the Senate measure by deleting the Brownsville and UTPB provisions and return the bill to the Senate, where concurrence in the House amendment would send a “clean” UTD expansion bill to the Governor.

A bill calling for the “upward expansion” of Central Texas College in Killeen to four-year university status in 1994 breezed through the House and appears likely to receive Senate consideration before adjournment.
PRESIDENT'S MESSAGE

As we near the end of yet another academic year, let me take this opportunity to bring you up-to-date on a number of important areas of TJCTA's activities.

Thanks in large part to the active recruitment efforts of our local campus representatives, this year's membership drive proved to be particularly successful. For the first time in five years, our membership total actually increased over the previous year's, with more than 5,300 individuals joining TJCTA. Forty-one community junior college districts reported increases in TJCTA membership this year.

From a financial perspective, our Association has never been stronger. Aided by increased membership levels, our revenues for the past year increased almost five percent over 1987-88. At the same time, as a result of careful budget planning and somewhat conservative spending, we were able to hold the line on Association expenses and thus ended the year with a strong budgetary reserve.

Our state convention in February was once again a rousing success. The somewhat inclement weather in Austin did not seem to dampen the spirits of the more than 3,000 members and guests who attended. A particular highlight of the meeting for me personally was the outstanding address delivered by State Treasurer Ann Richards in the opening session, the text of which is reprinted elsewhere in the Messenger.

Based on informal feedback from many of you, it appears that both the quality and the timeliness of our Association's publications have continued to improve during this year. Aided by the efforts of the Editorial Review Board and its chairperson, Dick Lancaster, the State Office has produced a series of excellent Messengers which have been filled with informative and provocative articles, interviews, and analyses of relevant data. Furthermore, Scott Nelson, TJCTA Legislative Committee Chairperson, has done an outstanding job of keeping us abreast of developments in the Texas Legislature through the timely dissemination of a number of Legislative Updates.

Throughout the year, TJCTA leaders have continued to work closely with the Board to voice the interests and concerns of community junior college educators on issues before that agency. In fact, during the past 12 months, current and former TJCTA officers have served on seven important advisory committees of the Coordinating Board.

Of course, a primary concern of our Association throughout the spring has been the current session of the Texas Legislature which convened in January and will adjourn on May 29. You may rest assured that we in TJCTA have done our utmost to represent our collective interests as two-year college educators vigorously—and effectively. Once again in this session, TJCTA has been the only faculty organization whose leaders have appeared repeatedly before House and Senate committees to advocate increased levels of funding for community junior colleges. Our efforts on your behalf have contributed to the restoration of over $24 million in employee health insurance monies which were vetoed by Governor Clements in 1987 and in increased levels of state funding for the coming biennium, including financial support for the implementation of TASP and the remediation which it will require.

Furthermore, we have worked hard—and successfully—to protect your retirement programs by actively supporting improved benefits under the Teacher Retirement System of Texas and by vigorously opposing proposed reductions in state contributions to the optional retirement program.

Unfortunately, we have been less successful in our efforts to block expansion of several upper-level institutions downward and one community junior college upward. In both the House and the Senate, we have testified on a number of occasions that such actions are contrary to sound public policy, would adversely affect neighboring community junior colleges, and would further strain already scarce state dollars at a time when funds do not appear to be available even to maintain the existing higher education system at an adequate level. Although at this time the final legislative outcome of these various initiatives is uncertain, it appears possible that, despite our active opposition, the legislature during this session may authorize as many as three additional free-standing, four-year universities to commence full operations within the coming decade.

Each of us can claim a bit of the credit for many things we have achieved together this year as an Association. I want to pay particular tribute, however, to the members of this year's Executive Committee, with whom I have been privileged to serve; to the more than 100 TJCTA members who have served with distinction on the Association's eleven standing and special committees (and, in particular, to the chairpersons of those committees, each of whom has done an outstanding job!); to the section chairpersons who helped to make our annual convention an excellent professional development experience; to the many individuals who have, both officially and unofficially, helped us to recruit members at the local campus level; to the membership at large which has provided the Association both its support and direction; and last, but certainly not least, to the State Office for literally making it all "happen." The tremendous leadership, commitment, and hard work of these individuals have helped to make this past year a delight for me personally and a highly successful one, I think, for the Association as a whole.

Larry Shirts

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The Case Against “Downward Expansion”

(Editor’s Note: TICTA is the only teacher organization to oppose proposals for the “downward expansion” of upper-level universities into full, free-standing, four-year institutions. Contrary to popular assumptions, that opposition is heartfelt—nor even primarily—on the fear of the loss of jobs by community junior college teachers. TICTA members—especially those at colleges most likely to be directly affected by the unicampus or “one-campus” pursuit of academic manifest destiny—are urged to consider the reasons for the Association’s consistent, vigorous objections.

These paragraphs are based on testimony by TICTA Past President Larry Stuts before legislative committees considering the downward expansion of Corpus Christi State University and the University of Texas at Dallas. The same arguments could be expressed in a “comprehensive review of higher education” by Houston campuses at Clear Lake and Victoria, Sul Ross State University at Uvalde, East Texas State University at Texarkana, the University of Texas of the Permian Basin, Tyler, and Pan American University at Brownsville.)

We oppose “downward expansion” for three principal reasons:

First, no objective study by any agency of the state has found that downward expansion of any upper-level university would be in the best interests of the state’s system of higher education. Within recent years, there have been numerous comprehensive and objective studies of the state’s college and university system, by every one of them, in addressing the status of the upper-level universities, concluded that the downward expansion of those institutions would be contrary to sound public policy.

Earlier in this decade, the higher education Coordinating Board conducted a study and submitted a report on a “long-range plan for Texas higher education.” Two of the Board’s “Recommendations to the Legislature” should be mentioned:

The legislature should continue to deny any proposals to create additional senior colleges or universities, centers, or other units of higher education, as well as any proposals to convert a center or special-purpose institution into a separately recognized college or university.

The legislature should continue to deny any requests to authorize an existing upper-level institution to convert to a four-year institution and any proposal to combine a community junior college with an upper-level institution, center, or branch to establish a four-year institution.

However, the Texas Coordinating Board’s long-range plan was submitted, the Governor’s Task Force on Higher Education was created, charged with determining the status of the upper-level universities and the community junior colleges. In response to the Select Committee’s recommendations, the legislature adopted, in 1988, House Bill 218. However, the University of Texas at Tyler and the Texas Tech University System at Lubbock was “referred to the Texas Higher Education Coordinating Board” with an order to “develop a five-year master plan for higher education in this state and update the plan annually.” And the legislature should continue to deny any requests to authorize an existing upper-level institution to convert to a four-year institution and any proposal to combine a community junior college with an upper-level institution, center, or branch to establish a four-year institution.

Not long after the Coordinating Board’s long-range plan was submitted, the Governor’s Task Force on Higher Education was created, charged with determining the status of the upper-level universities and the community junior colleges. In response to the Select Committee’s recommendations, the legislature adopted, in 1988, House Bill 218. However, the University of Texas at Tyler and the Texas Tech University System at Lubbock was “referred to the Texas Higher Education Coordinating Board” with an order to “develop a five-year master plan for higher education in this state and update the plan annually.” And the legislature should continue to deny any requests to authorize an existing upper-level institution to convert to a four-year institution and any proposal to combine a community junior college with an upper-level institution, center, or branch to establish a four-year institution.

Most recently, the Select Committee on Higher Education, established by the Legislature, submitted its report in February 1989. In transmitting the report...
A Place of Honor

Ann W. Richards
Treasurer of the State of Texas

Editor's Note: Following is the text of the keynote address delivered by the Honorable Ann W. Richards at the 42nd Annual Convention of the Texas Junior College Teachers Association, Feb. 16, 1989, in Austin.

As State Treasurer I give a lot of speeches about the Texas economy. People always want me to answer the same question, "How can we improve the situation and how soon is it going to happen?" Of course, I am always eager to put a positive spin on things so I am always looking for new answers: how Texans have traditionally turned lemons into lemonade; how we have managed to turn adversity into advantage and always come out stronger than we were before.

The community junior college movement in Texas really does fit that pattern. I don't know how many of you know that the first junior college in Texas was a product of a bankruptcy. Back in 1893, at the beginning of a nationwide economic depression, a four-year college was established in Decatur; but before the first class could graduate the creditors foreclosed on the property. Four years later, in 1897, the campus was bought by the Texas Baptist Convention and it was converted into a two-year institution. The junior college served Decatur for 68 years before it was moved to Dallas and made a private four-year university. Back in 1897, that junior college was a real innovation. It was the first junior college in the country. So Texas was really at the forefront of the two-year college movement and we have stayed there ever since.

From the beginning, junior and community colleges have been given an incredibly broad mandate. We have expected your institutions to be all things to all people. We "ask you to take on all corners. We do, indeed, ask you to work with an open-door admissions policy—to take everyone who comes and to provide quality instruction in academic, technical, and vocational programs.

We have never expected more of you than we do now. The hard economic times of the '80s have caused business and government leadership to do a little soul searching. We have looked at the Texas economy and the international economy that is emerging and we have realized that education is central to all of our hopes for the future. We have come to terms with the idea that our past was in cattle, cotton, land, and oil, but our future is in the life of the mind—in knowledge, in innovation, and in skill. We have long given overdue attention to the public schools and we have come to understand the importance of our graduate schools and the advanced research that they generate. But we have not focused on the significance of the community junior colleges. We have seen each end of the spectrum but we have not seen clearly what is the preponderance of the educational system. And it is about time that community junior colleges were given the attention and the credit that they deserve.

Jim Hightower likes to say that there are only two things in the middle of the road—yellow stripes and dead armadillos. And today I think we can add community colleges to that list. You have been caught in the middle of the road. Too many people who will be in the work force in the year 2001 are already adults and too many adult Texans have left the public schools early or graduated with inadequate skills.

We have a high school dropout rate of 33 percent; and most estimates indicate that at least 10 percent of our high school graduates are functionally illiterate. When I talk to business groups I say, "If you don't believe what functional illiteracy means then just watch the next time you go to a fast food place where they don't put letters and numbers on the cash register any more. They put pictures of burgers and French fries because the kids can't read."

We simply cannot allow those people to slip away. We have remedial work to do—not only as individuals, but also as a society. We are depending on you to help us with that—to open your doors to students who may lack preparation and self confidence and who need a new chance to grow.

As a result, you are being told that we need to do is test these students. I want to applaud you for taking the step that you have taken to say to the state of Texas, "We are willing to provide the testing; we are willing to provide the counseling; we want to provide the teaching, as long as you provide the money that it takes to do all three."

There are two pieces of legislation that I would call your attention to. One is by State Representative Eddie Cavazos of Corpus Christi that is directed toward TASP. That piece of legislation requires that unless the
money is going to be provided by the state of Texas in this session of the Legislature then the test will not be given.

The second piece of legislation (which is more far-reaching and may not pass this session but certainly deserves your attention) is by State Representative Dan Morales of San Antonio. Morales has proposed that whatever the Texas Legislature passes that directly affects local governments and local tax bases, if there is a mandate from the state to provide certain services, the state in turn must provide the funds to carry out those services. It is long overdue legislation.

I am not sure whether you know that community colleges have produced many of our Texas leaders. Comptroller Bob Bullock, Bobby Ray Inman, Ross Perot, former Chief Justice John Hill, Will Davis (who serves on the State Board of Education), and Ernestine Glossbrenner (a former school teacher who now chairs the House Committee on Education in the Texas Legislature) are all products of community junior colleges. These people have won influence, they have won fame, and their success honors you. But the greater honor is in the lives of hundreds of thousands of ordinary Texans who are leading productive lives, who have good jobs, who care for their families because of the educational opportunity that you gave them.

We know that our work force is going to be made up increasingly of women and minorities in the future. Because women still have the primary responsibility for balancing family and work, sometimes we are more likely to delay our education beyond high school. We need the flexibility that your institutions provide us. Minorities are especially among Hispanics, the fastest growing and youngest segment of our population. Their dropout rates are higher and their educational attainment is consistently lower than that of Anglo students. Sixty-eight percent of Hispanics and 61 percent of Black students start their college education with you, and half of all minority college students are enrolled in community colleges.

We know that our work force is going to need training and retraining many times. They tell us that workers are not only going to change jobs but most will change careers as many as four or five times in their lifetime. We can no longer view education as a finite and ended process. It is going to be—and is—a lifelong endeavor. Workers will be required to master new technologies, and our businesses are going to rely on you to provide much of that training.

Just look at community junior colleges now. They are ahead of most other educational institutions in providing training. An example is San Antonio developing as a leader in biomedical research and manufacturing, with its community college providing much of the training for the employees of those businesses. Austin Community College has added course work in various high-tech fields to support the development of that flourishing industry in this town. Tarrant County Junior College has pioneered in training for aeronautical technology. Every year Texas business sends 100,000 employees to community junior colleges for training. What all this boils down to is that the vast majority of Texans will depend more than ever on community junior colleges, and our economic success is directly tied to your success.

Now given that situation you would think that policy makers at the state level would just be falling all over themselves to help you accomplish this mission. But that is not the case. You've got one-half the state's college students but you get one-fifth of the higher education budget. The state share of your funding has actually been reduced over the last two years. Faculty salaries have failed to keep pace with inflation, and like most faculty salaries they are lower than they should have been in the first place. On top of that, the Governor's major policy initiative for community colleges during the last legislative session was a veto of your insurance benefits.

Well, all of our talk and concern about educational excellence is pointless if you all are left out of the equation. It is time for us to stop treating you like poor relatives who get the leftovers and hand-me-downs. You deserve a place of honor at the family table and it's long past time that you got it.

You have earned our respect and our appreciation, and I am here tonight to express that appreciation to you. I used to teach school for a brief period of time and I will tell you it was the hardest work I ever did. I can count on one hand the times that someone said, "Thank you for what you are doing." So I want to say, "Thank you for the work that you do." I want to thank you for your willingness to continue and your patience with the policy makers in Austin. When all is said and done, that grand, intimidating thing we call an educational system rests on the same strong foundation that it has since the days of Socrates—the teacher who is poised with a question and driven by the belief that the answer will be found in a student.

We shower praise on the researcher locked in a laboratory or the Nobel Prize winner who gets the media coverage, but it is you that we count on every day to be in a classroom building a future. We ask the world of you because our best instincts ask you not just to teach but to cause learning to flower; to ignite thinking; to nurture not only intelligence but the human spirit as well; to bring to life not only the scientist, the worker, and the statesman but to strike a spark that calls forth the poet, the artist, the comic, and the philosopher.

And in return we offer you a sort of immortality. Years after the class is over, you've got the media coverage, but it is you that we count on every day to be in a classroom building a future. We ask the world of you because our best instincts ask you not just to teach but to cause learning to flower; to ignite thinking; to nurture not only intelligence but the human spirit as well; to bring to life not only the scientist, the worker, and the statesman but to strike a spark that calls forth the poet, the artist, the comic, and the philosopher.
Perspective from the Classroom

A Conversation with Professor Don Billiar on the New Jersey Basic Skills Assessment Program

[Editor's Note: Don Billiar is Senior Professor of English and former chairperson of the English Department at Union County College in Cranford, New Jersey. Union College is a two-year, multi-campus college enrolling approximately 2,500 full-time and 5,500 part-time students. Its faculty of 400 is equally divided between full-time and part-time instructors. Before coming to his present position in 1972, Dr. Billiar taught at the University of Montreal, the University of Illinois in Chicago, and Butler University. He is a founder and former editor of Genre, a learned journal, now published through the University of Oklahoma. Dr. Billiar received the Master of Arts degree from the University of Nebraska and the Ph.D. from the University of Michigan.]

During the development of the TASP test, educators in Texas have heard often from Coordinating Board staff members and, from time to time, visiting officials and administrators in those states where similar testing occurs. We have heard less—if at all—from the classroom teachers in those states. The following conversation is meant to fill that gap. Dr. Billiar was interviewed by telephone from his home in Jersey City, New Jersey, by Richard Lancaster, chairperson of the TJCFA Editorial Review Board.

MESSENGER: Although there are some important differences, the New Jersey Basic Skills Assessment Program is similar to the test we here in Texas are preparing for. Like TASP, it mandates basic skills assessment of virtually all students entering public higher education and requires mandatory remediation for those students whose skills are deficient.

BILLIAR: That's right. Our test is required of all students entering any public institution of higher education which has state support. Basically, that's anybody going into a community college or a state college, like Rutgers. Many private colleges require it, too.

MESSENGER: How many years has New Jersey been giving its test?

BILLIAR: It was started in 1976. I think our school gave it in 1977 for the first time.

MESSENGER: Do the students pay a test fee?

BILLIAR: No, I think the state takes care of the fee. I'm pretty sure of that.

MESSENGER: Has the program or the test changed over the years in significant ways?

BILLIAR: I don't think so. It's pretty much the same it started. When the test was first administered, there was a logical inference section, but they found that it correlated so highly with the reading results that it wasn't necessary. There's a sophomore test being looked at, but that's very much in the experimental stage.

MESSENGER: This sophomore test, I imagine, would measure a student's skills at the end of a two-year period. But the current test is for placement purposes only?

BILLIAR: Yes. Now when the test started, it was going to be advisory. It very quickly became mandatory with placement required. The one thing that people are bothered about is that developmental students are being given the test at the end of their period of remediation. They're avoiding calling it an exit test. In other words, you're not saying a student must pass the test to get out of the course, but for those students who pass the course on a grade, their performance on the retest is reported to the state for comparison purposes.

MESSENGER: In the beginning what sorts of worries were on people's minds?

BILLIAR: Some of the worry was—well, as the test became mandatory, people like the math teachers who had their own test were disturbed that they couldn't give it anymore because of the lack of time. The English people liked the idea that there was an essay component, but they were very suspicious that you could measure things like grammar and reading ability through this test. However, I think the test has shown itself to be pretty accurate. Sometimes when I was advising students, and there was a success score and a failing score, and students' scores were between that, then I'd check the essays, and I would find they'd tend to fall in that gray area, too. So the objective part does place them pretty accurately. We've found the essay and the objective portions agreed very much. I think it surprised some people.

MESSENGER: And today? What do you think the math and English teachers think?

BILLIAR: I think people feel that it's basically a good test.

MESSENGER: What about teachers outside the disciplines of math and English?

BILLIAR: When we started having placement, people in history... In fact, when I was chairing the faculty, I came under quite a bit of attack from some colleagues because even before the test started it was said people would have to go into developmental reading before they could do other things if they placed on a certain level. These people felt it was kind of stealing students from them. I tried to argue that it wasn't; they would get these students, and I think that's proved the case. In fact, retention has improved, and the students who are placed in remedial courses take longer but they end up doing as well as or better than students who are not placed in remediation. At least that seems to be what our self.

First, were there events—educational or political—to which the test was a specific response?

BILLIAR: Well, I think there was a recognition that we were getting more and more students who were not prepared for college. So the Basic Skills Council was established, and they worked up this test. The Educational Testing Service submitted bids, but they worked very closely with faculty in developing the test. That, by the way, is very important, I think—to have faculty involved.

MESSENGER: In the beginning what sorts of worries were on people's minds?

BILLIAR: Some of the worry was—well, as the test became mandatory, people like the math teachers who had their own test were disturbed that they couldn't give it anymore because of the lack of time. The English people liked the idea that there was an essay component, but they were very suspicious that you could measure things like grammar and reading ability through this test. However, I think the test has shown itself to be pretty accurate. Sometimes when I was advising students, and there was a success score and a failing score, and students' scores were between that, then I'd check the essays, and I would find they'd tend to fall in that gray area, too. So the objective part does place them pretty accurately. We've found the essay and the objective portions agreed very much. I think it surprised some people.
effectiveness reports show.

MESSENGER: And this is your view developed over how many years?

BILLIAR: Ten, eleven, twelve years, something like that. I think nobody would want to back away from mandatory placement. As I have talked to people, one thing they do say is that they would like more flexibility at the institution so they could override the test and do with students what their experience tells them is best.

Math teachers, for example, sometimes say students will fail the test, and they are required to take a semester of what amounts to arithmetic; but if they would take just a couple of weeks to brush up on their fractions and so on, they would probably pass the test. Other than that I think people probably feel that the test is basically pretty sound.

MESSENGER: Was the transition to the test difficult?

BILLIAR: Not terribly. One thing that helped is that students have the right to be retested at the institution on any part of the test, which I think is important. If they fail just one of the math tests or the reading test, they can take that one particular section over again, and there are a number of dates given when they can do that. It takes a while for everybody to know that. We do always have a problem getting that through to people, and that's a matter of having good counseling and counselors trained to know these things and the faculty also. They're probably the hardest ones. If you have faculty advisement, they have to know all these things.

MESSENGER: Good counseling and advisement become especially important?

BILLIAR: Yes, they do. In fact, I would say we still have this problem of some students trying to evade the test who end up registering on their own, and then we have to catch them and all that sort of thing. Counseling is a critical problem.

MESSENGER: For several years elementary and secondary students in Texas have been taking a state test called the TEAMS [Texas Educational Assessment of Minimum Skills] test. Recently, I read a newspaper article reporting that some elementary teachers in one school district were complaining that the test was inhibiting their teaching. Some subjects, they said, were being over-looked in the pressure to teach basic skills. This is one of the things some teachers fear about TASP, I think—the possibility that a test like TASP can come to control what happens in a teacher's classroom. Do you hear your colleagues, those in the traditional disciplines, complain that the New Jersey test has somehow changed what they can do in their classes or somehow forced them to change their instructional strategies?

BILLIAR: I would say on the high school level this is probably true. We have in New Jersey what's called the High School Proficiency Test. I hear more and more about its controlling their curricula in the high schools and secondary schools. It's not so much been a problem on our level, although since the state, or the Basic Skills Council, is using the test as an exit test—not exactly as an exit test—at the end of the semester a lot of the developmental teachers train their students by having them take a previous version of the test, so that they become test wise. But I don't think it's really come to the point that you can say teachers have reduced the amount of material they cover. It's not to that extent.

MESSENGER: But you don't hear teachers in the sciences, let's say, complaining that this test is changing the teaching they do in their classrooms?

BILLIAR: No, it wouldn't affect them at all. They might have complained at first they were losing students, but I think not, they realize they are going to get more students after the students get through with remediation.

MESSENGER: Are your vocational teachers behind the test? Do they see a problem in having their students placed in remedial courses?

BILLIAR: I was talking with someone in the All-Illness Health Program just the other day about that. She was saying students take longer now to get through the program. I asked her if she would want to go back, and she said, "Oh, no." Students come less prepared, so all the more reason you have to give them more training in basic math and reading before they come to these other things. I really don't think anybody would want to go back to the situation before some kind of placement.

MESSENGER: Do you know specifically of any programs or courses on your campus where enrollment decreases can be directly attributed to the results of basic skills assessment?

BILLIAR: I don't think so. There are programs that have declined and some that will probably have to be eliminated, but I think this is more the result of market demands or technology, that kind of thing. No, I don't think it is because of basic skills testing and mandatory placement.

MESSENGER: The study guide that has been developed to help students prepare for the TASP test is an imposing 600 pages. There is a real worry, I think, that the test is going to keep people out of college—simply frighten them away. What has happened in New Jersey? Do you know of any evidence of testing is keeping students out of higher education who otherwise would be there?

BILLIAR: I really don't. We have open admissions, so that any high school graduate, even a non-high school graduate of a certain age, must be accepted. I don't think this program has kept anyone out. I've never heard of anyone saying, "I was afraid to take the test," or anything like that. No, I don't think students are kept away, but it's important to have the retest provision. As a matter of fact, with a declining high school population, our college enrollments are up. Everywhere in the state it's the same.

MESSENGER: Are your developmental courses taught by a separate department which has remediation as its responsibility?

BILLIAR: Ours are not. There have been attempts, even by some people on the faculty, to have us get a separate department. But we've resisted that. The math department has its own people, and in English we like to have some people doing both developmental and regular courses. We keep the reading and the developmental courses within the department. We want to keep it that way.

MESSENGER: What exactly is your thinking in keeping remedial courses within the English and math departments?

BILLIAR: There are other community colleges [in New Jersey] which handle remediation quite differently, of course, including some that hire people on a kind of ad hoc basis. But we think it's better to have a continuity with the regular courses, even if possible to have some of us in the department teach the developmental classes. Philosophically, it's better because it gives us a more serious attitude toward it, and we tend to understand the problems involved better. We think it's better for motivating the students, too. This is not to mention the kind of exploitation that happens when you hire people practically like adjuncts.

MESSENGER: Do students get credit for developmental courses?

BILLIAR: Yes, they get credit but not the kind they can transfer.

MESSENGER: Does your college use assessment results to restrict enrollment in classes other than English and math? For instance, do students have to demonstrate through their test
results competencies in reading and writing before they can enroll in a biology or a history course?

BILLIAR: They can’t go on to the regular credit English and math courses until they complete the remediation requirement. Now the state is also—and we’ve been somewhat lax about this and are always tightening up—they are saying students should not take courses which require a lot of reading—say, psychology or history—if they have a reading deficiency. If they have deficiencies in reading and math and so on, they should take no credit courses until they have completed that. We have a few credit courses that have been designated for these students, and so far there are just a few that carry some credit—the government course, for example. But basically if they have to have the basic skills courses, students can’t take credit courses.

MESSENGER: Aside from the anxiety about loss of enrollment, I suppose Texas teachers worry most about faculty retrenchment and the retraining of existing faculty to teach developmental courses. Have you added large numbers of developmental courses on your campus over the years that require reassignment of faculty?

BILLIAR: Certainly our developmental part of the faculty has increased, but that has been done mainly through attrition. When people have retired or resigned, we’ve attempted to replace them with faculty who have been trained for developmental courses or who can teach these courses as well as the credit courses. We have done some retraining of existing faculty also. We have a pretty good retraining policy; the school pays for it basically. We’ve tried to work with what we have.

MESSENGER: But there hasn’t really been wholesale taking of faculty from one discipline and making them teach developmental students?

BILLIAR: No. Definitely not. We just haven’t done that. On the other hand, sometimes if you have a decline in a program somewhere, then you have a teacher who wants a job, but we won’t allow them just to go over and teach developmental English or something like that. We require the credentials.

MESSENGER: Is there any linking at your college of faculty evaluation, promotion, or compensation to student performance on some kind of standardized test results, like the basic skills assessment test we’ve been talking about?

BILLIAR: Absolutely not. You get some people who say, "Oh, look! My students did well on this—you know, better than..." That sort of thing. I don’t think the same test should be a placement test and an exit test. I just don’t think that’s sound.

MESSENGER: Unsound how?

BILLIAR: Well, I don’t know that much about designing tests, but presumably you would put different things in a test. If you’re placing students, you do one kind of thing with a test; if you’re deciding this is going to tell us if students have mastered something or other, then you would think about the test in a different way. I think the people who have designed [our] test as a placement test would have reservations about its being used in some other way. I think there would be a difference in strategy in the way a placement test and an exit test would be designed.

MESSENGER: Has student learning really improved because of the New Jersey program? Do students perform better in their courses because their basic skills are being tested and, if needed, remediated?

BILLIAR: As I said, I think it increases retention. I think students are saved who would not otherwise be. It does take them longer, though, but they do get through. There’s enough evidence of that. You know, the state has certain basic criteria by which to judge that, and all these criteria seem to show that it does work. Every school submits effectiveness reports, so there has been considerable research that has shown this.

MESSENGER: What success have you collectively—I mean all of you as educators—had in convincing the citizens of New Jersey, the taxpayers, the parents of the students affected, that assessment testing and required placement are good things to do? Are there lingering doubts anywhere about the value of the New Jersey program?

BILLIAR: This becomes a problem. I’ve heard the question put this way in the last year or so by the legislature and the county freeholders, as they are called here: "Why are we paying twice for educating these students?" Well, how can you answer? The answer is that it’s better to pay twice than to build prisons. For whatever reasons that students from the high schools and junior high schools come to college unprepared—well, what are you going to do? Just dump them in the streets? The ideal thing would be to see that students are prepared when they come to college. I know people at my school, faculty members, who say “Put them in my psychology course and let them sink or swim.” We do have some of those kinds of teachers, or people have those kinds of values. They still aren’t convinced; but I think most people believe that placement and remediation are necessary.

MESSENGER: But do you think that those teachers outside math and English have come to see this program as something that benefits students and helps the learning process?

BILLIAR: My opinion is that they have. Most of them. There are some hold outs. They’ve grown up in a different tradition. They’re more—well, I want to use the word "elitist."

MESSENGER: Let me see if I understand what you’ve been saying: Assessment testing and placement can make the process of education work for more people by helping to keep a group of students in college who have had trouble staying there. When we can do that, we are better as educators and better as a society.

BILLIAR: That’s the idea, but a lot depends on who’s making out the test and the assumptions behind it. We still have that problem of cultural difference. Maybe that isn’t solvable. Maybe there are people who are going to do well in school and life, and they’re going to be the ones who have been given these skills by society; but still we have to be very careful about keeping people out of education. What we can do is try to use testing and placement to help them.
UPPER-LEVEL UNIVERSITIES TO BE STUDIED...AND STUDIED...
AND STUDIED

The status of the state's eight remaining upper-level universities will be the object of studies by at least three different bodies in the coming months. Since proposals for "downward expansion" of upper-level institutions and centers are renewed every time the Legislature meets, it appears to be "an issue that won't go away," according to one state higher education official.

House Speaker Gib Lewis, in an interim charge to the Committee on Higher Education, asked that panel to study "the status, role and mission of upper-level centers and institutions in the system of public higher education" and to prepare a report to the 72nd Legislature, which will meet in January 1991.

State Senator Kent Caperton, chairman of the Senate Committee on Finance, asked the Texas Research League to "examine the short- and long-term implications to the state of the trend toward converting upper-level two-year institutions to four-year institutions."

Finally, the Texas Higher Education Coordinating Board has directed a staff study "of all upper-level, general academic institutions" to be completed by October 1990, "so that the information gathered can be a basis for any testimony that may be required on bills related to upper-level institutions during the 1991 legislative session."

The status of the upper-level institutions has become a perennial issue in the Legislature as local chambers of commerce and business interests persist in pressing the view that the two-year universities are inherently inferior and should be expanded to become full, four-year institutions. Specific objects of the "dies" will be the University of Texas of the Permian Basin, the University of Houston-Clear Lake, Sul Ross State University at Uvalde, the University of Texas-Pan-American at Brownsville, the University of Houston at Victoria, East Texas State University at Texarkana, the University of Texas at Tyler, and Laredo State University.

The TJCTA Legislative and Executive Committees have recommended that the Association continue to oppose the downward expansion of the two-year institutions.

151 ATTEND CONFERENCE FOR FACULTY LEADERS

One hundred fifty-one faculty leaders from 51 Texas college campuses attended the 10th annual TJCTA Conference for Faculty Organization Leaders held in Austin in September.

Principal speaker for the opening session was Marvin R. Felder, president of Temple Junior College, who spoke on "The Faculty Role in College Decision-Making." Dr. Felder discussed the joint faculty-administration professional consultation agreement in effect at Temple Junior College since 1979, and also spoke about criteria of the Southern Association of Colleges and Schools pertaining to faculty involvement in institutional governance.

TJCTA attorney Frank W. Hill, of Arlington, addressed the conference's second session on the topic "Current Legal Issues Affecting College Faculty." Mr. Hill discussed recent court decisions and responded to participants' questions concerning faculty rights and responsibilities.

Speaker for the luncheon session was State Senator Kent Caperton, who spoke on "The Faculty Organization and the Texas Legislature." Sen. Caperton discussed legislative concerns of two-year colleges and shared general observations concerning the state's fiscal condition.

"Enhancing Faculty Effectiveness" was the topic for the afternoon session. Kenneth F. Griffin, biology professor at the Northwest Campus of Tarrant County Junior College, discussed aspects of personal growth and renewal in combating "burn-out." Robert W. Wylie, English professor at Amarillo College, discussed methods of maintaining group vitality and overcoming apathy within the faculty.

TJCTA State President Emmeline Dodd expressed pleasure at the success of the conference. She pointed out that this year's conference had the largest attendance from the largest number of colleges since the Association began sponsoring the fall conference in 1980. All of the 106 participants who completed conference evaluation forms rated the meeting as "very beneficial" or "beneficial."

As in previous years, plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee.

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

B. Lawrence Bell, Tarrant County Junior College, 8080 University North Campus, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the Association for 1990-91.

Recommendations should be submitted immediately in order to be considered by the Nominating Committee in its mid-November meeting.

Recommendations should be sent to:
B. Lawrence Bell, Chairperson
TJCTA Nominating Committee
Tarrant County Junior College-NE
828 Harwood Road
Hurst, Texas 76054

Mr. Bell may be reached by telephone at his office: Area Code 817, 656-6523, or at home: Area Code 817, 485-0306.
PRESIDENT'S MESSAGE

We are well into the fall semester, and I hope this is a successful year for you—professionally and personally. From every indication, this will be a banner year for TJCTA.

In May, we had our annual leadership retreat. My fellow officers and 10 of the 11 committee chairpersons spent three days discussing the work of the Association and planning specifically for activities of this year. All of the standing committees have met—with excellent attendance and much enthusiasm, and the various subcommittees are busy carrying out their responsibilities.

The tenth annual TJCTA Conference for Faculty Organization Leaders was attended by more than 150 persons from some 51 campuses across the state. An outstanding program with informative speakers assured the success of the conference. Special thanks go to members of the subcommittee which planned the program: Dan Mendoza, Lee College, chairperson; Glenda Easter, Dallas County Community College; James Calarco, Blinn College; Kenneth Griffin, Tarrant County Junior College—Northwest Campus; and Tom O'Kuma, Lee College.

As far as two-year colleges are concerned, we were generally well pleased with the outcome of the 71st Legislature: Community junior colleges received a significant increase in state appropriations over the preceding biennium (a larger increase than any other major component of the state's system of public education). More than half of the funds for community college staff insurance vetted in 1987 were restored. Major improvements in the Teacher Retirement System were enacted, and efforts to reduce state contributions to the Optional Retirement Plan were defeated. TJCTA leaders maintained a presence in the Capitol throughout the session—attending every legislative hearing at which issues of interest and concern to two-year colleges and their professional staffs were considered. On 18 occasions, spokespersons for TJCTA presented formal testimony; and countless hours were devoted to monitoring committee deliberations and visiting privately with legislators in their offices. Contrary to what you might have seen or heard elsewhere, TJCTA worked tirelessly—and effectively—to advance and protect your interests throughout the session. In this connection, I want to express special thanks to Past President Larry Shirts for his work for his many trips to Austin to appear in half of the TJCTA legislative program, and for his well-prepared and well-presented testimony.

Although the 1990 TJCTA convention is more than three months away, your officers, committee members, and state office staff are busily preparing to make this year's convention a memorable one. Let me urge you to begin making plans to go to San Antonio for the convention. I am aware of some of the preliminary plans for section meetings and general sessions, and I assure you that the 1990 convention will be worthwhile. A preliminary convention schedule appears on page 21 of this issue of the Messenger. Also on that page is a list of chairpersons for the 47 section meetings. A hotel reservation form will be found on page 3.

In TJCTA's state office in Austin, further improvements in the computer system have been completed. The purchase of a new, larger computer and the memory expansion and upgrading of our older system help make our state office more productive and efficient.

The most exciting TJCTA news is that our statewide membership is higher than it has ever been at this date! The success thus far in our annual membership drive is no accident. In a day-long workshop for campus representatives last August, plans for the membership drive were discussed. Several colleges have already exceeded last year's final membership total, and some have exceeded their previous all-time record high membership. A hearty "thank-you" is in order for all of the campus representatives for their outstanding—and successful—efforts in our membership campaign.

We realize, of course, that all of TJCTA's activities are made possible by the individual support—and active involvement—of each member. So let me take this means of extending to you our sincere thanks for your interest and support in the Association's work. And let me also encourage you to consider becoming still more actively involved. Volunteer to assist in the membership campaign on your campus. Offer your services on one of the TJCTA committees. Unfortunately, not everyone who expresses interest in serving on a committee can be appointed. With an expected state membership of more than 5,500, only a few more than 100 committee appointments are made each year. And under provisions of our constitution and bylaws, there are normally only four appointments to each of the three standing committees (Professional Development, Legislative, and Membership Services) in a single year. Nevertheless, if you are interested in becoming more actively involved in TJCTA leadership, I encourage you to make that interest known to one of this year's state officers.

As you can tell, I'm excited about this year in TJCTA! I hope you will share in some of that excitement. I look forward to seeing you during the convention in San Antonio next February!

Emmeline Dodd
President

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1990 convention in San Antonio.

Suggestions should be received by Feb. 1, 1990, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 15, 1990, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
Henry Castillo, Chairperson
TJCTA Resolutions Committee
Temple Junior College
2600 South First Street
Temple, Texas 76504

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EMMELINE DODD
President

CHARLES L. BURNSIDE
Editor-Executive Secretary
MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 43rd annual convention, Feb. 15-17, 1990, in San Antonio, are encouraged to reserve hotel accommodations early. A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

Headquarters hotel for the 1990 meeting is the San Antonio Marriott Rivercenter, located at Bowie and Commerce Streets. With the exception of a few “field trips” for some of the section meetings, all convention activities will be held in the Marriott Rivercenter. Overflow housing has been arranged at the LaQuinta Motor Inn–Convention Center, just one block from the Marriott.

Hotel accommodations may be reserved by completing the form below and mailing it to the hotel at which reservations are desired. The reservation form should not be sent to the TJCTA State Office, as that will only delay processing. Reservations by telephone are not advised.

Reservations will be processed as they are received, on a first-come, first-served basis. If accommodations are not available at the member’s first choice hotel, the form will be forwarded to the other property and the member will be notified.

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**TENAS JUNIOR COLLEGE TEACHERS ASSOCIATION**

43rd Annual Convention — San Antonio, Texas — February 15-17, 1990

**HOTEL RESERVATION FORM**

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**INDICATE HOTEL PREFERENCE. MAIL FORM DIRECTLY TO PREFERRED HOTEL.**

- [ ] Marriott Rivercenter Hotel — 101 Bowie Street — San Antonio, Texas 78205
- [ ] LaQuinta Convention Center — 1001 East Commerce Street — San Antonio, Texas 78205

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(Marriott Rivercenter check-in time is 4:00 p.m.; check-out time is 12:00 Noon. LaQuinta Motor Inn check-in time is 3:00 p.m.; check-out time is 1:00 p.m.)

* Reservations will not be held after 6:00 p.m. unless arrival is guaranteed by major credit card or advance payment of first night’s lodging.

___ Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with the following credit card:

  Type __________________  
  Number __________________  
  Expiration Date __________________

**IMPORTANT INFORMATION:** The Marriott Rivercenter Hotel and the LaQuinta Motor Inn are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler’s checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name __________________  
Phone: A/C __________________  
Address __________________  
City __________________  
State __________________  
ZIP __________________

ROOM(S) WILL BE OCCUPIED BY:

NAME (please print) __________________
ADDRESS __________________
CITY / STATE / ZIP __________________
A Conversation with State Comptroller Bob Bullock

MESSENGER: So your prognosis is pretty optimistic, then?

BULLOCK: 'Til I call it guarded optimism. Another prolonged drop in the price of oil—and I'm talking about prolonged for several years—would hurt us very badly.

MESSENGER: What do you think should be done with regard to higher education to get past this oil dependency that we have?

BULLOCK: We've already gotten past it in my opinion.

MESSENGER: So the situation has bottomed out and now we're headed in the right direction?

BULLOCK: There's some stability involved in the price of oil. And we're not as dependent upon oil as we were just two or three years ago when 27 cents out of every dollar I collected came from oil- and gas-related industries. We're recovering in some areas and expanding in others. I'm going down to Houston today to speak to the oil and gas producers. Frankly, they are just not as important to us as they used to be. But it will still be our Number One industry as long as we live. Local governments have been affected [because of their reliance on property taxes], but less so because the impact of oil and gas is not as great any more.

MESSENGER: Some districts have been affected more than others, of course.

BULLOCK: That's correct. Obviously, oil affects all of us regardless of where we live.

MESSENGER: How do you see junior colleges fitting into the next couple of generations? You know, they have a strange role to play with regard to their funding mix—it comes from various sources; and in educating students we try to educate them in technical-vocational programs, also academic-transfers, and so on. Do you see that broad-based role continuing?

BULLOCK: Expanding...or it should expand—something that I haven't heard administrators talk about, at least to me. I have not heard members of your Association talk about it. We can discuss economic opportunity, we can talk about economic development, we can give tax breaks, but that will not solve the problems of the future economy of Texas. That's got to come from what we do in the field of education, from kindergarten on up. But I haven't heard you talk about the plight of the junior colleges; and I feel pretty strongly about it because all of my family went there, including me, at a time when it was meeting a crisis in this state, right after World War II. A&M was overflooding; the University of Texas was overflooding. Those junior colleges filled the vacuum. And that's going to be more so in the future. I looked at the profile of the junior college student. I believe it's 27 [years old]; 55 percent or so women, and that's falling into the pattern; 30 percent are minorities.

MESSENGER: Right.

BULLOCK: The amazing thing about it to me is that 65 percent or so [of junior college students] are first-generation college students. That tells me something. I believe a little bit more than 50 percent of your students are part-time people going back to school. They realize the way the job market is, and will be for a long time in Texas. We grew up in a state where we lived on what we grew and what we raised: cotton, maise, corn, sorghum, cattlin. That's all changed now. Academic courses plus the technical-vocational ones are needed. But in financing, the public junior colleges face just as big a problem today as the public schools. Last time you got about a 23 percent increase, but that doesn't tell the story. Go back and look at the drop in property values—you folks depend upon property taxes to support that construction and repair of those facilities—and if you do, you'll see that your values have declined more than three percent just in the last year. This is the third year in a row that they've gone down. You have experienced almost an eight percent increase in enrollment. You spread that [state] money more thinly among...
your students, and there has not been an appreciative increase.

MESSENGER: Exactly. And that is precisely what we wanted to ask about.

BULLOCK: Why should public junior colleges be funded any differently—from my point of view—than the public schools? You're public too. I would say that if the Supreme Court rules in the Edgewood case—and I'm a defendant and I don't like it; I'm on the other side—the people out here in these communities should take a good look. Let me tell you something. Property taxes in many junior college districts are just about as high as they are going to get. People are at the point of rebellion because of property taxes. I'd much rather see the state take a larger part in the funding of the junior college system and turn local ad valorem taxation back to the local public school districts. Unfortunately, that's the only source of income for a school district. It's the only source of money for junior colleges. Just the other day we passed a sales tax for hospital districts. Now somewhere along the line people in the junior college field—administrators and local people—have missed the boat. Counties have it; cities have it. It's a growth tax. Yes, it's oppressive on lower income people, but it's a fair tax and acceptable. I think Texas pays for junior colleges about 54/46 percent [funding mix]. But let me tell you a story: that doesn't include debt service; it doesn't include construction.

MESSENGER: And the local districts have had an increasing share every biennium. We don't know yet about this biennium—whether the curve will turn in the other direction.

BULLOCK: Maybe some day you will have a study done that includes debt service and construction.

MESSENGER: Something else that's kind of related to this is that a lot of the growth that we've had involved first-time students who often are not very well prepared. We are required in junior colleges to do the overwhelming amount of remediation that is necessary, now that testing is mandatory.

BULLOCK: And there will be more of it. Public schools in Texas today are bordering on a disgrace. Here we are the third largest state, soon to be the second largest. I'm a supporter of research at our higher education institutions at A&M and the University of Texas, but the feedstock of those universities come from the public schools and many through junior colleges. What do you have, 41 percent of first-time students for the first two years? That's where the feedstock comes from.

MESSENGER: We have the majority—more than that, 65 percent—of entering freshmen.

BULLOCK: Industry comes down here, and they're interested in good highways and they're interested in all this and all that—and they're interested in a few tax breaks too. But they are really interested in a really educated work force. Every study we have or have access to says that there will be two kinds of jobs in the future. They will be in the service area. They're going to be high-paying, technical jobs: the computer programmer, the analyst, the lawyer, the paralegal, the paraprofessional. Then there are going to be the low-paying jobs, the one who flips hamburgers out here at Wendy's. There's not any middle ground; it's gone forever. How many woodchoppers do you need? That's what we're facing.

MESSENGER: Are you familiar with the TASP examination?

BULLOCK: Yes.

MESSENGER: Do you see that as being implemented correctly, and do you want to see it continued? Our Association has basically supported it, as long as the funding is there for the remediation courses that are necessary to do it.

BULLOCK: I was not aware that there was a question of its being administered correctly.

MESSENGER: Well, they are just getting started on it, actually.

BULLOCK: Money. It comes back to that every time.

MESSENGER: You know the Legislature does have a tendency to pass laws imposing requirements that cost money and yet they've been somewhat hesitant to fund some of those programs.

BULLOCK: Yes, that's true with all local governments. That trend will probably continue to some degree, but I might say that I think the Legislature is more aware these days. Certainly on the prison system, county officials have let them know that they are tired of it.

MESSENGER: If you were elected Lieutenant Governor, it would put you in a position to have some influence over the direction that funding would go for things like the TASP exam. Would you support an adequate level of funding?

BULLOCK: I'm not in favor of state government mandating programs that local political subdivisions are having to do unless there is some mechanism to fund it. I guess you have to be around here for a while. Sometimes there's not a lot of democracy in the appropriations process.

MESSENGER: We've heard that.

BULLOCK: I can tell them how much money they have. But I have to go over there and fight just the same way that the administrator at your college has to. I'm often told to be the 32nd member of the Texas Senate and the 151st member of the House—and there's some truth to that—but I don't get to vote. A lot of it takes place without a great deal of discussion in the conference committee. There are 450 some-odd special funds in Texas. There's not but a handful of legislators who understand that mechanism. And there's probably less of administrators of agencies and colleges and universities that understand it. You could take a lifetime doing it, believe me. It looks like the human body, with veins and arteries running everywhere...

MESSENGER: There's a term that we use a lot—"downward expansion." It has to do with upper-division universities expanding downward. Obviously, our members are quite concerned, both from a quantitative and qualitative viewpoint of their students.
MESSENGER: UT-Dallas's recent efforts, though they have to get Coordinating Board approval and so on. Also I'd like to ask you to address the Central Texas College...

BULLOCK: I was for UT-Dallas [expansion]. I want you to know that.

MESSENGER: Okay.

BULLOCK: Dallas is a major metropolitan center, with 55 percent of so-called "high-tech" located in that area. I think their average student is about 31 years of age. As much interest as Texas should have in education, I think [UT-Dallas expansion] was needed and I'm glad to see it. I might question some of the others from time to time. I think they had a case down in Corpus Christi, but I didn't sit in on all those deliberations. I know we're having a problem of financing adequately our existing facilities, that we want to take a really good hard look at any future...

MESSENGER: That's been the position of our Association. You know, there's no shortage of universities around UT-Dallas there. TWU, North Texas, UTA...

BULLOCK: No, but there's no shortage of students, either. Let's face it. Here last fall, college students—what did they increase, 40,000 statewide? If I'm not mistaken, there were enough new students who entered the systems throughout this state to make one entire University of Texas at Austin! Just last fall. You might want to check that. Look at your own schools. An almost eight percent increase. There's no shortage of students. The question is whether there's a shortage of quality.

MESSENGER: On that question, we do have members who are concerned, not because they will lose numbers and contact hours, but because if you take, say, a handful of really strong students in a junior college classroom—where it's open admissions—who can be kind of a role model, so to speak, for the other students to look over and see that it's possible...and to put them some place else...

BULLOCK: When UT-Dallas was originally expanded, if I recall, it was basically a research center owned by Texas Instruments. Eric Jonsson was Mayor [of Dallas] at the time. I believe I was in the Governor's office. Community leaders in Dallas were for getting rid of it and getting the state to take it over. But Dallas is a very progressive city, and I think that you're going to find that they will really get behind it and take up some slack maybe that the state of Texas, to start off with, might not have the capability to do.

MESSENGER: Well, you know there's a lot of private money that's been raised, or at least promised.

BULLOCK: Yeah.

MESSENGER: And one of the criticisms that we keep finding is, does it mean that the people in the private sector can buy their way into...

BULLOCK: No question. Now, whether that will continue—no, it probably won't. Look, I remember when junior colleges... The one I went to was a city junior college. It was called Hillsboro Junior College. It was the oldest city-owned junior college in Texas. I think Weatherford College was another one. The people refused to increase property taxes for that school, and it went out of existence. Crawford Martin, the State Senator from Hillsboro—I think if you look back you're going to find that he's more the father of the junior college system than anybody in Texas was. So the leadership from my little hometown got with him and that's when the state funding for junior colleges basically got started. As I recall that was 1951. And they reactivated that junior college. And another thing, those students don't just come from that community; they come from all over. And when they graduate, they just don't stay in town. There's no lock and key that says that community owns those students that go there—nor should that community be the sole source of income. That's a statewide responsibility. If I had my way, you'd have total free education in Texas.

MESSENGER: Through the university level?

BULLOCK: You bet.

MESSENGER: California, you know...

BULLOCK: Well, I heard that and I checked on that. When you get through with their fees and the cost of it and all...

MESSENGER: Well, supposedly since Proposition 13, they've modified their approach.

BULLOCK: But he concept is correct. You're looking at a person who just flat wasted his time in school. I mean, really. I was a lot more interested in football and a lot of other things. When I think of the waste that I had, it hurts me to think about it. But there are people other than Bullocks who don't waste it. When I went through junior college, the high school and college were in the same building. And we drew mainly only from the community.

MESSENGER: Many times we find that our strongest students are people who started out years ago, and washed out or blew it off and got married and left or something. Now they are returning and often they are the strongest students that we have.

BULLOCK: They have the motivation.

MESSENGER: So if you want to track students in how successful they are, you want to be sure to do it over a long period of time.

BULLOCK: I probably wouldn't show you...
there is. It's hard for me to visualize how we're going to correct that, unless you put a veto power of the [Coordinating] Board over it. And one must remember that the members of the Coordinating Board are politicized too. How do you think they got there?

**MESSENGER:** Governor Clements may have six vacancies to fill soon.

**BULLOCK:** I used to work in the Governor's office, and I used to handle appointments. Please don't be under the assumption that the best person is always appointed—or elected. There's no great public clamor for my services and there's no great public clamor for anyone on the Coordinating Board. Generally, they are people who have a knowledge of education, b) sometimes the Limestone football team is more important to a regent on a major college board than its funding structure.

**MESSENGER:** So you kind of see this as being the normal course of events, with regard to local chambers of commerce urging universities, and sometimes the Legislature goes along and sometimes they don't?

**BULLOCK:** Lots of it is "you scratch my back and I'll scratch yours." Somebody's interested in funding for a college in West Texas and maybe you've got a South Texas legislator who needs help. That meant a lot to Corpus and they really wanted it. Yes, there's a lot of that. Our only recourse is to the ballot box. We know no better system.

**MESSENGER:** Governor Hobby occasionally exercised the role [or veto] on the law school, for instance, as kind of trying to quash some of these ideas.

**BULLOCK:** I don't agree with him on that. Here again, from a geographical standpoint, they've been neglected in the Valley of Texas for years. I used to live there. When you consider the low income of that area down there and the admission requirements to get into University of Texas at Austin, for instance... The closest [law school] is St. Mary's where the tuition is atrocious. Yes, I do advocate it, I'll tell you that now. The Lieutenant Governor presides, but if it came up for a tie-casting vote, I'd vote for it.

**MESSENGER:** The Lieutenant Governor controls committee assignments a great deal...

**BULLOCK:** Well, to some extent. It's unlikely that whoever is elected will make a massive type of change in the leadership... Senators are basically more experienced than House members. Anybody in politics is basically egotistical or they wouldn't be there. Which would you rather deal with—31 Senators or 150 egotists in the House? It just makes sense that you can expedite something quicker with a smaller group of people.

**MESSENGER:** Do you have any junior college experiences that you'd like to relate to us? Selectively, of course.

**BULLOCK:** I was fortunate enough to live in a community that had one. If it hadn't been there, I never would have gone to college. I used the GI Bill to finish up after the Korean War broke out, but I got my basic two years at that junior college. I can't help but believe that people in communities with a junior college are a bit better educated in basic fundamentals. I would put as much emphasis on junior college as I would on the University of Texas and Texas A&M. And if they don't like that, they just don't like it.

**MESSENGER:** When we testify sometimes, we feel like shrimps. When you look at the numbers of Texans who are educated in our institutions, we certainly feel like we're contributing to building that economic future we talked about. And we certainly hope that we get the consideration that we feel we deserve. We're pleased to hear you say that.

**BULLOCK:** The handwriting is on the wall. Your tax base is dissipating. For junior colleges, cities, and counties. But they're one up on you: they've got the sales tax.

**MESSENGER:** UT and A&M have more than that, with the Permanent University Fund.

**BULLOCK:** And public schools, since Texas retained its public land. Here we are with the richest school fund, not just in the United States, but the world. And yet we still have the largest number of poor schools... Junior college taxes are outmoded, outdated, and too high.

**MESSENGER:** So you really think there is a future for a sales tax for community colleges?

**BULLOCK:** I think you missed the chance on that. Texas is just going to have to fund junior colleges more out of general revenue. There are too many hands in the bucket for a sales tax. Hospital districts, counties, cities, the state—almost the highest rate in the country, though we don't know for sure.

**MESSENGER:** Will Texas ever be known as a state that is famous for its system of higher education? Traditionally, the attention has gone to the East and West Coasts.

**BULLOCK:** I've heard a lot about the junior college system in California. Some day I'd like to say we're ahead of California, but right now I don't know whether I can say that.

**MESSENGER:** Maybe since California didn't have much of a tradition, they could sort of start from scratch and do it rationally.

**BULLOCK:** There's some truth to that. Texans have always, since the Republic of Texas days, been at war with their educational community. We've always been very skeptical of education...

**MESSENGER:** When we testify sometimes, we feel like shrimps. When you look at the numbers of Texans who are educated in our institutions, we certainly feel like we're contributing to building that economic future we talked about. And we certainly hope that we get the consideration that we feel we deserve. We're pleased to hear you say that.

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**BULLOCK:** There's some truth to that. Texans have always, since the Republic of Texas days, been at war with their educational community. We've always been very skeptical of education...

Let me tell you something. My experience has been that junior colleges are a powerhouse in the Texas Legislature.

**MESSENGER:** We find very often when we attempt to talk with legislators about the role of community colleges, a distressingly large number have little knowledge of them.

**BULLOCK:** You see, I don't find that. Maybe in the urban areas, if the campus is not in their district. But I don't find that at all.

**MESSENGER:** It's not as visible as the other lobbying where teams of representatives arrive with their brief cases and so on.

**BULLOCK:** How many junior colleges have strong ex-students' associations? If you think that doesn't make any difference, then come back down to reality. There's nothing stronger than the alumni at A&M or the University of Texas...

Are there any plans for any new junior college districts?

**MESSENGER:** Well, the last two were Northeast Texas in Mount Pleasant and Collin County Community College.

**BULLOCK:** How are they doing?

**MESSENGER:** Quite well, from all indications.

**BULLOCK:** Are you concerned about those? See, Collin County isn't too far from other schools.

**MESSENGER:** It's not too far from UT-Dallas, either.

**BULLOCK:** Well, you're interested in downgrading. As long as the community has the feedstock, it's just providing them the closest accessibility.

**MESSENGER:** On that issue, we'd probably feel the same. If there are new junior colleges, with more students, we get more members. Our members get alarmed if universities rob their students.

**BULLOCK:** Have you heard of any more attempts at downgrading?

**MESSENGER:** Well, rumors. UH-Clear Lake. The perennial UT-Permian Basin. Our argument has been, if the community colleges are providing this education... .

**BULLOCK:** Well, what's the Coordinating Board for? Have they done any study, or is it inconclusive? That's the reason I can't get all that bowled-away with the Coordinating Board. There's as much politics on the Coordinating Board as there is in the Legislature.

**MESSENGER:** We understand the reality of it. But we'd be remiss to our membership if we didn't occasionally complain about it.
Analysis of Possibilities for ORP/TDA

Makes Big Difference

You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement program, including Optional Retirement Program (ORP), Teacher Retirement System (TRS), social security, and other possible savings, will greatly exceed the value of any home or building you will ever buy.

A faculty member, for example, entering the profession at age 30 and at an average salary of about $30,000 can achieve an ORP value of $2.1 million by age 65. (This figure assumes salary increases of 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually.) Even more startling is the fact that this figure would increase by more that half a million dollars—$561,084, to be exact—if this faculty member could raise the performance just 1%, to 9% compounding for this period.

Have you paid attention to your ORP investment recently? Or have you considered supplementing TRS or ORP with a flexible TDA investment? Small differences at this time can make a major difference over the long haul. The articles on these pages of the Messenger are designed to stimulate you to consider this matter and to help you make sound decisions about placement of ORP and/or TDA savings.

In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement will want to use this information to assure themselves that they are utilizing the best possible vehicle for their purposes. All others are qualified to make additional savings in a tax sheltered form by utilizing these same products. They should plan to use one of these programs if they are able to save systematically in any regular amount and can afford to put savings away until they reach age 59 1/2.

Saving “before tax” dollars is nearly always advantageous because the savings on current taxes are put to work earning tax deferred dollars for future use. Withdrawals when taken at or before retirement will be taxable as regular income, but the extra earnings made by dollars that otherwise would have been paid in taxes plus the tax sheltering of all earnings or growth in the meantime will nearly always add up to more than taxes due on withdrawal. New regulations about withdrawing funds from TDA were included in the tax reform bill, making it desirable to use this vehicle for planned expenditures to take place after you have reached age 59 1/2. Prior to that age, withdrawals are restricted to death, disability, and certain financial hardships, with the latter having a 10% penalty in most cases.

The amount you can save by salary reduction, in addition to ORP and TRS, is limited by the 1986 “Tax Reform” law, and some question still remains about how to calculate the exact amount. The Advisory Committee and the Administrative Council under the Texas Higher Education Coordinating Board are currently working on a universally applicable calculation to be used statewide. In the meantime, most colleges and companies use a calculation which allows you to tax shelter up to 10 to 13% of salary by additional voluntary salary reductions, with a ceiling of $9500 per year. For persons employed 15 years or more, limited “catch up” provisions allow exceeding this amount.

These same products can be used for other tax deferred savings—IRA, Keogh, or HR10, 401(k) deferred compensation plans—but the 403(b) program is preferred for most faculty under the 1986 tax law. Persons with self-employed income from royalties or writing or consultation should, however, use some version of the Keogh plan for self-employed income in addition to the 403(b) program.

Evaluating Products

All of the products discussed herein are technically known as 403(b) programs (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Salary Reduction Account. In these articles the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities, Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows an untaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company. Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies listed will be available at every college. In fact at some institutions you may still have a fairly limited selection for ORP since a recent Attorney General’s Opinion reaffirmed that a college administration has authority to select and approve companies for use in ORP. Somewhat greater flexibility is possible in TDA, since an institution is required to accept and continue any qualified program in which an employee is participating when hired. If a company listed in this study is of interest to you but not available at your institution, check with the personnel department and see what can be arranged.
TACT and TJC T A appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 60 companies are described in some detail in the following pages, and a serious effort has been made to deal with this very complex subject in a simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims used by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (3) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transferability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by 32 insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name “Fixed Account.” Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represented in the unit value, which will change periodically, each day in most instances—hence the name “Variable Account.”

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TJCTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company’s annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by a telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 15 for more information on this alternative.

Managing Funds

Utilizing the opportunity to direct your purchases toward Fixed or Variable and/or to shift your accumulated assets from one type of investment vehicle to another can make a marked difference in the end result of your retirement accumulation. Variable accounts and growth-oriented funds can (and did in 1979, 1980, 1982, and 1985) gain 20%, 30%, and more in a single year. To take advantage of very substantial gains in Variable or growth funds in some years and then to preserve this gain (and avoid losses) by staying in Fixed or Money Market funds in others can be very beneficial and produce results not available in a single-purpose product.

Exercising these sorts of choices to your advantage is not a simple matter, especially since you have to react just about opposite to the general trend of the time. That is, when the stock market is flying high and everyone wants in, you get out and move some or all of your accumulated assets to Fixed. On the other hand, when the stock market is low and everyone is complaining, you change your purchases to Variable and shift all or part of your accumulations from Fixed to Variable. If you instead follow the general trend and move to Variable when the market is flying high, and then desperately move to Fixed when the market has been low for some time, you end result will be terribly disappointing. Nevertheless, you stand to benefit substantially from having this ability and exercising it judiciously two or three times a decade.

Another strategy for use of such investments is recommended in the article by Gary Battenberg on page 18. He advocates staying with growth oriented funds through highs and lows to gain over time from good management, dollar cost averaging, and economic growth.

It Can Be Done!

Use of any such varied offerings requires financial understanding and management decisions which may be burdensome for many faculty, and there is no guarantee of success. Many people say “you can’t outguess the market” and thus advocate avoiding it. The procedures recommended above do not suggest trying to get the last ounce out of a market rise or to avoid the last bit of a market fall. They suggest simply responding when it is very clear that the market (for stocks or bonds or certain kinds of mutual funds) is clearly high or clearly low. Remember that money held as fixed dollars is losing value in times of inflation. No long-term savings program is without risk—investment risk and/or inflation risk. For any person already informed about financial matters or willing to learn, having choices of varied types of investments and the ability to shift among them is a distinct advantage and a valued privilege in ORP/TDA.
INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable, because strength in one economic period may imply weakness in another, and because different annuities or funds have different avowed objectives. In spite of problems of evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gain in some periods, TACT believes you ought to have variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many “multiple choice” variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. Money Market Funds: Invested in short-term debt instruments, some restricted to government issues; maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like the Fixed portion of an annuity.

2. Bond Funds: Invested in longer term corporate and/or government bonds; value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return slightly above that of current interest in fixed annuities.

3. Common Stock Funds: Invested in a selection of stocks chosen to produce dividend income and modest capital growth; value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as “equity income” or “income and growth” funds.

4. Growth Stock Funds: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much regard to current income; value fluctuates widely and risk is high along with potential for major increases over time; includes for our purposes investing in stocks of overseas companies, in precious metals, or in real estate.

5. Balanced Funds: Invested in mixture of bonds and conservative stocks with purpose of income and capital preservation; value fluctuates within relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. Managed Funds: Invested solely at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary greatly with the objective and the management. You are inded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these “managed” funds have very broad discretion.

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one fund company offering 14 different choices and to one custodial fund offering 16 of the 1600+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported on three or more years performance and which are likely to be used in 1003(b) programs are provided in Tables 2-A through F. The funds are listed within the six categories of funds, alphabetically by company, with performance expressed as a percentage of change in cumulative total return (all dividends and capital gains or losses included) for 1988 and for the three, five, and ten years periods ending with December 31, 1988. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the whole period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included. Some companies did not provide the three year figures, and many funds have not been in existence long enough to provide the 10-year figures.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1984 to December 31, 1988. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company are recorded in Table 5 page 15. Thus, the percentage figures provide a straight measure of total performance of

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**TABLE 1 — VARIABLE CHOICES**

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**Funds**

| American Cap            | 12    | 1       | 4    | 1     | 5      | 1        | 1     |
| American Funds          | 8     | 1       | 2    | 2     | 2      |          | 1     |
| Criterion               | 18    | 4       | 4    | 2     | 6      |          | 2     |
| Fidelity                | 71    | 4       | 8    | 3     | 50     | 5        | 1     |
| First Investors         | 9     | 1       | 4    | 1     | 4      |          | 1     |
| IDS Funds               | 16    | 1       | 4    | 3     | 6      | 1        | 1     |
| Keystone                | 20    | 2       | 7    | 2     | 6      |          | 3     |
| Pioneer Funds           | 4     | 3       | 3    | 1     |        |          | 5     |
| Price Funds             | 17    | 2       | 5    | 2     | 8      |          | 1     |
| Quads                   |        |         |      |       |        |          | 1     |
| Scudder Funds           | 15    | 2       | 5    | 2     | 6      |          | 1     |
| USA Funds               | 8     | 1       | 1    | 1     | 5      |          | 1     |
| Waddell/Reed            | 14    | 1       | 4    | 2     | 4      |          | 1     |
money already in the account, while the final figure shows the influence of sales charges, dollar-cost averaging in a changing market, and other factors.

The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while dollar-cost averaging in a changing market, and other factors.

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The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.
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5

14

4

12

18.64

21.29

19.64

20
28

11

18

24

17

9

18.15

16.94

19.91

18.20

17.50

18.30

20.74
18.40

6.03 25

5.99 26
6.60 12
7.16
6
6.30 18
6.05 24

17

8
7.05
6.30 18
5.93 27
6.10 23
5.85 29
7.16
6

27
17.50 24
16.78 29

22

3

17.72

21.37

4

21.80

7.25

1

21

13

19.10

17.70

10

17.89

31

15.94

20.11

30
23

15

18.60

16.30

6

2121

17.04

6.90 10
6.30 18
7.20 5
5.70 31
6.36 16
6.27 21
5.84 30

6.52 14
5.65 32

6.31

16

8

20.75

9

7.03

2

3

7.2..6

7

20.89
21.60

17.36 26

18

18.20

21.27

6.16 22
7.33
2
6.38 15
7.45
1
6.58 13
5.90 28
6.89 11

r

3 Yr.

r

1988

r

26

7

15

10

27

16

44.62
1

37.54 20

39.49
32.30
41.82
39.60
43.50
34.70

36.45 24
36.90 23
35.70 25
44.54
3

29.98 28
44.13
5
39.90 14
36.93 22
38.22 18
42.33 9

38.58 17
44.24
4
40.11 13
43.66 6
41.53 11
37.13 21
40.83 12
44.58 2
42.93 8
38.02 19

5 Yr.

155.20

163.07

3

2

1

14,335

15134

3

13,891

4

136.30

17

13,761

13,958

14,372
13,725

14,202
14,104

13.21
16.76

Aetna - Variable
Am.Cap.-Harbor
AMEV-Capital
AMEV-Fiduciary
AmFid. - Annuity
AmUnit - Annuity
Equitab. - Stock
Fid.Stand.-Gr & Inc.
Fidel.-Equ.Inc.
Fidelity Fund
GrAmRes. - Steck
IDS - Equity +
1DS - Fund F
IDS - Mutual
IDS - Stock
Keystone - S-1
MONY - Stock
MuLAmer. - Stock
Nat' wide - Stock
Northwes. - Stock
PriceFD. - Equ.lnc.
PriceFD. - Gr&Inc.
Pruden. - Stock
Seudder-Gr&Inc.
TIAA/CREF
W&R - Acumul.
W&R - Income

12

14

r

4

3

17
18
5

11

16.22
11.90
17.46
17.34
19.83

27.60
25.10

18.49
7.81

9
6

10

16

13

2

1

23

7

9.20 21

17.42

4.46 25

n

17.92
8
6.97 24
8.43
10.90 19
12.59 15
10.34 20

21.60
23.41
22.49

11.07
11.02

-3.70 27
2.20 26

1988

Fund Name

r

19

1

18

12

17

5

15

33.32 16
37.00 13
50.42 3
41.44
6
2
56.81

46.33
33.10
37.79
31.19
67.51
29.37

34.00

38.57 11
27.79 20
2 LOO 22
23.00 21
34.83 14
39.10 10
4
48.94
42.69 7
8
41.05
40.99 9
18.77 23

3 Yr.

13

278.83

219.40 15
5
396.64

20
10
7

16

3

9

18

12

19
4

15

24

11

5

13

17

2
14
1

108.94

72.79
123.51

57.97 21
88.00 8

108.22
69.00

78.70
60.70
85.94

103.53

2

22

4

6

10

18

16
14

8

3

PAGE 12

360.19
392.24
398.06

151.06

403.73
377.34
197.14
277.14

542.10 1
362.50 9
185.48 17
390.95 7

12

11

338.22
334.72
435.60

6
23

r

91.30
51.82
53.50
68.50
59.55
84.80
90.90
73.17
94.98
82.75
51.26
72.53
59.90

10 Yr.

r

5 Yr.

r

17,370
15,332
17,062

15.446
15,935

16,578
15,188

15,793
16,739
16,547
13,638
15,376
15,710
16,288
15,544
15,637
16,312

2

18

1

9

16

19

4

6

13

14

8

17
12

23

5

3

11

16,307 7
13,806 22
14,150 21
14,894 20
15,887 10
15,450 15

5 Yr.Add

12

22

1

9

7

313

W&R - Remelt

USAA - Comsat.
VALIC - TunedOpp

Criter. - Lowry
Kemper - Tot. Ret.
LincNat'l - Manag.
MutArner - Compos.
Northwest - Molt.
Pruden. - Aggres.
Pruden. - Consery
Travelers - In Time
Travelers - ManAss

Fund Name

6

2

12
11

38
24

13

2

7

14

33

10.90
9.51

1

5

4
12
10
7

2

9

6
8.40
7.64
12.00
9.83

r
11
3
8

0.13
7.33
8.38
8.63
17.81

11

74.61
85.07
74.25

7

6
2

56.44 28
53.18 33
55.74 29

72.00

56.90 27

64.49 20

54.90 30
59.30 22
66.93 16
66.60 17

53.19 32
73.76 9
74.20 6
75.94 5
84.50 3
58.99 24
65.29 19
48.95 34
67.39 15

53.55 31
57.10 26

61.44 21
86.70
1
69.64 12
36.39 35

72.12 10
57.95 25
66.17 18

7

11

17

r

3

19

4
14

12

15

9

13
5

191.70
179.82

150.03

8

6

18

83.50 22

166.90 10

166.19

157.50

162.94
199.41
176.83

284.89 2
147.60 21
1
290.22

148.15

159.43

250.66
206.55

147.78 20

157.10 16

10 Yr.
152.19
166.55
181.41

14,751
14,241

14,441
14,658
14,531

15,412

14,632

15,053

14,419
15,933
14,759

14,535
14,977
15,260
15,004
16,225
14,852
15,917
14,571
14,943

13,782
14,260

16,149
15,172
12,546

14,452
14,441
16,617

14,611

41.30

33.85
26.93
20.28
40.99
28.36

3 Yr.

I

4

,2

6

3
5

r

6

64.50

4

2
3

1

5

7

r

100.74
80.65
75.94
78.65

57.87
68.62

5 Yr.

290.22
254.62

398.78

455.27
254.23

10 Yr.

4

3

2

5

1

r

16,838
14,843
15,004
15,956
15,923

14,094
14,497

r
6.80 12
24.73 8
31.67 3
28.10 6
28.74 4
24.04 11
24.13 10
34.76 2
27.29 7
66.30 1
8
26.98
28.31 5

3 Yr.

41.76
66.33

68.29
65.89
63.53
59.33
40.66

20.85
48.50
69.60

5 Yr.

3

8

9

6

5

4

2

1

10
7

r

271.00

10 Yr.

1

r

14,643
14,114

15,080
15,022
12,224
15,004
14,956

12,393
14,856
15,351

5 Yr.Add

8

7

5

3
10
4

2

1

6

9

r

3

2

4

5

1

6

7

5 Yr.Add r

30

17

23

18

25

7

19

10

16

27
4

21
14

15
5

2

12

13
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22

29

31

9
32

3

1

24
25

20

5 Yr.Add r
15,015 11
6
15,545
14,356 28

MANAGED FUNDS PERFORMANCE
0.94
10.47
8.00

1988

-

2

7

6

1

5

18.8'..'

3
8

r

4

7.26
17.70

14
4
13

r

59.00 23

68.08
83.58
69.87

5 Yr.

BALANCED FUND PERFORMANCE
15.15
6.53
13.30

1988

-

6

28.86

11.86

8

8

5

37

31.24

17.49

28.27

4

33
21.60 23
25.90 10
-1.30 43
1530 41
18.07 35
18.86 31
20.28 29
16.80 39

18.60

34

27

22

18.56

21.21

22.20 22

24.61
16.80
21.43

3830

28.60

5.70 42
727 23
5.55 44
9.98
9
8.99 13

13.39

32
9

21.34 25
2132 26
25.52 11

42

18.67
25.91

3
16

12.21

34.58
23.89

2321 16

1
39.82
25.02 12
20.96 28

1

20

15

40
30
36

22.76 19
22.44 21

16.42
19.40
17.62
24.09
22.69

17
4
14

r

21
45

47
5.70 43
7.20 25

7.59
5.51
7.45
6.80
8.90
3.40

17.91

14.01
1.65

2
49
6.95 29
7.83 18
6.93 31
6.70 34
6.65 35
6.90 32
7.10 28
7.69 19
5.91 40

9.51

920

7.13 27
3.79 46
7.64 20
9.83 10

14.01

7.20 24
8.62 16
8.70 15

12.59

TABLE 2-F

Equit. - Balanced
Fidel. - Puritan
HMann - Balanced
IDS - Selective
Keystone - K-1
SecBen. - Inc/Gr

Cri.a. - Com.-Inc.

Fund Name
AmCap - America

41
17

7.16 26
6.36 37

5.74
7.92

6.22 39
6.44 36

TABLE 2-E

PriceFd - GnMae
PriceFd. - HiYld
PriceFd. - NewInc.
PricePd. - ShTerm
Pruden. - Bond
Scudder - GnMae
Scudder - Income
SecBen. - HiYld
SecBen. - HiGrade
SMALife - Bond
Travelers - HiY1d.
Travelers-Qu.Bd.
Unit.Res. - Govt.+
Unit.Res.-FixInc.
USAA - Income
W&R - Bond
W&R - High Inc.

13,726 21
14,288 5
11

MutAmer. - Bond
NatWide - Govt.
New Eng. - Bond
Northwes - Bond
Pioneer - Bond

23

14,066

LincNat'l - Bond

20

13,695

19

13,753

GrAxoRes. - Bond
GrWest - Bond
HMann - Income
IDS - Bond
IDS - Fund G
IDS - Selective
Kemper - Income
Keystone - B-I
Keystone - B-2
Keystone - B-4

Fidel - Intro. Bond
First Inv.-Bd.App.
First Inv. - Bd. Inc.
First Inv. - Income

24.43

5

6.94 30
2.50 48

13.21

23.50

3 Yr.

BOND FUND PERFORMANCE
33.41

-

1988 r
6.29 38
6
12.85

TABLE 2-B
Fund Name
Aetna - Income
AmCap - Corp.
AmCap - HiYield
AmCap - GovSec.
AMEV - Govt. Sec.
Criter. - Govt.HiY
Criter.-Inv. Qual.
Fid.Stan. - Bond
FideL - Flexible
- OnMae
- Govt. Sec.
Fidel. - Hi Income

13,728

14

13,892

13,624 25
13,822 16
13,693 24

13,602 26

6

14,263

14,077 10
14,330 4
14,165 8
13,755 18
13,947 13
14,396 2

15

5 YrAdd

r

10 Yr.

TABLE 2-C - GENERAL STOCK FUND PERFORMANCE

Aetna - Encore
Am. Cap. - Res.
Criter. - Govt.
Criter. - Prem.
Criter. - M Mkt
Equit. - M Mkt
Fid. Stand. - M Mkt
FideL - Csh Res
Fidel. - US Govt..'
GrAinRes. - MMkt
GrWest - MMkt
HMann-ShTerm
IDS - Cash Mgt.
IDS - Money
Kemper - MMkt
Linc.Nat'l - MMkt
MONY - MMkt
Mut.Ainer. - MMkt
Nat'wide - MMkt
NewEng. - MMkt
Northwes - MMkt
PriceFd. - Prime
PriceFd. - USTr.
Princip - MMkt
Prud'I - MMkt
Scudder - Govt.
Scudder - Csinv.
SecBen. - MMkt
SMALife - MMkt
Travelers-MMkt
Unit. Res. -1MMkt
USAA - MMkt

Fund Name

TABLE 2-A - MONEY MARKET FUND PERFORMANCE

8
19

22

34
28
37
50
48
9
63
30
52
67

20

16

31

26

38

15

17

5

55
29
44
41
34
32

26
30

r

19

51

13

38

1

40
6

16

46

11

12

15.07 43

44.90
44.98

48
28
18.81 39
49.87 10
23.48 31
19.60 37
9.91 45
21.12 35
67.33 7

35.34
.9.49
42.00
18.00
80.60
182.00
19.20
44.82
3.32
6.90
28.01

5.62 50

33.98 24
105.43
4
22.76 33
50.78 9

42.27 15
6.14 49
16.10 42

720 47

34.00 23

-5.61 52
116.02 3
-726 53
-20.14 54
34.46 21
31.96 25

34.43 22
44.15 14
28.96 27
53.43 8
39.04 17
116.88 2
35.28 20
35.36 18

2037 36

4.14

19.76 12
8.98 44
827 46
16.41 18
11.17 35
-17.11 66
6.57 55
14.26 25
12.83 29
10.11 39
10.03 41
9.05 43
13.28 27
3.94 57

8.60 45

18.80 14
19.40 13

20.17 11
29.70 2
11.10 36

17.94
18.47
10.32
14.01
12.73

7
21.77
30.05
1
6.07 56

18.31

6.87
-18.69
10.10 40
7.76 49
7.17 51
2.88 59
-10.00 65

12.76

7.36
8.02
20.62
-1.04

15.95
11.23
12.99
10.90

4
3
29.05
9.92 42
15.84 21
2.38 60
15.45 23

2433

22.76 6
22.85
5
8.26 47

15.53
16.06

20.93

030 62

.

29.65
24.41
-28.65
26.24
12.66
17.80
22.56
23.39
87.39

3.

GROWTH FL

14.80 24
12.06 33
6.58 54
12.09 32
3.63 58
-1.40 64
0.92 61
6.81 53
20.42 10

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PAGE 13

IDS - Progr.
Kemper - Equity
Keyst. - Internat.
Keyst. - K-2
Keys!. - Prec.Met.
Keyst. - S-3
Keyst. - S-4
LincNat'l - Growth
New Eng.-Growth
Pioneer
Pioneer II
Pioneer III
PriceFd. - Growth
PriceFd - Intern.
PriceFd.-NewAm.
PriceFd.-New Era
PriceFd.-New Hon
Principal - Growth
Pruden. - Growth
Scudder - CapGr.
Scudder - Devel.
Scudder - Intern.
Scudder - /apart
SecBen. - Growth
SMALife - Growth
Sou'western - Gr.
Travelers-Aggr.
Travelers - Growth
UnitRes. - Growth
USAA - Gold
USAA - Growth
USAA - Sunbelt
VALIC - CapAppre.
VALIC - Growth
W&R - Internat.
W&R - Sc.&Energy
W&R-UnVanguard
W&R-NewConcept

IDS-New Dim.

- Overseas
Fidel. - Trend
Fidel. - Value
First Inv - Growth
First Inv. - Intern.
First Inv - Value
First Inv-Discov.
GrWest - Growth
HMann - Growth
IDS - Discovery
IDS - Fund F
IDS - Growth

F1deL - OTC

AmCap - Comstk.
AmCap - Enterpr.
AmCap - OTC
AmCap - Pace
AmCap - Venture
AMEV - Growth
Criter. - Pilot
Criter. - Sunbelt
Criter. - Technol.
Equit. - Aggres.
FideL - Contrafd.
Fidel. - Freedom
Fidel. - Growth
FideL - Magellan

Fund Name

TABLE 2-D


The first column shows the current interest rate stated as effective annual return which the company has adopted for the present time. The second column shows how the company credits this interest. The word "ALL" in the second column means that the current interest rate applies to all money in the entire account no matter when received; this is known as "full portfolio" crediting. The word "NEW" means that the current interest rate is applied to new money being received at this time and that different interest rates continue to apply to deposits received prior to a certain time; this is often called "banding." The word "TWO" means that the stated current interest applies only to funds held for retirement but that a different lower interest rate applies if the funds are withdrawn; this is known as the "two-tier" method. (See article by Ted Reutz on page 18 for an opinion about this latter method.) Which plan will be more advantageous depends on a number of unpredictable factors, but obviously a high interest on all money will be better than a similar rate on only new money or money held for annuitization. The third and fourth columns show the loss that you will incur against the illustrative value of the account if you withdraw your accumulation after 5 years and 30 years of making $200 per month contributions to the annuity. Obviously there is great variation in surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 3-5 years. Since many persons now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges also restrict transfer possibilities and should be avoided when possible. The fifth and sixth columns show what would be the total accumulated value for retirement in 5 years and 30 years if one paid in $200 each month, paid all charges, and received the current interest rate for the period involved. The seventh column states the current annuity rate offered by the company at the present time for persons aged 65, choosing to receive payments for life with 10 years certain. The final column gives the estimated monthly income that would be achieved by paying in $200 per month for 30 years if the current interest rates and current annuity rates remain unchanged. This latter is a composite of several factors—current return, costs, and annuity assurances. Remember: everything in this table is a hypothetical illustration. No promises! No guarantees!

With the information from Tables 3 and 4 at hand, you can embark upon the effort to evaluate performance in fixed annuities. We told you it wouldn't be simple, and indeed it is not!!

### ANNUITY GUARANTEE REDUCED

The Insurance Guaranty Association is a plan created by Texas law by which insurance companies agree to cover losses from insolvency of other insurance companies. The 1987 Legislature reduced the coverage of this plan for annuities from $300,000 to $100,000, causing some concern among persons using the Optional Retirement Program for their official retirement.

In depth investigation of the issue with the Insurance Board and other sources did not cause TACT to alter the statement it has made about insuredness of companies in its annual study of products for ORP/TDA. (See article on page 16.)

The amount under the Guaranty Association was never adequate for a retirement fund account in any case. It used to cover "up to $300,000 for one or more annuity contracts issued to the same contract holder." It now covers "up to $100,000 for one or more annuity contracts issued to an individual or up to $5 million under an individual contract benefits held by one contract holder." Since "contract holder" is often the university, it is unclear which statement offers the greater protection. But, in either case, the protection is not adequate for a lifetime retirement program.

Additional concern about insurance companies was occasioned by revelations before a Senate committee during the last legislative session. Facts were revealed which indicate that the Insurance Board has been terribly lax in supervising and evaluating insurance companies in Texas. It appears to be another instance in which a Texas board was apparently being operated more for the benefit of the regulated industry than for the public welfare. A new Insurance Board chairman is seemingly making some changes, but customers still need to choose carefully and look for a history of stability and service in any company chosen for insurance, including annuities.

What should all of this mean to the individual with an ORP or TDA? Probably nothing more than to exercise caution and to avoid companies which have an inadequate history and/or financial report. Some salespersons who want a share of your business are suggesting that you should now have more than $100,000 in any one company. It is doubtful if the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably rise above that amount by compounding through the years anyway. Variable and mutual fund accounts were never covered by the guaranty plan and will not be in the future.
The most flexible possibility for placement of your ORP/TDA has been available since 1981, when TACT was instrumental in passing a law to allow direct investing in mutual funds without going through an insurance company. This opportunity is now available at most colleges and universities and should be submitted for approval whenever it is not now offered.

The use of products allowing direct use of mutual funds without going through an insurance company has increased substantially in recent years, as indicated in the article on page 18. Yet this opportunity remains unknown to many faculty and librarians. This article will explore briefly the advantages and disadvantages of utilizing this most flexible program in which you may place your ORP/TDA.

Using a family of mutual funds for your ORP/TDA provides diversity and professional management within one or more specified or selected areas of investment—money market investments, stocks of all kinds, commercial government bonds, and even precious metals or real estate. For an additional fee you can even engage a financial advisor to manage the placement of your accumulation among funds under a custodial account. One potential advantage is the possibility of some periods in which mutual funds may not be the best alternative for the investor since there is no guaranteed return; 4) no defined benefit, 5) greater volatility and fluctuation of lifetime income backed by insurance; 6) clear explanation of costs and expense risk fees.

Potential Disadvantages

Potential disadvantages are: 1) multiplicity of offerings may complicate and confuse decision making; 2) advantages are gained only if you pay attention to your investments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing circumstances. Potential Advantages

Potential advantages of using a group of mutual funds are: 1) wide range of choices as shown in Table 1 on page 10; 2) full freedom for transfer between funds, often by a telephone call; 3) ability to check value of your account and keep up on what is happening to it in daily newspaper; 4) automatic participation in the highly recommended practice of "dollard cost averaging" (buying more shares when price is low and fewer when price is high); 5) continued flexibility even into retirement; 6) clear explanation of costs and avoidance of paying annual "mortality and expense risk" fees.

ASSESSING THE COSTS

Costs vary significantly between companies, and are often somewhat difficult to judge and to understand. There are basically four different kinds of charges: a) sales load, applied only to new money going into plan; b) monthly or annual policy fees (which may apply whether payments are being made or not); c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

Table of Charge:

Table 5 lists all charges for each company in an abbreviated form. In this table and in Tables 3 and 4 when it is written "5%", "4%", "3%", "2%", it should be read as 5% the first 5 years, 4% next 5 years, 3% thereafter. Dollars followed by parentheses read the same amount. The annual fees charged to variable and fund accounts listed in the final column are the charges against the whole value of the account and therefore can amount to a significant sum. Charges vary greatly between funds and are specified in the Prospectus. The sign < means "never greater than" and appears on many of these since charges often decrease as the fund becomes larger, and some funds within a company may have lower charges than others.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceptively. A good company doing a good job deserves modus but adequate compensation. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 17 listed companies offer only fixed annuities and 13 offer only mutual fund products. It also notes companies offering more than one product in the market and those not available for ORP.

### MOST FLEXIBLE CHOICE FOR ORP/TDA

The most flexible possibility for placement of your ORP/TDA has been available since 1981, when TACT was instrumental in passing a law to allow direct investing in mutual funds without going through an insurance company. This opportunity is now available at most colleges and universities and should be submitted for approval whenever it is not now offered.

The use of products allowing direct use of mutual funds without going through an insurance company has increased substantially in recent years, as indicated in the article on page 18. Yet this opportunity remains unknown to many faculty and librarians. This article will explore briefly the advantages and disadvantages of utilizing this most flexible program in which you may place your ORP/TDA.

Using a family of mutual funds for your ORP/TDA provides diversity and professional management within one or more specified or selected areas of investment—money market investments, stocks of all kinds, commercial government bonds, and even precious metals or real estate. For an additional fee you can even engage a financial advisor to manage the placement of your accumulation among funds under a custodial account. One new program called QUADS (Qualified University Accumulation & Disbursement System) allows you to select among any of the over 2,000 funds in the nation. Such alternatives should be considered if you follow (or wish to follow) developments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing circumstances.

### Potential Advantages

Potential advantages of using a group of mutual funds are: 1) wide range of choices as shown in Table 1 on page 10; 2) full freedom for transfer between funds, often by a telephone call; 3) ability to check value of your account and keep up on what is happening to it in daily newspaper; 4) automatic participation in the highly recommended practice of "dollard cost averaging" (buying more shares when price is low and fewer when price is high); 5) continued flexibility even into retirement; 6) clear explanation of costs and avoidance of paying annual "mortality and expense risk" fees.

### Potential Disadvantages

Potential disadvantages are: 1) multiplicity of offerings may complicate and confuse decision making; 2) advantages are gained only if you pay attention to your investments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing circumstances.
OTHER FACTORS OF IMPORTANCE

Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. These additional factors, therefore, have substantial significance in your choice.

Flexibility In Investments. As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only "fixed type" annuities, you are never able to participate in growth of the stock market; but if you have only a single "variable type" annuity, you will never have the opportunity to get outside the "roller coaster" trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and most allow transfers of all or even part of accumulated assets from Fixed to Variable, and vice versa, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

Surrenderability. So long as you participate in ORP payments, you cannot surrender your ORP annuity nor borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP, however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF is more restrictive on this factor than any other program, but it is now developing a product with full surrenderability and certain other flexibilities. Since action on your part and/or on the part of the college will be needed to use this new program when available, you are advised to watch for announcement of it if you are in TIAA-CREF or if you are considering it, with its constantly low costs and favorable performance.

Loan Privileges. Since the 1986 tax law prohibits most surrenders of TDAs until age 59½, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all) and none of the mutual fund families offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies.

Transferability. Ability to shift your program to another qualified employer or to another company is another feature of value.

It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied except TIAA-CREF allow such transfers with only surrender charges being assessed where applicable. Unfortunately, a number of companies use high surrender charges, especially in early years, to make transferring difficult and expensive.

Guarantees Offered. As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you will.

Sound Companies. Purchasing products for ORP/TDA inevitably involves some risk as to the soundness and reliability of the company. No final assurance can be given against management fraud or unforeseen economic developments, but all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board. You can assume, therefore, that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations in full. Additionally, the Texas Insurance Guaranty Association stands behind insurance annuities to a very limited extent, assuming coverage of losses by insolvency of a company up to $100,000. (See related article on page 14).

A. M. Best Co. rates general insurance companies as to financial soundness, but those ratings do not apply equally to companies specializing in annuities. All companies in this study currently hold Best's highest rating (A+, Superior) except for the following companies with A (Excellent) ratings: American Security, Delta, Fidelity Standard, Kemper Investors, National Western, New York, Royal, Security First, SMA Life, State Bond, Transamerica, United Resources, and USAA Life. One company (National Investors) which did business with faculty had an A rating when it went into "rehabilitation" for many years; it has now paid off all capital but with some loss of interest.

In summary, you as buyer need to be careful and thoughtful in selecting a company, considering length of service, financial reports, and general reputation, and then stay alert to changes in the business through the years.

Service and Reports vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features to be evaluated in the ORP or TDA plan. Companies range from those with many persistent, sometimes over-eager salespersons, to those with no agents at all. Some salespersons are "locked in" to one company's products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from a full report on status of account each time payment is received to one annual report presented at the company's convenience. Possibilities in case of death and disability are other features which vary among companies and may have some usefulness.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

Summary of Factors

These articles have described factors which should influence your choice of a product for your Optional Retirement Program (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some other, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons. TICTA takes the position that each participant should have several choices available and should make his or her choice on the basis of considered facts and factors. On the next page you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Table 6 (as well as tables on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important features are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in the third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6 Described

Table 6 ranks each company on certain factors reported in other tables, lists number of Variables or Funds available and presents our comment on two flexibility factors. In each column under Fixed Annuities, the number designates how that company's product ranked among all those for which information on that factor was available. A "1"
indicates that company ranked first on that particular element of performance or projection of all the companies in that column and rising numbers indicate lesser performance or projection. The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1988, figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 48). The next two columns are drawn from Table 4, and depend on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subjects to all of the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column ranks companies on the basis of guaranteed retirement income reported in Table 3.

In the column regarding transfer possibilities between Fixed and Variable accounts, the designations are: FULL = no charges and no substantial time limits; GOOD = no charges but limited in some way; COST = charges which may be based on surrender or sales charges; PART = Fixed to Variable limited but other direction full; TRANSF = transfers only among variable or mutual funds; NONE = no variable available. In the column on Plans for Surrender the designations are: FULL = no charges and readily available; FEE = modest surrender fee; LOSS = short term charges disappearing after several years; COST = substantial cost continuing to retirement.

The Decision Is Yours

With these rankings and all of the other ideas developed in these articles, you should be able to select a vehicle for your ORP or TDA which will meet your particular needs and wishes. In all matters, remember that you are in the driver’s seat as you move towards selection of a vehicle for your retirement and tax sheltered savings program. Do not be cowed or “snowed” by an assured or assertive salesperson.

Ask the questions made explicit in this article and get satisfying answers:
1) What are the probabilities of a good return on your investment through the years? Is it or can it be made adaptable to changing economic conditions and changing needs?
2) Is there a flexible choice between Fixed and Variable portions, and can you shift accrued assets from one to another easily and without cost? Do you have some continuing choice of investment alternatives or are you wholly dependent on the company’s decisions?
3) Do you have assurance of maximum annuity rates and maximum flexibility of choice as to time and type of retirement settlement opportunities?
4) Are the charges and deductions clearly stated and in minimum amounts throughout the life of the contract?
5) Is the contract surrenderable for cash value, in whole or in part, after leaving covered employment for ORP and after age 59½ for TDA? Does it allow lump sum withdrawals in lieu of electing an annuity during retirement?
6) Is the program easily transferable to another company within ORP? To other kinds of tax sheltering employment? At what costs? Do high surrender charges or other devices tend to lock you in and limit your choices?
7) Are costs, annuity rates, and other features of the contract permanent, or does the company reserve the right to change certain of these at its option?
8) Does the company have soundness and experience which assure its ability to fulfill its contract and provide good management through the years?
9) How adequate to your needs are the services and reports offered by the company?

TJCTA offers this information to help you make sound decisions about what is indeed the most significant financial decision you will ever make.
DON'T BE FooLED
IN ANNUITY CHOICES

An opinion article derived from writings of Ted Reutz,
Financial Consultant and Visiting Professor, UT-Austin

Because of various uses of “current interest” rates in fixed annuities, two questions should be raised and answered in considering fixed annuities for use in ORP/TDA.

1. I understand that you currently pay 10% interest (or whatever) on my contributions, but how long will this rate continue and what interest do you pay during payout years after retirement on the money I have accumulated? Current interest may continue for anywhere from one month to a few years on present contributions, and the after-retirement rate may be as low as the 4 to 7 percent range. Mortality factors, expense charges, payout interest rates and return of your own principal are blended together in determining the annuity rates used to convert accumulation accounts into annuity income. The interest rate in the payout period is not contractually tied to the interest rate during the accumulation period, nor does the contract state what the actual interest rate on undistributed funds shall be during the payout period other than a guaranteed minimum of perhaps 3 to 4.5 percent.

2. What happens if I want to take my cash out in a lump sum and invest with another company that is paying higher rates either when I retire or earlier? The correct answer is that you can lose as much as 25 percent of your retirement accumulation fund if you take a cash withdrawal from some products. In what the industry calls a “two bucket” or “two tier” contract, two different policy values are calculated under the terms of the contract: an “accumulation value” and a “surrender value.” The only way to access the “accumulation value” is by accepting one of the annuity options with the company (which may be based on significantly lower interest factors). If you ask for your money in cash, then instead of basing payments on the “accumulation account” the company pays you the “cash value account” which is based on substantially reduced interest rate. In other words, a two tier annuity has two different rates of interest—a high rate (usually in large print) that you receive only if you annuitize, and a lower rate (usually in small print) which you receive if you take your money out in cash.

Other annuities may make a charge for withdrawal or surrender within the first 5 to 15 years, but thereafter the “accumulation value” and the “surrender value” are the same, allowing you an open choice of moving your accumulation to another program for the payout period or for more accumulation.

The two tier products listed in Table 4 on page 14 all have a high current interest rate, which influences all other elements in that table. It is important, however, to note also the loss sustained if you take this accumulation in cash. You will notice that the penalty for cash surrender can exceed 25 percent of your total accumulation (over $100,000 in some instances in that table) and that it never disappears in those products.

In the state of Oregon and at the University of Arizona there are regulations limiting the spread between cash surrender value and “maturity value” (defined as paid up annuity benefits) to not more than a small percentage difference. Two tier products with differences exceeding this figure are not acceptable in those states. Since Texas does not have such regulations, the buyer must be aware of this method of crediting interest.

It is always good advice to read the entire contract and get full answers to these questions. How likely is it that current non-guaranteed projected rates will in fact be paid to claimants 15 to 35 years from now? How sound is the company? What is the history of interest rates actually credited to old policy holders? What is the company’s overall history of investment performance? Is there a partial withdrawal provision with no surrender charges? What flexibility in investments do you have?

WHY CHOOSE MUTUAL FUNDS OVER FIXED ANNUITIES?

by Gary E. Battenberg,
Regional Vice President, The Pioneer Group, Inc.

As you study choices available for ORP/TDA contributions, you need to understand an important axiom: “Risk-free” is seldom the route to financial security.

Educators used to consider fixed annuities “safe” because they provided income for the life of the contract holder, and they paid an understandable interest rate. When annuity contracts are carefully analyzed, however, there are no long-term guarantees. Rates of “current pay” are roughly the same as 30-year treasury bonds, and if rates on these bonds rise or fall substantially the “current pay” will rise or fall to reflect these changes. They are not “risk free.”

Mutual funds, on the other hand, pay no fixed rate of return. They do not even guarantee that you will get your capital back. They are not “risk-free.” But, over periods of ten years or more, mutual funds that invest primarily in stocks have outperformed investments like annuities which are made up mainly of bonds. For example, the 988 common stock mutual funds tracked by Lipper Analytical Services provided an average yearly total return of 15.73 percent for ten years ending December 30, 1988. When mutual funds can deliver returns like that, why “fix” them?

The growth did not come in neat annual increments of 15%, in the style of fixed annuities. Instead, it came in an assortment of years, some with good and some with not-so-good performance. For example, an investment of $25,000 over a 28 year period in a fixed annuity earning 9 percent amounts to $279,178, whereas the same investment for the same period in a mutual fund earning this average 15.73 percent amounts to $1,494,262.

Time seems to help common stock investments as much as fine wines. Between 1926 and 1987, the S&P 500 Composite Index (a commonly accepted barometer for the stock market as a whole) showed a negative return in only seven of the 58 rolling five-year periods. Stretch that to ten-year period, and only two of 53 possible periods showed a negative return. For twenty-year periods—a reasonable investment span for retirement monies—there was not one negative cycle. Historically, then, the longer the period of investment for a diversified group of common stocks, the lower the degree of risk.

In addition to the other good advice provided by TACT and TICTA in this analysis of choices for ORP/TDA, you should determine your tolerance for risk, in view of the length of time you have to retirement. (The shorter the time to retirement, the less risk you may want to assume. Will you lie awake worrying whenever there is a dip in the stock market, or can you take these short-term breaks in stride?) Then, select quality and stay with your choice through good times and bad.

There are no guarantees with an investment in a mutual fund. But, as educators are beginning to learn, in the paradoxical arena of money management, it is the no-guarantee choice that has achieved long-term goals with the greatest returns to investors.


90 DAYS TO DECIDE: ORP OR TRS?

If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those here on short term assignment need to make this decision if there is even the remotest possibility that they may return to Texas higher education sometime in the future. Veteran faculty will do new appointees a great service if they see to it that they have a copy of this Messenger, are aware of the importance of this decision, and are encouraged to join TJCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically in TRS upon employment unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days in a qualified position. Once made, the decision is irreversible and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the Messenger provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TJCTA were crucially instrumental in passing legislation which allows this choice. Prior to that time, all employees were required to participate in TRS. The transportability of ORP to another institution in another state and its earlier vesting period (one year as contrasted with 10 years in TRS at that time but changed to 5 years in 1989) were the main features which made ORP a valuable alternative in a profession in which hiring is from national and world markets and in which at least two or three changes in position are normal before settling down to a career.

ORP and TRS are totally different in concept and operation, making comparison quite difficult. In addition to this brief treatment of the two programs, you may want to read a pamphlet, "TRS-ORP," published by TRS and available from your personnel department or the TRS office in Austin.

The Teacher Retirement System (TRS) is a stated benefit program, in which your retirement benefit according to current formula will be 2.0% of your average salary in the highest three years, multiplied by the number of years you have participated in the program. Thus after 30 years of service, your maximum benefit would be 60% (30 x 2.0%) of your average salary over the three years in which your earnings were highest. Rules allow you to increase your years of service by purchasing credit under some conditions for years in military service, in out-of-state teaching, or on special leave. TRS also has a death benefit and disability feature which offer some protections not included in ORP. TRS retirement benefits do not vest (become permanently committed to the participant) until after 5 years of participation, and then only for purposes of income at retirement age. Upon leaving covered employment, the participant may withdraw only his or her own payments, plus 5% interest, with the state's share reverting to the system.

The Optional Retirement Program (ORP) is a cash accumulation retirement program in which you yourself select the vehicle or vehicles into which yours and the state's payments are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies which are designated as 403(b) programs, most of which are described in some detail in other articles in the Messenger. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vests in the participant as soon as he or she begins a second year of employment. Upon leaving covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash if taxes and penalties are paid.

Why Most Choose ORP

Most faculty, librarians and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definite. Any estimate of retirement benefits in 30 or 35 years is subject to many unknown factors. Given the same salary conditions over a 35 year career in Texas, however, a person's "estimated" retirement income in ORP products will exceed present TRS provisions by 2 to 3 times, but the guaranteed amount in most companies may be slightly less than TRS results.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs, but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment, and questions arising at retirement are much simpler in TRS than in ORP because choices are still much more limited. Now that both TRS and ORP are tax deferred (paid out of salary and not subject to income tax), the take-home pay under TRS is slightly greater than in ORP because 6.4% of salary is required in TRS while 6.65% is required in ORP.

This is a decision required of a new appointee during the first 90 days after employment. You should seek information from various sources if you have any questions, and make your choice of TRS or ORP after careful consideration.
THREE-FOURTHS OF ELIGIBLE EMPLOYEES CHOOSE ORP

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1987-88 academic year, 7,208 (77.6 percent) of the 9,290 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 7.65 percent paid by the state. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...

Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...

Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.

Individuals who experience problems regarding the preceding three regulations should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and it is a gross amount involved can become quite significant.

### PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS

#### Public Community Junior College Employees

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<td>TOTAL ANNUITANTS (All ORP Programs)</td>
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**SECTION CHAIRPERSONS FOR 1990 CONVENTION**

Forty-seven individuals will have primary responsibility for planning and arranging programs for their respective section meetings during next year’s TJCTA convention in San Antonio. Selected by their colleagues during the 1989 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers, arranging field trips, or developing other programs for their sections.

The TJCTA Executive Committee will consider proposals for establishing additional sections at its meeting in December.

TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials will be sent to the section chairpersons in early November. Program planning must be complete, and program outlines are due Dec. 1.

Next year’s chairpersons and their college addresses are listed below:

<table>
<thead>
<tr>
<th>Section</th>
<th>Chairperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>James D. Sloan, Jr., Austin Community College, Austin, Texas 78708</td>
</tr>
<tr>
<td>Aeronautical Technology</td>
<td>Wayne E. (Ed) Eades, St. Philip’s College, San Antonio, Texas 78203</td>
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<tr>
<td>Agriculture</td>
<td>Randall H. Williams, Vernon Regional Junior College, Vernon, Texas 76384</td>
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<td>Air Conditioning and Refrigeration Technology</td>
<td>Woodrow Wilson, St. Philip’s College, San Antonio, Texas 78203</td>
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<tr>
<td>Art</td>
<td>Danny T. Frees, Amarillo College, Amarillo, Texas 79178</td>
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<tr>
<td>Automotive Services</td>
<td>Edward E. Hein, Jr., Cedar Valley College, Lancaster, Texas 75134</td>
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<tr>
<td>Biology</td>
<td>Vic O. Trevino, San Antonio College, San Antonio, Texas 78284</td>
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<tr>
<td>Business Administration</td>
<td>Leonora I. Kurt, Del Mar College, Corpus Christi, Texas 78404</td>
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<tr>
<td>Chemistry</td>
<td>William T. Haley, Jr., San Antonio College, San Antonio, Texas 78284</td>
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<tr>
<td>Compensatory/Developmental Education</td>
<td>Frances L. Moncuray, San Antonio College, San Antonio, Texas 78284</td>
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<tr>
<td>Computer Information Processing</td>
<td>Jo Anne Austin, Collin County Community College, McKinney, Texas 75069</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Lydia R. (Becky) Stafford, San Jacinto College-Central Campus, Pasadena, Texas 77505</td>
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<tr>
<td>Counseling and Student Personnel Services</td>
<td>Morris J. Fuseh, Brazosport College, Lake Jackson, Texas 77556</td>
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<tr>
<td>Criminal Justice</td>
<td>Larry D. Nichols, South Plains College, Levelland, Texas 79336</td>
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<tr>
<td>Developmental Reading</td>
<td>Janith V. Stephenson, College of the Mainland, Texas 77591</td>
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<tr>
<td>Economics</td>
<td>H. R. Huth, Blinn College, Brenham, Texas 77833</td>
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<tr>
<td>Electronics</td>
<td>Gus D. Rummel, American Educational Community, Kiliman, Texas 76540</td>
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<tr>
<td>Engineering Graphics and Drafting Technology</td>
<td>Michael D. Petri, San Antonio College, San Antonio, Texas 78284</td>
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<tr>
<td>English-As-A-Second Language</td>
<td>Chester Phillips, Trinity Valley Community College, Athens, Texas 77515</td>
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<tr>
<td>English</td>
<td>Gustavo E. Gomez, San Antonio College, San Antonio, Texas 78284</td>
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<tr>
<td>Foreign Language</td>
<td>Gilberto Hinojosa, Tarrant County Junior College-Northeast Campus, Hurst, Texas 76054</td>
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<tr>
<td>Geology and Geography</td>
<td>Arthur Trowell, San Antonio College, San Antonio, Texas 78284</td>
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<td>Government</td>
<td>John R. Forshay, Dallas County Community College District Service Center, Dallas, Texas 75210</td>
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<td>Health Occupations</td>
<td>Carolyn A. Palito, San Antonio College, San Antonio, Texas 78284</td>
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<td>Health, Physical Education, and Recreation</td>
<td>Tim F. Dopp, Odessa College, Odessa, Texas 79764</td>
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<td>History</td>
<td>Marilyn D. Riehseh, North Harris County College-South Campus, Houston, Texas 77073</td>
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<td>Horticulture</td>
<td>William K. (Sam) Hurley, Trinity Valley Community College, Athens, Texas 77515</td>
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<td>Journalism</td>
<td>Larry C. Thompson, Northeast Texas Community College, Mount Pleasant, Texas 75455</td>
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<td>Learning Resources</td>
<td>Charles Hileman, Trinity Valley Community College, Athens, Texas 77515</td>
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<td>Mathematics</td>
<td>Nina L. Van Denburg, Kilgore College, Kilgore, Texas 75662</td>
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<td>Music</td>
<td>Michael J. Crawford, Collin County Community College, McKinney, Texas 75069</td>
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<td>Philosophy</td>
<td>Amy L. Newman, Palo Alto College, San Antonio, Texas 78224</td>
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<td>Physics and Engineering</td>
<td>Joseph E. Kingcade, Jr., Blinn College, Brenham, Texas 77833</td>
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<td>Psychology</td>
<td>James W. Cook, San Antonio College, San Antonio, Texas 78284</td>
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<td>Real Estate</td>
<td>Paul Metzger, Houston County Community College, Houston, Texas 77006</td>
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<td>Registrars</td>
<td>Dale Hardgrove, San Jacinto College-Central Campus, Pasadena, Texas 77505</td>
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<td>Secretarial Science</td>
<td>Elizabeth Ann Reader, Bee County College, Beeville, Texas 78102</td>
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<td>Sociology and Anthropology</td>
<td>Robert M. Platt, Tarrant County Junior College-South Campus, Fort Worth, Texas 76119</td>
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<tr>
<td>Speech and Drama</td>
<td>Curtis Hirsch, Bee County College, Beeville, Texas 78102</td>
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**1990 CONVENTION SCHEDULE ANNOUNCED**

The general format for the February 1990 TJCTA convention has been released. A detailed program will appear in a special convention issue of the Messenger in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Marriott Rivercenter Hotel in downtown San Antonio. An abbreviated schedule appears below:

**THURSDAY, FEBRUARY 15, 1990**

- 9:00 a.m. - 5:00 p.m. — Special Meetings (to be announced)
- 12:00 Noon - 10:00 p.m. — Convention Registration
- 1:00 - 4:00 p.m. — Committee Meetings, as called by Committee Chairpersons
- 4:00 - 5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
- 6:30 - 7:30 p.m. — Informal Reception
- 7:30 - 9:30 p.m. — BANQUET AND FIRST GENERAL SESSION

**FRIDAY, FEBRUARY 16, 1990**

- 7:30 - 8:45 a.m. — Financial Planning Seminar (repeated at 7:30 a.m.)
- 7:30 - 8:45 a.m. — Professional Development Seminar (repeated at 12:30 p.m.)
- 8:00 a.m. - 5:00 p.m. — Convention Registration
- 8:00 a.m. - 5:00 p.m. — Exhibits Open
- 8:00 a.m. - 5:00 p.m. — Polis’ Open (Election of Officers)
- 9:00 - 10:30 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
- 10:45 a.m. - 12:15 p.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
- 12:30 - 1:45 p.m. — Financial Planning Seminar (repeat of 7:30 a.m. presentation)
- 12:30 - 1:45 p.m. — Professional Development Seminar (repeat of 7:30 a.m. presentation)
- 2:00 - 4:00 p.m. — SECOND GENERAL SESSION
- 4:15 - 5:45 p.m. — Retirement Seminar
- 4:15 - 5:45 p.m. — Other Special Meetings (to be announced)
- 9:00 p.m. - 1:00 a.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

**SATURDAY, FEBRUARY 17, 1990**

- 8:00 - 11:30 a.m. — Convention Registration
- 8:00 - 11:30 a.m. — Exhibits Open
- 9:00 - 10:15 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
- 10:30 - 11:45 a.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
- 11:45 a.m. — Adjournment
- 12:00 Noon - 3:00 p.m. — Special Meetings (to be announced)
Why Texas Community Colleges Need TASP

The Case for Mandatory Placement into Remediation

Gail M. Platt
South Plains College

On September 1, 1989, a new law (House Bill 2182, enacted in 1987 by the 70th Texas Legislature) went into effect. Better known as the Texas Academic Skills Program (TASP), this law requires that all public colleges and universities in Texas provide academic advisement for all students and mandatory placement into remediation for students who lack skills in reading, writing, and/or mathematics to perform successfully in college-level courses.

Although some doubted that this law would ever go into effect—and many wished that it would not—TASP now is. And, as perhaps one of the most significant reforms in Texas higher education in this century, it deserves not only a chance to work, but also our efforts to make it work.

I speak as one who has not always been in favor of mandatory placement into remediation. I once argued that students should not have to take skill-building classes if they did not want them: that college students should be treated as adults, capable of making their own decisions and living with the consequences of good and bad choices. But over the last three years, I have had cause to change my mind. What follows is a brief discussion of a few of the reasons I have become a proponent of the Texas Academic Skills Program and its requirement for mandatory placement.

Mandatory Placement is Characteristic of Education.

Throughout school, students are required to take certain courses and to study certain subjects. As a college freshman and an English major, I can assure you that it was not my choice to enroll in Biology 141 nor was I overly enthusiastic about Math Analysis. But those were required courses.

Apparently, even English majors were to be exposed to certain essential knowledge; we were to receive a general education whether or not we wanted it.

As a complement to TASP, educators now are being asked to develop a new core curriculum for Texas colleges and universities. We are confronted with this idea of a general education, and we must ask ourselves, "What does it mean to be college-educated?" At the very least, it must mean that one can read, write, and use mathematical concepts to solve problems. It must mean that graduates from community colleges possess and can demonstrate the cognitive skills assessed by the TASP test.

Mandatory Placement is a Moral and Ethical Response to Students’ Needs.

Too many students fell through the cracks before mandatory placement was required. Let me explain: A student would appear at the fifth or sixth week of the semester and cry, "I don’t understand what is happening to me. I’m making Fs in everything, and I don’t even know enough to ask questions to get help." I would check the placement tests and discover that the student, who was enrolled in college composition, had trouble writing a complete sentence; she could only add and subtract, but she was enrolled in college algebra; and she read at the seventh grade level, but she was signed up for government, history, and zoology.

When this happened (and it happened all too often in the past), I got her out of those classes and into the skill-building courses she needed; but I knew that my action was too late. She had already missed a third of the skill-building courses; and, therefore, she had missed the very foundation she so desperately needed. Furthermore, she had missed out on the group dynamics that operate in skill-building courses whereby students form a support group for one another. She was too late to be a part of the group; she would remain an outsider...and she would not be back the next semester. And I could not help but believe that maybe, if she had gotten into the right classes in the first place, she would have had a chance.

Mandatory Placement Works.

I have discussed assessment and mandatory placement with colleagues at institutions where local policies required remediation. They report that students have not been enraged at being told that they have to take certain "below-college-level" courses, nor have they walked away in a huff and refused to register. Already, after our own experience with TASP this fall, we have seen that students most often are relieved to find out that a college has a program designed to meet their needs whatever their entry-point.

Although faculty at institutions with long-standing mandatory placement requirements first were cautious in endorsing these policies, most of them now see the benefits of mandatory placement and enthusiastically support these policies. [See Miami-Dade Community College, 1985.]

Data from the New Jersey College Basic Skills Assessment Program show that students who complete remediation are less likely to drop out of college after one semester and more likely to complete college-level courses for credit. Those who complete remediation also earn higher grade point averages than students who are identified as needing remediation, but who fail to enroll in or to complete it. [Morante, Faskow, & Menditto, 1984]. Indeed, the effects of remediation are so positive that,
although the New Jersey program did not originally call for mandatory placement, the New Jersey State Board of Higher Education adopted a policy of mandatory placement five years after the program began. [Morante, personal communication, July 7, 1988].

Mandatory Placement is Good for Community Colleges.

Institutions never lose by increasing and maintaining high standards. That is really what TASP is all about; it is openly and publicly acknowledging that not every student who wants to pursue collegiate studies is prepared for that undertaking. Mandatory placement signifies that courses are rigorous—that they, indeed, encompass college-level skills.

Selective-admission institutions have experienced tremendous growth in the last few years. Freshmen students who want to attend these selective institutions do so because they believe that they will receive a high quality education there. For that reason, they are willing to take all kinds of tests, undergo all kinds of mental and emotional ordeals, and pay high tuition. Open-admissions institutions offer many of the same courses that these students will want and need to take. Mandatory placement enables open-admissions institutions to clarify that they, too, have high standards of quality.

In sum, mandatory placement allows open-admissions institutions to: (a) certify the academic integrity of their college-level curricula, and (b) continue to help the underprepared student traditionally served only by open-admissions schools.

It's Good for Students.

People want to be successful. Most students do not want a right to fail; instead, they want an opportunity to succeed.

When we care about what happens to students, we use all the resources available to us to give them the best advice and instruction we can. We share our special knowledge and educational experience with them. When we know that students who cannot add and subtract cannot pass College Algebra, we do them a grave injustice by allowing them to enroll in that course.

Does not "a right to fail" imply that a person has an alternative? If I can read and write well, and then I fail college composition because I chose not to complete my assignments, to take the final exam, or to attend class, then I have exercised my right to fail. But, if I cannot read or write, I will fail college composition—but not by choice.

Students do not lose when their academic deficiencies are detected and they are provided with appropriate remediation. However, for the most part, students participate in remediation only when such programs are mandatory. In a review of relevant studies, Friedlander (1982) found that only a small percentage of the college students who could benefit from remediation voluntarily took advantage of programs. He explained that students avoid those courses which require the skills in which they are weak and lack confidence, and that students seldom participate voluntarily in programs designed to correct deficiencies. Students also indicated that they did not feel that the particular skill in which they were weak (whether reading, writing, or mathematics) was really needed in order to succeed in their courses.

Ironically, this is another good reason for mandatory placement into remediation. In the past, too many students have been incorrect in saying that they did not need much skill in reading, writing, or math to pass their courses or to receive their degrees. [Committee on Testing, Texas Higher Education Coordinating Board, 1986]. Mandatory placement sends a clear message that reading, writing, and math are important skills, needed by all college students.

In conclusion, the Texas Academic Skills Program is both a contract and an insurance policy. It is a contract between students and colleges that students will be given opportunities to acquire the skills they need in reading, writing, and mathematics in order to pursue college-level studies. It is an insurance policy that our students do possess these skills when they have been granted a degree from a Texas community college.

References


Gail M. Platt holds the BS and MA degrees from Texas Tech University and is a candidate to receive the Ph.D. in human development from Texas Tech next May. Her dissertation topic is the relationships among cognitive skills, meta-cognitive knowledge, and academic achievement among community college freshmen. A member of the Texas Academic Skills Council, she served as co-chair of the TASP Reading Committee. She is the Director of the Learning Center at South Plains College in Levelland and has been involved in academic support services for community college students for the last ten years.
A wise investment...

Here are some of the ways TJCTA has served its members...

- Expended more than $45,000 in attorney's fees to provide expert legal advice to 49 members from 33 campuses
- Provided formal testimony before committees of the Texas Legislature on 18 occasions
- Was the only professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed a Legislative Update apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 51 campuses
- Responded to requests for advice and information from members of governing boards at 9 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 21 community junior college campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the largest meeting of community junior college educators in the nation, which included...
  - More than 100 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Financial Planning for College Teachers"
  - A session on development and implementation of televised instruction
  - A seminar for retired and "soon-to-be-retired" educators
  - A placement center offering information about professional staff openings
  - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance
POLITICAL ACTION COMMITTEE FORMED

A new statewide political action committee has been formed to promote the interests of the state's public community junior colleges. Formation of the Junior and Community College Political Action Committee (JACC-PAC) follows years of discussions by junior college presidents, trustees, and faculty leaders concerning the advisability of organizing a PAC.

The JACC-PAC steering committee is composed of 19 members: six faculty members, six presidents, six trustees, and Austin attorney Don Adams. The six faculty members on the steering committee are Barbara Blair, history instructor at Southwest Texas Junior College; Cathryn Cates, biology instructor at Tyler Junior College; David Clinkscale, government instructor at Tarrant County Junior College-South Campus; Brian Dilla, government instructor at Odessa College; Emmeline Dodd, biology instructor at College of the Mainland; and Scott Nelson, political science instructor at North Harris County College-East Campus.

Junior college presidents serving on the PAC steering committee are Jimmy Goodson, Victoria College; Luther Bud Joyner, Cooke County College; Dennis F. Michaelis, McLennan Community College; George T. Miller, Amarillo College; Carl Nelson, Texarkana College; and Larry Stanley, College of the Mainland. Trustees appointed to the steering committee are Roland Bassett, Galveston College; Margaret Reynolds, Collin Community College; Bill Schaffer, Temple Junior College; Jeannene Smith, El Paso Community College; and H. Wayne Smith, Northeast Texas Community College. An additional trustee is to be named later.

According to its bylaws, the PAC is organized for the purposes of "receiving and accepting contributions from the friends and employees of the Texas public junior or community colleges" and supporting the "nomination and election of candidates to Texas state offices who seek...to further the mission, goals, and objectives of community colleges."

While all six faculty members of the PAC steering committee are active TJCTA members, there is no official relationship between TJCTA and the political action committee.

FACULTY SALARIES INCREASE SLIGHTLY

Faculty salaries at Texas public community junior colleges increased about 5 percent statewide in 1989-90 over the preceding academic year. While several colleges increased their salary schedules by more than 5 percent, a few provided lower increases and two made no increases at all. These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association.

The largest salary increase came at Angelina College, where the salary schedule was raised by about 10 percent. Increases of between 7 and 8 percent were granted at the Alamo Community College District, Clarendon College, and Houston Community College. Over the past five years, Hill College and Angelina College have increased faculty salaries by more than 20 percent.

TJCTA officials stressed that changes in salaries are based on changes in salary schedules and do not reflect additional increases as faculty members advance in placement or professorial rank.

This is the thirteenth consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state's public two-year colleges. All 49 community junior college districts participated in this year's study. South Plains College and Victoria College reported that they have no adopted faculty salary schedules. Several other districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

TJCTA officials are concerned about reliability of the data. "The TJCTA study is generally recognized as the most reliable compilation of salary data available," said TJCTA state president Emmeline Dodd. She pointed out that the TJCTA survey is based on institutional salary schedules, allowing for greater objectivity. "Ours is the only study that permits valid comparisons among the several college districts. We believe it is important to collect and report data accurately. When comparisons are made using the TJCTA study, it can be assumed that one is comparing 'apples with apples,'" Ms. Dodd said.

The TJCTA study is much more accurate for comparison purposes than those which report "average budgeted salaries." In those surveys—like the one published annually by the Texas Higher Education Coordinating Board—the older colleges have a distinct advantage over the districts formed within relatively recent years, since large numbers of veteran faculty members are placed at the higher end of the salary schedule, thus "loading" the study in favor of the long-established schools.

The tabular report of this year's TJCTA salary study appears on pages 6-7 of this issue of the Messenger. A table comparing salaries for the past five years appears on page 8.

FACULTY PURCHASING POWER GAINS SLIGHTLY ON INFLATION

The table below shows the changes in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 4.8 percent for 1989 over 1988.

<table>
<thead>
<tr>
<th>State Average Salaries-Master's Degree</th>
<th>1988-89</th>
<th>1989-90</th>
<th>Percent Increase</th>
<th>Change in Purchasing Power</th>
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</thead>
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<td>First Year</td>
<td>$22,658</td>
<td>$23,809</td>
<td>5.08%</td>
<td>+ 0.28%</td>
</tr>
<tr>
<td>Sixth Year</td>
<td>24,979</td>
<td>26,225</td>
<td>4.99%</td>
<td>+ 0.19%</td>
</tr>
<tr>
<td>Eleventh Year</td>
<td>27,147</td>
<td>28,451</td>
<td>4.80%</td>
<td>--</td>
</tr>
</tbody>
</table>
PRESIDENT'S MESSAGE

I hope you had an enjoyable break between semesters, and I'm sure you're excited about getting ready for the opening of the spring term.

We know that the decade of the '90s is going to be filled with new and interesting challenges. Every element of education, from pre-kindergarten through post-graduate study, will be called upon to demonstrate its value and effectiveness. We can let ourselves be overwhelmed by the severity of the problems and the complexity of the issues confronting us as educators—or we can rise to the occasion and greet the challenges of the new decade as exciting opportunities for personal and professional growth.

Our association will continue to provide positive and constructive leadership as we strive together to understand the issues, solve the problems, and seize the opportunities of the '90s.

I'm delighted to report that TJCTA has never been stronger! Last summer in the leadership retreat and at the workshop for campus representatives, I urged us to set a goal for an all-time record membership. As this issue of the Messenger goes to press, our membership is already the highest it has been in five years. There is every reason to expect that when this year's convention is over, we will have set a new record membership! Thirty-eight campuses have already enlisted more members than last year, and 17 campuses have equalled or exceeded their previous highest membership totals. I express my personal thanks to all of the campus representatives who have worked hard and enthusiastically to attain this goal.

Next month's TJCTA convention in San Antonio promises to be another record-setting event. By the time you read this, more than 900 hotel rooms will have been reserved. (Rooms are still available, however.) More than 100 exhibit spaces have been rented. Excellent programs have been planned for section meetings, seminars, and general sessions. Requests for four new section meetings were approved last month by the Executive Committee. Meetings will be planned for associate degree nursing, court reporting, fashion merchandising, and radio and television production. The four groups will meet this year on a "trial basis," to determine whether or not there is sufficient interest to justify meetings in future years.

Be looking for your convention issue of the Messenger for detailed program information. (But don't wait too long to make travel plans and reserve hotel accommodations!)

I'm looking forward to the convention, and I hope to see you there.

Emmeline Dodd

CONVENTION GENERAL SESSION SPEAKERS

Speakers at the two general sessions of next month's TJCTA convention will be James "Doc" Blakely, a full-time professional speaker, and Austin attorney Sarah Weddington. Dr. Blakely will speak at the first general session, Thursday, Feb. 15, at 7:30 p.m., and Dr. Weddington will address the general session at 2:00 p.m., Friday, Feb. 16.

Dr. Blakely is a nationally-prominent humorist, author, and syndicated columnist, highly popular as a convention banquet speaker.

Dr. Weddington served three terms in the Texas House of Representatives (1973-1977), then was named general counsel for the U. S. Dept. of Agriculture during the administration of President Jimmy Carter. From 1978 to 1981, she served as Assistant to the President, with offices in the White House, where she directed work on women's issues and organized information sessions for top state leaders. From 1983 to 1985, she was the top lobbyist in Washington, D. C. for the state of Texas as director of the Office of State-Federal Relations.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1990 convention in San Antonio.

Suggestions should be received by Feb. 1, 1990, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee, February 1990, priority consideration will be given to proposals submitted in advance of the meetings.

Proposed resolutions should be sent to:

Henry Castillo, Chairperson
TJCTA Resolutions Committee
Temple Junior College
2600 South First Street
Temple, Texas 76504

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EMMELINE DODD
President

CHARLES L. BURNSIDE
Editor-Executive Secretary
Lawrence Bell, Tarrant County Junior College—Northeast Campus, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1990-91. The committee met in Dallas on Nov. 11, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are Gaynell S. Gainer and Steve Dutton. Mrs. Gainer has served since 1972 as instructor and chair of the radiography department at Houston Community College.

Candidates for vice president are Marilyn Lancaster and Evelyn Frank Burns. Since 1980, Mrs. Lancaster has taught developmental English at Western Texas College. Mrs. Burns has served since 1972 as instructor and chair of the radiography department at Houston Community College.

Candidates for secretary are Brian K. Dille and David M. Castles. Mr. Dille has been a member of the political science faculty at Odessa College since 1978. Mr. Castles, instructor of government at Kilgore College since 1970, has chaired the social sciences department since 1975.

Nominees for the office of treasurer are Scott A. Nelson and Enrique K. Chamberlain.

Nominees for the office of treasurer are Scott A. Nelson and Enrique K. Chamberlain. Dr. Nelson has been on the political science faculty at the East Campus of the North Harris County College District since 1984. From 1977 to 1984, he taught government at Kilgore College. Dr. Chamberlain has been with the library services staff of the Dallas County Community College District since 1967. Since 1977, he has been director of library services at North Lake College.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the Messenger.

The election will be conducted during the annual convention, Feb. 16. Officers’ terms will begin April 1, 1990, and end March 31, 1991. Absentee voting will begin in late January, under arrangements outlined below.

In addition to Mr. Bell, members of the TJCTA Nominating Committee this year are Jean Page, El Centro College, vice chairperson; Doris M. Huijbregtse, Howard College, secretary; Doris D. Burbank, Alvin Community College; Jayne E. Duryea, Bee County College; Frank L. Graves, Jr., Wharton County Junior College; and Mary R. Parker, Austin Community College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1990-91 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention." In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION REQUEST FOR ABSENTEE BALLOT

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1990-91.

Member’s Signature ____________________________

PRINT Name ____________________________

College ____________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 7, 1990. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 13, 1990. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
Election Season Approaches: Major State Candidates Comment on Two Key Issues

Scott A. Nelson
North Harris County College-East Campus
Chairperson, TJCTA Legislative Committee

Count on it! Important political changes are coming to Austin. More than at any other time in recent memory, statewide incumbents are stepping down or competing for different offices in a game akin to musical chairs. And that means new realities for the community junior colleges of Texas.

The most crucial races for educators include those for the Texas Legislature, Governor, and Lieutenant Governor.

The Legislature controls the purse strings of higher education in Texas, where junior colleges find themselves in competition with other worthy programs—from public education to mental health care to prisons. Incumbents tend to be re-elected, but there is also an astounding amount of “voluntary” turnover, where experienced members exit for other careers. There will be many new faces.

The impact of the Governor on junior colleges was recently dramatized by the veto by Gov. William P. Clements, Jr., of state appropriations for junior college employees health insurance premiums following the 1987 legislative session. While TJCTA worked successfully to achieve a very favorable “restoration” of the vetoed funds during this year’s session of the Legislature, the veto served notice that it matters who gets elected. Gov. Clements is retiring. The new candidates deserve careful scrutiny.

Lieutenant Governor Bill Hobby is also stepping down, after many years of potent leadership as the presiding officer of the Texas Senate. According to most observers, this post allows more direct control over actual lawmaking than the office of Governor. At the very least, the Lieutenant Governor is invariably a major participant in the final negotiations over general appropriations.

As a tax-exempt organization, TJCTA does not make political endorsements. Nevertheless, we thought it appropriate in this crucial election season to help members evaluate the candidates as the primaries approach. We asked each of the announced candidates for Governor and Lieutenant Governor—in both Democratic and Republican primaries—to respond to two questions that are of critical importance to the state’s two-year colleges.

Among Democrats, Jim Mattox and Ann Richards, candidates for Governor, and Bob Bullock, candidate for Lieutenant Governor, responded. Only former Gov. Mark White failed to respond.

Republican gubernatorial candidates Kent Hance, Tom Luce, and Clayton Williams, and Rob Mosbacher, candidate for Lieutenant Governor, responded to the TJCTA survey. Jack Raines, candidate for Governor, did not respond.

The two questions posed by the TJCTA survey and the candidates’ responses follow:

**QUESTION: The state’s share in the “funding mix” (of state versus local funds) for junior colleges has been dropping in recent sessions of the Legislature. Thus, ad valorem property taxes have been forced to make up the difference, as state appropriations pay proportionately less of the bill. What do you think of this trend? What do you regard as an appropriate mix between state and local funding for junior colleges in Texas?**

**MR. MATTOX:** “The state’s share of the funding mix for junior colleges definitely should not be dropping. A fair formula should be established and maintained. When junior colleges are funded primarily by property taxes, it can allow for superior schools in property-rich areas and underfunded schools in property-poor areas of the state. Students, wherever they live in the state, should have an opportunity for a quality education. However, it is important that local areas provide a significant amount of support for their local schools.”

**MR. HANCE:** “As a former college professor and president of the Texas Tech Chapter of the Texas Association of College Teachers (TACT), I have first-hand knowledge of the challenges facing higher education in Texas. What’s more, I have long respected the important role community junior colleges play in our state’s higher education network. Without a doubt, junior colleges in Texas have faced their share of challenges, both academic and fiscal in nature. During the 1980s, the local share of junior college funding has increased significantly. During the 1982 fiscal year, the local contributions (property taxes) financed 24.8 percent of the total cost of junior colleges. By 1988, that figure had increased to 44.9 percent. But the increase in local governments of junior college contributions has not necessarily been caused by a decrease in state funding. In fact, during the 1982 fiscal year, the state provided $335 million in general revenue funding to junior colleges. For the 1990 fiscal year, the Texas Legislature appropriated $12 million for junior colleges, a $177 million—or 53 percent—increase over 1982 funding levels. Clearly, it is time for extensive legislative debate on the funding of junior colleges to determine an appropriate mix of state and local contributions to this vital segment of higher education. The Texas Higher Education Coordinating Board’s recent report, *Examination of Texas Higher Education Formula Funding Process—1989*, is an excellent springboard for such legislative discussions.”

**MR. LUCE:** “I believe most local communities have reached the ‘choking point’ on ad valorem taxes. Therefore, we must examine carefully how every education dollar is spent to avoid tax increases to local communities. Realistically, if spending on education is to increase the state share must rise.”

**MR. WILLIAMS:** “There seems to be a disturbing trend regarding education in Texas. Our state government continues to give less to education and expect more from it. Let me make my position on this trend very clear. As Governor, I will veto any mandates from Austin that do not carry with them sufficient state funds for implementation, and I will veto any state mandates that make it necessary to raise taxes at the local level.”

**MR. BULLOCK:** “Many property taxpayers in Texas already carry too heavy a burden in supporting local public schools. Increases in the
local property tax obligation to bridge the gap between need and state funding of junior colleges stagggers some communities. And, as with the public schools, the communities who need the two-year college programs the most have the least local resources to support the growing costs. The cost of junior colleges is shifting toward more local support, just to keep up with the growing enrollments. Like it or not, the state is going to have to pick up a little more of the burden—at least in those communities where the tax base is low and need is higher. I'm not saying raise more taxes statewide to ease the local burden of community college costs. I do think the Legislature needs to consider that the current mix of funds—about 46 percent local to 54 percent state—doesn't take into account local costs for debt service or construction. There's no ideal mix for state-local support; that could vary from community to community. But the Legislature needs to look at the role of junior colleges: They offer an educational opportunity for many Texans who can't go directly from public school to college full-time. Because they are accessible, affordable, and flexible, they contribute in a very unique way to the educational opportunities available to students who might not otherwise go past public school. That makes them a valuable Texas commodity. And we need to fund them accordingly."

MR. MOSBACHER: "I am not sure that there is an absolute optimal funding mix between state and local funding for junior colleges. I will say that I don't want to see public education mandates, at either the higher education level or the lower levels, coming out of Austin without regard to their impact on services. Community junior colleges already play a crucial role in meeting the needs of our state's young population. If Texas is to capitalize on the size and youth of our work force, we must have quality programs at all levels of the higher educational system and that means resources from the state to make sure that the job gets done."

QUESTION: What are your views on the "downward expansion" of upper-level universities (which offer junior, senior, and graduate level courses only) to include freshman and sophomore courses? What should be the role of the Texas Higher Education Coordinating Board when local leaders want a "full" university in their area?

MR. MATTOX: "Upper-level universities should offer only upper-level courses. If it is determined by the Texas Higher Education Coordinating Board that an area of the state needs a four-year university, then it is the responsibility of the Texas Legislature to designate and fund such a school. However, it is not wise for the state to create additional four-year colleges until those currently in existence are adequately funded."

MS. RICHARDS: "The Texas Higher Education Coordinating Board should make the final decision about expansion of upper-level universities to include freshman and sophomore courses. Given the state's limited funding resources for education, we cannot afford to duplicate educational services. Careful planning and coordination throughout our education system is critical, and the Coordinating Board is the appropriate body to assess the needs in a given area and to determine when and where expansion is called for. Junior colleges provide opportunities that are not available through four-year universities and serve many students who would not attend a four-year university. We must be careful not to weaken the role of a junior college through unnecessary competition with four-year universities."

MR. HANCE: "The issue of 'downward expansion' is now the subject of considerable review by the Coordinating Board, the Texas Research League, and other respected entities. Their recommendations must be considered before a firm policy in this regard can be formulated."

MR. LUCE: "Generally, I think the existing state educational system is sufficient to meet Texas' needs at the present time. Thus, I would be very hesitant to expand the existing system. The Texas Higher Education Coordinating Board must play a key role in any future structural changes."

MR. WILLIAMS: "The downward expansion of upper-level universities can be a very appropriate way to extend opportunities of higher education to certain communities. However, the advantages of expansion must be weighed against the potential damage that expansion can cause to the local community colleges already in place. Before expansion takes place, leaders of the surrounding communities must agree on what is best for the entire area. As Governor, I will support solutions that are acceptable to all communities and are supported by the Higher Education Coordinating Board."

MR. BULLOCK: "The Texas Higher Education Coordinating Board needs to recognize that junior colleges play a unique role in higher education in this state. Very often, because of family or financial circumstances, many students choose a junior college over a four-year institution as the best way to continue their education after public schooling. I know from personal experience—I might have never gone to college if I hadn't had a junior college in my small hometown. The average age of the junior college student is 27—that says people are going back to school or they're picking up an education between raising a family and holding down a job. They can do that because junior colleges are accessible: they meet these special needs. Before the Coordinating Board allows any further downward expansion—which says strong and students from local junior colleges—they need to examine that trend as part of their ongoing staff study on upper-level institutions. We need to improve the quality and ease the burden of the cost of higher education institutions we already support before we expand. You don't build onto a house if you're already having a hard time keeping the place in repair and meeting the current mortgage. And the Coordinating Board needs to re-evaluate the funding mix for all junior colleges to see if the state's paying its fair share on the mortgage."

MR. MOSBACHER: "We must keep our community colleges strong so they can fulfill their increasingly important role in educating the citizens of Texas. At the same time, we must make all our institutions of higher education as efficient as possible. Before changing the status of any college or university, I would want to (1) be certain we can afford to protect our current investments in higher education and (2) have strong evidence of community support, including financial support, for any change in status."

The first thing to remember is to register to vote, if you have not already done so. This must be done 30 days prior to the election, which means the deadline is Feb. 10 for the March 13 primaries. Under Texas law, voters choose whether they want to vote in the Democratic or Republican primaries. The winners face each other in the General Election in November.
<table>
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<th>COLLEGE DISTRICT</th>
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<th>AFTERTEN CONSECUTIVE YEARS</th>
<th>AFTERFIFTEEN CONSECUTIVE YEARS</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(First Year of Service — No &quot;Step&quot; Increases)</td>
<td>(Sixth Year of Service)</td>
<td>(Eleventh Year of Service)</td>
</tr>
<tr>
<td></td>
<td>CERTIFICATE DEGREE</td>
<td>ASSOCIATE DEGREE</td>
<td>BACHELOR DEGREE</td>
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<tr>
<td></td>
<td>$2,127.00</td>
<td>$3,237.00</td>
<td>$4,370.00</td>
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<tr>
<td>Alvin College</td>
<td>26,000.00</td>
<td>26,800.00</td>
<td>26,800.00</td>
</tr>
<tr>
<td>Amarillo College</td>
<td>26,000.00</td>
<td>26,800.00</td>
<td>26,800.00</td>
</tr>
</tbody>
</table>

TX. JUNIOR COLLEGE TEACHERS ASSOCIATION
SURVEY OF FACULTY SALARIES - TEXAS PUBLIC COMMUNITY COLLEGE JUNIORS - 1989-90
(SOURCE: Institutional responses to TJCMA questionnaire and official salary schedules)

NOTES: *Reported salaries do not include compensation for academic rank: Alamo Community College District ($484 for Associate Professor, $607 for Professor); Amarillo College District ($570 for Associate Professor, $610 for Professor; and $680 for Professor); Del Mar College District ($700 for Associate Professor, $800 for Professor, and $900 for Professor).
*Wharton County Junior College: Reported salaries do not include cost-of-living adjustments which were granted but not made as part of the salary schedule.

1. PAGE #331
REQUEST FOR BANQUET TICKETS

Please send $20 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 15, 1990, at the Marriott Rivercenter Hotel in San Antonio.

My check in the amount of $ , payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 13, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferrable.)

[ ] Hold ticket(s) to be picked up at the convention registration desk under my name.

[ ] Mail ticket(s) to me at the address shown below.

Name:
Address:

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 9 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 43rd annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 15, the event will be held in the Grand Ballroom of the convention headquarters hotel, the Marriott Rivercenter, in San Antonio.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Featured speaker for the convention’s opening session will be James “Doc” Blakely, noted humorist, author, and full-time professional speaker of Wharton. “Humorous,” “witty,” “down-to-earth” are terms frequently used to describe Dr. Blakely. He has traveled extensively throughout the United States and in New Zealand, New Zealand, delivering messages of inspiration and success rekindled with his brand of good, clean humor.

Dr. Blakely received his bachelor’s degree from Sam Houston State University and earned the master’s and Ph.D. degrees from the University of Missouri. Prior to embarking on his present career as a full-time platform speaker, he taught agriculture at Wharton County Junior College. He is a private pilot, syndicated columnist, and consulting editor for Prentice-Hall. In 1978, Dr. Blakely was elected by his peers to the 2,500-member National Speakers Association Hall of Fame. He has written and co-authored several books, the latest of which is How the Platform Professionals Keep ‘Em Laughin’. In 1984, the Nightingale-Conant Corporation released a two-volume album entitled The Executive’s Treasury of Humor, featuring “Doc” Blakely as one of the top 12 humorists in America.

Commenting on the selection of Dr. Blakely as the opening session speaker, TJCTA State President Emmeline Dodd pointed out that the very full convention agenda includes well over 100 separate meetings and seminars with serious topics for discussion. “We felt it would be good to start this year’s convention on a light note, with a humorous and entertaining speaker, since there will be plenty of time for more serious presentations during the remaining two days of the convention,” Ms. Dodd said.

Tickets for the banquet will be sold for $20 and must be purchased in advance. Banquet tickets will not be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 9.

For those unable to attend the banquet but who wish to hear Dr. Blakely’s address, limited seating will be available in the Marriott Rivercenter’s Grand Ballroom at 8:00 p.m.
### COMPENSATION FOR PART-TIME INSTRUCTORS

**TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES**

1989-90

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U.S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

<table>
<thead>
<tr>
<th>College District</th>
<th>Compensation for One 3-Hour Course</th>
<th>Rank 1-49</th>
<th>Additional Pay for Advanced Hours or Degree</th>
<th>Additional Pay for Teaching Experience</th>
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<td>Bee County College</td>
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<tr>
<td>Blinn College</td>
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<tr>
<td>Brazosport College</td>
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<tr>
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<td>No</td>
</tr>
<tr>
<td>Clarendon College</td>
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<td>No</td>
<td>No</td>
</tr>
<tr>
<td>College of the Mainland</td>
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<td>23</td>
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<td>Collin County Community College</td>
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<td>Frank Phillips College</td>
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<td>Odessa College</td>
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<td>33</td>
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<td>No</td>
</tr>
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<td>Panola Junior College</td>
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<td>29</td>
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</tr>
<tr>
<td>Paris Junior College</td>
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<td>No</td>
</tr>
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<td>Ranger Junior College</td>
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<td>South Plains College</td>
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<td>No</td>
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<td>Tarrant County Junior College Dist.</td>
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<td>Temple Junior College</td>
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<td>Texarkana College</td>
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<td>Texas Southmost College</td>
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<tr>
<td>Trinity Valley Community College</td>
<td>900</td>
<td>37</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tyler Junior College</td>
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<td>No</td>
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<tr>
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<tr>
<td>Wharton County Junior College</td>
<td>1,200</td>
<td>11</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Mean Salary** $1,091  **Median Salary** $1,100

---

### PART-TIME FACULTY PAY INCREASES SLIGHTLY

Part-time faculty at Texas community junior colleges received pay raises of approximately 4.5 percent for 1989-90 over the preceding academic year, according to the study conducted by the Texas Junior College Teachers Association. Based on information provided by the 49 public two-year college districts, average pay for a part-time instructor teaching one three-hour history course is $1,091 this year compared with $1,043 in 1988-89.

The TJCTA study continues to show a wide range of compensation for, apparently, the same work: an instructor is paid $700 at Ranger Junior College, while at Blinn College an instructor teaching the same course is paid $1,800—a difference of more than 150 percent.

The largest increase for the current year came at Kilgore College ($1,112 this year compared with $900 last year). Sizeable increases were also granted at Howard College, Midland College, Paris Junior College, Temple Junior College, Odessa College, and Angelina College.

The TJCTA survey also reveals that only 12 colleges pay part-time instructors more than $900 last year. Sizeable increases were also granted at Howard College, Midland College, Paris Junior College, Temple Junior College, Odessa College, and Angelina College.

### MEMBERSHIP SERVICES

**COMMITTEE REPORTS DISCOUNT POSSIBILITIES**

There are several reduced rate opportunities available to TJCTA members simply for the asking.

By calling 1-800-HOLIDAY and asking for their “Great Rate,” members may receive discounts from 30 to 50 percent at certain Holiday Inns.

Members may get rooms for $29 to $34 at La Quinta Inns by calling 1-800-5900 and asking for their “Support Texas Discount.”

All discounts may vary due to location, season, and specific management. Normally, discounts may not be used in connection with other promotions, and discounts usually are not available for groups or conventions. The number of “discounted” rooms is frequently limited.

Callers should remember to identify themselves as TJCTA members when inquiring about discounts, wholesale purchases, car rentals, or hotel accommodations.
HEALTH INSURANCE COSTS: OUT OF SIGHT AND SOARING!

Probably the single most critical issue facing employees at Texas community junior colleges is the skyrocketing cost of health insurance. Small comfort comes from realizing that the crisis has hit all workers and all employers—public and private—and has become a major national problem. And little relief is offered by reports that a bipartisan national committee are studying the issue. What is clear is that costs of health care—and, therefore, health insurance—are soaring and are apparently out of control. Nationwide, the health bill is rising at 10.5 percent annually, more than twice the rate of inflation generally. And, as pointed out in a recent issue of U.S. News & World Report, neither government nor private industry wants to foot any more of the bill, "and each seeks to shift costs to the other."

Unsurprisingly, the average citizen is caught in the middle."

The grim reality and complexity of the problem are hitting Texas two-year college employees hard. The Texas Higher Education Insurance Program was created in 1977, with state appropriations at $15 per month for eligible employees. State funding for the program currently provides $130 per month for employees covering only themselves with the group program, and $155 per month for employees choosing to include coverage for their spouses and dependent children. The state contributions are scheduled to increase in September 1990 to $150 for employee-only coverage and $200 for employee and dependent coverage. Despite steady and fairly substantial increases in state appropriations, funding has simply not kept pace with rising costs of insurance coverage.

There's no shortage of theories concerning who's to blame for the crisis. If an election were held, probably the insurance companies would be "elected" to bear the brunt of responsibility. For its part, the insurance industry points to huge increases in hospital charges and fees charged by physicians and other health care providers. "The problem," according to Melanie Marsh, spokesperson for the Health Insurance Association of America, "is Americans' insatiable appetite for health care." And there are those who relate accounts of abuses by insured workers ranging all the way from frequent visits to doctors' offices by chronic hypochondriacs to scandalous claims for unnecessary medical and surgical procedures.

No simple solution appears in sight. At least for the short term, it appears likely that insurance costs will continue to rise and levels of coverage will probably decrease. Individual and family deductibles probably will increase, and co-insurance amounts after deductibles have been met might also rise.

In the long run, some are predicting that by the close of the decade some form of national health insurance will be inevitable. "More and more business people are not just whispering but talking out loud about making health-care financing a government responsibility," said Chrysler Corp. Chairman Lee Iacocca in the bulletin of the American Association of Retired Persons. Without more and perhaps louder talking out loud about making health-care financing a government responsibility, the Texas Higher Education Insurance Program will cost $241 per month in 1995, while employee and dependent coverage will cost $241 per month in 1995, while employee and dependent coverage will cost $1,114.

RETRIEVAL PLANS TO BE STUDIED

In addition to studying the health insurance programs for employees of the state of Texas and public institutions of higher education, the Joint Select Committee on Employee Benefits is charged with studying "issues relating to the structure, administration, and financing of employee retirement systems."

Undoubtedly, a major concern of the committee will be the state's contribution to the Optional Retirement Program. More than three-fourths of the public community junior college educators eligible to do so have chosen to participate in ORP instead of the state's Teacher Retirement System. Since 1984, the state ORP contribution rate has been higher than the rate contributed to the defined benefits plan of the TRS. Presently, the state contributes 8.5 percent of gross pay for ORP participants and TRS members. TJCTA representatives will continue to work against any recommendations to reduce state ORP contributions.
CLAIMS OUTPACE PREMIUMS AT JUNIOR COLLEGES

1990 CONVENTION
SCHEDULE ANNOUNCED

During 1987-88, almost 20,000 employees and retirees at Texas public community junior
colleges were covered under provisions of the Tcxas Higher Education Insurance Program.
In that year (the last period for which data are available), almost $28 million was paid in
health insurance premiums, while claims and retention charges totaled nearly $30 million.
Premiums, claims, retention charges, and the experience ratios for the 49 college districts
arc shown in the table below.

The general format for the February
1990 TJCTA convention has been released. A detailed program will appear

TEXAS HIGHER EDUCATION COORDINATING BOARD

senger in January. Except for a few

Texas Higher Education Insurance Program
Group Health Insurance Audit Report-1987-88
Public Community Junior Colleges

special tours arranged for some of the
section meetings, all convention activities will be held in the Marriott River-

in a special convention issue of the Mes-

College District

Total
Participants

Alamo Community College District
Alvin Community College
Amarillo College
Angelina College
Austin Community College
Bee County College
I3linn College
13razosport College
Central Texas College

Cisco Junior College
Clarendon College
College of the Mainland
Collin County Community College
Cooke County College
Dallas County Community College
Del Mar College
El Paso Community College
Frank Phillips College
Galveston College
Grayson County College
I lill College
I louston Community College
lloward College
Kilgore College
Laredo Junior College
Lee College
McLennan Community College
Midland College
Navr.i-ro College

North Harris County College
Northeast Texas Community College
Odessa College
l'anola College
Paris Junior College
Ranger Junior College
San Jacinto College District
South Plains College
Southwest Texas Junior College
Tanant County Junior College
Temple Junior College
Texarkana College
Texas Southmost College
Trinity Valley Community College
Tyler Junior College
Vernon Regional Junior College
Victoria College
Weatherford College
Western Texas College
Wharton County Junior College
Total

1,589
247
471
141

667
229
348
153

1,728
121

78
280
145
136

2,305
434
820
99
166

286
92
902
272
405
430
324
380
216
179
421

75
421
100

206
83

527
324
195

1,265
168

266
355
281

410
142

210
117
123

237
19,569

Total
Premiums

Total
Incurred
Claims

S 1,910,477.00 S 1,848,241.00
399,563.00
582,652.00
716,812.75
709,469.39
181,747.00
247,718.00
341,320.61
379,251.13
327,396.00
398,956.00
500,753.00
434,760.00
280,695.55
239,936.46
1,507,779.00' 1,251,053.00'
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243,336.00
100,329.00
98,603.00
396,977.54
429,301.37
190,732.00
276,578.00
208,155.96
197,960.07
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712,752.00
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255,150.00
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506,129.00
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303,963.00
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580,643.00
500,008.00
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533,589.00
553,969.00
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718,431.00
203,085.94
165,749.19
370,613.80
332,522.00
167,933.58
225,093.34
278,662.98
162,359.04
200,585.00
212,667.00
S 27,731,799.61 $ 27,417,184.02

Total
Retention Experience
Charges
Ratio
S

171,021.00
63,930.00
42,110.35
13,958.00
46,007.03
60,986.00
55,200.00
39,346.00
85,718.00'
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17,427.00
54,214.56
43,111.00
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35,182.00
40,512.00

38,772.00
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10,948.00

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98,617.00
9,925.03
129,379.00
33,074.00
37,084.00
26,444.00
96,040.82
28,209.20
76,569.00
98,180.00

30,722.00
83,346.00
62,941.00
57,087.00

106%
162%
105%
144%
125%
140%

center Hotel in downtown San Antonio.

An abbreviated schedule appears below:
THURSDAY, FEBRUARY 15, 1990
9:00 a.m. 5:00 p.m. Special Meetings (to be
announced)
12:00 Noon-10:00 p.m.Convention Registration
1:00 - 4:00 p.m.
Committee Meetings, as

called by Committee

98%
99%
89%

4:00 - 5:00 p.m.

137%
116%
122%
168%

6:30 - 7:30 p.m.
7:30: 9:30 p.m.

95%
105%
99%
123%
82%
169%
182%

Chairpersons
Committee, Resolutions

Committee, and Committee Chairpersons
Informal Reception

BANQUET AND FIRST
GENERAL SESSION

FRIDAY, FEBRUARY 16, 1990
Financial Planning Seminar (repeated at 12:30

7:30 - 8:45 a.m.

P.m.)

7:30 - 8:45 a.m.

Professional Development Seminar (rePeated
at 12:30 p.m.)

118%

8:00 a.m. 5:00 p.m. Convention Registration

90%
165%
94%
99%
139%
86%
70%
100%
126%
148%
96%
81%
158%

8:00 a.m. - 5:00 p.m. Exhibits Open
8:00 a.m. - 5:00 p.m. Polls Open (Election of

115%

91%
89%
157%
117%

46,088.00
41,983.40
23,621.59
33,414.00

102%
74%
116%
100%
82%
102%
159%
67%
123%

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108%

Officers)

9:00 - 10:30 a.m.

3 6

Section Meetings for

Some Sections (visit to
exhibits for others)

10:45 a.m.-12:15 p.m.Section Meetings for Re12:30

1:45 p.m.

maining Sections (visit to
exhibits for others)
Financial Planning Semi-

nar (repeat of 7:30 a.m.
presentation)
12:30 - 1:45 p.m.

Professional Development Seminar (repeat of
7:30 a.m. presentation)

2:00 - 4:00 p.m.
4:15 5:45 p.m.
4:15 - 5:45 p.m.

SECOND GENERAL
SESSION
Retirement Seminar

Other Special Meetings

(to be announced)
9:00 p.m. - 1:00 a.m. Dance for TJCTA Mombers and Invited Guests
(admission by convention registration badge)

SATURDAY, FEBRUARY 17, 1990
8:00 - 11:30 a.m.
8:00 - 11:30 a.m.
9:00 - 10:15 a.m.

Convention Registration

Exhibits Open

Section Meetings for

Some Sections (visit to

exhibits for others)

10:30 - 11:45 a.m.

Section Meetings for Remainings Sections (visit
to exhibits for others)

11:45 a.m.
I Central Texas College figures include data for group Itfe and accidental death and dismemberment insurance.
2 Thmple Junior College basic plan is a I Ica 1th Maintenance Organiution.

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Meeting of Executive

Adjournment

12:00 Noon - 3:00 p.m.Special Meetings (to be
announced)


MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 43rd annual convention, Feb. 15-17, 1990, in San Antonio, are encouraged to reserve hotel accommodations early. A block of 1,100 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

Headquarters hotel for the 1990 meeting is the San Antonio Marriott Rivercenter, located at Bowie and Commerce Streets. With the exception of a few “field trips” for some of the section meetings, all convention activities will be held in the Marriott Rivercenter. Overflow housing has been arranged at the Menger Hotel, adjacent to the Rivercenter Mall—and only a 2-minute walk from the Marriott. (Additional overflow housing at the LaQuinta Motor Inn has already been sold out.)

Hotel accommodations may be reserved by completing the form below and mailing it to the hotel at which reservations are desired. The reservation form should not be sent to the TJCTA State Office, as that will only delay processing. Reservations by telephone are not advised.

Reservations will be processed as they are received, on a first-come, first-served basis. If accommodations are not available at the member’s first choice hotel, the form will be forwarded to the other property and the member will be notified.

---

**TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION**  
43rd Annual Convention — San Antonio, Texas — February 15-17, 1990  
**HOTEL RESERVATION FORM**

---

**INDICATE HOTEL PREFERENCE. MAIL FORM DIRECTLY TO PREFERRED HOTEL.**

☐ Marriott Rivercenter Hotel — 101 Bowie Street — San Antonio, Texas 78205  
☐ Menger Hotel — 204 Alamo Plaza — San Antonio, Texas 78205

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Please reserve ___ room(s) of the type(s) indicated below:

<table>
<thead>
<tr>
<th>Check accommodations desired</th>
<th>Marriott Rivercenter Rates</th>
<th>Menger Hotel Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Single Room (1 person)</td>
<td>$ 87</td>
<td>$60 - $70</td>
</tr>
<tr>
<td>____ Double Room (2 persons)</td>
<td>$100</td>
<td>$70 - $80</td>
</tr>
<tr>
<td>____ Triple Room (3 persons)</td>
<td>$115</td>
<td>$80</td>
</tr>
<tr>
<td>____ Quad Room (4 persons)</td>
<td>$125</td>
<td>$80</td>
</tr>
</tbody>
</table>

Arrival Date: Feb. ___, 1990  
Arrival Time: * ___ ___ .m.  
Departure Date: Feb. ___, 1990

(Marriott Rivercenter check-in time is 4:00 p.m.; check-out time is 12:00 Noon. Menger Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

* Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night’s lodging.

☐ Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with the following credit card:

Type: __________ Number: __________ Expiration Date: __________

**IMPORTANT INFORMATION:** The Marriott Rivercenter Hotel and the Menger Hotel are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler’s checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name: __________ Phone: A/C: _______ __________

Address: __________ City: __________ State: __________ ZIP: __________

ROOM(S) WILL BE OCCUPIED BY:

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Dr. James West Davidson will be speaking to the history section of the TJCTA on Friday at 10:30am.
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The President’s Message

“Open Doors...Open Minds,” this year’s convention theme, obviously refers to the widely proclaimed fact that our public community junior colleges are receptive to all students, whatever their age, race, sex, or educational backgrounds. Further, there is the allusion to the idea that we, as educators in these colleges, are capable of creating new avenues of thought in the “open minds” of students or, at least, of opening some minds that have been restricted or unexposed until this wondrous opportunity of a “college education.” The theme, on the other hand, could refer to the openness of our own minds which is necessary to cope with the results of the open-door policy. The diversity of our students in their education, backgrounds, motivation, and test results on both our own college appraisal tests and on the TASP test challenges each of us to deal with this wide range of need and talent. We must have the open minds to seek new and innovative teaching techniques and to recognize individualized needs early enough in the semester to make a difference.

New semesters, especially in a new decade, have the same clean, promising appeal as a new year, but new semesters are better in their greater abundance. There are multiple opportunities for rebirth in our syllabi as well as our professionalism. Is it possible that in this new decade we could resolve to be better professional educators no matter how many years we have already accrued in this profession? Ernest Boyer, of the Carnegie Foundation for the Advancement of Teaching and a former U. S. Commissioner of Education, said, “An incompetent teacher is even worse than an incompetent surgeon, because a surgeon can only cut up one person at a time.” As educators, we have the opportunity and overwhelming obligation to influence positively and motivate thousands of students so that they become the leaders of this state and country. Skilled teachers, like skilled surgeons, require continuous sharpening of their talents. Where could these abilities be better obtained than from professional development opportunities provided by your professional organization?

This 43rd annual convention of the Texas Junior College Teachers Association is the perfect opportunity for developing yourself professionally. The section chairpersons have planned a smorgasbord of stimulating speakers and program ideas. Names of convention keynote speakers were considered at great length before the two outstanding ones were selected. The exhibits promise to be as numerous and up-to-date as we are accustomed to at this convention. Your mind will be invigorated, but you will also have the opportunity for physical invigoration. If the dance on Friday night is not aerobic enough, there will be scheduled early morning runs and walks and exercise in the fitness facility of the hotel. If you, on the other hand, choose to relax and luxuriate in your unscheduled hours, you will be in the right place. The beautiful city of San Antonio awaits you. The Marriott Rivercenter, the convention headquarters hotel, is absolute elegance. You have told us for years of your eagerness to return to San Antonio as a convention site. Your wish has come true!

The 1990 convention will likely be a fantastic start for the new TJCTA decade. We are expecting the largest number of convention attendees in the history of our organization in the year, hopefully, of TJCTA’s largest membership ever. These record-breaking events will not have occurred by magic. Many individuals have contributed much planning, thoughtfulness, and concern; and I take this opportunity to express heartfelt personal thanks to all who have made this a truly remarkable and memorable year.

As you prepare for an excellent professional development opportunity at this month’s meeting in San Antonio, consider this thought:

Do you covet learning’s prize?
Climb her heights and take it.
In ourselves our fortune lies.
Life is what we make it.
(taken from an autograph book dated 1890)

One hundred years later, I invite you to open your minds as we open the doors to this marvelous, exciting 43rd annual convention of TJCTA.

See you in San Antonio.

Emmeline Dodd

Texas City, Texas
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[Image]
Leadership Experience: TJCTA Professional Development
Educational Background: West Texas State University (BS, 1968; MS, 1972); graduate studies at North Texas State University and West Texas State University.

Professional Experience: Instructor of Science, Adrian ISD (1968-70); Instructor of Science, Dalhart ISD (1972-73); Instructor of Biology, Amarillo College (1973-present); Biological Sciences Department, Amarillo College (Coordinator, 1986-88; Chairperson, 1988-present).

Leadership Experience: TICTA Professional Development Committee (Member, 1988-90; TASP Subcommittee, 1989-90); Chairperson, TICTA Membership Committee (1979-80); Workshop Presenter, Business Technology Chairspersons' Section Meeting (1986); TICTA State Secretary (1976-78); TICTA State Treasurer (1976-77); Member, St. Philip's College (1976-present); Part-time Instructor of Allied Health Education, Southwest Texas State University (1973-76).

Leadership Experience: TICTA Professional Development Committee (Chairperson, 1987-present); SPC Chairperson's Assembly (1983); Texas Society of Radiology Technologists (Area Coordinator, 1987-90); Chair of Educational Alliance (1984); Secretary (1974); Association of Educators in Radiological Sciences (Director-at-Large, 1985-88; Grant Project Director, Recipient, Title III, 1982-85); Project Director/Recipient, Carl Perkins, Coordinating Board Grant (1987); President, Alamo Area Society of Radiography Technologists (1986-88); SPC District Task Force, Role of Chairman (1984-85); SPC Applications and Technology Peer Evaluation Committee (1975-77); Board of Directors, SPC Society of Radiography Technologists (1982-83); JCERT Program Site Visit (1983-present); SPC Professional Development Committee (1987); PEP Practitioner Consultant for American Society of Radiography Technologists (1973).

Additional Information: Recipient of Outstanding Achievement Award, SPC (1979); SPC Teacher Excellence Award (1988); SPC Pipe Professor Nominee (1984-85 and 1989-90); Member, American Society of Radiography Technologists (1973-present); Recipient of Outstanding Zeta Award (1980 and 1989); Chairperson of Entrepreneurial Foundation, Panhellenic Council (1983); Co-Chair M. B. Lowrey Scholarship, SPC (1988); Organizer and Co-Sponsor of Radiography Technologists Diagnostic Imaging Club, Co-Organizer of Zeta Phi Beta Sorority (1984); President, Zeta Phi Beta Sorority (1982-84 and 1984-86); Martin Luther King, Jr., Distinguished Achievement Award Nominee (1984); Member, San Antonio Charter, Delta Kappa Gamma; Black Personnel in Higher Education; National Council of Negro Women.

Additional Information: Assistant Director, High Plains Regional Science Fair (1986-89); Assistant Scoutmaster, Boy Scouts of America (1986-89); Board of Directors, Greater Amarillo Chapter of American Red Cross (1986-present); American Association for the Advancement of Science (1975-88).

CANDIDATES FOR PRESIDENT-ELECT

Gaynell S. Gainer
St. Philip's College

Steve Dutton
Amarillo College

Educational Background: Incarnate Word College (BS, 1962); Southwest Texas State University (MSEd, 1974); additional graduate study: The University of Texas at Austin and Texas A&M University.

Professional Experience: Technical Specialist, Neuropathology, Wilford Hall, Lackland AFB (1966-70); Program Director and Professor of Radiography, Diagnostic Imaging, St. Philip's College (1970-present); Part-time Instructor of Allied Health Education, Southwest Texas State University (1973-76).

Leadership Experience: TICTA Professional Development Committee (Member, 1988-90; TASP Subcommittee, 1989-90); Chairperson, TICTA Membership Committee (1979-80); Workshop Presenter, Business Technology Chairspersons' Section Meeting (1986); TICTA State Secretary (1976-78); TICTA State Treasurer (1976-76); Member, St. Philip's College Faculty Senate (1973-82); President, SPC Chairperson's Assembly (1983); Texas Society of Radiology Technologists (Area Coordinator, 1987-90); Chair of Educational Alliance (1984); Secretary (1974); Association of Educators in Radiological Sciences (Director-at-Large, 1985-88; Grant Project Director, Recipient, Title III, 1982-85); Project Director/Recipient, Carl Perkins, Coordinating Board Grant (1987); President, Alamo Area Society of Radiography Technologists (1986-88); SPC District Task Force, Role of Chairman (1984-85); SPC Applications and Technology Peer Evaluation Committee (1975-present); Alamo Area Society of Radiography Technologists (1989); JCERT Program Site Visit (1983-present); SPC Professional Development Committee (1987); PEP Practitioner Consultant for American Society of Radiography Technologists (1973).

Additional Information: Recipient of Outstanding Achievement Award, SPC (1979); SPC Teacher Excellence Award (1988); SPC Pipe Professor Nominee (1984-85 and 1989-90); Member, American Society of Radiography Technologists (1973-present); Recipient of Outstanding Zeta Award (1980 and 1989); Chairperson of Entrepreneurial Foundation, Panhellenic Council (1983); Co-Chair M. B. Lowrey Scholarship, SPC (1988); Organizer and Co-Sponsor of Radiography Technologists Diagnostic Imaging Club, Co-Organizer of Zeta Phi Beta Sorority (1984); President, Zeta Phi Beta Sorority (1982-84 and 1984-86); Martin Luther King, Jr., Distinguished Achievement Award Nominee (1984); Member, San Antonio Charter, Delta Kappa Gamma; Black Personnel in Higher Education; National Council of Negro Women.

Educational Background: West Texas State University (BS, 1968; MS, 1972); postgraduate studies at North Texas State University and West Texas State University.

Professional Experience: Instructor of Science, Adrian ISD (1968-70); Instructor of Science, Dalhart ISD (1972-73); Instructor of Biology, Amarillo College (1973-present); Biological Sciences Department, Amarillo College (Coordinator, 1986-88; Chairperson, 1988-present).

Leadership Experience: Master Plan Advisory Committee, Texas Higher Education Coordinating Board (1985-present); TICTA State Vice President (1989-90); TICTA State Secretary (1988-89); TICTA Professional Development Committee (Chairperson, 1987-88; Secretary, 1984-87; Member, 1984-88); Member, TICTA Subcommittee on Planning the Conference for Faculty Organization Leaders (1986-87); Member, TICTA Subcommittee on Faculty Role in College Governance (1984-90); Member, TICTA Resolution Committee (1983-84); TICTA Campus Representative (1988-present); President, Amarillo College Faculty Association (1980-81); Amarillo College Faculty Senate (Presidents, 1982-83; Member, 1982-84); Member, 1989-present); President, Amarillo College Election Committee (1977-present); President, Amarillo College Committee for Innovative Scheduling (1989-present); President, Amarillo College Self-Study Committee on Organization and Management Systems (1980-81); President, Amarillo College Committee for Innovative Scheduling (1989-present); President, TICTA Nominating Committee for 1990-91 will be elected during the balloting to be conducted at the convention on Friday, Feb. 16, 1990. Voting will be conducted in the election booth, located in the third floor foyer of the Marriott Rivercenter hotel in San Antonio. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed.

Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session. The Nominating Committee report will be presented at the first general session, Thursday, Feb. 15, at which time floor nominations will be in order.

Only professional members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

PLATEFORM STATEMENTS

TICTA is truly a professional organization and pro members. TICTA should continue to pursue programs that perpetuate excellence and meet the needs of its constituents, regardless of discipline. I have been a member of TICTA since July 17, and I pledge to continue to uphold the goals and objectives of TICTA.

If elected, I will work to:
- ensure that adequate funds be maintained for teachers in higher education through lobbying;
- improve internal TICTA communications and expand membership involvement;
- appoint a cross section of members-at-large to address critical issues, in an informal forum, resulting in problem solving.

—GAYNELL S. GAINER

TICTA does for us what we couldn't do for ourselves individually; our strength is our unity in TICTA.

TICTA is our effective advocate—in Austin and around the state. No other organization stands up and speaks for us as TICTA does.

TICTA has given me much: it has helped me to become a more effective teacher, and TICTA has helped me—all of us—financially as well. I'd like to do more in return.

Through my long service on TICTA committees, I know the organization, its value and its vitality. Because of my experience and my determination to work for the profession through TICTA, I ask for your support.

—STEVE DUTTON
CANDIDATES FOR VICE PRESIDENT

Marilyn J. Lancaster
Western Texas College

Evelyn Frank Burns
Houston Community College

EDUCATIONAL BACKGROUND:
- Texas Tech University (BS Ed, 1975; MS Ed, 1977; postgraduate studies at The University of Texas and Texas Tech University).
- Leadership Experience:
  - TICTA State Secretary (1989-90);
  - TICTA Professional Development Committee (Member, 1988-89; Chairperson, TPSPOD Committee, 1988-89; Chairperson, TICTA English Section, 1983-84; Western Texas College Literacy Committee, 1988-90; TWC Faculty Association Executive Committee, 1986-88; Co-Chair, TWC Faculty Committee, SACS Self-Study, 1987-88; Member, TWC Admissions and Registration Committee, 1986-88; Member, TWC Lone Star Implementation Committee, 1988-89).
- Professional Experience:
  - Technical Specialist, Neurology, University of North Carolina (1962-66); Instructor, Neurology Center, Methodist Hospital, Houston (1967-72); Instructor, Radiology, Houston Community College (1972-present).
- Additional Information:
  - Graduate Student in Higher Education, 1986-present).

David M. Castles
Kilgore College

EDUCATIONAL BACKGROUND:
- University of North Carolina (Certificate, Community College Leadership (AAS, 1974); Midwestern State University (BS, 1978); University of Houston (MSA, 1985).
- Professional Experience:
  - Technical Specialist, Neurology, University of North Carolina (1962-66); Instructor, Neurology Center, Methodist Hospital, Houston (1967-72); Instructor, Radiology, Houston Community College (1972-present).
- Leadership Experience:
  - TICTA Registration Committee (1989-89);
  - TICTA Resolutions Committee (1989-90); TICTA Section Chairpersons (1978-79, 1981-82, 1984-85, 1986-87); President, Houston Community College Faculty Senate (1987-88); Chairman, South Texas Junior College Council for Radiography Programs (1985-present); Project Director, Carl Perkins Coordinating Board Grant (1987-88); Texas Society of Radiologic Technology (Vice President, 1980-82, 1986-87; Coordinator, for Scientific Papers and Exhibits, 1985-87); Faculty Representative, HCCTA Administrative Council (1987-88); Texas Association for Staff, Program, and Organizational Development, Secretory-Treasurer (1985-87); HCCTA Faculty Exchange to Germany (1989); HCCCTP Program Size Visitor (1985-86); HCCCTP College-Wide Internship Committee (1980-81); ASRT Affiliations and Professional Affairs Committees (1986-87); HCCCTP Self-Study Committee; HCCCTP College-Wide Institutional Effectiveness Committee.
- Additional Information:
  - Member, Association of Educators in Radiological Sciences; Member, Houston Chapter Health Education Society; Member, Texas Association of Radiological Technology, Quality Process Trainer, HCCCTP (1988-90).

CANDIDATES FOR SECRETARY

Marilyn J. Lancaster
Western Texas College

Evelyn Frank Burns
Houston Community College

EDUCATIONAL BACKGROUND:
- Texas Tech University (BS Ed, 1975; MS Ed, 1977; postgraduate studies at The University of Texas and Texas Tech University).
- Leadership Experience:
  - TICTA State Secretary (1989-90);
  - TICTA Professional Development Committee (Member, 1988-89; Chairperson, TPSPOD Committee, 1988-89; Chairperson, TICTA English Section, 1983-84; Western Texas College Literacy Committee, 1988-90; TWC Faculty Association Executive Committee, 1986-88; Co-Chair, TWC Faculty Committee, SACS Self-Study, 1987-88; Member, TWC Admissions and Registration Committee, 1986-88; Member, TWC Lone Star Implementation Committee, 1988-89).
- Professional Experience:
  - Technical Specialist, Neurology, University of North Carolina (1962-66); Instructor, Neurology Center, Methodist Hospital, Houston (1967-72); Instructor, Radiology, Houston Community College (1972-present).
- Additional Information:
  - Graduate Student in Higher Education, 1986-present).

David M. Castles
Kilgore College

EDUCATIONAL BACKGROUND:
- Navarro Junior College (AA, 1964); Stephen F. Austin State University (BS, 1966; MA, 1968).
- Professional Experience:
  - Economics teacher, Nacogdoches ISD (1966-67); Government, History, and Economics teacher, Tyler ISD (1967-70); Kilgore College (Government Instructor, 1970-present; Director of Social Sciences, 1975-present).
- Leadership Experience:
  - Chairperson, TICTA Auditing Committee (1988-89, 1989-90); TICTA Nominating Committee (1984-85, 1987-88); TICTA Legislative Committee (1978-84); TICTA Campus Representative (1973-76); President, Kilgore College Employees Association (1984); Vice President, Kilgore College Faculty Club (1976); Intern Staff Member for “P” – Up for Great Teaching (1986); Texas Association for Staff, Program, and Organizational Development (TASPOD) (Representative at Large, 1986; Vice President, 1987; President, 1988)

PLATFORM STATEMENTS

TICTA must continue to be a strong effective voice representing community college interests in Texas. TICTA must send a powerful message to policy makers that community colleges are one of the best investments in the future that Texas can make. As re-elected to the Executive Committee, I will devote the necessary time and energy to help TICTA meet these challenges:
- work with the Legislature and other state agencies for sufficient state funding and other benefits;
- enhance the faculty’s proper role in college governance;
- promote the development of local faculty organizations; and
- increase the effectiveness of our membership recruiting effort.

—BRIAN K. DILLE

TICTA is an organization of which we can all be proud; however, we cannot become complacent in our success. We must continue our commitment to excellence and professionalism. Texas junior and community colleges are facing new challenges in an era of testing, remediation, and accountability. TICTA is the one organization that can articulate our achievements, express our concern, and explain our needs to the legislature and other agencies. If elected, I will work to:
- continue and improve TICTA’s work with the legislature and other state agencies;
- broaden membership services; and
- maintain our commitment to professional standards.

—DAVID M. CASTLES
PLATFORM STATEMENTS

TICTA is the best-run organization of its kind, anywhere. The Treasurer must help ensure that the continued financial soundness of the Association is paramount. In addition, as a prospective member of the Executive Committee, I bring:

- TICTA experience, as a member and Chairperson of the Editorial Review Board, Chairperson of the Legislative Committee (two terms), author and political co-interviewer for the Messenger;
- Professional experience, as a 17-year veteran of the classroom, 13 years in Texas junior colleges—and TICTA;
- Commitment—a gut-level belief in what community colleges do and the right of teachers to be heard and treated as professionals.

—SCOTT A. NELSON

As the only organization dedicated to the welfare of community/junior college professionals in Texas, TICTA has enhanced my professional well-being for the last 15. With active participation on TICTA committees and as college liaison, I can provide experienced leadership dedicated to meeting the challenges of the future. As Treasurer, I will:

- take the initiative in legislative developments, especially those associated with funding for higher education;
- assure the continued financial soundness of TICTA;
- prepare TICTA and its members to meet the professional challenges of the '90s.

—ENRIQUE E. CHAMBERLAIN

CANDIDATES FOR TREASURER

Scott A. Nelson
North Harris County College
East Campus

Enrique K. Chamberlain
North Lake College

EDUCATIONAL BACKGROUND:
North Texas State University (BS, 1972; MS, 1976); University of Houston (Ph.D., 1987); additional graduate work at The University of Texas and the University of Virginia.

PROFESSIONAL EXPERIENCE:
History teacher, San Saba ISD (1977-80); History teacher, Denison ISD (1974-77); Instructor of Government, Kilgore College (1977-84); Adjunct Instructor, The University of Texas at Tyler (1984); Instructor of Political Science, North Harris County College—East Campus (1986-present).

LEADERSHIP EXPERIENCE:
Chairperson, TICTA Legislative Committee (1983-85, 1989-90); Chairperson, TICTA Editorial Review Board (1986-87); TICTA Messenger Political Interviews with Lieutenant Governor Bill Hobby, Governor Ann Richards, Governor Bill Clements, and others (Chairperson, 1986; Vice Chairperson 1985-86; Member 1985-87) Political interviews with Lieutenant Governor Bill Hobby, Governor Ann Richards, Governor Bill Clements, and others (Chairperson, 1986; Vice Chairperson 1985-86; Member 1985-87).

ADDITIONAL INFORMATION:
Secretary, Junior and Community College Political Action Committee (JACC-PAC); Member, Steering Committee (JACC-PAC); published articles on a variety of topics in the TICTA Messenger, the Houston Post, the Houston Law Review, the Texas Observer and Texas Monthly—among others; Guest, National Endowment for the Humanities Seminar (1981); University of Virginia; Delegation to Democratic Convention (1982, 1988); Woodland Hills Elementary School PTA (1985-present).

PROFILES FOR ABSENTEE VOTING

TICTA members who are unable to attend the convention this year may still express their preferences for 1990-91 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention."

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TICTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION REQUEST FOR ABSENTEE BALLOT

TICTA Bylaws, Article III, Section 2: "Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot...."

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1990-91.

Member’s Signature

PRINT Name

College

MAIL THIS FORM TO THE STATE OFFICE: TICTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 7, 1990. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 13, 1990. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
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The opening session of the 43rd annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 15, the event will be held in the Grand Ballroom of the headquarters hotel, the San Antonio Marriott Rivercenter.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention's opening session will be Dr. James "Doc" Blakely, noted humorist, author, and full-time professional speaker, of Wharton. "Humorous," "witty," "down-to-earth," are terms frequently used to describe Dr. Blakely. He has traveled extensively throughout the United States and in Australia, New Zealand, and Canada, delivering messages of inspiration and success riddled with his brand of good, clean humor. Dr. Blakely received his bachelor's degree from Sam Houston State University and earned the master's and Ph.D. degrees from the University of Missouri. Prior to embarking on his present career as a full-time platform speaker, he taught agriculture at Wharton County Junior College. He is a private pilot, syndicated columnist, and consulting editor for Prentice-Hall. In 1978, Dr. Blakely was elected by his peers to the 2,500-member National Speakers Association Hall of Fame. He has written and co-authored several books, the latest of which is How the Platform Professionals Keep 'Em Laughin'. In 1984, the Nightingale-Conant Corporation released a two-volume album entitled The Executive Treasury of Humor, featuring "Doc" Blakely as one of the top 12 humorists in America.

Tickets for the banquet will be sold for $20 and must be purchased in advance. Banquet tickets will not be available at the door. Tickets may be ordered by mail, using the form below. Ticket orders should be received in the TJCTA state office by Feb. 9.

For those unable to attend the banquet but who wish to hear Dr. Blakely's address, seating will be available in the ballroom at 8:00 p.m.

Speaker for the Friday afternoon general session will be Sarah Weddington, an attorney in private law practice in Austin. Dr. Weddington will speak on the convention theme, "Open Doors...Open Minds."

Dr. Weddington graduated from The University of Texas School of Law in 1967. She was in private law practice in Austin from 1971 through 1977 and was certified by the State Bar of Texas as a family law specialist. She argued her first contested case, Roe v. Wade, before the United States Supreme Court, which decided the case in her client's favor in January 1973. She is thought to be the youngest woman ever to win a case in the U. S. Supreme Court.

In 1972, Dr. Weddington became the first woman from Travis County ever elected to the Texas House of Representatives. She served three terms before going to Washington in 1977 to serve in the administration of President Jimmy Carter. In 1977 and 1978, Dr. Weddington was General Counsel for the U. S. Department of Agriculture, directing a staff of 200 attorneys. From 1978 to 1981, she served as Assistant to the President. From her office just above the Cabinet Room in the West Wing of the White House, she directed the Carter administration's work on women's issues and appointments and organized a series of information sessions for top state leaders.

From 1983 to 1985, Dr. Weddington was the top lobbyist in Washington for the state of Texas, serving as Director of the Office of State-Federal Relations.

In addition to her current law practice, Dr. Weddington teaches part-time at The University of Texas at Austin in the Departments of American Studies and Government. Each summer she is a Distinguished Lecturer at Texas Woman's University. Her class, "Women as Leaders," has drawn students from as far away as Iowa.

Dr. Weddington has also had national visibility through the media. From 1981 through 1983, she wrote a monthly column, "Washington Report," for Glamour. Her interview with three First Ladies, Lady Bird Johnson, Rosalynn Carter, and Betty Ford, appeared in the February 1988 Good Housekeeping. She has appeared as a guest on such programs as "Today," "Good Morning, America," and "CBS Morning News."

Dr. Weddington has received numerous honors and awards. Time magazine named her one of the "Outstanding Young American Leaders." Ladies Home Journal presented her with its "Woman of the Future" award. She was selected as one of the ten "Outstanding Women in America" in 1979.

Dr. Weddington's address will be delivered at the convention's second general session, scheduled to begin at 2:00 p.m., Friday, Feb. 16, in the Grand Ballroom of the San Antonio Marriott Rivercenter hotel. She will also be the featured speaker at the Government Section meeting on Saturday morning at 10:30. Her topic at that session will be "Leaders in Training."
TJCTA ATTORNEY TO ADDRESS
PROFESSIONAL DEVELOPMENT SEMINAR

Legal issues affecting community junior college educators will be the topic for discussion at the professional development seminar during the annual TJCTA convention in San Antonio. The seminar will be offered at 7:30 a.m., Friday, Feb. 16, in Conference Room 17 of the convention headquarters hotel, the Marriott Rivercenter; and the presentation will be repeated in the same room at 12:30 p.m., the same day.

Featured speaker will be Frank W. Hill, senior partner in the law firm of Hill, Heard, Oneal, Gilstrep & Goetz, in Arlington. In his prepared remarks, Mr. Hill will discuss major legal topics affecting educators, including academic freedom, First Amendment rights, and property and liberty issues involved in employment matters. Time will be left for questions from the audience.

Mr. Hill holds the bachelor’s degree in English from The University of Texas at Arlington and received his law degree from Southern Methodist University School of Law in 1966. Following graduation from law school, he joined the staff of the Civil Rights Division of the U.S. Department of Justice, with primary responsibilities in the Deep South. In 1969 he returned to Texas and entered the private practice of law. He started his own firm in 1972 and quickly established himself as a specialist in legal matters regarding teachers. His law firm now includes more than 25 practicing attorneys. Mr. Hill has been TJCTA’s attorney since 1973.

Arrangements for the seminar were made by the TJCTA Professional Development Committee, chaired by Thomas L. O’Kuma, Lee College.

HONORS PROGRAMS
TO BE DISCUSSED

A special session on honors programs in community junior colleges has been arranged during the TJCTA convention. The meeting is scheduled from 4:15 to 5:45 p.m., Friday, Feb. 16, in Conference Room 7 of the San Antonio Marriott Rivercenter hotel.

Topic for discussion will be “Honors in the Community College.” A panel of five noted community college honors directors from around the nation will speak. Following remarks by panel members, the meeting will be opened for discussion among the participants. Panelists will include Matt Campbell, Johnson County Community College (Overland Park, Kansas); Dwight Huber, Amarillo College; A. Theodore Kachel, Tulsa (Oklahoma) Junior College; Don VandeWalle, Kansas City Kansas Community College; and David B. White, Glendale (California) Community College.

Brian K. Dille, of Odessa College, made plans for the session. In a letter to college officials, Mr. Dille invited institutions already offering honors courses as well as those contemplating initiating honors programs to send representatives to the meeting in San Antonio.

“UNITY OUT OF DIVERSITY”
IS TOPIC FOR PRESIDENTS

The annual luncheon meeting of the Texas Junior College Association is scheduled for Friday, Feb. 16, from 12:00 Noon to 1:30 p.m., in Conference Room 8 of the Marriott Rivercenter hotel in San Antonio. TJCA is an organization of institutions, represented by each college’s chief administrative officer. The group meets each year in conjunction with the TJCTA convention.

Featured speaker for the session will be Bonnie Crane Hellums, currently a practicing attorney in Houston, and formerly director of student activities at Rice University. Topic of her remarks is “Unity Out of Diversity: The Challenge of Leadership for the ’90s.”

Dr. Hellums earned the bachelor of arts degree in psychology and religion from Southern Methodist University, the master of education in counseling and psychology from the University of Illinois, and the law degree from South Texas College of Law. She is active in numerous professional, civic, and religious organizations. She directs a consulting service which specializes in personal counseling, marriage counseling, sex education, and divorce mediation. She also provides counseling in drug and alcohol abuse cases and presents workshops on codependency.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in San Antonio. Committee member Annie M. Jewett, Tarrant County Junior College—Northeast Campus, serves as chairman of the subcommittee to handle arrangements for staffing and organizing the placement center. Also serving on the subcommittee is John H. Clyburn, Galveston College. Other members of the Membership Services Committee will help staff the center during the convention.

This will be the fourteenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted.

In a joint letter from Mrs. Jewett and TJCTA President Emmeline Dodd, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the third floor foyer of the convention headquarters hotel, the San Antonio Marriott Rivercenter. Hours of operation will be from 8:00 a.m. to 2:00 p.m. on Friday, Feb. 16, and from 8:00 to 11:00 a.m., Saturday, Feb. 17.

TJCTA members who wish to do so are invited to send resumes to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumes and obtain information about potential candidates for staff openings. Resumes should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumes should be mailed in time to be received by Feb. 12. After that date, members may take their resumes directly to the placement center at the convention site.

Following the convention, job listings and resumes of those seeking positions will be returned to the state office for the TJCTA placement/referral service.
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Miller/Jentz  
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Convention Theme:
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THURSDAY—FEBRUARY 15, 1990

8:00 a.m.—5:00 p.m. Special Meetings (to be announced)
12:00 Noon—8:00 p.m. Convention Registration—Third Floor Foyer
1:00-4:00 p.m. Committee Meetings, as called by Committee Chairpersons
4:00-5:00 p.m. Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons—Conference Room 16

6:30-7:30 p.m. Informal Reception—Salon E, Grand Ballroom
7:30-9:30 p.m. BANQUET AND FIRST GENERAL SESSION—Salon E, Grand Ballroom

FRIDAY—FEBRUARY 16, 1990

6:00 a.m. Fitness Walk and Run—Meet in Marriott Rivercenter Hotel Lobby
6:00 a.m. Aerobics—Marriott Rivercenter Hotel Health Center
7:30-8:45 a.m. Financial Planning Seminar—Salon C, Grand Ballroom
(12:30-1:45 p.m.)
7:30-8:45 a.m. Professional Development Seminar—Conference Room 17
(12:30 p.m.)
8:00 a.m.—5:00 p.m. Convention Registration—Third Floor Foyer
8:00 a.m.—5:00 p.m. Exhibits Open—Third Floor
8:00 a.m.—5:00 p.m. Polls Open (Election of Officers)—Third Floor Foyer
9:00—10:30 a.m. Section Meetings for Some Sections
9:00—10:30 a.m. Section Meetings for Remaining Sections
10:45 a.m.—12:15 p.m. Financial Planning Seminar—Salon C, Grand Ballroom
(7:30 a.m. presentation)
12:30—1:45 p.m. Special Meetings (to be announced)

SATURDAY, FEBRUARY 17, 1990

7:00 a.m. Fitness Walk and Run—Meet in Marriott Rivercenter Hotel Lobby
7:00 a.m. Aerobics—Marriott Rivercenter Hotel Health Center
8:00—11:30 a.m. Convention Registration—Third Floor Foyer
8:00—11:30 a.m. Exhibits Open—Third Floor
9:00—10:15 a.m. Section Meetings for Some Sections
10:30—11:45 a.m. Section Meetings for Remaining Sections
11:45 a.m. Adjournment
12:00 Noon—3:00 p.m. Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS
Thursday, February 15, 1990
Marriott Rivercenter Hotel

(Not: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee ...................................... 1:00-3:00 p.m.—Conference Room 13
Legislative Committee ................................................................ 1:00-3:00 p.m.—Conference Room 14
Membership Services Committee ............................................. 1:00-3:00 p.m.—Conference Room 15
Editorial Review Board .............................................................. 1:00-3:00 p.m.—Conference Room 16
Auditing Committee .................................................................... 2:00-3:00 p.m.—Conference Room 16
Resolutions Committee ............................................................... 2:00-3:00 p.m.—Conference Room 15
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons—5:00-6:00 p.m.—Conference Room 16
Ad Hoc Election Committee ....................................................... 9:30-10:00 a.m.—Conference Room 19

SPECIAL MEETINGS
Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 15, 8:00 a.m.—12:00 Noon—Salon D, Grand Ballroom—Chairpersons: Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutions, Texas Higher Education Coordinating Board
Business/Computer Information Processing/OfficE Occupations Division Directors and Chairpersons—Thursday, Feb. 15, 8:30 a.m.—1:00 p.m.—Salon A, Grand Ballroom—Chairpersons: Marilyn St. Clair and Laura Wiggs, Weatherford College
Junior College Student Personnel Association of Texas (JCSPTA)—Executive Committee Meeting—Thursday, Feb. 15, 2:00-3:30 p.m.—Conference Room 5—Larry K. Patterson, Amarillo College, Chairperson
Placement Association of Texas—Friday, Feb. 16, 12:30—1:45 p.m.—Conference Room 17—Larry K. Patterson, Amarillo College, Chairperson
TJCTA Affairs—Friday, Feb. 16, 12:30—1:45 p.m.—Conference Room 18—Larry L. Goode, President of the Texas Junior College Teachers Association
Texas Association for Staff, Program, and Organizational Development (TASPOD), Friday, Feb. 16, 12:30—1:45 p.m.—Conference Room 12—Robert C. Adams, Western Texas College, President
Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 16, 4:15—5:45 p.m.—Conference Room 11—Tommy Thompson, Brookhaven College, President
Workshop Program Networking—Friday, Feb. 16, 4:15—5:45 p.m.—Conference Room 16—Informal discussion for retirees, deceased and spouses of deceased members

TEXAS JUNIOR COLLEGE ASSOCIATION
Annual Luncheon Meeting
Friday—February 16—12:00 Noon—1:30 p.m.
Conference Room 8—Marriott Rivercenter Hotel
Bob E. Riley, Howard College, President
"Unity Out of Diversity: The Challenge of Leadership for the '90s"
Guest Speaker: Bonnie Crane Hellums
Counselor and Attorney-at-Law, Houston

CONVENTION GENERAL SESSIONS
First General Session
Thursday, February 15, 7:30 p.m. .............................................. Grand Ballroom
President ................................................................. Emmerline Dodd, College of the Mainland, President, Texas Junior College Teachers Association
Business Session
ADDRESS ................................................................. JAMES "DOC" BLAKELY

Second General Session
Friday, February 16, 2:00 p.m. ................................................ Grand Ballroom
President ................................................................. Emmerline Dodd, College of the Mainland, President, Texas Junior College Teachers Association
Remarks ................................................................. Nina Schwartz, Collin County Community College, State President, Phi Theta Kappa
Business Session
ADDRESS ................................................................. SARAH WEDDINGTON, Attorney-at-Law, Austin
CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1990 convention:

- **Professional, Associate, Student, and Unaffiliated Members**: $20
- **Immediate Family of Registered Members** (provided the guests are not themselves eligible for professional membership): No charge
- **Guests of the Association**: No charge
  - Program Speakers (not eligible for professional membership): No charge
  - Representatives of Exhibitors (not eligible for professional membership): No charge
- **All Others**: $45

**NOTE**: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOtte: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the “free” time to attend other section meetings and visit the commercial exhibits.)

**ACCOUNTING**
Co-Chairpersons: JAMES D. SLOAN, JR., Austin Community College and CRAIG W. CHRISTOPHERSON, Richland College
Friday, 10:45 a.m.-12:15 p.m.—Conference Room 11
“Unique Approaches to Teaching Accounting,” Carl S. Warren, CPA, Arthur Andersen & Co. Alumni Professor of Accounting, University of Georgia
Saturday, 9:00-10:15 a.m.—Conference Room 11
“Teaching Ethics in the Accounting Classroom,” Kermit D. Larson, Arthur Andersen & Co. Alumni Professor of Accounting, The University of Texas at Austin

**AERONAUTICAL TECHNOLOGY**
Chairperson: WAYNE E. (ED) EADES, St. Philip’s College
Friday, 10:30-11:45 a.m.—Conference Room 19
“Cylinder Remanufacture and the ‘Cermicrome Process,’” Jimmy Tubbs, Vice President for Engineering, Engine Components, Inc., San Antonio
Saturday, 10:30-11:45 a.m.—Conference Room 19
“Aircraft Structural Integrity and Damage Tolerance Analysis,” Mark Reinke, Systems Engineer, Engineering Division, Kelly Air Force Base

**AGRICULTURE**
Chairperson: RANDALL H. WILLIAMS, Vernon Regional Junior College
Friday, 9:00-10:30 a.m.—Conference Room 13
“Ultrasound Applications in Animal Science,” Loma Pelton, Director, Livestock and Carcass Evaluation Service, Ultrasound Division, Texas Agricultural Extension Service, Texas A&M University

**AIR CONDITIONING AND REFRIGERATION TECHNOLOGY**
Co-Chairpersons: WOODROW WILSON and ARTHUR A. PORTER, JR., St. Philip’s College
Friday, 10:45 a.m.-12:15 p.m.—Conference Suite 530
“Look at Yesterday, Today, and Future Amprobe Instrumentation,” Steve Solomon, Manufacturer Representative, Amprobe
Saturday, 9:00-10:15 a.m.—Conference Room 3
“Trane Variable Speed Condensing Unit,” Ray Ince, Jr., Ince Distributing, Inc.

**ART**
Chairperson: DENNY T. FRAZE, Amarillo College
Friday, 9:00 a.m.—12:00 Noon
(NOtte: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)
Saturday, 9:00 a.m.—12:00 Noon
Tours of the San Antonio Art Institute and McNay Museum of Art (Tour of Art Institute led by Bill FitzGibbons, Associate Professor, San Antonio Art Institute)
(NOtte: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)
ASSOCIATE DEGREE NURSING
Chairperson: NAOMI P. BRACK, Amarillo College
Friday, 10:45 a.m.–12:15 p.m.—Conference Room 5
“The Three-Year Master’s Degree Program,” Jeanette Hartshorn, School of Nursing, The University of Texas at San Antonio; and James Sorenson, Incarnate Word College
Saturday, 9:00–10:15 a.m.—Conference Room 5
“National Center for Associate Degree Nursing Education and Service,” Hector H. Gonzalez, Chairperson, Associate Degree Nursing Department, San Antonio College

AUTOMOTIVE SERVICES
Chairperson: EDWARD E. HESTER, JR., Cedar Valley College
Friday, 9:00–10:30 a.m.—Conference Room 2
“The Use of Computers in the Automotive Technology Classroom,” Daniel N. Wickware, Northeast Texas Community College
Saturday, 10:30–11:45 a.m.—Conference Room 2
“Dealing With Hazardous Waste from the Automotive Reactor,” Steve Thomasson, Manufacturer Representative for waste disposal equipment

BIOLOGY
Chairperson: VICTOR O. TREVINO, San Antonio College
Friday, 9:00 a.m.–12:00 Noon
Behind the Scenes Tour at Sea World of Texas (Participation limited to biology faculty; $5.50 admission required at Sea World)
(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)
Saturday, 10:30–11:45 a.m.—Conference Room 8
“Current and Future Techniques in Forensic Analysis and DNA Testing,” Fred S. Zain, Chief Forensic Serologist, Bexar County

BUSINESS ADMINISTRATION
Co-Chairpersons: LENORA I. KURTZ and JANIS L. FOX, Del Mar College
Friday, 9:00–10:30 a.m.—Salon C, Grand Ballroom
“Developing a Truly Competitive Organization: A Top-to-Bottom, Inside-Out Endeavor,” Michael H. Mescon, Regents’ Professor of Human Relations, Georgia State University
Saturday, 9:00–10:15 a.m.—Conference Room 8
“Current and Future Techniques in Forensic Analysis and DNA Testing,” Fred S. Zain, Chief Forensic Serologist, Bexar County

CHEMISTRY
Chairperson: WILLIAM T. HALEY, JR., San Antonio College
Friday, 9:00 a.m.–12:00 Noon
Behind the Scenes Tour at Sea World of Texas—A 90-minute tour of the test labs, training areas, and treatment areas (Participation limited to chemistry faculty; $5.50 admission required at Sea World)
(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:00 a.m., and return at approximately 12:00 Noon.)
Saturday, 10:30–11:45 a.m.—Conference Room 7
“Modern Theory of pH Determination and the Use of Ion-Selective Electrodes in the Laboratory,” Ned Morgan, Regional Manager, Beckman Instruments

COMPENSATORY / DEVELOPMENTAL EDUCATION
Chairperson: FRANCES L. McMURTRAY, San Antonio College
Friday, 10:45 a.m.–12:15 p.m.—Conference Room 6
“Critical Thinking: What Is It Anyhow?”, Richard L. Oliver, Director of Developmental Education, San Antonio College
Saturday, 9:00–10:15 a.m.—Conference Room 6
“Steps to Plan and Develop an Instructional Microcomputer Laboratory,” M. Charlotte Wolf, Professor of Reading and Education, San Antonio College

COMPUTER CENTER DIRECTORS
Chairperson: CHARLES W. (BILL) BANE, McLennan Community College
Friday, 9:00–10:30 a.m.—Conference Suite 542
“Telecommunications: A Primer in Fiber Optics”

COMPUTER INFORMATION PROCESSING
Chairperson: JODANE AUTRY, Collin County Community College
Friday, 10:45 a.m.–12:15 p.m.—Salon C, Grand Ballroom
“Current and Future Techniques in Forensic Analysis and DNA Testing,” Fred S. Zain, Chief Forensic Serologist, Bexar County
Saturday, 9:00–10:15 a.m.—Salon C, Grand Ballroom

COSMETOLOGY
Chairperson: LYDIA R. (BECKY) STAFFORD, San Jacinto College–Central Campus
Friday, 10:45 a.m.–12:15 p.m.—Conference Room 9
Demonstration: Jerry Spivac, New Image Salon Systems
Saturday, 9:00–10:15 a.m.—Conference Room 9
“Neurolinguistics,” Kathleen D. Longshore, NLP Master Programmer and Licensed Professional Counselor

COUNSELING AND STUDENT PERSONNEL SERVICES
Chairperson: MORRIS J. PASCHALL, Brazosport College
Friday, 9:00–10:30 a.m.—Conference Room 8
“Student Development in the 21st Century: Service or Dis-service?”—Panel Discussion: Joe Damron, Department of Counseling Education, University of North Texas; John R.
ECONOMICS
Chairperson: HAROLD R. HUTH, Blinn College
Friday, 10:45 a.m.—12:15 p.m.—Conference Room 1
“Implications of the United States Trade Deficit,” Roy J. Ruffin, Professor of Economics, University of Houston
Friday, 12:15—1:30 p.m.—Luncheon (hosted by McGraw-Hill Book Company—College Division)—Conference Room 1
“Principles of Economic Education,” William Walstad, Professor of Economics, University of Nebraska
Saturday, 9:00—10:15 a.m.—Conference Room 1
“The Economics of the Drug War,” Timothy Tregarthen, Professor of Economics, University of Colorado

ELECTRONICS
Chairperson: GUS D. RUMMEL, American Educational Complex
Friday, 10:30 a.m.—12:00 Noon—Tony Roma’s restaurant, river level of Rivercenter Mall
*Luncheon meeting. Speaker, Craig Johnson, Technical Advisor to the Commander, Electronics Warfare Center, Kelly Air Force Base
Friday, 6:00—8:00 p.m.—Tower of the Americas restaurant, Hemisfair Plaza
*Dinner meeting. An aerial introduction to San Antonio and its landmarks
Saturday, 8:00—9:30 a.m.—Garcia’s restaurant, river level of Rivercenter Mall
*Breakfast meeting. Speaker, Craig Johnson, Technical Advisor to the Commander, Electronics Warfare Center, Kelly Air Force Base
*Meal reservations must be made in advance. Contact Gus Rummel at Area Code 817, 526-1119.

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY
Chairperson: MICHAEL D. PSENCIK, San Antonio College
Friday, 9:00—10:30 a.m.—Conference Room 3
“Effects of Hardware and Software on Engineering Graphics in the 1990s,” John T. Demel, Professor and Chairman, Department of Engineering Graphics, Ohio State University
Saturday, 10:30—11:45 a.m.—Conference Room 3
“Plotter Supplies and Their Effect on the CAD Industry,” Les Hall, editor of Computerized Drafting and Design Newsletter

ENGLISH
Chairperson: CHESTER F. PHILLIPS, JR., Trinity Valley Community College
Friday, 10:45 a.m.—12:15 p.m.—Salon B, Grand Ballroom
“Using Periodicals in Freshman English and Developmental English Classrooms,” David Milburn, National Sales Manager, Circulation Student Marketing, Newsweek
Saturday, 9:00—10:15 a.m.—Salon B, Grand Ballroom
“Teaching to TASP: Should We? Could We?”, Robert Perrin, Director of Writing Programs and Writing Center, Indiana State University
ENGLISH-AS-A-SECOND-LANGUAGE
Chairperson: JOSEPH DUNWOODY, JR., San Antonio College
Friday, 9:00-10:30 a.m.—Conference Room 16
“Picture Writing: From Basic Literacy to Academic Writing,” Joyce E. Powell and Olivia Villagra, ESL instructors, North Lake College
“Reading the Writing Across the Curriculum”—Panel Discussion: Curtis W. Hayes, Professor of Applied Linguistics, The University of Texas at San Antonio; Joyce E. Powell and Olivia Villagra, ESL instructors, North Lake College; Carol Swanson, ESL Coordinator, San Antonio College
Saturday, 10:30-11:45 a.m.—Conference Room 16
“Responding to Poetry/Writing Poetry: An Aesthetic Approach in the ESL Classroom,” Sarah B. Laird and Peggy Alexander, ESL instructors, San Antonio College

FASHION MERCHANDISING
Chairperson: PATRICIA A. HERTENBERGER, Alvin Community College
Friday, 9:00-10:30 a.m.—Conference Suite 530
Round-Table Discussion of Current Issues and Problems in Fashion Merchandising Programs

FOREIGN LANGUAGE
Chairperson: GILBERTO HINOJOSA, Tarrant County Junior College—Northeast Campus
Friday, 10:45 a.m.—12:15 p.m.—Conference Room 16
“An Integrative Approach—Background and Application (A Hands-On Workshop),” Lucia Caycedo Garner, Senior Lecturer, University of Wisconsin; Marcsel Dominguez, University of California at Los Angeles
Saturday, 9:00-10:15 a.m.—Conference Room 16
“Articulation and Other Priorities in the Foreign Language Profession Today,” Barbara Gonzalez Pino, Associate Professor of Second Language Education and Spanish, The University of Texas at San Antonio

GEOLOGY AND GEOGRAPHY
Co-Chairpersons: ARTHUR R. TROELL and ROBERTO GARZA, San Antonio College
Friday, 10:45 a.m.—12:15 p.m.—Conference Room 19
Saturday, 8:00-11:45 a.m.
Field Trip: “Surface Geology of Bexar County”—Arthur R. Troell, Geology Instructor, San Antonio College
(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 8:00 a.m., and return by 11:45 a.m.)

GOVERNMENT
Chairperson: JOHN R. FORSHEE, Dallas County Community College District—Service Center
Friday, 9:00-10:30 a.m.—Conference Room 17
“Judicial Selection in Texas,” Thomas R. Phillips, Chief Justice, Supreme Court of Texas
Saturday, 10:30-11:45 a.m.—Conference Room 17
“Leaders in Training,” Sarah Weddington, Attorney-at-Law, Austin

HEALTH OCCUPATIONS
Chairperson: CAROLYN A. PATINO, San Antonio College
Friday, 9:00-10:30 a.m.—Conference Room 11
“Therapeutic Touch,” Cecilia Kinsel, San Antonio College
Saturday, 10:30-11:45 a.m.—Conference Room 11
“Occupational Safety and Health Administration (OSHA) Guidelines and Care of AIDS Patients”

HEALTH, PHYSICAL EDUCATION, AND RECREATION
Chairperson: JERRY L. DUDLEY, Howard College
Friday, 9:00-10:30 a.m.—Conference Room 9
“Directions for the '90s,” John B. Gratton, Director of Health Science and Kinesiology, Bee County College
Saturday, 10:30-11:45 a.m.—Conference Room 9
“Physical Education at Odessa College in the '90s,” James C. Carlson, Intercollegiate Sports Athletic Trainer, Odessa College

HISTORY
Chairperson: MARILYN D. RHINEHART, North Harris County College—South Campus
Friday, 10:45 a.m.—12:15 p.m.—Salon A, Grand Ballroom
“Resurrecting the Art of Teaching History in the College Classroom”
“Narrative History and the Survey: Natural Enemies?”, James West Davidson, Historian and Author
“‘Involve Me, and I’ll Learn’: Active Learning in the College History Classroom,” Julie Roy Jeffrey, Elizabeth Todd Professor of History, Goucher College (Maryland)
Friday, 12:15-1:30 p.m.—Luncheon (hosted by McGraw-Hill Book Company—College Division)—Salon A, Grand Ballroom
“The Manhattan Project: Teaching History through Documents,” Michael B. Stoff, Professor of History, The University of Texas at Austin
Saturday, 9:00-10:15 a.m.—Salon A, Grand Ballroom
“The Impact of Spanish/Mexican Culture Revisited: Challenging Traditional Views in Texas and U.S. History Textbooks in the Light of the Quincentennial,” Gerald E. Poyo, Research Associate, The Institute of Texan Cultures; Gilberto M. Hinojosa, Associate Professor of History and Assistant Vice President for Academic Affairs, The University of Texas at San Antonio

HORTICULTURE
Chairperson: WILLIAM K. (SAM) HURLEY, Trinity Valley Community College
Friday, 10:45 a.m.—12:15 p.m.—Conference Room 19
“Texas Bluebonnets,” Jerry Parsons, Horticulture Specialist, Texas Agricultural Extension Service, San Antonio (Free passes to the San Antonio Botanical Gardens and Conservatory will be given to those attending the Horticulture Section meeting.)
JOURNALISM
Chairperson: LARRY C. THOMPSON, Northeast Texas Community College
Friday, 9:15 a.m.-12:30 p.m.
Tour of Newspapers: San Antonio Express-News and San Antonio Light (discussions with editorial staff, "Preparing Students for Careers in Journalism")
(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel at 9:15 a.m., and will return by 12:30 p.m.)
Saturday, 10:30-11:45 a.m.—Conference Room 10
Potpourri: Round-Table Discussion (Participants are asked to bring sample copies of student publications produced at their institutions.)

LEARNING RESOURCES
Chairperson: ANNA R. HOLZER, Tarrant County Junior College—Northwest Campus
Friday, 9:00-10:30 a.m.—Conference Room 14
"Indexing Local Contemporary Topics in the San Antonio Express-News Using Cindex," Candace A. Peterson, Periodicals Librarian, San Antonio College
Saturday, 10:30-11:45 a.m.—Conference Room 14
"The Team Effort: Producing an Instructional Videotape for Library Orientation," M. Patricia Webb, Director of Instructional Media, and Janet S. Key, Public Services Librarian, Tarrant County Junior College—Northeast Campus

MATHEMATICS
Chairperson: NINA L. VERHEYDEN, Kilgore College
Friday, 10:45 a.m.-12:15 p.m.—Conference Room 17
"Effects of TASP: One Year After Implementation"—Panel Discussion: Mike Kerker, Texas Higher Education Coordinating Board; Joe Cuda, Tarleton State University; J. Doug Richey, Northeast Texas Community College; Vivian A. Dennis, Eastfield College; Patricia A. Juelg, McLennan Community College; Sharon T. Sledge, San Jacinto College-Dallas; Dennis, Eastfield College; Patricia A. Juelg, McLennan Community College; Sharon T. Sledge, San Jacinto College—Central Campus; James J. Corbett, Alvin Community College
Saturday, 9:00-10:15 a.m.—Conference Room 17
"Precalculus and Calculus for the New Century—Today!”, Bert K. Waits, Professor of Mathematics, Ohio State University, Director, Ohio Early College Math Placement Testing Program (EMPT), and Co-Director, Calculator and Computer Precalculus Project (C/CP)

PHILOSOPHY
Chairperson: AMY L. NEWMAN, Palo Alto College
Friday, 9:00-10:30 a.m.—Conference Room 10
"The Development of Self, Voice, and Mind Through the Philosophy Curriculum”—Panel Discussion: Amy L. Newman, Instructor of Philosophy, Palo Alto College; Ann L. Riederman, Associate Professor of Philosophy, St. Philip’s College; Bernadette O’Connor, Associate Professor of Philosophy, St. Mary’s University
Saturday, 9:30-11:45 a.m.
"Critical Issues in Physics Education in Two-Year Colleges," Joseph E. Kingcade, Jr., Blinn College

PHYSICS AND ENGINEERING
Chairperson: JOSEPH E. KINGCADE, JR., Blinn College
Friday, 10:45 a.m.-12:15 p.m.—Conference Room 15
"Instrumentation and Laboratory Improvement Grants," Nina Roscher, Program Director, Division of Undergraduate Science, Engineering, and Mathematics Education, National Science Foundation
Saturday, 9:00-10:15 a.m.—Conference Room 15
"Critical Issues in Physics Education in Two-Year Colleges," Joseph E. Kingcade, Jr., Blinn College

PSYCHOLOGY
Chairperson: JAMES W. COOK, San Antonio College
Friday, 10:45 a.m.-12:15 p.m.—Salon D, Grand Ballroom
"Enlivening Introductory Psychology: Sure-to-Succeed Demonstrations, Videos, and Simulations," David G. Myers, John Dirk Werkman Professor of Psychology, Hope College (Michigan)
Friday, 12:15-1:30 p.m.—Luncheon (hosted by Holt, Rinehart and Winston and the Annenberg/CPB Project)—Salon D, Grand Ballroom
Saturday, 9:00-10:15 a.m.—Salon D, Grand Ballroom
"Critical Thinking About Critical Thinking," Carole Wade, Professor of Psychology, College of Marin (California)

RADIO / TELEVISION AND MEDIA
Chairperson: JERRY V. ZUMWALT, Navarro College
Friday, 10:45 a.m.-12:15 p.m.—Conference Suite 542
"Transferring the Media-Related Associate Degree," Mac R. Aipperspach, Director of Radio-Television, Del Mar College
Saturday, 9:00-10:15 a.m.—Conference Room 2
"Operating a College Broadcast/Cablecast Station," Fredric A. Weiss, Chairperson, Radio/TV/Film, San Antonio College
(Participants are invited to bring 5-minute VHS clips of department productions to showcase the work being done in Texas community junior colleges.)
REAL ESTATE
Chairperson: PAUL METZGER, Houston Community College
Friday, 9:00–10:30 a.m.—Conference Room 4
“Quality Real Estate Education,” Rebecca Osborne, Texas Real Estate Commission
Saturday, 10:30–11:45 a.m.—Conference Room 4
“Asset Planning,” Len Ivins, President, Banc Pro Group

REGISTRARS
Chairperson: DALE HARDGROVE, San Jacinto College—Central Campus
Friday, 10:45 a.m.–12:15 p.m.—Conference Room 14
“Update of Residency Requirements, Institutional Reporting, and Audit Requirements,” Mack Adams, Assistant Commissioner for Student Services, and Kenneth Dalley, Director, Education Information Center, Texas Higher Education Coordinating Board; Barbara Turley or Ernest M. Pereyra, Jr., Office of the State Auditor
Saturday, 9:00–10:15 a.m.—Conference Room 14
“Document Management Imaging System,” Harold Farris, Title III Activities Director, San Antonio College

SECRETARIAL SCIENCE
Chairperson: ELIZABETH ANN READER, Bee County College
Friday, 9:30 a.m.–12:15 p.m.
Tour of United Services Automobile Association (USAA) offices, Bonnie Thurman, Public Relations Director (NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel promptly at 9:30 a.m., and will return by 12:15 p.m.)
Saturday, 9:00–11:45 a.m.—Conference Room 12
9:00–10:15 a.m.—“A Practical Approach to Teaching Desktop Publishing,” L. Joyce Arntson, Professor of Business and Computer Information Science, Irvine Valley College, Saddleback Community College District, Irvine, California, and Saddleback College, Mission Viejo, California
10:30–11:45 a.m.—“Keyboarding/Typewriting—The Opportunity for Decision,” Randy R. Sims, Marketing Manager/Acquisitions Editor, South-Western Publishing Co.

SOCIOLOGY AND ANTHROPOLOGY
Chairperson: ROBERT M. PLATT, Tarrant County Junior College—South Campus
Friday, 9:00–10:30 a.m.—Salon B, Grand Ballroom
“The ‘60s Radicals—Where Are They Now?” Henry Tischler, Professor of Sociology, Prainingham State College
Saturday, 10:30–11:45 a.m.—Salon B, Grand Ballroom
“All Dressed Up and No Place To Go: A Single Institutional Study of Women Theology Graduates,” Cheryl Gray Kimberling, Professor of Sociology, Tarrant County Junior College—South Campus

SPEECH AND DRAMA
Co-Chairpersons: MARLA D. CHISHOLM and JACKIE A. GANSCHOW, Del Mar College
Friday, 9:00–10:30 a.m.—Conference Room 5
“Trends in the Interpersonal Classroom: A Discussion By Editors, Authors, and Instructors”—Marylin S. Kelly, Speech Instructor, McLennan Community College; Steve Eisen, Supplements and Media Editor, Harper & Row, Publishers; and Harriet Harral, Director of Employee and Organizational Development, City of Fort Worth
Saturday, 10:30–11:45 a.m.—Conference Room 5
“Using Experiential Teaching in the College Classroom: An Interactive Presentation,” Roy Berko, Professor of Speech and Mass Communication, Towson State University (Maryland)

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)
Chairperson: RUBEN H. TORRES, San Antonio College
Friday, 9:00–10:30 a.m.—Conference Room 7
“New Accreditation Criteria: Implications for Continuing Educators,” James T. Rogers, Executive Director, Commission on Colleges, Southern Association of Colleges and Schools

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSA)
Chairperson: J. TOM SMITH, San Jacinto College—Central Campus
Friday, 10:45 a.m.–12:15 p.m.—Conference Room 10
“Sexual Harassment: How Sound Are Your Policies and Procedures?”, Kelly Frels, Attorney-at-Law, Bracewell & Patterson, Houston
Saturday, 9:00–10:15 a.m.—Conference Room 4
“Evaluation of Assessment Placement Procedures,” Susan W. Pearson, Dean of Instruction and Student Services, North Harris County College—East Campus; and Aubrey Lewis, Director of Assessment, ACT Southwest Regional Office TACCCSA Business Meeting.

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)
President: BRADFORD W. TIBBITTS, Weatherford College
President-Elect: DAVID VAN PARKER, Tarrant County Junior College—Northeast Campus
Thursday, 4:30–5:30 p.m.—Conference Room 13
TAJCCIA Executive Committee Meeting
Friday, 8:00 a.m.–12:00 Noon—Salon E, Grand Ballroom
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:00–8:30 a.m.—Registration
8:30–9:00 a.m.—“The Texas Academic Skills Program: Current Status,” Mike Kerker, Program Director, Texas Higher Education Coordinating Board
9:00–11:00 a.m.—“Our Task After TASP,” Horace F. Griffits, Director of Research, Tarrant County Junior College Dis-
TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: DOROTHY E. McNUTT, College of the Mainland
Program Chairperson: MARC A. NIGLIAZZO, Galveston College

Friday, 8:00 a.m.–12:00 Noon—Salon E, Grand Ballroom
Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TACCIA)
8:00-8:30 a.m.—Registration
8:30–9:00 a.m.—“The Texas Academic Skills Program: Current Status,” Mike Kerker, Program Director, Texas Higher Education Coordinating Board
9:00–11:00 a.m.—“Our Task After TASP,” Horace F. Griffiths, Director of Research, Tarrant County Junior College District; Frank K. Lewis, Program Chairperson, English, Texas State Technical Institute–Hartlingen; Marc A. Nigliazzo, Vice President and Dean of Instruction, Galveston College
11:00 a.m.–12:00 Noon—“Electronic Transcript Network: Model for Institutional Effectiveness,” John R. Grable, President, and Donald W. Pugh, Dean of Academic Education, Brazosport College

Saturday, 7:30–11:45 a.m.—Salon E, Grand Ballroom
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
7:30–8:00 a.m.—Registration
8:00–9:15 a.m.—“The Highs and Lows of SACS Accreditation Visits,” Karen A. Hattaway, Division Chairperson, Language Arts, San Jacinto College–North Campus; Harry L. Krenke, President, Western Texas College; Vance W. Gipson, President, Frank Phillips College
9:45–11:00 a.m.—“Southern Association of Colleges and Schools: Trends, Issues, Expectations,” Gerald L. Cates, Associate Executive Director, Commission on Colleges, Southern Association of Colleges and Schools
11:00 a.m.–1:00 p.m.—TACCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)
Chairperson: MARC A. NIGLIAZZO, Galveston College

Friday, 10:45 a.m.-1:45 p.m.—Conference Room 12
Tea Break

“Implementing the CDA Council Model in Texas Community Colleges,” Jeannette Watson, Board of Directors, Council for Early Childhood Professional Recognition, Washington, D.C.

Saturday, 9:00–10:15 a.m.—Conference Room 10
“Active Learners Need Active Instructors: Reach Out and Teach Someone!—Not Quite 100 Ways to Add Life to Your Classroom,” Ellen Marshall and Cathleen F. McAuliffe, Child Development Department, San Antonio College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)
Chairperson: VERNELL E. WALKER, San Antonio College

Thursday, 10:00 a.m.–4:30 p.m.—Conference Room 12
10:00–11:00 a.m.—“Organizational Design,” Terry Keown, Production Manager, Frito-Lay Company, Louisville, Kentucky

Thursday, 12:00 Noon–2:00 p.m.—Mi Tierra restaurant, Market Square—Luncheon Meeting (Lunch provided by TJCMEA)
“How Adults Learn,” Susan Johns, Learning Specialist, San Antonio College

Friday, 10:45 a.m.–12:15 p.m.—Conference Room 7

Saturday, 9:00–10:15 a.m.—Conference Room 7
TJCMEA Business Meeting

WELDING
Chairperson: JAMES E. CRUNK, St. Philip’s College

Friday, 9:00–10:30 a.m.—Conference Room 1
“New Challenges—New Horizons,” Charles M. Hodge, Dean, College of Education and Human Development, Lamar University

Friday, 10:45 a.m.–1:30 p.m.
Tour of Refrigeration Engineering Corporation, Ray Elwood, Plant Manager
(NOTE: Transportation will depart from the lobby level Commerce Street exit of the Marriott Rivercenter hotel at 10:45 a.m., and return by 1:30 p.m.)
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WELLNESS NETWORKING MEETING TO BE HELD

Beverly Triana-Tremain Deborah Yougblood

Community college faculty, staff, and administrators interested in wellness programs and health programs were invited to join the informal networking session sponsored by the TJCTA Membership Services Committee.

The session is scheduled to begin at 4:15 p.m., Friday, Feb. 16, in Conference Room 17 of the San Antonio Marriott Rivercenter hotel.

The discussion will be led by Beverly Triana-Tremain, wellness director for Collin Community College, and Deborah Yougblood, wellness coordinator for San Jacinto College's Central Campus.

Individuals from colleges with wellness programs in place and those institutions considering establishment of such programs are invited to join the informal session. Brochures and other materials may be brought to be exchanged with other participants attending the convention.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

Betty Grubbs Peggy Peterson

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention in San Antonio. Scheduled to begin at 4:15 p.m., Friday, Feb. 16, in Conference Room 17 of the San Antonio Marriott Rivercenter hotel, the session will include informative presentations concerning Social Security and choices about health care insurance.

Betty Grubbs, a retired Social Security employee, will discuss "Social Security: What It Means to Me Now and When I Retire."

"Health Care Coverage: What Should I Choose?" is the topic of remarks to be given by Peggy Peterson, president of San Antonio Gerontology Enterprise, Inc., and formerly assistant dean of Occupational Education and Technology at St. Philip's College. Dr. Peterson will discuss Medicare, Medicaid, and supplemental insurance.

Mitchell Grossman, retired government professor from San Antonio College, will distribute material and discuss opportunities offered by the Elderhostel program.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by Doris D. Patrick, Austin Community College, a member of the committee.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the ninth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances.

Frank L. Wright, Executive Director emeritus of the Texas Association of College Teachers, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 16, in Saloon C of the Grand Ballroom of the San Antonio Marriott Rivercenter hotel. The seminar will be repeated at 12:30 p.m., the same day.

Mr. Wright holds the Bachelor of Arts degree in English and economics from Washington University in St. Louis and the Master of Education degree in counseling and guidance from the University of Cincinnati.

Mr. Wright served 10 years as TACT's executive director and continues to serve as a consultant to the organization, especially in legislative matters.

He writes an annual publication providing an in-depth analysis of tax sheltered annuities and retirement plans offered through the Optional Retirement Program. The publication was included as a 12-page supplement in the September 1989 issue of the Messenger. During the TJCTA convention, Mr. Wright will give special attention to optional retirement programs and tax-deferred arrangements.

Plans for the seminar were developed by the TJCTA Membership Services Committee chaired by Ellen H. Bromman, San Antonio College. Mr. Wright's appearance was arranged by Kenneth N. Locke, Hill College, a member of the committee.

CONVENTION TO INCLUDE FITNESS ACTIVITIES

TJCTA members attending the convention in San Antonio will have the opportunity to participate in several fitness activities.

Under sponsorship of the Membership Services Committee, a Fitness Walk and Run will be conducted Friday and Saturday mornings. Participants will meet in the main lobby of the Marriott Rivercenter hotel at 6:00 a.m., Friday, and at 7:00 a.m., Saturday. Maps of the jogging-walking route will be provided to participants, and TJCTA members who walk and run at different paces will accompany each group.

Aerobic exercises will be offered at the same times (6:00 Friday morning and 7:00 Saturday morning) in the hotel's health center. Directors of the activities will be Beverly Triana-Tremain, wellness coordinator for Collin County Community College.

The Marriott Rivercenter's health center facilities are available free to registered guests at that hotel, and include a hot tub, indoor heated pool, dry sauna, computerized treadmill, computerized stationary bicycle, weight room, rowing machine, lockers, towels, and an outdoor deck. These facilities will be open and supervised from 6:00 a.m. to 11:00 p.m. on Thursday and until Midnight on Friday and Saturday.

Plans for the fitness activities during the convention were developed by Ann Cartwright, San Jacinto College's Central Campus, and J. Doug Richey, Northeast Texas Community College, both members of the Membership Services Committee.

FINANCIAL PLANNING SEMINAR SCHEDULED

SPEECH AND DRAMA TOPICS ANNOUNCED

Marylin S. Kelly Roy Berko

"Trends in the Interpersonal Classroom" is the topic for discussion in the Speech and Drama Section at the TJCTA convention. Panel members will include Marylin S. Kelly, speech instructor at McLennan Community College; Steve Eisen, supplements and media editor for Harper & Row, Publishers; and Harriet Harral, Director of Employee and Organizational Development for the City of Fort Worth. The panelists will discuss "trends and trespasses" in the teaching of interpersonal communication. Topics will include classroom use of popular literature; interactional skills development; and customizing courses to students' needs, instructors' requests, the college-transfer course, and skills for the business world.

In Saturday's section meeting, Roy Berko, professor of speech and mass communication at Towson State University in Maryland, will discuss the use of experiential teaching in the college classroom. Dr. Berko holds degrees from the University of Michigan and Pennsylvania State University. Widely recognized for his teaching skills, Dr. Berko was selected as a Master Teacher by NISOD and was named the Outstanding Community College Speech Professor by the Speech Communication Association.

Co-chairs of the Speech and Drama Section are Marla D. Chisholm and Jackie A. Ganschow, both of Del Mar College.

"ENLIVENING PSYCHOLOGY" IS SECTION TOPIC

Psychology instructors attending the TJCTA convention will hear a presentation on "Enlivening Introductory Psychology" at the Friday section meeting. Speaker will be David G. Myers, John Dirk Werkman Professor of Psychology at Hope College. Dr. Myers has taught for 21 years and was voted "Outstanding Professor" by students. Articles by Dr. Myers have appeared in Saturday Review, Psychology Today, Today's Education, Science Digest, American Scientist, Psychological Bulletin, and the Journal of Experimental Social Psychology. In his TJCTA presentation, Dr. Myers will present demonstrations, simulations, and other techniques designed to enliven the introductory psychology course.

Following the remarks by Dr. Myers, participants will be treated to lunch by the Annenberg/CPB Project and Holt, Rinehart and Winston. During the luncheon session, a new television course, "Discovering Psychology," will be previewed.

Saturday's Psychology Section meeting will feature an address by author and educator Carole Wade on "Critical Thinking about Critical Thinking." Dr. Wade currently teaches undergraduate courses, including introductory psychology, at the College of Marin and serves on the American Psychological Association's Committee on Undergraduate Education.

Psychology Section chairperson this year is James W. Cook, San Antonio College.
CHILD DEVELOPMENT EDUCATORS PLAN MEETINGS

Jeanette Watson  Ellen Marshall  Cathleen McAulliffe

During the TICCTA convention, the Texas Community College Child Development Educators Association will meet twice. On Friday, Feb. 16, the group will hold a luncheon meeting. The luncheon will be "Dutch treat," and prior reservations are required. Speaker for the session will be Jeanette Watson, a member of the board of directors of the Council for Early Childhood Professional Recognition. An early childhood development consultant from Austin, Ms. Watson will speak on the topic "Implementing the CDA Council Model in Texas Community Colleges." She is a member of numerous professional and civic organizations, including the Mental Health Association of Texas and the Hogg Foundation's Commission on the Mental Health of Children and Families. A former secondary school teacher and former teacher and director for a child development center, Ms. Watson also served as director of the Early Childhood Development Division in the Office of the Governor.

Saturday's meeting of the child development educators group will feature a presentation by Ellen Marshall and Cathleen McAuliffe. Both from the Child Development Department at San Antonio College, their presentation will focus on "Serving the Early Childhood Community." Their presentation is scheduled for 9:00 a.m. They will offer suggestions of ways to add life to the college classroom.

Chairperson of the TCCDEA this year is Norma L. Ziegler, San Antonio College.

BUSINESS CHAIRPERSONS ANNOUNCE MEETING

Chairs, directors, and vocational-technical deans of business, office occupations, and computer information systems and data processing divisions of 10 to 15 colleges will meet preceding the annual TICCTA convention in San Antonio. A day-long conference is planned for Thursday, Feb. 15, in Salon A of the Grand Ballroom of the Marriott Rivercenter hotel. Registration will begin at 8:30 a.m. with coffee and donuts being served.

The opening session, at 9:00 a.m., will include presentations by Ken Henard, of Amarillo College, and Larry Johnson, from the Texas Higher Education Coordinating Board. They will present an update on successful grant applications. Dr. Henard is assistant to the president and Coordinator of Planning, Research, and Development for Amarillo College. She has had extensive experience in working with Job Training Partnership Act projects. Carl D. Perkins Discretionary Grant Programs, a variety of U.S. Department of Education grants for disadvantaged and disabled students, as well as National Science Foundation grants. Dr. Johnson presently serves as director of Federal Projects for the Coordinating Board's Division of Community Colleges and Technical Institutes.

The 10:00 a.m. session will feature an address by Carol A. Raney, Austin Community College, on the topic "TASP...How Are We Coping?" Dr. Raney directs implementation of the Texas Academic Skills Program at ACC. Carrino Nelson, associate program director for Technical and Vocational Education at the Coordinating Board, will lead a discussion regarding "2+2" articulation; and Diane Nobles, Northeast Texas Community College, will present her experiences as regional coordinator of "2+2" programs.

A luncheon session, beginning at 12:15 p.m., will feature remarks by Joe Kinzer, dean of the College of Business Administration, Central State University in Edmond, Oklahoma. Dr. Kinzer is also dean of the National Computer Educators' Institute, and conducted each year in Edmond. He will speak on career education programs for schools of business. Participants at the luncheon meeting will be seated according to special interest areas, such as desktop publishing, staff development, equipment purchasing, accounting on the microcomputer, etc.

Reservations for the luncheon must be made by Feb. 10. For reservations or additional information, contact Laura Wiggs or Marilyn St. Clair at Weatherford College, Area Code 817, 594-5471.

"STARLINK" NETWORK LIASON'S PLAN MEETING

During the TICCTA convention in San Antonio, participants will be able to discuss the goals and accomplishments of STARLINK, a new teleconference networking system in its first year of operation.

The meeting is scheduled from 4:15 to 5:30 p.m., Friday, Feb. 16, in Conference Room 15 of the Marriott Rivercenter hotel, and will be led by Ron Thompson, STARLINK director, and Ronald G. Brey, director of non-traditional instruction, both of Austin Community College.

According to meeting planners, the extent of participation among two-year postsecondary schools will be discussed, and evaluation results from the first two

teleconferences will be disseminated. Future plans for STARLINK will also be presented, including the goal to offer college-credit courses to technical-vocational faculty through the network so that bachelor's and advanced degrees may be earned.

Approximately one-half of the meeting will be an open forum for discussion about STARLINK. "This will afford an opportunity for the technical-vocational faculty to recommend courses, share ideas about the future direction of STARLINK, and communicate directly with the STARLINK management team," according to Mr. Thomson.

EDUCATIONAL COMPUTING SYMPOSIUM TO CONSIDER RESPONSE TO TASP

During the TICCTA convention in San Antonio, members are invited to participate in a symposium on the use of computers in education. The session will be held in Salon B of the Marriott Rivercenter hotel from 12:30 to 1:45 p.m., on Friday, Feb. 16.

Topic for this year's symposium will be "Computer-Assisted Developmental Education in Response to TASP." There will be a brief discussion about computer hardware and software selection. Then faculty from English, mathematics, and reading will discuss and demonstrate software used in developmental classes.

Presentations will be made by faculty members from St. Philip's College: Charles A. (Tony) Bower, chairperson of the Mathematics Department; Jerry A. Agee, chairperson of the Reading Department; Barbara M. Walker, instructor of Developmental English; and William S. Sailer, program director for Computer Information Systems. Representing the International Business Machines Corporation will be Allan L. Rast, advisory systems representative.

On Saturday, from 10:00 a.m. to 2:00 p.m., the Education Support Services and Business Technology departments of St. Philip's College will host an open house for interested persons to see the college's computer laboratory.

Arrangements for this year's Educational Computing Symposium were developed by Mr. Sailer.

BIDDERS' CONFERENCE FOR DISCRETIONARY GRANTS IS SCHEDULED

On Thursday, Feb. 15, from 8:00 a.m. to 12:00 Noon, the 1990 Annual Bidders' Conference for Carl D. Perkins Discretionary Grants will be held. The conference will be conducted at the Marriott Rivercenter hotel in San Antonio, preceding the opening of the annual convention of the Texas Junior College Teachers Association.

A general session will begin at 8:00 a.m., in Salon D of the Marriott Rivercenter Grand Ballroom. From 9:00 a.m. until Noon, participants will meet in break-out sessions.

Staff from the Division of Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board are responsible for arrangements for the half-day meeting.

According to Dale F. Campbell, assistant commissioner, the conference will provide an opportunity for networking among project directors and managers for federal discretionary grants funded under the Carl D. Perkins Vocational Education Act and will give participants opportunities to report on the progress of their projects.

Potential bidders must be representatives of Texas postsecondary institutions. Further information concerning the Bidders' Conference may be obtained from Larry C. Key, director of the STARLINK Project at the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, Texas 78711-2788; Area Code 512, 462-6309.
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### ACCOUNTING
Two noted accounting professors will address TJCTA members attending the Accounting Section during the convention. At the session on Friday, Feb. 16, Carl S. Warren, Arthur Andersen & Co. Alumni Professor of Accounting at the University of Georgia, will speak on "Unique Approaches to Teaching Accounting." The Saturday meeting will feature an address on "Teaching Ethics in the Accounting Classroom" by Kermit D. Larson, Arthur Andersen & Co. Alumni Professor of Accounting at The University of Texas at Austin.

### AGRICULTURE
Loma Pelton, of the Texas Agricultural Extension Service of Texas A&M University, will address the TJCTA Agriculture Section in its meeting Friday, Feb. 16. Ms. Pelton's topic will be "Ultrasound Applications in Animal Science." She is director of the Ultrasound Division of the Livestock and Carcass Evaluation Service.

At the Saturday meeting of the Agriculture Section, Arnold Garcia, director of the Southwest District, Texas Department of Agriculture, will speak concerning the department's efforts to promote agriculture education in Texas community junior colleges.

### BUSINESS ADMINISTRATION
TJCTA members attending the meeting of the Business Administration Section on Friday, Feb. 16, will hear Michael H. Mescon, of Georgia State University, speak on the topic "Developing a Truly Competitive Organization: A Top-to-Bottom, Inside-Out Endeavor." Dr. Mescon is Regents' Professor of Human Relations at Georgia State and holds the Bernard B. and Eugenia A. Rainey Chair of Private Enterprise there. He was previously dean of the College of Business Administration.

Speaker at Saturday's Business Administration Section meeting will be Lloyd S. Baird, associate professor of management in the School of Management and Human Relations Policy Institute at Boston University. Dr. Baird's topic will be "Managing Human Relations Resources to Create a Competitive Advantage."

### COMPENSATORY/DEVELOPMENTAL EDUCATION
"Steps to Plan and Develop an Instructional Microcomputer Laboratory" is the topic for discussion in the TJCTA Compensatory/Developmental Education Section for the meeting on Saturday, Feb. 17. Speaker at the session will be M. Charlotte Wolf, professor of reading and education at San Antonio College.

Friday's meeting will feature a presentation by Richard L. Oliver, Director of Developmental Education at San Antonio College. Dr. Oliver's remarks are titled "Critical Thinking: What Is It Anyhow?".

### COURT REPORTING
TJCTA members teaching in court reporting programs will have the opportunity to meet for the first time during the forthcoming convention. Mary H. Knapp, director of the court reporting program at Alvin Community College, accepted responsibility for planning discussion topics for the meeting.

During Friday's session, participants will discuss "Innovative Court Reporting Instruction." Topics to be covered include methods of teaching medical and legal terminology, speed building, simulated court situations, internships, and computer applications.

Saturday's topic will focus on court reporting instruction for the future. Participants will discuss methods of teaching theory and advanced speeds and applications through projects.

According to the Texas Higher Education Coordinating Board, court reporting programs are presently offered at Alvin Community College, Amarillo College, Del Mar College, El Paso Community College, Houston Community College, and San Antonio College. Instructors in those programs and representatives of colleges contemplating beginning court reporting programs are invited to attend the meetings.

### DEVELOPMENTAL READING
"Critical Thinking and Critical Literacy: Partners in Educational Success" is the program topic for the TJCTA Developmental Reading Section on Friday, Feb. 16. Speaker will be John Chaffee, professor of humanities and director of Creative Thinking and Reasoning Studies at the LaGuardia Community College of the City University of New York. Dr. Chaffee will review a program in which students enrolled in a Critical Thinking course linked to writing, reading, and oral communication courses have demonstrated gains in language skills and thinking abilities.

At the Saturday section meeting, Jeanne H. Brewer, director of the Learning Disabiled Program at Richland College, will speak. Her topic is "Learning-Disabled Students! What'll I Do?"

### ENGLISH
Community college English faculty attending the TJCTA convention will hear a presentation on the use of periodicals in the teaching of Freshman English and Developmental English. Featured speaker at the section meeting Friday, Feb. 16, will be David Milburn, national sales manager for Newsweek magazine.

The following day, participants will hear a presentation by Robert Perrin, Director of Writing Programs at Indiana State University. Dr. Perrin's address is entitled "Teaching to TASP: Should We? Could We?"

### HEALTH, PHYSICAL EDUCATION, AND RECREATION
TJCTA members attending the meetings of the Health, Physical Education, and Recreation Section will focus on anticipated developments in the field for the coming decade.

John B. Gattie, Director of Health Science and Kinesiology at Bee County College, will speak at the Friday section meeting. His topic will be "Directions for the '90s."

Feathered speaker for the Saturday section meeting will be James C. Carlson, Intercollegiate Sports Athletic Trainer at Odessa College. He will discuss plans for the physical education program at Odessa College in the 1990s. Dr. Carlson holds bachelor's and master's degrees from The University of Texas at Austin. While at UT, he worked with all men's sports with primary responsibilities for men's basketball. Upon graduation, he received state licensure and national certification as an athletic trainer. He began his professional career as clinical specialist at Texas Rehabilitation Associates, Inc., in Austin. At Odessa College, Mr. Carlson is responsible for the daily health and safety of the student athletes and supervises the student training program. He also assists with the college's fitness center and is an instructor in the Health and Physical Education Department.

### HORTICULTURE
Topics for the TJCTA Horticulture Section have been announced. At the Friday session, "Texas Bluebonnets" will be the topic of remarks by Jerry Parsons, horticulture specialist with the Texas Agricultural Extension Service. Saturday's meeting will feature remarks on "Greenhouse Technology and Production" by Tracy Barrow, sales representative for Suppley Greenhouse Mfg. Co., Inc., in Kansas City, Missouri.

Participants attending the meetings will receive free passes to the San Antonio Botanical Gardens and Conservatory.

### STUDENT AFFAIRS ADMINISTRATORS
Kelly Frele, prominent Houston attorney with the firm of Brasewell & Patterson, will speak at the meeting of the Texas Association of Community College Student Affairs Administrators.
Government instructors attending the TJCTA convention will have the opportunity to hear two prominent speakers.

At the Friday meeting of the Government Section, Chief Justice Thomas R. Phillips of the Supreme Court of Texas will speak. Justice Phillips will speak on "Judicial Selection in Texas." The program will be particularly interesting in view of recent federal court decisions regarding election of state district judges in Texas. That issue will also be on the agenda for the called session of the Texas Legislature set to begin Feb. 27.

Justice Phillips graduated summa cum laude from Baylor University in 1971 and received his law degree from Harvard Law School in 1974. He joined the firm of Baker & Botts in Houston in 1975, and was elected Judge of the 289th District Court in 1980. Since 1981, he has been certified in Civil Trial Law by the Texas Board of Legal Specialization. He has served as Chief Justice of the Texas Supreme Court since 1988.

In Saturday's meeting of the Government Section, Austin attorney Sarah Waddington, will speak on "Leaders in Training." Dr. Waddington served three terms in the Texas House of Representatives (1973-77), then was named General Counsel for the U.S. Department of Agriculture in the administration of President Jimmy Carter. From 1978 to 1981, she served as Assistant to the President, with offices in the White House, where she directed work on women's issues and organized information sessions for top state leaders. From 1983 to 1985, she was the top lobbyist in Washington, D.C., for the state of Texas as director of the Office of State Federal Relations. She is certified in Family Law by the Texas Board of Legal Specialization.

Plans for the Government Section meetings were arranged by John R. Forshee of the Dallas County Community College District.

College Chief Student Affairs Administrators during the forthcoming TJCTA convention. Mr. Freis, widely recognized as an outstanding specialist in school law, will speak at the Friday session. His topic is "Sexual Harassment: How Sound Are Your Policies and Procedures?".

The Saturday meeting of the student affairs administrators will feature a discussion of "Evaluation of Assessment Placement Procedures." Speakers will be Susan W. Pearson, Dean of Instruction and Student Services at the East Campus of North Harris County College, and Aubrey Lewis, Director of Assessment for the Southwest Regional Office of ACT.

Aldine Community College.

WELDING

Welding instructors attending the TJCTA convention will have the opportunity to hear Charles M. Hodge, recently-appointed dean of the College of Education and Human Development at Lamar University. Dr. Hodge will speak at both Friday and Saturday meetings of the Welding Section. His topic is "New Challenges—New Horizons."

Also on Friday, the group will tour facilities of the Refrigeration Engineering Corporation in San Antonio.

Members attending the section meeting for Counseling and Student Personnel Services during the TJCTA convention will have two panel discussions.

At the Friday, Feb. 16 session, a panel will discuss "Student Development in the 21st Century: Service or Disservice?". Panelists will be Joseph D. Dameron, professor in the Department of Counselor Education at the University of North Texas; John R. Pickelman, president of Galveston College; and James L. Taylor, Vice President for Student Services and Institutional Research and Planning at Temple Junior College.

Topic for the Saturday session will be "TASP Law: Is the Jury Still Out?". Following remarks by Texas Assistant Attorney General Kevin O'Hanlon, a panel will respond and react. The panel will consist of Joanne Keeley, coordinator of the college-wide retention program at Austin Community College; Allan R. Nowotny, Coordinator of Assessment and Testing and Richard Oliver, Director of Academic Support Services, both at San Antonio College; and Stephanie R. McRae, Coordinator of Assessment and Testing at the Spring Creek Campus of Collin County Community College.

Morris J. Paschall, Brazosport College, is chairperson of the Counseling and Student Personnel Services Section this year.

"THE ART OF TEACHING" IS HISTORY TOPIC

James West Davidson Julie Roy Jeffrey

An emphasis on teaching strategies is planned for the History Section at the forthcoming convention. General theme for the section meeting on Friday, Feb. 16 is "Resurrecting the Art of Teaching History in the College Classroom." Participants will hear three presentations.

James West Davidson will speak on the topic "Narrative History and the Survey: Natural Enemies?". "Once again, there are wars and rumors of wars in the realm of historians," according to Dr. Davidson. "Members of the profession are openly debating the health of their discipline, and concluding that it has lost far too much of its vibrancy and direction." In the search for remedies, teachers and authors alike have rediscovered "narrative" history. Dr. Davidson will discuss the "new" narrative or literary history and its place in the college classroom. He will discuss his belief that a more literary approach to historical writing can enrich the study of a history that is increasingly analytical and quantitative without eliminating the social science features of current historical study.

In 1956, Dexter Perkins told a meeting of the American Historical Association: "I believe that the greatest challenge confronting historians today is the challenge of the classroom. To meet it we shall have to give teaching a higher place in our scale of values than we do today." Among those who have taken that message to heart is Julie Roy Jeffrey, Elizabeth Todd Professor of History at Goucher College in Baltimore. She will address the History Section on the topic "Involving Me, and I'll Learn." Dr. Jeffrey, who holds the Ph.D. from Rice University, has been an enthusiastic promoter of an approach to teaching that involves students in "active learning." One of the keys to active learning, according to Dr. Jeffrey, is teachers teaching to keep quiet so students will have time to think and respond. In workshops the conducts around the nation, Dr. Jeffrey involves her own audience, showing by example that students learn more readily when they are participants rather than mere spectators.

"MATHMATICS SECTION ANNOUNCES PROGRAM"

"Pre calculus and Calculus for the New Century—Today!" is the topic of an address planned for the TJCTA Mathematics Section on Saturday, Feb. 17. Speaker for the session will be Bert K. Waits, professor of mathematics at The Ohio State University. Dr. Waits holds three degrees from Ohio State and has been on the mathematics faculty there since 1962. He is director of the Ohio Early College Mathematics Placement Testing Program (EMPT) and co-director of the Calculator and Computer Precalculus Project (C2CP). The project is designed to integrate computer and calculator-based technology into the curricula in order to prepare students better for college level calculus. Dr. Waits is nationally recognized for his work in the instructional use of computer graphing and graphing calculators.

The Friday Mathematics Section will feature a panel discussion on the effects of the Texas Academic Skills Program. Panel members will include Mike Ketter, former Texas Higher Education Coordinating Board; Joe Cude, Tarleton State University; J. Doug Richey, Northeast Texas Community College; Vivian A. Dennis, Eastfield College; Patricia A. Juegel, McLennan Community College; Sharon T. Sledge, San Jacinto College—Central Campus; and James J. Corbett, Alvin Community College.

Chairperson of the Mathematics Section this year is Nina L. Verheyden, Kilgore College.

Participants will be treated to lunch, courtesy of McGraw-Hill Book Company—College Division. During the luncheon session, Michael B. Stoff, professor of history at The University of Texas at Austin, will speak on "The Manhattan Project: Teaching History through Documents."

Arrangements for Friday's History Section program were made by Marilyn D. Rhinehart, North Harris County College—South Campus.

The Saturday session of the History Section will feature a discussion of the impact of the Spanish/Mexican culture on Texas and U.S. history. Speakers will be Gerald E. Poyo, research associate at The Institute of Texan Cultures, and Gilberto M. Hinojosa, Associate professor of history and Assistant Vice President for Academic Affairs at The University of Texas at San Antonio. Plans for the Saturday session were made by Leonard B. Murphy, San Antonio College.
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Welcome to the TJCTA!

Fellow Texan Kermit D. Larson will address "Integrating Ethics in the Accounting Curriculum."

Kermit D. Larson is the Arthur Andersen & Co. Alumni Professor of Accounting at the University of Texas at Austin, where he has been a member of the faculty since 1966.


Be sure to partake of some legendary Texas hospitality, Friday evening, February 16th, courtesy of

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All indications point to a record-breaking attendance at this month’s TIC-TA convention in San Antonio. At press time more than 1,300 hotel rooms had been confirmed—almost 500 more than the number of rooms reserved at the same date last year. Four hotels holding room blocks for the convention reported that all available rooms had been reserved well before the Jan. 25 “cut-off” date. The Marriott Rivercenter, the Menger, the LaQuinta Motor Inn—Convention Center, and the Crockett Hotel all reported that their entire room blocks had been reserved.

An additional block of rooms has been reserved at the Hilton Palacio del Rio Hotel, located within an easy walk of the other convention facilities.

Hotel accommodations at the Palacio del Rio may be reserved by completing the form below and mailing it to the hotel. The reservation form should not be sent to the TIC-TA State Office, as that will only delay processing. Due to the late date, reservations may also be made by calling the Hilton Palacio del Rio directly: 210-222-1400. Callers should make clear that they are reserving accommodations for the TIC-TA meeting in order to be assured of the convention rates. Reservations will be processed as they are received, on a first-come, first-served basis.

Also, it is possible that cancellations will result in a few vacancies at the other hotels. Members may call the hotels' reservations departments and ask about possible cancellations.

Marriott Rivercenter: Area Code 512, 222-1000; LaQuinta Motor Inn, Area Code 512, 222-9181; Menger, 1-800-345-9285; Crockett, 1-800-292-1050.

Headquarters hotel for the 1990 meeting is the San Antonio Marriott Rivercenter, located at Bowie and Commerce Streets. With the exception of a few “field trips” for some of the section meetings, all convention activities will be held in the Marriott Rivercenter.

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### HOTEL RESERVATION FORM

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Texas higher education advocates breathed a collective sigh of relief when the state Legislature finally adjourned June 7. After a record-setting sixth called session—the last four of which were devoted primarily to the thorny issue of equalizing state funding for public education—lawmakers closed shop until the 72nd Legislature convenes next January. Major results of the lawmakers' efforts were enactment of a law designed to meet court-mandated equalization in state spending on public education and the more difficult feat of passing a tax bill to finance the equalization measure.

Early in the process, it appeared likely that significant cuts in state appropriations for higher education would be inevitable if legislative leaders and Gov. Bill Clements could not reach agreement on the methods of raising money to pay for the public school equalization reforms. Two-year colleges (including community junior colleges, Texas State Technical Institute, and the associate degree programs at Lamar University) would have been especially hard hit under some of the proposals which were discussed. One plan would have cut formula funding to the two-year colleges by $28.6 million during the 1990-91 school year. The scheduled increase in state appropriations for the Higher Education Insurance Program would have been rescinded; state payment for insurance coverage of community junior college plant maintenance personnel would have been eliminated; appropriations for implementation of the state mandated remedial programs would have been slashed by $9 million; and state contributions to the Teacher Retirement System would have been cut from 7.65 percent to 6 percent.

As soon as word leaked out regarding proposed cuts in state appropriations for two-year colleges, TJCTA leaders mobilized forces to see that legislators were informed concerning the damaging effects of the proposed reductions. TJCTA State President David Clinkscale wrote a letter to each member of the House of Representatives and to each member of the Senate Committee on Finance as well as to Lieutenant Governor Bill Hobby and House Speaker Gib Lewis. "Our Association looks askance at suggestions that higher education funding be cut in order to generate revenue for public school equalization," Clinkscale wrote. "We see reductions in funding for community junior colleges and technical institutes, in appropriations for remedial education as provided in the Texas Academic Skills Program, or in contributions to teacher retirement programs as temporary expedients which will only shift the current crisis from one phase of public education to another. We urge you to avoid this path."

Meanwhile, TJCTA members from colleges across the state joined administrators and trustees in appealing to their respective senators and representatives to reject a "solution" to the public school funding problem which would take needed state dollars away from two-year colleges.

The successful efforts of the collaborative efforts soon became apparent. In a letter to Mr. Clinkscale, Lt. Gov. Hobby wrote, "I am pleased to see such support for our higher educational system. Never have we needed a first-rate system of higher education more... I do not support cutting existing expenditures to reallocate funds." In a similar tone, Senator Cyndy Taylor Krier (R-San Antonio), a member of the Senate Finance and Education committees, wrote, "I share your concerns about recent proposals to reduce funding for Texas colleges and universities in order to fund public education in our state. I will not support such cuts." Senator Kent Caperton (D-Bryan), chair of the Senate Finance Committee, wrote, "I understand your concern over suggestions that appropriations for higher education be cut to fund public education... If such proposals are made, I will strongly oppose them." Senator Bob Glasgow (D-Stephenville), also a member of the Finance Committee, wrote, "Thank you for bringing to my attention your concern and opposition to the possibility of taking state funds allocated for higher education to use for funding public education... I do not see the Texas Legislature jeopardizing our institutions of higher education to solve the current crisis we are facing with the public school system.

"It's clear that the vigorous and united support of TJCTA members from every campus in the state will be required to avoid cuts in state funding during the 1991 legislative session," Mr. Clinkscale said.
PRESIDENT'S MESSAGE

There is a legend about three horsemen who were riding across a desert one dark night. As they crossed a dry river bed, out of the darkness a voice called "Halt!" They obeyed. The voice then instructed them to dismount, pick up a handful of pebbles, place the pebbles in their pockets, and remount. The voice then said, "You have done as I commanded. Tomorrow at sunrise, you will be both glad and sorry." Mystified, the horsemen rode on. When the sun rose, they reached into their pockets and found that a miracle had occurred. The pebbles had been transformed into diamonds. They remembered the warning, and they were both glad and sorry — glad they had taken some and sorry they had not taken more.

At the end of my year as State President, I also have the same mixed feelings. I am glad to be relieved of the responsibilities, yet I will miss the opportunities of touching the lives of so many of my TJCTA friends across the state. Truly, that has been the greatest reward of this past year. The value of the friendships I have formed far outweighs the burdens of the office.

Thanks so much to my colleagues on the Executive Committee. David Clinkscale, Steve Dutton, Marilyn Lancaster, Brian Dille, and Larry Shirts have been faithful companions, devoting many hours of service to the Association.

There is a real sense of accomplishment as I look at TJCTA's 1989-1990 year. We set new membership and convention attendance records, and more ballots were cast than ever before in our state officer elections. San Antonio, our convention city, was everything we hoped for and more. Apparently, you, the members, were delighted with that choice because your response was no less than overwhelming. "Doc" Blakely delivered a humorous, but message-laden, presentation at the opening general session. And Sarah Weddington — what a speaker! What an inspiration she should be to us as teachers and lecturers! She was given our convention theme, "Open Doors...Open Minds," and she spoke so that topic in an extremely well-prepared, well-researched, and thought-provoking manner. Even with all the enticements of the city of San Antonio and the Rivercenter Mall, our session meetings were overflowing.

Those section chairpersons responsible for planning did an excellent job.

The dance, reception, and banquet were all fantastic successes. Thanks to Carolyn Davis, Special Committee chairperson, for the coordination of those activities. The professional development seminar conducted by Frank Hill, the Association's attorney, was presented by Tom O’Kuma and the Professional Development Committee (a committee that has worked hard and been quite active this past year). The financial planning and retirement seminars, as well as the placement center, blood pressure screenings, and fitness activities were under the direction of the very capable Ellen Brennan and the Membership Services Committee. The Election Committee, chaired by David Hansme, performed especially well in tallying the election count and working the polls. Special thanks also to Sandra Shumate and the Registration Committee who handled the record-setting number of registrants. And thanks to all the committee members and chairpersons for the time and dedication you have contributed to our Association.

Of course, for me the most exciting single event of the TJCTA year was the attainment of the membership record. With our 6,170 members, TJCTA is the largest organization of its kind. My compliments to all the campus representatives, Reba Blackshear, state membership chairperson, her vice chairperson, Deann Merchant, and to everyone else who helped achieve this historic goal.

Well, not good-bye. I’ll see you at the Hyatt Regency hotel at the DFW airport at next year’s convention. In the meantime, let’s get behind David Clinkscale and help make next year even greater!

Thanks for the wonderful memories!

Emmeline Todd
State President, 1989-90
Opening Doors of Opportunity

Sarah Weddington
Attorney-at-Law
Austin, Texas

In many ways we are all colleagues, all colleagues in the classroom, trying to offer new opportunities to open doors and to open minds—not only for our students but also for our schools. Conventions give us a chance as colleagues to get together. They are important, I think, because the daily routines of life and teaching can sap our energies and our enthusiasm. I once had a law professor who said you can be nibbled to death by ducks. Later I came to understand what he meant. While none thing may be a problem, the little things can sap our energy. So a convention is important. It is important partially because we come to get the best of our colleagues and other professionals who are part of this occasion in being better at what we do. But it is important on a personal level to get away from the daily roles we have to serve. It is also a time, as your convention theme suggests, to rededicate to our basic concept as educators: Doors of opportunity...open to open minds.

I want to make three points. First, the greatest challenge we face, in my opinion, is the change that is taking place. Our institutions, we as individuals, our students—all of us are going to have to look at how we can deal more effectively with what is inevitable, and that is change. Secondly, I believe that to deal effectively change requires a sense of personal options and opportunities. To me, that is represented by the open door. The worst experience is to feel trapped, closed off; it is a terrible feeling. But if the doors are opened, if we can choose new options, the feeling is much different. Education opens doors. And, thirdly, I believe the future will require minds that are open to new solutions, new multi-cultural facts, and new values. It will require the open minds I hope we can help to stimulate.

Coping with Change

Times are changing. You remember what John Foster Dulles said: "Change is the law of life." In fact, I think part of what we teach is the substance of our disciplines, and part of what we teach is an ability to cope with the world our students will be part of—a world that will be changing. So we don't just teach what the current knowledge is; we teach how to stay current, how to research, how to think, how to anticipate, how to respond to change. For example, statistics say that 50 percent of everything we know in business and science today will be obsolete in ten years.

You government and political science teachers, think about what you would have taught last year about Eastern Europe and what you will teach this year. When I went to law school, my professor said to me, "You think you have to come to learn 'the law,' but there is no such 'law' to learn. Because the minute you think you know what it is, it's going to change." The Legislature will meet, and they change it. Or the courts will have a session, and they will reinterpret it. Or something new will happen. Do you know about the family in Tennessee who could not have children in the normal way and who turned to in vitro fertilization? There were seven fertilized ova when the man and woman decided they didn't like each other. What happens now?

New things are going to happen that we have not anticipated. I remember seeing a cartoon in which a little boy who looks like he is about four years old is sitting on the floor, absolutely distraught. He looks up and says, "I have just spent two years of my life learning how to tie my shoes and now they've come up with velcro." What we teach, and what we know about what we teach, is going to change.

Our culture is changing. I recently read a speech by [former San Antonio] Mayor Henry Cisneros. The substance of it was that in the year 2000 many states will have dramatically increased Hispanic, Asian, and in some cases Black populations. If we look for who the leaders of the future are going to be, we will find they are going to include more members of minority communities. They are going to include more women.

When I think about the changing roles of men and women, I remember arriving in the Texas Legislature. As you know, I was the first woman elected from Austin. I started getting invitations, which began, "You and your wife are cordially invited..." I wrote back that that didn't seem quite right. And I got other invitations that said, "You and your spouse are invited..." I was (Continued on page 4.)
married, but others who received them weren't. They wrote back. By the end of the legislative session we were getting invitations that said, "You and whoever you want to bring."

I think, too, about changes in culture. P. D. James, the mystery writer, has said that in the mystery novels of the 1930s all sorts of motives were credible which aren't credible today, especially motives of preventing guilty sexual secrets from coming out. Nowadays, people sell their guilty sexual secrets. Someone recently sent me a cartoon from the Texas Medical Association journal. In it a pharmacist is saying, "Gosh, things are really changing." And someone else says, "What do you mean?" And the pharmacist says, "Why just the other day I was in the pharmacy, and a very attractive woman came in who seemed kind of ill-at-ease. I finally asked if there was anything I could do to help, and she said to me in a voice that was so loud anybody could have heard, 'Yes, I need a package of condoms, please.' Then, in a whisper, she said, 'And a package of Marlboros.'"

I think about how I have changed. Not long ago, my client in Roe vs. Wade decided to sell her story for a "docu-drama." The producer called me. I was told that I would be included in the drama, and if I would like to consult, they would show me the script. I decided I would do that, but I got to thinking. When I was in college I was in the drama department presentation of Thornton Wilder's Skin of Our Teeth. I played Esmerelda, the Gypsy. I called the producer and said, "You know, if you do this movie it might be interesting if I played me." And the producer said, "Ms. Weddington, you are now too old to play you."

We certainly are a part of a society that is getting older. In fact, our culture is shifting from one dominated by youth to one dominated by middle-age. It has been said that by 1995 Americans age 16 to 24 will decline by 25 percent and those 35 to 44 will increase by 50 percent.

We face a world that is changing, and so do our students. I think about how I should prepare my students for that world. Sometimes change is positive; sometimes quite disorienting. It can be unexpected; it can get out of control. Sometimes it can simply be too rapid. But as teachers, we are agents of change. We try to help students change in positive ways—to let them see the circumstances, the options ahead, and how to prepare for them. We help students see how to be comfortable with change in their thinking. So when I think about how I can prepare my students, my answer is, in part, to try to help them acquire resilience, to instill in them the expectation that things are going to change, and to encourage them not to view change as a threat but rather as something they are prepared to deal with because they have options.

Sometimes I ask my students, "What are you going to do now?" I have tried to break myself of the habit of asking such a question because I realize it is a question I couldn't answer. If at any point in my life someone had asked if I knew what I would be doing in five years, I could not have guessed. I look at where I came from in high school. I was president of the Future Homemakers of America. In college, I was preparing to be an English and speech sec-
more than anything else. Those of you who were here last night will recall “Doc” Blakely talking about brain suckers. You remember the illustration he gave of his son coming into the room and asking, “Daddy, what’s this?” And the answer was, “It’s a brain sucker, and he’s starving!” Well, sometimes I feel like my students have been through a brain sucker convention. I cannot get them to think in the way I want them to. They take down what I say, and they regurgitate it back. But I want them to think about what they are doing. They want everything laid out for them: the three ways to catch a man, the seven keys to success, the two secrets of X, Y, and Z. We have made the world so simple that it is hard for us to get people to think.

When I decided to teach college, my brother told me that I had to sit and watch three hours of MTV before I would be qualified to teach. I tried it. I couldn’t make three hours. He was trying to get me to understand a generation of younger students—who will become our students—who sit down, tune in, and turn off. They expect magic. Dance. Music. How can we get up and talk to these students for 50 minutes when this is the way they are used to taking in information?

Minds Open to Critical Thinking

There is a new term I don’t like. It is “info-tainment.” It doesn’t really give information, and it doesn’t really entertain. It tries to give people information while entertaining them, and I think the result is that they are neither informed nor entertained. In that same “docu-drama” I spoke of earlier, I was stunned by the presentation of part of my life. At one point in the movie there was a scene where my husband and I were having a fight about all the time I was volunteering to give to causes. I called the producer and said, “My husband and I did not have that fight.” And the producer said, “Well, we know that, but your life has not had enough drama.” This is “docu-drama.” It gives us neither history nor the kind of thinking that we need. Yet we live in a world where minds must be more open to critical thinking because our world is international now, and we are more affected by the world around us.

A few years ago, as people do, I sat down on New Year’s Eve to work on my goals for the year. I had decided I was going to computer cross-reference all the lists I had made in trying to straighten out my life. Over the years I had made dozens of them. As I was sitting there, I thought about the time when I had been a medical records librarian for Holy Cross Hospital, trying to work my way through law school. In those days the key tests for life were the EEG and the EKG. When you are doing well on those tests, the lines go up and down and up and down. If they ever straighten out, you’re in trouble. I thought about all the attempts I had made to straighten out my life—and preferably the world and everything around me. But we are never going to be able to do that. What we can do is spend the most time possible on the things that are important and get out of the low spots as quickly as we can.

There is nothing more important than being able to manage and cope with change. So I would say the most important thing we can do for our students as teachers is to help them open doors, because open doors mean options. Open doors mean open minds—minds open to critical thinking, to multicultural and world diversity, to different sets of values.

Together, we are building an ark for students and ourselves to see us through troubled times. I am proud to be part of the building team. And I appreciate being part of this convention of movers, of shakers, but especially of builders—builders of open doors and open minds.

SARAH WEDDINGTON is an attorney in private practice in Austin. She graduated from The University of Texas School of Law in 1967. In 1972, she became the first woman from Travis County to be elected to the Texas House of Representatives. She served three terms before going to Washington in 1977 to serve in the administration of President Jimmy Carter. From her office just above the Cabinet Room in the West Wing of the White House, she directed the Carter administration’s work on women’s issues and appointments. From 1983 to 1985, Dr. Weddington was the top lobbyist in Washington for the state of Texas, serving as Director of the Office of State-Federal Relations. In addition to her current law practice, Dr. Weddington teaches part-time at The University of Texas at Austin in the Departments of American Studies and Government. This article is an excerpt from her keynote address at the 1990 TACTA state convention, interpreting the convention theme, “Open Doors...Open Minds.”

NATIONAL MATH MEETING TO BE HELD IN DALLAS

More than 1,000 mathematics educators from throughout the U.S. are expected to attend the 16th annual convention of the American Mathematical Association of Two-Year Colleges (AMATYC). The convention will be Oct. 18-21 at the Fairmont Hotel in Dallas.

Keynote speaker for the meeting will be James Voytik, director of MS2000 Project which will lay the groundwork for a new mathematics curriculum for the 21st century.

Presentations, exhibits, workshops, and mini-courses will reflect the convention’s theme, “Frontiers in Mathematics Education.” Among Texans on the convention program are Stephen Rodi, Austin Community College, and Marilyn Mays, North Lake College. Dr. Rodi will chair a panel discussion reacting to the report of the MS2000 Project. Dr. Mays will chair a panel discussion concerning higher standards and improved learning environments in mathematics education.

Demonstrations in state-of-the-art software, hardware, and coursework in mathematics will be offered at the convention hotel and at INFORMART in Dallas. More than 35 publishers and representatives of mathematics organizations will exhibit textbooks and instructional materials.

Additional information regarding the AMATYC convention may be obtained from the convention co-chairs: Eddie Robinson and Tammy Thompson, Cedar Valley College, 3030 North Dallas Avenue, Lancaster, Texas 75134.

EDUCATIONAL TECHNOLOGY CONFERENCE IS PLANNED

The annual Texas Educational Technology Conference is scheduled for Nov. 1-4, in Austin. Sponsored by the Texas Association for Educational Technology (TAET), the conference theme will be “Technology Across Texas.”

TAET, a state affiliate of the Association for Educational Communication and Technology, is comprised of technology-using professionals in the fields of training, instructional design, distance learning, telecommunications, adult education, medical and health occupations, television production, interactive video, higher education, and public schools. Approximately one-third of the TAET membership comes from Texas community junior colleges.

Additional information concerning the fall conference may be obtained from Jeanette Cates, TAET Vice President, at Austin Community College, Area Code 512, 495-7164.
Texas Academic Skills: What Are the Challenges?

Edward R. Barkowsky
Western Texas College

To judge from our reaction, the most threateningly visible component of the TASP is its mandated test. Many see it as merely another nuisance, one more test in the sad tradition of TEAMS. Texas Monthly, in fact, has already offered a cute new name: TEAMS II. But such cynicism, even when there seems so much to encourage it, gets in the way of our understanding what TASP is. The "P" in TASP, after all, means "Program;" it is the Texas Academic Skills Program. The title clearly suggests there is something more intended here than mere basic skills testing. To provide the effective and relevant remedial help many poorly-prepared students need and—I believe—want, we must shift from thinking of TASP as a test to thinking in terms of sound and creative programs designed to ensure success not just in the classroom but in the lives of these students as well.

I want to suggest that we stop complaining about testing, give up some of our misdirected basic-skills teaching, and face squarely the real challenge of TASP: we must develop a clearer understanding of our students, provide them with the best teachers we can put in the classrooms, and choose the texts and teaching strategies best suited to their needs. In short, we have to meet the challenge of providing the programs TASP intends us to provide.

Perhaps I should acknowledge that in what follows, I speak specifically about what I know best: the teaching of developmental writing and the supervision of a division in which the teaching of developmental students has become increasingly important in the way we commit both human and fiscal resources. In the last ten years, long before TASP, I have seen at my college the number of students and classes in remedial English increase more than fivefold, even though our college enrollment overall has remained relatively constant. From 1976-86, my English department had one person teaching remedial classes. Now we have five; three devote over half their teaching loads to remediation.

While I address myself, then, to the problems of remediation in reading and writing, I am persuaded that the challenges of TASP are not disciplinary and are not confined to the teaching of one or another subject. A sound remedial program in any discipline depends on our responses to similar challenges.

Many of our attempts at remediation, I would argue, have not worked because they are based on a set of notions which we need to re-examine. Too often, we have equated remediation with basic skills training which, distinguished by its failure, has in reality given us TASP. The rationale of such an approach has a long educational history: it is founded on notions of educational psychology and child development theory which hold that children must master certain fundamental elements before progressing to more complex skills. Such an approach, it seems, does two things. First, it breaks both the learning process and its content into small, easily-taught elements which are arranged into a linear progression. We become entangled in teaching and testing for these elements to the neglect of the overall processes of learning. And second, because of its preoccupation with the stages of children's development, it does not always adequately respond to the needs of young adults or the "non-traditional" learners in our classrooms.

College remedial students do not always fit neatly into child-growth patterns. Often, they are intelligent and street-smart, with sophisticated alternate ways of dealing with their world. But they may not know how to go about reading and understanding a shop manual, an appliance warranty, a loan agreement—or a textbook. And if they are asked to present their thoughts in writing, they have problems organizing and presenting them clearly. Lacking the processes needed for success in the academic and vocational classroom, and eventually in a career, many of these students could be more accurately described as "academically inexperienced" rather than somehow intellectually handicapped. To serve them best, we can give them experience and practice in the processes and activities of the college classroom.

Too frequently, however, misdirected remedial programs set goals too low for students. We think, for example, that easy-to-digest, "high-interest" reading materials keep students' attention and prevent frustration. We think that because they have difficulty with grammar, we must limit them to writing sentences and paragraphs—if we move beyond grammar workbooks. But they know our game, and they know we aren't asking for "real" college work. I have tried those approaches. I can't think of anything more deadly and numbing for student and teacher alike, as we limit their experience with language to mechanical exercises not really connected to the extended reading and writing processes they need. But in sparing our students the strain of mastering complex material, we deprive them of the growth engendered by struggle, and we dull the excitement produced by real learning. We give both dignity and growth to developmental students by allowing them to participate in courses which not only undergird and challenge them, but assure them they are a part of college as well.

In a recent examination of university remedial programs, Mike Rose challenges us to add substance to our remedial reading and writing courses. He notes that we misinterpret the "flatness" in our courses and students as signs of "intellectual dullness." But, he observes, "when students are challenged, engaged, brought full into the milieu they gained for...they will know they are participating in the university," and dullness and flatness will disappear.

TASP challenges our commitment to provide developmental students not only with qualified teachers, but with our best teachers. Typically, we are saddled with the idea that anyone can teach developmental reading, writing, or math. Colleges often choose economically inexpensive part-time instructors, or they assign the least trained and experienced teachers to remedial courses to preserve the political hierarchy of a department.
Instructors sometime look at remedial classes as bothersome prerequisites or demeaning assignments which keep them from teaching "real" courses. Some of these notions, sadly, are encouraged by the Southern Association of Colleges and Schools criteria, which require remedial teachers to be far less prepared than other college instructors.

But the problems of developmental students are complex, and the task of motivating and guiding them calls for vast skill, commitment, and experience. Teachers who are experienced and who know the demands of the college classroom are often those best suited for remedial work, for they understand the preparation necessary for success in higher-level courses. We cannot entrust remedial classrooms to less than our best instructors.

Furthermore, I believe TASP challenges us to avoid isolating students and courses from the reality of the demands of college level work. Segregation of students into self-contained remedial departments suggests that their classes are somehow unrelated to "real" college work. Such perceptions are especially harmful if their instructors are seen as teaching only pre-college or developmental students. Of equal importance, instructors outside the remedial department are frequently tempted to view the problems of weak students as being outside their domain. But a strong program for helping underprepared students calls for interrelated strategies and campus-wide concern. In a very real sense, all instructors must see themselves as team members whose purpose is to reinforce the processes expected of students in all college courses. Isolation of students and courses encourages the very teaching methods which are least effective: those which emphasize basic skill development only.

While basic grammatical and reading skills should of necessity be components of a successful remedial program, to dwell exclusively on them cannot respond adequately to the needs of developmental students. The TASP test demands higher-level reading, writing, and thinking skills—a point made clear in its writing section, which requires writers to present sustained development of connected ideas. Exclusive emphasis on basic skills leads to a fragmented and partial vision of what college students are called upon to do. Burdened with fragmentation, they come to see remediation as demeaning and a series of pointless exercises disconnected from any real application in the classroom or career. Small wonder that so many basic skills courses fail our students.

A further difficulty with the basic skills program is the reality that even though students are placed into remedial classes, they may simultaneously need higher-level thinking skills in classes outside the remedial classroom. While they wrestle with finding main ideas in paragraphs and with grammatical problems, their history teacher may be asking for an intelligent and coherent written analysis of the Turner thesis, or their business instructor may be asking them to write solutions to thorny management problems. And even though some colleges restrict developmental students from enrolling in courses which have intensive reading, writing, or math components, the sobering fact is that we have realistically only a semester or two, at most, to remediate students with acute literacy problems. We cannot afford to spend that limited time using methods which, for all practical purposes, have already failed.

Success in college as well as in a career depends on the individual's abilities to arrive at independent ideas, form judgments, and make meaning of complicated and extended written materials. College classes require (or they should require) students to analyze, synthesize, and evaluate information and ideas.

By extension, an effective remedial program should have also as its primary charge the development of the processes students need to perform sophisticated thinking tasks. And further, such a program should help students become aware of those processes. If we help students to make sense of a long and difficult text, for example, we should help them see and understand the way they can go about making meaning of that complex material, and that the processes used in making meaning of the text will apply to other kinds of reading.

When we ask of our students the right things, when we help them to understand the processes necessary for thinking, developmental students can read, comprehend, write sensibly, and solve complicated and extended problems. I am aware of at least one remedial writing program in which the primary text is The Autobiography of Benjamin Franklin. The course is organized to enhance their awareness of effective strategies for decoding and comprehending complicated material, and the students are expected to read, understand, and write about the text. Most of them succeed.

And not a small part of their success stems from their conviction that even though the course is non-credit and college preparatory, the processes they are developing are those which will serve them well in college classes.

The students who can read and write intelligently about Franklin's text will be able to read and make meaning of biology books and accounting texts—as well as corporate reports, insurance policies, and shop manuals—because they possess strategies and processes necessary for reading and writing about complicated works. These students will encounter fewer difficulties in the college classroom than those who have been "taught down to" with only short, easily-digestible materials chosen to match their abilities at a high-interest, low-readability level.

All of this implies that students in remedial classes ought to be challenged to develop the thinking processes necessary to become fully capable and functioning adults—with and without the classroom. Though we risk some degree of frustration as we ask our students to reach far beyond their present levels, we give them—if we are caring and sensitive while we remain conscious of our responsibilities as teachers—something far more important. We give them the real ability to succeed in courses beyond the college preparatory level; "it indeed, beyond college itself."

Edward Barkowsky is professor of English and Chairperson, Division of Communications and Letters, at Western Texas College in Snyder. Before joining the faculty at Western Texas in 1971, he taught at Ball State University in Muncie, Indiana, and at South Plains College in Levelland, Texas. He holds the Bachelor of Arts and Master of Arts degrees in English from Texas Tech University, and a Doctor of Philosophy degree from Ball State University.
UT-DALLAS WINS FOUR-YEAR STATUS

The University of Texas at Dallas began enrolling freshman and sophomore students for the first time this summer after receiving approval of the Texas Higher Education Coordinating Board.

UT-Dallas, now in its 20th year, previously offered instruction only to junior, senior, and graduate students. The Texas Legislature voted in 1989 to authorize the institution to admit a limited number of lower-level students contingent on Coordinating Board approval. Under the law, the university is to implement high admission standards and to concentrate on science, mathematics, computer science, and engineering instruction.

The Coordinating Board, acting on staff recommendations, gave approval for the university’s downward expansion, at least partly in the belief that projected population growth in the Dallas area will justify the downward expansion.

My name is Charles Burnside. I am Executive Secretary of the Texas Junior College Teachers Association—a professional association of more than 6,000 educators in Texas two-year colleges and technical institutes.

I appreciate very much the opportunity to appear and comment on the issue presently before the Board. As you may know, our president and immediate past president were “fog-bound” in Houston last Wednesday, and were unable to get to Dallas in time to testify at the public hearing there.

Mr. Chairman, I must confess that I feel some little discomfort this afternoon. I feel something like—I’ll put it delicately—“a child of questionable parentage at a family reunion.” The easy thing for us to do would be to jump on the band wagon and endorse the proposal presently under consideration. But, Mr. Chairman, with all respect to the Commissioner and to your Board, we simply cannot remain silent, and we can’t jump on this band wagon.

Hopefully, you received copies of our organization’s position statement regarding the downward expansion of the University of Texas at Dallas. I shall not repeat the specific and detailed concerns expressed in that statement. I would like to stress a couple of points very briefly.

First, we simply cannot understand how anyone can maintain that the approval of the application for the expansion of UT-Dallas will not be harmful to other institutions of higher education. Perhaps the duplication of courses available at nearby community colleges and other public and independent universities is not significant; we think it is. Perhaps the siphoning off of some of the brighter students during their first two years of college, depriving less motivated or less prepared students very important role models, is not important; we believe it is.

In at least one way—one very painful way—the conversion of that institution to four-year status will have a deleterious effect on every single college and university in this state, including, ironically, other components of the University of Texas System. The grim truth is—and surely everyone in this room must know it—that the state of Texas is not about to support adequately its existing higher education system.

I was in this room in 1986 and again in 1988, when this Board discussed its recommendations regarding funding for higher education. My distinct recollection is that there was unanimity among members of the Coordinating Board on both those occasions that there simply were not enough state dollars available to fund higher education at the desired levels. And it will be interesting to see what is said and done by the Board in your meeting next week when you take funding recommendations for the 1991 legislative session.

Perhaps I should be more optimistic. But I think it’s important that we be realistic and frankly recognize that this state has limited resources—resources that already are inadequate to meet the needs. And when you have finite resources and are facing increasing demands, it must follow as night follows day that the result is a dilution of available resources. Thus, I respectfully submit that every single state-funded institution of education—and, for that matter, every agency and entity funded to any extent at all by state dollars—will be the loser if this proposal is approved.

We are concerned, also, Mr. Chairman, that favorable action by the Board on this issue will be perceived around the state as an invitation for other upper-level institutions to make their cases for downward expansion. We viewed with no small amount of horror the recklessness of the log-rolling process during the last legislative session. And I think there is no doubt that other communities, encouraged by other philanthropic, public-spirited, civic-minded leaders, aided by other excited chambers of commerce, will be right there knocking on your door within the very near future.

We are disappointed by the conclusions pronounced by some that the “upper-level” concept for providing higher education opportunities for the people of this state has failed. It might be observed, however, that in this as in most other endeavors, if the principal parties involved are committed to its failure, then it might well fail.

One final point, and I’ll sit down. Our organization recently conducted a survey of major announced candidates for governor and lieutenant governor. One of the questions put to the candidates was “What are your views on the downward expansion of upper-level universities...to include freshman and sophomore level courses?” We didn’t ask about the proposed downward expansion of any particular institution—just about the idea in general. Let me share the replies we received:

From Mr. Mattox: “...It is not wise for the state to create additional four-year colleges until those currently in existence are adequately funded.”

From Mr. Richards: “…Given the state’s limited funding resources for education, we cannot afford to duplicate educational services...We must be careful not to weaken the role of a junior college through unnecessary competition with four-year universities.”

From Mr. Hance: “The issue of ‘downward expansion’ is now the subject of considerable review by the Coordinating Board, the Texas Research League, and other respected entities. Their recommendations must be considered before a firm policy in this regard can be formulated.”

From Mr. Luce: “Generally, I think the existing state educational system is sufficient to meet Texas’ needs at the present time. Thus, I would be very hesitant to expand the existing system.”

From Mr. Williams: “…The advantages of expansion must be weighed against the potential damage that expansion can cause to the local community colleges already in place.”

From Mr. Bullock: “We need to improve the quality and ease the burden of the cost of higher education institutions we already support before we expand. You don’t build on to a house if you’re already having a hard time keeping the place in repair and meeting the current mortgage.”

Well, Mr. Chairman, I’ll close by urging fervently and respectfully—that you act on this issue today on the basis of what is in the best interests of the state’s total college and university system rather than on the basis of what seems desirable and popular in one region or for a single institution.
Forty-three Texas community junior college campuses were represented at the 11th annual TJCTA Conference for Faculty Organization Leaders held recently in Austin. Almost 150 faculty leaders participated in the day-long meeting.

Principal speaker for the opening session was Mary Tyler, professor of education at East Texas State University at Texarkana, whose topic was “From Stress to Success: Communicating with Difficult People.” Dr. Tyler involved conference participants in demonstrating techniques for enhancing interpersonal communication.

TJCTA attorney Frank W. Hill, senior partner in the firm of Hill, Heard, Gilstrap, Goetz & Moorhead, in Arlington, addressed the conference’s second session on the topic “Current Legal Issues Affecting College Faculty.” Mr. Hill discussed recent court decisions and responded to participants’ questions concerning faculty rights and responsibilities.

Speaker for the luncheon session was Austin attorney Don G. Adams, who spoke on “The Faculty Organization and the Texas Legislature.” Mr. Adams, a former member of the Texas House of Representatives and Texas Senate, discussed legislative concerns of Texas two-year colleges and shared general observations concerning the state’s fiscal condition. He urged faculty leaders to encourage their campus colleagues to support the Junior and Community College Political Action Committee (“JAC-PAC”) as a means of influencing policy decisions and legislative actions affecting the community, junior, and technical colleges.

“The Faculty Role in College Decision-Making” was the topic for the afternoon session. TJCTA Executive Secretary Charles Burnside discussed elements necessary for effective faculty participation in the decision-making process and contrasted the “adversarial” and “collegial” styles of administration-faculty relationships. “The most important single and indispensable element is trust,” according to Mr. Burnside.

“Trust is not conferred automatically; it must be earned. And once earned, it must be guarded vigorously. For once trust is lost, once trust is broken, it might never be restored.”

A special legislative Joint Select Committee on Employee Benefits has been at work for the past year studying, according to its charge, “the administration of employee health insurance programs, including those programs administered by institutions of higher education.” The panel consists of five members from each house of the Legislature and is co-chaired by Sen. Gonzalo Barrientos, D-Austin, and Rep. Nolan “Buzz” Robnett, R-Lubbock.

The committee has held several meetings to receive public testimony and hear reports and recommendations of consultants. Testimony from college representatives and from employee groups stressed the critical nature of the problem. In remarks presented to the committee by a TJCTA representative, it was pointed out that the higher education insurance program has not measured up to the expectations either of the Legislature or of college employees. The committee was told that among community junior colleges there are substantial disparities between benefits provided and premiums paid for employee dependent coverage. Small colleges with high claims find themselves facing unpleasant choices. “Sadly, some of our members, having found themselves unable to afford coverage for dependents, have dropped insurance coverage for spouses and children, leaving themselves at very great financial risk in the event of a catastrophic illness or injury,” said Charles Burnside, TJCTA Executive Secretary. “Clearly, the needs are real and the situation is critical,” he said.

Commenting on the range of proposals submitted for committee consideration, Burnside said, “As with practically every (Continued on page 2.)
PRESIDENT’S MESSAGE

Fall in Texas. You know it’s here when daytime temperatures drop into the balmy lower 90’s. You know it’s here when the skies over towns from Wink to Waxahachie and from Shamrock to San Juan are filled with footballs. And you know it’s here when students of all ages from around the state return to (or begin) college studies.

I hope you had a restful, enriching summer. And I hope you have returned for the Fall semester with a new enthusiasm to teach those students. Many community junior colleges have enjoyed healthy enrollment increases for the Fall semester, so our classes are full and our schedules hectic. But in the midst of what often seems like utter chaos, be sure you take a few minutes to renew your commitment to professionalism by renewing your membership in the Texas Junior College Teachers Association.

TJCTA is you, and you are the heart and soul of this Association. Last year’s membership exceeded 6,000 statewide, and we will need the same strength that such numbers afford this year as we look to a future filled with intangibles and unknowns. We do know that funding during the upcoming biennium will be very uncertain, and the projected revenue shortfall of $3 to $5 billion facing the Legislature in January increases that uncertainty. But you can be assured that TJCTA will be there, in Austin, as always, working on your behalf. Already we have the opportunity to testify before the staffs of the Legislative Budget Board and the Governor’s Budget Office as well as the House Higher Education Committee. In October, our Legislative Committee, chaired by Bill Davis of Texas Southmost College, will meet and formulate a legislative program which will serve as the foundation for our efforts during next year’s regular session.

Of course, our other committees also have met during the fall, and one of the first activities of the year was the highly successful and well-attended eleventh annual Conference for Faculty Organization Leaders, planned by the Professional Development Committee of TJCTA. Conference participants heard some speakers (as related in the report on page 1), but probably the most worthwhile part of the conference was “idea-sharing” among faculty leaders from colleges across our state.

As you plan your activities for this academic year, be sure you mark the dates of February 21-23, 1991. That’s when the 44th annual convention of the Texas Junior College Teachers Association will be held at the Hyatt Regency Hotel at the Dallas/Fort Worth International Airport. The section meetings will be more numerous than ever before, the general session speakers will be dynamic and thought provoking, and the opportunities for recreation, revitalization and professional development will be unparalleled. I’ll be there, and I hope you will, too.

As you can see, it’s going to be a very busy year for the Texas Junior College Teachers Association. Won’t you join this most effective organization as we continue to serve you?

I look forward to working with my fellow officers and with the many committee members and chairpersons as together we strive to serve you during the coming year.

David Clinkscale

STAFF INSURANCE STUDY
(Continued from page 1)

great issue confronting us, there are strong and valid arguments on both sides of each major alternative suggested. However, given the enormity and complexity of the problems in health insurance for college employees, we believe a very strong argument exists for the creation of a single higher education program under an expanded Coordinating Board Administrative Council, where the risks can be distributed more evenly and the costs controlled more fairly.

Testimony before the committee indicated that the soaring cost of health insurance is due to a variety of factors: sophisticated technology, malpractice insurance hikes, “unnecessary” services, an aging population, and state-mandated coverage for mental health and substance-abuse programs—just to name a few. Another category of “administrative costs” is highly erratic (3.4 percent to 20 percent of premiums at Texas two-year colleges, according to an Administrative Council report). As for AIDS, a medical expert at the University of Texas testified that the epidemic accounts for only one percent of costs in the UI system. Americans tend to blame insurance company profits for the increases, but the statistics presented to the committee—by a variety of witnesses—has not given much support to such a view. Fewer and fewer companies are entering the market.

It is the “administrative costs” component where consensus for change appears to be building. Studies have consistently demonstrated that the U.S. is the “most administratively expensive country in the world,” as one witness announced, yet lags far behind other industrialized nations in actual delivery of health care.

It is too early to tell, what, if anything, will emerge from the select committee’s study. But an atmosphere of near-panic exists on some two-year college campuses. “There are two kinds of colleges,” stated C.A. Roberson, chancellor of the Tarrant County Junior College District, “Those that are in a crisis and those that soon will be.” Most tragically, some employees have been forced to abandon health insurance coverage completely, particularly for dependents.

Rep. Robnett described the issue of employees’ health insurance as “a train wreck waiting to happen.”

TJCTA officials will continue to monitor the work of the select committee.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1991 convention at the Dallas Fort Worth International Airport.

Suggestions should be received by Feb. 1, 1991, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 21, 1991, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

David J. Ligon, Chairperson
TJCTA Resolutions Committee
Tyler Junior College
P. O. Box 9020
Tyler, Texas 75711
Texas voters go to the polls Nov. 6 to elect a Governor and Lieutenant Governor. Winners of those two offices will wield enormous power over the future of the state. Although as a tax-exempt organization TJCTA does not make political endorsements, it is appropriate to help inform members concerning the views of major candidates on issues of importance to the state's two-year colleges. Last December, candidates responded to two important questions (dealing with the "funding mix" between state and local funds for community junior colleges and the issue of "downward expansion" of upper-level universities to include freshman and sophomore level courses in their curricula). Last month, the Democratic and Republican nominees for Governor and Lieutenant Governor were asked to respond to four additional questions.

Following are the questions posed by the TJCTA survey and the candidates' responses. We are including the questions and responses from the previous survey.

**QUESTION:** The state's share in the "funding mix" (of state versus local funds) for junior colleges has been dropping in recent sessions of the Legislature. Thus, ad valorem property taxes have been forced to make up the difference, as state appropriations pay proportionately less of the bill. What do you think of this trend?

**MS. RICHARDS:** I do not support a continuing decline in the state's portion of funding for junior colleges in Texas. We have placed an unreasonable burden on local property owners by requiring them to pay higher property taxes to underwrite the costs of public schools and junior colleges, and this trend must stop. I cannot state precisely the appropriate mix between state and local funding for junior colleges. However, I feel strongly that the state must recognize the important role of junior colleges and should pay a greater portion of the cost and/or expand the tax base of junior college districts to include greater geographic areas. As Governor, I will work closely with legislators, local officials, and junior college representatives to insure that junior colleges are treated as essential components of our overall education plan and that property owners are not required to assume an unreasonable responsibility for the funding of education.

**MR. BULLOCK:** Many property taxpayers in Texas already carry too heavy a burden in supporting local public schools. Increases in the local property tax obligation to bridge the gap between need and state funding of junior colleges staggers some communities. And, as with the public schools, the communities who need the two-year college programs the most have the least local resources to support the growing costs. The cost of junior colleges is shifting toward more local support, just to keep up with the growing enrollments. Like it or not, the state is going to have to pick up a little more of the burden—at least in those communities where the tax base is low and need is higher. I'm not saying raise more taxes statewide to ease the local burden of community college costs. I do think the Legislature needs to consider that the current mix of funds—about 46 percent local to 54 percent state—doesn't take into account local costs for debt service or construction. There's no ideal mix for state-local support; that could vary from community to community. But the Legislature needs to look at the role of junior colleges: They offer an educational opportunity for many Texans who can't go directly from public school to college full-time. Because they are accessible, affordable, and flexible, they contribute in a very unique way to the educational opportunities available to students who might not otherwise go past public school. That makes them a valuable Texas commodity. And we need to fund them accordingly.

**MR. MOSBACHER:** I am not sure that there is an absolute optimal funding mix between state and local funding for junior colleges (Continued on following page)
colleges. I will say that I don't want to see public education mandates, at either the higher education level or the lower levels, coming out of Austin without regard to their impact on services. Community junior colleges already play a crucial role in meeting the needs of our state's young population. If Texas is to capitalize on the size and youth of our work force, we must have quality programs at all levels of the higher educational system and that means resources from the state to make sure that the job gets done."

**QUESTION:** What are your views on the "downward expansion" of upper-level universities (which offer junior, senior, and graduate level courses) only to include freshman and sophomore level courses in their curricula? What should be the role of the Texas Higher Education Coordinating Board when local leaders want a "full" university in their area?

**MS. RICHARDS:** "The Texas Higher Education Coordinating Board should make the final decision about expansion of upper-level universities to include freshman and sophomore courses. Given the state's limited funding resources for education, we cannot afford to duplicate educational services. Careful planning and coordination throughout our education system is critical, and the Coordinating Board is the appropriate body to assess the needs in a given area and to determine when and where expansion is called for. Junior colleges provide opportunities that are not available through four-year universities and serve many students who would not attend a four-year university. We must be careful not to weaken the role of a junior college through unnecessary competition with four-year universities."

**MR. BULLOCK:** "The Texas Higher Education Coordinating Board needs to recognize that junior colleges play a unique role in higher education in this state. Very often, because of family or financial circumstances, many students choose a junior college over a four-year institution as the best way to continue their education after public schooling. I know from personal experience—I might have never gone to college if I hadn't had a junior college in my small hometown. The average age of the junior college student is 27—that says people are going back to school or they're picking up an education between raising a family and holding down a job. They can do that because junior colleges are accessible: they meet these special needs. Before the Coordinating Board allows any further downward expansion—which saps strength and students from local junior colleges—they need to examine that trend as part of their on-going staff study on upper-level institutions. We need to improve the quality and ease the burden of the cost of higher education institutions we already support before we expand. You don't build onto a house if you're already having a hard time keeping the place in repair and meeting the current mortgage. And the Coordinating Board needs to re-evaluate the funding mix for all junior colleges to see if the state's paying its fair share on the mortgage."

**MR. MOSBACHER:** "We must keep our community colleges strong so they can fulfill their increasingly important role in educating the citizens of Texas. At the same time, we must make all our institutions of higher education as efficient as possible. Before changing the status of any college or university, I would want to (1) be certain we can afford to protect our current investments in higher education and (2) have strong evidence of community support, including financial support, for any change in status."

**QUESTION:** For many years the Texas Higher Education Coordinating Board has recommended funding community junior colleges at "full formula" rates based on actual student enrollment, as measured by "contact hours." The Legislature has never adopted the funding rates recommended by the Coordinating Board. Would you support "full formula funding" for two-year colleges?

**MS. RICHARDS:** "The State must recognize the importance of two-year colleges and pay its fair share of the cost of educating students at these schools. We cannot continue to ask local taxpayers to pay more of the bill; in recent years the state share has dropped from 65 percent of operating costs to 51 percent. If we are to continue to provide quality, accessible education with a good faculty, state-of-the-art equipment and other necessities, two-year colleges must receive adequate funding from the state. The state must use the funding formula studies to develop a stable source of funding for all schools."

**MR. BULLOCK:** "I support efforts to ensure that the state pays its full and fair share of the cost of junior college programs. I am disturbed by the fact that the state's share of the cost declined from 65 percent state and 35 percent local in 1982 to 53 percent state 47 percent local in 1989. The state's contribution is dwindling at a time when costs and enrollments are rising and the local tax base is diminishing. The state should not mandate programs it is not willing to finance and can not continue to place a larger burden on local property taxpayers. A prime example of the harmful effects of the state failing to provide its fair share are the reports that—despite a vital need for more nurses—some junior colleges are being forced to turn away students who want to enter nursing programs because the schools lack adequate funding for these programs. These reports only strengthen my conviction that the Coordinating Board and the Legislature must reevaluate the funding for community colleges to ensure that the state pays its full share of the cost of junior college programs."

**MR. MOSBACHER:** "Community colleges must have sufficient funding to fulfill their mission, which will be increasingly important in the years ahead. In recent years, the State share of operating revenues for two-year colleges has declined. Statewide, funding for community colleges varies greatly, depending on the local capacity to support them through taxes, tuition, and fees, among other factors. We must assure that the State bears an equitable share of the funding burden and that two-year colleges receive adequate support. The many functions served by community colleges are very important—educationally, economically, and socially—and such colleges must continue to serve them all. I would hope, however, that we could improve our elementary and secondary education system so that less effort need be spent on remediation at the college level."

**QUESTION:** Community junior colleges serve a number of important educational purposes in our society: academic transfers to universities, occupational/technical training, remediation, continuing education and retraining, and personal enrichment—just to name a few. Do you see our colleges continuing to serve all these functions? Are there any of these which you think are particularly important? Would you like to see any changes, additions, or deletions?

**MS. RICHARDS:** "All these functions are important. Community colleges are one of the greatest educational resources in this state serving 63 percent of all first-time Texas college students. The academic transfer, occupational/technical training and retraining are all critically important as we build the 'new Texas.' We know that by the year 2000 the majority of jobs will require more than a high school education and that many people will need training as their current jobs are phased out. The need for remediation should decrease significantly if public schools are given the authority and funding to do their job. I would like to see more 2+2 programs developed."

**MR. BULLOCK:** "Texas' community colleges must serve all their existing functions, plus expand into new areas if we are to meet the educational needs of the future. The future of Texas will rest on our ability to guarantee a literate, trained citizenry equipped to meet a changing economy. Community colleges must fill an important niche in the state's education system, assuming increased responsibility for providing work and life skills to young Texans and re-training older Texans. Community col-
colleges will also be called upon to give a growing number of students the educational foundation necessary to handle upper-level college work as more students begin their college careers at community colleges before moving on to senior institutions. I—like thousands of young Texans today—was able to get a college education only because Hill College was there as a doorway to a better future. This door must be kept open for the students of tomorrow."

MR. MOSBACHER: "Especially important is the partnership between junior colleges and four-year colleges and universities. Many Texans with the desire and ability to earn a baccalaureate degree would not be able to do so without the preparation provided by community junior colleges. These graduates in engineering, business, education, and many other fields, who began their higher education in our junior colleges, are an indispensable asset to our workforce. Also important are the occupational/technical training and the continuing education and retraining functions of two-year colleges. As an employer, I have seen first-hand the gap that has developed between entry-level skills required in an increasingly technical workplace and the basic-skill levels of high school graduates. The technical training and continuing education offered by community colleges help bridge this gap and keep our workforce truly competitive."

QUESTION: Texas colleges and universities are presently implementing the Texas Academic Skills Program, which includes the testing of competencies in reading, writing, and mathematics. Students who do not pass the test are directed into remediation courses. The overwhelming proportion of this remediation falls upon the community junior colleges of Texas, which often find the funding for the courses inadequate to meet the needs of students. What is your opinion of TASP, and what do you think of the state's frequent propensity to require programs without paying for them?

MS. RICHARDS: "I strongly believe 'If you can't fill the till, don't pass the bill.' Adequate state funding must accompany state-mandated programs. As a former county commissioner, I know how difficult it is to continue to ask local taxpayers to foot the bill for state initiatives, and this must stop. TASP scores show all too clearly the need to improve our public education system. That will be my first priority as Governor. Until those improvements are made, I support full funding for remediation courses to help our students stay in school and receive the education they need."

MR. BULLOCK: "Since the TASP will not be fully implemented until this year, it's too early to judge its effectiveness. The program should help colleges and universities identify student deficiencies and develop ways to meet students' special needs. This is a valid goal, but our community colleges should not be forced to bear the cost of correcting deficiencies which are not their fault. I have consistently said that I oppose the state government mandating programs unless the state pays its fair share. TASP should not be an exception to this rule."

MR. MOSBACHER: "The Texas Academic Skills Program is intended to assure that students at Texas institutions of higher education have the necessary skills to do college-level work. To quote the TASP bulletin, "With an improved level of skills, students will benefit more fully from their higher-education course work and be better prepared to succeed after college." This is an admirable purpose, but its concomitant is a range of remedial programs that must be implemented, chiefly by junior colleges. If these remedial programs are to be imposed upon institutions of higher education, they must be adequately funded. Education at all levels in Texas is burdened with a variety of State-mandated programs. As Lieutenant Governor, I shall vigorously oppose State requirements for educational programs without adequate funding."

QUESTION: Why should a supporter of Texas community, junior, and technical colleges vote for you instead of your opponent?

MS. RICHARDS: "Texans should vote for me because I am the most qualified candidate to lead this state. As State Treasurer for the last eight years, I have managed state investments earning almost $2 billion in non-tax revenue—more than all the previous treasurers combined in the 147-year history of Texas. The next governor must be prepared to 'hit the ground running.' The problems that fact the state in education, criminal justice, economic growth demand a chief executive that does not require on-the-job training. I have demonstrated that I can provide strong, efficient and ethical leadership. I can bring a breadth of experience to the job as a parent, an educator, a county commissioner and a state official. Clayton Williams has touted himself as a successful businessman who proudly states he has no experience in state government. When Texans begin to look into Mr. Williams' business dealings, they find that the 300 lawsuits he has been involved in show he is a wheeler-dealer accused of, among other things, pollution, price fixing and fraud. They find a man who has an unprecedented number of conflicts of interest between his business holdings and the regulatory agencies of the state. Mr. Williams has refused to release his tax returns and explain his business holdings to Texas voters. The potential conflicts of interest between a businessman who refuses to place his assets into a blind trust and a would-be governor are all the more critical. This is a serious issue which is related to the purpose of government itself, which is to provide opportunity for all—not just to protect the business interest of a few."

MR. BULLOCK: "I have always been a friend of education and guaranteeing adequate funding for our educational system from the top to the bottom is a top priority for me. As a graduate of a junior college I have a special appreciation of their importance to Texas and its future. As lieutenant governor, I will be in a position to help bring about the needed changes and a recognition by the state of the vital role they play. I have proven in my current position as state comptroller that I am not afraid of innovation and that I know how to make programs efficient. I will bring the same dedication to the effort to make education the state's top priority."

MR. MOSBACHER: "As a businessman, my understanding of the importance of community colleges is not just theoretical: I know that we cannot hope to compete as a state in the national or international marketplace without a well-trained, educated, and motivated workforce. The academic transfers to universities, technical training, continuing education, and retraining that community colleges provide are essential to preparing and maintaining such a workforce. Furthermore, I am committed to reducing the red tape and unfunded mandates imposed by the Austin bureaucracy that interfere with the ability of community colleges to provide such essential services. I do not believe you have to spend 20 years in Austin to know what the problems are. In fact, if you have been there that long, there is a good chance you are part of the problem. I want to be part of the solution."
Analysis of Possibilities for ORP/TDA

Frank L. Wright
Special Consultant and Executive Director Emeritus
Texas Association of College Teachers

Makes Big Difference

You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement program, including Optional Retirement Program (ORP) or Teacher Retirement System (TRS), social security, and other possible savings, will greatly exceed the value of any home or building you will ever buy.

A faculty member, for example, entering the profession at age 30 and at an average salary of about $30,000 can achieve an ORP value of $2.1 million by age 65. (This figure assumes salary increases of 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually.) Even more startling is the fact that this figure would nearly always be larger than the annual income at retirement for the faculty member could raise the performance just 1%, to 9% compounding for this period.

Have you paid attention to your ORP investment recently? Or have you considered supplementing TRS or ORP with a flexible TDA investment? Small differences at this time can make a major difference over the long haul. The articles on these pages of the Messenger are designed to stimulate you to consider this matter and to help you make sound decisions about placement of ORP and/or TDA savings.

In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement vehicle for their purposes. All others are qualified to make additional savings in a tax sheltered form by utilizing these same products. They should plan to use one of these programs if they are able to save systematically in any regular amount and can afford to put savings away until they reach age 59½.

Saving “before tax” dollars is nearly always advantageous because the savings on current taxes are put to work earning tax deferred dollars for future use. Withdrawals when taken at or before retirement will be taxable as regular income, but the extra earnings made by dollars that otherwise would have been paid in taxes plus the tax sheltering of all earnings or growth in the meantime will nearly always add up to more than taxes due on withdrawal. New regulations about withdrawing funds from TDA were included in the tax reform bill, making it desirable to use this vehicle for planned expenditures to take place after you have reached age 59½. Prior to that age, withdrawals are restricted to death, disability, and certain financial hardships, with the latter having a 10% penalty in most cases.

The amount you can save by salary reduction, in addition to ORP and TRS, is limited by the 1986 “Tax Reform” law, and some question still remains about how to calculate the exact amount. The Advisory Committee and the Administrative Council under the Texas Higher Education Coordinating Board issued a suggested formula for calculating the “Maximum Exclusion Allowance”—which is the technical term for the amount you can defer. Your college and/or company probably has a formula which they want used for this calculation, which may or may not be the “suggested” one. The formula uses salary, years of service, and previous tax sheltering to arrive at the amount which now can be tax deferred. Such calculations should allow you to tax shelter from 7% to 13% of salary by voluntary salary reductions, in addition to ORP and/or TRS “pickup” payments, with a ceiling of $9500 per year. For persons employed 15 years or more, limited “catch up” provisions allow exceeding this amount.

These same products can be used for other tax deferred savings—IRA, Keogh, or HR10, 401(k) deferred compensation plans—but the 403(b) program is preferred for most faculty under the 1986 tax law. Persons with self-employed income from royalties or writing or consultation should, however, use some version of the Keogh plan for self-employed income in addition to the 403(b) program.

Evaluating Products

All of the products discussed herein are technically known as 403(b) programs (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Salary Reduction Account. In these articles the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities, Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows a nontaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company.
Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies listed will be available at every college. In fact at some institutions you may still have a fairly limited selection for ORP since a recent Attorney General’s Opinion reaffirmed that a college administration has authority to select and approve companies for use in ORP. Somewhat greater flexibility is possible in TDA, since an institution is required to accept and continue any qualified program in which an employee is participating when hired. If a company listed in this study is of interest to you but not available at your institution, check with the personnel department and see what can be arranged.

TACT and TJCTA appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 60 companies are described in some detail in the following pages, and a serious effort has been made to deal with this very complex subject in a simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims used by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (3) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transfersability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by 32 insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name “Fixed Account.” Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represented in the unit value, which will change periodically, each day in most instances—hence the name “Variable Account.”

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TJCTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company’s annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 13 for more information on this alternative.

Managing Funds

Utilizing the opportunity to direct your purchases toward Fixed or Variable and/or to shift your accumulated assets from one type of investment vehicle to another can make a marked difference in the end result of your retirement accumulation. Variable accounts and growth-oriented funds can (and did in 1980, 1982, 1985, and 1989) gain 20%, 30%, and more in a single year. On the other hand, such accounts can (and did in 1981 and 1984) lose as much as 5% or 15% or more in a single year. To take advantage of very substantial gains in Variable or growth funds in some years and then to preserve this gain (and avoid losses) by staying in Fixed or Money Market funds in others can be very beneficial and produce results not available in a single-purpose product.

Exercising these sorts of choices to your advantage is not a simple matter, especially since you have to react just about opposite to the general trend of the time. That is, when the stock market is flying high and everyone wants in, you get out and move some or all of your accumulated assets to Fixed. On the other hand, when the stock market is low and everyone is complaining, you change your purchases to Variable and shift all or part of your accumulations from Fixed to Variable. If you instead follow the general trend and move to Variable when the market is flying high, and then desperately move to Fixed when the market has been low for some time, your end result will be terribly disappointing. Nevertheless, you stand to benefit substantially from having this ability and exercising it judiciously two or three times a decade.

Another strategy for use of such investments is recommended in the article by Gary Battenberg on page 16. He advocates staying with growth oriented funds through highs and lows to gain over time from good management, dollar cost averaging, and economic growth.

It Can Be Done!

Use of any such varied offerings requires financial understanding and management decisions which may be burdensome for many faculty, and there is no guarantee of success! Many people say “you can’t outrace the market!” and thus advocate avoiding it. The procedures recommended above do not suggest trying to get the last ounce out of a market rise or to avoid the last bit of a market fall. They suggest simply responding when it is very clear that the market (for stocks or bonds or certain kinds of mutual funds) is clearly high or clearly low. Remember that money held as fixed dollars is losing value in times of inflation. No long-term savings program is without risk—investment risk and/or inflation risk. For any person already informed about financial matters or willing to learn, having choices of varied types of investments and the ability to shift among them is a distinct advantage and a valued privilege in ORP/TDA.
INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable, because strength in one period may imply weakness in another, and because different annuities or funds have different avowed objectives. In spite of problems of evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gains in some periods, you probably ought to have variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many "multiple choice" variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. Money Market Funds: Invested in short-term debt instruments, some restricted to government issues; maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like fixed annuity.

2. Bond Funds: Invested in longer term corporate and/or government bonds; value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return fluctuating around that of current interest in fixed annuities.

3. Common Stock Funds: Invested in a selection of stocks chosen to produce dividend income and modest capital growth; value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as "equity income" or "income and growth" funds.

4. Growth Stock Funds: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much regard to current income; value fluctuates widely and risk is high along with potential for major increases over time; includes for our purposes investing in stocks of overseas companies, in precious metals, or in real estate.

5. Balanced Funds: Invested in mixture of bonds and conservative stocks with purpose of income and capital preservation; value fluctuates within a relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. Managed Funds: Invested sole at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary greatly with the objective and the management. You are reminded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these "managed" funds have very broad discretion.

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one fund company offering 75 different choices and to one custodian fund offering all of the 3000+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported five or more years experience are provided in Tables 2-A through 2-F, shown on the center spread in this issue. The funds are listed within the six categories of funds just described in alphabetical order by company. Performance is expressed as a percentage of cumulative total return (all dividends and capital gains or losses included) for 1989 and for the three, five, and ten year periods ending December 31, 1989. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the whole period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included. Some companies did not provide these figures even though the fund has existed for more than five years, and many funds have not been in existence long enough to provide these figures.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1985 to December 31, 1989. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company are recorded in Table 5 page 13.
age figures provide a straight measure of total performance of money already in the account, while the final figure shows the influence of sales charges, dollar-cost averaging in a changing market, and other factors.

The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while Growth funds vary greatly and represent major swings in performance. 1988 figures do not show many negative results, but 1987 tables, which included the October stock crash, gave evidence of many net losses. It is often said that the only thing certain about the stock market is that it will fluctuate—and that characteristic is increasingly true of the bond market in years of changing interest rates. The task is to take advantage of such fluctuations, rather than letting them deplete your resources.

You also will observe gross differences in performance between funds of similar type. Some of these differences may be explained by the degree of risk undertaken in the fund, but costs of operation and success in management are very significant factors.

Tables 2-A through 2-F may be helpful in determining where your ORP/IDA funds should be invested from time to time. In any case, they should help you understand something about financial markets and products.

### INVESTMENT RETURN ON FIXED ANNUITIES

"Variable" returns are obviously complex and, complicated, but you might think that "fixed" returns would be straightforward and simple. Wrong! Interest rates are subject to various manipulations which require more than a simple comparison. The considerations discussed in the supplemental article, "Evaluating Return on Fixed Annuities," on page 16 should be considered carefully in this connection.

Companies are constantly adding new withdrawals which make comparisons more difficult. You must look carefully at interest rates from various perspectives.

### Past History is Best

Actual and total performance of the program over some period of past history is perhaps the most important and revealing measure of return on fixed annuities. Unfortunately, few salespersons will offer information or literature about actual performance similar to that presented in Table 3. Instead, they will stress current, estimated, illustrative results such as those in Table 4. Based on "current interest rates" which are subject to many manipulations and interpretations and which change periodically, illustrative results are quite unreliable.

### Table 3 Described

Table 3 deals with actual performance and with guaranteed promises. The first two columns report actual accumulations for retirement, considering both charges and earnings that have resulted in the last five years, 1985-1989. It provides some measure of consistency in earnings, relative influence of charges, and differences in methods of crediting interest. The first figure is the result of adding $200, per month for five years, a total payment of $12,000 and the second is the result of having $10,000 accumulation on January 1, 1985 and making no additions in the five year period.

Companies with N/A in these columns either have not offered annuities for the five year period or simply decided not to provide figures. All companies which had introduced new products within the five years were urged to report performance in previous products and then continue in the new product in order to provide the five year experience. An N/A in these columns raises some serious questions which should be addressed.

The third and fourth columns present accumulated value for retirement in 5 years and 30 years at the guaranteed interest rates listed in the final column. The fifth column states the guaranteed annuity rate in the contract for persons aged 65, choosing payments for life and 10 years certain. The sixth column gives the guaranteed monthly income produced by this guaranteed accumulation times this guaranteed annuity rate, and the final column states the interest rate which is guaranteed for the duration of the contract. Guarantees will become significant only under drastically changed economic and social conditions. No company has paid as little as its guarantee for many years, and actual results begin to exceed guarantees after just a single year at current rates.
### TABLE 2-A — MONEY MARKET FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>5 Yr.</th>
<th>7 Yr.</th>
<th>3 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Nael - Growth</td>
<td>2.46</td>
<td>2.54</td>
<td>2.54</td>
</tr>
<tr>
<td>Sen. Nat'l - Corp.</td>
<td>1.94</td>
<td>1.94</td>
<td>1.94</td>
</tr>
</tbody>
</table>

### TABLE 2-B — BOND FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>5 Yr.</th>
<th>7 Yr.</th>
<th>3 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Nael - Growth</td>
<td>8.09</td>
<td>8.15</td>
<td>8.15</td>
</tr>
<tr>
<td>Sen. Nat'l - Corp.</td>
<td>10.04</td>
<td>10.04</td>
<td>10.04</td>
</tr>
</tbody>
</table>

### TABLE 2-C — GENERAL STOCK FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>1 Yr.</th>
<th>7 Yr.</th>
<th>3 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Nael - Growth</td>
<td>2.46</td>
<td>2.54</td>
<td>2.54</td>
</tr>
<tr>
<td>Sen. Nat'l - Corp.</td>
<td>1.94</td>
<td>1.94</td>
<td>1.94</td>
</tr>
</tbody>
</table>

### TABLE 2-D — GROWTH FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>1 Yr.</th>
<th>7 Yr.</th>
<th>3 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Nael - Growth</td>
<td>2.46</td>
<td>2.54</td>
<td>2.54</td>
</tr>
<tr>
<td>Sen. Nat'l - Corp.</td>
<td>1.94</td>
<td>1.94</td>
<td>1.94</td>
</tr>
</tbody>
</table>
TABLE 4 DESCRIBED

Everything in Table 4 is a hypothetical illustration, representing very short term promises and no lasting guarantees! It represents possibilities under current interest rates and estimated or illustrative results if current rates should continue into the future. These rates are certain to change—a number may have changed even before this study appears in print—and must be regarded as comparisons of current, short-term practices only.

The first column shows the current interest rate stated as effective annual return which the company has adopted for the present time. The second column shows how the company credits all money and that different interest rates are applied to new money being received at this time and that different interest rates continue to apply to deposits received prior to a certain time; this is often called "banding.

The word "TWO" means that the stated current interest rate is applied to new money being credited. The word "NEW" means that the current interest rate is applied to new money or money held only for annuity purposes. The word "ALL" shows how the company credits all money will be better than a similar interest on surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 3-5 years. Since many names now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges also restrict transfer possibilities and should be avoided when possible.

The third and fourth columns show the loss you will incur against the illustrative value of the account if you withdraw your accumulation after 5 years and 30 years of making $200 per month contributions to the annuity. Obviously there is great variation in surrender charges and interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 5 years. Many names now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges also restrict transfer possibilities and should be avoided when possible.

The fifth and sixth columns show what would be the total accumulated value for retirement in 5 years and 30 years if one paid in $200 each month, paid all charges, and received the current interest rate for the period involved. The second column shows how the company credits all money will be better than a similar interest on surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 5 years. Many names now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges also restrict transfer possibilities and should be avoided when possible.

The situation has been exacerbated by the fact that the 1987 Legislature, practically without the knowledge of anybody, altered the provisions of the Insurance Guaranty Association, the program supposed to stand behind insurance companies that become insolvent. The amount covered under the Guaranty Association was never appropriate to a life-time retirement program like ORP, but the fact that it was apparently reduced in 1987 raises questions. The program used to cover "up to $300,000 for one or more annuity contracts issued to the same contract holder." The 1987 revision changed that to cover "up to $100,000 for one or more annuity contracts issued to an individual or up to $5 million unallocated annuity contract benefits held by one contract holder." Since "contract holder" is often the university, it is unclear which statement offers the greater protection, the 1987 or the 1984 revision.

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The most flexible choice for placement of your ORP/TDA has been available since 1981, when TACT was instrumental in passing a law to allow direct investing in mutual funds without going through an insurance company. This opportunity is now available at most colleges and universities and should be submitted for approval whenever it is not now offered.

The use of products allowing direct use of mutual funds without going through an insurance company is a HIGHLY RECOMMENDED practice. The most flexible possibility for placement of your accumulation is for directing payments toward chosen investments and for redirecting accumulations to meet changed or changing conditions. Potential advantages of using a group of mutual funds are: 1) wide range of choices as shown in Table 1 on page 8; 2) full freedom to move from one mutual fund to another and to understand. There are basically four different kinds of charges: a) sales loads applied only to new money going into plan; b) monthly or annual policy or custodial fees (which may apply whether payments are being made or not); c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

### Table of Charges

Table 5 lists all charges for each company in an abbreviated form. In this table and in Tables 3 and 4 when it is written "5% (5%), 3% (3%)", it should be read as 5% the first 5 years, 4% next 5 years, 3% thereafter. Dollars followed by parentheses read the same way. The annual fees charged to variable fund accounts listed in the final column are charges against the whole value of the account and therefore can amount to significant sums. Charges vary greatly between funds and are specified in the Prospectus. The sign means "never greater than" and appears on many of these since charges often decrease as the fund becomes larger, and some funds within a company may have lower charges than others.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceitfully. A good company doing a good job deserves misunderstanding. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 20 listed companies offer only fixed annuities and 16 offer only mutual fund products. It also notes companies offering more than one product in the market and those not available for ORP.

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OTHER FACTORS OF IMPORTANCE

Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. The additional factors, therefore, have substantial significance in your choice.

Flexibility in Investments. As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only "fixed type" annuities, you are never able to participate in growth of the stock market; but if you have only a single "variable type" annuity, you will never have the opportunity to get outside the "roller coaster" trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and most allow transfer of all or part of accumulated assets from Fixed to Variable, and vice versa, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

Surrenderability. So long as you participate in ORP payments, you cannot surrender your ORP annuity or borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP, however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF, with its history of very low costs and favorable performance, loosened up its transfer and surrender policies in a new program announced in March 1990. Transfer or surrender are now allowed from its CREF (Variable) portion, provided both the employer and the participant elect the new program. Transfer or surrender from the TIAA (Fixed) portion is still not available, but may be coming slowly over the next several years.

Transferability. Ability to shift your program to another qualified employer or to another company is another feature of value. It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied except TIAA allow such transfers with only surrender charges being assessed where applicable. Unfortunately, a number of companies are now using high surrender charges, especially in early years, to make transferring difficult and expensive.

Loan Privileges. Since the 1986 tax law inhibits most surrenderers of TDA's until age 59 1/2, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all—and none of the mutual fund families) offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies.

Guarantees Offered. As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you wish.

Sound Companies. Purchasing products for ORP/TDA inevitably involves some risk as to the soundness and reliability of the company. No final assurance can be given against management fraud or unforeseen economic developments, but all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board. You can assume, therefore, that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations in full. Additionally, the Texas Insurance Guaranty Association stands behind insurance annuities to a very limited extent, assuming coverage of losses due to insolvency of a company up to $100,000. (See related article on page 12).

A. M. Best Co. rates general insurance companies as to financial soundness, but those ratings do not apply equally to companies specializing in annuities. All companies in this study currently hold Best's highest rating (A+, Superior) except for the following companies with A (Excellent) ratings: American Security, Delta, Fidelity Standard, Kemper Investors, National Western, Security First, SMA Life, State Bond, Transamerica, Union Central, and USAA Life. Life USA is currently not ranked but is reinsured with an A+ rating when it went into "rehabilitation" for three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

In summary, you as buyer need to be careful and thoughtful in selecting a company, considering length of service, financial reports, and general reputation, and then stay alert to changes in the business through the years.

Service and Reports vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features that are typical in the ORP or TDA plan. Companies range from those with many persistent, sometimes over-eager salespersons, to those with no agents at all. Some salespersons are "locked in" to one company's products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from full report on status of account each time a payment is received to one annual report presented at the company's convenience. Possibilities in case of death or disability are other features which vary among companies and may have some usefulness.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

Summary of Factors

These articles have described factors which should influence your choice of a product for your Optional Retirement Program (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some other, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons.

Every faculty member should have several choices available and should make his or her choice on the basis of considered facts and factors. On the next page you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Table 6 (as well as tables on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important factors are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6 Described

Table 6 ranks each company on certain factors reported in other tables, lists on variables or Funds available and presents our comment on two flexibility factors. In each column under Fixed Annuities, the number designates how that company's product ranked among all those for which information on that factor was available. A "1" indicates that company ranked first on that particular
element of performance or projection of all the companies in that column and rising numbers indicate lesser performance or projection. The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1989, figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 49). The next two columns are drawn from Table 4, and may depend on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subject to all of the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column may give some indication of company practice in annuitizing values.

### The Decision Is Yours

With these rankings and all of the other ideas developed in these articles, you should be able to select a vehicle for your ORP or TDA, which will meet your particular needs and wishes. In all matters, remember that you are in the driver's seat as you move towards selection of a vehicle for your retirement and tax sheltered savings program. Do not be cowed or "snowed" by an assured or assertive salesperson.

Ask the questions made explicit in this article and get satisfying answers:

1. What are the probabilities of a good return on your investment through the years? Is it or can it be made adaptable to changing economic conditions and changing needs?

2. Is there a flexible choice between Fixed and Variable portions, and can you shift accrued assets from one to another easily and without cost? Do you have some continuing choice of investment alternatives or are you wholly dependent on the company's decisions?

3. Do you have assurance of maximum annuity rates and maximum flexibility of choice as to time and type of retirement settlement opportunities?

4. Are the charges and deductions clearly stated and in minimum amounts throughout the life of the contract?

5. Is the contract surrenderable for cash value, in whole or in part, after leaving coverage for ORP and after age 59 1/2 for TDA? Does it allow lump sum withdrawals in lieu of electing an annuity during retirement?

6. Is the program easily transferable to another company within ORP? To other kinds of tax sheltering employment? At what costs? Do high surrender charges or other devices tend to lock you in and limit your choices?

7. Are costs, annuity rates, and other features of the contract permanent, or does the company reserve the right to change certain of these at its option?

8. Does the company have soundness and experience which assure its ability to fulfill its obligations through the years?

9. How adequate are your needs are the services and reports offered by the company?

TJCTA offers this information to help you make sound decisions about what is indeed the most significant financial decision you will ever make.

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**TABLE 6 — COMPARATIVE RANKINGS**

<table>
<thead>
<tr>
<th>FLEXIBILITY</th>
<th>VARIABLE</th>
<th>PERIOD</th>
<th>ACTUAL</th>
<th>CURRENT</th>
<th>RET.</th>
<th>NbR</th>
<th>TOTAL</th>
<th>TRANSFER</th>
<th>SURVIVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5 yr</td>
<td>3 yr</td>
<td>1 yr</td>
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</tr>
</tbody>
</table>

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* = One of two or more possible contracts. # = Not for use in ORP.
EVALUATING RETURN ON FIXED ANNUITIES

Analyzing current interest rates in annuity products is a very difficult and confusing task, as indicated in the section and tables on Fixed Annuities in preceding articles. Insurance companies and insurance sales persons seem to devote a lot of time and ingenuity to asserting advantage over other companies by complicated and questionable practices with regard to current interest rates.

Here are a series of questions you ought to have answered about interest rates on fixed annuities, if you are now using such a product or if you plan to do so: Is this current interest rate paid on the entire accumulation or only on new money? What interest is now being paid on "old" money (paid in previous years)? How often is interest rate changed? Is a different rate applied if money is withdrawn and transferred to another company? Is a different interest applied if no current payments are being made? Has the interest rate of this company been consistent, relative to other interest rates over several years? What is the basis for this interest rate varying (if it does) from what seems normal at this time? When do payments received begin to earn interest? How is interest compounded? What interest will I be getting on money after I retire and annuitize my accumulation?

Perhaps the most tell-tale factor on current interest is the method of crediting interest. The three major methods are designated for each company and its major annuity product in Table 4, on page 12. The "full portfolio" method of crediting interest (designated by ALL in Table 4) used to be the universal plan. Then, one current interest could be compared rather directly with another. About ten years ago in a period of rising interest rates, some companies decided to quote a much higher current interest but apply it only to money received in the present. These companies are designated by NEW in Table 4. Obviously, a company which applies current interest only to new money can escalate (or deflate) interest rates almost at will, keeping them related to current bond markets, and having little influence on interest paid on past "bands" or collections of payments. The most recent development in this area is the plan of crediting one interest rate for money that is reserved for annuitizing with the company, and a substantially lower rate for money that is ever withdrawn or transferred from the company. This is often called the "two-tier" plan and is designated with TWO in Table 4.

Since this method is rather new, a brief explanation is in order. The theory behind two-tier crediting is that, since short-term participants are much more expensive for a company than long-term participants, it makes sense to divide the two. But, since you never know who will be a short or long term participant, the way to accomplish this is to give a substantially greater interest if the person turns into a long-term participant/annuitant than if he/she turns into a short-term. This way, the company can quote a high current interest rate—and assert an advantage over other companies—and yet protect itself from having to pay out that interest at any time soon. And, further, since annuity rates are not tied to current interest, the company has the opportunity sometime in the future, if the customer annuitizes, of adjusting the annuity rate (down to the guarantee) to suit circumstances. This factor is facilitated by the fact that all of these products are recent in origin and therefore do not have an accumulated group of potential early annuitants on the roster.

The cost of withdrawing or transferring these products is very high in early years and continues even into final years, discouraging the customer from utilizing this possibility. You may note in Table 4 that the loss for withdrawal can be over $100,000 in a few products, based on the value of $200 per month for 30 years. Some of these companies will allow annuitizing for a short period as 3 to 5 years, but the control of the annuity rate still leaves the company in full command. In some instances the interest credited to the withdrawal value may equal or exceed current interest in some other products, largely negating the differential cash value. Many annuities have surrender charges to discourage transfer or withdrawal, but most of them disappear after 5 to 15 years of participation, while they continue forever with the "two-tier" product.

Remember "current interest" is only a small part of the whole story, and a factor easily manipulated. What is important is the real or effective rate of return over the entire life of the contract. Actual performance over some past period is the best basis for judging performance. Also, flexibility and liquidity are extremely important considerations over the long periods in which people purchase and then live on proceeds from ORP/TDA products. Be sure to seek answers to the above questions on current interest rates. And if the agent does not know the answers, look elsewhere.

WHY CHOOSE MUTUAL FUNDS OVER ANNUITIES?

by Gary E. Battenberg
Senior Vice President
Advantage Capital and
American Capital Investments

If informed educators planning for retirement want diversification, ease of understanding of what they own, managers of strength watching their investments, and a large selection of options at retirement, then they should select mutual funds as the preferred vehicle to achieve their goals through ORP and TDA programs. The problem is, in my experience, that too many educators are not informed of all the alternatives, because they have heard mostly from insurance sales persons who advocate annuities.

Insurance companies for many years have tried to convince educators of Texas to buy into the "safety" of fixed annuities for their retirement security. The three major methods are designated for each company and its major annuity product in Table 4, obviously a two-tier crediting is that, since short-term participants are much more expensive for a company than long-term participants, it makes sense to divide the two. But, since you never know who will be a short or long term participant, the way to accomplish this is to give a substantially greater interest if the person turns into a long-term participant/annuitant than if he/she turns into a short-term. This way, the company can quote a high current interest rate—and assert an advantage over other companies—and yet protect itself from having to pay out that interest at any time soon. And, further, since annuity rates are not tied to current interest, the company has the opportunity sometime in the future, if the customer annuitizes, of adjusting the annuity rate (down to the guarantee) to suit circumstances. This factor is facilitated by the fact that all of these products are recent in origin and therefore do not have an accumulated group of potential early annuitants on the roster.

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You are protected and reassured by the professional requirements placed on a registered representative of a mutual fund, by the fact that mutual funds can not project future returns (as is so often done by the insurance company), and by careful regulation and policing of mutual fund advertising. And you can learn what is happening to your investment from reports in the daily papers.

So, for better possible performance, for diversification, for professional fiduciary responsibility by sales persons, and for flexibility at retirement, you may well want to choose mutual funds.

The feature many retiring educators seek most is flexibility at retirement, and many more alternatives are available in mutual funds. With an annuity, once you select an income for life (annuitize), you are usually committed. You swap control of your principal for a monthly check, and nothing is left for you to utilize in meeting unexpected crises or opportunities and little if anything will be left for your heirs should you die earlier than expected. Mutual funds offer systematic withdrawals, adaptable to changing needs, and, under prudent management and good fortune, it is possible to draw a good return and leave the entire nestegg there to pass on to your heirs.

How often I have heard, over the past five years specializing in the ORP/TDA market, stories like this: "The sales person from XYZ Annuity Co. told me that 'everybody on this campus does business with us, and here is the program that everyone buys.' I didn't fully understand the product and I was a bit confused, but I signed up to get rid of the problem—and the sales person." That story has been told to me by Chancellors, librarians, new faculty, old faculty and everyone in between. Too often they follow it up with the fact that the sales person never contacted them again, and often they have to look up the record to even remember the name of the insurance company.

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So, for better possible performance, for diversification, for professional fiduciary responsibility by sales persons, and for flexibility at retirement, you may well want to choose mutual funds.
If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those here on short term assignment need to make this decision if there is even a remote possibility that they may return to Texas higher education sometime in the future. Veteran faculty will do new appointees a great service if they see to it that they have a copy of this Messenger, are aware of the importance of this decision, and are encouraged to join TCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically in TRS unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days of qualified position. Once made, the decision is irreversible and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the Messenger provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TCTA were crucially instrumental in legislation that allows this choice. Prior to that time, all employees were required to participate in TRS. The transportability of ORP to another institution in another state and its earlier vesting period (one year as contrasted with 10 years in TRS at that time but changing to 3 years in 1991) are the main features which made ORP a valuable alternative in a profession in which hiring is from national and world markets and in which at least two or three changes in position are normal before settling down to a career.

ORP and TRS are totally different in concept and operation, making comparison quite difficult. In addition to this brief treatment of the two programs, you may want to read a pamphlet, "TRS-ORP," published by TRS and available from your personnel department or the TRS office in Austin.

The Teacher Retirement System (TRS) is a stated benefit program, in which your retirement benefit according to current formula will be 2.0% of your average salary in the highest three years, multiplied by the number of years you have participated in the program. Thus after 30 years of service, your maximum benefit would be 60% (30 x 2.0%) of your average salary over the three years in which your earnings were highest. Rules allow you to increase your years of service by purchasing credit under some conditions for years in military service, in out-of-state teaching, or on special leave. TRS also has a death benefit and disability feature which offer some protections not included in ORP. TRS retirement benefits do not vest (become permanently committed to the participant) until after 5 years of participation, and then for purposes of income at retirement age.

Upon leaving covered employment, a participant may withdraw only his or her own payments, plus 5% interest, with the state's share reverting to the system.

The Optional Retirement Program (ORP) is a cash accumulation retirement program in which you yourself select the vehicle or vehicles into which your contributions are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies which are designated as 403(b) programs, most of which are described in some detail in other articles in the Messenger. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vests in the participant as soon as he or she begins a second year of employment. Upon leaving covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash: taxes and penalties are paid.

Why Most Choose ORP

Most faculty, librarians and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definable. Any estimate of retirement benefits in 30 or 35 years is subject to many unknown factors. Given the same salary conditions over a 35 year career in Texas, however, a person’s “estimated” retirement income in ORP accounts will exceed present TRS provisions by 2 to 3 times, but the guaranteed amount in most companies may be slightly less than TRS results.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs, but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having a high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment, and questions arising at retirement are much simpler in TRS than in ORP because choices are still much more limited. Now that both TRS and ORP are tax exempt (paid out of salary and not subject to income tax), the take-home pay under TRS is slightly greater than in ORP because 6.4% of salary is required in TRS while 6.65% is required in ORP.

This is a decision required of a new appointee during the first 90 days after employment. You should seek information from various sources if you have any questions, and make your choice of TRS or ORP after careful consideration.

Further question was raised when the Senate Insurance Committee in 1989 turned up facts revealing that the Texas Board of Insurance had been terribly lax in supervising and evaluating insurance companies. Here was another example of a Texas board apparently being more beneficial to the regulated industry than to public interest. A reorganization of the Board seems to have achieved some improvement, but some question still remains about the adequacy of state supervision.

Some studies have recently been issued on the extent of “junk” bond holdings by insurance companies, and some states are considering regulating the extent of these investments. The problem stems from the fact that value of some high yield bonds has fallen dramatically, depleting the reserve that insurance companies hold to meet their obligations. A new question now should be raised about the composition of company’s general fund investments: How much of the company’s assets are invested in “junk” bonds?

All of this concern about insurance companies applies only to Fixed Annuities, which are obligations of the General Fund of the insurance company. Strangely enough, the Variable Annuities (usually thought of as somewhat less secure in value than the “fixed” investment) are operated as Separate Funds, and are virtually unrelated to the financial condition of the insurance company. They are based on actual purchase of stock, bonds and/or money instruments which are held in a distinct ownership—their value may fluctuate up and down with the market, but the instruments themselves are not obligated to the general welfare of the insurance company. Mutual funds, of which some are based on an ownership plan, with instruments held by a custodian and have little threat of insolvency, although their value fluctuates regularly.

What should all of this mean to the individual with an ORP or TDA? Probably only that more caution should be exercised in choosing companies and products, seeking to avoid companies who have an inadequate history and/or financial report. Some sales persons who want a share of your business are suggesting that you should not have more than $100,000 (because of Guaranty Association) in any one company. It is doubtful that the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably exceed that amount by compounding through the years anyway. Careful and thoughtful attention in selecting the company and the products you use is the only solution to the problem. Then, you need to stay alert to changes in the business through the years, and exercise the flexibility and transfer provisions if questions become severe.
THREE-FOURTHS OF ELIGIBLE EMPLOYEES CHOOSE ORP

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1988-89 academic year, 7,565 (77.6 percent) of the 9,746 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—either by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employer and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 7.5 percent of the total business, with Travelers Life Insurance Company and Aetna Life Insurance Company each having 35.3 percent of the total, but has lost

Two-year college employees invested in ORP plans with 90 different carriers during Fiscal Year 1989. The Variable Annuity Life Insurance Company (VALIC) was selected by 2,084 participants—more than 27 percent of the total business, with Travelers Life Insurance Company and Aetna Life Insurance and Annuity Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to thirteenth place in 1989. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost participants steadily every year, down to 91 in 1988-89 (1.2 percent).

Carriers receiving contributions during each of the last ten years and the number of annuitants each year are shown on the page in this table.

### Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. No ORP participant should feel "locked" into an inferior program.

With surprising frequency, the TJCTA state office receives inquiries from members who somehow have been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

- Each institution of higher education must adopt a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...
- Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...

Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.

Individuals who experience problems regarding the preceding three regulations should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

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### PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS

Public Community Junior College Employees

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<tr>
<th>Year</th>
<th>Var Annuity Life Insurance Company</th>
<th>Transamerica Life Insurance Company</th>
<th>American United Life Insurance Company</th>
<th>National Life Insurance Company</th>
<th>Transamerica Life Insurance Company</th>
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<td>1,856</td>
<td>96</td>
<td>1,110</td>
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<td>96</td>
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<td>1,110</td>
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<td>1,856</td>
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<tr>
<td>1986-87</td>
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<td>1,200</td>
</tr>
</tbody>
</table>

### Summary

- A total of 7,565 (77.6 percent) of the 9,746 eligible employees rejected TRS in favor of one of the optional programs.
- ORP participants should be aware of the regulations regarding ORP selection and changes.
- Individuals experiencing problems should seek action to resolve difficulties.

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Note: The table on this page.
1991 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1991 TJCTA convention has been released. A detailed program will appear in a special convention issue of the Messenger in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Hyatt Regency Hotel at the Dallas/Fort Worth International Airport. An abbreviated schedule appears below:

**THURSDAY, FEBRUARY 21, 1991**

9:00 a.m. - 5:00 p.m. — Special Meetings (to be announced)
12:00 Noon - 10:00 p.m. — Convention Registration
1:00 - 4:00 p.m. — Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m. — Informal Reception
7:30 - 9:30 p.m. — BANQUET AND FIRST GENERAL SESSION

**FRIDAY, FEBRUARY 22, 1991**

7:30 - 8:45 a.m. — Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m. — Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m. — Convention Registration
8:00 a.m. - 5:00 p.m. — Exhibits Open
8:00 a.m. - 5:00 p.m. — Polls Open (Election of Officers)
9:00 - 10:30 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m. — Financial Planning Seminar (repeated at 7:30 a.m. presentation)
12:30 - 1:45 p.m. — Professional Development Seminar (repeated at 7:30 a.m. presentation)
2:00 - 4:00 p.m. — SECOND GENERAL SESSION
4:15 - 5:45 p.m. — Room Use Information Seminar
4:15 - 5:45 p.m. — Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

**SATURDAY, FEBRUARY 23, 1991**

8:00 - 11:30 a.m. — Convention Registration
8:00 - 11:30 a.m. — Exhibits Open
9:00 - 10:15 a.m. — Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m. — Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m. — Adjournment
3:00 - 4:00 p.m. — Special Meetings (to be announced)
A wise investment...

Here are some of the ways TJCTA has served its members...

- Expended more than $60,000 in attorney's fees to provide expert legal advice to 58 members from 39 campuses
- Provided formal testimony before committees of the Texas Legislature on 18 occasions
- Was the only professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed a Legislative Update apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 53 campuses
- Responded to requests for advice and information from members of governing boards at 11 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 29 community junior college campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the largest meeting of community junior college educators in the nation, which included...
  - More than 110 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Financial Planning for College Teachers"
  - A session on development and implementation of televised instruction
  - A seminar for retired and "soon-to-be-retired" educators
  - A placement center offering information about professional staff openings
  - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
Membership Enrollment Form

PRIMARY RESPONSIBILITY:

- Instructional (Subject taught:)
- Student Services (Position:)
- Learning Resources/Library/Media (Position:)
- Administrative (Position:)
- Other (Specify:)

Preferred Mailing Address
for TJCTA publications (if other than to college):

Street Address or Post Office Box
City
ZIP Code

CHECK HERE IF YOU DESIRE COVERAGE UNDER THE OPTIONAL LIABILITY INSURANCE PROGRAM, AND ADD $25 TO THE AMOUNT OF YOUR CHECK.

- PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community or junior college)—Dues $35
- ASSOCIATE MEMBERSHIP (Classified employee or retired part-time educator at a Texas community or junior college)—Dues $15
- STUDENT MEMBERSHIP (Enrolled for graduate credit in community or junior college education)—Dues $10
- UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

Check here if you wish to receive the TJCTA Messenger. Annual dues include $5 for subscription.


MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3218.
SALARY INCREASES LAG BEHIND INFLATION

The increased cost of living far exceeded salary raises at Texas public community junior colleges in 1990. Salaries rose an average of about 2 percent statewide for the 1990-91 academic year over the preceding year. While a few colleges increased their salary schedules by 5 percent or more, eleven districts provided no increases. Where schedules were not adjusted for inflation, if faculty raises occurred at all they resulted from advancement in placement (through experience or acquisition of additional postgraduate credit or promotion in professorial rank).

These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association. This is the fourteenth consecutive year that TJCTA has undertaken an extensive study of faculty salaries at the state’s public two-year colleges. All 49 districts participated in this year’s study.

Several districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

Based on an increase in the Consumer Price Index of 6.0 percent for 1990 over 1989, not a single college district adjusted its salary schedule to keep pace with the inflation rate. The inflation factor was somewhat higher in metropolitan areas.

The largest salary increase came at Austin Community College, where the salary schedule was raised by just under 6 percent. Raises of 5 percent or more were added to salary schedules at Alvin Community College, Ranger Junior College, Temple Junior College, Trinity Valley Community College, and Tyler Junior College.

TJCTA officials stressed that changes in salaries are based on changes in salary schedules, and do not reflect additional increases as faculty members advance in “steps” through experience. gain additional college credit, or receive promotions in rank. Neither do reported salaries include compensation for “overload” classes, summer school teaching, or “merit” stipends.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at the colleges. Responses are accompanied by copies of the institutions’ adopted faculty salary schedules or salary policies. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors with varying levels of academic credentials in their first, sixth, eleventh, sixteenth, and twenty-first consecutive years of employment.

The tabular report of this year’s TJCTA salary study appears on pages 4-5 of this issue of the Messenger. A table comparing salaries for the past five years appears on page 6.

FACULTY SALARIES LOSE GROUND TO INFLATION

The table below shows the decline in purchasing power for Texas community junior college teachers with master’s degrees during the first, sixth, eleventh, sixteenth, and twenty-first consecutive years of service. Data are based on an increase in the Consumer Price Index of 6.0 percent for 1990 over 1989. (Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master’s degree.)

<table>
<thead>
<tr>
<th>State Average Salaries—Master’s Degree</th>
<th>1990-91</th>
<th>Change in Purchasing Power</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$23,809</td>
<td>$24,284</td>
</tr>
<tr>
<td>2000%</td>
<td>4.00%</td>
<td></td>
</tr>
<tr>
<td>Sixth Year</td>
<td>26,225</td>
<td>26,728</td>
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<tr>
<td>1.92%</td>
<td>4.10%</td>
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<tr>
<td>Eleventh Year</td>
<td>28,451</td>
<td>29,031</td>
</tr>
<tr>
<td>2.04%</td>
<td>3.96%</td>
<td></td>
</tr>
<tr>
<td>Sixteenth Year</td>
<td>32,214</td>
<td>32,877*</td>
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<tr>
<td>2.06%</td>
<td>3.94%</td>
<td></td>
</tr>
<tr>
<td>Twenty-first Year</td>
<td>33,491</td>
<td>34,311*</td>
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<tr>
<td>2.45%</td>
<td>3.55%</td>
<td></td>
</tr>
</tbody>
</table>
PRESIDENT'S MESSAGE

Welcome to 1991! As we watch 1990 fade out and anticipate the beginning of a new year, I hope all of you have had a successful and satisfying fall term. Many of our colleges experienced enrollment increases last semester, and many of us found more students in our classes, more demands on our time—in short, many more things to do and people to see and help. So the holidays are a welcome break after a very fast start.

As I write this, I'm sitting in my kitchen looking out on a dark, cloudy, drizzly day. The trees are bare, and grays and browns are the predominant colors. Yet, once in a while, the sky lightens and the sun peeks through. Why just now, a cardinal alighted on the deck, bringing a flash of color to the drab landscape. And I guess this scene accurately reflects the realities facing community junior colleges in Texas today. By the time you receive this issue of the Messenger, the Texas Legislature will have convened in regular session and will be facing problems the likes of which this state hasn't seen since the Depression. In numerous conversations I've had with legislators, the overwhelming consensus is this truly could be the most difficult session in memory.

Consider these facts. To fund an appropriations bill for the coming biennium which would simply provide the same level of services as under the current budget, some $3 to $4 billion more than is currently projected as being available will be needed. This need does not take into account any growth factors, such as increases in enrollment experienced by many two-year colleges. Then realize that in three major expenditure areas—prisons, mental health, and public education—the state of Texas is subject to court orders which will mandate increased spending for those services. Finally, be aware that before this current budget period is over, the Department of Human Services will likely fall short of its needed revenues by one-half to three-quarters of a billion dollars. Considering this, it is certainly not beyond the realm of possibility to think that a legislature desperate for revenue might turn to higher education and get out the axe.

Well, that's a pretty grim picture. But I do think that there are a few cardinals, a few rays of sunshine in our landscape. On January 15, the inauguration of Ann Richards as Bob Bullock as governor and lieutenant governor will bring to those offices individuals who have stated repeatedly that they consider education to be this state's top priority. The fact that they have worked with each other and with the Legislature for a number of years also bodes well in these difficult times. Moreover, TJCTA's Legislative Committee has put together an outstanding legislative agenda. The chair of that committee, Bill Davis of Texas Southmost College, will be working closely with me and with our executive secretary during the session to make sure that your interests continue to be represented in the area of public policy.

Within TJCTA there is room to be optimistic. Our publications continue to bring you the kind of thoughtful articles and in-depth survey research which can enrich your professional life. Examples include the extensive article about retirement programs which appeared in the last issue of the Messenger as well as the eagerly awaited salary survey which appears in this issue. In the coming months, your campus representative will be receiving periodic legislative updates by which you'll be able to keep up with developments in Austin.

In the area of membership, we can be cautiously optimistic. Led by our state membership chairperson, Deann Merchant of Amarillo College, as well as scores of membership representatives on the individual campuses, we are only slightly lower than our corresponding numbers from this time last year. Please remember—there is strength in numbers. So if you know of a colleague who "forgot" to join TJCTA this year, gently remind that person to do so.

Be sure to mark February 21-23 on your calendar. Those are the dates of this year's TJCTA convention. We'll be meeting at the beautiful Hyatt Regency hotel at the Dallas/Fort Worth International Airport for what promises to be a fantastic convention. Exhibitors are lined up, rooms are being reserved quickly, section meetings are planned, and all the other pieces are falling into place. Be sure you're there!

I look forward to seeing you at D/FW and wish for you a new year filled with peace and happiness.

David Clinkscales

RESOLUTIONS COMMITTEE: INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1991 convention at the Dallas Fort Worth International Airport.

Suggestions should be received by Feb. 1, 1991, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 21, 1991, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

David J. Ligon, Chairperson
TJCTA Resolutions Committee
Tyler Junior College
P. O. Box 9020
Tyler, Texas 75711
J. Doug Richey, Northeast Texas Community College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1991-92. The committee met in Dallas on Nov. 10, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are Gaynell S. Gainer and Marilyn Lancaster. Mrs. Gainer has been on the faculty of St. Philip's College since 1970, and is presently program director and professor of radiography. Since 1980, Mrs. Lancaster has taught developmental English at Western Texas College.

Nominees for vice president are Brian K. Dille and Joseph Kingcade. Mr. Dille has been a member of the political science faculty at Odessa College since 1978. Dr. Kingcade has taught chemistry and physics at Blinn College since 1985.

Candidates for secretary are Scott A. Nelson and Marian Jackson. Dr. Nelson has been on the political science faculty at the Kingwood Campus of the North Harris County College District since 1984. Mrs. Jackson has been on the professional staff of the Kilgore College library since 1982.

Nominees for the office of treasurer are David Wilcox and Patricia Green. Since 1976, Mr. Wilcox has been a member of the history faculty at Houston Community College. Dr. Green has taught in the computer information systems program at Temple Junior College since 1978.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the Messenger.

The election will be conducted during the annual convention, Feb. 22. Officers' terms will begin April 1, 1991, and end March 31, 1992. Absentee voting will begin in late January, under arrangements outlined below.

Under provisions of the TJCTA Bylaws, candidates could have been nominated by petitions. According to Dr. Richey, no petitions were filed by the December 1 deadline. Candidates may also be nominated from the floor during the opening session of the TJCTA convention, scheduled to begin at 7:30 p.m., Thursday, February 21.

In addition to Dr. Richey, members of the TJCTA Nominating Committee this year are Marvin J. Longshore, Alvin Community College; Reba D. Blackshear, El Centro College; Roger A. Griffin, Austin Community College; Ronnie E. Hall, Angelina College; Doris Huibregtse, Howard College; and Anne Penney Newton, Temple Junior College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1991-92 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members “who expect to be absent from the general convention.” In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose “at least three days immediately preceding the opening session of the general convention.” Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: “Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot...”

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1991-92.

Member’s Signature

PRINT Name

College

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 11, 1991. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 19, 1991. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
## Texas Junior College Teachers Association

**Survey of Faculty Salaries — Texas Public Community Junior Colleges — 1990-91**

### Base Salary — Nine-Month Contract

<table>
<thead>
<tr>
<th>COLLEGE DISTRICT</th>
<th>BEGINNING SALARY</th>
<th>AFTER FIVE CONSECUTIVE YEARS</th>
<th>AFTER TEN CONSECUTIVE YEARS</th>
<th>AFTER FIFTEEN CONSECUTIVE YEARS</th>
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<tr>
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<td>31,092</td>
<td>33,638</td>
<td>35,788</td>
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<td>37,416</td>
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<tr>
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<tr>
<td>WINDOW</td>
<td>27,733</td>
<td>31,092</td>
<td>33,638</td>
<td>35,788</td>
</tr>
</tbody>
</table>

**NOTES**

1. Reported salaries do not include compensation for an allowance in academic ranking. Alamo Community College District $500 for Assistant Professor, $1,011 for Associate Professor, and $1,514 for Assistant Professor. Artistic College $570 for Assistant Professor, $1,331 for Associate Professor, and $1,881 for Professor.
2. Del Mar College $3,700 for Assistant Professor, $6,000 for Associate Professor, and $9,000 for Professor.
3. El Centro College — Academic hours above Monday's hours were earned. June 1, 1990.
4. Northeast Texas Junior College. Assumes salary raises each post four years, no "step" advancement during that period.
5. West Texas Junior College. Reported salaries include only increases which were not made part of a salary schedule. All others have made part of the salary schedule.
The opening session of the 44th annual TJCTA convention will be a banquet meeting open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 21, the event will be held in the Enterprise Ballroom of the convention headquarters hotel, the Hyatt Regency, Dallas/Fort Worth International Airport.

preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Featured speaker for the convention’s opening session will be Robert F. Overmyer, a retired officer in the U.S. Marine Corps and a former American astronaut, pilot, engineer, and space consultant.

Col. Overmyer will speak on the topic: Teamwork—Important in the Space Program, Important in Education.” He cites teamwork, effective communication, and an emphasis on excellence as the factors through which America gained its leadership in space.

An advisor on aerospace and aviation matters to NBC, Col. Overmyer has been consultant for numerous NBC News segments and the Today Show. One of the architects of the shuttle flight program. Col. Overmyer has orbited the earth 195 times and completed 250 hours in zero gravity. He has been spaceborne on both the shuttles, Columbia and Challenger. In April 1985 he was commander of the Challenger mission with a crew of scientists conducting experiments and research on several critical projects. He was looking forward to a third shuttle flight when tragedy overtook the Challenger mission in 1986. A member of the board of inquiry appointed by the National Aeronautics and Space Administration to investigate the Challenger accident, he is candid about what went wrong and in his talks relates the incident to the sort of failures that often afflict institutions and corporations as well.


Tickets for the banquet will be sold for $20 and must be purchased in advance. Banquet tickets will not be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 15. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Col. Overmyer’s address, limited seating will be available in the Hyatt Regency’s Enterprise Ballroom at 8:00 p.m.

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### CHANGE IN BASE SALARIES — 1986-1991
#### TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>College</th>
<th>Base Salary</th>
<th>Percent Increase from</th>
<th>Previous Year</th>
<th>Percent Increase from</th>
<th>Previous Year</th>
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<tr>
<td>Connally College</td>
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<td>Del Mar College</td>
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<td>El Paso Community College</td>
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</tr>
<tr>
<td>Trinity Valley Conn. Coll.</td>
<td>$23,700</td>
<td>5.00%</td>
<td>22,749</td>
<td>2.19%</td>
<td>20,500</td>
</tr>
<tr>
<td>Tyler Junior College</td>
<td>$21,626</td>
<td>5.00%</td>
<td>22,749</td>
<td>2.19%</td>
<td>20,500</td>
</tr>
<tr>
<td>University of Dallas</td>
<td>$23,600</td>
<td>5.00%</td>
<td>22,749</td>
<td>2.19%</td>
<td>20,500</td>
</tr>
<tr>
<td>State Average</td>
<td>$23,025</td>
<td>5.00%</td>
<td>22,749</td>
<td>2.19%</td>
<td>20,500</td>
</tr>
</tbody>
</table>

1. Reported salaries do not include compensation for advancement in professorial rank: Alamo Community College District ($500 for Assistant Professor, $1,091 for Associate Professor, and $3,918 for Professor); Amarillo College $570 for Assistant Professor, $1,500 for Associate Professor, and $2,800 for Professor; Del Mar College ($700 for Assistant Professor, $4,000 for Associate Professor, and $8,000 for Professor).

2. Part Junior College: Prior to 1987-88, the college paid both the employer’s and the employee’s share of Social Security contributions. The employee’s share was 7.15% of salary prior to 1988, 7.51% beginning in 1988, and 7.65% in January 1990. Beginning in 1987-88, employer’s Social Security contribution is withheld from salary.

---

### REQUEST FOR BANQUET TICKETS

Please send ________ ticket(s) at $20 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 21, 1991, at the Hyatt Regency hotel, Dallas/Fort Worth International Airport.

My check in the amount of $________ payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 19, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferable.)

-- Hold ticket(s) to be picked up at the convention registration desk under my name.

-- Mail ticket(s) to me at the address shown below.

Name

Address

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 15 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78733.
## Compensation for Part-Time Instructors
### Texas Public Community Junior Colleges

1990-91

(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U.S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

<table>
<thead>
<tr>
<th>College District</th>
<th>Compensation for One 3-Hour Course</th>
<th>Rank</th>
<th>Additional Pay for Advanced Hours or Degree</th>
<th>Additional Pay for Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamo Community College District</td>
<td>$1,292</td>
<td>9</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Alvin Community College</td>
<td>1,050</td>
<td>26</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Amarillo College</td>
<td>900</td>
<td>40</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>American Educational Complex</td>
<td>825</td>
<td>44</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Angelina College</td>
<td>1,260</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Austin Community College</td>
<td>1,175</td>
<td>17</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Bee County College</td>
<td>1,200</td>
<td>11</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Blinn College</td>
<td>1,800</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Brazosport College</td>
<td>1,200</td>
<td>11</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Cisco Junior College</td>
<td>750</td>
<td>46</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Clarendon College</td>
<td>750</td>
<td>46</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>College of the Mainland</td>
<td>1,131</td>
<td>19</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Cullin County Community College</td>
<td>1,065</td>
<td>24</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Cooke County College</td>
<td>915</td>
<td>38</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Dallas County Comm. College Dist.</td>
<td>1,128</td>
<td>20</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Del Mar College</td>
<td>1,700</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>El Paso Community College</td>
<td>1,527</td>
<td>5</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Frank Phillips College</td>
<td>750</td>
<td>46</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Galveston College</td>
<td>1,050</td>
<td>26</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Grayson County College</td>
<td>1,035</td>
<td>28</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hill College</td>
<td>850</td>
<td>42</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Houston Community College System</td>
<td>1,080</td>
<td>23</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Howard College</td>
<td>828</td>
<td>43</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Kilgore College</td>
<td>1,163</td>
<td>18</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Laredo Junior College</td>
<td>1,350</td>
<td>8</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Lee College</td>
<td>1,491</td>
<td>6</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>McLennan Community College</td>
<td>1,620</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Midland College</td>
<td>1,000</td>
<td>30</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Navarro College</td>
<td>1,200</td>
<td>11</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>North Harris County College District</td>
<td>1,100</td>
<td>21</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Northeast Texas Community College</td>
<td>900</td>
<td>40</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Odessa College</td>
<td>990</td>
<td>34</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Panola Junior College</td>
<td>1,000</td>
<td>30</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Paris Junior College</td>
<td>1,000</td>
<td>30</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Ranger Junior College</td>
<td>700</td>
<td>49</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>San Jacinto Junior College District</td>
<td>1,058</td>
<td>25</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>South Plains College</td>
<td>990</td>
<td>34</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Southwest Texas Junior College</td>
<td>1,100</td>
<td>21</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tarrant County Junior College Dist.</td>
<td>968</td>
<td>36</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Temple Junior College</td>
<td>1,608</td>
<td>4</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Texarkana College</td>
<td>1,000</td>
<td>30</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Texas Southmost College</td>
<td>1,192</td>
<td>16</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Trinity Valley Community College</td>
<td>950</td>
<td>37</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tyler Junior College</td>
<td>1,200</td>
<td>11</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Vernon Regional Junior College</td>
<td>1,005</td>
<td>29</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The Victoria College</td>
<td>1,432</td>
<td>7</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Weatherford College</td>
<td>907</td>
<td>39</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Western Texas College</td>
<td>800</td>
<td>45</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Wharton County Junior College</td>
<td>1,200</td>
<td>11</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mean Salary: $1,106  
Median Salary: $1,058

### 1991 Convention Schedule: Announced

The general format for the February 1991 TJCTA convention has been released. A detailed program will appear in a special convention issue of the Messenger in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held at the Hyatt Regency Hotel, Dallas/Fort Worth International Airport. An abbreviated schedule appears below:

**THURSDAY, FEBRUARY 21, 1991**
- 9:00 a.m. - 5:00 p.m. — Special Meetings (to be announced)
- 12:00 Noon - 10:00 p.m. — Convention Registration
- 1:00 - 4:00 p.m. — Committee Meetings (to be announced)
- 4:00 - 5:00 p.m. — Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
- 6:30 - 7:30 p.m. — Informal Reception
- 7:30 - 9:30 p.m. — Banquet and First General Session

**FRIDAY, FEBRUARY 22, 1991**
- 7:30 - 8:45 a.m. — Financial Planning Seminar (to be announced)
- 7:30 - 8:45 a.m. — Professional Development Seminar (to be announced)
- 8:00 a.m. - 5:00 p.m. — Convention Registration
- 8:00 a.m. - 5:00 p.m. — Exhibits Open
- 8:00 a.m. - 5:00 p.m. — Polis Open (Election of Officers)
- 9:00 - 10:30 a.m. — Section Meetings (to be announced)
- 10:45 a.m. -12:15 p.m. — Section Meetings (to be announced)
- 12:30 - 1:45 p.m. — Financial Planning Seminar (repeat of 7:30 a.m. presentation)
- 12:30 - 1:45 p.m. — Professional Development Seminar (repeat of 7:30 a.m. presentation)
- 2:00 - 4:00 p.m. — Second General Session
- 4:15 - 5:45 p.m. — Retirement Information Seminar
- 4:15 - 5:45 p.m. — Other Special Meetings (to be announced)
- 9:00 p.m. - 1:00 a.m. — Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

**SATURDAY, FEBRUARY 23, 1991**
- 8:00 - 11:30 a.m. — Convention Registration
- 9:00 - 11:30 a.m. — Exhibits Open
- 9:00 - 10:15 a.m. — Section Meetings (to be announced)
- 10:30 - 11:45 a.m. — Section Meetings for Remaining Sections (to be announced)
- 11:45 a.m. — Adjournment
- 12:00 Noon - 3:00 p.m. — Special Meetings (to be announced)
MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 44th annual convention, Feb. 21-23, 1991, at the Hyatt Regency Hotel, Dallas/Fort Worth International Airport, are strongly encouraged to reserve hotel accommodations right away.

A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. As a matter of fact, when this issue of the Messenger went to press, more than 600 rooms had been reserved.

With the exception of a few “field trips” for some of the section meetings, all convention activities will be held at the Hyatt Regency. Hotel accommodations may be reserved by completing the form below and mailing it directly to the Hyatt Regency at the address indicated on the reservation form. The reservation form should not be sent to the TJCTA state office as that will only delay processing. Reservations by telephone are not advised.

Free parking will be provided for those attending the TJCTA convention—both registered hotel guests and individuals driving to the convention sessions and staying elsewhere. As automobiles enter the airport complex, tickets will be received at the toll booths. The tickets may be validated at the hotel front desk on registration or by the bell captain upon presentation of a TJCTA convention registration badge.

AMERICAN AIRLINES OFFERS SPECIAL FARES FOR TJCTA CONVENTION

TJCTA members traveling to the 1991 convention by air may take advantage of special fares arranged with American Airlines. Since the convention headquarters hotel, the Hyatt Regency, is located within the Dallas/Fort Worth International Airport complex, American Airlines is the most convenient carrier offering service between DFW and most Texas cities. Travelers are literally just a short walk from their hotel rooms when their planes arrive at the American Airlines terminal.

With the “meeting saver fare,” members may receive as much as a 40 percent discount from regular 7-day advance purchase coach fares. For the 21-day advance purchase discounted fare, the airline offers a 5 percent discount. Tickets may be obtained from American Airlines or from travel agents. Certain restrictions and conditions apply.

Reservations under the special fare must be booked through American’s Meeting Services Desk at 1-800-433-1790, and callers must provide the special TJCTA “STAR File Number”: S032173. The number of seats on each American Airlines and American Eagle flight is limited, so reservations should be made well in advance of planned travel dates.

The special fares are offered between Feb. 19 and Feb. 25 and are available for round trip travel between Dallas/Fort Worth and any city served by American Airlines or American Eagle.

Texas Junior College Teachers Association
44th Annual Convention
Hyatt Regency Hotel — Dallas/Fort Worth International Airport — February 21-23, 1990

HOTEL RESERVATION FORM

MAIL TO: Hyatt Regency Hotel, P. O. Box 619014, DFW Airport, Texas 75261-9014

Please reserve room(s) of the type(s) checked below:

Check accommodations desired: Rate:

- Single Room (1 person) $ 65
- Double Room (2 persons) $ 70
- Triple Room (3 persons) $ 78
- Quad Room (4 persons) $ 78
- Junior Suite (parlor with adjoining bedroom) $ 105
- Club Suite (parlor with adjoining bedroom, concierge level) $ 165

Arrival Date: Feb. 21, 1991
Arrival Time: * m.

Departure Date: Feb. 23, 1991

(Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

*Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night’s lodging.

Type Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:

- Number Expiration Date

Confirm reservations to: Name ____________________________ Phone: ________

Address City State ZIP

ROOM(S) WILL BE OCCUPIED BY:

NAME (please print) ADDRESS CITY / STATE / ZIP

NAME ____________________________ ADDRESS ____________________________

NAME ____________________________ ADDRESS ____________________________

NAME ____________________________ ADDRESS ____________________________
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TOM TREAT 505/882-7114

ROGER RATLIFF 512/824-6461

SUSAN COLLINS 512/261-6987

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SABRA HORNE 713/523-6044
TIAA-CREF PRESENTS
THE PRINCIPLES OF SOUND
RETIREMENT INVESTING.

THE SUBJECT IS
MORE THAN ACADEMIC.
For a while, it seemed that investments only went up—and the higher the risk, the bigger the gain. Nowadays, many investors are learning that the risks are real. What goes up can come down.

But how well your retirement investments perform throughout your career can determine how well you’ll live when you retire. Especially in times like these, it’s important to know that your retirement funds are well-managed. But how do you judge? Consider these principles:

**RETIREMENT INVESTING IS LONG TERM**
A long-term view helps you avoid short-term risks. When you make steady contributions to your retirement plan over long periods, you minimize the effects of market fluctuations, and you gain the advantages of compounded growth and interest.

TIAA, an insurance company, backs your traditional annuity with long-term mortgages, bonds, and real estate investments. And TIAA’s size and strong capital base mean it can ride out swings in the market—buying or selling only when the time is right.

The bottom line: because of its stability, sound investments, and overall financial strength, TIAA has received the highest possible ratings from both A.M. Best and Standard & Poor’s, leading independent rating agencies for the insurance industry.

**DIVERSIFY FOR SAFETY AND GROWTH**
A diverse mix of quality investments helps protect you from market volatility and lets you benefit from the strengths of several types of investments. Most retirement experts recommend diversification as the key to successful retirement savings.

You get opportunities for widespread diversity with each of CREF’s variable annuity accounts. The CREF Stock Account holds a broad portfolio of domestic and foreign stocks, and CREF’s Social Choice Account invests in a balanced portfolio of stocks, bonds and money market instruments. CREF’s Money Market and Bond Market Accounts offer you further avenues to diversification.

**TAKE APPROPRIATE RISKS—NOT MORE**
Try to strike a balance. Be conservative enough so the resources will be there when you need them. But look for enough growth potential that your retirement income will support the kind of retirement you want.

**PAY ATTENTION TO PERFORMANCE**
Compare your investments’ performance to their stated objectives. Have they done what they said they would do? Over long periods?

*TIAA’s strong returns have led the industry for over forty years!* TIAA guarantees your principal and a specified interest rate. And it provides the opportunity for dividends—which we’ve declared every year for forty-one years.

The *CREF Stock Account has beaten the mutual fund industry average for the past one-, five- and ten-year periods.* Though the market has turned down during the last two quarters, CREF’s long-term record continues to be strong. And it’s no wonder. CREF was among the first in the industry to enter international markets, divide its portfolio into active and indexed segments, and develop sophisticated investment research methods.

**LOOK FOR INVESTMENT EXPERTISE**
Finally, retirement investing is a specialized skill, so look at who is managing your retirement savings. TIAA and CREF are recognized experts in retirement investing, with over 70 years of experience serving the academic community.

In fact, we’ve done so well, for so many, for so long that TIAA-CREF is now the largest retirement system in the world, with over $80 billion under management.

When you consider the principles of good retirement investing, you’ll see why over one million people consider TIAA-CREF the best choice for their retirement savings. To find out more, call our Participant Information Center at 1 800 842-2776.

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IRWIN
1818 Ridge Road Homewood, IL 60430
1-800-323-4560
The President’s Message

Teamwork. We all know how important a concept this is. In fact, our ability to communicate and work with each other is one of the hallmarks of our humanity. In our home lives we’ve nurtured and guided the development of this trait in our children as we’ve seen them come together with their peers on the athletic field or court, in the debate or concert hall and on the stage. In our professional lives we’ve tried to foster it among our colleagues as we strive together toward common goals and objectives. In the P-TA, the Kiwanis Club, the church choir, and the Little League, we’ve sought to mold our individual talents into a cohesive, productive, cooperative whole. Sometimes the effort is halting. Oftentimes it is hilarious. Occasionally, and sadly, it can become hateful. But always it is a poignant reminder of our need to be able to interact and cooperate with one another in all the aspects of our lives.

Perhaps the most important aspect of teamwork in our lives as teachers is the teamwork we establish with our students. Put an inspiring teacher and an enthusiastic student together and as you well know you create a team with virtually limitless potential for learning, almost a magical combination. Of course, it’s easy to make such a team work. A more challenging, but ultimately more gratifying, team is created by putting that same teacher with an unenthusiastic student. When that team finally comes together, it represents one of the true joys of teaching. So let’s dare to create new and innovative “teams” in our classrooms. We and our students as well as our society will reap the benefits of such team efforts.

The theme for the 1991 TJCTA convention is “Education: A Team Effort.” When we come together February 21-23 at the Dallas/Fort Worth International Airport’s Hyatt Regency hotel, we will be able to enjoy a convocation made possible by the unstinting efforts of numerous TJCTA “teams.” My colleagues on the Executive Committee have worked tirelessly to help plan, organize and execute our convention. The Professional Development Committee has arranged for a lively and informative seminar on Friday. The Membership Services Committee has once again put together a series of events including a retirement seminar, a financial planning seminar, wellness activities and placement services. The Social Committee has planned a marvelous banquet and a great dance for us. Scores of you have teamed up to plan section meetings which will be innovative and informative. Our general session speakers will inspire us, and over one hundred exhibitors will intrigue us with the latest in books, computers, and educational technology. All in all, it will be a time for us to renew, refresh and reinvigorate ourselves when we come together as that most vital of teams—the Texas Junior College Teachers Association. I’ll see you at the Hyatt!

Fort Worth, Texas
February 1990
NEW!
UNDERSTANDING BIOLOGY
2nd Edition
Peter H. Raven and George B. Johnson
UNDERSTANDING BIOLOGY, 2nd Edition is a readable, accessible, and visually compelling text — and a valuable resource for students as they face the future. This stimulating presentation of the science of life on earth gives students the tools to be informed voters, consumers, and citizens in a world where biological issues are of ever-increasing magnitude.

The commitment of Peter Raven and George Johnson to educating citizens of the 90s in important biological issues runs deep. As part of their commitment to education and conservation, Drs. Raven and Johnson will be using a portion of their royalties from UNDERSTANDING BIOLOGY, 2nd Edition, to benefit the conservation efforts of World Wildlife Fund.

NEW!
ESSENTIALS OF ANATOMY & PHYSIOLOGY
Rod R. Seeley, Trent D. Stephens, and Philip Tate
This exciting new title provides the essential concepts of anatomy and physiology with engaging narrative, dynamic illustrations, and unique pedagogy. The authors emphasize the relationships between structure and function to present an overall understanding of body systems for physical education, nursing, allied health, and general education students.

NEW!
WELLNESS: CONCEPTS AND APPLICATIONS
David J. Anspaugh, Michael H. Hamrick, and Frank D. Rosato
Featuring a lively presentation and dynamic design, this text is devoted exclusively to the emerging topic of wellness. It addresses all aspects of wellness, including fitness, nutrition, stress management, substance use, and prevention of sexually transmitted diseases. Assessment Activities and Action Plans for Personal Wellness encourage decision-making skills so students can see why and how to make lifestyle choices affecting their well-being.

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William E. Prentice
Presenting a practical approach to lifetime fitness, this popular text covers the physiological benefits of exercise through cardiorespiratory, flexibility, and exercise programs. Timely discussions integrate theory and practice. Students gain a greater understanding of fitness concepts by applying the theories they learn in laboratory assessments, activities, and exercises.

NEW!
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ERI
Educational Background: Incarnate Word College (BS, 1962); Southwest Texas State University (MS, 1974); additional graduate study: The University of Texas at Austin and Texas A&M University.

Professional Experience: Technical Specialist, Neuroradiology, Wilford Hall, Lackland AFB, Texas (1966-70); Program Director and Professor of Radiography, Diagnostic Imaging, St. Philip's College (1970-present); Part-time Instructor of Allied Health Education, Southwest Texas State University (1973-76).

Leadership Experience: TJCTA Professional Development Committee (Member, 1989-present); TASP Subcommittee, 1989-91; TJCTA Campus Representative (1980-83); Chairperson, TJCTA Membership Committee (1979-80); Workshop Presenter, Business Technology Chairperson's Section Meeting (1986); TCTA State Secretary (1976-78); TJCTA State Treasurer (1975-76); Charter Member, St. Philip's College Faculty Senate (1973-75); Past President, SPC (1990-present); PEP Practitioner Consultant for Program Site Visitor (1983-present); SPC Professional Development Committee (Member, 1988-91); Co-Chair, WTC Faculty Committee, SACS Self-Study (1987-88); Member, WTC Athletic Committee (1989-91); Member, WTC Admissions and Registration Committee (1986-88); Member, WTC Lone Star Implementation Committee (1988-89).

Additional Information: 1990 Piper Professor Nominee, Grant recipient, National Endowment for the Humanities (1981); TJCTA Piper Professor Nominee (1982, 1990); nominee for Graduate Writing Award, Texas Tech University, Graduate English Department (1988); Nominee, Texas Association of Developmental Educators Award of Outstanding Developmental Educators (1986); Invited Lectures and Presentations: Southeastern Writing Center Conference (1982, 1983); Conference of College Teachers of English (1982, 1983); Conference of College Teachers of English (1982, 1983); SCMLA (1983); Southwest Regional Conference on English in the Two-Year College (1987-90); Texas Conference for Professionals in College Student Academic Support Programs (1983, 1987, 1990); Publications: Proceedings of the Second Annual Southeastern Writing Center Conference (1982); English in Texas (1983); Midwest Quarterly (1992); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Association of Developmental Educators; Member, Texas Association for Staff, Program, and Organizational Development; Member, College Reading and Learning Association; Texas Chapter of Jack and Jill of America; Sponsor of Ambassadors of Uno City.

CANDIDATES FOR PRESIDENT-ELECT

Gaynell S. Gainer
St. Philip's College

Educational Background: Navarro College (AA, 1970); Texas Tech University (BS Ed, 1975; MS Ed, 1977); postgraduate studies at University of Texas and Texas Tech University.

Professional Experience: Assistant Professor of Developmental English and English. Western Texas College (1980-present).

Leadership Experience: TJCTA State Vice President (1990-91); TJCTA State Secretary (1989-90); TJCTA Professional Development Committee (Member, 1988-89); Chairperson, TASP Subcommittee, 1988-89; Chairperson, TJCTA English Section (1983-84); Western Texas College Literary Committee (1988-91); WTC Faculty Association Executive Committee (1986-88); Co-Chair, WTC Faculty Committee, SACS Self-Study (1987-88); Member, WTC Athletic Committee (1989-91); Member, WTC Admissions and Registration Committee (1986-88); Member, WTC Lone Star Implementation Committee (1988-89).

Additional Information: 1990 Piper Professor Nominee, Grant recipient, National Endowment for the Humanities (1981); TJCTA Piper Professor Nominee (1982, 1990); nominee for Graduate Writing Award, Texas Tech University, Graduate English Department (1988); Nominee, Texas Association of Developmental Educators Award of Outstanding Developmental Educators (1986); Invited Lectures and Presentations: Southeastern Writing Center Conference (1982, 1983); Conference of College Teachers of English (1982, 1983); Conference of College Teachers of English (1982, 1983); SCMLA (1983); Southwest Regional Conference on English in the Two-Year College (1987-90); Texas Conference for Professionals in College Student Academic Support Programs (1983, 1987, 1990); Publications: Proceedings of the Second Annual Southeastern Writing Center Conference (1982); English in Texas (1983); Midwest Quarterly (1992); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Association of Developmental Educators; Member, Texas Association for Staff, Program, and Organizational Development; Member, College Reading and Learning Association; Texas Chapter of Jack and Jill of America; Sponsor of Ambassadors of Uno City.

Marilyn J. Lancaster
Western Texas College

CANDIDATES FOR PRESIDENT-ELECT

Marilyn J. Lancaster
Western Texas College

Educational Background: Navarro College (AA, 1970); Texas Tech University (BS Ed, 1975; MS Ed, 1977); postgraduate studies at University of Texas and Texas Tech University.

Professional Experience: Assistant Professor of Developmental English and English. Western Texas College (1980-present).

Leadership Experience: TJCTA State Vice President (1990-91); TJCTA State Secretary (1989-90); TJCTA Professional Development Committee (Member, 1988-89); Chairperson, TASP Subcommittee, 1988-89; Chairperson, TJCTA English Section (1983-84); Western Texas College Literary Committee (1988-91); WTC Faculty Association Executive Committee (1986-88); Co-Chair, WTC Faculty Committee, SACS Self-Study (1987-88); Member, WTC Athletic Committee (1989-91); Member, WTC Admissions and Registration Committee (1986-88); Member, WTC Lone Star Implementation Committee (1988-89).

Additional Information: 1990 Piper Professor Nominee, Grant recipient, National Endowment for the Humanities (1981); TJCTA Piper Professor Nominee (1982, 1990); nominee for Graduate Writing Award, Texas Tech University, Graduate English Department (1988); Nominee, Texas Association of Developmental Educators Award of Outstanding Developmental Educators (1986); Invited Lectures and Presentations: Southeastern Writing Center Conference (1982, 1983); Conference of College Teachers of English (1982, 1983); Conference of College Teachers of English (1982, 1983); SCMLA (1983); Southwest Regional Conference on English in the Two-Year College (1987-90); Texas Conference for Professionals in College Student Academic Support Programs (1983, 1987, 1990); Publications: Proceedings of the Second Annual Southeastern Writing Center Conference (1982); English in Texas (1983); Midwest Quarterly (1992); Member, Southwest Regional Conference on English in the Two-Year College; Member, Texas Association of Developmental Educators; Member, Texas Association for Staff, Program, and Organizational Development; Member, College Reading and Learning Association; Texas Chapter of Jack and Jill of America; Sponsor of Ambassadors of Uno City.

PLAT FORM STATEMENTS

TICTA is a professional organization and pro members. Our organization should continue to pursue programs that perpetuate excellence and meet the needs of its constituents, regardless of discipline. Having served in various official capacities, I am confident my active involvement and leadership roles in TICTA as well as in other professional organizations qualify me to serve as president.

If elected, I will work to:

• ensure through lobbying that adequate funds be maintained for teachers in higher education;
• improve internal TICTA communications and expand membership involvement;
• appoint a cross-section of members-at-large to address critical issues, in an informal forum.

—GAYNELL S. GAINER

TICTA stands as a continuing and forceful voice for the interests of teachers in the two-year college. Before the legislature and state governing agencies, TICTA has effectively defined the singular role of the two-year college in providing quality education to traditional and non-traditional students.

If elected, I will continue to work to:

• communicate the needs of the community junior college to the legislature and appropriate state agencies;
• assure adequate funding for state mandated programs;
• inform community junior college professionals about the role of TICTA in strengthening our profession;
• represent the interests of the association's membership.

—MARILYN J. LANCASTER
CANDIDATES FOR VICE PRESIDENT

Brian K. Dille
Odessa College

Educational Background:
- Illinois State University (BA, 1971); The University of Texas at Austin (MA, 1977); The University of the Permian Basin (postgraduate studies, 1980-87); Texas Tech University (doctoral studies in Higher Education, 1986-present).

Professional Experience:
- Teaching Assistant, The University of Texas at Austin (1971-73); Graduate Assistant, The University of Texas at Austin (1974); Part-time Instructor of Government, Austin Community College (1977-81); Associate Professor of Government, Odessa College (1978-present); Political Science Adjunct, The University of Texas of the Permian Basin (1984-present); Research Consultant for "Government By Consensus—A Texas Perspective" Telecourse (1989).

Leadership Experience:
- TICTA State Secretary (1989-90); TICTA Legislative Committee 1988-90; TICTA Campus Representative (1990-present); Participant, TICTA Leadership Conference (1984-89); Member, Junior and Community College Political Action Committee (JCC-PAC) Steering Committee (1990-present); Honors Section Chair at 1990 TICTA State Convention; Communications Committee on Educational Programs and other Subcommittees on Curriculum (1985-present); Odessa College Academic Senate (1985-present); Research Consultant for "Government By Consensus—A Texas Perspective" Telecourse (1989).

Additional Information:
- Member: American Association of Community College Teachers; ncrA (1978-present); Community College Association of the State of Texas (CCAST); Texas Community College Academic Senate (President, 1985-87; Senator, 1983-85; Chairman, 1982, 1988); Odessa College Staff Development Committee (1985-86); Odessa College Faculty Honors Program Committee (1988-present).

Joseph E. Kingcade, Jr.
Blinn College

CANDIDATES FOR SECRETARY

Scott A. Nelson
North Harris County College

Educational Background:
- Dimmitt High School (1968); North Texas State University (BS, 1972; MS, 1976); University of Houston (Ph.D., 1980); Adjunct Instructor at The University of Texas at Austin and the University of Virginia.

Professional Experience:
- History Teacher, San Saba ISD (1973-74); History and Government Teacher, Denison ISD (1974-77); Instructor of Government, Kilgore College (1977-84); Adjunct Instructor, The University of Texas at Tyler (1984); Instructor of Political Science, North Harris County College-Kingwood Campus (1984-present).

Leadership Experience:
- TICTA State Treasurer (1990-91); Chairperson, TICTA Legislative Committee (1988-90); Chairperson, TICTA Editorial Review Board (1986-87); TICTA Messenger Political Interviews with Lieutenant Governor Bill Hobby, Governor Bill Clinton, Congresswoman of Public Accounts Bob Bullock, with Larry Stites and David Clinton, 1984-85; North Harris County College Faculty Senate President (1985-87); NCCH Southern Association of Colleges and Schools "Self-Study" Chairperson on Institutional Purpose (1989-90); NCCH Council College (1988-89); NCCH Faculty Senate Rights and Responsibilities Chairperson (1984-present).

Additional Information:
- Secretary, Junior and Community College Political Action Committee (JCC-PAC); Member, Steering Committee (JCC-PAC); Published articles on topics in TICTA Messenger, Texas Observer, Report on Institutional Purpose (1989-90); NCCH College Council (1988-89); NCCH Faculty Senate Rights and Responsibilities Committee (1985-present).

Marian D. Jackson
Kilgore College

CANDIDATES FOR COMMISSIONER

Marcella L. Nelson
North Central Texas College

Educational Background:
- North Central Texas College (1975-80); Texas A&M University and University of Zurich, Switzerland (1983-85); Chemistry and Physics Instructor, Blinn College (1985-present). Additional Information:
- Member: American Association of Physics Teachers, Two-Year College Chemistry Conference, Texas Association of Chicanos in Higher Education; Participant: Regional Symposium for the Encouragement and Support of Women in the Mathematical and Natural Sciences.

 PLATFORM STATEMENTS

My chief asset is experience:
- as TICTA Treasurer, during a time of impressive growth in members and revenues;
- as Chairperson of the Legislative Committee (two terms), gaining a keen familiarity with the political issues that affect our members;
- as Chairperson of the Editorial Review Board;
- as co-interviewer for the Messenger interviews with Bill Clements, Bob Bullock, and Bill Hobby;
- as an eighteen-year veteran of the classroom, four years in Texas community colleges—and TICTA;
- as a campus leader with a tenacious belief in what community colleges do and the right of educators to be heard and treated as professionals.

Shining knights and ivory towers do not fit into the picture of today’s academic world. One must become involved in resolving those issues facing our community junior colleges. TICTA is the most effective and influential way in which one can actively work toward the future.

Although a newcomer to TICTA, I bring fresh enthusiasm and dedication to the struggle facing us. If elected, I will work to:
- enhance the concept of adequate state funding for state-managed programs;
- support the continued integrity and actuality of the State OE/
- formulate successful public awareness programs demonstrating the crucial role of community junior colleges.

—MARIAN D. JACKSON

PLATFORM STATEMENTS

TICTA must continue to be a strong effective voice representing community college interests in Texas. TICTA must send a forceful message to policy makers that community colleges are one of the best investments in the future that Texas can make. If re-elected to the Executive Committee, I will devote the necessary time and energy to help TICTA meet these challenges:
- work with the Legislature and other state agencies for sufficient state funding and other benefits;
- enhance the faculty’s proper role in college government;
- promote the development of local faculty organizations;
- increase the effectiveness of our membership recruiting effort.

—BRIAN K. DILLE

Have been a member of TICTA since 1985. I have supported the progressive course this organization has taken in addressing the crucial issues facing education.

The membership knows that funding in this upcoming biennium will be uncertain; the expected shortfall of billions of dollars. With reappropriation dominating the legislative session, TICTA’s struggle of keeping two-year college funding a priority will be doubly difficult. Through effective lobbying efforts we must work toward increasing funding to at least the 1985 levels.

I will offer my commitment of time and talents, in this and any other association endeavor.

—JOSEPH E. KINGCADE, JR.
PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1991-92 officers. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention."

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQUEST FOR ABSENTEE BALLOT

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1991-92.

Member’s Signature ____________________________

PRINT Name ____________________________

College ____________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Or form may be sent by fax to Area Code 512, 288-5725. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 13, 1991. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 19, 1991. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.

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Introductory Algebra, 6e
Intermediate Algebra, 6e
All by Marvin L. Keedy and Marvin L. Bittinger

Elementary Algebra
Intermediate Algebra
Both by Mark Dugopolski

Concepts and Applications of Intermediate Algebra, 2e
Marvin L. Bittinger, Marvin L. Keedy, David Ellenbogen

Precalculus
Precalculus: Functions and Graphs
Robert Marshall

Upper Level Math
Discrete Algorithmic Mathematics
Stephen B. Maurer and Anthony Ralston

Differential Equations: A Modeling Approach
Frank R. Giordano and Maurice Weir

Physics
College Physics, 7e
Francis W. Sears, Mark W. Zemansky, and Hugh D. Young

Physics, 5e
Arthur Beiser

Contemporary College Physics
Edwin R. Jones and Richard L. Childers

Spreadsheet Physics
Charles W. Misner and Patrick J. Cooney

Precalculus
Precalculus: Functions and Graphs
Robert Marshall

Statistics
Introductory Statistics, 3e
Neil A. Weiss and Matthew J. Hasset

Statistical Methods for Business and Economics, 4e
Donald Harnett and Ashok Soni

Computer Science
Michael Tchao, William Berner, Craig Elliot, and Albert Chu

Computing Fundamentals: Concepts, 3e
William S. Davis

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The opening session of the 44th annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 21, the event will be held in the Enterprise Ballroom of the Hyatt Regency Hotel, Dallas/Fort Worth International Airport.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the Association.

Featured speaker for the convention’s opening session will be Robert F. Overmyer, a retired officer in the U.S. Marine Corps and a former American astronaut, test pilot, engineer, and space consultant. Col. Overmyer will speak on the topic “Teamwork—Important in the Space Program, Important in Education.” He cites teamwork, effective communication, and an emphasis on excellence as the factors through which America gained its leadership in space. An advisor on aerospace and aviation matters to NBC, Col. Overmyer has been consultant for numerous NBC News segments and the Today Show.

One of the architects of the shuttle flight program, Col. Overmyer has orbited the earth 193 times and completed 290 hours in zero gravity. He has been spaceborne on both the shuttles, Columbia and Challenger. In April 1985 he was commander of the Challenger mission with a crew of scientists conducting experiments and research on several critical projects. He was looking forward to a third shuttle flight when tragedy overtook the Challenger mission in 1986. A member of the board of inquiry appointed by the National Aeronautics and Space Administration to investigate the Challenger accident, he is candid about what went wrong and in his talks relates the incident to the sort of failures that often afflict institutions and corporations as well. Col. Overmyer holds a Master of Science degree in aeronautical engineering. He graduated from the famous test pilot school at Edwards Air Force Base under Col. Chuck Yeager in 1966. He retired from NASA and the Marine Corps in 1986.

Tickets for the banquet will be sold for $20 and must be purchased in advance. Banquet tickets will not be available at the door. Tickets may be ordered by mail, using the form on this page. Tickets orders must be received in the TJCTA state office by Feb. 15. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Col. Overmyer’s address, limited seating will be available in the Hyatt Regency Enterprise Ballroom at 8:00 p.m.

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Speaker for the Friday afternoon general session will be State Rep. Wilhelmina Delco (D-Austin), who was named Speaker pro Tempore of the Texas House of Representatives at the beginning of the 1991 legislative session. Mrs. Delco is presently serving her ninth consecutive term in the Legislature. She was originally elected in 1974 and has been re-elected ever since with little or no opposition.

For six terms (from 1979 to 1991), she chaired the House Committee on Higher Education. In that powerful post, Mrs. Delco has exercised unprecedented influence over the state’s farflung system of higher education. “During the past decade, not one bill or resolution affecting the governing board, administration, faculty, or students of a Texas college or university has been enacted without being studied—and usually artfully re-written—under Mrs. Delco’s watchful eye,” said TJCTA State President David Clinkscales. “She has demonstrated time and time again her complete grasp of the role and mission of our state’s community, junior, and technical colleges; and she has been their most ardent supporter and their most candid counselor,” Mr. Clinkscales said. He expressed pleasure with her appointment to the “No. 2" position of leadership in the Texas House of Representatives—and with the fact that she will continue as a member of the House higher education panel during the current legislative session.

A graduate of Chicago's Wendell Phillips High School (where she was president of the student body and a member of the National Honor Society), Mrs. Delco earned the Bachelor of Arts degree in sociology from Fisk University in Nashville.

Prior to her election to the Legislature, she served six years on the Board of Trustees for the Austin Independent School District and was a member of the original governing board of Austin Community College. It was in the latter capacity that Mrs. Delco gained first-hand and in-depth knowledge about the role and mission of the state’s two-year colleges.

In addition to her legislative and school service, Mrs. Delco has been active in a long list of varied civic, religious, and political causes. Included in those causes are the parent-teacher organizations for each of the schools attended by her children as they were growing up in Austin. She is a life member of the Texas Congress of Parents and Teachers. She is an active member of the Holy Cross Catholic Church. Mrs. Delco has worked with the Girl Scouts of America and was a member of the Board of Directors for the National Girl Scout Council. She recently served on the Commission on the Future of Community Colleges of the American Association of Community and Junior Colleges.

Among many honors and awards conferred upon Mrs. Delco are recognition as Austin’s “Outstanding Woman" by the Austin American-Statesman; listing in the Texas Women’s Hall of Fame; “Outstanding Citizen" award from the Austin Counseling and Pastoral Care Center; “Austinite of the Year" award of the Austin Chamber of Commerce; outstanding alumnus recognition by Fisk University; and listing in Who’s Who in American Politics.

Mrs. Delco has received honorary doctoral degrees from Southwestern University, in Georgetown; from St. Edwards University and Huston-Tillotson College, in Austin; Wiley College, in Marshall; and Lee College, in Baytown.

Mrs. Delco’s address will be delivered at the convention’s second general session, scheduled to begin at 2:00 p.m., Friday, Feb. 22, in the Enterprise Ballroom of the Hyatt Regency DFW.
“TRICKS OF THE TRADE” IS TOPIC FOR PROFESSIONAL DEVELOPMENT SEMINAR

“Tricks of the Trade: Success Strategies in Teaching” will be the topic for discussion at the professional development seminar during the annual TJCTA convention. The seminar will be offered at 7:30 a.m., Friday, Feb. 22, in Sector 4 of the Enterprise Ballroom at the convention hotel, the Hyatt Regency DFW; and the presentation will be repeated in the same room at 12:30 p.m., the same day.

Featured speaker will be Mary Tyler, professor of education at East Texas State University at Texarkana. Dr. Tyler is a popular conference speaker and speaks frequently at conventions and workshops for educators.

A member of the ETSU-T graduate faculty since 1979, Dr. Tyler teaches courses in education of “special-needs” students—learning disabled and behaviorally disturbing children. She also teaches communications courses in the university’s core curriculum. She previously worked at the University of Georgia as coordinator of the Introduction to Exceptional Children course. While there, Dr. Tyler was responsible for the production of eight films on special education.

Dr. Tyler earned the bachelor’s degree from James Madison University, the Master of Education degree from Virginia Commonwealth University, and the Ph.D. from the University of Georgia. She has done post-doctoral studies at Louisiana State University in therapeutic diagnosis, prognosis, and positive intervention strategies for individual success in personal and professional growth and goals.

Since moving to Texas, Dr. Tyler has frequently interviewed personalities and dignitaries for the NBC television affiliate in Texarkana-Shreveport.

Arrangements for the seminar were made by the TJCTA Professional Development Committee, chaired by Margaret A. Harbaugh, McLennan Community College.

COLLEGE PRESIDENTS PLAN TWO MEETINGS

Community junior college presidents and chancellors will meet twice during the annual TJCTA convention.

Vivian B. Blevins, Lee College, president of the Texas Junior College Association, announced a pre-convention conference for Thursday, Feb. 21, in which chief administrators will discuss issues of concern to college leaders. The meeting will be conducted in the Venus Room of the Hyatt Regency DFW. According to Dr. Blevins, the session is designed primarily for deans and division directors who are interested in knowing more about the challenges and opportunities facing presidents and chancellors. Topic for the meeting is “Sharing the Secrets of Success: Money, Politics, and Rules.”

Registration for the session will begin at 12:30 Thursday afternoon, and the program will begin at 1:00. C. A. Roberson, chancellor of the Tarrant County Junior College District, will speak on the topic "Where the Dollars Come From and How They’re Spent...Legally." Raymond M. Hawkins, president, Tyler Junior College, will address the topic “Ignorance the Texas Political Arena at Your Own Peril.” A. Rodney Allbright, president, Alvin Community College, will speak on “Getting a Good SACS Report: Complying with the Criteria.”

The final conference session will consist of a panel, moderated by Charles Green, chancellor of the Houston Community College System, in which participants will discuss “What a Texas President Looks for in a Vice President or Dean.”

Friday Luncheon Meeting

The annual luncheon meeting of the Texas Junior College Association is scheduled for Friday, Feb. 22, from 12:30 to 1:45 p.m., in Space 1 of the Hyatt’s 2001 Ballroom.

The program for the luncheon session consists of remarks on “Teaching and Learning in Texas Community Colleges” by three college administrators: Charles Green, Houston Community College; John Anthony, president of the Collin County Community College District; and Max Castillo, president of San Antonio College.

TJCTA is an organization of institutions, represented by each college’s chief administrative officer (or a designated representative). The group meets each year in conjunction with the TJCTA convention. In addition to Dr. Blevins, TJCA officers this year are Bobby Walters, Paris Junior College, vice president; and W. R. (Bill) Auvenstine, Hill College, secretary-treasurer.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention at the Hyatt Regency Hotel, Dallas/Fort Worth International Airport. Committee members Annie M. Jewett, Tarrant County Junior College—Northeast Campus, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. Also serving on the subcommittee in John H. Clyburn, Galveston College. Other members of the Membership Services Committee will help staff the center during the convention.

This will be the fifteenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted. Speculation is that considerably fewer positions will be posted this year, due to the state’s deteriorating fiscal condition and resulting calls from some state leaders for hiring freezes and reductions in staff.

In a joint letter from Mrs. Jewett and TJCTA President David Clinkscale, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the Hyatt Regency’s Enterprise Ballroom foyer. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 16, and from 8:00 to 11:00 a.m., Saturday, Feb. 17.

TJCTA members who wish to do so are invited to send résumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the résumés and obtain information about potential candidates for staff openings. Résumés should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Résumés should be mailed in time to be received by Feb. 19. After that date, members may take their résumés directly to the placement center at the convention site.

Following the convention, job listings and résumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.
ANTHROPOLOGY
Nelson and Jurmain
Introduction to Physical Anthropology, 5E
Peoples and Bailey
Humanity: An Introduction to Cultural Anthropolpgy, 2E

BUSINESS
Anderson/Sweeney/Williams
Introduction to Management Science: Quantitative Approaches to Decision Making
Bagley
Managers and the Legal Environment of Business: Strategies for the 21st Century
Barfield/Raiborn/Dalton
Cost Accounting: Traditions and Innovations
Carper, et al
Understanding the Law
Costley and Todd
Human Relations in Organizations, 4E
Dennis and Dennis
Management Science
Fisher and Jennings
Law for Business, 2E
Hoffman, et al
West's Federal Taxation: Comprehensive Volume, 1992 Edition

Kossen
Supervision, 2E
Mathis and Jackson
Personnel/Human Resource Management, 6E
Meiners/Ringleb/Edwards
The Legal Environment of Business, 4E
Miller and Jentz
Business Law Today, 2E
Schuler
Case Problems in Management and Organizational Behavior, 4E
Smith/Mann/Roberts
Smith and Roberson's Business Law, 8E
Toh and Hu
Basic Business Statistics: An Intuitive Approach
Whittenburg, et al

COMPUTERS
Bacon
Understanding and Using Microsoft Word 5.0
Bacon and Copeland
Understanding and Using WordPerfect 5.1
Bidgoli
Bitter
Understanding and Using Microsoft Works (2.0) on the Macintosh
Understanding and Using Microsoft Works (2.0) on the IBM PC
Bronson and Menconi
A First Book of C, 2E
Mandell
Introduction to Computers Using the IBM and MS DOS PCs, 3E
Mandell and Baumann
Complete BASIC Programming, 3E
Mielke
Integrated Computer Graphics
Ross
Understanding and Using dBASE III PLUS, 2E
Understanding and Using Lotus 1-2-3 Release 3
Ross/Bacon/Copeland
Essentials of Application Software, Volume I
Understanding and Using Application Software, Volume 5

Short
Understanding and Using AppleWorks, 2E
Venit
Programming in QuickBASIC with Structure and Style
Zimmerman/Conrad
Understanding and Using Microcomputers, 3E

CRIMINAL JUSTICE
Bennett and Hess
Criminal Investigation, 3E
Myers and Pudlow
The Trial: A Procedural Description and Case Study
Samaha
Criminal Justice, 2E
Siegel and Senna
Juvenile Delinquency: Theory, Practice, and Law, 4E
Smith and Pollack
Criminal Justice: An Overview, 3E
Smith and Pollack
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Zalman and Siegel
Criminal Procedure: Constitution and Society

DEVELOPMENTAL STUDIES
Longman and Atkinson
College Learning and Study Skills (CLASS), 2E
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<td>ENGINEERING</td>
<td>Ayala, The 8051 Microcontroller: Architecture, Programming, and Applications</td>
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<td>The Philadelphia Institute (Warren) Introduction to Corporate Law, 2E</td>
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<td>Weaver, The Compact Guide to Torts: A Civilized Approach to the Law</td>
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<td>HEALTH/NUTRITION</td>
<td>DeBruyne/Sizer/Whitney, The Fitness Triad: Motivation, Training, and Nutrition</td>
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<td>Hamilton/Whitney/Sizer, Nutrition: Concepts and Controversies, 5E</td>
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<td>West's Physical Activities Series, Racquetball Today, Volleyball Today</td>
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<td>Whitney/Cataldo/Rolfes, Understanding Normal and Clinical Nutrition, 3E</td>
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<td>HISTORY</td>
<td>Spielvogel, Western Civilization: Combined Volume I: To 1715</td>
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<td>Volume C: Since 1789</td>
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<td>Since 1300                     Upshur, et al, World History (Combined)</td>
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<td>World History (Volume II)</td>
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<td>LEGAL</td>
<td>Hinkel, Practical Real Estate Law</td>
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<td>POLITICAL SCIENCE</td>
<td>Bryan, The American Political System: Readings</td>
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<td>Havick, American Democracy in Transition: A Communications Revolution</td>
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<td>Lamare, Texas Politics: Economics, Power and Policy, 4E</td>
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<td>LeLoup, Politics in America: The Ability to Govern, 3E</td>
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<td>Welch, et al, Understanding American Government</td>
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<td>SCIENCES</td>
<td>Kuhn, Astronomy: In Quest of the Universe</td>
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<td>Ostdiek and Bord, Inquiry into Physics, 2E</td>
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<td>Snow, The Dynamic Universe: An Introduction to Astronomy, 4E</td>
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<td>SOCIOLOGY</td>
<td>Brinkerhoff and White Sociology, 3E</td>
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<td>Knox and Schacht, Choices in Relationships: An Introduction to Marriage and Family, 3E</td>
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CONRAD KOTTAK is a noted writer, teacher, anthropologist. Chair of the General Anthropology division of the American Anthropological Association, he is also Professor of Anthropology at the University of Michigan. In addition to doing extensive fieldwork, he has authored seven books, including *Assault on Paradise*, *Anthropology: The Exploration of Human Diversity*, and *Cultural Anthropology*. The latter two are out in new editions this year.

FRANK FREIDEL is one of the nation's leading American historians. He is president of the Organization of American Historians and also leads the New England Historical Association. Formerly a Bullitt Professor of American History at the University of Washington, he is currently Charles Warren Professor of American History, Emeritus at Harvard University. His writings include *Franklin D. Roosevelt: A Rendezvous with Destiny*, and *Presidents*. He is also co-editor of *The Harvard Guide to American History*, and co-author of the classic Lone Star favorite, *American History: A Survey*, now in its eighth edition.

TIMOTHY O'LEARY with his wife and colleague Linda O'Leary, co-authors the groundbreaking *Microcomputing Annual Edition*. Since its debut in 1989, hundreds of schools have looked to O'Leary to help their students keep pace with the ever-changing computing environment. Professor O'Leary (Ph. D., Kent State) teaches at Arizona State University, where he has coordinated the introductory course for many years. Like most good texts, *Microcomputing* grew out of the O'Learys' own work, study, and classroom experience.
RICHARD MARIUS is the Director of Expository Writing at Harvard College. He is uniquely qualified to both teach and publish texts about writing because he is an accomplished essayist/novelist/biographer. His articles have appeared in popular magazines and academic journals. He has published two novels (and is currently finishing a third), and two biographies (on Luther, in 1974, and Thomas More in 1984. The latter was nominated for the American Book Award.) His texts include A Writer's Companion and The McGraw-Hill Handbook, both of which are in new editions this year. Professor Marius was developed his ear for language listened to stories told in the Tennessee farmland where he spent his childhood. His easy Southern wit blends perfectly with Harvey Weiner's Brooklyn edge to give The McGraw-Hill Handbook its special voice.

BRADLEY R. SCHILLER is Professor of Economics at the American University, working in the School of Public Affairs. In addition to having taught introductory economics for over 20 years, he has been a consultant to major federal agencies and Congressional committees, and an advisor to political candidates in Washington, D.C. Professor Schiller's experience as a researcher, teacher, and practicing economist combine to make his The Economy Today -- now available in its fifth edition -- one of the most popular and applied texts on the market.

THALIA DORWICK is Publisher of Foreign Languages with McGraw-Hill. She received her Ph.D. in Spanish from Case Western Reserve University in 1973 and taught at Case Western, Cuyahoga Community College, Allegheny College, and California State University, Sacramento. She was recognized as an Outstanding Foreign Language Teacher by the California Foreign Language Teachers Association in 1978. Dr. Dorwick is co-author of Puntos de partida: An Invitation to Spanish, ¿Qué tal? A Beginning Course, and Un paso más, An Intermediate Course.
**THURSDAY—FEBRUARY 21, 1991**

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<td>8:00 a.m.</td>
<td>Special Meetings (to be announced)</td>
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<td>12:00 Noon-1:00 p.m.</td>
<td>Convention Registration—Enterprise Ballroom Foyer</td>
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<td>1:00-4:00 p.m.</td>
<td>Committee Meetings, as called by Committee Chairpersons</td>
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<td>4:00-5:00 p.m.</td>
<td>Meeting of Executive Committee, Resolutions Committee, and all TICTA Committee Chairpersons—Enterprise Ballroom</td>
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<td>6:30-7:30 p.m.</td>
<td>Informal Reception—Enterprise Ballroom</td>
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<td>7:30 p.m.</td>
<td>BANQUET AND FIRST GENERAL SESSION—Enterprise Ballroom</td>
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<td>9:00 p.m.-Midnight</td>
<td>Reception sponsored by North Texas Community/Junior College Consortium and Heads of Publishing Corporations—Enterprise Ballroom</td>
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**FRIDAY—FEBRUARY 22, 1991**

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<td>6:00 a.m.</td>
<td>Finest Walk—Meet in East Tower Lobby</td>
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<td>7:30-8:45 a.m.</td>
<td>Financial Planning Seminar—Enterprise Ballroom—Sector 3 (repeated at 12:30 p.m.)</td>
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<td>7:30-8:45 a.m.</td>
<td>Professional Development Seminar—Enterprise Ballroom—Sector 4 (repeated at 12:30 p.m.)</td>
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<td>8:00 a.m.-5:00 p.m.</td>
<td>Convention Registration—Enterprise Ballroom Foyer</td>
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<td>8:00 a.m.-5:00 p.m.</td>
<td>Exhibits Open—Exhibit Hall A (Ground Level, East Tower)</td>
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<tr>
<td>8:00 a.m.-5:00 p.m.</td>
<td>Polis Open (Election of Officers)—Enterprise Ballroom Foyer</td>
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**SPECIAL MEETINGS**

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Cadd D. Perkins Vocational Education Act—Thursday, Feb. 21, 8:00 a.m.-3:00 p.m.—Enterprise Ballroom—Sector 1—Chairperson: Larry C. Key, Director of Federal Projects, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

Business/Computer Information Processing/Occupational Division Directors and Chairpersons—Thursday, Feb. 21, 8:30 a.m.-2:00 p.m.—Enterprise Ballroom—Sector 3—Chairpersons: Patricia A. Green, Temple Junior College, and Mark E. Workman, Frank Phillips College

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 21, 2:00-4:00 p.m.—Jupiter Room—Larry K. Patterson, Amarillo College, Chairperson

Educational Computing Symposium—Friday, Feb. 22, 12:30-1:45 p.m.—Universe Room—"An Introduction to the IBM Advanced Academic System," William G. Sailer and Julia W. Briggs, St. Philip's College

Advisory Committee, Carl Perkins Limited English Proficiency Grants—Friday, Feb. 22, 12:30-1:45 p.m.—Mercury Room—Carol Swanson, San Antonio College, Chairperson

Texas Junior College Retirement Association—Friday, Feb. 22, 12:30-1:45 p.m.—Jupiter Room—"Status of State Retirement and Insurance Programs," C. A. Roberson, Chancellor, Tarrant County Junior College District, and Member, Board of Trustees, Teacher Retirement System of Texas; Marshall Grossman, San Antonio College, Chairperson

Placement Association of Texas—Friday, Feb. 22, 12:30-1:45 p.m.—Suite 2601 (Sixth Floor, East Tower)—Barbara James, Southwest Research Institute, San Antonio, President

Texas Association for Staff, Program, and Organizational Development (TASPOD)—Friday, Feb. 22, 12:30-1:45 p.m.—Corner Room—"Using Myers-Briggs in the Classroom," Diane Lacey, Tarrant County Junior College-South Campus; Robert C. Adams, Western Texas College, President

**TEXAS JUNIOR COLLEGE ASSOCIATION**

Preconvention Meeting—Thursday, Feb. 21 at 9:00 a.m.—Section Meetings for Some Sections

Section Meetings for Remaining Sections

Financial Planning Seminar—Enterprise Ballroom—Sector 3 (repeated at 7:30 a.m., presentation)

Professional Development Seminar—Enterprise Ballroom—Sector 4 (repeated at 7:30 a.m., presentation)

Symposium on Educational Computing—Universe Room

Second General Session—Enterprise Ballroom

Retirement Seminar—2001 Ballroom—Space 1 (West Tower)

Wellness Program Networking—Universe Room

"Honors in the Community College"—2001 Ballroom—Space 3 (West Tower)

Dance for TICTA Members and Invited Guests—Enterprise Ballroom (Admission by convention badge only)

**SATURDAY, FEBRUARY 23, 1991**

<table>
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<th>Time</th>
<th>Event</th>
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<tr>
<td>7:00 a.m.</td>
<td>Fitness Walk—Meet in East Tower Lobby</td>
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<tr>
<td>8:00-11:30 a.m.</td>
<td>Convention Registration—Enterprise Ballroom Foyer</td>
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<tr>
<td>10:45 a.m.-12:15 p.m.</td>
<td>Exhibits Open—Exhibit Hall A (Ground Level, East Tower)</td>
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<tr>
<td>9:00-10:15 a.m.</td>
<td>Section Meetings for Some Sections</td>
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<tr>
<td>10:45 a.m.-12:15 p.m.</td>
<td>Section Meetings for Remaining Sections</td>
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<tr>
<td>12:30-1:45 p.m.</td>
<td>Professional Development Seminar—Enterprise Ballroom—Sector 4 (repeated at 7:30 a.m., presentation)</td>
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<tr>
<td>12:30-1:45 p.m.</td>
<td>Symposium on Educational Computing—Universe Room</td>
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<tr>
<td>2:00-4:00 p.m.</td>
<td>Financial Planning Seminar—Enterprise Ballroom—Sector 3 (repeated at 7:30 a.m., presentation)</td>
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<tr>
<td>4:15-5:45 p.m.</td>
<td>Professional Development Seminar—Enterprise Ballroom—Sector 4 (repeated at 7:30 a.m., presentation)</td>
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<td>Wellness Program Networking—Universe Room</td>
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<td>4:15-5:45 p.m.</td>
<td>&quot;Honors in the Community College&quot;—2001 Ballroom—Space 3 (West Tower)</td>
</tr>
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**TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION**

Convention At A Glance—Thursday, Feb. 21, 2:00-4:00 p.m.—Enterprise Ballroom

"Getting a Good SACS Report: Compliance with the Criteria"—A. Rodney Albright, President, Alvin Community College

"Where the Dollars Come From and How They're Spent"—Charles Green, Chancellor, Houston Community College System

"Planning for Retirement," Lonaine H. Clark, Associate Area Representative, American Association of Retired Persons, Dallas

"An Introduction to the IBM Advanced Academic System," William G. Sailer and Julia W. Briggs, St. Philip's College

"Getting a Good SACS Report: Compliance with the Criteria"—A. Rodney Albright, President, Alvin Community College

"Where the Dollars Come From and How They're Spent"—Charles Green, Chancellor, Houston Community College System
CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1991 convention:

Professional, Associate, Student, and Unaffiliated Members .................................................. $ 20
Immediate Family of Registered Members (provided the guests are not themselves eligible for professional membership) .......................................................... No charge
Guests of the Association:
Program Speakers (not eligible for professional membership) .................................................. No charge
Representatives of Exhibitors (not eligible for professional membership) ........................................ No charge
All Others ................................................................................................................................. $ 45

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NO TITLE: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the “free” time to attend other section meetings and visit the commercial exhibits.)

MEETING LOCATIONS ARE TENTATIVE. CONSULT OFFICIAL PROGRAM AT REGISTRATION.

ACCOUNTING
Chairperson: CRAIG W. CHRISTOPHERSON, Richland College
Friday, 9:00-10:30 a.m.—2001 Ballroom—Space 4 (West Tower)
"Instructional Presentation Software for the Teachers Use in the Classroom," Nathan Wilber, Software Editor, College Division, Houghton Mifflin Company
Saturday, 10:30-11:45 a.m.—2001 Ballroom—Space 4 (West Tower)
Panel Discussion: "Cooperative Education Programs and Internships for Accounting Students—Could They Fit Your Needs?" Thomas M. Branton, CPA, Alvin Community College; Barbara A. Ebanks, Director of Cooperative Work Experience, Collin County Community College—Central Campus; Marci Liddell, Director of Cooperative Education, Houston Community College; and Katherine A. Longbotham, CPA, Richland College

AGING SERVICES AND EDUCATION
Chairperson: JOE T. ARRINGTON, McLennan Community College
Friday, 9:00-10:30 a.m.—Futura
"Aging Services and Education: New Responses to New Demands," Donnie H. Hagan, Director of Human Services, McLennan Community College; and Jo Ann Luckie, Director of Services to Special Populations and Instructor of Environment and Aging Consortium, Del Mar College

AGRICULTURE
Chairperson: MICHAEL L. BROWN, Weatherford College
Friday, 10:45 a.m.—12:15 p.m.—Suite 2301 (Third Floor, East Tower)
"DTN—An Agriculture Marketing Tool—Its Use in the Classroom," Jim Hawkins, Regional Sales Manager, Data Transmission Network
Saturday, 9:00-10:15 a.m.—Suite 2301 (Third Floor, East Tower)
"Teaching Agriculture Commodity Marketing at the Two-Year College Level," Dan Piper, Commodity Broker, Schmitt and Kern

AERONAUTICAL TECHNOLOGY
Chairperson: FLAVIL L. JOHNSON, Tarrant County Junior College—Northwest Campus
Friday, 10:45 a.m.—12:15 p.m.—Suite 2401 (Fourth Floor, East Tower)
"Federal Aviation Administration Updates," Tom Blake, Federal Aviation Administration Airworthiness Inspector
Saturday, 9:00-10:15 a.m.—Suite 2401 (Fourth Floor, East Tower)
"Aircraft Sealants: Installation and Inspection Procedures," Jack Utter, Manager, SEMCO Southwest (Division of Products Research and Chemical Corporation)

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY
Chairperson: PAUL R. LINDSEY, North Lake College
Friday, 9:00-10:30 a.m.—Suite 2201 (Second Floor, East Tower)
Saturday, 10:30-11:45 a.m.—Suite 2201 (Second Floor, East Tower)
"Lennox Two-Speed Heat Pump and Lennox Heat Pump with Scroll Compressor," Bill Shaffer, Dealer Trainer Coordinator, Lennox Industries, Fort Worth
ART
Chairperson: EDUARDO E. AGUILAR, Tarrant County Junior College–Northwest Campus
Friday, 9:00 a.m.–1:45 p.m.
Tour of Fort Worth Art Museum District
Visits to Amon Carter Museum and Kimbell Art Museum
Tour Carillon Gallery and J. B. Rushing Center for the Performing Arts, Tarrant County Junior College–South Campus
(NOTE: Transportation will depart from the East Tower Motor Lobby at 9:00 a.m., and return at approximately 1:45 p.m.)
Saturday, 10:30–11:45 a.m.—Suite 2501 (Fifth Floor, East Tower)
“Gallery and Exhibition Networking,” Panel Discussion: Kathy Tyler and Frank Herbert, TASA Gallery and Exhibition Committee

ASSOCIATE DEGREE NURSING
Co-Chairpersons: HECTOR H. GONZALEZ, San Antonio College and BETTY L. BROCK, Northeast Texas Community College
Friday, 9:00–10:30 a.m.—Comet
“Empathic Nursing,” Judith Shackelford, Vice President of Operations and Chief Operating Officer, Willow Creek Hospital, Arlington
Saturday, 10:30–11:45 a.m.—Comet
“Can You CAT-Scan Ethics?” Jean Stuart Smith, Assistant Director, Tarrant County Junior College School of Nursing

AUTOMOTIVE SERVICES
Chairperson: DANIEL N. WICKWARE, Northeast Texas Community College
Friday, 9:00 a.m.–12:15 p.m.—Horizon
“Air Conditioning Electrical Systems and Controls,” John J. Stiles, Sales Representative, NAPA Temp Products
Saturday, 9:00–10:15 a.m.—Horizon
“NATEF: What Is It and What Will It Do For Your Program?” Carl F. Dinkel, Chairperson, Automotive Technology Department, Tarrant County Junior College–South Campus

BIOLOGY
Chairperson: MARY P. BRACKEN, Trinity Valley Community College
Friday, 9:00 a.m.–12:00 Noon
Field Trip to Fort Worth Botanical Garden Center and Japanese Gardens (Guided tour of unique collection of plants from around the world as well as one of the most authentic Japanese gardens in the United States. $1 admission fee to Japanese Gardens.)
(NOTE: Transportation will depart from the East Tower Motor Lobby at 9:00 a.m., and return at approximately 12:00 Noon.)
Saturday, 10:30–11:45 a.m.—Jupiter
“Biotechnology of the '90s,” Gerard O’Donovan, Professor and Chair, Department of Biological Sciences, University of North Texas

BUSINESS ADMINISTRATION
Co-Chairpersons: RAJIV R. MALKAN and MADHAVI SETHNA, Lamar University at Orange
Friday, 10:45 a.m.–12:15 p.m.—2001 Ballroom–Space 3 (West Tower)
“The Name of the Game is People,” Ricky Griffin, Professor of Management, College of Business Administration, Texas A&M University
Saturday, 9:00–10:15 a.m.—2001 Ballroom–Space 3 (West Tower)
“Destination 2000: Are We Ready?” Robert J. Hughes, Instructor of Business Administration, Richland College

CHEMISTRY
Chairperson: MARY C. FIELDS, Collin County Community College–Spring Creek Campus
Friday, 8:30 a.m.–1:30 p.m.
Field Trip to Collin County Community College–Spring Creek Campus
“Nontraditional Teaching and Learning in Chemistry: Resources and Issues,” Cynthia Ledbetter, Professor of Science Education for Graduate and Undergraduate Studies, The University of Texas at Dallas (Hands-on demonstrations at Collin County Community College followed by lunch at a local restaurant)
(NOTE: Transportation will depart from the East Tower Motor Lobby at 8:30 a.m., and return at approximately 1:30 p.m.)
Saturday, 9:00–10:15 a.m.—Apollo (West Tower)
“General Chemistry in the '90s: Challenges and Opportunities,” Eugene LeMay, Jr., Professor and Associate Chair, Department of Chemistry, University of Nevada at Reno

COMPENSATORY / DEVELOPMENTAL EDUCATION
Chairperson: C. SUE POOR, Wharton County Junior College
Friday, 9:00–10:30 a.m.—Universe
“The Evolution of a Compulsory Attendance Policy for Developmental Classes,” Sandra Coats, Chair, Communications and Arts Division, Wharton County Junior College
“Hooking Into Student Learning Styles in the Developmental Writing Classroom,” Paul Beran, Instructor of Developmental Studies, North Harris County College–South Campus
Saturday, 10:30–11:45 a.m.—Universe
Panel Discussion: “Offering Access, Assuring Success: the Aim of Developmental Studies,” Diana R. Cox, Moderator; Judy Hathcock, Therese Jones, Jan Hinds, and R. Eugene Byrd, all of Amarillo College

COMPUTER CENTER DIRECTORS
Chairperson: CHARLES W. (BILL) BANE, McLennan Community College
Friday, 10:45 a.m.–12:15 p.m.—Suite 2501 (Fifth Floor, East Tower)
“Choosing a Telephone Registration System,” Mark P. Lindsey, Regional Sales Manager, EPOS Corporation, San Antonio
“Fiber Optics,” Ron Glodys, Sales Representative, AT&T, Dallas; and Archie Goyne, Area Network Consultant, Digital Equipment Corporation, San Antonio

COMPUTER INFORMATION PROCESSING
Chairperson: WESLEY E. SCRUGGS, Brazosport College
Friday, 9:00 a.m.–12:15 p.m.—Enterprise Ballroom–Sector 1
“Emerging Computer Technology for Hardware, Software, and Systems,” Timothy J. O’Leary, Associate Professor, Decision and Information Systems Department, Arizona State University
Friday, 12:15--1:30 p.m.—Enterprise Ballroom—Sector 1
Luncheon—Prior reservations and tickets required
Saturday, 10:30--11:45 a.m.—Enterprise Ballroom—Sector 1
“Programming for the Twentieth Century—4GL and CASE,”
Doug Russell, Division Marketing Representative, Cognos Corporation

COSMETOLOGY
Chairperson: DEBORAH L. MOSS, Kilgore College
Friday, 9:00--10:30 a.m.—Orbit
“Improving State Exams: No-Shows, Special Students, and
Suggested Solutions,” Victor Balderez, Director of Exams,
Texas Cosmetology Commission
Saturday, 10:30--11:45 a.m.—Orbit
“Dressing for Success: How to Build and Accessorize Your
Wardrobe,” Patty Austin, Certified Fashion Consultant

COUNSELING AND STUDENT PERSONNEL SERVICES
Co-Chairpersons: ROY H. HART, Odessa College and PAUL D.
BOWERS, Grayson County College
Friday, 10:45 a.m.—12:15 p.m.—Enterprise Ballroom—Sector 4
“The Learning-Disabled Student in the College Classroom,”
Diane L. Taylor, Doctoral Candidate and Teaching Fellow,
University of North Texas
Saturday, 9:00--10:15 a.m.—Enterprise Ballroom—Sector 4
“The Counseling Professional in Private Practice: Learnings
and Applications,” Melvin Whitehurst, Senior Partner, Management Paradigms, Plano

COURT REPORTING
Chairperson: MARY H. KNAPP, Alvin Community College
Friday, 10:45 a.m.—12:15 p.m.—Suite 2601 (Sixth Floor, East Tower)
“Problems of Court Reporting Training in Community Junior
Colleges,” Mary H. Knapp, Chair, Court Reporting Department,
Alvin Community College
Saturday, 9:00--10:15 a.m.—Suite 2601 (Sixth Floor, East Tower)
“Computer Training for Court Reporters in Community Junior
Colleges,” Joe R. Jackson, CAT Instructor, Alvin Community
College

CRIMINAL JUSTICE
Chairperson: LEONARD R. LARSEN, El Centro College
Friday, 9:00--10:30 a.m.—Apollo (West Tower)
“Problems in County Jails,” Jim Bowles, Sheriff of Dallas
County
Saturday, 10:30--11:45 a.m.—Apollo (West Tower)
“Women as Chief Administrators,” Elizabeth M. Watson,
Chief of Police, City of Houston

DEVELOPMENTAL READING
Chairperson: ANDREA CLARK, Austin Community College
Friday, 10:45 a.m.—12:15 p.m.—Comet
“Dealing With Diversity: Developing a Multicultural
Community,” Jacqueline Claunch, Dean of Instruction, Richland
College
Saturday, 9:00--10:15 a.m.—Comet
“Teaching Reading in Tandem,” Katheryn G. Skinner, Reading
and Study Skills Instructor, Panola College

ECONOMICS
Chairperson: GEORGE A. LOUGHRAN, JR., North Harris
County College—Tomball Campus
Friday, 9:00--10:30 a.m.—2001 Ballroom—Space 2 (West Tower)
“Emphasizing International Trade in the Economics Principles
Course,” Roger LeRoy Miller, Center for Policy Studies,
Clemson University
Friday, 12:30--1:45 p.m.—2001 Ballroom—Space 2 (West Tower)
Luncheon Meeting. “How International Economics Can Be
Incorporated into the Economics Principles Course,” Michael
Melvin, Professor of Economics, Arizona State University
Saturday, 10:30--11:45 a.m.—2001 Ballroom—Space 3 (West Tower)
“The Impact of the Persian Gulf War on the Economy and the
Budget,” Bradley Schiller, Professor of Economics, American
University

ELECTRONICS
Chairperson: GUS D. RUMMEL, American Educational Complex
Friday, 11:30 a.m.—1:30 p.m.—Skylab (West Tower)
Luncheon Meeting—prior reservations required. “Overview of Superconducting Super Collider Project with Elec-
tronics and Computer Implications,” Curtis D. Johnson, College of Technology, University of Houston
Friday, 6:00--8:00 p.m.—2001 Ballroom—Space 4 (West Tower)
Saturday, 8:00--10:00 a.m.—Skylab (West Tower)
Breakfast Meeting—prior reservations required. “COMET—College Mathematics Revitalized for Engineering Technology,” Carole E. Goodson, Janet Lantner, and Susan L. Mierschins, College of Technology, University of Houston

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY
(COMPUTER AIDED DRAFTING)
Chairperson: W. ED CUNNINGHAM, Tyler Junior College
Friday, 10:45 a.m.—12:15 p.m.—Venus
“Demonstration of NC Microproducts Polaris Version 3.0 on
AutoCAD,” Jocelyn Botkin, Manager of Educational Sales, NC Microproducts, Inc., Richardson
Saturday, 9:00--10:15 a.m.—Venus
“The Latest From AutoCAD and Third Party Software: A
‘Hands-On’ Demonstration,” Jim Stepter, Vice President, Teaching Systems, Inc., Irving

ENGLISH
Chairperson: J. MICHAEL MATTHEWS, Tarrant County Junior
College—Northeast Campus
Friday, 9:00--10:30 a.m.—Enterprise Ballroom—Sector 4
“Does Great Writing Intimidate Student Writers?” X. J.
Kennedy, Writer, Educator, and Award-Winning Poet
Saturday, 10:30—11:45 a.m.—Enterprise Ballroom—Sector 4
“Vision and Revision: Strategies for Student Writers,” Richard
Marius, Director of Expository Writing, Harvard University
ENGLISH-AS-A-SECOND-LANGUAGE
Chairperson: OLIVIA VILLAGRA, North Lake College
Friday, 10:45 a.m.–12:15 p.m.—Galaxy
"Sounds Logical to Me!" (Teaching the English Logic Pattern to Intermediate ESL Writing Classes), Jean Conway, Developmental Studies Coordinator/ESL Instructor, Brookhaven College
Saturday, 9:00–10:15 a.m.—Galaxy
"We Mined the Books/Summer of 1990" (A Thematic Approach Used in the Listening/Speaking Summer Class of 1990), Betty Gilfillan, ESL Advisor/Continuing Education, ESL Program Coordinator, North Lake College

FASHION MERCHANDISING
Chairperson: PATRICIA A. HERTENBERGER, Alvin Community College
Thursday, 5:00–6:30 p.m.—Mercury
Round-Table Discussion of Current Issues and Problems in Fashion Merchandising Programs
Friday, 9:00 a.m.–1:30 p.m.
Tour of J.C. Penney Research and Testing Laboratory and tour of J.C. Penney Corporate Headquarters (includes lunch). Tour Leader: Roy Chapman, College Relations Manager, Corporate Personnel, J.C. Penney Company, Inc. (NOTE: Transportation will depart from the East Tower Motor Lobby at 9:00 a.m., and return at approximately 1:30 p.m.)
Saturday, 10:30–11:45 a.m.—2001 Ballroom-Space 4 (West Tower)
Meeting with the Texas Junior College Management Educators Association.

FOREIGN LANGUAGE
Chairperson: ISABEL DE PEDRO, St. Philip's College
Friday, 9:00–10:30 a.m.—Galaxy
"Evolution in the Foreign Language Classroom: How Things Have Changed!" Thalia Dorwick, co-author of Puntos de partida, ¿Qué tal?, and Un paso más
Saturday, 10:30–11:45 a.m.—Galaxy
"Functional Language and Culture: A Priority at All Levels," Emily Spinelli, Associate Professor of Spanish, University of Michigan at Dearborn

GOVERNMENT
Chairperson: DAVID J. LIGON, Tyler Junior College
Friday, 10:45 a.m.–12:15 p.m.—Enterprise Ballroom-Sector 3
"The Bush Presidency at Mid-Term," George Edwards, III, Distinguished Professor of Political Science, Texas A&M University
Saturday, 9:00–10:15 a.m.—Enterprise Ballroom-Sector 3
"The Role of the Texas Judiciary for the 1990s," Cynthia Kent, Judge, 114th Judicial District of Texas

HEALTH OCCUPATIONS
Chairperson: MARY ANN REMSHARDT, Grayson County College
Friday, 10:45 a.m.–12:15 p.m.—2001 Ballroom-Space 4 (West Tower)
"Collaboration: The Key to Quality Health Care," Joyce Swegle, Director of Nursing Quality Assurance, Presbyterian Hospital of Dallas and Graduate Nursing Faculty, Texas Woman's University
Saturday, 9:00–10:15 a.m.—2001 Ballroom-Space 4 (West Tower)
"Retention Strategies for Culturally Diverse Students in Health Science Programs," Maria D. Fischer, Instructor, Associate Degree Nursing, Grayson County College

HEALTH, PHYSICAL EDUCATION, AND RECREATION
Chairperson: BEVERLY F. TRIANA-TREMAIN, Collin County Community College-Spring Creek Campus
Friday, 10:45 a.m.–12:15 p.m.—Enterprise Ballroom-Sector 3
"The Integration of Relaxation Techniques Into the Health and Physical Education Curriculum," Alice Tawwater Frazier, Director, Wellness Associates, Dallas (Participants are asked to wear casual clothing and bring pillows.)
Saturday, 8:45–11:45 a.m.
Field Trip to the Collin County Community College Fitness and Wellness Center (NOTE: Transportation will depart from the East Tower Motor Lobby at 8:45 a.m., and will return at approximately 11:45 a.m.)

HISTORY
Chairperson: MATTHEW W. COULTER, Collin County Community College-Spring Creek Campus
Friday, 9:00–10:30 a.m.—Enterprise Ballroom-Sector 3
"The Rise and Fall of the Cold War"
"FDR and the Coming of the Cold War," Frank Freidel, Charles Warren Professor of American History Emeritus, Harvard University
"The End of the Cold War?" Robert A. Divine, George W. Littlefield Professor in American History, The University of Texas at Austin
Saturday, 10:30–11:45 a.m.—Enterprise Ballroom-Sector 3
"Learning Without Lectures," John H. Anthony, President, Collin County Community College
"Bringing It All Together with Active Learning," Matthew W. Coulter, Instructor of History, Collin County Community College-Spring Creek Campus
"Integrating Video into the Curriculum," M. Joe Jaynes, Instructor of History, Collin County Community College-Spring Creek Campus

GEOLOGY AND GEOGRAPHY
Co-Chairpersons: ROBERTO GARZA and ARTHUR R. TROELL, San Antonio College
Friday, 9:00–10:30 a.m.—Salé 2701 (Seventh Floor, East Tower)
Saturday, 7:00 a.m.–12:00 Noon
Field Trip with the Dallas Geological Society. "Urban Geology and Hydrogeology of Dallas" ($10 fee per participant) (NOTE: Transportation will depart from the East Tower Motor Lobby at 7:00 a.m., and will return at approximately 12:00 Noon.)
HORTICULTURE
Chairperson: MARK J. SCHUSLER, Tarrant County Junior College—Northwest Campus
Friday, 9:00-10:30 a.m.—Concorde
"Growing and Using Herbs in Texas," Marcia T. Dewitt, Instructor, Tarrant County Junior College—Northwest Campus
Saturday, 10:30-11:45 a.m.—Concorde
"Native and Drought Tolerant Bulbs and Perennials for Texas," Mark J. Schusler, Assistant Professor/Coordinator, Horticulture Department, Tarrant County Junior College—Northwest Campus

JOURNALISM
Chairperson: LARRY C. THOMPSON, Northeast Texas Community College
Friday, 10:45 a.m.-12:15 p.m.—Suite 3001 (Tenth Floor, East Tower)
"Desktop Publishing Using PageMaker 4.0"
Friday, 12:15-1:30 p.m.—Suite 2901 (Ninth Floor, East Tower)
Luncheon hosted by Apple Computer, Inc. (limited to Journalism instructors)

LEARNING RESOURCES
Chairperson: PATRICIA M. DONEGAN, San Antonio College
Friday, 10:45 a.m.—12:15 p.m.—Jupiter
"Database Management Software for Bibliography Generation," George H. Teoh, Librarian, Houston Community College
Saturday, 9:00-10:15 a.m.—Jupiter
"Leadership Roles for Resources Specialists," Brooke Earle Shelton, Dean, Graduate School of Library and Information Science, The University of Texas at Austin

LEGAL ASSISTANT
Chairperson: JOAN JONES, Tyler Junior College
Friday, 10:45 a.m.—12:15 p.m.—Suite 2801 ( Eighth Floor, East Tower)
"Evolution of the Legal Assistant Profession," Frances Whiteside, Legal Assistant, Johnson & Gibbs, P. C., President, Dallas Association of Legal Assistants
Saturday, 9:00-10:15 a.m.—Suite 2801 (Eighth Floor, East Tower)
"Legal Assistant Market Trends for the '90s," Ann Dodds, Legal Assistant, Carrington-Coleman, P. C., President, Legal Assistant Management Association, Dallas

MATHEMATICS
Chairperson: PATRICIA A. JUELG, Austin Community College
Friday, 9:00-10:30 a.m.—Enterprise Ballroom—Sector 2
"It All Adds Up," Wallace Davis, Vice President for Academic Affairs, Corpus Christi State University
Friday, 12:30-1:45 p.m.—Enterprise Ballroom—Sector 2
Luncheon Meeting hosted by The Annenberg/CPB Project. Video screening for two video-based mathematics courses, College Algebra: In Simplest Terms and Against All Odds: Inside Statistics. Presentations by Solomon Garfunkel, Executive Director, Consortium for Mathematics and Its Applications, and Peter Lindstrom, North Lake College
Saturday, 10:30-11:45 a.m.—Enterprise Ballroom—Sector 2
"Using the Graphics Calculator to Enhance Precalculus," Mike Sullivan, Instructor, Chicago State University, and Joan Girard, Instructor, Edison Community College, Fort Meyers, Florida

MUSIC
Chairperson: LARRY METCALF, St. Philip's College
Friday, 10:45 a.m.—12:15 p.m.—Futura
"Music Workstations and Midi Labs in the Music Program," Phil Huston, Manager, Electronic Keyboard Division, Brook Mays Music Company, Dallas
Saturday, 8:30-11:45 a.m.
Visit to Dallas Sound Lab in Irving
(NOTE: Transportation will depart from the East Tower Motor Lobby at 8:30 a.m., and return at approximately 11:45 a.m.)

PHILOSOPHY
Chairperson: JANET M. SCHRIVER, Collin County Community College—Spring Creek Campus
Friday, 10:45 a.m.—12:15 p.m.—Universe
Saturday, 9:00-10:15 a.m.—Futura
Round-Table Discussion: "Teaching Introduction to Philosophy"

PHYSICS AND ENGINEERING
Chairperson: THOMAS L. O'KUMA, Lee College
Friday, 9:00-10:30 a.m.—Suite 3001 (Tenth Floor, East Tower)
"Streamlining the Introductory Physics Course," Paul A. Tipler, Professor of Physics, Oakland University, Rochester, Michigan
Saturday, 10:30-11:45 a.m.—Suite 3001 (Tenth Floor, East Tower)
"Computer Utilization in Physics Programs in Texas Community Junior Colleges," Alex Kajstura, Instructor of Physics, Chemistry, and Mathematics, Northeast Texas Community College

PSYCHOLOGY
Chairperson: MARTHA M. EWING, Collin County Community College—Spring Creek Campus
Friday, 9:00-10:30 a.m.—2001 Ballroom—Space 3 (West Tower)
"Enhancing the Quality of Undergraduate Education in Psychology," Douglas A. Bernstein, Professor and Chair, Department of Psychology, University of Illinois
Saturday, 9:00-11:45 a.m.—2001 Ballroom—Space 2 (West Tower)
"Active Learning: How to Make Critical Thinking a Reality in the Introductory Psychology Course," Karen Huffman, Instructor of Psychology, Palomar College, San Marcos, California
Panel Discussion: "Ties that Bind: Issues on Sexuality," J. Randall Price, Instructor of Psychology, Richland College; Karen R. Malone, Assistant Professor of Psychology, West Georgia College, Carrollton, Georgia; Gary B. Hodge, Instructor of Sociology, Collin County Community College—Central Campus
RADIO/TELEVISION AND MEDIA
Chairperson: LAWRENCE W. BAKER, JR., Tarrant County Junior College–Northeast Campus
Friday, 9:30 a.m.–12:00 Noon
Field Trip to Tarrant County Junior College–South Campus—Closed Circuit Microwave Television Facility (ITFS)
Panel Discussion: “Licensing, Operations, and Maintenance,” Bob Frost, Associate Dean of ITFS; Peggy Quinn, Coordinator of Television Production and Programming; and Bart Palmer, TV Systems Engineer, all of Tarrant County Junior College–South Campus
(NOTE: Transportation will depart from East Tower Motor Lobby at 9:30 a.m., and will return at approximately 12:00 Noon.)
Saturday, 9:00–11:30 a.m.
Field Trip to Richland College TV Studio
Panel Discussion: “Broadcast Quality Television at a Community College: Is It Possible?” Stephen K. Mittelstet, President; Patricia R. Spence, Communications Faculty; Mark Meder and Archie Woodard, College Video Producers, all of Richland College
(NOTE: Transportation will depart from East Tower Motor Lobby at 9:00 a.m., and will return at approximately 11:30 a.m.)

REAL ESTATE
Chairperson: BARBARA A. EUBANKS, Collin County Community College–Central Campus
Friday, 10:45 a.m.–12:15 p.m.—Suite 2201 (Second Floor, East Tower)
“The Myths and Parables of Mandatory Continuing Education (MCE),” Rebecca Osborn, Consultant for Instructional Services, Texas Real Estate Commission
Saturday, 9:00–10:15 a.m.—Suite 2201 (Second Floor, East Tower)
Panel Discussion: “Mandatory Continuing Education”

REGISTRARS
Chairperson: COLETTE M. HILLIARD, Trinity Valley Community College
Friday, 9:00–10:30 a.m.—Meteor
“Institutional Reporting and Audit Requirements,” Kenneth Dalley, Director, Education Information Center, Texas Higher Education Coordinating Board, and Byron Tolson, Assistant State Auditor
Saturday, 10:30–11:45 a.m.—Suite 2701 (Seventh Floor, East Tower)
Round Table Discussion. Discussion Leader, Phil W. Ebensberger, Dean of Admissions and Registrar, Northeast Texas Community College

SECRETARIAL SCIENCE
Co-Chairpersons: MARILYN K. ST. CLAIR and SHIRLEY CHENAULT, Weatherford College
Friday, 9:00–10:30 a.m.—Jupiter
“Technology: Savior or Destroyer of Business Education?” Buddy Krizan, Murray State University, Murray, Kentucky
Saturday, 10:30–11:45 a.m.—Enterprise Ballroom—Sector 6

SOCIOLGY AND ANTHROPOLOGY
Chairperson: GLENN C. CURRIER, Dallas County Community College District–Service Center
Friday, 10:45 a.m.–12:15 p.m.—Meteor
“Primetime Society: An Analysis of Television and Culture,” Conrad Kottak, Professor of Anthropology, University of Michigan
Saturday, 9:00–10:15 a.m.—Meteor
“Cities: A Discussion of Current Social Science Perspectives,” Conrad Kottak, Professor of Anthropology, University of Michigan, and William Kornblum, Professor of Sociology, City University of New York

SPEECH AND DRAMA
Chairpersons: DESIREE M. RUSSELL, Del Mar College
Friday, 10:45 a.m.–12:15 p.m.—Concorde
“The Musical Revue: An Alternative to ‘Big’ Productions,” Stacy E. Schronlc, Assistant Professor of Drama and Director of Theatre Arts, Tarrant County Junior College–Northeast Campus
Saturday, 9:00–10:15 a.m.—Concorde
“Teaching Public Speaking from an Audience Centered Perspective,” Steven A. Beebe, Professor and Chair, Department of Speech Communication, and Susan J. Beebe, Lecturer, Department of English, Southwest Texas State University

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)
President: DEANA L. LUSK, Midland College
Program Chairperson: DAVID A. WELLS, Tarrant County Junior College–Community Campus
Friday, 9:00–10:30 a.m.—Saturn
Meeting of TACEC/JC Executive Board
Friday, 10:45 a.m.–12:15 p.m.—Orbit
“Professional Training for Investigators and Treatment Professionals in Child Abuse,” Jane D. Bingham, Director of Special Projects, Tarrant County Junior College–Community Campus
Saturday, 9:00–10:15 a.m.—Orbit
TACEC/JC Subcommittee Meetings

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)
President: WILLIAM H. (HOWARD) RAINWATER, Grayson County College
Program Chairperson: BILL R. HUGHES, Texarkana College
Friday, 9:00–10:30 a.m.—Lunar
“From the Catbird’s Seat: An Overview of Student Services by an Ex-Dean, Now President,” W. R. (Bill) Auvenshine, President, Hill College
Saturday, 10:30–11:45 a.m.—Futura
“Key Management Issues for Deans of Student Services,” Richard Rafes, Vice President and General Counsel, University of North Texas

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)
President: DAVID VAN PARKER, Tarrant County Junior College–Northeast Campus
President-Elect: LINDA D. TIMMERMAN, Navarro College
Thursday, 4:30-5:30 p.m.—Jupiter
TAJCCIA Executive Committee Meeting
Friday, 7:30 a.m.–12:00 Noon—Enterprise Ballroom—Sector 5
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
7:30–8:00 a.m.—Registration
8:00–9:00 a.m.—“State Impetus for Core Curriculum Development,” Ann Lopez, Program Director, and Catherine Parsoneault, Assistant Program Director, Texas Higher Education Coordinating Board
9:00–10:30 a.m.—“Core Curriculum Development and Integration of Competencies: A ‘How-to’ Session”
10:45 a.m.–12:00 Noon—“Evaluation of the Core Curriculum”
Saturday, 8:00–11:45 a.m.—Enterprise Ballroom—Sector 5
8:00–8:30 a.m.—Registration
8:30–9:15 a.m.—TAJCCIA Business Meeting
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
9:30–10:45 a.m.—“Major Issues Affecting Higher Education in the 1990s: A Legislator’s Perspective,” Ric Williamson, State Representative, District 63
10:45–11:45 a.m.—“Gulf Coast Consortium Common Course Numbering Project,” Marc A. Nigliazzo, Vice President and Dean of Instruction, Galveston College

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)
President: DOROTHY E. McNUTT, College of the Mainland
Program Chairperson: MARC A. NIGLIAZZO, Galveston College
Friday, 7:30 a.m.–12:00 Noon—Enterprise Ballroom—Sector 5
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
7:30–8:00 a.m.—Registration
8:00–9:00 a.m.—“State Impetus for Core Curriculum Development,” Ann Lopez, Program Director, and Catherine Parsoneault, Assistant Program Director, Texas Higher Education Coordinating Board
9:00–10:30 a.m.—“Core Curriculum Development and Integration of Competencies: A ‘How-to’ Session”
10:45 a.m.–12:00 Noon—“Evaluation of the Core Curriculum”
Saturday, 9:30–11:45 a.m.—Enterprise Ballroom—Sector 5
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
9:30–10:45 a.m.—“Major Issues Affecting Higher Education in the 1990s: A Legislator’s Perspective,” Ric Williamson, State Representative, District 63
10:45–11:45 a.m.—“Gulf Coast Consortium Common Course Numbering Project,” Marc A. Nigliazzo, Vice President and Dean of Instruction, Galveston College

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCDEA)
Chairperson: LINDA H. LOWMAN, San Antonio College
Friday, 9:00–10:30 a.m.—Venus
“A Time to Share”
“Parenting Classes,” Linda H. Ruhmann, San Antonio College; Candice H. Bowers, Kilgore College; and Geraldine A. Carey, McLennan Community College
“Schoolage Child Care Classes,” Cyndie M. Davis, McLennan Community College, and a representative from Del Mar College
“2 + 2 Project,” Catherine M. Mason, American Educational Complex, Marilyn Hardiman, and Mary Patton
Saturday, 10:30–11:45 a.m.—Venus
“Identifying Issues and Developing Action Plans for Community College Child Development Programs,” Pat Kennedy, Child Development Coordinator, Eastfield College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)
Chairperson: VERNELL E. WALKER, San Antonio College
Thursday, 10:00 a.m.—4:00 p.m.
10:00–11:30 a.m.—University
“Communication and Its Role in Managerial Development,” Bob Horton, Director of Managerial Development, E-Systems, Garland; and Tommy Daniels, Department of Managerial Development, Texas Instruments, Plano
12:00 Noon–2:30 p.m.—Luncheon Meeting—Lunar
“The Changing Role of Human Resource Management,” Wayne Mondy, Dean of the College of Business, McNeese State University, Lake Charles, Louisiana
3:00–4:00 p.m.—Meteor
Open Discussion with Bob Day, Texas Higher Education Coordinating Board, Austin
3:00–4:00 p.m.—Orbit
New Coordinator’s Workshop
Friday, 9:00–10:30 a.m.—2001 Ballroom—Space 1 (West Tower)
Saturday, 10:30–11:45 a.m.—2001 Ballroom—Space 1 (West Tower)
“2 + 2 Project,” Catherine M. Mason, American Educational Complex, Marilyn Hardiman, and Mary Patton

VOCATIONAL-TECHNICAL EDUCATION
Chairperson: FRED W. FLORES, JR., St. Philip’s College
Friday, 9:00–10:30 a.m.—Suite 2301 (Third Floor, East Tower)
“Articulation Between Secondary and Postsecondary Vocational Programs,” Billy G. Stockton, Chair, Transportation Technology, and Santiago Urdiales, Automotive Instructor, St. Philip’s College
Saturday, 10:30–11:45 a.m.—Suite 2301 (Third Floor, East Tower)
“Information Services—Industry and Academics,” Gregg LeMaster, Supervisor of Data Base Administration, ARCO Oil and Gas Company, Dallas

WELDING
Chairperson: ROGER J. BARRERA, St. Philip’s College
Friday, 9:00 a.m.—1:30 p.m.
Tour of the Victor Equipment Company. Tour Organizer and Sponsor: Ben Jezek, Application Technical Service Manager (NOTE: Transportation will depart from East Tower Motor Lobby at 9:00 a.m., and will return at approximately 1:30 p.m.)
Saturday, 9:00–10:15 a.m.—Suite 3001 (Tenth Floor, East Tower)
“Certifications for the Welding Industry,” Ed Dato, Past President, American Welding Society; and L. Dewayne Roy, Member, American Welding Society; Welding Instructors, Mountain View College
BUSINESS

Hilton: Managerial Accounting
Hodgetts-Luthans: International Management
Murphy-Hildebrandt: Effective Business Communications, 6/e
Stanton-Etzel-Walker: Fundamentals of Marketing, 9/e
Thill-Bovee: Excellence in Business Communication

COMPUTER SCIENCE

Arnold: Computers and Society

SCIENCE

Chang: Chemistry, 4/e
Krauskopf-Beiser: The Physical Universe, 6/e
Mulligan: Introductory College Physics, 2/e
Postlethwait-Hopson-Veres: Biology! Bringing Science to Life

MATHEMATICS

Baley: Trigonometry, 2/e
Rees-Sparks-Rees: College Algebra & Trigonometry
Streeter-Hutchison-Hoelzle: Basic Mathematic Skills with Geometry
Streeter-Hutchison-Hoelzle: Beginning Algebra Form B, 2/e
Streeter-Hutchison-Hoelzle: Intermediate Algebra Form B

ENGLISH

Bennett: The Four Powers of Communication: Skills for Effective Learning
Huckin-Olsen: Technical Writing and Professional Communication (also available in version for Non-Native Speakers)
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Langan: Sentence Skills Form C, 4/e
Marius: A Writer's Companion, 2/e
Milan: Developing Reading Skills, 3/e
Muller: The McGraw-Hill Reader, 4/e
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Schiffhorst-Schell: The Short Handbook for Writers
Seyler: Read, Reason, Write, 3/e
Wood: Strategies for College Reading and Thinking

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Sherman: Western Civilization: Images and Interpretations, From the Renaissance to the Present, V3
Sherman: Western Civilization: Images and Interpretations, V1 & V2

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Shively: Power and Choice, 2/e
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Runyon-Haber: Fundamentals of Behavioral Statistics, 7/e
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ANTHROPOLOGY/SOCIOLOGY

Adler-Mueller-Laufer: Understanding Criminology
Bassis-Gelles-Levine: Sociology: An Introduction
Kottak: Anthropology: The Exploration of Human Diversity
Kottak: Cultural Anthropology
Lenski-Lenski-Nolan: Human Societies: An Introduction to Macrosociology

SPEECH

Griffin: A First Look at Communication Theory
Hanna-Wilson: Communicating in Business and Professional Settings, 3/e
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Tubbs-Moss: Human Communications, 6/e

THEATER

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REVISIONS PROPOSED IN TJCTA CONSTITUTION AND BYLAWS

Sixteen years ago, in the 1975 TJCTA convention, association members adopted the Constitution and Bylaws which have served the organization since that time. There have been numerous amendments over the years. Last spring, the Executive Committee authorized establishment of an ad hoc committee to study the current documents and review various proposals for amendments. Following is a complete copy of the Constitution and Bylaws with proposed changes. The omnibus amendments (in the form of “clean,” new documents) will be presented for discussion at the first General Session of this year’s TJCTA convention. Under provisions of the Constitution, the documents will be discussed and proposed changes will be considered, and final action for adoption of the revised Constitution and Bylaws will come in the 1992 convention.

The Ad Hoc Committee on Constitutional Revision consists of five former state presidents of the association: Lawrence Bell, Tarrant County Junior College—Northeast Campus, chairperson; Doris Burbank, Alvin Community College, vice chairperson; Mary R. Parker, Austin Community College; Larry G. Shirts, North Harris County College—South Campus; and Michael A. White, McLennan Community College.

PROPOSED OMNIBUS AMENDMENTS to the CONSTITUTION AND BYLAWS of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Proposed revisions in the text are indicated as follows: A line is drawn through text proposed to be deleted. Text proposed to be added is underlined.

CONSTITUTION of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Preamble

Dedicating ourselves to the pursuit of excellence in teaching and to the advancement of community college education in the community, junior, and technical colleges of the State of Texas, we, the community college educators, the junior college educators, and the technical college educators, do hereby establish this CONSTITUTION.

Article I Official Name and Relationship With Other Professional Associations

Section 1. This organization shall be called the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION, and is hereinafter referred to as “the Association.”

Section 2. The Association will cooperate with other professional organizations in matters of mutual concern and interest but shall become formally affiliated with another organization only by adoption of an amendment to this Constitution.

Article II Meetings

The membership of the Association shall meet in general convention once each year. The date, time, and location of the annual convention shall be determined by the Executive Committee.

Article III Membership

There shall be established the following categories of membership in the Association:

Section 1. Professional Members. Any educator engaged in professional activities as a full-time employee of a community or junior college, or technical college in the State of Texas is eligible for professional membership in the Association. Additionally, any educator employed full-time by a four-year or upper-level university and who is assigned responsibilities primarily in a program leading to a certificate or degree below the baccalaureate degree for professional membership.

This provision is intended to include those provisions applicable to individuals whose primary responsibilities are within the areas of instruction, administration, counseling, student services, learning resources, media services, consultation, and research.

Section 2. Associate Members. Any employee of a community or junior college, or technical college in the State of Texas not eligible for professional membership or any former professional member who has retired from full-time educational employment is eligible for associate membership in the Association. This provision is intended to include employees in part-time instructor, retired professional personnel, and college staff members generally considered classified personnel.

Section 3. Retired Employees. Any individual who has retired from full-time professional employment in a community, junior, or technical college in the State of Texas is eligible for professional membership or associate membership, at the individual’s own option.

Section 4. Student Members. Any student enrolled in an accredited community college in the State of Texas or any community college, or technical college in Texas which has been granted membership in the Association shall be eligible for student membership in the Association.

Section 5. Institutional Members. Any accredited community or junior college in the State of Texas or any community college, or technical college in Texas which has been granted membership in the Association shall be eligible for institutional membership in the Association.

Section 6. Unaffiliated Members. Any friend of the Association not eligible for the foregoing types of membership is eligible for unaffiliated membership in the Association.

Article IV Dues

Membership dues shall be established in the bylaws of the Association.

Article V Fiscal and Membership Years

Section 1. Fiscal Year. The fiscal year of the Association shall begin April 1 of each calendar year and shall end March 31 of the next calendar year.

Section 2. Membership Year. The membership year of the Association shall begin September 1 of each calendar year and shall end August 31 of the next calendar year. Membership shall be effective September 1 of each year for members whose dues are paid by October 15; thereafter, membership shall become effective upon payment of dues.

Article VI Officers

Section 1. Officers. The officers of the Association shall be the President, President-Elect, Vice President, Secretary, Treasurer, and Immediate Past President. The President-Elect shall automatically succeed to the office of President upon the expiration of his or her term of office as President-Elect.

Section 2. Election of Officers. Officers of the Association shall be elected in the manner prescribed in the Constitution and Bylaws.

Section 3. Term of Office. Elected officers of the Association shall be installed effective April 1 following their election. If the election should be held subsequent to April 1, then the elected officers shall be installed effective at the time of their election.

Officers shall serve until March 31 of the calendar year following their election, or until their successors have been elected and qualified.

Section 4. Powers, Responsibilities, and Duties of Officers. Officers of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed by the Bylaws of the Association.

Section 5. Vacancies. In the event of a vacancy in the office of President, the President-Elect shall succeed to the presidency. In the event of a vacancy in the office of President-Elect, the Vice President shall succeed to that position. In the event of a vacancy in the office of Vice President, Secretary, or Treasurer, the Executive Committee, hereinafter provided for, shall select an individual to fill the vacancy. A President-Elect who shall have succeeded to the presidency as provided for in this section shall serve for the remainder of the term to which he or she shall have succeeded and shall thereafter serve as President for one full term. A Vice President who shall have succeeded to the office of President-Elect shall serve for the remainder of the term to which he or she shall have succeeded and shall thereafter serve automatically to the office of President as provided for in Section 1 of this article; provided, however, that if the office of President shall be occupied by an individual who shall have succeeded to that office as provided for under the provisions of this section, the President-Elect shall continue to serve as President-Elect for one full term, and thereafter succeed automatically to the presidency. An individual who shall have been selected to fill a vacancy in the office of President, Secretary, or Treasurer, as provided for in this section, shall serve for the remainder of the term to which he or she shall have succeed. A vacancy in the office of
Immediate Past President shall remain unfilled.

Section 6. Qualifications. No person shall be eligible for election to an office in the Association who shall not, at the time of such election, be a professional member of the Association. If any officer, subsequent to the election, shall cease voluntarily or involuntarily to be a professional member of the Association, the office shall be declared vacant by the Executive Committee, and the vacancy shall be filled in the manner prescribed in Article VI, Section 5 of this Constitution. The office of Immediate Past President shall remain unfilled.

Section 7. Removal from Office.

(A) An individual may be removed from office for failure to carry out the duties of office prescribed in the Constitution and Bylaws, failure to carry out responsibilities assigned by the President or Executive Committee, or actions detrimental to the best interests of the Association.

(B) A motion to remove an individual from office may be made by any officer at a regular or called meeting of the Executive Committee. An affirmative vote of at least four members of the Executive Committee is required to sustain the motion to remove an officer.

(C) If the motion is sustained, the individual subject to the removal motion may accept the action of the Executive Committee by signing a statement of resignation and resign from office.

(D) The individual subject to the removal motion may request within 10 days a hearing on the charges. Such hearing shall be held as soon as possible after the vote of the Executive Committee, but not later than 30 days following the vote. The hearing shall be called by the President (or the Immediate Past President if the President is the officer subject to the removal motion). The hearing panel shall be composed of five former officers of the Association, none of whom may have been a member of the Executive Committee for the 24 months immediately preceding the hearing. Two members of the hearing panel shall be selected by the Executive Committee; two members shall be selected by the officer requesting the hearing; and the four members thus chosen shall select the fifth member. The hearing panel shall select its own chairperson and establish its own rules of procedure, consistent with commonly recognized principles of due process.

(E) If the individual officer fails to submit a written resignation or to request a hearing within 10 days of adoption of the motion by the Executive Committee, the office shall be declared vacant.

(F) Upon completion of the hearing and a determination of charges against the officer and the refutation of those charges, the hearing panel shall vote on the question, "Is there sufficient evidence to sustain the priority action of the Executive Committee to remove the individual from office?" If at least four members of the hearing panel vote to sustain the Executive Committee action, the officer immediately shall be removed from office.

(G) At any time during the proceedings set forth in this Section up to the announcement of the vote of the hearing panel, the officer against whom removal action has been taken may resign from office, whereupon further proceedings shall cease.

(H) In the case of resignation or removal from office as provided in this Section, a vacancy shall be filled as provided in Section 5 of this Article.

Section 8. Liability. An officer of the Association shall not be liable to the Association or its members for money damages for any act committed in the officer's capacity as an officer, except that this Section does not eliminate or limit the liability of an officer for:

(A) A breach of an officer's duty of loyalty to the Association or its members;

(B) An act or omission by the officer in good faith or that involves intentional misconduct or a knowing violation of the law.

(C) A transaction from which an officer received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the officer's position;

(D) An act or omission for which the liability of an officer is expressly provided for by statute.

If the Texas Non-Profit Corporation Act is amended hereafter to authorize action further eliminating or limiting the personal liability of officers, then the liability of any officer of the Association shall be eliminated or limited to the fullest extent permitted by such statutes, as so amended. Any repeal or modification of this Section shall not adversely affect any right or protection of an officer of the Association at the time of such repeal or modification.

Section 9. Indemnification. Each person who at any time shall serve, or shall have served as, an officer, employee, or agent of the Association, or any person who is or was serving at the request of the Association as an officer, trustee, employee, agent, or similar functionary of another association, corporation, employee benefit plan, or other enterprise (hereinafter referred to as "Indemnitee") shall be entitled to indemnification as to and to the fullest extent permitted by the Texas Non-Profit Corporation Act or any successor or statutory provision, as from time to time amended (hereinafter referred to as the "Benefit of Indemnitee") shall not be deemed exclusive of any other rights to which those to be indemnified may be entitled as a matter of law or under any agreement or other arrangement.

The Association shall pay in advance or reimburse Indemnitee expenses actually and reasonably incurred or anticipated by him in connection with his or her appearance as a witness or other participant in a proceeding whether or not he or she is named a defendant or a respondent in the proceeding.

To obtain an indemnification or expense advance, Indemnitee shall submit to the Association, at its State Office, a written request with such information about the expenses incurred or anticipated as is reasonably available to him or her. If the expenses advance is not paid prior to final disposition of the proceeding, the Association shall be entitled to a written statement of Indemnitee's good faith belief that he or she has met the necessary standard of conduct under the statute and an undertaking to repay any amount paid if it is ultimately determined that those conduct requirements were not met. Upon receipt of the request, the Executive Committee shall determine Indemnitee's entitlement to indemnification or expense advance. If the Indemnitee is a member of the Executive Committee, he or she shall not participate in the committee's deliberations or determination. If the request is rejected, the Indemnitee shall notify Indemnitee of such action and the reason(s) therefore. If within 20 days of the Association's receipt of the request, the payment for an approved request is not made or the request for payment is rejected or not acted upon, the Indemnitee shall have the right to an adjudication in any court of competent jurisdiction of his or her entitlement to such indemnification or expense advance. Any such proceeding shall be conducted in all respects as a de novo trial on the merits.

Article VII

State Office and Executive Secretary Director

Section 1. State Office. A state office for the Association shall be established in such a way as to provide for the Association who shall not, at the time of such appointment, be a professional member of the Association. No person shall be eligible to serve on more than one standing committee concurrently. No person may be appointed to a standing committee if any current member of the committee is employed by the same college district as the appointee. This provision shall not be construed to make ineligible from committee membership a person who in changing positions relocate to a college district where another committee member is employed.

Section 2. Executive Secretary Director. An Executive Secretary Director shall be employed by the Executive Committee; he or she shall not, at the time of such appointment, be a professional member of the Association. No person shall be eligible to serve on more than one standing committee concurrently. No person may be appointed to a standing committee if any current member of the committee is employed by the same college district as the appointee. Any amendment to this Section shall not be deemed exclusive of any other rights to which those to be indemnified may be entitled as a matter of law or under any agreement or other arrangement.

Section 3. Special Committees. There shall be at least six special committees of the Association, as follows: Nominating Committee, Membership Committee, Audit Committee, Registration Committee, and Election Committee. The Nominating Committee shall consist of seven members, no two of whom shall be from the same college district. Each special committee shall consist of a number of members as determined by the Executive Committee, appointed for terms of one year each. Members of all special committees shall be appointed for terms of one year.

Section 4. Ad Hoc Committees. The President, with the consent of the Executive Committee, shall have the power to establish and dissolve such ad hoc committees as may be necessary.

Section 5. Qualifications. No person shall be eligible for appointment to any committee of the Association who shall not, at the time of such appointment, be a professional member of the Association. No person shall be eligible to serve on more than one standing committee concurrently. No person may be appointed to a standing committee if any current member of the committee is employed by the same college district as the appointee.

Section 6. Manner of Appointment. Members of committees shall be appointed by the President, subject to approval by a majority vote of the Executive Committee.

Section 7. Powers, Responsibilities, and Duties. Committees of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed in the Bylaws of the Association.

Section 8. President as Ex Officio Member. The President shall be a member ex officio of all standing, special, and ad hoc committees of the Association except the Nominating Committee.

Article IX

Publications

The official publications of the Association shall be the Association's benefit, whether or not the benefit relates to the Association. The official publications of the Association shall be the TCCA Messenger, to be published in accordance with policies established by the Executive Committee.

Article X

Amendments to Constitution

Section 1. An Amendment to this Constitution shall be proposed by petition of at least 25 professional members of the Association, which must be submitted by the President of the Association for publication in the TCCA Messenger.
Section 2. For purposes of discussion, debate, and amendment, a Constitutional amendment proposed in accordance with Section 1 of this Article shall be submitted to the Association at the general meeting annual convention immediately following initial publication in the TICTA Messenger.

Section 3. The Amendment, only in the form in which it emerges from the general annual convention, shall be published in the TICTA Messenger in the succeeding year and may be adopted, unamended, at the next general annual convention by a two-thirds vote of professional members casting votes at the convention and voting by referendum as set forth in Article III, Section 2 of the Bylaws of the Association and by absentee ballot as prescribed in the Bylaws of the Association.

Article XI
Enactment and Amendment of Bylaws
Section 1. Enactment of Bylaws. Bylaws shall be enacted by the Association in its general annual convention.

Section 2. Amendment of Bylaws. Proposed amendments to the Bylaws shall be published in the TICTA Messenger, which shall be mailed at least thirty days prior to the general annual convention; provided, however, that this requirement for publication of proposed amendments may be waived by a two-thirds vote of the professional members present and voting at the business general session of the general annual convention. Amendments to the Bylaws may be adopted by a majority vote of the professional members present and voting at the business general session of the general annual convention; provided, however, that if the publication rule is suspended as provided in this Section, the vote on adoption of the proposed amendments shall not be taken at the general session in which the publication rule is suspended.

Article XII
Disolution and Disposition of Assets
In the event of the dissolution of the Association, the Executive Committee shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purposes of the Association in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes, as shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 as amended (or the corresponding provision of any future United States Internal Revenue Act), as the Executive Committee shall determine. Any of such assets not so disposed of shall be disposed of by the court of competent jurisdiction of the county in which the principal office of the Association is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

BYLAWS of the
TEXAS JUNIOR COLLEGE
TEACHERS ASSOCIATION

Article I
Membership Dues and Condition of Membership
Annual dues for the respective categories of membership in the Association shall be as follows:
Section 1. Professional Members—$25.00
Section 2. Associate Members—$15.00
Section 3. Student Members—$10.00

Section 4. Institutional Members. Dues of institutional members shall be based on total headcount enrollment for each college district as reported by the Texas Higher Education Coordination Board; Texas College and University System, for the fall semester of the preceding academic year.

District Headcount
Enrollment
Institutional Dues
Fewer than 1,000 .......................... $25.00
1,000 to 4,999 .......................... $100.00
5,000 to 7,499 .......................... $150.00
7,500 to 9,999 .......................... $200.00
10,000 to 14,999 .......................... $250.00
15,000 to 19,999 .......................... $300.00
20,000 to 29,999 .......................... $350.00
25,000 to 29,999 .......................... $400.00
30,000 to 39,999 .......................... $450.00
40,000 to 49,999 .......................... $500.00
50,000 to 59,999 .......................... $550.00
60,000 to 69,999 .......................... $600.00
70,000 to 79,999 .......................... $650.00
80,000 to 89,999 .......................... $700.00

Section 5. Unaffiliated Members—$15.00

Section 6. Dues of professional, associate, student, and unaffiliated members shall be used for the general operating expenses of the Association as determined by the Executive Committee. Dues of institutional members shall be used exclusively for defraying expenses of the annual convention and other staff professional development activities sponsored by the Association as determined by the Executive Committee.

Section 7. Condition of Membership. Adherence to the Code of Professional Ethics adopted by the Association shall be condition of professional or associate membership. Interpretation and implementation of the Code shall be responsibilities of the Executive Committee, subject to such actions as may be taken by the Association in its annual business meeting convention. Implementation shall be consistent with commonly recognized principles of due process.

Article II
Voting Privileges
Professional members of the Association shall have the right to vote in elections conducted and business transacted by the organization as hereinafter provided for.

Voting privileges shall not be enjoyed by associate members, student members, institutional members, or unaffiliated members.

Article III
Nominations, Absentee Voting, and Elections
Section 1. Nominations.
(A) Nominations by Nominating Committee. The Nominating Committee shall submit to the President of the Association a slate of candidates for the offices of President-Elect, Vice President, Secretary, and Treasurer of the Association. The report of the Nominating Committee shall be published in the TICTA Messenger prior to the general annual convention. The report shall include pertinent biographical and professional data concerning candidates nominated for office in the Association.
(B) Nominations by Petition. Names of other candidates may be put before the membership upon submission by them, or in behalf of and with their written consent, of petitions bearing the signatures of at least 75 professional members of the Association. Such nominating petitions shall be submitted not later than December 1 preceding the general annual convention of the Association to the Chairperson of the Nominating Committee. Upon verification of the validity of the signatures, the names of candidates thus nominated shall be included on the official ballot, and biographical and professional data concerning such candidates shall be included in the TICTA Messenger prior to the convention.
(C) Nominations from the Floor. Names of other candidates may be placed in nomination from the floor during the general annual session of the general convention, provided that any such candidate has given his or her prior written consent. Only professional members may offer nominations.

Section 2. Absentee Voting. Any professional member of the Association who expects to be absent from the general convention may cast a ballot by mail. A form requesting the privilege of absentee voting shall be included in the TICTA Messenger prior to the convention. Any professional member who properly completes the request form and sends it to the State Office shall be provided with an official ballot. The properly marked, unsigned ballot shall be received in the State Office not later than three days immediately preceding the opening of the general annual convention in the official envelope bearing the signature of the voting member. Upon receipt of the ballot by the Executive Committee, a vote shall be recorded at the time of the business session during the convention.

No voting by proxy shall be permitted, and no absentee ballots shall be accepted by any officer or member of the Association except as hereinbefore provided.

Absentee voting shall be permitted for elections of officers of the Association and adoption of Amendments to the Constitution, as provided for in Article X of the Constitution.

Section 3. Majority Vote Necessary for Election. If no candidate receives a majority of the whole number of votes cast in a contest for an office in the Association, the convention shall ballot a second time between the two candidates receiving the highest number of votes on the first ballot. If the votes should be evenly divided between the two candidates for one office, the candidate shall determine the winner by lot. There shall be no provision for absentee voting in run-off contests.

Section 4. The candidate who receives the largest number of votes for each office shall be elected. If the votes should be evenly divided between two candidates for an office, the candidate shall determine the winner by lot.

Article IV
Quorum
In the general annual session of the general annual convention of the Association, a quorum shall consist of the number of professional members in attendance, but not less than 200.

Article V
Duties of Officers
Section 1. President. The President shall preside over all meetings of the Association and of the Executive Committee. The President shall provide executive leadership at all levels of the Association, issuing such instructions and directives to officers, committees, and employees of the Association as may be necessary to carry out the general functions of the organization. The President shall appoint members to Association committees and designate committee chairpersons and vice chairpersons, subject to confirmation by a majority vote of the Executive Committee. The President shall edit and approve all formal communications and statements of policy issued in the name of the Association. The President shall exercise such authority as may be vested in the office by law, by the Association's
Constitution, or by delegation of the Association or its Executive Committee.

Section 2. President-Elect. The President-Elect shall preside over meetings of the Association and of the Executive Committee in the absence of the President. The President-Elect shall direct his or her efforts toward the development of an adequate understanding of the operations of the Association in preparation for his or her term as president.

Section 3. Vice President. The Vice President shall assume general responsibility for the development of the program at the annual convention, including providing leadership in planning section meetings and coordinating all convention activities. The Vice President shall assume responsibility for appropriate publicity for the convention and other activities of the Association and preside over meetings of the Association and of the Executive Committee in the absence of the President and the President-Elect.

Section 4. Secretary. The Secretary shall be responsible for the maintenance of accurate records of the proceedings of the Association and the Executive Committee.

Section 5. Treasurer. The Treasurer shall be responsible for the maintenance of all financial records required by law or by the Association. The Treasurer shall design, implement, and conduct all checks written against Association funds.

Section 6. Immediate Past President. The Immediate Past President shall provide advice and counsel concerning operation of the business of the Association.

Section 7. General Responsibilities. In addition to the foregoing specific duties prescribed for officers of the Association, each officer shall perform other duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Article VI

Duties of Committees

Section 1. Executive Committee. The Executive Committee shall exercise general managerial authority and responsibility over the work of the Association. It shall establish policies of the Association, consistent with the TJCTA Constitution, Bylaws, and resolutions of the Association in its annual business meetings conventions. It shall adopt the budget of the Association, confirm presidential appointments of committee members, contract for professional services of an Executive Secretary Director and delegate to him/herself or her agent responsibilities, and authority as shall be deemed appropriate. The Executive Committee shall establish the general policies of the publications of the Association. It shall exercise all other duties and assume all other responsibilities as may be required by law or directed by the Association.

Section 2. Professional Development Committee. As requested or directed by the Executive Committee, the Professional Development Committee shall promote the professional growth of Association members in all areas of development and performance. It shall provide the Association with awareness of developments on the national, state, and local levels which would affect the professional status of members of the Association. It shall promote, in cooperation with other committees of the Association and as directed by the Executive Committee, the adoption of meaningful policies on academic freedom and responsibility and on the role of the professional member in the community, junior, and technical colleges in the state. It shall conduct research concerning faculty salaries and fringe benefits and other research required by the Association or by the Executive Committee. The Professional Development Committee shall conduct inquiries as may be deemed appropriate to the employment status of professional members of the Association, under policies and procedures adopted by the Executive Committee.

Section 3. Legislative Committee. The Legislative Committee shall develop and present to the Executive Committee recommendations concerning legislation affecting members of the Association and the profession. It shall promote and encourage greater interest in legislative matters on the part of the members of the Association.

Section 4. Membership Services Committee. The Membership Services Committee shall investigate proposals, offers, suggestions, and plans for additional benefits for Association members and transmit its recommendations to the Executive Committee and to the general convention of the Association.

Section 5. Nominating Committee. The Nominating Committee shall nominate highly-qualified candidates for offices in the Association.

Section 6. Membership Committee. As requested or directed by the Executive Committee, the Membership Committee shall accept general responsibility for enlisting members in the Association. It shall be responsible for the maintenance of accurate and current information concerning the number of members with TJCTA members and the number of members on each campus.

Section 7. Resolutions Committee. The Resolutions Committee shall carefully study and evaluate proposed resolutions for possible consideration by the Association in its annual business meeting convention. Each resolution presented in the annual convention must be submitted first to the Resolutions Committee. If the Resolutions Committee declines to submit a proposed resolution for consideration in the annual convention, any professional member of the Association may be recognized to submit the resolution in his or her own behalf.

Section 8. Auditing Committee. The Auditing Committee shall conduct a general examination of the financial records of the Association, and to seek evidence to assure that the fiscal records of the Association have been maintained according to sound auditing procedures, and report its findings to the membership.

Section 9. Registration Committee. The Registration Committee shall have general responsibility for registration of members and guests attending the general convention, working in cooperation with the Executive Committee, officials of the headquarters hotel, and the host city's convention bureau.

Section 10. Social Committee. The Social Committee shall plan, under the authority of the Executive Committee, special social activities to be held in conjunction with the general convention.

Section 11. Convention Committee. The Convention Committee shall be assigned appropriate responsibilities in connection with the Association's annual convention. Including but not limited to, providing assistance in registration of members and guests and serving as hosts and hostesses at convention social activities.

Section 12. Publications Committee. The Publications Committee shall solicit articles for possible inclusion in the TJCTA Messenger, shall refer articles to the Executive Committee for recommendation, and shall confer with the Executive Committee recommendations regarding changes in publication guidelines and policies concerning such matters as copyright, style, format, and layout of the TJCTA Messenger.

Section 13. Election Committee. The Election Committee shall have general responsibility for conducting elections of officers and voting on matters as copyright, style, format, and layout of the TJCTA Messenger.

Section 14. Election Committee. The Election Committee shall have general responsibility for conducting elections of officers and voting on proposed amendments to the Constitution and Bylaws and ensuring that voting in such elections is conducted properly and in accordance with provisions of the Constitution and Bylaws.

Section 15. General Responsibilities. In addition to the foregoing specific duties prescribed for committees of the Association, each committee shall perform other duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Section 16. Quorum. For all committees of the Association, a quorum shall consist of a majority of the number of members serving on the committee.

Section 17. Committee Minutes. Each committee shall keep and maintain accurate and complete books or the minutes of its meetings.

Section 18. Removal of Committee Members. The Executive Committee shall have the power to declare committee assignments vacant and to authorize the President to appoint replacements to fill such vacancies, provided that any committee member whose position is declared vacant shall first have an opportunity to be heard by the Executive Committee, and provided further that no action shall be taken by the Executive Committee in pursuance of this section of the Bylaws which shall contravene any provision of the Constitution of the Association.
WELLNESS NETWORKING MEETING TO BE HELD

V. Sue Jones
Deborah Youngblood

Community college faculty, staff, and administrators interested in wellness programs and health promotion will meet during this year’s TJCTA convention. The “networking” session is sponsored by the TJCTA Membership Services Committee.

The session is scheduled to begin at 4:15 p.m., Friday, Feb. 22, in the Universe Room of the Hyatt Regency DFW.

The discussion will be led by V. Sue Jones, chairperson of the physical fitness technology program at North Lake College, and Deborah Youngblood, wellness coordinator for San Jacinto College–Central Campus.

Individuals from colleges with wellness programs in place and those at institutions considering establishment of such programs are invited to join the informal discussion. Brochures and other materials may be brought to be exchanged with other participants during the session.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention. The session is scheduled to begin at 4:15 p.m., Friday, Feb. 22, in Space 1 of the 2001 Ballroom at the convention hotel, the Hyatt Regency DFW.

Principal speaker for the meeting will be Lorraine H. Clark, associate area representative for worker equity with the American Association of Retired Persons (AARP). Dr. Clark will discuss “Planning for Retirement,” and will focus on the importance of psychological and emotional preparation for the stress which often accompanies retirement at the close of a long and busy career. Among other topics in her presentation, Dr. Clark will discuss the management of time and coping with boredom, which many retirees experience.

Dr. Clark holds the Bachelor of Arts degree from Duke University and the Master of Science and Ph.D. degrees from East Texas State University. She has completed post-doctoral studies in gerontology at the University of Southern California and the University of North Texas. A member of the American Psychological Association, the Gerontological Society, the Southwest Society on Aging, Dr. Clark is past president of the Association of Adult Development and Aging, a division of the American Association for Counseling and Development.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by Mary Barker, Odessa College, a member of the committee. During the session, Doris Patrick, Austin Community College, will report on a survey of benefits offered to retired faculty by Texas two-year colleges.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the tenth consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances.

Panela K. Ahlers, a certified public accountant and a certified financial planner, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 22.
The seminar will be repeated at 12:30 p.m., the same day.

Ms. Ahlers is a registered investment adviser, engaged in the practice of financial planning and implementation for individuals and small businesses. She has over 15 years’ business experience and holds a degree in accounting from the University of Houston. She is active in the business community and was honored as “Outstanding Business Woman” in 1988 by the Federation of Houston Professional Women.

A partner in the firm of Ahlers & Stoll, certified public accountants, in Houston, Ms. Ahlers holds professional memberships in the American Institute of Certified Public Accountants and in the Institute of Certified Financial Planners.

Ms. Ahlers is expected to focus on the day-to-day management of financial resources and discuss the importance of establishing a planned financial program as early as possible in one’s professional career.

Plans for this year’s financial planning seminar were developed by the TJCTA Membership Services Committee chaired by Elen H. Brennan, San Antonio College. Ms. Ahler’s appearance was arranged by Kenneth D. Locke, Bluebonnet College, and Patsy Goss, San Jacinto College–Central Campus, members of the committee.

TRANSPORTATION TO DALLAS ARRANGED FOR CONVENTION PARTICIPANTS

TJCTA members attending this year’s convention at the Dallas Fort Worth International Airport may take advantage of free transportation Friday evening from the headquarters hotel to the “West End” district near downtown Dallas.

The arrangements were negotiated with the Hyatt Regency DFW in response to fears that some convention participants might feel isolated at the airport complex during the annual meeting. Convention planners say they don’t expect many to participate in the excursion, pointing out that since the convention last met at the DFW complex many more activities have been added to the convention schedule. As in recent years, several major publishers are hosting large parties Friday evening. Also, the annual dance has drawn large crowds later in the evening.

Members wishing to take advantage of the transportation opportunity must sign up at the Message Center in the Enterprise Ballroom foyer by 1:00 p.m., Friday, Feb. 22. A bus will depart from the Hyatt’s East Tower Motor Lobby at 6:30 p.m., Friday, and drop passengers off in the “West End” district. The group will be picked up at a designated location at 1:00 a.m. for the return trip to the hotel.

The TJCTA Membership Services Committee has agreed to accept responsibility for maintaining the “sign-in” procedure.

HONORS PROGRAMS TO BE DISCUSSED

A special session on honors programs in community junior colleges has been arranged during the TJCTA convention. The meeting is scheduled from 4:15 to 5:45 p.m., Friday, Feb. 22, in Space 3, 2001 Ballroom, in the West Tower of the Hyatt Regency DFW.

Topic for discussion will be “Honors Programs: Current Status in the Texas Community College.” A three-member panel will speak. Following remarks by panel members, the meeting will be opened for discussion among the participants. Panelists will include Dwight Huber, Amarillo College; Peggy A. Brown, Collin County Community College–Central Campus; and Dale T. Knobel, Texas A&M University.

In his remarks Dr. Knobel will discuss the issue of articulation between honors programs at the state’s two-year colleges and those at senior colleges and universities. Dr. Knobel is director of A&M’s university honors program. Prior to assuming his present post, he was a professor in the university history department. He holds the Bachelor of Arts degree from Yale University and the Ph.D. from Northwestern University. In his present position, Dr. Knobel is responsible for managing the university-wide honors curriculum, which enrolls approximately 2,000 students each semester.

Sue Illard, director of the Honors Program at Odessa College, made plans for the session.

BUSINESS CHAIRPERSONS ANNOUNCE MEETING

Chairpersons, directors, and vocational-technical deans of business, office occupations, and computer information systems and data processing divisions at Texas two-year colleges will meet preceding the annual TJCTA convention at the Hyatt Regency DFW. The convention is planned for Thursday, Feb. 21, in Sector 3 of the hotel’s Enterprise Ballroom. Registration will begin at 8:30 a.m., with refreshments served.

The opening session at 9:00 a.m. will include a presentation by Eugenia Travis, project director for the Competency-Based Instruction Project at Northeast Texas Community College. Dr. Travis will review literature relative to a competency-based instruction (CBI) system, identify essential components of such a system, and discuss advantages and disadvantages of a CBI system.

The second session, beginning at 10:30 a.m., will include a presentation by Carrie Nelson, associate program director for Technical and Vocational Education, Texas Higher Education Coordinating Board. Dr. Nelson will present an update on the Coordinating Board mandated “2+2” program.

A luncheon session will feature a slide presentation of exemplary technical-vocational programs in Texas.

Reservations for the luncheon must be made by Feb. 15. For reservations or additional information, contact Patricia Green at Temple Junior College (817, 773-9961) or Mark Workman at Frank Phillips College (806, 274-5311).

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ACCOUNTING

TCTA members attending the Accounting Section meeting Friday will see a demonstration of instructional software developed by the college. Nathan Wilber, software editor of the Montgomery College's college division, will present the demonstration incorporating electronic transparencies and other computer-driven materials into a classroom presentation.

Saturday's Accounting Section program will consist of a panel discussion on cooperative education.

AGING SERVICES AND EDUCATION

A new session arranged this year for the first time will consider issues confronted by college offering for about the aged or which provide services to the aging population. Two presentations will be given Friday.

Donnie H. Hagan, director of human resources at McCombs Community College, will speak on "Aging Services and Education: New Responses to New Demands." Mr. Hagan is currently a member of the Texas Board of Licensure for Nursing Home Administrators. He chairs the board's education committee. In his remarks, Mr. Hagan will discuss forthcoming changes in licensure and continuing education requirements for nursing home administrators.

Jo Ann Luckie, Del Mar College, will also speak at the meeting. She presently serves as director of services to special populations at Del Mar. A doctoral student at Texas A&M University, Ms. Luckie is chairperson of the Association for Gerontology in Higher Education study section and is president of the Texas Gerontological Consortium. She will discuss the consortium's work and the development of the Texas Basic Certificate in Gerontology.

Following the speakers' remarks, participants will engage in an informal discussion.

ASSOCIATE DEGREE NURSING

TCTA members attending meetings of the Associate Degree Nursing Section will hear two speakers. Friday's topic, "Empathic Nursing," will be presented by Judith Shackelford, vice president of operations and chief operating officer at the Willow Creek Hospital in Arlington. Dr. Shackelford received her undergraduate degree in nursing from the University of California, Long Beach; her master's degree in psychology from the University of California, Davis. From 1982 to 1985, she was on the faculty of Texas A&M University in the Departments of Biochemistry and Biophysics. She joined the UNT faculty in 1984, teaching microbiology, genetics, and molecular biology.

BIOLOGY

Members participating in the Biology Section program Friday will enjoy a field trip to the Fort Worth Botanical Garden Center and Japanese Gardens. A docent-guided tour of the garden center has been arranged. Following the tour, participants may tour the Japanese Gardens for the admission fee of $1. The tour will include the Meditation Garden, Moon Viewing Deck, the Pagoda, and a teahouse complete with rare Koi fish. Bus transportation will leave from the hotel's East Tower Motor Lobby at 9:00 a.m.

Saturday's Biology Section meeting will feature a presentation on "Biotechnology of the 90's," by Gerald A. O'Donovan, professor and chair of the Department of Biological Sciences at the University of North Texas. Dr. O'Donovan holds degrees from University College, in Cork, Ireland, and earned the Ph.D. in microbiology from the University of California, Davis. From 1982 to 1983, he was a postdoctoral fellow at the University of Texas A&M University and became the Department of Biochemistry and Biophysics. He joined the UNT faculty in 1984, teaching microbiology, genetics, and molecular biology.

BUSINESS ADMINISTRATION

The Business Administration Section meetings will focus on the beginning of the 21st Century. Friday's topic is "The Name of the Game is 'People.'" Featured speaker will be Tom Baker, professor of management in the College of Business Administration at Texas A&M University. Dr. Baker holds the MBA and Ph.D. degrees from the University of Houston. He has published articles in numerous professional journals and has been author or co-author of several books.

Speaker for the Saturday meeting will be Robert J. Hughes, instructor of business administration at Richland College. Dr. Hughes will speak on the topic "Destination 2000: Are We Ready?" He will address the topic from the technological perspective. Dr. Hughes holds the MBA and Ph.D. degrees from the University of North Texas. He is co-author of three books and serves frequently as a consultant for small businesses.

COMPENSATORY/DEVELOPMENTAL EDUCATION

Compensatory attendance policies for students in developmental education classes will be the subject for discussion in Friday's meeting of the Compensatory/Developmental Education Section during the TICTA convention. Sandra Coats, chair of the Communications and Arts Division, Tarleton Junior College, will serve as the moderator. Dr. Coats, an English instructor at WCJC, has published numerous articles on writing and teaching. She is a member of the English Teacher Association of Texas and the National Council of Teachers of English.

Saturday's section meeting will feature a discussion on "The Counseling Professional in Private Practice: Learning, Growth, and Application." Featured speaker will be Ben Wilson, senior partner in the firm consultant for business and industry.

CONTINUING EDUCATION

Featured speaker for Saturday's meeting will be Doug Russell, divisional manager, for the State of North Carolina. He will speak on the topic "Continuing Education for Community/Junior Colleges." The speaker will be Jane D. Bingham, director of special projects for Tarrent County Junior College District. Dr. Bingham's topic will be "Professional Training for Investigators and Treatment Professionals in Child Abuse."
Management Paradigms, in Plano. Dr. Whitehurst was formerly director of counseling at Odessa College and Houston Community College. He has been in private practice and consulting since 1983. His practice has focused on marriage and family and group therapy.

**CRIMINAL JUSTICE**

Dallas County Sheriff Jim Bowles will be the principal speaker at Friday’s meeting of the Criminal Justice educators section. He will discuss problems in county jails.

“Women as Chief Administrators” is the topic for Saturday’s session. Houston Chief of Police Elizabeth M. Watson will speak.

**ENGLISH-AS-A-SECOND LANGUAGE**

TCTA members attending the Friday meeting of the English-As-A-Second-Language Section will hear a discussion on teaching the “English Logic Pattern” to intermediate ESL writing classes. “Sounds Logical” will be the title of a presentation by Ms. Fisher.

**HEALTH OCCUPATIONS**

Aeuring quality in health care will be the subject for discussion in Friday’s meeting of the Health Occupations Section. Featured speaker will be Joyce Ann Seegel, director of nursing at Presbyterian Hospital in Dallas and a member of the graduate nursing faculty at Texas Woman’s University. After meeting nursing certification requirements in Kansas City, she obtained a Bachelor of Science degree in psychology from Central Missouri State University, the Master of Science in Nursing degree from Vanderbilt University, and the Ph.D. in nursing from Texas Woman’s University. The topic of Dr. Swegle’s presentation will be "Collaboration: The Key to Quality Health Care.”

**HISTORY**

“The Rise and Fall of the Cold War” is the topic for the History Section meeting Friday. Two eminent historian-authors will address the group. “PDR and the Coming of the Cold War” will be presented by Paul A. Tipler, a former professor of physics at Oakland University in Rochester, Michigan. He received his Ph.D. in Physics at the University of Illinois. He was one of the original members of the physics faculty at Oakland University and played a major role in developing the physics curriculum there. During his 20 years at Oakland, Tipler taught nearly all the courses in the physics curriculum and wrote two widely used textbooks, Modern Physics (1969, 1978) and Physics (1976, 1982). In 1982 he moved to Berkeley, California, where he now resides and where he wrote College Physics (1987).

**PHYSICS AND ENGINEERING**

"Streamlining the Introductory Physics Course" is the topic for discussion at Friday’s meeting of the Physics and Engineering Section. Featured speaker will be Paul A. Tipler, a former professor of physics at Oakland University in Rochester, Michigan. He received his Ph.D. in Physics at the University of Illinois. He was one of the original members of the physics faculty at Oakland University and played a major role in developing the physics curriculum there. During his 20 years at Oakland, Tipler taught nearly all the courses in the physics curriculum and wrote two widely used textbooks, Modern Physics (1969, 1978) and Physics (1976, 1982). In 1982 he moved to Berkeley, California, where he now resides and where he wrote College Physics (1987).

**SPEECH AND DRAMA**

The musical revue as an alternative to "big" productions will be the topic for the Speech and Drama Section in its Friday meeting. Stacy E. Schronk, assistant professor of drama and Director of Theatre Arts at Tarrant County Junior College-Northeast Campus, will speak.

**LEARNING RESOURCES**

Brooke Earle Sheldon, the newly appointed dean of the School of Library and Information Science at The University of Texas at Austin, will be the featured speaker at Saturday’s meeting of the Learning Resources Section. The title of her address will be "Leadership Roles for Resource Specialists." Prior to her current appointment at UT-Austin, Dr. Sheldon served for 13 years in a similar capacity at Texas Woman’s University. She is a graduate of the School of Library and Information Science at the University of Pittsburgh and was director of the Management and State Library Heads, National Commission on Libraries and Information Science. In addition, she has focused on marriage and family and group therapy.

**VOCATIONAL-TECHNICAL EDUCATION**

In Saturday’s meeting of the Vocational-Technical Education Section, participants will hear a presentation on the "History of Vocational Education and Acalumetics." Guest speaker will be Greg G. LeMaster, supervisor of data base administration for ARCO Oil and Gas Company.

Friday’s program will consist of a discussion on "Acalumetics in Vocational Programs." Speakers will be Billy G. Stockton, chair of the transportation technology program, and Santiago Urdiales, automotive technology instructor, both on the faculty of St. Philip’s College.

Three programs— all dealing with international issues— have been arranged for TCTA members attending meetings of the Educational Section. Friday morning’s speaker will be Roger L. Miller, from Clemson University. His topic will be "Empowering International Trade in Principles of Management." Dr. Miller has taught the University of Washington, the University of Hawaii, and the University of Miami, as well as at Clemson. His publications include scholarly articles in the American Economic Review and the Economic Journal and scholarly books, such as Applied Econometrics and Unemployment and Inflation. Additionally, Dr. Miller is a prolific textbook author, having written dozens of college and graduate-level textbooks over the past 20 years. He is the author of Economics Today, which has just appeared in its seventh edition.

In a luncheon session sponsored by Houghton Mifflin Company, members will hear Arizona State University economics professor Michael Melvin discuss the integration of international economics in the basic principles of economics. Dr. Melvin holds a degree from the University of California at Berkeley and a Ph.D. from Harvard. He writes frequent columns for the Wall Street Journal and the New York Times and other journals. His book on The Economics of Poverty and Discrimination (Prentice-Hall, 5th ed., 1989) is the standard text in that field; and his principles text, The Economics Today (Random House, 4th ed., 1989) is a leading introductory economics textbook. This will be Dr. Sheldon’s third appearance at TCTA conventions. He addressed the Economics Section in 1986 and 1989.

**BIDDERS CONFERENCE IS SCHEDULED FOR CAR L. PERKINS GRANTS**

The 1991 Annual Bidders Conference for Carl D. Perkins Discretionary Grants will be held this year at the Hyatt Regency hotel at the Dallas/Fort Worth International Airport.

The conference will begin at 8:00 a.m., Thursday, Feb. 21, in Sector 1 of the hotel’s Enterprise Ballroom. The general session will be followed by breakout sessions focusing on specific aspects of the technical preparation, equity, and general discretionary grant proposal areas. Following a lunch break, additional meetings will be held from 1:00 to 3:00 p.m. Staff of the Texas Higher Education Coordinating Board will organize the sessions and will be available to answer questions.

Potential bidders must be representatives of Texas postsecondary institutions. Further information concerning the conference may be obtained from Larry C. Key, director of federal projects, Community Colleges and Technical Institutes Division, Texas Higher Education Coordinating Board, P. O. Box 12788, Austin Texas 78771. Dr. Key may also be reached by telephone at Area Code 512, 483-6250.

**MEETING PLANNED FOR RETIREES ASSOCIATION**

The Texas Junior College Retirees Association will meet in conjunction with the TCTA convention. The organization will meet Friday, Feb. 22, from 12:30 to 1:45 p.m., in the Jupiter Room of the Hyatt Regency.

Principal speaker will be C. A. Robertson, chancellor of the Tarrant County Junior College District and a member of the Board of Trustees of the Teacher Retirement System of Texas. Mr. Robertson will offer comments and observations concerning potential rate action affecting retirees’ benefits.

According to Mitchell Grossman, chair of the retiree organization, attendance at the meeting is not restricted to members of the group or to retirees; rather, it is open to all interested individuals.
WRITERS TO ADDRESS ENGLISH SECTION

X. J. Kennedy

Richard Marius

Two nationally acclaimed educator-writers will address the English Section meetings at this year's convention.

Speaker for Friday's meeting will be X. J. Kennedy, whose topic will be "Does Great Writing Intimidate Student Writers?" He will discuss ways to obtain more readable student papers from assignments that deal with literature.

A graduate of Seton Hall University, Columbia University, and the School of French Teachers of the Sorbonne, Dr. Kennedy is widely known for his award-winning poetry, and, in recent years, for his children's literature. He has published seven books of children's verse and a novel for children ages 8 to 12, The Owlstone Clown.

Until 1979, Dr. Kennedy was a professor of English at Tufts University. He has also taught at the University of Michigan, the University of California, Irvine; the University of North Carolina, Greensboro; Wellesley College; and Leeds University, where he was a Beaver Fellow in American Civilization. Dr. Kennedy gained recognition as a poet when his first collection, Nude Descending a Staircase (Doubleday, 1961), won the Lamont Award of the Academy of American Poets. His latest collection, The Devils in Disguise; Selected Poems (University of Georgia Press, 1985), received the Los Angeles Times book award for poetry. His poems have been heard on the Today show and Garrison Keillor's Prairie Home Companion.

More than one and a half million college students have used Dr. Kennedy's textbooks, including An Introduction to Poetry, An Introduction to Fiction, Literature, and (with Dorothy M. Kennedy) The Bedford Reader and The Bedford Guide for College Write's.

Featured speaker for the Saturday meeting of the English Section will be Richard Marius, director of the Psychology Section. He will discuss strategies for teaching revision in the writing process. His topic will be "Vision and Revision: Strategies for Student Writers."

Born on a farm in Tennessee, Dr. Marius worked in a small country newspaper for five years while finishing high school and earning a journalism degree at the University of Tennessee, Knoxville. He later earned the MA and Ph.D. degrees from Yale University.

Dr. Marius directs Harvard's required freshman English course. His program includes a large writing center and interdisciplinary work in writing across the undergraduate curriculum. He also teaches a popular advanced writing course, and in 1990 the student government at Harvard gave him the Levenson Award for outstanding teaching by a member of the senior faculty.

Dr. Marius is the author of two biographies, Luther (1974) and Thomas More (1984). Thomas More was a finalist in the nonfiction category of the American Book Award. He has published two novels, The Coming of Rain (1969) and Bound for the Promised Land (1976). His third novel will appear in 1991. He has published many articles about the teaching of writing, and he has written or co-authored three writing textbooks. Since 1986, Dr. Marius has directed a two-week "Governor's Academy for Writing" in summer for Tennessee teachers from kindergarten through twelfth grade to help them teach writing more effectively. By 1990 over 1200 teachers had attended the Academy, and Tennessee's governor has made him an honorary Tennessee Colonel.

"ACTIVE LEARNING" IS PSYCHOLOGY TOPIC

Psychology instructors attending Friday's section meeting will hear a discussion on "Enhancing the Quality of Undergraduate Education in Psychology." The speaker will be Douglas A. Bernstein, professor and chair of the Department of Psychology at the University of Illinois. He holds the Bachelor of Science degree from the University of Pittsburgh and the Master of Arts and Ph.D. degree from Northwestern University. He joined the faculty at the University of Illinois in 1968. Dr. Bernstein is a prolific writer, and his articles have appeared in scholarly journals. He has written and spoken frequently on behavior modification in treatment of fear, stress, and anxiety. He is author of the introductory psychology textbook, Psychology.

Two programs will be offered for an extended meeting of the Psychology Section on Saturday.

Karen R. Huffman, of Palomar College in San Marcos, California, will speak on "Active Learning: How to Make Critical Thinking a Reality in the Introductory Psychology Course." Dr. Huffman earned her BA and MS degrees at San Diego State University. A member of the Palomar faculty since 1978, Dr. Huffman currently offers courses in introductory psychology, human sexuality, child psychology, and social psychology. In 1988, she was awarded the American Psychological Association's award for excellence in teaching in the two-year college. Author of an introductory psychology text, along with two colleagues, Dr. Huffman has also written several text-related study guides, instructors' manuals, and test banks, in addition to a book of computer activities. The citation accompanying the APA teaching excellence award stated: "For her love of teaching; for her widely acknowledged skills in passing on her views, concerns, and beliefs to her students; for her willingness to innovate in the classroom; and in recognition of her knowledge of the teacher's broader role as a member of the academic community; this award was given to Dr. Karen R. Huffman."

The final program will consist of a panel discussion on the teaching of human sexuality. Panelists will include J. Randall Price, Richland College; Karen R. Malone, West Georgia College (Carrollton, Georgia); and Gary B. Hodge, Collin County Community College—Central Campus.

BUSH PRESIDENCY TO BE DISCUSSED

George C. Edwards III

Cynthia Stevens Kent

"The Bush Presidency at Mid-Term" will be the topic for discussion in Friday's meeting of the Government Section. Featured speaker will be George C. Edwards III, Distinguished Professor of Political Science at Texas A&M University. One of the nation's leading scholars of the presidency, Dr. Edwards has written and spoken on American politics and public policy making, including At the Margins: Presidential Leadership of Congress, Presidential Approval, and National Security and the U.S. Constitution. He has served as president of the Presidency Research Section of the American Political Science Association. A frequent speaker at universities around the country, he is also often asked to address groups of distinguished guest speakers in universities both here and abroad. Dr. Edwards currently serves on the executive committee of a study for the Center for Strategic and International Studies on congressional management of defense policy.

Speaker for the Saturday session will be Cynthia Stevens Kent, judge of the 114th Judicial District of Texas. Topic of her presentation will be "The Role of the Texas Judiciary for the 1990s." Judge Kent previously served as judge of the Smith County Court at Law, and is a graduate of both the law school and "home" art program, use of interlock devices, and enforcement of restitution and community service sentences for DWI offenders. She has also introduced a number of rehabilitation programs for alcohol and drug abusers.

PHILOSOPHY SECTION TO HEAR PANEL

Manoucher Khoarowshehi

John H. Nelson

Interest is expected to be keen in the topic for a panel discussion Friday morning of the Philosophy Section. The topic will be "The Middle East: A Dialogue from Religious and Philosophical Perspectives." Panelists will be Manoucher R. Khoarowshehi, government instructor at Tyler Junior College; John H. Nelson, philosophy instructor at Richland College, and Diane Marks Plofkin, a member of the adjunct English faculty at Brookhaven College.

A native of Iran, Dr. Khoarowshehi holds a Bachelor's Degree from the National University of Iran, a Master's Degree from Tehran University, and a Ph.D. in political science from the University of North Texas. He has been on the Tyler Junior College faculty since 1983 and prior to that appointment taught at Texas College and at the Northwest Campus of Tarrant County Junior College.

Mr. Nelson holds the Bachelor's and Master's Degrees from Wichita State University. He has been on the Richland College faculty since 1975, teaching religion and philosophy courses.

Dr. Plofkin is a native of Milwaukee. She holds Bachelor of Arts and Master of Arts Degrees from the University of Texas at Dallas and received the Ph.D. in humanities from The University of Texas at Arlington. She is a member of the American Historical Association, and has written several books and articles on the history and literature of the Holocaust. Her dissertation, A Historiographic Analysis of a Survivor's Narrative, is based on a detailed oral history of a Holocaust survivor. Dr. Plofkin has been an adjunct instructor in English at Brookhaven College and at the Spring Creek Campus of Collin County Community College. In addition to her teaching activities, she is the program coordinator for development of the Dallas Holocaust Studies.
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Almost one month prior to the opening of the 1991 TJCTA convention, the headquarters hotel was booked to capacity. More than 1,000 rooms had been reserved by convention-goers at the Hyatt Regency hotel, located within the Dallas/Fort Worth International Airport complex.

Additional rooms have been blocked at two hotels a short distance from the Hyatt Regency. At press time, rooms were still available at the DFW Airport Marriott hotel and at the DFW Hilton Executive Conference Center. Both hotels have agreed to honor the Hyatt's special convention rates and to accept reservations on a "space available" basis. Members may make reservations by using the form below or by calling the hotels at the telephone numbers shown on the form.

If the Marriott and Hilton hotels sell out of rooms, other room blocks will be arranged, according to TJCTA officials.

If, as expected, a large number of convention attendees book reservations at the overflow hotels, a shuttle bus will run continuously between the hotels during convention hours (from 6:00 to 10:00 p.m., Thursday, Feb. 21; from 7:00 a.m. to 7:00 p.m., Friday, Feb. 22, and from 8:00 a.m. to 12:00 Noon, Saturday, Feb. 23). Additionally, all three hotels have agreed to assist on a limited basis if individuals need transportation when the shuttle is not operating.

**Free Parking**

Free parking will be provided for guests at all convention hotels as well as for individuals driving to the Hyatt but staying elsewhere. As automobiles enter the airport complex, tickets will be received at the toll booths. The tickets may be validated at the hotel front desk on registration or by the hotel bell captain upon presentation of a TJCTA convention badge.

Officials stressed that a validated parking ticket must be presented to exit the airport complex, otherwise the driver will be required to pay the customary parking charge.

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## SPECIAL INFORMATION FOR AIR TRAVELERS

Members traveling to the 1991 TJCTA convention by plane should allow more time than usual due to tightened security measures enforced as a result of the Persian Gulf war. Check-in procedures have been changed at all airports, resulting in inconvenience and delays for air travelers.

Upon arrival at the Dallas/Fort Worth airport, passengers may obtain free courtesy transportation to their hotels. In the baggage area of each terminal there are direct telephone lines to all three convention hotels. Guests should be prepared to inform the hotel transportation desks of their gate numbers. They will be directed to proceed downstairs to wait for the hotel van or bus.

Passengers arriving on American Airlines might prefer to take the short walk to the Hyatt Regency hotel. Directions may be obtained from airport security personnel.

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#### 44th Annual Convention

Hyatt Regency Hotel — Dallas/Fort Worth International Airport — February 21-23, 1990

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<tr>
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<td>1800 Highway 26 East</td>
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<tr>
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<td>Grapevine, Texas 76051</td>
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<td>Toll-Free Telephone Number: 1-800-228-9290</td>
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<td>Direct Telephone Number: Area Code 214, 929-8800</td>
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Arrival Date: Feb., 1991

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Type: ___ ____ Number: ___ ____ Expiration Date: ___ ____

**IMPORTANT INFORMATION:** The convention hotels are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

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# PERSONAL CONVENTION SCHEDULE

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<th>Time</th>
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<td>10:30-12:30 p.m.</td>
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**Notes**

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Wiley: A Tradition of Shaping the Future

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Fritz Meyers
Frank Croft
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John Demel
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The twelfth annual TJCTA Conference for Faculty Organization Leaders will be held Friday and Saturday, Sept. 27-28, at the Wyndham Southpark hotel in Austin. The conference will begin with an informal reception at 7:00 p.m., Friday. Saturday activities will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m., Saturday.

Topic for the conference's opening session will be "What Kind of Leader Are You?" Principal speaker will be Bernice McCarthy, president of Excel, Inc., a consulting firm for educational technology, headquartered in Barrington, Illinois. In her remarks she will discuss qualities of effective leadership for faculty leaders. Dr. McCarthy holds the Bachelor of Arts degree from Rhode Island College, the Master of Arts degree from St. Mary's College, and the Ph.D. in education from Northwestern University.

The second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights," by Frank W. Hill, senior partner with the law firm of Hill, Heard, Gilstrap, Goetz & Moorhead, in Arlington and Chicago. Mr. Hill holds the bachelor's degree in English from the University of Texas at Arlington. He received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speakers for the luncheon session will be David Clinkscale, TJCTA Immediate Past President, and Lynn Leverty, Deputy Director of Education in the office of Texas Governor Ann Richards. Mr. Clinkscale and Dr. Leverty will summarize actions of the Texas Legislature affecting the state's two-year colleges. They will also discuss ways of improving effectiveness of faculty leaders in influencing state policy.

"The Faculty Role in College Decision-Making" will be the topic for the afternoon session. TJCTA Executive Secretary Charles Burnside will discuss elements necessary for effective faculty participation in the decision-making process.

TJCTA State President Steve Dutton has sent letters to leaders of faculty organizations inviting them to participate in this year's conference. In his letter Mr. Dutton said, "The major purpose of the annual conference is to contribute to an improvement in the effectiveness of local faculty organizations at two-year colleges in Texas. We believe every faculty group can benefit from having its leaders attend the meeting."

While designed primarily for elected and appointed leaders of local faculty organizations, the conference is open to all interested TJCTA members and faculty leaders. Conference registration should be completed by Sept. 24, through the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin 78736 (or call toll-free, 1-800-288-6850). Hotel accommodations, at $55 for single or multiple occupancy, may be reserved by contacting the Wyndham Southpark directly, at Area Code 512, 448-2222. A $25 registration fee, payable on arrival at the conference, will cover the Friday evening reception and lunch and refreshment breaks on Saturday.

Texas community, junior, and technical colleges were spared major cuts in state funding during the special session of the state legislature.

Passage of the general appropriations bill for the 1991-93 biennium ended almost eight months of speculation and rumors. During the legislature's regular session and the first three weeks of a 30-day special session, two-year college advocates saw their hopes and efforts thwarted repeatedly. In January, lawmakers gathering in Austin faced a $5 billion shortfall just to maintain spending at present levels. Federal and state court orders mandated additional spending for the state's corrections system, mental health programs, and public education.

In April, it was determined that work on the omnibus spending measures would be deferred until after a "performance review" of all state-funded programs and agencies was completed and lawmakers would have a better idea of what savings might be identified and how much additional state revenue might be required.

Throughout the appropriations process, higher education leaders conceded that the best they could hope for was a spending bill that would provide for "current services," maintaining state spending at 1990-91 levels with modest increases for growth in student enrollments. It appeared several times that all of higher education—including two-year schools—might suffer drastic cuts in state funding. Indeed, cuts for two-year colleges of more than 25 percent for the second year of the budget cycle were included in one version of the appropriations bill in the Senate in late July.

In a Legislative Update sent to faculty leaders at all community, junior, and technical colleges, TJCTA has invited recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the Association for 1992-93.

Recommendations should be submitted immediately in order to be considered by the Nominating Committee in its mid-November meeting.

Recommendations should be sent to:
Ronnie E. Hall, Chairperson
TJCTA Nominating Committee
Angelina College
P. O. Box 1768
Lufkin, Texas 75902

Mr. Hall may be reached by telephone at his office: Area Code 409, 639-1301, extension 260, or at home: Area Code 409, 634-4832.
PRESIDENT’S MESSAGE

Welcome to the 1991-92 school year! I hope you had some time during the summer to catch up on the things you had been putting off and to enjoy some time away from your school responsibilities. Even when we work through the summers, the change of pace usually provides a welcome relief from the seemingly constant pressures of the academic year.

Whatever you did with your summer “vacation,” I hope you found time to rebuild and rejuvenate your enthusiasm for teaching, and that now you are busily engaged in turning your students into active learners. I also hope you are transforming your classroom into a realm where ideas and thoughts are vigorously pursued with a measurable outcome for excellence in teaching and the advancement of education.

As reported elsewhere in this issue of the Messenger, the State Legislature struggled through much of the summer with budget matters and other major problems confronting state government. Be assured that throughout the session TJCTA was actively working for you, expressing your concerns, defending your interests, and promoting your welfare. On some 21 occasions between January and August, TJCTA spokespeople personally appeared and presented formal testimony before legislative committees. All of us are indebted to David Clinksale for his commitment of countless hours in preparing and presenting testimony, conducting private conversations with legislators and their staffs, and traveling between his home and Austin.

In May, 18 officers and committee leaders met for the annual TJCTA leadership retreat. We spent time discussing ways to make our association more effective and planning events for the coming year. In August, almost 40 campus representatives attended a workshop to make plans for the annual membership drive. Next, we are looking forward to the TJCTA Conference for Faculty Organization Leaders, Sept. 27-28, in Austin. In October and November, standing committees will be meeting to carry out their duties and responsibilities. And, of course, the highlight of the year will come Feb. 27-29, 1992, with the 45th annual TJCTA convention at the Hyatt Regency hotel in Houston. You can see that we’re already well into a busy year.

If you have not already done so, I invite you to activate—or reactivate—your TJCTA membership. We need your membership and involvement in order to continue our efforts in your behalf.

PAST PRESIDENT CHAIRS FACULTY ADVISORY PANEL

Doris Huibregtse, a former TJCTA state president and a member of the faculty of Howard College, serves this year as chairperson of the Faculty Advisory Committee of the Texas Higher Education Coordinating Board.

The committee was created to provide a means for faculty to communicate their views and concerns to the Commissioner of Higher Education and through that office to the Coordinating Board. Thirty faculty members were named to the original advisory panel: 12 from community, junior, and technical colleges; 12 from four-year universities; and 6 from health science centers.

When the committee met to choose its chair for the first year, Mrs. Huibregtse and Dr. L. S. Fletcher, of the Texas A&M University engineering faculty, were nominated. Mrs. Huibregtse was elected.

Other community junior college members of the advisory committee are Lucy Cardenas, Laredo Junior College; David Clinksale, Tarrant County Junior College—South Campus; Amanda Hadley, Southwest Texas Junior College; Astra Jackson, McLennan Community College; David McAnalley, Paris Junior College; Julie Mettlen, Tyler Junior College; Leon Pepper, Frank Phillips College; DeWayne Roy, Mountain View College; Yvonne Van Dyke, Austin Community College; and Cheryl Willis, Galveston College.

All 11 community junior college faculty members named to the committee are also current TJCTA members. Representing Texas State Technical College on the panel is Alfonso Guillen, TSTC-Harlingen.

The advisory committee meets in Austin quarterly, preceding the regular meetings of the Coordinating Board. Meetings include briefings by Coordinating Board staff members and general discussions on issues of interest and concern to college and university faculty.

ASSISTANT NAMED TO STATE OFFICE STAFF

Richard Moore has been named staff assistant in the TJCTA state office in Austin. A 28-year-old native of Houston and McAllen, Mr. Moore received his bachelor's degree from the University of Texas at Austin, majoring in economics and philosophy and minoring in English. He has done graduate studies at Southern Baptist Seminary, in Louisville, Kentucky.

Specific duties for the new TJCTA position will be developed in coming months; meanwhile, Mr. Moore will provide general staff assistance to the executive secretary.

EDITORIAL POLICY

1. The TJCTA Messenger provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text, page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the Messenger. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Manuscripts should be handled by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-quality original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the Messenger may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the TJCTA Messenger. Brief quotations and statistical data may be reproduced provided that the TJCTA Messenger is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Editorial Review Board, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3298. Authors should retain copies of their manuscripts for their files.
MAJOR FUNDING CUTS AVERTED  
(Continued from page 1)  
cational colleges in the state, TJCTA State President Steve Dutton urged members to contact their state representatives and senators urging support for appropriations at the "current services" level.

Early in the session, TJCTA past president David Clinkscales testified in support of funding recommendations of the Texas Higher Education Coordinating Board. "Any cuts in the requested funds for public community, junior, and technical colleges would have serious adverse effects on our institutions and their professional staff," Mr. Clinkscales told lawmakers. He emphasized that two-year schools are committed to providing instructional services. "The overriding fact of our professional lives is that we teach—in most cases at least five courses each semester, and often more than that," he said.

In July, Charles Burnside, TJCTA Executive Secretary, testified before the Senate Finance Committee to plead against major cuts which had been proposed. Mr. Burnside told the panel that the two-year colleges desperately need "current services" appropriations levels for both years of the biennium as an absolute minimum. "A cut of the magnitude proposed in the Senate appropriations bill during the second year would be devastating to every junior college in the state and would be absolutely catastrophic for some," Mr. Burnside said. "Not one college could increase local taxes and student tuition in amounts sufficient to offset those reductions. The consequences would be dire indeed and the cuts in staff and programs would be drastic," he said.

In earlier testimony before the House Committee on Higher Education and again in the Senate Finance Committee presentation, Mr. Burnside referred to claims by State Comptroller John Sharp that almost 2,000 higher education faculty receive salaries higher than that of the governor. "We are distressed by distorted reports and the implications regarding faculty salaries. It might well be true that some university professors—particularly in medical and engineering colleges and in advanced research programs—receive salaries higher than that of the governor. Let me tell you, however, that community junior college teachers would be delighted to use the governor's salary as a benchmark. The entry level salary for a community college teacher at almost every college in the state is less than one-fourth that of the governor, and the salaries for teachers with Ph.D. degrees after 25 or more years of teaching are less than half the governor's salary," Mr. Burnside told the lawmakers.

Meanwhile, college faculty leaders, chancellors, presidents, and trustees were busy contacting key senators and representatives pleading for increased state appropriations. In August, during the final days of the special session, two-year college advocates, encouraged by leaders of the Texas Public Commission on Junior College Legislation, worked al-

most literally around the clock in efforts to affect the outcome of critical budget negotiations at the State Capitol.

Finally, on the afternoon of August 12, the Senate passed the omnibus budget measure, appropriating state funds for the two years beginning Sept. 1. The following day, the House of Representatives voted to concur in Senate changes in the bill and sent the measure to Gov. Ann Richards.

As finally passed, the bill appropriates a grand total of $1.240 billion to the state's two-year colleges, including the 49 community junior college districts, the Texas State Technical College System (formerly STTC), and the two-year centers of Lamar University. The appropriated amount represents an increase of 7.5 percent above 1990-91 funding and a loss of less than one percent from the "current services" level of state funding.

Most two-year college representatives reacted to the Legislature's action with relief. "It could have been a lot worse" seems to be the almost-unanimous sentiment of those centrally involved in the long process of testifying, pleading, and negotiating.

Speaking for TJCTA leaders, Mr. Dutton said, "While we would have preferred a substantial increase in state appropriations, we feel fortunate under the state's fiscal condition that major cuts were avoided."

As in previous years, TJCTA was the only faculty organization which presented testimony at the budget hearings for two-year schools conducted by House and Senate committees.

STATE INSURANCE CONTRIBUTIONS RAISED

In a major victory for higher education employees, the Legislature funded significant increases in the state's contributions toward payment of staff group insurance premiums.

The table below shows the amount of state contributions for the past two years and for the coming biennium.

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<tr>
<th>Year</th>
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Administration of the Texas Higher Education Insurance Program has been transferred to the state's Employees Retirement System from the Texas Higher Education Coordinating Board. Details of the transfer of responsibility have not yet been worked out.

Also, beginning in Sept. 1992, all of the state's community junior colleges will be brought under a single insurance program. While a variety of plans will be available, the entire plan will be managed by the ERS, and individual colleges will no longer be inviting bids and choosing carriers for their employees' group insurance coverage.

STATE REDUCES CONTRIBUTIONS TO RETIREMENT PROGRAMS

State contributions to the two retirement programs available to college faculty members were reduced by the Legislature in actions during the called session this summer.

Contributions to the Teacher Retirement System (TRS) were reduced from 7.65 percent to 7.31 percent. The Legislature also increased benefits for individuals who retired prior to May 1, 1989. Increases of 0.5 percent for each six-month period from the time of retirement until August 1, 1991, were approved, effective with payments due at the end of November. Minimum retirement benefits were increased from $75 to $150 per month for members who retire at age 65 after Nov. 1, 1991.

TJCTA joined other professional education associations and the TRS Board of Trustees in opposing the state contribution rate reduction. TRS actuarial consultants state that the 7.31 percent state contribution rate, combined with the benefit increases, would cause the system to be actuarially sound based on the definition of acceptable funding period set in current law. Legislation enacted in 1985 forbids benefit increases or contribution reductions if either would result in a funding period that exceeds 31 years. The TRS consulting actuary reports that under actions of the 1991 legislative session, the funding period would be extended to 36.1 years. Budget writers argued, however, that under an assumption that the state contribution rate will increase to 8 percent in 1993, the system will remain actuarially sound. Given the history of state actions during the last 10 years, though, there is no assurance that the 1993 legislative session will see a contribution increase to the 8 percent level.

Appropriations for the state's contribution to the Optional Retirement Program (ORP) also were reduced—from 8.5 percent to 7.31 percent. In an appropriations bill rider, however, institutions are authorized to use "local funds or other sources of funds" for the 1.19 percent to bring the employer's contribution up to 8.5 percent. Since the general law requiring state contributions of 8.5 percent was not changed—and since general law takes precedence over appropriations bill riders—most legal authorities agree that institutions are probably obligated to fund the differential from "local" or "other" funds.

All of the state's public four-year universities and professional schools have already committed to fund the full 8.5 percent contribution. TJCTA leaders have urged community junior colleges to do likewise. It appears probable that the great majority of two-year colleges will provide the 1.19 percent supplement to state appropriations, although some reluctance to do so has been expressed at two colleges. The issue will probably have to be resolved through an Attorney General's Opinion, future clarifying legislation, or litigation.

PAGE 3
When No Law Is Better Than Bad Law

The Truth About the So-Called "Junior College Faculty Rights Bill"

Charles Burnside, Executive Secretary
Texas Junior College Teachers Association

The regular session of the 72nd Legislature earlier this year offered a classic example of a case in which a legislative proposal—filed, perhaps, with the best of intentions—did not deserve to be enacted. "Very poorly drafted" and perhaps "ill conceived" were terms used by TJCTA attorney Frank Hill in summarizing his concerns about the bills. Described by their backers as "junior college faculty rights bills," the measures failed to secure passage during the legislative session. This article will explain why the elected leadership of TJCTA concluded that this Association could not support the proposed legislation.

Many years ago TJCTA joined dozens of other faculty organizations throughout the United States in endorsing the Statement of Principles on Academic Freedom and Tenure promulgated by the American Association of University Professors. When the Association adopted its present Constitution and Bylaws, in 1975, the members adopted a resolution reaffirming the Association's commitment to the AAUP Principles. Similarly, TJCTA was centrally involved in the 1979 revision of Policy Paper I of the Texas Higher Education Coordinating Board (Academic Freedom, Tenure, and Responsibility for Faculty Members in Texas Public Community and Senior Colleges and Universities). It was the feeling of the Executive Committee that TJCTA could not support the proposed legislation without abandoning its staunch commitment to principles of academic freedom and due process embodied in the AAUP Statement of Principles and in the Coordinating Board's Policy Paper I.

The so-called "faculty rights bills" were introduced in March by Rep. Libby Linebarger (D-Manchaca) and Sen. Carl Parker (D-Port Arthur). Provisions of the two bills were different, and the differences became significant in the legislative process. Thus, the measures were never "companion bills."

As soon as the House bill was received in the TJCTA state office, a copy of the measure was transmitted to Mr. Hill, of the firm of Hill, Heard, Gilsrap, Goetz & Moorhead, the Association's attorneys. We asked Mr. Hill to review provisions of the bill and provide us with his opinion.

A week after introduction of the House bill, TJCTA State President David Clinkscale and I met with Rep. Linebarger's legislative aide. We pointed out the most glaring contradictions and omissions in the bill. The following week, we received a list of some proposed changes in the bill. The changes addressed several, but by no means all, of our questions. A few days later, we received Mr. Hill's opinion letter, raising still more—and more serious—concerns. We shared Mr. Hill's letter with Rep. Linebarger and Sen. Parker and their staffs.

When the TJCTA Executive Committee met in April, officers discussed the proposed legislation and the concerns raised by the TJCTA attorneys. It was the strong (and unanimous) decision of the Executive Committee that TJCTA could not support the bills as introduced.

In late April and early May, Mr. Clinkscale and I attended several meetings—with Sen. Parker, Rep. Linebarger, and members of their staffs. It is worth noting that in every discussion of the House and Senate bills, everyone involved agreed that the proposed legislation had numerous weaknesses. Someone suggested that any law was better than no law and that after the bills were enacted corrections might be made by subsequent legislative action. We vigorously disagreed with such a notion. In a conversation with the TJCTA attorney he expressed the view that the bills under discussion provided model examples of an instance in which no law is infinitely better than bad law. Moreover, it was Mr. Hill's contention that current case law provides considerably more safeguards for community junior college faculty than the feeble protections in the proposed bills.

Space does not permit a complete, line-by-line analysis of the bills. Some of the major concerns expressed by Mr. Hill and the TJCTA Executive Committee are summarized in the following paragraphs.

It should be noted at the outset that provisions of the Senate bill would have applied only in cases of faculty members who were "discharged or dismissed." Rarely is a community junior college faculty member "discharged" or "dismissed." The usual procedure is for the institution to decide not to renew the employee's contract at the expiration of its present term. Thus, the Senate version of the legislation would have provided no protection whatsoever for a faculty member whose contract simply was non-renewed.

The bills' protection would have extended to administrators. Yet, strangely, employees in "predominantly managerial or supervisory" positions were exempted from the bills' provisions. We wonder how the term predominantly would be interpreted. At many colleges, division chairs are classified as faculty but receive modest stipends for their additional duties. We believe administrators ordinarily serve at the pleasure of the appointing authority, and thus are entitled to an entirely different kind of job protection than teaching faculty.

The proposed legislation supposedly would have conferred a kind of "tenure" to junior college faculty, beginning with the fourth year of employment. We are not certain that three years is sufficient in all cases for colleges to make final judgments concerning tenure. AAUP supports a probationary period of seven years, which might be excessive for junior college where writing and research are not especially significant. Coincidentally, at the time the bills were introduced last March, TJCTA was involved in a grievance case at a college which had a three-year "up-or-out" policy similar to that contemplated in the proposed legislation. In that case, the faculty member had received excellent evaluations during his first two years but had experienced some problems during the third year. Unwilling to take a chance that the faculty member's third year performance might be indicative of performance in subsequent years, the college gave
notice of non-renewal. The dean informed the faculty member that the college very much regretted the necessity for non-renewal, but that the college would be "stuck with" the faculty member "forever," if it were given a fourth year contract. We believe there is ample evidence of "up-or-out" practices at colleges and universities all over the country, and we would be sorry to see such a practice mandated by state law.

Next, under provisions of the bills notice of termination or non-renewal would have originated from the college's board of trustees. We believe that the board's involvement to such an extent so early in the case would inevitably compromise the board's supposed impartiality in later actions. Remember that the board of trustees has final appellate jurisdiction in the case within the institution. Is it really likely that a governing board which initiated the notice of dismissal or non-renewal in the first place could be fair and objective in considering the case on appeal?

Additionally, the legislation provided no deadline date by which notice of dismissal or non-renewal must be delivered. Under the bills' provisions any notification could constitute "timely notice." I don't believe there is a college in the state which does not require notification before April 30 of the academic year, and the great majority of colleges require notification much earlier. The proposed bill would have permitted a college to notify an instructor as late as August 1 (or even August 31!) of dismissal or non-renewal on August 31. In our meetings with the legislators and their aides we contended that such notification should be delivered by a date certain, otherwise employment would continue automatically for the next academic year. However, that position was not incorporated in either bill.

Next, the bills' presumed protections would have applied "[i]f the grounds for the proposed action relate to the inability or failure of the faculty member to perform assigned duties satisfactorily..." Based on the bill, then, if the "reason or basis for the proposed action" related to other factors (e.g., allegations concerning moral turpitude, personality conflicts with immediate supervisors, charges of substance abuse or alcoholism, financial exigency necessitating reductions in staff, or a multitude of other "causes" not directly related to classroom responsibilities), a college could argue that the faculty member was not entitled to the protections of the law.

The bills would have referred to "a faculty member so discharged, dismissed, or denied a contract renewal" the right to receive certain documents. We believe there should be a deadline by which time the requested documents must be produced; otherwise the college could drag the matter out indefinitely. More importantly, however, we are concerned that the inclusion of this provision could have served to deny such documents to faculty members unless they are the objects of dismissal or non-renewal. The employee's right to the documents is already secured by virtue of the Texas Open Records Act. We are fearful that the language in the proposed legislation could have been interpreted to limit that right.

We were shocked by provisions in the legislation for a "public hearing" for an affected faculty member. The bills provided that "the board shall grant the faculty member a public hearing if the faculty member wishes or if the board determines that a public hearing is necessary in the public interest." Giving the board the power to hold a public hearing whenever the board decides that such is "necessary in the public interest" is clearly contrary to the spirit—and probably the letter—of the Texas Open Meetings Act. Moreover, throughout academe, there is an awareness that the aggrieved faculty member is entitled to a closed hearing unless the faculty member himself or herself expressly requests a public hearing.

The proposed legislation provided for a hearing of the faculty member's grievance, if there are charges of "inability or failure of the faculty member to perform assigned duties satisfactorily..." We ask, again, is an aggrieved faculty member entitled to such hearing if the charges are based on other factors? The language of the bills certainly allowed for a severely limited interpretation.

Under the proposed bills, the board of trustees would have had the discretionary authority to establish a review committee. Clearly, under the bills' provisions the board of trustees could have insisted that the issues be presented directly to the board, bypassing any hope of a "peer review." This provision conflicts directly with universally recognized principles of academic freedom.

Further, under the bills' provisions, the intermediate hearing panel (if the board in its sole discretion decided to grant such a hearing) would have been created by the board and would have included an equal number of administrators and faculty members. We are utterly at a loss to understand how anyone could conclude that an aggrieved faculty member could have any assurance of due process before a panel so constituted. Once again, such an arrangement is clearly in conflict with the principles adopted by AAUP and the Coordinating Board. Indeed, in Policy Paper I, there is set forth a faculty member's right to "a fair hearing before a faculty hearing committee of his or her peers" [Emphasis added]. Policy Paper I states further that "the hearing committee should include only teaching faculty members" and that "each member should be subject to challenge for cause." [Emphasis added] We are surprised by the willingness of the bills' proponents to surrender such important due process safeguards.

In connection with the intermediate hearing permitted in the bills, we were shocked that the bills provided that the hearing panel would be compelled to choose its chair "according to the procedures established by the governing board." Nothing in the law would have prohibited the board from requiring that the president or dean be named as chair of the hearing committee. We are equally troubled that the bills prescribed no procedural rights for the aggrieved faculty member, apparently leaving the faculty member completely at the mercy of the board-constituted committee.

The bills attempted to grant certain limited due process rights to the aggrieved faculty member. In addition to the rights listed in the bills, we believe full due process should include provisions for a stenographic transcript of both hearings, preferably at the college's expense (since it is the college which initiated the action against the faculty member); and a list of adverse witnesses and their anticipated testimony to be provided to the aggrieved faculty member in sufficient time to enable a fair cross-examination.

The bills provided for final action by the board of trustees. Who could possibly argue that at this point in the proceedings the board of trustees could be an "impartial tribunal," as provided in current case law?

Another provision of the bills is quite troubling. The bills stated that their provisions did not reduce the rights of faculty members at public junior colleges whose policies regarding termination "exceed" the policies provided in the bills. The bills' backers have claimed that the proposed law was needed to prevent colleges from reducing faculty rights presently in place. These bills would invite the very circumstances which they cite as the necessity for a law. If these bills—with all their inconsistencies and gross inadequacies—should become law, is it not reasonable to assume that some administrators on the board or school administration will reexamine existing policies in light of the newly-enacted law and conclude that the present institutional policies should be changed to conform with lower due process protections provided by the new law?

Finally, the House bill provided that a faculty member who has been dismissed or non-renewed under provisions of the bill may appeal to the courts. The trouble with this provision is that the federal courts for the past several years have upheld the proceedings at the institutional level, where there were such proceedings. In other words, the courts have ruled with great consistency that when an employee is given even a minimal hearing at the institutional level, that hearing meets the Constitution's requirements for "due process of law." A faculty member who availed himself or herself of the pathetic procedures permitted under the proposed legislation would have had a tremendous burden of convincing a court that due process had been denied.

This article has discussed some—but not all—of the reasons that the TJCTA Executive Committee decided in April to accept the advice of the Association's attorneys and withdraw support of the so-called "faculty rights" bills. To have done otherwise would have been to betray the best interests of community junior college faculty at every college in this state. We are confident that any faculty member knowledgeable about the specific provisions of the proposed legislation will concur wholeheartedly in the Executive Committee's decision.
Writing to Learn:

A Vocational Teacher’s Perspective

David T. Eishen
Instructor of Air Conditioning and Refrigeration Technology
Cedar Valley College
Dallas County Community College District

I love to write. The act of writing plays a significant role in my journey in life. With it I am exploring and becoming more aware of the part of myself that is, as Joseph Campbell says, quoting Robinson Jeffers, susceptible to the allure of “divinely superfluous beauty.”

I have not always felt this way about writing. In fact my educational experiences as a student had convinced me that writing was a tedious grammatical exercise performed to meet the demands of my instructors. In high school, spelling, punctuation, and the boundaries of plagiarism were the main concerns. Original thought seemed to belong to the same world as original sin. At the same time, English instructors made it known they held absolute power not only over my English grade but also over my ability to graduate. In other disciplines such as math, history, and science I could argue, or at least discuss with the teachers, differences in grading I might have with them. In the English classes I was convinced that my grades were based on how well the teacher liked me; therefore, my grades were entirely out of my control. In many college English classes teachers’ attitudes seemed similar except for a heightened sensitivity to plagiarism.

Fortunately my feelings toward writing have changed since then. I am no longer hypersensitive to writing a grammatically incorrect statement. When I write, I do it often just to communicate with myself. When someone else is able to take joy or in some way use what I have written, it is a delightful bonus. Now I use writing to discover the fallacies in what I think I know and to accept the ambiguities in the things I may never know. All in all writing is remarkably transformable.

Some may ask what all this has to do with a vocational classroom. Well, I’m an air conditioning and refrigeration technology instructor in an associate degree program, and I am just now beginning to pull myself from what I call the trap of the “Informational Abyss.” Exponential expansion of information is at the root of the problem. In the air conditioning industry virtually every manufacturer releases new products annually with reams of manuals produced to keep the service technicians abreast of all these changes. Air conditioning and refrigeration technicians must be able to diagnose and repair not only equipment that is manufactured today, but essentially all the equipment that has been manufactured in the last 20 to 30 years. They also must develop the skills to diagnose and repair equipment of the future. It strains the imagination to think what technological advances will be made in the next 20 or 30 years, but as a teacher I have the privilege and obligation to prepare students to become competent in dealing with old equipment as well as the new. When these students trained as service technicians come to your house to service your air conditioner, or a system that is only a dream in the best of minds today.

When I first started teaching, the courses already contained more than enough material to fill the class time allotted. As information on new products and technologies became available, the temptation was to add more of this information to course materials without removing a similar amount. I kept trying to cram into a finite situation what seemed to be an infinite amount of information. I could see the strain it was causing my students, but my justification was, “at least they will have been exposed to it.” With this same breadth I was admitting that I was not satisfied with their ability to process this information well enough to accomplish real world objectives such as diagnosing equipment failures.

The question for me now became, “Should a two year associate degree program be expanded to three years?” A three year degree program could provide enough time to improve a student’s ability to process this information adequately, but would this increased commitment in time be reasonable from the student’s perspective? With the expansion in information that can be anticipated in the future, would it be necessary to have a four year program sometime later?

The questions for all of us then became the following. What happens to the emphasis on thinking and doing when transferability of information is primary in education? Are we training students for survival within the realm of education or for living in the real world where thinking and doing are the components for success? Do we make a mistake when we assume students know what to do with information, especially when we do not emphasize and demonstrate how they can use this same information to obtain meaningful results?

It is already difficult for students to dedicate the time to complete a two year associate degree program. Most of my students will be lucky to finish their first year. They are working full time, raising families and training for second careers. Brevity for them is a necessity. It seems clear that on one side of the “Informational Abyss” we have an ever increasing amount of information to present in a fashion that students can use to solve real world problems and on the other side students have a limited amount of time that they can dedicate to education.

For me, it seemed the only way around this “Informational Abyss” was to de-emphasize what had caused it in the first place; that is, information. I came to the heretofore heretical conclusion that information is really quite easy for students to acquire when they need it. I had been led astray about the breadth of education or for living in the real world where thinking and doing are the components for success? Do we make a mistake when we assume students know what to do with information, especially when we do not emphasize and demonstrate how they can use this same information to obtain meaningful results?

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A fundamental shift in our consciousness is required, forcing us to re-evaluate everything we have been doing.

information and concentrate more on enhancing their analytical skills. I realized that information stripped of profound discussion and analysis lacked passion, lacked life, and was of little concern. I realized that education has to have an impact on our consciousness to be truly meaningful.

At about the time I was coming to these realizations, a Writing Across the Curriculum project was initiated on my campus. I discovered that perhaps the most powerful tool for accomplishing my new goals and for breathing life into a classroom is writing.

Typically in my classroom this means ungraded writing. It is used to evaluate, debate, and cultivate ideas and ambiguities that are part of the air conditioning and refrigeration industry. Never is it used as “busy work” or just for the sake of writing. In fact, I never mention the word “write.” Students are simply asked to solve air conditioning problems using pen and paper. Many of my students are so sensitive towards English and writing that they might feel betrayed if they knew they were involved in a Writing Across the Curriculum project.

I start them off slowly with writing. A question I have asked in the first couple of days of class has been, “What are your long range goals associated with air conditioning?” I’ll write the question on the board and tell them that it isn’t for a grade and not to worry too much about spelling. I just want to know what their goals are. They don’t even have to put their names on their papers. This will normally take about ten minutes; the students accept it well, needing very little encouragement. By the next class I have prepared a transparency that has at least one quotation from each student’s paper. Having cleaned up the spelling to keep from embarrassing anyone, I read the list of quotations so that everyone can see and discuss the dreams that they share. It turns out that most of my students want someday to operate their own businesses. Here are some of their responses.

“If I have an easy time with this course I will try to become a professional and start my own business.”

“I want to control my future; be able to support a wife and children; be able to teach what I know to others; knowledge is wasted if you don’t use it to teach others. Finally, knowing more about something mechanical than my father does…”

This is the beginning. A pattern of using discourse will emerge, a pattern through which the students do not feel threatened but rather take joy in sharing their thoughts. Connections are being formed among all the new faces. Their diversity moves a step towards unity. I will use a couple of other small assignments such as this one to strengthen the accomplishments of the first assignment. Then they are ready for much bigger quests.

Now they are ready to start putting together the pieces of a very difficult machine called the refrigeration cycle. During the first few weeks of class, emphasis is placed on developing vocabulary specific to the air conditioning industry. I draw pictures and give many demonstrations during this time to help them internalize and personalize this information. Then I ask them to answer the question, “How would you describe the refrigeration cycle to a new student who came to class for the first time today?” By this time they are used to solving minor problems through writing. I let them use any notes or books they wish, but at first they must do it alone. Next I pair them up with other students and have them exchange papers. I ask the readers to remember that their perspective is that of a new student who came to class for the first time today. Then they are encouraged to write positive and negative yet constructive comments on the papers they are reading. Afterwards they discuss with each other their comments and defend their papers. As a final exercise, they will write a new paper together in pairs, this one from the same perspective.

This ungraded assignment works very well. Very little encouragement is needed throughout this exercise. Sometimes the students are a little hesitant to write comments on one another’s papers, but this fades fairly fast. While they write their papers as individuals, I see them using their notes and studying examples from different texts used in the course. Their writing fills about one side of a page when they are writing as individuals, but when paired they write papers that grow into more complete explanations, explanations more emphatic to the assigned audience. During this time I go from group to group listening to what is being discussed and giving encouragement where it is needed. I avoid giving information. The room is buzzing with life. I can observe their deepening awareness of what this machine is and how it works. I ask the students to write their names on the papers both as individuals and as pairs. I will later read these papers to compare the changes between the ones done as individuals and as pairs. Their understanding of this complex machine has increased dramatically, already well beyond that of the majority of people making a living as service technicians on this very machine. This process also provides an opportunity to evaluate my presentation thus far in this course. Before I used writing to learn, students did not comprehend this machine to this extent, even after 16 weeks of instruction.

I use this same format to ask other questions such as, “What happens to the refrigeration cycle when there is low air flow across the condenser, considering particularly the effects on evaporator temperature, condenser temperature, and superheat?” And, “Explain what will happen to the evaporator temperature, superheat, and the amount of total heat removed from the space when the orifice size in a metering device is enlarged, and be sure to explain why each of these changes occurs.”

Another type of exercise I use is based on real life scenarios. For example: “While servicing an air conditioner in a customer’s home, you diagnose a defective compressor and agree to replace it for $800. When the new compressor is installed, it will not start either. Upon further inspection you determine the reason the new compressor will not start is that two wires leading into the comp—"
Then I ask the students to consider each of three to let them discuss their opinions. done in 15 minutes if you had properly diag- of labor at $40 an hour in this job. After all non-returnable. You have invested four hours the compressor are shorted together. Repairing the two wires would eliminate the problem not repair the two wires would eliminate the problem not answer. They are beginning to deal with the difficulty partnerships present, especially conditions demand clarity. The partners must process to identify and access informa- them talking about it after class and in the cafeteria. It has altered their consciousness. I find that using these types of writing exercises to learn strategies brings me closer to my students. Vocational teachers have always had a unique relationship with their students. We typically have fewer students than academic faculty must it may spend five, ten, fifteen, or more hours with them every week for periods as long as two years. We are not only their teachers but also their faculty advisors. We serve as conduits between them and industry to help them find jobs. We often help students with situations not directly related to school and serve as their mentors providing direction and encouragement whenever we can. I know academic teachers do this also, but I think it is easier to do it in a vocational setting. When I read what students write, I identify with them sooner and perhaps on a different level than before. Writing provides insights on each of them.

It is difficult to convince faculty members to consider writing as a learning tool. Often they have preconceived ideas about writing, just as I did. A nurturing environment for the faculty must be established at each school in order for Writing Across the Curriculum programs to work. At Cedar Valley College, with the grace of our Vice President of Instruction, Jim Butzek, and the guidance of Ines Gehrmann, an English Instructor, our program has been a success. Just a year and a half ago only a few faculty were participating in the program; now many more have joined our ranks. Rather than pressuring faculty to participate, a low key approach has been applied. Faculty who initially showed interest in the project were encouraged by Ines to try different strategies. These were then discussed within the small group of participating faculty over lunch where all could share results. Then we began presenting our techniques with other faculty during rather informal presentations. We are learning from each other. I have a new appreciation for the other faculty that I work with. I am looking at education from a new perspective, one that I like very much.

Writing Across the Curriculum projects seem to be springing up across the state. One that I have been very impressed with is at El Paso Community College. This program under the direction of Agnes Robinson has not only affected teaching and learning in El Paso, but also has had an impact across the state of Texas and beyond. For the last two years El Paso Community College has hosted the Southwest Seminar on Writing Across the Curriculum in the Two-Year College. It has been a gathering of teachers helping teachers. Vocational and academic teachers come together as participants to present writing to learn strategies. It provides an environment conducive to stimulating new ideas to use in the classroom. Both times that I have gone to this two-day seminar I have returned pleasantly exhausted and rejuvenated.

However, more needs to be done. Many teachers still believe that Writing Across the Curriculum means grammar across the curriculum. Vocational teachers will fight to the death to keep grammar across the curriculum or research papers across the curriculum out of their classrooms. English instructors who typically coordinate the Writing Across the Curriculum programs are going to have a difficult time enticing the vocational faculty, particularly those in the industrial technology disciplines, to participate, unless they can demonstrate the real power of writing. I believe the best way to show the power of "writing to learn" to industrial technology faculty would be to demonstrate writing techniques in a learning environment based on an advanced technology. One possibility would be a two- to three-day seminar based on the technology of the Superconducting Super Collider with industrial technology teachers participating as "students." A team consisting of a writing to learn specialist and a content specialist could teach by example the powerful role writing can play in facilitating learning. Hopefully the teachers in the role of students would become enthusiastic about using writing to learn techniques and would then know how to begin in their own classrooms.

We as teachers are our own biggest obstacles. For example, consider the course that you most often teach. You can probably make any presentation spontaneously for this course with little or no preparation. What would you do if this course had to be permanently shortened by one day? Would your tendency be to speed up the presentation so that you still could get it all in? Would you do the same if it were permanently shortened by two or three days? If so, I suggest that you too have been caught in the "Informational Abyss." Does it cause you a great deal of agony to consider removing a day's worth of information from this course? Do the words "it's impossible" or "I can't" come to mind? Perhaps you too are obsessed with information.

Now is the time to end our obsession with information. The challenge is to redefine the learning environment in terms of thinking and doing. Teaching students the processes to identify and access informational resources while strengthening the processing skills they need to analyze problems and produce meaningful results should be at the center of every curriculum. A fundamental shift in our consciousness is required, forcing us to re-evaluate everything we have been doing. Then it will require dedication and fortitude to change the strategies with which we have grown comfortable.

Mr. Eishen teaches Air Conditioning and Refrigeration Technology at Cedar Valley College in the Dallas County Community College District. Before joining the CVC faculty in 1977, he was a service technician and taught part-time at Tarrant County Junior College. He owned and operated an air conditioning and refrigeration service business. Mr. Eishen is coordinator of the student outreach program for the magnet division of the Superconducting Super Collider project.
The standards set forth in this document constitute guidelines only. Final responsibility rests with the institution to adopt both general standards and specific institutional policies and procedures designed to enable students, faculty members, administrators, and boards to work together effectively and harmoniously for the common objective of academic excellence.

While the guidelines are not binding on any institution, they do represent good practice. Institutions are encouraged to work toward implementation.

All institutions of higher education in Texas should examine the use of part-time faculty to reduce inappropriate employment of such individuals and work to ensure their integration and participation in each institution's faculty community.

1. Institutions should assure through adequate screening practices that well-qualified faculty are hired. Expectations regarding credentials and experience should be consistent with the criteria established by the Southern Association of Colleges and Schools.

2. Each institution should have well-planned supervision and evaluation procedures. The use of part-time faculty should not be so great that adequate supervision and evaluation are impossible.

3. Through orientation and handbooks, colleges should communicate to part-time faculty their responsibilities, services provided to them, and compensation and benefits.

4. Compensation should be based on the amount of time spent teaching and on such teaching-related activities as preparation, grading, and counseling students.

5. Individual part-time faculty employed by an institution on a continuing basis should be considered for faculty salary increases.

6. When institutions increase salaries or salary schedules for full-time faculty, they should also provide increases for part-time faculty.

7. Institutions should seek to reduce the full-time-equivalent gap between part-time and full-time faculty salaries.

The guidelines adopted by the Coordinating Board are not mandatory, but, according to Texas Higher Education Commissioner Kenneth H. Ashworth, "represent good practice and are offered to the institutions to guide them as they address the issues raised by their increasing dependence upon part-time faculty."

Throughout Texas there is continuing and growing concern about the use—and probable over-use—of part-time faculty in both four-year universities and two-year colleges. The dilemma posed by increasing use of part-time faculty is the subject of an article on the following pages of this issue of the Messenger.

The text of the Coordinating Board's guidelines appears below.

GUIDELINES ON THE USE OF PART-TIME FACULTY

Texas Higher Education Coordinating Board — JULY 1991

8. Part-time faculty should be provided access to health and other group insurance at group rates.

9. Part-time faculty should have sick leave that would be prorated according to the institutional policy for full-time faculty.

10. Institutions should make a serious effort to offer some type of retirement plan to those part-time faculty employed on a continuing basis who do not have access through the college or other employment to social security or other benefits.

11. Each college should provide an appropriate work area—preferably an office—where part-time faculty can advise, counsel, work, and visit with students, store materials, grade papers, prepare classes, and communicate by telephone with students.

12. Part-time faculty should be provided with adequate secretarial help and equipment to meet typing and copying needs.

13. Opportunities for part-time faculty to participate in faculty development activities and funding should be made available.

14. Institutions should examine their present practices in light of appropriate use of part-time faculty and set goals to eliminate excessive use of part-time faculty.

15. Each institution should have a faculty handbook addressing part-time faculty issues and encouraging a strong collegial relationship between full-time and part-time faculty. Such handbooks should be produced with the participation of both full-time and part-time faculty.

16. The advice or participation or both of part-time faculty should be sought and encouraged in such matters as curriculum development, textbook selection, and other appropriate departmental matters.

17. When part-time faculty are hired on a regular basis, consideration should be given to early notice of contract renewal or nonrenewal.

18. Higher education institutions should inform part-time faculty of available full-time positions.
Caught in the Crossfire:
The Increasing Use of Part-Time Instructors at Texas Two-Year Colleges

Many community college educators have been heard to complain in recent years that the number and proportion of instructors who are part-timers has increased alarmingly. A larger and larger percentage of our students are being taught by part-time instructors both in the technical-vocational area and in the university-parallel curricula. The Southern Association of Colleges and Schools also recently has shown some concern regarding this trend.

But is the increased use of part-timers such a bad thing? Certainly the vast majority—perhaps all—of our part-time instructors are both competent and conscientious, well qualified persons earnestly trying to do a good job on a part-time basis and generally for modest pay. Some of them have taught for us year after year. Without them many course sections could not be offered, the overall costs of instruction would be much higher, and much flexibility in the scheduling of course offerings would be lost.

Our Texas community colleges are caught in a crossfire regarding the use of part-timers. On one hand there is legitimate concern about the depth of instructor qualifications, the professionalism of the faculty, and overall educational quality; on the other hand are the harsh economic realities as well as some positive educational advantages in using part-time instructors.

Realistically the choice is not between using no part-time instructors or using all part-time instructors. The trick is to find the right proportions, the optimum ratio that will maximize the advantages described below in using part-timers while minimizing the disadvantages. We have tried to present here the most significant points on each side of the issue, and we urge you to consider carefully both sides.

PRO
1. Cost Savings
   Part-timers don’t cost as much as full-time faculty. Part-time faculty are paid less in salary (both absolute and pro-rated) and usually receive few if any fringe benefits. This helps keep overall costs down, thus preserving lower tuition and taxes.

2. More Money for Full-Timers
   Using part-timers releases more money for full-time faculty salaries and fringe benefits. If a faculty were comprised solely of full-time personnel, their salaries would have to be smaller. This is a financial reality often overlooked by full-time faculty. (See “CON” below.)

3. Scheduling Flexibility
   Offering sections to be staffed by part-timers adds flexibility to course scheduling. New sections often can be added at registration if needed; and those sections which are too small can be “killed” without harm to a full-timer’s schedule and/or livelihood.

4. R.I.F. Protection
   In the event of a significant enrollment decline and/or budget cuts (and remember: this is Texas!) necessitating a reduction in staff, the presence of part-time positions on the staff cushions the full-time career faculty from loss of their jobs.

5. Space Savings
   Part-timers usually do not receive permanent individual office assignments; they share space. This is a space savings and an additional cost savings.

6. Less Hassle
   Normally, part-timers tend to be less generally demanding of administration and staff than are full-timers. They are often very glad to have the one or two sections and are not inclined to demand more office space, higher salaries, release-time, changes in college policy, priority parking, the firing of administrators, etc.

7. Teacher Tryouts
   Using part-time instructors gives a college a rational, practical, and productive means of trying out new instructors before possibly considering them for full-time positions. It is a great complement to mere résumés and “paper qualifications” which often do not tell the whole story. The proof of the teacher is in the teaching.

8. Use of Experts
   Staffing with part-timers also gives a college a chance to obtain the occasional services of well-experienced, highly successful, and perhaps prestigious and/or powerful individuals in the community who are especially qualified to teach courses. These probably don’t do it for the money but rather for the fun, the intellectual stimulation, or even out of a sense of civic duty—pro bono publico.

9. Diversity
   Using part-timers potentially provides a college a chance to further increase the diversity of its faculty with additional minority instructors who may not be willing or able at this time to apply for or accept full-time positions.

10. Quality Control
   Long-range quality control of instruction actually may be increased by the use of part-timers. Realistically it is quite difficult to fire tenured or veteran full-timers, even if they have clearly lost their enthusiasm and effectiveness. But part-timers usually have no “property-interest” in their positions; their appointments are always temporary, tentative, contingent upon enrollment, subject to on-going evaluation, etc. The administration can usually decline to re-hire a “dud” part-timer without a big hassle.

11. Reality Therapy
   Part-time instructors frequently are employed full-time out in the “real world.” Thus they bring with them a wealth of non-academic experience. This may have a beneficial effect both upon students and upon full-time faculty. While community college faculty are not prone notoriously to “ivory tower” thinking and attitudes, veteran career educators sometimes do develop tunnel-vision and forget what life is like out in the business, industrial, and service sectors of the workaday world.

12. Personal Fulfillment
   Finally, but by no means of least value, are the intangible benefits to the part-timers themselves. To some who are already established in non-academic careers, part-time teaching provides a chance to explore and to consider whether or not teaching was their “calling” after all. And to others who desire a teaching career but for whom no full-time position is available, it gives a chance to spread their wings at least a little. And to us it gives the benefit of their often considerable talents.

CON
1. Unavailable for Duty
   Part-time instructors usually are not available for the wide variety of non-teaching but essential duties which devolve upon a faculty: committees, task forces, advisory councils, registration, student-organization
The trick is to find the right proportions, the optimum ratio that will maximize the advantages in using part-timers while minimizing the disadvantages.
SECTION CHAIRPERSONS NAMED FOR 1992 CONVENTION

Fifty-four individuals will have primary responsibility for planning and arranging programs for their respective section meeting during next year’s TJCTA convention in Houston. Selected by their colleagues during the 1991 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers or developing other programs for their sections.

TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials have been sent to section chairpersons. Program planning must be complete, and program outlines are due Dec. 1.

Next year’s chairpersons and their college addresses are listed below:

Accounting .............................................. Betty J. Byram, Lamar University at Orange, Orange, Texas 77630
Aeronautical Technology ......................... Charles Bartosek, Tarrant County Junior College—Northwest Campus 76179
Aging Services and Education ..................... Joe T. Arrington, McMenamin Community College, Waco, Texas 76708
Agribusiness ............................................ Ronald Breuer, Wharton County Junior College, Wharton, Texas 77488
Air Conditioning and Refrigeration Technology .................... Irving D. Panzer, Houston Community College, Houston, Texas 77270
Art .................................................................. Sandra Baker, Brazosport College, Lake Jackson, Texas 77566
Associate Degree Nursing ........................... Thelma A. Puccio, Lee College, Baytown, Texas 77520
Automotive Services ................................. Daniel N. Wickware, Northeast Texas Community College, Mount Pleasant, Texas 75455
Biology ....................................................... Robert C. (Bob) McReynolds, San Jacinto College—Central Campus, Pasadena, Texas 77505
Business Administration ............................ M. Margaret Dunn, Amarillo College, Amarillo, Texas 79119
Compensatory/Developmental ........................
Education ..................................................... Janice L. Drake, McMenamin Community College, Waco, Texas 76708
Computer Center Directors ......................... Charles W. (Bill) Bane, McMenamin Community College, Waco, Texas 76708
Computer Information Processing ................ Gigi N. Beaton, Tyler Junior College, Tyler, Texas 75711
Communication ............................................ Peggy L. Cook, San Jacinto College—Central Campus, Pasadena, Texas 77505
Counseling and Student Personnel ........................
Professional Services ................................. Charlotte Bullard, Grayson County College, Denison, Texas 75020
Court Reporting ............................................ Joe R. Jackson, Alvin Community College, Alvin, Texas 77511
Criminal Justice ........................................... Alfonso Mendiola, Laredo Junior College, Laredo, Texas 78040
Developmental Reading ............................. JoAnn C. Mauldin, San Jacinto College—South Campus, Houston, Texas 77089
Economics ................................................... Robini V. Divedia, San Jacinto College—South Campus, Houston, Texas 77089
Electronics .................................................. Victor L. Swatek, San Jacinto College—Central Campus, Pasadena, Texas 77505
Engineering Graphics and Drafting ................ Danny L. HEMPSTEAD, San Jacinto College—North Campus, Houston, Texas 77049
English-As A Second Language ..................... Mary Lou B. Morrow, College of the Mainland, Texas City, Texas 77592
English ...................................................... Joyce E. Powell, North Lake College, Irving, Texas 75038
Fashion Merchandising ............................... Kay W. King, Houston Community College, Houston, Texas 77270
Foreign Language ......................................... Ana M. Hnat, Houston Community College, Houston, Texas 77270
Geology and Geography .............................. Dave L. Henshaw, College of the Mainland, Texas City, Texas 77592
Government .................................................. Nancy Kral, Tomball College, Tomball, Texas 77375
Health Occupations ..................................... Sally J. Durell, Alvin Community College, Alvin, Texas 77511
Health, Physical Education, and Recreation ........ Peter E. Jones, Tyler Junior College, Tyler, Texas 75711
History ...................................................... Rex Lewis Field, Palo Alto College, San Antonio, Texas 78224
Horticulture ............................................... David Hurley, Trinity Valley Community College, Athens, Texas 77515
Journalism .................................................. Larry C. Thompson, Northeast Texas Community College, Mount Pleasant, Texas 75455
Learning Resources ...................................... Kenneth Roach, Lee College, Baytown, Texas 77520
Legal Assistant ............................................ Joan Jones, Tyler Junior College, Tyler, Texas 75711
Mathematics .............................................. Nancy C. Long, Kilgore College, Kilgore, Texas 75662
Music ....................................................... Doris D. Burbank, Alvin Community College, Alvin, Texas 77511
Office Technology ........................................ Janis A. Hutchins, Lamar University at Port Arthur, Port Arthur, Texas 77642
Philosophy .................................................. A.B. Vail, Navarro College, Corsicana, Texas 75110
Physics and Engineering .............................. Alex Kajitama, Northeast Texas Community College, Mount Pleasant, Texas 75455
Psychology .................................................. Richard C. Miller, Navarro College, Corsicana, Texas 77510
Radio and Television ..................................... Jerry Zumwalt, Navarro College, Corsicana, Texas 77510
Real Estate .................................................. Cheryl E. Nance, Amarillo College, Amarillo, Texas 79119
Registrars ..................................................... David L. Petrash, Grayson County College, Mount Pleasant, Texas 75455
Sociology and Anthropology ......................... William M. (Bill) Gilker, III, Hill College, Hillsboro, Texas 76645
Speech and Drama ....................................... Jennifer Hanlon, Brazosport College, Lake Jackson, Texas 77566
Texas Administrators of Continuing Education for Community/Technical Colleges ........................ Michael G. Cady, College of the Mainland, Texas City, Texas 77591
Texas Association of Community College Chief Student Affairs Administrators .......................... W. Howard Rainwater, Grayson County College, Denison, Texas 75020
Texas Association of Community College Instructional Administrators .............................. Linda D. Timmerman, Navarro College, Corsicana, Texas 77510
Texas Association of Post-Secondary Occupational Education Administrators ....................... Ronnie L. Glasscock, South Plains College—Lubbock, Lubbock, Texas 79401
Texas Community College Child Development Educators Association ........................ Berta Zavala, Laredo Junior College, Laredo, Texas 78040
Texas Junior College Management Educators Association ............................................. Russell Kunz, Collin County Community College—Spring Creek Campus, Plano, Texas 75074
Vocational-Technical Education ........................
Welding ..................................................... Robert M. Jones, Brazosport College, Lake Jackson, Texas 77566
HOTEL RESERVATIONS SHOULD BE MADE EARLY

TJCTA members planning to attend the 45th annual convention, Feb. 27-29, 1992, at the Hyatt Regency hotel in Houston, are strongly urged to reserve hotel accommodations early.

A block of 750 rooms has been reserved for the TJCTA convention, but the entire block will probably be sold out by mid-January. An additional block of 250 rooms has been booked at the Doubletree hotel, conveniently located just across the street from the Hyatt Regency. TJCTA officials will attempt to secure additional room commitments, but any additional "overflow" housing will not be located within convenient walking distance of the Hyatt Regency.

Under special arrangements negotiated with the Hyatt Regency for the TJCTA meeting, persons who are registered at the convention will be permitted to park in the hotel parking facilities at no charge—as long as space is available. There will be a charge for hotel parking at the Doubletree. There is ample surface, off-street parking, at moderate daily rates, in lots located near the Hyatt Regency.

The Doubletree will honor the convention guest room rates published for the Hyatt Regency.

Room rates quoted in the housing form do not include applicable taxes.

With the exception of a few special tours arranged for some of the section meetings, all convention activities will be held at the downtown Hyatt Regency.

Hotel accommodations may be reserved by completing the form and mailing it directly to the hotel. Members are encouraged to use the official TJCTA housing reservation form on this page to help assure correct arrangements. It is suggested that a copy of the form be retained for future reference. Forms should not be sent to the TJCTA state office, as that will only delay processing.

Reservations will be processed in the order received—on a first-come, first-served basis. Reservations by telephone are not recommended.

TJCTA State President Steve Dutton encouraged members to send in their reservation forms early. "We realize that the 1992 convention is five months away; but every year many members are disappointed to find that they have waited too long to reserve their hotel accommodations, and they have to stay at hotels some distance from the convention site. The only way to avoid that disappointment is to reserve rooms early," Mr. Dutton said.

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1992 convention at the Hyatt Regency hotel, in Houston.

Suggestions should be received by Feb. 1, 1992, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 27, 1992, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
David M. Wilcox, Chairperson
TJCTA Resolutions Committee
110 Marrakech Court
Bellaire, Texas 77401

Other members of the Resolutions Committee are C. Reagan Hathcock, Vice Chairperson; man, Frank Phillips College; Russell W. Riley, Palo Alto College; and Mark E. Workman, Frank Phillips College.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
45th Annual Convention
Hyatt Regency Hotel — Houston, Texas — February 27-29, 1992

HOTEL RESERVATION FORM

MAIL TO: HYATT REGENCY HOTEL — 1200 LOUISIANA STREET — HOUSTON, TEXAS 77002

Please reserve ___ room(s) of the type(s) checked below:

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Check accommodations desired:          Rate:
___ Single Room (1 person)                  $ 70
___ Double Room (2 persons)                $ 80
___ Triple Room (3 persons)                $ 90
___ Quad Room (4 persons)                  $100
___ One-Bedroom Suites (parlor with adjoining bedroom) from $185
___ Two-Bedroom Suites (parlor with two adjoining bedrooms) from $400


(Hotel check-in time is 3:00 p.m.; check-out time is 12:00 Noon.)

*Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.

Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:

Type: ___ Number: ___ Expiration Date: ___

IMPORTANT INFORMATION: The Hyatt Regency Houston is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name: ___ Phone: A/C ___

Address: ___ City: ___ State: ___ ZIP: ___

ROOM(S) WILL BE OCCUPIED BY: NAME (please print) ADDRESS: ___ CITY / STATE / ZIP: ___

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A Texas Teacher in Romania

Katherine B. Eaton
Professor of English
Tarrant County Junior College–Northwest Campus

One of the rare places in Iasi which still keeps a bit of antique charm is the area around the city’s University and Polytechnic Institute; I teach at the Polytechnic. Which brings me to the second part of the question: how did I get mixed up with an Iasi?

I shot off an application to the Council for International Exchange of Scholars, one of the agencies which manages the Fulbright Exchange program. I had taught at the University of Iasi in 1982-83, had been banned for “promoting a novel” (Bellow’s The Dean’s December), and I wanted to return, to see what things were like after the Revolution of December 22, 1989.

To be a Fulbright teacher in a needy, isolated country like Romania is to be an all around cultural ambassador. I teach four ESL classes, run an American Library, show video films, participate in an English Speakers Club, help students and teachers prepare applications for study in the United States—and that’s just for starters. In a way, I am an arm of the American Embassy, and my experiences as a Fulbright teacher convince me that Fulbrighters are the real American diplomats. The career people in American embassies, while my standard of living in Iasi is no better than that of most middle class Romanians, and in some respects not as good.

I arrived in Iasi on Friday, September 28. Rada Proca, Chairperson of the Polytechnic’s Department of Foreign Languages, met my husband and me at the airport and drove us first to the Polytechnic—opening day. Having these books meant that I was delighted to see three boxes from the United States Information Agency packed full of ESL textbooks I had ordered in August. Having these books meant that I and other English teachers at the Polytechnic would have a variety of first-rate ESL books to use in our classes.

On that first day, Rada mentioned only that I would be teaching four two-hour classes, and something about Monday being opening day.

By Sunday afternoon, I hadn’t heard anything further, so I decided to give my chairperson a ring. “Hello, Rada, how are you?” I screamed into the phone (Romanian telephones barely work).

“No problem!” she answered. “My friends entered a room, and I entered after a few minutes. I heard how they were speaking in English with a woman. I said to myself: ‘If the teacher is speaking with us from the beginning in English, it means that I shall take many bad grades.’ When Victor asked her, ‘Do you speak Romanian?’ and she answered: ‘A little,’ I said to myself: ‘There’s something dubious here.’

That ‘something dubious’ is me, Kate Eaton, in my usual life an English teacher at Tarrant County Junior College in Fort Worth, but this year, Fulbright Lecturer in ESL at the Polytechnic Institute of Iasi. What’s an Iasi and how did a nice teacher from Texas get mixed up with it? Let me tell you.

Iasi is a city of about 400,000 in northeastern Romania, just ten miles from the Russian border. Iasians like to say that their city is built on seven hills, “like Rome.” The gorgeous Carpathian mountains lie to the west. This is famous monastery country where visitors can see fifteenth- and sixteenth-century Orthodox churches with outside walls covered with sacred paintings—scriptures for the illiterate believers of the time.

Once the princely capital of Moldavia, Iasi was known to Romanians as the “city of poets and painters.” It produced the country’s first university and national theater, and nurtured Romania’s most beloved poet, Mihai Eminescu.

Hardly a trace of that glory remains. After World War II, the surviving Jewish population, which had been at the intellectual and professional core of Iasi and other Moldavian cities, began its exodus. The interbellic baroque and art moderne homes and public buildings were mostly destroyed either by bombing or by decree of the dictator Ceausescu, who ravaged the human face of Romanian cities, bulldozing the fine old buildings and cobbled streets. Vast unadorned boulevards and unending acres of concrete apartment buildings, structures known in Romania as “the blocks,” replaced neighborhoods. “The blocks” look like—and are—dilapidated storage bins for the masses.

One of the rare places in Iasi which still keeps a bit of antique charm is the area around the city’s University and Polytechnic Institute; I teach at the Polytechnic. Which brings me to the second part of the question: how did I get mixed up with an Iasi?

The gorgeous Carpathian mountains lie to the west. This is famous monastery country where visitors can see fifteenth- and sixteenth-century Orthodox churches with outside walls covered with sacred paintings—scriptures for the illiterate believers of the time.

The minute I stepped inside the library, I was delighted to see three boxes from the United States Information Agency packed full of ESL textbooks I had ordered in August. Having these books meant that I and other English teachers at the Polytechnic would have a variety of first-rate ESL books to use in our classes.

A Romanian student attends class 30-35 hours per week (down from the prerevolutionary 40-45 hours) because they have no books. Their professors are their books. Until Kay Longmire, the Polytechnic’s first Fulbrighter, arrived last year, the engineering students had no ESL texts. Their teachers had a drab, shabbily printed grammar book from which they copied exercises onto the blackboard, or typed carbons on manual typewriters, three or four copies at a time, for classes of 30 or 40.

On that first day, Rada mentioned only that I would be teaching four two-hour classes, and something about Monday being opening day.

By Sunday afternoon, I hadn’t heard anything further, so I decided to give my chairperson a ring. “Hello, Rada, how are you?” I screamed into the phone (Romanian telephones barely work).

“To tell you the truth, Kate, not so well. I have a fever and a headache. We are being overwhelmed with students from Bessarabia. We have not enough classrooms for them. We have not enough teachers for them. They have not any places to live.”

“I was just wondering how I can find out my teaching schedule.”

“Well, you don’t have to worry about that. We have a lot of students, and we have a lot of teachers. We have a lot of classrooms. We have a lot of everything.”

“Call Mia. She makes the program.”

So I called Mia, who made my “program”: two classes on Tuesday mornings, 8:00 to 10:00 and 10:00 to 12:00, which meet on alternate weeks, and two classes on Friday nights, 4:00 to 6:00 and 6:00 to 8:00, every week. Mia also gave me a useful tip.
“Katty, the first meeting is just to talk to your students and find a good time to hold classes. You don’t have to hold classes so early in the morning if you don’t want it. When you see them on Tuesday, just ask them, wouldn’t they prefer a later hour. How do you feel about that, Katty?”

I feel fine about that! And the same goes for the Friday night classes. “You can change that too, Katty, if you want. Since the revolution, we have the idea of the weekend, Katty, and we like it.” And I like Mia and her consensus scheduling.

I did quickly change my Friday night classes to earlier in the week, which was easy because for the first three weeks only six night students ever showed up for class. Presumably the others were still searching for places to live.

When they finally did appear, it was in such large numbers that Mia felt moved to give me another tip. “Katty! All the students want English! But after the revolution the students’ union made a rule that classes haven’t more than 20. It’s good, Katty, don’t you agree?” I agree! Even Plato would concur that a class limit of 20 is good. “So when your students arrive you must give them a test and only take the best 20. Tell the others we have many nice languages they can study—German, French, Russian.” The result of my test was that a class of 40 shrivelled to 25, but a class of 16 mysteriously bloomed into 30; so much for revolutionary ideals. I did tell them about the other “nice languages”). As for the 8:00 a.m. classes to earlier in the week, which was good, Katty, and we like it.” And I like Mia and her consensus scheduling.

Toward the end of October, I set to work on a Halloween poster to decorate the library and use as a conversation starter in my classes. I don’t approach the creation of posters with great enthusiasm, but it seemed to me the sort of thing a librarian-language teacher-cultural ambassador ought to do, so I donned my safari suit and set out to hunt for poster materials in the drab and barren shops of Iasi. In a land where even toilet paper is a rarity, how could I ever find colored construction paper? I couldn’t, though I searched every department store, bookstore, and stationery in Iasi. The trophies of the hunt amounted to one large slab of grayish posterboard and a tiny box with four colored pencils. Romanian life is desperately lacking in sheen and gloss. Even the color in the pencils was leached, so when I got home, I surveyed my books, pamphlets, wastebasket. An old poster advertising the Iasi Philharmonic yielded hulking black letters which I used for “Happy Halloween.” Fortunately the Iasi Philharmonic likes to do German composers, or I might never have found a W. A. State Department booklet on how to avoid being forcibly recruited as a spy contributed drawings of spiders and webs; its shiny red cover I cut into the shape of droplets so that “Happy Halloween” appeared to be sloshed with blood. No matter that students identified my black cat as a duck. Was there a pumpkin? A witch? Of course. This poster is a classic.

My students have passed grueling competitive exams in math and science in order to be accepted at the Polytechnic. They represent Romania’s best and brightest, and I worried that they might be insulting them with my grade school style poster. Nevertheless, having sweated over the thing, I was determined to use it, and so I explained Halloween to three of my four classes, waving the odd assortment of pictures in front of their politely attentive faces. Did they think it was all too silly? I couldn’t tell.

Only the 6:00 to 8:00 class didn’t get the Halloween spiel because it was almost Halloween before I ever saw any of them. I thought I’d better skip the pop culture for once in favor of irregular verbs. First things first. Right at the end of November, a few minutes before the end of class, Lucian, the most serious of serious students, raised his hand. “You told the others about Halloween,” he said, “but you haven’t said anything to us. We need that information.” You do? Good Lord! Had they been quietly waiting all this time for the Halloween Lecture? I opened one of the cabinets, pulled out The Poster, unrolled it, and once again explained Halloween.

I’ve also spoken to my students about Thanksgiving, but decided to skip the art work. It’s a food holiday after all, and I was reluctant to display a typical American Thanksgiving dinner to students whose parents wait in block-long lines to buy onions. But if you want to see my Christmas poster, fashioned out of gift wrap from the National Gallery and foil from Nestlé Crunch bars, just drop by the American Library of the Iasi Polytechnic Institute. You might even catch a glimpse of me, teaching English and promoting novels!

Dr. Eaton is Professor of English and English as a Second Language at the Northwest Campus of Tarrant County Junior College. She holds BA and MA degrees from the University of Illinois, MA and Ph.D. degrees from the University of Wisconsin, and the Ph.D. from the University of North Texas. Dr. Eaton was a Fulbright Lecturer at the University of Iasi, in Romania, in 1990-91. She was there previously as a Senior Fulbright Lecturer in American Literature and English as a Second Language in 1982-83.
Here are some of the ways TJCTA has served its members...

- Expended more than $75,000 in attorney's fees to provide expert legal advice to 67 members from 43 campuses
- Provided formal testimony before committees of the Texas Legislature on 21 occasions
- Was the only professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed a Legislative Update apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 53 campuses
- Responded to requests for advice and information from members of governing boards at 13 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 34 community junior college campuses
- Presented formal testimony and research information to members of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the largest meeting of community junior college educators in the nation, which included...
  - More than 125 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Financial Planning for College Teachers"
  - A session on development and implementation of televised instruction
  - A seminar for retired and "soon-to-be-retired" educators
  - A placement center offering information about professional staff openings
  - More than 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance
GOVERNOR APPOINTS PAST TJCTA PRESIDENT TO COORDINATING BOARD

Martha Miller, a former state president of the Texas Junior College Teachers Association, was named by Gov. Ann Richards in December to the Texas Higher Education Coordinating Board. Miss Miller was appointed for a six-year term expiring in 1997. She attended her first meeting as a voting member of the Board on Dec. 16.

Miss Miller served on the TJCTA executive committee several years in the 1960s, including her year as state president in 1962-63. For many years she was a member of the faculty of Panola College. She later served as the college’s registrar and was appointed Dean of Admissions. The college’s administration building is named the Martha A. Miller Administration Building in her honor.

She took early retirement in Sept. 1988 to pursue other interests, and she now resides in Texarkana.

The current TJCTA state president, Steve Dutton, voiced approval of Miss Miller’s appointment, noting that while other TJCTA leaders have previously served on the Coordinating Board, Miss Miller is the first state president to be appointed. Mr. Dutton said that he is gratified that a person with a long and intimate knowledge of the mission of Texas two-year colleges has been named to the Board. “Miss Miller will have the unique opportunity to contribute positively and constructively as a voting Board member and will be in a position to help other members to understand better the important work of the state’s community junior colleges,” Mr. Dutton said.

Acknowledging the significance of her appointment, Miss Miller said, “I consider the appointment an honor and I look forward to working with many of my old friends and making new friends. Many of the issues to be considered are in areas that I am familiar with and interested in. Hopefully I will be able to make a positive contribution.”

INFLATION CONTINUES GAIN ON SALARIES

Texas community junior college faculty members this year saw their salaries continue to slide behind the steadily increasing cost of living. While salaries rose an average of about 3 percent statewide for the 1991-92 academic year over the preceding year, the Consumer Price Index rose approximately 4.1 percent in 1991 over 1990. Several colleges granted no raises at all; some granted across-the-board “cost of living” increases but denied “step” advancement. Furthermore, some institutions scrapped salary schedules altogether, making meaningful comparisons with salaries at other institutions impossible.

These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association. This is the fifteenth year that TJCTA has undertaken an extensive study of faculty salaries at the state’s public two-year colleges. All 49 districts participated in this year’s study, according to TJCTA state president Steve Dutton.

The tabular report of this year’s TJCTA salary study appears on pages 6-7 of this issue of the Messenger.

The TJCTA study is generally recognized as the most reliable compilation of salary data available. “Our study is based on written responses to our questionnaire, submitted by officials at the 49 college districts,” said Mr. Dutton. Each official also provides a copy of the institution’s faculty salary schedule, and questionnaire responses are verified by comparing reported data with the published schedules. Where appropriate, college officials provide information concerning salaries of instructors in their first, sixth, eleventh, sixteenth, and twenty-first years of employment.

“We believe the TJCTA study is much more accurate than those which report ‘average budgeted salaries,’” Mr. Dutton said. “In those surveys the older colleges have a distinct advantage over districts formed in more recent years, since large numbers of veteran faculty members are placed at the higher end of the schedule, in effect ‘loading’ the study in favor of the long-established schools.”

An analysis of survey results points out wide differences in salaries offered among the schools. For example, a beginning instructor holding a Master’s degree will be paid as little as $21,000 at one college and as much as $29,000 at another—a variation of 38 percent. After 20 years, the disparity persists: A teacher holding a Master’s degree and 30 postgraduate hours will receive $29,255 at one college and $41,103 at another—a variation of 40 percent.

Salary comparisons are not made without risks. Costs of living vary—sometimes significantly—from city to city. And, depending on one’s personal preferences, the quality of life and the working environment might well justify a substantial salary differential. The salary variations are significant, nonetheless, and provide dramatic evidence of the difficulties some schools might anticipate in recruiting—and keeping—well-qualified teachers as the nationwide teacher shortage makes its way to Texas.

FACULTY BUYING POWER CONTINUES TO FALL

The table below shows the decline in purchasing power for Texas community junior college teachers with master’s degrees during the first, sixth, eleventh, sixteenth, and twenty-first consecutive years of service. Data are based on an “increase” in the Consumer Price Index of 4.1 percent for 1991 over 1990. (Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master’s degree.)

<table>
<thead>
<tr>
<th>State Average Salaries—Master’s Degree</th>
<th>Percent Change</th>
<th>Change in Purchasing Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>1991-92</td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$24,284</td>
<td>$24,916</td>
</tr>
<tr>
<td>Sixth Year</td>
<td>26,728</td>
<td>27,709</td>
</tr>
<tr>
<td>Eleventh Year</td>
<td>29,031</td>
<td>30,062</td>
</tr>
<tr>
<td>Sixteenth Year</td>
<td>32,877*</td>
<td>33,933*</td>
</tr>
<tr>
<td>Twenty-first Year</td>
<td>34,311*</td>
<td>35,479*</td>
</tr>
</tbody>
</table>
PRESIDENT'S MESSAGE

With the beginning of the Spring Semester, many of us enjoyed a welcome break between semesters. We used this time to review and analyze the last semester and to gather strength for that to come. The Fall Semester was good, but maybe we can make the Spring still better. We can try.

Austin is calm now, catching its breath after last summer’s hectic legislative sessions. Most of the bills that passed have taken effect—for better or worse. As for Texas community, junior, and technical colleges—we’ve survived another year. No more regular legislative sessions until January 1993, but now is the time for you and your faculty association to seek out your senators and representatives and tell them more about the good work of your college and of the invaluable contributions of all Texas two-year colleges. You can help your legislators help us serve the citizens of Texas. It may be that the best work of the 1993 legislative session can begin right in your own backyard.

In August a new employee, Richard Moore, joined our TJCTA state office staff. For 15 years Charles Burnside and Carol Fricke have been the only professional staff that most of us have known. Now Richard brings his enthusiasm, his youth, his energy, and knowledge to the state office. Over the last several months I have enjoyed Richard’s company in attending TJCTA committee meetings. Richard is a fine addition to our staff. Say hello to him at the annual convention in February and make him feel welcome.

In September TJCTA held a successful Conference for Faculty Organization Leaders. Faculty representing some 49 community junior colleges from across the state gathered to hear presentations on the faculty role in college governance, membership roles that faculty should take, and legal developments affecting faculty rights.

During September, October, and November, each of the Association’s major committees met to discuss issues, conduct business, and to plan the year’s activities. The Editorial Review Board, under the chairmanship of Richard Lancaster again promises articles of interest in the TJCTA Messenger.

Our state membership chairperson, Deann Merchant, and our tireless campus representatives have spearheaded another membership drive that to date puts us ahead of last year’s pace. Just as there is safety in numbers, so is there strength. And, even though this is not a legislative year, we still need to let the Legislature know that we are strong and determined. If you know of colleagues who have not joined, please encourage them with a gentle reminder.

The highlight of the academic year will occur on February 27-29, 1992, with the 45th annual TJCTA convention at the Hyatt Regency hotel in Houston. Section chairpersons have been busy arranging for speakers and programs that promise excellent educational opportunities and benefits. Mark your calendar, put in your travel request, so you won’t miss this convention. It’s still not too late to make reservations, and it’s certainly not too early!

I am eagerly looking forward to seeing you in Houston, and I wish you a happy, fulfilling, and successful Spring Semester.

Steve Dutton

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1992 convention at the Hyatt Regency hotel, in Houston.

Suggestions should be received by Feb. 1, 1992, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for 3:00 p.m., Thursday, Feb. 27, 1992, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

Steve Dutton, Chair
TJCTA Resolutions Committee
Hyatt Regency Hotel, Houston
Houston, Texas 77001

EDITORS POLICY

1. The TJCTA Messenger provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of the two-year college in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten typed, double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces of one to two pages intended as guest editorials, letters in the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written solely for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors’ names and titles of key sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms with the editorial practices of the Messenger. Publicity accorded to a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-copy original of the manuscript with the author’s name only on a separate cover sheet.

5. Articles published in the Messenger may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the TJCTA Messenger. Brief quotations and statistical data may be reproduced provided that the TJCTA Messenger is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Editorial Review Board, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3298. Authors should retain copies of their manuscripts for their files.

TJCTA Messenger

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FOR SUBSCRIPTIONS TO TJCTA Messenger, 7748 Highway 290 West, Suite 310, Austin, Texas 78736-3298.

STEVE DUTTON
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

BEST COPY AVAILABLE PAGE 2 518
MOST SCHOOLS MAKE UP ORP CUT

The Texas Legislature voted last August to reduce the state's contribution to employees' Optional Retirement Programs from 8.5 percent to 7.31 percent, beginning Sept. 1. A rider to the general appropriations bill authorized colleges to use "local or other sources of funds" to make up the 1.19 percent to bring the employer's contribution up to 8.5 percent.

The majority of Texas public community junior colleges have elected to supplement the state's contribution. According to responses to a survey by the Texas Junior College Teachers Association, 30 college districts are paying the differential, and 19 districts have chosen not to contribute to their employees' ORP accounts.

The following districts are paying the 1.19 percent differential:

- Alamo Community College District
- Alvin Community College
- Amarrillo College
- Angelina College
- Austin Community College
- Bee County College
- Blinn College
- Central Texas College
- Clarendon College
- College of the Mainland
- Collin County Community College
- Dallas County Community College District
- El Paso Community College
- Galveston College
- Hill College
- *Laredo Junior College
- Lee College
- Navarro College
- North Harris Montgomery Community College District
- Northeast Texas Community College
- Panola College
- San Jacinto Junior College District
- Texarkana College
- Texas Southmost College
- Trinity Valley Community College
- Tyler Junior College
- Vernon Regional Junior College
- The Victoria College
- Western Texas College
- Wharton County Junior College

* Laredo Junior College pays the differential only for employees hired prior to Sept. 1, 1991.

The following districts have thus far declined to supplement the state's ORP contribution:

- Brazosport College
- Cisco Junior College
- Cooke County College
- Del Mar College
- Frank Phillips College
- Grayson County College
- Houston Community College
- Howard College
- Kilgore College
- McLennan Community College
- Midland College
- Odessa College
- Paris Junior College
- Ranger Junior College
- South Plains College
- Southwest Texas Junior College
- Tarrell County Junior College District
- Temple Junior College
- Weatherford College

All of the state's public four-year universities and professional schools are funding the 1.19 percent to supplement the state contribution. When the bill was first passed, it appeared that virtually all of the two-year schools would also make up the amount of the reduction. However, as questions arose surrounding the Legislature's intent and an apparent conflict between the appropriations bill rider and general law, several institutions chose not to include the ORP supplement in their budgets.

Plans by community college representatives to request an Attorney General's Opinion to clarify the issue have been put on hold at least temporarily because of fears that an adverse opinion would prompt some (or all) of the 30 districts now supplementing the state's contribution to reconsider that action. Concern has also been expressed that the 1993 Legislature might repeal the discretion rider and resolve the conflict by lowering the ORP contribution rate at the lower amount.

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 45th annual TJCTA convention will be a banquet meeting open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 27, the event will be held in the Imperial Ballroom of the convention headquarters hotel, the Hyatt Regency, in downtown Houston.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Featured speaker for the convention's opening session will be Carl E. Hurley, a full-time professional speaker/entertainer. Frequently described as "America's funniest professor," Dr. Hurley is a native of Kentucky. He draws on his experiences growing up in the Appalachian mountains of eastern Kentucky in passing on to his audiences stories and anecdotes of life in rural America. He makes more than 200 appearances annually for professional and business groups, education conferences, youth organizations, sales and marketing seminars, and churches.

According to one commentator, "Whether doing country humor or delivering a convention keynote address, Dr. Hurley is known for his infectious laugh, twinkling of eye, and wide grin—and the use of humor as a carrier for his message."

Dr. Hurley holds the Bachelor of Science and Master of Education degrees from Eastern Kentucky University and received his doctorate from the University of Missouri—Columbia. He was named as one of the "Outstanding Young Men in America" by the United States Jaycees; received the "Trail Blazer Award" from the Citizens Life and Security Company; was honored for "Outstanding Contributions to the Field of Education" by the University of Missouri; is a 32nd degree Scottish Rite Mason and a lay leader in the United Methodist Church.

Tickets for the banquet will be sold for $25 and must be purchased in advance. Banquet tickets will not be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 18. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Dr. Hurley's address, limited seating will be available in the Hyatt Regency's Imperial Ballroom at 8:00 p.m.

TJCTA is proud to announce our newest member benefit. Westel, our state’s oldest and finest long distance carrier. With a tradition of service and quality, Westel is prepared to meet your long distance needs at substantial savings over other long distance services.

### Significant savings:

<table>
<thead>
<tr>
<th>City</th>
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<th>MCI</th>
<th>SPRINT</th>
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Above costs based on a 4.2 minute call made during prime calling hours.

### Premium Features:

- Six seconds billing increments
- Fiber optic sound quality
- Free calling cards
- No monthly charges
- No installation costs
- No minimums

### Risk Free Trial:

- 90 day satisfaction guarantee
- Free line conversion to Westel
- Free return to previous carrier if not fully satisfied with the excellent sound quality and low rates.

### Support TJCTA:

- 10% of your monthly long distance charges will be donated to TJCTA.

A benefit to you! A benefit to TJCTA! You can't lose! Enroll today, and start enjoying Westel's quality, service, and tremendous savings!

For the better choice call 1-800-580-5565

Ask for Westel’s TJCTA Association Plan
Founded and incorporated in 1981, Westel is a privately held regional long distance carrier based in Austin, Texas. As a matter of fact, Westel is the oldest Texas based long distance company in Texas. Westel has grown into a company dedicated to providing reliable products and services at substantial savings to many customers throughout Texas and the Southwest.

We work hard at being the best. That is why Westel together with the Texas Junior College Teachers Association created a program which allows you to take advantage of an even greater savings opportunity on your long distance calling.

Not only do you save as a member of this program, but Westel will also REBATE 10% OF YOUR BILLED LONG DISTANCE CHARGES BACK TO TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION EACH AND EVERY MONTH IN YOUR BEHALF!

Westel TJCTA Calling Plan Application

☐ Yes!  I select Westel, Inc. as the primary long distance carrier for the number(s) listed below, and authorize Westel to notify my local telephone company of my choice. I understand that my local telephone company may impose a small, one time fee to change my primary carrier to Westel and, if a copy of that conversion charge is sent to Westel with my first, second, or third month billing, Westel will issue credit for such charge.

Name ____________________________________________________________
Address __________________________________________________________
City __________________________ State ________ Zip ________________

Phone Number(s) _____________________________________________________

Number of Calling Cards requested ________________________________
Estimated monthly long distance usage ________________________________
Social Security Number ________________________________
Employer ________________________________
Employer Phone Number ________________________________

Signed __________________________ Date __________________________

If a copy of the local phone company's bill indicating the conversion charge is sent to Westel within 90 days of service, Westel will issue credit for the charge. If within the initial 90 days, I'm not satisfied with the low rates and excellent sound quality, Westel will credit the phone company's fee to convert my phone to my previous carrier. For this credit, I just need to send Westel a copy of the bill indicating this charge.

Thank you for supporting TJCTA by choosing Westel Long Distance Service.

Mail application to: Westel, Inc.
P. O. Box 1985
Austin, Texas 78767-1985

Or call Westel's Association Representative at 1-800-580-5565.
## Texas Junior College Teachers Association

### COLLEGE DISTRICT

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### BASE SALARY – NINE-MONTH CONTRACT

Salary increases are not automatic. Salary increases are not automatic. Salary increases are not automatic. Salary increases are not automatic. Salary increases are not automatic.
Analysis of Possibilities for ORP/TDA

Frank L. Wright
Special Consultant and Executive Director Emeritus
Texas Association of College Teachers

Makes Big Difference

You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement assumes salary increases of at least 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually. Even more startling is the fact that this figure would increase by more than half a million dollars—$561,084, to be exact—if this faculty member could raise the performance just 1% to 9% compounding for this period.

Have you paid attention to your ORP investment recently? Or have you considered supplementing TRS or ORP with a flexible TDA investment? Small differences at this time can make a major difference over the long haul. The articles on these pages of the Messenger are designed to stimulate you to consider this matter and to help you make sound decisions about placement of ORP and/or TDA savings.

In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement will want to use this information to assure themselves that they are utilizing the best possible vehicle for their purposes. All others are qualified to make additional savings in a tax sheltered form by utilizing these same products. They should plan to use one of these programs if they are able to save systematically in any regular amount and can afford to put savings away until they reach age 59 1/2.

Saving “before tax” dollars is nearly always advantageous because the savings on current taxes are put to work earning tax deferred dollars for future use. Withdrawals when taken at or before retirement will be taxable as regular income, but the extra earnings made by dollars that otherwise would have been paid in taxes plus the tax sheltering of all earnings or growth in the meantime will nearly always add up to more than tax due on withdrawal. Regulations about withdrawing funds from TDA make it desirable to use this vehicle for planned expenditures to take place after you have reached age 59 1/2. Prior to that age, withdrawals are restricted to death, disability, and certain financial hardships, with the latter having a 10% penalty in most cases.

The amount you can save by salary reduction, in addition to ORP and TRS, is limited by the 1986 “Tax Reform” law, and some question still remains about how to calculate the exact amount. The Advisory Committee and the Administrative Council of the Texas Higher Education Coordinating Board issued a suggested formula for calculating the “Maximum Exclusion Allowance”—which is the technical term for the amount you can defer. Your college and/or company probably has a formula which they want you to use for this calculation, which may or may not be the “suggested” one. The formula uses salary, years of service, and previous tax sheltering to arrive at the amount which now can be tax deferred. Such calculations should allow you to tax shelter from 7% to 13% of salary by voluntary salary reductions. In addition to ORP and/or TRS “pickup” payments, with a ceiling of $9600 per year. For persons employed 15 years or more, limited “catch up” provisions allow exceeding this amount.

These same products can be used for other tax deferred savings—IRA, Keogh, or HR10, 401(k) deferred compensation plans—but the 403(b) program is preferred for most faculty under the 1986 tax law. Persons with self-employed income from royalties or writing or consultation should, however, use some version of the Keogh plan for self-employed income in addition to the 403(b) program.

Evaluating Products

All of the products discussed herein are technically known as 403(b) programs (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Salary Reduction Account. In these articles the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities. Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows a nontaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company. Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies listed will be available at every college. In fact at some institutions you may still have a fairly limited selection for ORP since a recent Atto-
ney General's Opinion reaffirmed that a college administration has authority to select and approve companies for use in ORP. Somewhat greater flexibility is possible in TDA, since an institution is required to accept and continue qualified programs in which an employee is participating when hired. If a company listed in this study is of interest to you but not available at your institution, check with the personnel department and see what can be arranged.

Questions Answered

TACT and TJCTA appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Much more information than can be transmitted in these articles is available to TJCTA members under a special consulting arrangement with Frank L. Wright. Mr. Wright, former executive director of the Texas Association of College Teachers, has done this study for the past 17 years. He has been retained by TJCTA as a special consultant on these matters. A member wishing to consult with Mr. Wright may call the TJCTA State Office toll-free (1-800-288-6850). The member will provide a telephone number and suggested time when it will be convenient for the consultant to call. If a member prefers to call Mr. Wright directly (and incur the expense of the telephone call), Mr. Wright can be reached at Area Code 512, 477-5238. The consulting service will not make specific recommendations and will not endorse any particular program, but may be very helpful in helping clarify your thinking.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? The TJCTA consultant? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 60 companies are described in some detail in the following pages, and a serious effort has been made to deal with this very complex subject in a simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (5) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transferability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by many insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name “Fixed Account.” Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represented in the unit value, which will change periodically, each day in most instances—hence the name “Variable Account.”

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TJCTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company's annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by a telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 17 for more information on this alternative.

Strategies for Investment

Three major strategies are employed by varying numbers of persons in seeking satisfactory results with their ORP/TDA programs. Each of these has some factors to recommend it and other factors which limit its value. They are:

1) Stay with Fixed. Probably the strategy most used is to purchase fixed annuities and just stay in the fixed type of investment. The comfort level in this strategy is rather high, not necessarily because the results are always good, but because the threats to such a plan are rather obscure and do not thrust themselves upon you. The major problem with this strategy is that inflation eats away at fixed dollars with a relentless attack, making it uncertain whether you are gaining or losing purchasing power. Both during the accumulation period and after retirement on a fixed dollar income, the other problem concerns the reliability and dependability of the insurance company with which you are dealing. Fixed annuities are wholly dependent on the general fund of the company, and can be wiped out entirely or greatly reduced if the company goes bankrupt or goes into receivership. (Read the additional article on “Safety and Reliability of Insurance Companies” on page 16 for more information on this subject.) Flexibility in such a strategy is generally limited only to a choice of companies and of settlement options, and thus is not adaptable to changing circumstances and conditions in this volatile world.

2) Stay with Growth Fund. Another strategy is to select a good, solid growth oriented mutual fund or variable annuity and hold it through the ups and downs of the market. All studies indicate that such funds have outperformed fixed alternatives in almost all five or ten-year periods in the last 65 years, even though they have fluctuated in value decidedly within those periods. When you are purchasing shares on a regular monthly basis as is the case in either ORP or TDA, you do not mind serious drops in value because, through the "magic of dollar cost averaging," you will get more shares when prices are down and thus increase the multiplier for an enhanced value sometime in the future. As one approaches retirement, however, this instability of value becomes a serious matter, and one will seek a less volatile location for funds at that time,
INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable, because strength in one economic period may imply weakness in another, and because different annuities or funds have different avowed objectives. In spite of problems in evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gains in some periods, you probably ought to explore variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many “multiple choice” variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. Money Market Funds: Invested in short-term debt instruments, some restricted to government issues; maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like the Fixed portion of an annuity.

2. Bond Funds: Invested in longer term corporate and/or government bonds; value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return fluctuating around that of current interest in fixed annuities.

3. Common Stock Funds: Invested in a selection of stocks chosen to produce dividend income and modest capital growth; value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as “equity income” or “income and growth” funds.

4. Growth Stock Funds: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much management decisions which may be burdensome for many faculty, and there is no guarantee of success! Many people say “you can’t outguess the market” and thus advocate avoiding it. The procedures recommended above do not suggest trying to get the last ounce out of a market rise or to avoid the last bit of a market fall. They suggest simply responding when it is quite evident that the market (for stocks or bonds or certain kinds of mutual funds) is clearly high or clearly low. Remember that money held in fixed dollars is losing value in times of inflation. No long-term savings program is without risk—investment risk and/or inflation risk. For any person already informed about financial matters or willing to learn, having choices of varied types of investments and the ability to shift among them is a distinct advantage and a valued privilege in ORP/TDA.

5. Balanced Funds: Invested in a mixture of stocks and conservative stocks with purpose of income and capital preservation; value fluctuates within relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. Managed Funds: Invested solely at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary with the objective and the management. You are reminded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these “managed” funds have very broad discretion.

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one funds company offering 75 different choices and to one custodian fund offering all of the 3000+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported five or more years experience are provided in Tables 2-A through 2-F, shown on pages 14-15 in this issue. The funds are listed within the six categories of funds just described in alphabetical order by company. Performance is expressed as a percentage of cumulative total return (all dividends and capital gains or losses included) for 1980 and for the three, five, and ten year periods ending December 31, 1990. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the entire period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1986 to December 31, 1990. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company arc recorded in Table 5, on page 16. Thus, the percentage figures provide a straight measure of total performance of money already in the account, while the final figure shows the influence of sales charges, dollar-

Flexibility is generally maintained in such an investment, and while you are dependent on the company for management expertise, the value of your investment depends on the stocks or bonds owned, not on the stability of the company.

3) Managing Among Types of Investments. By choosing to utilize a company which offers several variable accounts or a group of funds, at least one of which is similar to a fixed account, you have the opportunity to direct your purchases toward Fixed or Variable and/or shift your accumulated assets from one type of investment vehicle to another. Thus you can adjust to economic conditions, trends in financial markets, changing needs, and changing attitudes toward risk on your part. This strategy offers the most adaptability and flexibility, the possibility of the greatest return (although if you mess it up, your return can be quite miserable), and the greatest independence from company vagaries. Responsibility, however, centers on your own decisions and thus removes the ease with which poor performance can be blamed on others.

Managing Funds

Utilizing the capacity to manage funds in this manner can make a marked difference in the end result of your retirement accumulation. Variable accounts and growth-oriented funds can (and did in 1980, 1982, 1985, and 1989) gain 20%, 30%, and more in a single year. On the other hand, such accounts can (and did in 1981 and 1984) lose as much as 5% or 15% or more in a single year. To take advantage of very substantial gains in Variable or growth funds in some years and then to preserve this gain (and avoid losses) by staying in Fixed or Money Market funds in others can be very beneficial and produce results not available in a single-purpose product.

Exercising these sorts of choices to your advantage is not a simple matter, especially since you have to react just about opposite to the general trend of the time. That is, when the stock market is flying high and everyone wants in, you get out and move some of or all of your accumulated assets to a stable fixed type investment. On the other hand, when the market is low and everyone is complaining, you change your purchases to a variable type investment and/or shift all or part of your accumulations from fixed type to variable type. If you instead follow the general trend and move to Variable when the market is flying high, and then desperately move to Fixed when the market has been low for some time, your end result will be terribly disappointing. Nevertheless, you stand to benefit substantially from having this ability and exercising it judiciously two or three times a decade.

It Can Be Done!

Use of any such varied offerings requires financial understanding and man-
Cost averaging in a changing market, and other factors.

The figures in the columns marked with "—" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while Growth funds vary greatly and represent major swings in performance. Results for 1990 show many negative return figures because of poor performance of the stock market during the last year. The 5-year figures, which include the October, 1987 stock crash as well as the losses of 1990, are drastically lower than they were in last year's report. For example, Fidelity's famous Magellan fund produced a 97.19% gain in the five years ending with 1990, whereas it had a much greater (25.52%) gain in the five years ending with 1989. What a difference a year makes!

In view of these kinds of variations, it has almost a truism that the only certain about the stock market is that it will fluctuate. That characteristic is increasingly true of the bond market also in these years of changing interest rates. Of course, it is the fact of these variations that makes it possible to gain the advantages of managing funds, as suggested in the previous section. The task is to take advantage of such fluctuations, rather than letting them deplete your resources.

You also can observe gross differences in performance between funds of similar types within the tables. Some of these differences may be explained by differing degrees of risk undertaken in one fund compared with another. Success in management and costs or purchase and operation, however, play a major role in differentiating funds within the same classification. Rankings in the final column (result of $200 per month invested over the five years ending December 31, 1990) should represent all of these differences.

Tables 2-A through 2-F may be helpful in determining where your ORP/TDA funds should be invested from time to time. In any case, they should help you understand something about financial markets and products.

---

### TABLE 1 — VARIABLE CHOICES

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</table>

### INVESTMENT RETURN ON FIXED ANNUITIES

"Variable" returns are obviously complex and complicated, but you might think that "fixed" returns would be straightforward and simple. Wrong! Interest rates are subject to various manipulations which require more than simple comparison. The considerations discussed in the supplemental article, "Evaluating Return on Fixed Annuities," on page 12 should be considered carefully in this connection. Companies are constantly adding new wrinkles which make comparisons more difficult. You must look carefully at interest rates from various perspectives.

#### Past History is Best

Actual and total performance of the program over some period of past history is perhaps the most significant and revealing measure of return on fixed annuities. Unfortunately, few salespersons will offer information or literature about actual performance similar to that presented in Table 3. Instead, they will stress current, estimated, illustrative results such as those in Table 4. Based on "current interest rates" which are subject to many manipulations and interpretations and which change periodically, illustrative results are quite unreliable.

#### Table 3 Described

Table 3 deals with actual performance and with guaranteed promises. The first two columns report actual accumulations for retirement, considering both charges and earnings that have resulted in the last five years, 1986-1990. It provides some measure of consistency in earnings, relative influence of charges, and differences in methods of crediting interest. The first figure is the result of adding $200 per month for five years, a total payment of $12,000, and the second is the result of having a $10,000 accumulation on January 1, 1986 and making no additions in the same five year period.

Companies with N/A in these columns either have not offered annuities for the five year period or simply decided not to provide figures. All companies which had introduced new products within the five years were urged to report performance in previous products and then continue in the new product in order to provide the five year experience. An N/A in these columns raises some serious questions which should be addressed, since these figures are regarded by this study as the most significant in evaluating fixed annuities.

The third and fourth columns present accumulated value for retirement in 5 years and 30 years at the guaranteed interest rates listed in the final column. The fifth column states the guaranteed annuity rate in the contract for persons aged 65, choosing payments for life and 10 years certain. The sixth column gives the guaranteed monthly income produced by this guaranteed accumulation times this guaranteed annuity rate, and the final column states the interest rate which is guaranteed for the duration of the contract. Guarantees will become significant only under drastically changed economic and social conditions. No
The company has paid as little as its guarantee for many years, and actual results begin to exceed guarantees after just a single year at current rates.

### Table 4 Described

Everything in Table 4 is a hypothetical illustration, representing very short-term promises and no lasting guarantees. It represents possibilities under current interest rates and estimated or illustrative results if current rates should continue into the future. These rates are certain to change—a number may have changed even before this study appears in print—and must be regarded as comparisons of current, short-term practices only.

The first column shows the current interest rate stated as effective annual return which the company has adopted for the present time. The second column shows how the company credits this interest. The word “ALL” in the second column means that the current interest rate applies to all money in the entire account regardless of when received, and the word “TWO” means that the stated current interest rate is applied only to funds held for retirement but that a different lower interest rate applies if the funds are withdrawn; this is known as the “two-tier” method. For more detail on this matter, consider the supplemental section on “Evaluating Return on Fixed Annuities” on this page. Which plan will be more advantageous depends on a number of unpredictable factors, but obviously a high interest on all money will be better that a similar interest on only new money or money held only for annuitization.

The third and fourth columns show the losses you will incur against the illustrative value of the account. You will draw your accumulation over 5 years and 30 years of making $200 per month contributions to the annuity. Obviously there is great variation in surrender charges and/or interest penalties, ranging from none at all up to several thousands of dollars. Some companies with high charges allow annuitization over 3-5 years. Since many persons now enter college teaching on a temporary basis or take a position on a visiting basis for some years, this withdrawal value is a significant factor. High surrender charges tend to “lock you in.” and should be avoided when possible.

The fifth and sixth columns show what would be the total accumulated value for retirement in 5 years and 30 years if one paid in $200 each month, paid all charges, and received the current interest rate for the period involved. The seventh column shows the current annuity rate offered by the company at the present time for persons aged 65, choosing to receive payments for life with 10 years certain. The final column gives the estimated monthly income that would be achieved by ying in $200 per month for 30 years if the current interest rates and current annuity rates remain unchanged. This latter is a composite of several factors—current return, costs, and annuity assurances. Remember: everything in this table is a hypothetical illustration. No promises! No guarantees!

### Evaluating Return on Fixed Annuities

Analyzing current interest rates in annuity products is a very difficult and confusing task, as indicated in the section on Fixed Annuities in preceding sections. Insurance companies and insurance salespersons seem to devote a lot of time and ingenuity to asserting advantage over other companies by complicated and questionable practices with regard to current interest rates.

Here is a series of questions you ought to have answered about interest rates on fixed annuities if you are now using such a product or if you plan to do so: Is this current interest rate paid on the entire accumulation or only on new money? What interest is now being paid on “old” money (paid in previous years) remain unchanged. This latter is a composite of several factors—current return, costs, and annuity assurances. Remember: everything in this table is a hypothetical illustration. No promises! No guarantees!

With the information from Tables 3 and 4 at hand, you can embark upon the effort to evaluate performance in fixed annuities. We told you it would not be simple, and indeed it is not!

### Table 3 — Fixed Annuity Actual and Guaranteed Results

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<th>Insurer</th>
<th>ACTUAL</th>
<th>5-YEAR</th>
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<td>$18,900</td>
<td>$21,500</td>
</tr>
<tr>
<td>Western Nat'1</td>
<td>$19,000</td>
<td>$21,600</td>
</tr>
</tbody>
</table>

* One of two or more contracts available. # Not available for ORP.
Bond markets, and having little influence on interest paid on past "hands" or collections of payments. The most recent development in this area is the plan of crediting one interest rate for money that is reserved for annuitizing with the company, and a substantially lower rate for money that is ever withdrawn or transferred from the company. This is often called the "two-tier" plan and is designated with TWO in Table 4.

Since this method is rather new, a brief explanation is in order. The theory behind two-tier crediting is that, since short-term participants are much more expensive for a company than long-term participants, it makes sense to divide the two. But, since we never know who will be a short- or long-term participant, the way to accomplish this is to give a substantially greater interest if the person turns into a long-term participant/annuitant than if he or she turns into a short-term. This way, the company can quote a high current interest rate—and present an advantage over other companies—and yet protect itself from having to pay out interest at any time soon. And, further, since annuity rates are not tied to current interest, the company has the opportunity sometimes to "earn" if the custodian, ammunite, adjusting the annuity rate (down to the guarantee) to suit circumstances. This factor is facilitated by the fact that all of these products are recent in origin and therefore do not have an accumulated group of potential early annuitants on the roster.

The cost of withdrawing or transferring these products is very high in early years and continues even into final years, discouraging the customer from utilizing this possibility. You may note in Table 4 that the loss for surrendering is very high in early years, and rather flat thereafter, continuing forever. They continue forever after 5 to 15 years of participation. They continue forever even into final years, discouraging the customer from utilizing this possibility. In this table and in Tables 3 and 4 when it is written "5% (5), 6% (5), 8% (5), it should be read as 5% the first 5 years, 6% next 5 years, 8% thereafter. Dollars followed by parentheses read the same way.

The annuity fees charged to variable and fixed accounts listed in the final column are charges against the whole value of the account and therefore can amount to significant sums. Charges will generally between funds and are specified in the Prospectuses. The sign < means "never greater than" and appears on many of these since charges often decrease as the fund becomes larger and some within a company may have lower charges than others. For example, international funds usually have significantly higher annual management fees because of complexity of buying, selling, etc.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceptively. A good company doing a good job deserves modest but adequate compensation. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 17 listed companies report only on fixed annuities. 15 offer only mutual fund products, and 24 report on combination products. It also notes companies offering more than one product in the market and those that have not adapted their product for use in ORP.

ASSESSING THE COSTS

Costs vary significantly between companies, and are often somewhat difficult to judge and to understand. There are basically four different kinds of charges: a) sales load, applied only to new money going into plan; b) monthly or annual policy or custodial fees (which may apply whether payments are being made or not) c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management, services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

Table of Charges

Table 5 lists all charges for each company in an abbreviated form: in this table and in Tables 3 and 4 when it is written "5% (5), 6% (5), 8% (5), it should be read as 5% the first 5 years, 6% next 5 years, 8% thereafter. Dollars followed by parentheses read the same way. The annual fees charged to variable and fixed accounts listed in the final column are charges against the whole value of the account and therefore can amount to significant sums. Charges will generally between funds and are specified in the Prospectuses. The sign < means "never greater than" and appears on many of these since charges often decrease as the fund becomes larger and some within a company may have lower charges than others. For example, international funds usually have significantly higher annual management fees because of complexity of buying, selling, etc.

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### TABLE 2-A — MONEY MARKET FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>3 mos.</th>
<th>6 mos.</th>
<th>1 yr.</th>
<th>3 Yr. Add</th>
<th>5 Yr. Add</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fidel. - Csh Res</strong></td>
<td>12.12</td>
<td>12.12</td>
<td>17.74</td>
<td>19.83</td>
<td>21.73</td>
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<tr>
<td><strong>NWestern - CapGr.</strong></td>
<td>12.12</td>
<td>12.12</td>
<td>17.74</td>
<td>19.83</td>
<td>21.73</td>
</tr>
<tr>
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<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
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<tr>
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<td><strong>18.14</strong></td>
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<td><strong>19.65</strong></td>
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### TABLE 2-B — BOND FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>1 yr. Add</th>
<th>3 yrs. Add</th>
<th>5 Yr. Add</th>
<th>7 Yr. Add</th>
<th>10 Yr. Add</th>
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</thead>
<tbody>
<tr>
<td><strong>Fidel. - Corp Inv</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
</tr>
<tr>
<td><strong>NWestern - CapGr.</strong></td>
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<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
</tr>
<tr>
<td><strong>Sym.</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
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<td><strong>13.55</strong></td>
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<td><strong>19.65</strong></td>
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</table>

### TABLE 2-C — GENERAL STOCK FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>3 mos.</th>
<th>6 mos.</th>
<th>1 yr.</th>
<th>3 Yr. Add</th>
<th>5 Yr. Add</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fidel. - Corp Inv</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
</tr>
<tr>
<td><strong>NWestern - CapGr.</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
</tr>
<tr>
<td><strong>Sym.</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
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<td><strong>13.55</strong></td>
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<td><strong>18.14</strong></td>
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<td><strong>19.65</strong></td>
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<td><strong>21.52</strong></td>
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</tbody>
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### TABLE 2-D — GROWTH FUND PERFORMANCE

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>3 mos.</th>
<th>6 mos.</th>
<th>1 yr.</th>
<th>3 Yr. Add</th>
<th>5 Yr. Add</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fidel. - Corp Inv</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
</tr>
<tr>
<td><strong>NWestern - CapGr.</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
</tr>
<tr>
<td><strong>Sym.</strong></td>
<td>13.14</td>
<td>13.55</td>
<td>18.14</td>
<td>19.65</td>
<td>21.52</td>
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<td><strong>13.55</strong></td>
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<td><strong>18.14</strong></td>
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<td><strong>19.65</strong></td>
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<td><strong>21.52</strong></td>
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</tbody>
</table>
TABLE 5 — SUMMARY OF CHARGES MADE BY EACH COMPANY

<table>
<thead>
<tr>
<th>Company</th>
<th>F&amp;V: No sales but $20 yr.</th>
<th>PF: SC=4', (2), (5), (2), 2', (10') after 10 yrs.</th>
<th>1.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln Nat'l</td>
<td>No SC</td>
<td>RI: No sales; SC=0', (2), (5), (2), 2', (10') after 10 yrs.</td>
<td>1.5%</td>
</tr>
<tr>
<td>Merrill Lynch Fds</td>
<td>No SC</td>
<td>(150, (4,15), (2), (5), (2), 2', (10') after 10 yrs.</td>
<td>1.5%</td>
</tr>
<tr>
<td>Transamer Fds</td>
<td>No sales; SC=0', (2), (5), (2), 2', (10') after 10 yrs.</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>Union Mutual</td>
<td>No SC</td>
<td>RI: No sales; SC=0', (2), (5), (2), 2', (10') after 10 yrs.</td>
<td>1.5%</td>
</tr>
<tr>
<td>Waddell &amp; Reed</td>
<td>No SC</td>
<td>RI: No sales; SC=0', (2), (5), (2), 2', (10') after 10 yrs.</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

SAFETY AND RELIABILITY OF INSURANCE COMPANIES

The safety and reliability of insurance companies has been called into question recently, especially since the savings and loan industry, once regarded as a bastion of safety, has proven so vulnerable. Might not the insurance industry, which is fairly similar to savings and loan in its objectives and in its investment practices regarding general funds, be next? And since some high yield bonds (called junk bonds in the vernacular) have been purchased by insurance companies in their efforts to achieve high interest rates, and since some of these bonds have recently proven to be of little worth, is it important to know how much of this kind of investment an insurance company holds?

The situation has been exacerbated by the fact that the 1987 Legislation, practically without the knowledge of anybody, altered the provisions of the Insurance Guaranty Association, the program supposed to stand behind insurance companies that become insolvent. The amount covered under the Guaranty Association was never appropriate to a life-time retirement program like ORP, but the fact that it was apparently reduced in 1987 raises questions. The program used to cover "up to $300,000 for one or more annuity contracts issued to the same contract holder." The 1987 revision changed that to cover "up to $100,000 for one or more annuity contracts issued to an individual or up to $5 million unannounced annuity contract benefits held by one contract holder." Since "contract holder" is often the college, it is unclear which statement offers the greater protection, and no one will hazard a careful definition of what the law means. A bill was offered in the Senate during the 1991 regular session to clarify the law and reestablish the $300,000 guaranty assurance (S.B. 1513 by Barrientos), but Senator Ike Harris (R-Dallas) won passage of an amendment during Senate consideration which deleted the increase in guaranty funds, and then the bill died in the House.

The Guaranty Association has never been used for annuities in Texas, although at least two companies have gone into "rehabilitation" for a period of time. Both of these paid off their obligations in full, eventually, although there was some loss of interest in the process. If a major company with vast annuity commitments became insolvent, it is extremely doubtful that the Guaranty Association could or would come to the rescue. Its usefulness is probably restricted to assisting with a small company's obligations. Thus the Guaranty Association is not, and probably never will be, anywhere near adequate protection for life-time retirement programs.

Further question was raised when the Senate Insurance Committee in 1989 turned up facts revealing that the Texas Board of Insurance had been terribly lax in supervising and evaluating insurance companies. Here was another example of a Texas board apparently being more beneficial to the regulated industry than to public interest. Major revisions in the Texas Insurance
Board were made by the 1991 Legislature, in accord with campaign promises of Governor Ann Richards, but the extent to which these changes will reduce risk is yet to be determined.

Some studies have recently been issued on the extent of "junk" bond and speculative real estate holdings by insurance companies, and some states are considering regulating the extent of these investments. The problem stems from the fact that value of these investments has fallen dramatically, depleting the reserve that insurance companies hold to meet their obligations. A new question now should be raised about composition of insurance company general fund investments: How much of the company’s assets are invested in “junk” bonds or in speculative real estate?

All of this concern about insurance companies applies only to Fixed Annuities, which are obligations of the General Fund of the insurance company. Strangely enough, the Variable Annuities (usually thought of as somewhat less secure in value than the “fixed” investment) are operated as Separate Funds, and are virtually unrelated to the general financial condition of the insurance company. They are based on an actual purchase of stock, bonds, and/or money instruments which are held in a distinct ownership— their value may fluctuate up and down with the market, but the instruments themselves are not obligated to the general welfare of the insurance company. Mutual Funds, of course, are also based on an ownership plan with instruments held by a custodian, and have little threat of insolvency, although their value fluctuates regularly.

What should all of this mean to the individual with an ORP or TDA? Probably only that more caution should be exercised in choosing companies and products, seeking to avoid companies which have an inadequate history and/or financial report. Some sales persons who want a share of your business are suggesting that you should not have more than $100,000 (because of Guaranty Association) in any one company. It is doubtful that the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably rise above that amount by compounding through the years anyway.

Careful and thoughtful attention in selecting the company and the products you use is the only solution to the problem. Then, you need to stay alert to changes in the business through the years, and exercise the flexibility and transfer provisions if questions become severe. Here is another reason for choosing maximum flexibility and ease of surrender or transfer in the companies you use for ORP and/or TDA.

### MOST FLEXIBLE CHOICE FOR ORP/TDA

Placing your ORP and/or TDA directly into mutual funds without going through an insurance company provides flexibility and certain possibilities not available in any other 403(b) products. This choice has been available since 1981, when TACT was instrumental in amending the ORP law to allow this type of investment in keeping with national standards for tax-deferred programs. Colleges and universities were somewhat slow in making this opportunity available, and there are still some institutions which have not approved such programs. Direct use of mutual funds, however, is now by far the fastest growing location for ORP/TDA investments, and this opportunity should be submitted for approval whenever it is not now offered.

Since many faculty and librarians are still unfamiliar with this possible location for their ORP/TDA investments, this section will explore some of the advantages and disadvantages of utilizing this most flexible program. Using a family of mutual funds—a custodial program which allows use of any number of available mutual funds—provides for great flexibility along with professional management in a variety of areas for your protection. Money market instruments, all kinds of stocks, commercial and government bonds, even precious metals and real estate, are available through mutual funds in about any mix an individual might want to establish. As shown in Table 1, thirteen different fund families are now available for this program, and two offerings (QUADS and Focus Income Trust) allow you to select from among a vast array of mutual funds. For an additional fee of 1% or 2% of your accumulated value, you can even engage a financial advisor to manage the placement of your purchases and your accumulation.

Direct purchase of mutual funds should be considered if you follow (or wish to follow) developments in the financial field and are willing to assume responsibility for directing payments toward chosen investments and for redirecting accumulations to meet changing or changing conditions.

### Potential Advantages

Potential advantages of using a group of mutual funds are:

1. Very wide range of choices as mentioned above and shown in Table 1;
2. Full freedom for transfer between funds without restrictions or cost in most situations, often by a telephone call; 3. Ability to check value of your account and keep up on what is happening to it in daily newspaper; 4. Automatic participation in the highly recommended practice of “dollar cost averaging” (buying more shares when price is low and fewer when price is high); 5. Continued flexibility even into retirement; 6. Clear explanation of costs with many “no load” funds available; and 7. Avoidance of paying annual “mortality and expense risk” fees, which often amount to 1% to 1.5% annually on full accumulated value of account in insurance variable accounts.

A wider range of investment possibilities, continued flexibility, and management possibilities even into retirement, and the avoidance of “mortality and expense risk” during the years of accumulation are the factors which distinguish direct investment into mutual funds from use of variable annuities within an insurer. Each of these factors can be significant, as demonstrated in the example below.

### Potential Disadvantages

Potential disadvantages are:

1. Multiplicity of offerings may complicate and confuse decision making; 2. Advantages are gained only if you pay attention to your investments and make rational decisions for change on occasions; 3. Possibility of some periods in which your investment decreases in value since there is no guaranteed return; 4. No assurance of a given inflation rate or price increase backed by insurance company; 5. Greater volatility and fluctuation in value of your investment.

You may think that having the flexibility of a group of mutual funds and using it once or twice a decade is of little significance. Indeed, modest management of funds can make a major difference in the outcome of your savings/investment program, as this over-simplified example demonstrates:

Suppose that your ORP value had reached $200,000 by end of 1988, at which time you placed it in a growth mutual fund for one year only. As reported in last year’s study, the median return on growth funds listed for 1989 was 27% (high was 49.95% and low was 8.52%, while the fixed account returns averaged around 8%). Just one year in a growth fund at the median return would add $53,000 to the value of your account in excess of the 8% return. If you had not moved it for the next 20 years in a fixed type of account returning 8% would produce $177,118 more for you than if you had left it in the fixed account during 1990. Of course, 1990 returns in growth funds were mostly negative, as shown in Table 2-D, so your benefit would have been temporarily wiped out if you had not moved back into a more stable, fixed type of investment at the end of the year.

Paying the 1%-2% mortality and expense fee also can make a major difference over a long period of time. The difference between a 9% return compounding over 20 years and an 8% return (after paying 1% mortality and expense fee) on $200,000 is $188,700, and the differential increases dramatically as the number of years for compounding increases. This is what the insurance company keeps, in small annual amounts, in order to guarantee that it will pay you a lifetime income no matter how long you live or how much it costs to get payments to you at that time.

The value of continuing flexibility and management possibilities into and during retirement, available in mutual funds but still not generally offered by insurance products, is elaborated in the article “When It Comes to Retirement” on page 20.

Thus, there are a number of fairly significant advantages in placing your ORP or TDA directly into mutual funds, the most flexible and ameniable investment for tax deferred retirement and savings. It may not be the best alternative for everyone, but for the person interested in managing an investment in modern ways in order to adapt to changing economic times and changed personal circumstances, it should be carefully considered.
Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. These additional factors, therefore, have substantial significance in your choice.

**Flexibility In Investments.** As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only “fixed type” annuities, you are never able to participate in growth of the stock market; but if you have only a single “variable type” annuity, you will never have the opportunity to get outside the “roller coaster” trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and most allow transfer of all or part of accumulated assets from Fixed to Variable, and vice versa, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

**Surrenderability.** So long as you participate in ORP payments, you cannot surrender your ORP annuity or borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF, with its history of very low costs and favorable performance, loosened up its transfer and surrender policies last year. Transfer and surrender are now allowed from its CREF (Variable) portion, provided both the employer and the participant elect the new program. Transfer or surrender from the TIAA (Fixed) portion is limited to 10 percent per year, the same as allowed without surrender charges in most combination annuities with restrictions on transfer/surrenders.

**Transferability.** Ability to shift your program to another qualified employer or to another company is another feature of value. It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied allow such transfers, but several restrict the portion of fixed accumulation which may be transferred and/or assess a significant charge. Unfortunately, a number of companies are now using high surrender charges, especially in early years, to make transferring difficult and expensive.

**Loan Privileges.** Since the 1986 tax law prohibits most surrenders of TDAs until age 59 1/2, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all—and only a few of the mutual fund families) offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies. Under many conditions such a loan might be preferable to surrender since tax will be due on any surrender.

**Guarantees Offered.** As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you wish.

**Sound Companies.** Purchasing products of ORP/TDA inevitably involves some risk as to the soundness and reliability of the company to which your investment is entrusted. In view of considerable questioning of the stability and reliability of insurance companies in recent months and years, you will want to read with care the supplemental article on “Safety and Reliability of Insurance Companies” on page 16.

Since all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board, you can assume that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations. In addition, the A. M. Best Co. rates general insurance companies as to financial soundness. (Moody’s and Standard & Poor also provide ratings.) All insurance companies in this study currently hold Best’s highest rating (A+, Superior) except for the following companies with “A, Excellent” ratings: Delta, Fidelity Standard, Kemper Investors, National Western, Security First, SMA, State Bond, TransAmerica, and USAA Life. Life USA is currently not rated but is reinsured with an A+ company. Unfortunately, neither state inspection nor company ratings assure you fully of soundness, leaving you as buyer to be careful and thoughtful in selecting a company and then to remain alert to changes through the years, as indicated in the subsequent article.

**Service and Reports.** These vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features to be evaluated in the ORP or TDA plan. Companies range from those with many persistent, sometimes overeager salespersons, to those with no agents at all. Some salespersons are “locked in” to one company’s products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from a full report on status of account each time a payment is received to one annual report presented at the company’s convenience.

**Death, Disability, Divorce.** Most products provide beneficiary arrangements which make transfer easy in case of death of the participant, and a few guarantee that the death benefit will always equal or exceed actual payments into the plan. Many also provide early payment arrangements in case of disability. ORP/TDA products are subject to court action for division in case of divorce, and pose a somewhat difficult problem in such instances.

**Frequency of Use.** The number of faculty and librarians using a given product for ORP should not be determinative of where your ORP and/or TDA should be placed. Yet frequency of use may direct your attention toward certain companies, and whether a given company’s share of the business is growing or decreasing may give some indication about the product. The ranking of each company reported herein in terms of frequency of use by community junior college educators and the trend of its business, up or down, are provided in Table 6.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

**Summary of Factors**

These articles have described factors which should influence your choice of a
product for your Optional Retirement Program (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some others, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons.

Every faculty member should have several choices available and should make his or her choice on the basis of considered facts and factors. That choice should be kept up to date and relevant to current conditions by means of reconsideration at least annually. In Table 6, you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Tables 2A-2F (as well as tables on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important features are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6 Described

Table 6 ranks each company on certain factors reported in other tables, lists number of Variables or Funds available and presents our comment on two flexibility factors and ranks companies in terms of frequency of use for ORP by community junior college faculty and notes whether the trend is up or down in terms of customer participation. In each column under Fixed Annuities, the number designates how the company's product ranked among all those for which information on that factor was available. A '1' indicates that company ranked first on that particular element of performance or projection of all the companies in that column and rising numbers indicate lesser performance or projection.

The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1990. Figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 41). The next columns are drawn from Table 4, and show on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subject to all the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column ranks companies on the basis of guaranteed retirement income reported in Table 3.

The seventh column gives the number of choices in funds or variable accounts offered by each company. Transfer possibilities between Fixed and Variable accounts are in the next column, where the designations are: FULL = no charges and no substantial time limits; GOOD = no charges but limited in some way; COST = charges which may be based on surrender or sales charges; PART = Fixed to Variable limited but other direction full; FUND = transfers only among variable or mutual
funds: NONE = no variable available. In the column on Plans for Surrender the designations are: FULL = no charges and readily available; FEE = modest surrender fee; LOSS = short term charges disappearing after several years; COST = substantial cost continuing to retirement.

The final two columns give the rank of included companies in terms of number of participants in ORP in community junior colleges, and the trend (Up, Down or Same) in the number of participants in 1983-89 compared with 1988-89.

The Decision Is Yours

With these rankings and all of the other ideas developed in these articles, you should be able to select a vehicle for your ORP or TDA which will meet your particular needs and wishes. In all matters, remember that you are in the driver's seat as you move towards selection of a vehicle for your retirement and tax sheltered savings program. Do not be cowed or "snowed" by an assured or assertive salesperson. Ask the questions made explicit in this article and get satisfying answers:

1) What are the probabilities of a good return on your investment through the years? Is it or can it be made adaptable to changing economic conditions and changing needs?

2) Is there a flexible choice between Fixed and Variable types or investments, and can you shift accreted assets from one to another easily and without cost? Do you have some continuing choice of investment alternatives or are you wholly dependent on the company's decisions?

3) Do you have assurance of maximum annuity rates and maximum flexibility of choice as to time and type of retirement settlement opportunities?

4) Are the charges and deductions clearly stated and in minimum amounts throughout the life of the contract?

5) Is the contract surrenderable for cash value, in whole or in part, after leaving covered employment for ORP and after age 59 ½ for TDA? Does it allow lump sum withdrawals in lieu of electing an annuity during retirement?

6) Is the program easily transferable to another company within ORP? To other kinds of tax sheltering employment? At what costs? Do high surrender charges or other devices tend to lock you in and limit your choices?

7) Are costs, annuity rates, and other features of the contract permanent, or does the company reserve the right to change certain of these at its option?

8) Does the company have soundness and experience which assure its ability to fill its contract and provide good man-

WHEN IT COMES TO RETIREMENT

Throughout the years, TICTA has provided this analysis of products for use in ORP and TDA in an effort to prepare members for financial security when they come to retirement. Now, many are actually approaching or engaged in retirement, and it becomes appropriate to provide some thoughts concerning ORP and TDA at and during retirement. All of the saving you have been doing—forced and voluntary—can easily come together to provide an economic base for a fruitful and enjoyable retirement—but not without some planning and thoughtful consideration.

Where Are You?

The first thing to do in planning for retirement is to get a true estimate of the net worth of your personal and/or family possessions. Many worksheets for calculating net worth are available. Assets will include cash or equivalents, investments, business or royalty interests, real property (such as home, furnishings, cars, etc.), and long-term savings such as IRS, ORP, TDA, IRA, and the like. Set your liabilities (mortgage, debts, taxes and other obligations owed) against these assets and calculate your net worth. Generally, real property should be valued at a low level for retirement calculations, since probably will go on using most of it and it is not readily available for sale. When you finish those calculations, you very possibly will be surprised at how much you are worth, mostly because you have acquired ORP and TDA values almost without thought over the years, and they now have a very significant value which you may not have considered in dollar terms heretofore.

What Will You Need?

Next, you need to estimate your probable expenses and income during retirement. Generally, you will need just under 70% of your current gross income after retirement to maintain the same standard of living, although this figure can vary significantly because of special circumstances. If you are planning to sell your home and move to a new locality, have some exotic plans for travel, or have to undertake special care of family members, you will need to adjust this estimate accordingly. Health insurance is one of the major benefits provided for retirees from Texas public colleges and universities; you will want to file for Medicare immediately upon reaching age 65, and maintain the supplement which your former employer is obliged to supply. You will also want to keep liability, household, and agement through the years?

9) How adequate to your needs are the services and reports offered by the company?

TICTA offers this information to help you make sound decisions about what is indeed the most significant financial decision you will ever make.

auto insurance coverages up to date, but other insurance is unnecessary unless it serves particular estate purposes. You will do well to be sure that your estate planning is in good shape, and provide for death plans (including executing the instructions to Physicians under the Texas Natural Death Act and a Durable Power of Attorney for Health Purposes).

Income will come primarily from three possible sources.

1) Social Security Income is something you must have calculated with any accuracy, and you need to do that now. Contact the Social Security office to be sure your credits are all correct and to get an estimate on what your payments will be. Payments go up substantially if you work beyond age 65 and are reduced substantially if you begin receiving benefits at age 62 or prior to age 65.

2) Continued Earnings are another source of income to calculate. Many community junior college faculty members continue teaching as adjunct, or part-time, faculty following retirement. Self-employment of various kinds (consulting, research, authorship, artistic production, or new business) is another real possibility for continued earnings—just be sure this is an enjoyable as well as productive pastime rather than an unwanted chore in retirement. (Such income may reduce your Social Security payments prior to age 70, and may cause you to pay tax on up to 50% of your Social Security payments at any age.)

3) Retirement Income from ORP or TRS, plus supplemental income from TDA and other investments, will be a major source of income. Considerable thought needs to go into how and when these will be taken or distributed to you. TDA offers only a few alternatives as to the amount that will be paid as a monthly stipend and for how long it will continue. But ORP, TDA, and other investments/savings, if you have followed TICTI's suggestions through the years, offer the flexibility that will allow you to adapt payments to changing conditions, meet emergencies, and take advantage of special opportunities in a way that adds greatly to enjoyment in retirement.

4) Other Income may come from use or sale of property or possessions and other miscellaneous sources, but usually will not bulk very large.

Strategy Regarding ORP and TDA

Information in these articles has often emphasized the value of flexibility and adjustability in products used for ORP and/or TDA. This flexibility becomes particularly valuable at any, during retirement. All mutual funds and an increasing number of insurance annuities now offer a plan where you do not have to turn your entire savings into monthly payments; instead, you are allowed to take annually an amount at least equal to that which IRS requires after age
90 DAYS TO DECIDE: ORP OR TRS?

If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those in Texas on short-term assignment need to make this decision if there is even the remotest possibility that they may return to Texas for higher education sometime in the future. Veteran faculty will do no more than see that their new appointees get a great service if they can see to it that they have a copy of this Messenger. are aware of the importance of this decision, and are encouraged to join TJCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically with ORP upon employment unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days in a qualified position. Once made, the decision is irrevocable and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the Messenger provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TJCTA were crucially instrumental in passing legislation which allows this choice. Prior to that, all employees were required to participate in TRS. The transportability of ORP to another institution or another state and its earlier vesting period (one year as compared with 10 years in TRS at that time but changed to 5 years in 1989) were the main features which made ORP available for a profession in which hiring is from national and world markets and in which at least one or two changes in position are normal before settling down to a career.

ORP and TRS are totally different in concept and operation, making comparison quite difficult. In addition to this brief treatment of the two programs, you may want to read a pamphlet, "TRS-ORP," published by TRS and available from your personnel department or the TRS office in Austin.

The Teacher Retirement System (TRS) is the state funded benefit program, in which your retirement benefit according to current formula will be 2/3 of your average salary in the highest three years, multiplied by the number of years you have participated in the program. Thus, after 30 years of service, your maximum benefit would be 2/3 (5 x 2/3) of your average salary over the three years for which contributions were highest. Rules allow you to increase your maximum service by purchasing credits under some conditions for years in military service, in out-of-state teaching, or on special leave. TRS also has a death benefit and disability feature which offer some protection if included in ORP. ORP retirement benefits do not vest (become permanent once committed to the participant until after 5 years of participation) and then only for purposes of income at retirement age.

Upon leaving covered employment, a participant may withdraw only his or her own contributions, plus 5% interest, with the state's share reverting to the system.

The Optional Retirement Program (ORP) is a cash accumulation retirement program in which you may select the vehicle or vehicles into which yours and the state's payments are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies, which are designated as ORPs, programs, most of which are described in detail in some other articles in this Messenger. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vests in the participant as soon as he or she begins a second year of employment. Upon leaving covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash in taxes and penalties are paid.

Why Most Choose ORP

Most faculty, librarians, and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definite. Any estimate of retirement benefits is 20-35 years is subject to many unknown factors. Given the same salary conditions over a 35 year career in Texas, however, a person's "estimated" retirement income in ORP products will exceed present TRS provisions by 2 to 3 times, but the guaranteed amount in most companies may be slightly less than TRS reduces.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having a high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment, and questions arising at retirement are much simpler in TRS than in ORP because choices are still much more limited. Note that both TRS and ORP are tax deferred (paid out of salary and not subject to income tax), but the take-home pay under TRS is slightly greater than in ORP because 6.4% of salary is required in TRS while 6.6% is required in ORP.

This is a decision required of a new appointee during the first 90 days after employment. You should seek information from various sources if you have any questions, and make your choice of TRS or ORP after careful consideration.

Non-Financial Considerations

This publication deals in large measure with financial matters related to retirement. That is because decisions about ORP, TDA, and other investments do provide a "ground zero" basis for a happy, and creative retirement. The key to success and experiencing a satisfying retirement is planning—preparing yourself emotionally, psychologically, physically, as well as financially.

Retirement can mean embarking on a new and vital phase of life, one filled with fresh opportunities, expanded interests, extended service to the community, and deep satisfaction. Retirement can be the most enjoyable and even productive time of your life—but not unless you plan for it.

You may be one of those who simply knows in the freedom of retirement offers to re-create your life in new patterns; or you may need to explore how you can achieve the same satisfactions that have come to you in your professional life: status, prestige, structure, sense of accomplishment. There are almost as many patterns for successful retirement as there are retirees—but it is clear that preplanning and thoughtful inclusion of those close to you in such planning are necessary for such success.

Through the years TJCTA has sought to provide impetus and guidance for you to achieve satisfactory and satisfying retirement. If issues in these articles arise questions in your mind, feel free to use TJCTA's mailing service.
More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state’s Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1989-90 academic year 7.970 (78 percent) of the 10,219 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual’s employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could return to TRS on a “one-time-only” basis.)

The law provides that a total of 13.96 percent of full salary (6.65 percent paid by the employee and 7.31 percent paid by the state) must be paid into an ORP account. The state ORP contribution rate was reduced from 3.5 percent by the Legislature in 1991. The law does permit local college districts to “supplement” the state contribution by an additional 1.19 percent, the amount of the reduction, and a substantial majority have chosen to do so. Present rates of contributions to TRS are 6.4 percent for the member and 7.31 percent for the state.

Two-year college employees invested in ORP plans with 78 different carriers during the 1989-90 fiscal year, when special legislation was permitted during the 1979-80 academic year, when special legislation was permitted during the 1979-80 academic year. The Variable Annuity Life Insurance Company continued to lead the field as the largest player in the state ORP plan, followed by Kemper Investors Life Insurance Company and Lincoln National Life Insurance Company. The state ORP contribution rate was reduced from 8.5 percent by the Legislature in 1991 to 7.31 percent paid by the state. The state ORP contribution rate was reduced from 8.5 percent by the Legislature in 1991 to 7.31 percent paid by the state.

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## COMPENSATION AND UTILIZATION OF PART-TIME INSTRUCTORS
### TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES
#### 1991-92
(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U. S. History (assuming instructor holds Master's Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

<table>
<thead>
<tr>
<th>College District</th>
<th>Compensation for One 3-Hour Course</th>
<th>Rank 1 to 10</th>
<th>Additional Pay for Advanced Degree</th>
<th>Additional Pay for Teaching Experience</th>
<th>Number of Full-Time Faculty</th>
<th>Number of Part-Time Faculty</th>
<th>Percent of Sections Taught By Part-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamo Community College District</td>
<td>$1,292</td>
<td>10</td>
<td>Yes</td>
<td>No</td>
<td>700</td>
<td>837</td>
<td>25%</td>
</tr>
<tr>
<td>Alvin Community College</td>
<td>$1,050</td>
<td>28</td>
<td>Yes</td>
<td>No</td>
<td>102</td>
<td>78</td>
<td>23%</td>
</tr>
<tr>
<td>Amarillo College</td>
<td>$1,050</td>
<td>28</td>
<td>Yes</td>
<td>Yes</td>
<td>178</td>
<td>139</td>
<td>26%</td>
</tr>
<tr>
<td>Angelina College</td>
<td>$1,320</td>
<td>9</td>
<td>No</td>
<td>No</td>
<td>75</td>
<td>89</td>
<td>26%</td>
</tr>
<tr>
<td>Austin Community College</td>
<td>$1,175</td>
<td>18</td>
<td>No</td>
<td>Yes</td>
<td>271</td>
<td>1,102</td>
<td>67%</td>
</tr>
<tr>
<td>Bee County College</td>
<td>$1,200</td>
<td>12</td>
<td>No</td>
<td>No</td>
<td>84</td>
<td>45</td>
<td>25%</td>
</tr>
<tr>
<td>Blinn College</td>
<td>$1,900</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
<td>168</td>
<td>211</td>
<td>30%</td>
</tr>
<tr>
<td>Brazosport College</td>
<td>$1,200</td>
<td>12</td>
<td>No</td>
<td>No</td>
<td>65</td>
<td>98</td>
<td>28%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>$825</td>
<td>47</td>
<td>Yes</td>
<td>Yes</td>
<td>109</td>
<td>213</td>
<td>55%</td>
</tr>
<tr>
<td>Cisco Junior College</td>
<td>$850</td>
<td>45</td>
<td>No</td>
<td>No</td>
<td>61</td>
<td>83</td>
<td>Not Reported</td>
</tr>
<tr>
<td>Clarendon College</td>
<td>$750</td>
<td>49</td>
<td>No</td>
<td>No</td>
<td>27</td>
<td>50</td>
<td>15%</td>
</tr>
<tr>
<td>College of the Mainland</td>
<td>$1,131</td>
<td>21</td>
<td>Yes</td>
<td>Yes</td>
<td>84</td>
<td>306</td>
<td>33%</td>
</tr>
<tr>
<td>Collin County Community College</td>
<td>$1,095</td>
<td>24</td>
<td>No</td>
<td>No</td>
<td>107</td>
<td>400</td>
<td>45%</td>
</tr>
<tr>
<td>Cooke County College</td>
<td>$915</td>
<td>40</td>
<td>No</td>
<td>Yes</td>
<td>68</td>
<td>102</td>
<td>34%</td>
</tr>
<tr>
<td>Dallas County Comm. College Dist.</td>
<td>$1,170</td>
<td>19</td>
<td>No</td>
<td>No</td>
<td>719</td>
<td>3,480</td>
<td>40%</td>
</tr>
<tr>
<td>Del Mar College</td>
<td>$1,700</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
<td>274</td>
<td>222</td>
<td>25%</td>
</tr>
<tr>
<td>El Paso Community College</td>
<td>$1,560</td>
<td>5</td>
<td>No</td>
<td>No</td>
<td>328</td>
<td>869</td>
<td>40%</td>
</tr>
<tr>
<td>Frank Phillips College</td>
<td>$900</td>
<td>41</td>
<td>No</td>
<td>No</td>
<td>29</td>
<td>84</td>
<td>Not Reported</td>
</tr>
<tr>
<td>Galveston College</td>
<td>$1,071</td>
<td>27</td>
<td>No</td>
<td>No</td>
<td>55</td>
<td>50</td>
<td>35%</td>
</tr>
<tr>
<td>Grayson County College</td>
<td>$1,035</td>
<td>30</td>
<td>No</td>
<td>No</td>
<td>89</td>
<td>64</td>
<td>17%</td>
</tr>
<tr>
<td>Hill College</td>
<td>$945</td>
<td>39</td>
<td>No</td>
<td>No</td>
<td>53</td>
<td>57</td>
<td>18%</td>
</tr>
<tr>
<td>Houston Community College System</td>
<td>$1,110</td>
<td>22</td>
<td>Yes</td>
<td>No</td>
<td>480</td>
<td>2,100</td>
<td>55%</td>
</tr>
<tr>
<td>Howard College</td>
<td>$828</td>
<td>46</td>
<td>No</td>
<td>No</td>
<td>99</td>
<td>74</td>
<td>22%</td>
</tr>
<tr>
<td>Kilgore College</td>
<td>$1,164</td>
<td>20</td>
<td>Yes</td>
<td>Yes</td>
<td>166</td>
<td>93</td>
<td>10%</td>
</tr>
<tr>
<td>Laredo Junior College</td>
<td>$1,350</td>
<td>8</td>
<td>No</td>
<td>No</td>
<td>170</td>
<td>57</td>
<td>8%</td>
</tr>
<tr>
<td>Lee College</td>
<td>$1,491</td>
<td>6</td>
<td>No</td>
<td>No</td>
<td>141</td>
<td>86</td>
<td>Not Reported</td>
</tr>
<tr>
<td>McLennan Community College</td>
<td>$1,620</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
<td>182</td>
<td>71</td>
<td>8%</td>
</tr>
<tr>
<td>Midland College</td>
<td>$1,000</td>
<td>33</td>
<td>No</td>
<td>No</td>
<td>87</td>
<td>142</td>
<td>30%</td>
</tr>
<tr>
<td>Navarro College</td>
<td>$1,200</td>
<td>12</td>
<td>No</td>
<td>No</td>
<td>69</td>
<td>91</td>
<td>31%</td>
</tr>
<tr>
<td>North Harris Montgomery Comm. Coll.</td>
<td>$1,275</td>
<td>11</td>
<td>Yes</td>
<td>Yes</td>
<td>281</td>
<td>507</td>
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</tr>
<tr>
<td>Northeast Texas Community College</td>
<td>$900</td>
<td>41</td>
<td>No</td>
<td>No</td>
<td>35</td>
<td>47</td>
<td>Not Reported</td>
</tr>
<tr>
<td>Odessa College</td>
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<td>30</td>
<td>No</td>
<td>No</td>
<td>140</td>
<td>121</td>
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</tr>
<tr>
<td>Panola Junior College</td>
<td>$1,000</td>
<td>33</td>
<td>No</td>
<td>No</td>
<td>49</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>Paris Junior College</td>
<td>$1,000</td>
<td>33</td>
<td>No</td>
<td>No</td>
<td>87</td>
<td>33</td>
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</tr>
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<td>41</td>
<td>Yes</td>
<td>No</td>
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</tr>
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<td>San Jacinto Junior College District</td>
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<td>25</td>
<td>No</td>
<td>No</td>
<td>427</td>
<td>554</td>
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<tr>
<td>South Plains College</td>
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<td>25</td>
<td>No</td>
<td>Yes</td>
<td>264</td>
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<td>14%</td>
</tr>
<tr>
<td>Southwest Texas Junior College</td>
<td>$1,100</td>
<td>23</td>
<td>Yes</td>
<td>Yes</td>
<td>53</td>
<td>75</td>
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<tr>
<td>Tarrant County Junior College Dist.</td>
<td>$888</td>
<td>44</td>
<td>Yes</td>
<td>Yes</td>
<td>437</td>
<td>647</td>
<td>32%</td>
</tr>
<tr>
<td>Temple Junior College</td>
<td>$1,608</td>
<td>4</td>
<td>Yes</td>
<td>No</td>
<td>74</td>
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<td>33</td>
<td>No</td>
<td>No</td>
<td>112</td>
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<td>Texas Southmost College</td>
<td>$1,192</td>
<td>17</td>
<td>No</td>
<td>No</td>
<td>150</td>
<td>180</td>
<td>19%</td>
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<tr>
<td>Trinity Valley Community College</td>
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<td>37</td>
<td>No</td>
<td>No</td>
<td>141</td>
<td>83</td>
<td>23%</td>
</tr>
<tr>
<td>Tyler Junior College</td>
<td>$1,200</td>
<td>12</td>
<td>No</td>
<td>No</td>
<td>194</td>
<td>217</td>
<td>24%</td>
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<tr>
<td>Vernon Regional Junior College</td>
<td>$1,005</td>
<td>32</td>
<td>Yes</td>
<td>No</td>
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</tr>
<tr>
<td>The Victoria College</td>
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<td>7</td>
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<td>Weatherford College</td>
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<td>No</td>
<td>No</td>
<td>95</td>
<td>80</td>
<td>35%</td>
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</table>

Mean Salary $1,132
Median Salary $1,080
Four’s a College, Five’s an Assembly-Line:

The Crisis of Overloads

Whitney L. Hoth
Department of English
Fort Hays State University
Hays, Kansas

As a member of the English faculty at Laredo Junior College in the fall of 1990, I surveyed all Texas community junior colleges asking for information on course loads and enrollment limits for their English, communications, and reading instructors. I anticipated that the average would be five classes with total enrollment limits of about 100 students. I hoped to find exceptions, schools holding the limit to four classes. I believed the burden of excessive class loads was borne by many other departments. The initial results indicated the average was five with enrollment limits nearing 150. Other sources indicate that in some institutions, schools holding the limit to two classes. I felt, and many of my colleagues at LJC agreed with me, that the average of five was too many; we sought precedent in the Texas system for justifying reductions in our own department. The survey was restricted to the class loads of English instructors, but I believed the burden of excessive class loads was borne by many other departments. The initial results indicated the average was five with enrollment limits nearing 150. Other sources indicate that in some institutions, enrollment exceeds 150.

Before completing this survey, I was offered a position at Fort Hays State University in Kansas, where I am now teaching four classes. The issue of course loads in Texas community junior colleges remains vital for me as I believe in the special mission of community colleges and am convinced they deserve a teaching load comparable to that of state universities. At a time of increasing pressure to improve academic standards in higher education, working conditions for two-year college instructors must likewise be improved. Any attempt to improve standards should begin with improvements in working conditions, almost a reduction in class load for two-year college instructors. Many, perhaps most, of these instructors are hearing demands for greater accountability in achieving higher academic standards, yet these instructors continue to work in subprofessional conditions. Thus, the individualized instruction necessary to improve student performance is almost impossible in overloaded classes.

For such instructors, professional development—reading professional journals, writing professional articles, attending conferences—becomes a luxury instead of an obligation. Professional competence suffers. Community involvement, essential to the college concept, also suffers because faculty are locked into time-consuming duties. These problems, common to most Texas community junior college departments, are especially severe in departments of English, where burdens of reading and grading are heaviest.

Now that I am teaching four classes in a university system, I am pleased by my increased time for positive interaction with students. I know most certainly that community college instructors need this more reasonable work load. Minority and non-traditional students often require special assistance, and the community colleges are now teaching a majority of non-traditional students in higher education. In my experience, this teaching is more demanding than that required in the state universities. Publication and research are usually cited as the justification for lower class loads in universities, but the effort required to teach effectively equals or exceeds that to publish, according to my experience in the university. Furthermore, much of the research and publication at our state universities is of dubious value.

The problem of excessive work loads in two-year colleges is a national problem, open to criticism from professional organizations. The guidelines of the National Council of Teachers of English recommend maximum class loads—15 for developmental classes, 20 for composition classes, and 25 for literature classes—for the Texas average. Community junior colleges in South Texas have some of the highest minority enrollments in the country, a growing population of first-generation students with minimal academic preparation. The public school system feeding into these colleges has only recently secured court mandate for equitable funding intended to assure equal education. The Texas economy, itself, in moving toward a more sophisticated industrial/service model, requires higher minimal education of employees. One key to insuring successful transition to this diversified state economy is the educational training provided in our community colleges, but this training cannot be provided on the cheap. The dominant assembly line model of heavy class loads and high enrollment limits should be abandoned.

Teachers and administrators agree that student writing skills must be improved as a first step to improving general academic performance. One obvious way to improve student writing skills is to increase student work: to require more frequent, longer, and more intellectually demanding written work. This need has given rise years ago to “writing across the curriculum.” In practice, this would involve an increase of written work in all disciplines and not only those directly or traditionally concerned with writing skills. The idea has had a hard time gaining acceptance. Understandably, few departments are willing to take on the burdens common to their colleagues in English. We have all heard anecdotes from ex-English teachers about their time in the trenches.
Analysis of written work is the single most time-consuming and intellectually demanding form of evaluation required of teachers. There are no short cuts, no multiple-choice measures for important writing skills, no Scantrons, no work-study graders. If the average instructor in the Texas community junior college system with five classes requires a one-page-length essay a week from students at the beginning of each term, that instructor will carry home reams of assignments for grading while his colleagues in other departments quickly mark off multiple-choice exams during office hours. If this instructor spends as little as ten minutes on each paper (often far less than the time required), he or she will invest almost 16 hours each week in grading alone. English teachers often log 20 or more hours per week in grading. In addition, many students now need to submit drafts and “rewrites” before receiving final grades. When the review and evaluation of these drafts and “rewrites” are also figured into the grading load, the burden for instructors may double. With four classes, these burdens would remain great; at the current five, they become unmanageable.

In face of this reality many instructors begin to cut corners. They may cease to read assignments carefully and begin to grade perfunctorily and arbitrarily. The instructors may inflate grades to avoid possible student challenge. Community junior college students often have unrealistic ideas about the effort required for college work. These students may be discouraged when their first efforts fail, and teachers must help these students without coddling them or lowering standards.

With the excessive class loads, careful grading can become a prescription for murder, or cynicism and time-serving: the distribution of “smiley faces,” soothing words, and unearned grades. The twin evils born of such pressure are burnout and grade inflation.

So long as the departmental average in Texas community junior colleges is five courses, no one can reasonably propose an increase in writing across the curriculum. It cannot be done. As it is, many instructors now accept overloads because of financial pressures. Any dramatic increase in written work required in all disciplines would be strongly resisted by those instructors who make the exceptional expedient of an extra class a common practice. This overload practice is pernicious.

There is little hard data in Texas concerning course loads and class enrollment limits in its community junior colleges. There ought to be. Excessive class loads are a principal obstacle to better performance by Texas students, and permitting partners to teach overloads compounds the problem. It is well and good for the state to establish testing instruments to measure minimum standards and for accrediting agencies to take up the call for “competencies,” but it is also time for both state and accrediting agencies to take a hard look at teaching overloads in Texas two-year colleges. The solution to the problem of overloads is legislative. While many administrators recognize that the teaching of composition and writing cannot be properly accomplished under present conditions, they feel hog-tied by the Texas state government’s chronic underfunding of English contact hours. Because the contact-hour funding rate in English stands at a low $2.96 per student contact hour, English departments seldom pay their way. This minimal funding for English contact hours is rarely sufficient even to offset the costs of the teaching. As a result, local administrators have little incentive to cut class loads or enrollment levels in English because the chief means of generating income is by maintaining maximum enrollments.

In any case, the situation should not continue unreformed. One possible solution would be a change in the practice of contact hour funding. Instead of computing rates as a reflection of instruction costs (the current practice), rates might be used instead as a system of incentives to encourage class load and enrollment reductions. Colleges and departments holding class levels to a state recommended maximum might be favored with a higher rate of contact hour funding per student. If the state is competent to regulate academic standards by such measures as the Texas Academic Skills Program (TASP), perhaps it might reasonably be asked to take on the additional responsibility of regulating class load and enrollment levels. It is not enough for the state to require higher standards: it must promote them.

Though I have left the Texas community college system and now enjoy the benefits of a reduced class load, I regret I was unable to combine these improved conditions with the kind of nontraditional and deserving students I taught at my junior college. These students deserve conditions that serve their interests.

Mr. Hoth received the Bachelor of Arts degree from the University of Michigan-Dearborn and the Master of Arts degree from the University of Michigan at Ann Arbor. He is completing work on the Ph.D. at the University of Michigan at Ann Arbor. From June 1988 to December 1990, he was on the English faculty at Laredo Junior College. In January 1991, he was appointed to the faculty at Fort Hays State University, in Hays, Kansas.
Ronnie E. Hall, Angelina College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1992-93. The committee met in Dallas on Nov. 9, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are David J. Ligon and Brian Dille. Mr. Ligon has been on the faculty of Tyler Junior College since 1967, and is an instructor of government. Since 1978, Dr. Dille has been a member of the political science faculty at Odessa College.

Nominees for vice president are Doris Patrick and Scott Nelson. Mrs. Patrick has been a member of the office systems technology faculty at Austin Community College since 1973. Dr. Nelson has been on the political science faculty at Kingwood College, in the North Harris Montgomery Community College District, since 1984.

Candidates for secretary are Patricia Green and Anna Holston. Dr. Green has taught in the computer information systems program at Temple Junior College since 1978. Mrs. Holston has been on the English faculty of Central Texas College since 1988.

Nominees for the office of treasurer are David Wilcox and Joseph Kingcade. Since 1976, Mr. Wilcox has been a member of the history faculty at Houston Community College. Dr. Kingcade has taught chemistry and physics at Blinn College since 1985.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the Messenger.

The election will be conducted during the annual convention, Feb. 28. Officers’ terms will begin April 1, 1992, and end March 31, 1993. Absentee voting will begin in late January, under arrangements outlined below.

Under provisions of the TJCTA Bylaws, candidates could have been nominated by petitions. According to Mr. Hall, no petitions were filed by the December 1 deadline. Candidates may also be nominated from the floor during the opening session of the TJCTA convention, scheduled to begin at 7:30 p.m., Thursday, February 27.

In addition to Mr. Hall, members of the TJCTA Nominating Committee this year are Anne Penney Newton, Temple Junior College; Barbara A. Blair, Southwest Texas Junior College; Steve Burket, Tyler Junior College; Barrett R. Burns, Houston Community College; Diana R. Cox, Amarillo College; and William R. Miller, San Antonio College.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1992-93 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members “who expect to be absent from the general convention.”

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose “at least three days immediately preceding the opening session of the general convention.” Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
REQUEST FOR ABSENTEE BALLOT

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1992-93.

Member’s Signature

PRINT Name

College

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 14, 1992. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 25, 1992. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
"2 PERCENT RAISE" WAS LESS THAN THE EYE

Some faculty and other professional employees of Texas community and junior colleges received a morale boost in November when State Comptroller John Sharp announced that two-year college employees would receive "the same 2 percent pay raise given state workers in September." Mr. Sharp's press release clearly stated that additional funds would be sent to the colleges and emphasized that "these funds cannot be used...for any purpose other than a 2 percent employee pay raise."

Moreover, at the majority of two-year schools, where salary raises of 2 percent or more had already been granted at the beginning of the academic year, the Comptroller said the institutions need not pass the additional state funds to employees. Instead, the new state money could be considered a "reimbursement" for raises already given.

A few colleges—already reeling from sharp cuts in funds and unable to grant any pay raise in September—found themselves facing a dilemma. In order to participate in the additional state funds, the schools would have to grant 2 percent raises, yet the proportion of the amount actually funded under the state's formula would amount to just slightly more than 1 percent. Those colleges were obligated to make up the remaining amount from other sources—a feat not easily accomplished given the drastic reductions already made.

While community college advocates were quick to express appreciation for the additional state funds (unwilling, as one faculty leader said, "to be sloughed off like a fish in a mouth"), some disappointment was shown that the original press announcement heralding a "2 percent pay hike to public community and junior college employees" turned out to be less than the eye.

The 2 percent state "bonus" is due to be made available to the community junior colleges again in 1992-93; but, once again, while the colleges will have to grant 2 percent raises in order to participate in the state funding, the actual amount received from the state will be only a little more than one-half the amount needed to fund the raises. The balance will have to be made up from other revenue sources. Also, it is widely feared that a 2 percent raise for 1992-93 might be the maximum that some colleges grant, and that amount would be less than the anticipated increase in the cost of living.

CUT IN STATE FUNDS LIKELY FOR 1992-93

Reductions in state appropriations for public institutions of higher education—including community, junior, and technical colleges—will almost certainly occur for the 1992-93 academic year. The exact amount of the cut has not yet been determined, but it could be as much as 5 or 6 percent of the state funds previously appropriated by the Legislature.

The cut is tied to a rider in the general appropriations bill passed last August. The provision requires state-funded agencies to implement cost-cutting measures to "save" $36 billion for the next biennium. The proviso is based on a $300 million "targeted amount of savings" which had been identified. The total amount of estimated "savings" will be compared with the "targeted amount of $300 million." The difference between projected savings and $300 million will be made up by across-the-board budget reductions.

According to one source, state agencies have identified savings of only $39 million for 1992 and $18 million for 1993. That means every state-funded agency can anticipate cuts in state appropriations.

Specific procedures for implementing the budget reductions are being developed by the State Comptroller and the Texas Incentive and Productivity Commission.

CONSULTANT SERVICES AVAILABLE TO MEMBERS

Frank L. Wright has been retained by the Texas Junior College Teachers Association to provide consultation and advice to the association and to individual members on matters related to various retirement plans.

Mr. Wright is executive director emeritus of the Texas Association of College Teachers. He served 10 years as executive director of TACT and continues to serve as a consultant to the organization. For the past 17 years he has conducted an in-depth study of optional retirement and tax-deferred annuity plans. (This year's study appears on pages 8-22 of this issue of the Messenger.)

On the recommendation of the TJCTA Membership Services Committee, the association's Executive Committee entered into a consultation agreement with Mr. Wright.

A TJCTA member who has questions concerning Optional Retirement Programs—or other retirement or tax-deferred plans—may call the TJCTA State Office toll-free (1-800-288-6850). The member will provide a telephone number and suggested time when it will be convenient for the consultant to call. If a member prefers to call Mr. Wright directly (and incur the expense of the telephone call), Mr. Wright may be reached at Area Code 512, 477-5238. The consultant will not make specific recommendations and will not endorse any particular program, but his services may be very useful in helping a member understand available options and programs.

1992 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1992 TJCTA convention has been released. More than 140 separate events will be crowded into a three-day period, beginning at 9:00 a.m., Thursday, Feb. 27, and concluding shortly after Noon, Saturday, Feb. 29.

A detailed program will appear in a special convention issue of the Messenger in early February. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Hyatt Regency Hotel in downtown Houston. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 27, 1992
9:00 a.m. - 11:00 a.m. Special Meetings (to be announced)
12:00 Noon - 3:00 p.m. - Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m. - Meeting of Executives Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m. - Informal Reception
7:30 - 9:30 p.m. - BANQUET AND FIRST GENERAL SESSION

FRIDAY, FEBRUARY 28, 1992
7:30 - 8:45 a.m. - Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m. - Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m. - Convention Registration
8:00 a.m. - 5:00 p.m. - Exhibits Open
8:00 a.m. - 5:00 p.m. - Polls Open (Election of Officers)
9:00 - 10:30 a.m. - Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m. - 12:15 p.m. - Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m. - Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m. - Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m. - SECOND GENERAL SESSION
4:15 - 5:45 p.m. - Insurance Seminar
4:15 - 5:45 p.m. - Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m. - Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 29, 1992
8:00 - 11:30 a.m. - Convention Registration
8:00 - 11:30 a.m. - Exhibits Open
9:00 - 10:15 a.m. - Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m. - Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m. - Adjournment
12:00 Noon - 3:00 p.m. - Special Meetings (to be announced)
MAKE HOTEL RESERVATIONS IMMEDIATELY!

Members planning to attend the 45th annual convention, Feb. 27-29, 1992, in Houston, are encouraged to reserve hotel accommodations at once. A block of 1,200 rooms has been reserved for the TJCTA convention, but it is likely that those who wait until the last minute to make reservations will be disappointed.

Headquarters hotel for the 1992 meeting is the Hyatt Regency Hotel, located at 1200 Louisiana Street, in downtown Houston. With the exception of a few "field trips" for some of the section meetings, all convention activities will be held in the Hyatt Regency. Overflow housing has been arranged at the Doubletree Hotel, directly across the street from the Hyatt Regency. Additional overflow housing has been arranged at the Four Seasons Hotel, located just a few blocks from the Hyatt Regency, and conveniently accessible through the downtown underground tunnel system.

Hotel accommodations may be reserved by completing the form below and mailing it to the hotel at which reservations are desired. The reservation form should not be sent to the TJCTA State Office, as that will only delay processing.

Reservations will be processed as they are received, on a first-come, first-served basis. If accommodations are not available at the member's first choice hotel, the form will be forwarded to another property and the member will be notified.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
45th Annual Convention — Houston, Texas — February 27-29, 1992

HOTEL RESERVATION FORM

CHECK HOTEL PREFERENCE. MAIL FORM DIRECTLY TO PREFERRED HOTEL.

☐ Hyatt Regency Hotel — 1200 Louisiana Street — Houston, Texas 77002 (Area Code 713, 654-1200)
☐ Doubletree Hotel — 400 Dallas Street — Houston, Texas 77002 (Area Code 713. 654-1200)
☐ Four Seasons Hotel — 1300 Lamar Street — Houston, Texas 77010 (Area Code 713, 650-1300)

Please reserve _______ room(s) of the type(s) indicated below:

Check accommodations desired:  

<table>
<thead>
<tr>
<th>Type of Room</th>
<th>Hyatt Regency Rates:</th>
<th>Doubletree Rates:</th>
<th>Four Seasons Rates:</th>
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<td>Single Room (1 person)</td>
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<td>$ 80</td>
<td>$ 85</td>
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<tr>
<td>Double Room (2 persons)</td>
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<td>$100</td>
</tr>
<tr>
<td>Triple Room (3 persons)</td>
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<td>—</td>
</tr>
<tr>
<td>Quad Room (4 persons)</td>
<td>$100</td>
<td>$100</td>
<td>—</td>
</tr>
<tr>
<td>One-Bedroom Suites</td>
<td>from $185</td>
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<td>—</td>
</tr>
<tr>
<td>Two-Bedroom Suites</td>
<td>from $400</td>
<td>—</td>
<td>—</td>
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</tbody>
</table>

SOLD OUT

Arrival Date: Feb. ___ , 1992  
Arrival Time: * _______ m.  
Departure Date: Feb. ___ , 1992

(Hyatt Regency and Doubletree check-in time is 3:00 p.m.; check-out time is 12:00 Noon. Four Seasons check-in time is 2:00 p.m.; check-out time is 1:00 p.m.)

* Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night’s lodging.

Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with the following credit card:

Type: □ Visa □ MasterCard □ American Express □ Other: 
Number: _____________  
Expiration Date: __________

IMPORTANT INFORMATION: The participating hotels are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler’s checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to:  
Name: ______________________  
Address: ______________________  
City: ______________________  
State: ______________________  
ZIP: ______________________

Phone: A-C-_____

ROOM(S) WILL BE OCCUPIED BY:

NAME (please print)  
ADDRESS  
CITY / STATE / ZIP

____________________________________________________  
____________________________________________________  
____________________________________________________
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The President’s Message

As if we didn’t know already, The Chronicle of Higher Education reports it its January 8, 1992, edition that things are tough all over. Colleges and universities across the land are bracing for another budget pinch. Though it’s little or no consolation to us, public colleges and universities in almost all states are facing yet another year of hardship that may bring layoffs, tuition increases, limits on enrollment, and tax increases or tax reform (which will likely be resisted by equally hard-pressed taxpayers and legislators.)

Yes, higher education like many other entities is being hit hard by the recession. Maybe harder, for according to Julie K. Phelps, vice president for business and finance at Delaware State College, higher education’s image is not always an advantage: “The public does not automatically see higher education as a public responsibility,” she says. What is clear is that public higher education is caught in the crossfire.

A year has passed since Senate Bill 111 created the Texas Performance Review...a review that was the most thorough and wide-ranging audit of Texas state government ever undertaken...a review that brought many sleepless hours and heartaches to those in higher education...a review that fortunately did not bring the devastation that many at first feared. Some colleges were even able to give meager raises, through prudent management by the college administration and governing boards, or through local tax increases, or by higher tuition and fees. Education: caught in the crossfire.

One recommendation of the Texas Performance Review is that tuition paid by students of higher education be “adjusted” (raised) to bring tuition rates more nearly in line with the actual costs of providing educational services; that is, tuition would pay for 25 percent of the costs. Fortunately, this issue has not yet come to pass. Education: caught in the crossfire.

The Texas Performance Review also recommends that the Texas Higher Education Coordinating Board work with colleges and universities to ensure that basic core-curriculum courses taught at Texas junior and community colleges be readily transferable to senior colleges and universities. Such action would save students’ time and resources, and would eliminate duplication of effort within the systems. This highly desirable ideal however has not yet come to pass. Our students are caught in the crossfire.

As we move through the last decade of the twentieth century, we see that students are depending more and more upon the community, junior, or technical colleges for entry into the work force or into four-year institutions. Though some students may consider two-year colleges little more than an extension of the secondary school, we know we have helped countless students to become the first in their families to go to college. We know we have opened the college door to countless students who would otherwise have found it closed. We have brought education to the community where the students are and made it possible for them to afford their college education. We have emphasized teaching and learning for all who have the will to learn. We have helped to fulfill the democratic promise that education be available to all who will seize the advantage, not just to an elite.

“We are not two-year colleges because our founders lacked the foresight to make us four-year, nor because we lack the facilities or faculty to offer baccalaureate degrees. We are two-year because we choose to be, a choice we have made because specializing in freshmen and sophomores allows us to do certain things better than most baccalaureate institutions. This attitude is key to fostering a challenging environment for the academically gifted as well as the underprepared student.” So wrote Laird Edman, assistant professor of English and honors program director, Waldorf College, Iowa, in the December/January 1991-92 issue of the Community, Technical, and Junior College Journal, and to which we can only offer a universal Amen. It’s nothing new to us to find Education caught in the crossfire.

By now you must have guessed that our convention theme this year is—Education: Caught in the Crossfire, a theme to remind us of the many ways in which education in Texas and in the United States is caught between contending forces. However that may be, we remain hopeful, and our hope is that we as two-year college teachers can hold to our dreams and our ambitions, that each of us may aspire to be that special teacher who makes a difference in students’ lives, that even being caught in the crossfire will not turn us from our work, will not leave us timid or weary.

I hope that you will join us at our state convention in Houston as we renew acquaintances with friends and colleagues, continue our professional development through the various excellent section meetings, and enjoy thought provoking speeches at our general sessions.

If you have not made your reservations, it’s still not too late! See you in Houston.

Steve Dutton
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Stephen E. Lucas

Stephen Lucas teaches public speaking, rhetorical criticism, and American Public Address in the Department of Communication Arts at the University of Wisconsin-Madison. He received his bachelor's degree from the University of California, Santa Barbara, and his master's and doctorate degrees from Penn State University.

Professor Lucas has been recognized for his work as both a scholar and a teacher. His previous book, Portents of Rebellion: Rhetoric and Revolution in Philadelphia, 1765-1776, won the Speech Communication Association's Golden Anniversary Award in 1977 and was nominated for a Pulitzer Prize. In 1988, he received the Chancellor's Award for Excellence in Teaching at the University of Wisconsin-Madison.

Camille B. Wortman

Camille Wortman is professor of psychology and Director of the Health/Social Psychology Training Program at the State University of New York at Stony Brook. A social psychologist, her major research interests include reactions to undesirable events, causal attribution, and reactions to stress and victimization. Wortman holds a Ph.D. from Duke. She formerly taught at Northwestern University (where she received the Distinguished Teaching Award) and at the University of Michigan. Wortman has published numerous articles in every major journal in her field, and has contributed chapters to books including Advances in Social Psychology, New Directions in Attribution Research, and Advances in Environmental Psychology series. In recognition of her research, Professor Wortman received the American Psychological Association's Distinguished Scientific Award for Early Career Contribution to Psychology. She and Elizabeth Loftus have co-authored the popular introductory psychology text, Psychology, 4th edition, published by McGraw-Hill.
**Randy Johnston**

Randy Johnston is nationally known for his seminars on the microcomputer industry. His specific area of expertise is local area networks and computer communications. He owns Professional Marketing Services, Inc. in Hutchinson, Kansas, a nationwide consulting firm. Randy teaches at Hutchinson Community College in Kansas, where he created a microcomputer instructional curriculum which has served as a model program for community colleges and universities around the nation. The author of several textbooks, he received his Master's in Computer Science from Wichita State University.

**Santi Buscemi**

Santi Buscemi teaches reading and writing at Middlesex County College in Edison, New Jersey, where he also chairs the Department of English. He is the author of *A Reader for Developing Writers* (McGraw-Hill, 1989), a second edition of which will be released in 1993. With Charlotte Smith, he is co-author of the newly published *75 Readings Plus* (McGraw-Hill).

Professor Buscemi is First Vice President of the New Jersey College English Association. He has presented papers at MLA, the New Jersey College English Association, the New Jersey Association for Developmental Education, the New York College Learning Skills Association and the National Association for Developmental Education.

**Richard V. Teschner**

Richard Teschner is Professor of Language and Linguistics at the University of Texas-El Paso, where he has taught since 1976. He received his Ph.D. in Spanish Linguistics from the University of Wisconsin-Madison in 1972. His publications range from bibliographies and textbooks (in particular, Spanish for native speakers) to numerous reviews, articles, and monographs. In 1988 he served as President of the American Association of Teachers of Spanish and Portuguese. He has served as Secretary-Treasurer, then President, of the Linguistic Association of the Southwest.
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CANDIDATES FOR STATE OFFICE, 1992-93

Officers of the Texas Junior College Teachers Association for 1992-93 will be elected during the ballots to be conducted at the convention on Friday, Feb. 28, 1992. Voting will be conducted in the election booth, located in the Imperial Ballroom Foyer of the Hyatt Regency Hotel in Houston. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for “nominations-by-petition” passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 27, at which time floor nominations will be in order.

Only professional members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

David J. Ligon
Tyler Junior College

Educational Background: Odessa College (1956-58); Portland State College (BS, 1966); Eastern New Mexico University (MA, 1968); Additional graduate work at North Texas State University and East Texas State University (PhD Program, ABD, 1973-76).

Professional Experience: Graduate Assistant, Eastern New Mexico University (1966-67); Administrative Internship, Eastfield College, DCCCD (1976); Instructor of Government, Tyler Junior College (1967-present).

Leadership Experience: Chairperson, TJCTA Resolutions Committee (1991); TJCTA Election Committee (1985); TJCTA Government Section (Secretary, 1992; Chairperson, 1991); Attended TJCTA Leadership Conference (1985, 1990); Member, Tyler Junior College Image Committee (1983); TJC Faculty Senate (1984-86); President, TJC Faculty Senate (1985-86); Member, TJC Past Presidents Association (1987-present); Chairman, Southern Association Self-Study Subcommittee on Administrative and Board Structure (1989); Campus Representative, Barry Goldwater Scholarship Foundation (1990-91); Treasurer, Educators Political Action Committee (1985-89).

Additional Information: Member, TJCTA (1967-present); Member, Southern Political Science Association (1990-present); Director of Christian Education and member of Governing Board, Trinity Fellowship Church (1990-present); Member, Chapel Hill Independent School District Advisory Council.

Brian K. Dille
Odessa College

Educational Background: Illinois State University (BA, 1971); The University of Texas at Austin (MA, 1977); The University of Texas of the Permian Basin (postgraduate studies, 1980-87); Texas Tech University (Ed.D., 1991).

Professional Experience: Teaching Assistant, The University of Texas at Austin (1971-73); Graduate Assistant, The University of Texas at Austin (1974); Part-time Instructor of Government, Austin Community College (1977-78); Associate Professor of Government, Odessa College (1978-present); Political Science Adjunct, The University of Texas of the Permian Basin (1984-present); Research Consultant for “Government By Consensus—A Texas Perspective” Telecourse (1989).

Leadership Experience: TJCTA Vice President (1991-92); TJCTA State Secretary (1990-91); TJCTA State Treasurer (1989-90); TJCTA Legislative Committee (1988-89); TJCTA Campus Representative (1989-present); Participant, TJCTA Leadership Conference (1984-90); Member, J-nior and Community College Political Action Committee (JACC-PAC) Steering Committee (1989-present); Honors Section Chair 1990 TJCTA State Convention; Odessa College Self-Study Committee on Educational Programs and chair of Subcommittee on Curriculum (1989-present); Odessa College Academic Senate (President, 1985-87; Senator, 1983-89; Salary Committee, 1983-86); Odessa College Staff Development Committee (1985-86); Odessa College Honors Program Committee (1988-present).

Additional Information: Odessa College Minnie Piper Nominee (1990-91); OCC CAHoots Teacher of the Year (1989-90); Member, TJCTA (1978-present); Community College Social Science Association (1986-present); Blanton PTA (1985-present).

 PLATFORM STATEMENTS

The Fall 1991 community college enrollment had a growth of 4% over Fall 1990, while public universities had 0% growth. Forty-nine percent of all college students are in community colleges. However, funding for education, training, and benefits has been reduced for community colleges and faculties.

TJCTA will need strong, energetic leadership to regain lost funding and to prevent further financial losses. What is done in the next two years will determine funding for the next dozen years.

I will also work to:
• protect insurance benefits;
• restore retirement contributions to 8.5%;
• oppose downward expansion.

I ask for your support.

—DAVID J. LIGON

TJCTA must continue to be a strong, effective voice representing community college interests in Texas. TJCTA must send a forceful message to policy-makers that community colleges are one of the best investments in the future that Texas can make. If re-elected to the Executive Committee, I will devote the necessary time and energy to help TJCTA meet these challenges:
• work with the Legislature and other state agencies for sufficient state funding and other benefits;
• enhance the faculty’s proper role in college governance;
• promote the development of local faculty organizations; and
• increase the effectiveness of our membership recruiting effort.

—BRIAN K. DILLE
CANDIDATES FOR VICE PRESIDENT

Doris D. Patrick
Austin Community College

Professional Experience: Instructor of Secretarial courses, Austin’s present); TJCTA Auditing Committee (1991-92); TJCTA Member-De Terminator (1976-86); Business Division Chairperson (1980-present).

Leadership Experience: TJCTA Campus Representative (1980-present); TJCTA Auditing Committee (1991-92); TJCTA Membership Services Committee (1985-91); TJCTA Nominating Committee (1987-88); TJCTA Membership Committee (1985-87); TJCTA Registration Committee (Chairperson, 1979-80; Vice Chairperson, 1978-79); TJCTA Social Committee (1974-75); Austin Community College Faculty Association (President, 1989-90; President-Elect, 1989-90; Parliamentarian, 1987-88; Secretary, 1976-78; Chair of Oral Laws, 1990-91; Chair of Academic Affairs, 1986-87; Curriculum Committee, 1984-85; Audit Committee, 1978-79; ACC Faculty Senate Senator (1991-92); ACC Credit by Advanced Placement Committee (1990); ACC Business and Technology Intercollegiate Philosophy Committee (1990); ACC Capital Outlay Review Committee (1984); ACC Experiential Learning Committee (1992); ACC Long Range Planning Committee (1979-80); Texas Business Education Association, District XII (Representative, 1991-92; District President, 1989-90; Delegate to the Year, 1988-89); District President-Elect, 1987-88; Secretary-Treasurer, 1981-82; Post-Secondary Teacher of the Year, 1978-79).

Additional Information: Member, TJCTA (1978-present); TIC Leadership Esperience: TICTA State Treasurer (1991-92); TJCTA State Treasurer (1990-91); Chairperson, TJCTA Legislative Committee (1988-89, 1989-90); Chairperson, TJCTA Editorial Review Board (1986-87); TIC Professional Consultation Committee (Chairperson, 1988-89; TIC Task Force on Institutional Policies (1989-90); TIC College Council (1988-89); TIC College Faculty Senate Rights and Responsibilities Chairperson (1985-present).

Additional Information: Member, Formula Advisory Committee, Texas Higher Education Coordinating Board; Secretary, and Community College Political Action Committee (TJCTA-PAC); Member, Steering Committee (JACC-PAC); published articles in a variety of topics in the TJCTA Messenger, the Houston Post, the Houston Law Review, the West Texas Observer and the Texas Observer.

If I were to become TJCTA Treasurer and Secretary, I would...
PLATFORM STATEMENTS

TJCTA is our finest faculty support organization in Texas. I offer my experience, resources and abilities to continue its tradition of success and for:

- develop more comprehensive reports (i.e. sick leave, ORP problems and health insurance issues);
- work for state-wide parity among our colleges in terms of salary and other benefits.
- Additionally, we must continue for:

- lobby strongly for our equitable share of higher education funds;
- advocate collegial governance models, granting faculty a greater voice in the decision-making process;
- offer assistance on grievance and academic defense issues, while safeguarding our academic freedoms.

I respectfully ask for your support.

—DAVID M. WILCOX

Eminent committees have warned us that our nation is at risk. American education is at a crossroads: we can continue to wring our hands about the critical challenges facing us or we can move forward to make education in this country all that it must be.

Two-year colleges must provide today's student with better and more accountable education; to offer tomorrow's student a new generation of schools that integrate well within the educational system from kindergarten to graduation from a four-year institution; to make communities a place where learning can happen.

—JOSEPH E. KINGCADE, JR.

CANDIDATES FOR TREASURER

David M. Wilcox
Houston Community College

Joseph E. Kingcade, Jr.
Blinn College

Educational Background: Iowa State University (BS, 1970; MA, 1973); Rice University (electoral student, 1973-75); University of Houston (post-graduate studies, 1978).

Professional Experience: Teaching Assistant, Iowa State University (1970-72); Copy Editor, Journal of Southern History (1973); Teaching Assistant, Rice University (1974); Houston Community College (Adjunct Instructor of History, 1975-76; History/Geography Department Head—Central College; Instructor, History Department, 1976-present).

Leadership Experience: Chairperson, TJCTA Resolutions Committee (1991-92); Participant, TJCTA Leadership Conference (1984-90); Houston Community College Faculty Association Council (Immediate Past President, 1991-92; President, 1990-91; President-Elect, 1989-90; Vice President, 1988-89); HCC Faculty Senate (Past President, 1987-88; President, 1986-87; President-Elect, 1985-86; Treasurer, 1984-85); Co-Chair, HCC Computer Resources and Services Self-Study Committee, 1989-91; HCC Sexual Harassment Policy Committee, 1990-91; HCC Administrative Council, 1986-87, 1990-91; HCC Flight 2000 Community Outreach Committee, 1990-91; HCC Strategic Planning Committee, 1990-91; HCC Salary Committee, 1986-89; HCC Curriculum Committee, 1981-84; Chair, Faculty Forums on Registration Problems/Book Store Problems, 1986-88.

Additional Information: Member, TJCTA (1977-present); Member, Organization of American Historians; Participant, Great Teachers Seminar (1990); Badich Award for Outstanding College Service (1983).

Joseph E. Kingcade, Jr.

Educational Background: Philadelphia College of Pharmacy and Science (BS, 1972); Texas A&M University (MS, 1978; Ph.D., 1983); postgraduate studies at the University of Zurich, Switzerland.

Professional Experience: Teaching and research assistant, Texas A&M University (1978-83); Postdoctoral research, Texas A&M University and University of Zurich, Switzerland (1983-85); Chemistry and Physics Instructor, Blinn College (1985-present).

Leadership Experience: Chairperson, TJCTA Auditing Committee (1991-92); TJCTA Campus Representative (1991-92); TJCTA Section Chairperson, Physics and Engineering (1989-90); Participant, TJCTA Leadership Conference (1986-90); Session Chair, 106th Two-Year College Chemistry Conference (1989); Invited Participant, Topical Conference on Critical Issues in Two-Year College Physics and Astronomy, Washington D. C. (1989); Blinn College Faculty Constitution Committee (1990-present); Chairperson, BC Committee for Academic Enrichment of Minorities in Science (1990-present).

Additional Information: Member, American Association of Physics Teachers, Two-Year College Chemistry Conference, Texas Association of Chicana in Higher Education; Participant, Regional Symposium for the Encouragement and Support of Women in the Mathematical and Natural Sciences.

PROCEEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1992-93 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "who expect to be absent from the general convention."

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

Texas Junior College Teachers Association

REQUEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: "Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1992-93.

Member's Signature

PRINT Name

College

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Or form may be sent by fax to Area Code 512, 288-5725. REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 14, 1992. Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office beginning in late January, and the marked ballots must be returned to the State Office no later than February 25, 1992. NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.
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BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 45th annual TJCTA convention will be a banquet meeting open to all association members and invited guests. Scheduled to begin at 7:30 p.m., Thursday, Feb. 27, the event will be held in the Imperial Ballroom of the convention headquarters hotel, the Hyatt Regency, in downtown Houston.

Preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

Featured speaker for the convention’s opening session will be Carl E. Hurley, a full-time professional speaker/entertainer. Frequently described as “America’s funniest professor,” Dr. Hurley is a native of Kentucky. He draws on his experiences growing up in the Appalachian mountains of eastern Kentucky in passing on to his audiences stories and anecdotes of life in rural America. He makes more than 200 appearances annually for professional and business groups, education conferences, youth organizations, sales and marketing seminars, and churches. According to one commentator, “Whether doing country humor or delivering a convention keynote address, Dr. Hurley is known for his infectious laugh, twinkling of eye, and wide grin—and the use of humor as a carrier for his message.”

Dr. Hurley holds the Bachelor of Science and Master of Education degrees from Eastern Kentucky University and received his doctorate from the University of Missouri-Columbia. He was named as one of the “Outstanding Young Men in America” by the United States Jaycees; received the “Trail Blazer Award” from the Citizens Life and Security Company; was honored for “Outstanding Contributions to the Field of Education” by the University of Missouri; is a 32nd degree Scottish Rite Mason and a lay leader in the United Methodist Church.

Tickets for the banquet will be sold for $25 and must be purchased in advance. Banquet tickets will not be available at the door. Tickets may be ordered by mail, using the form on this page. Ticket orders must be received in the TJCTA state office by Feb. 18. Tickets will be mailed or may be held at the convention registration desk.

For those unable to attend the banquet but who wish to hear Dr. Hurley’s address, limited “eating” will be available in the Hyatt Regency’s Imperial Ballroom at 8:00 p.m.

“MULTIMEDIA COMPUTING” IS SECTION TOPIC

In Friday’s meeting of the Associate Degree Nursing Section, Paula O’Neill, Director of Instructional Resources at The University of Texas Health Science Center. She is the principal investigator and project manager of the award-winning nursing education series, “Care of the Immunocompromised Cancer Patient.” Dr. O’Neill earned her doctorate from the University of Houston.

Saturday’s session will feature Karlene Kerfoot, Executive Vice President of Patient Care and Chief Nursing Officer at St. Luke’s Episcopal Hospital. Dr. Kerfoot’s topic will be “Balancing on a Highwire: Caring for Yourself as You Care for Others.”

DANCE IS POPULAR CONVENTION ACTIVITY

Steve Campbell and “Hearts on Fire”

Among the dozens of “serious” convention events—general sessions, section meetings, field trips, seminars and workshops, exhibits, luncheons, and receptions—a major social event is the annual convention dance.

This year’s dance will feature music by Steve Campbell and “Hearts on Fire.” The group will perform mainly country and western music. Arrangements for the dance and band were made by Emmeline Dool, College of the Mainland, chairperson this year of the TJCTA Social Committee.

The dance will begin at 9:00 p.m., Friday, Feb. 28, and will end at 1:00 a.m. The event will be held in the Hyatt Regency’s Imperial Ballroom. No fee is charged for admission to the dance; however, the function is open only to individuals officially registered at the convention, and convention badges must be presented to enter the ballroom.

REQUEST FOR BANQUET TICKETS

Please send _______ ticket(s) at $25 each for the TJCTA banquet scheduled for 7:30 p.m., Thursday, February 27, 1992, at the Hyatt Regency hotel, Houston.

My check in the amount of $_______, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 25, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferrable.)

[ ] Hold ticket(s) to be picked up at the convention registration desk under my name.

[ ] Mail ticket(s) to me at the address shown below.

Name ____________________________

Address __________________________

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 18 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.
COLLEGE PRESIDENTS PLAN TWO MEETINGS

Community junior college presidents and chancellors will meet twice during the annual TJCTA convention.

William R. Auvenshine, TJC College, president of the Texas Junior College Association, announced a pre-convention conference for Thursday, Feb. 27, in which chief administrators will discuss issues of concern to college leaders. The meeting will be conducted in the Dogwood Room (Third Level) of the Hyatt Regency hotel. According to Dr. Auvenshine, the session is designed primarily for deans and division directors who are interested in knowing more about the challenges and opportunities facing presidents and chancellors. Topic for the meeting is “So You Want To Be A President.”

Registration for the session will be at 1:15 Thursday afternoon, and the program will begin at 1:00. John H. Anthony, president of the Collin County Community College District, will speak on “Leadership Styles and Skills.” Jim M. Williams, president, Grayson County College, will discuss “Board Relations.” Marvin L. Baker, president, South Plains College, will speak on “Working with the Legislature.” Final speaker will be George B. Vaughan, director of the Center for Community College Education at the University of Florida. Dr. Vaughan’s topic is “Pathway to the Presidency.”

Friday Luncheon Meeting

The annual luncheon meeting of the Texas Junior College Association is scheduled for Friday, Feb. 28, from Noon to 1:45 p.m., in the Hyatt Regency’s Dogwood Room (Third Level).

The program for the luncheon session consists of remarks on “New Tool for Assessing Community College Effectiveness.” Speakers will be George A. Baker, director of the National Institute for Leadership and Development at The University of Texas at Austin, and Dale F. Campbell, assistant commissioner, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board.

TJCA is an organization of institutions, represented by each college’s chief administrative officer (or a designated representative). The group meets each year in conjunction with the TJCTA convention. In addition to Dr. Auvenshine, TJCA officers this year are Nancy Ellen Partlow, Wharton County Junior College, vice president; and Larry L. Stanley, College of the Mainland, secretary-treasurer.
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On Friday, the Psychology Section will meet at 9:00 a.m. to hear Lester A. Lefton speak on “High-Impact, Low-Technology Teaching Techniques in Large Sections of Introductory Psychology.” Dr. Lefton received his Ph.D. in 1972 from the University of Rochester. Since then he has been teaching graduate and undergraduate courses in psychology at the University of South Carolina. In recent years he has specialized in teaching large classes of introductory psychology. In addition to his teaching responsibilities, he is in his second term as chairperson of the Psychology Department at the University of South Carolina. He is the author of two introductory psychology textbooks, *Psychology* (fourth edition), published last year by Allyn & Bacon, Inc., and the recently published fourth edition of his other textbook *Mastering Psychology*, co-authored with Laura Valvatne.

Following Dr. Lefton’s address, members will have an opportunity to hear an address by Philip G. Zimbardo. Dr. Zimbardo’s topic is entitled “The Personal and Social Dynamics of Time Perspective.” This lecture will consider the role of time perspective in human behavior. Dr. Zimbardo explains that “when an individual’s time perspective becomes ‘biased’ in overusing or underusing one of these categories (past, present, or future), predictable consequences emerge in motivational, cognitive, emotional, and behavioral functioning.” The presentation “will analyze the origins of biased time perspectives and describe assessment procedures and empirical research that illuminates the correlates and consequences of being excessively oriented toward the past, present, or future.”

Dr. Zimbardo is a Professor of Psychology at Stanford University. A prolific writer and speaker, he has also designed, written, and hosted a 26-program television series on general psychology, *Discovering Psychology*, which has aired nationwide on PBS.

Saturday, Camille B. Wortman will speak on “Teaching About Life’s Traumas: Psychological Perspectives for Good Health.” Dr. Wortman’s major interests include reactions to undesirable events, causal attribution, and reactions to stress and victimization. In addition to publishing numerous articles in every major journal in her field, she has contributed chapters to a large number of edited books, including *Advances in Social Psychology, New Directions in Attribution Research*, and *Advances in Environmental Psychology*. In recognition of her research, Dr. Wortman received the American Psychological Association’s Distinguished Scientific Award for Early Career Contribution to Psychology.

Friday’s Economics Section meeting will feature Ralph T. Byrns, who will speak on “The Future of the U.S. Banking Industry.” Dr. Byrns is Professor of Economics at the University of Colorado at Boulder. He received his Ph.D. from Rice University, where he taught in 1971-72. He has authored or co-authored numerous papers, several popular computer software programs, and over a dozen research reports, including *Economics*, published by Harper Collins Publishers. Particularly interested in teaching introductory economic principles, Dr. Byrns’s areas of expertise also include monetary and international economics.

“Privatization of the Soviet Economy and the Role of the International Monetary Fund and the Western World” will be Saturday’s topic. Led by Ryan Amacher, Dean of the College of Commerce and Industry at Clemson University, the discussion will consider the economic implications of the rapidly-changing face of what was once the Soviet Union. Dr. Amacher received his Ph.D. from the University of Virginia in 1971. In addition to his extensive university experience, he has worked as a consultant to industry and government. He was senior international economist and assistant to the Deputy Assistant Secretary for Research in the U.S. Treasury Department, and is currently on the board of directors of *Business Week*. Dr. Amacher is author, coauthor, or editor of ten books, including *Principles of Micro-Economics and Principles of Macro-Economics*, which are in their fourth edition.

Saturday, members have an opportunity to hear Janith Stephenson and Marilyn Wolf speak on “Critical Thinking: The Key to Success in Developmental Studies Courses and Beyond.” Dr. Stephenson and Ms. Wolf are implementing a Carl Perkins discretionary grant to develop four courses for technical students in developmental studies curriculum. Along with developmental writing and reading, a critical thinking course is offered in tandem with an introductory course in the student’s major. By interconnecting reading, writing, and reasoning skills among all four courses, the curriculum is designed to help students be successful in their first year of college.

Dr. Stephenson is an instructor of reading at College of the Mainland; Ms. Wolf is an Assistant Professor of English at Galveston College. Santi Buscemi will address Friday’s meeting of the Developmental Reading Section. His presentation, entitled “Launching Voyages of Discovery: Building Self-Confidence in Developing Readers/Writers,” argues that one way to build confidence in developing readers and writers is to show that “ordinary” concerns governing their lives share a connection with issues addressed in the works of “famous” writers. Mr. Buscemi teaches reading and writing at Middlesex County College in Edison, New Jersey, where he chairs the Department of English. He is the author of *A Reader for Developing Writers* (McGraw-Hill Book Company), an anthology of prose, poetry, fiction, and student writing that exploits the natural connection between the reading and writing processes. He is also the co-author of two other reading texts.

Saturday, members have an opportunity to hear Janith Stephenson and Marilyn Wolf speak on “Critical Thinking: The Key to Success in Developmental Studies Courses and Beyond.” Dr. Stephenson and Ms. Wolf are implementing a Carl Perkins discretionary grant to develop four courses for technical students in developmental studies curriculum. Along with developmental writing and reading, a critical thinking course is offered in tandem with an introductory course in the student’s major. By interconnecting reading, writing, and reasoning skills among all four courses, the curriculum is designed to help students be successful in their first year of college.

Dr. Stephenson is an instructor of reading at College of the Mainland; Ms. Wolf is an Assistant Professor of English at Galveston College.
Friday’s section meeting of Health Occupations will feature Lois Jean Moore, who will discuss “Community Ethical Dilemmas.” Ms. Moore is president and chief executive officer of the Harris County Hospital District. She oversees and administers the District’s three hospitals and Community Health Program’s ten clinics. She is responsible for the budget of $266 million and the efficient operation of one of Harris County’s largest employers with approximately 4,000 employees.

Elizabeth T. Anderson will address the issue “Teaching About Family Violence” on Saturday. Dr. Anderson is chairperson of the Department of Community Health and Gerontology at The University of Texas Medical Branch in Galveston. She received her Bachelor of Science degree in nursing from the University of Miami, her Master’s degree from Texas Woman’s University, and her Ph.D. from The University of Texas School of Public Health. Among her publications are Report of Consensus Conference on the Essentials of Public Health Nursing Practice and Education, (American Public Health Association, 1985) and Community-as-Citizen: Application of the Nursing Process (J.B. Lippincott, 1988).

“What Should We Teach?” is Topic for English Section

The Friday morning English Section meeting will feature Stephen R. Reid, Professor of English at Colorado State University. As the trainer of new college composition teachers in his university, Dr. Reid works closely with the challenge of teaching writing. He is the author of The Prentice Hall Guide for College Writers (1991) and Purpose and Process: A Reader for Writers (1991). He will address the English Section on the topic “Critical Thinking and Reading in the Writing Process.”

The English Section meetings will be held in Arboretum V (Second Level) in the Hyatt Regency hotel.

Friday afternoon, TJCTA members are invited to attend a poetry reading and tea session in the Redbud Room, from 4:15 until 5:45 p.m. Nancy Jones, of North Lake College, will present her sabbatical project, a book of poetry written by faculty members in Dallas County Community College District, who will be reading their poems.

Paul Lauter, Professor of English at Trinity College in Connecticut and editor of the Heath Anthology of American Literature, will speak on Saturday. His announced topic is “The Literary Canon: What Should We Teach? What Should They Learn?” Dr. Lauter has been actively engaged in the Modern Language Association discussion of re-examining the "literary canon" to balance the curriculum with respect to gender and race. At the 1990 MLA convention, he received the annual MELUS (Multi-Ethnic Literature of the United States) award for his contributions to the study of ethnic and minority cultures.

Chairperson of the English Section this year is Joyce Powell, North Lake College.

"Ethical Dilemmas" is Section Topic

"Ageng Services Topics Announced

TJCTA members attending meetings of the Aging Services and Education Section will hear Charles R. Flint and Mary May speak on Friday. Their topic, "Articulation with Senior Institutions: A Model," will focus on a transfer degree programs between San Jacinto College and the University of Houston, the program was established to allow students to pursue a baccalaureate degree in Health Care Administration. Mr. Flint and Ms. May will discuss how such an articulation was accomplished.

Mr. Flint earned his Bachelor’s degree in Business Administration from East Texas State University, and his Master of Education from Sam Houston State University. He is currently Chairperson of the Management Development Department at San Jacinto College-Central Campus.

Ms. May is the Division Chairperson for Business Administration at San Jacinto College-Central Campus. She earned a Bachelor of Science degree from the University of Houston, the Master of Education from Stephen F. Austin State University, and is currently pursuing an Ed.D. from Baylor University.

Saturday, the meeting will feature a presentation and discussion about effective continuing education programs. Cal Lewis, program director for the Heart of Texas Retired Senior Volunteer Program, will share his experience with the relationship between RSVP and its sponsor, McLennan Community College.

This will be followed by a panel discussion, focusing on continuing education offerings for senior adults and those who work with the elderly. The panel will be composed of continuing education professionals from both the senior and community junior college levels.

Dean to Address Business Section

"Internationalization in Higher Education: The Time is Now!" will be the topic for Friday’s meeting of the Business Administration Section. Dean of the College of Business Administration at the University of Houston since 1988, John M. Ivancevich will speak to the group on the need for educators to strengthen ties with the business and professional communities and internationalize college programs. An internationally recognized writer and teacher, Dr. Ivancevich’s textbooks have been adopted by hundreds of institutions across the United States. Dr. Ivancevich received his doctorate from the University of Maryland and taught at the University of Kentucky before coming to the University of Houston.

On Saturday, Stephen J. Skinner will speak. His topic will be “Are We Satisfying Our Customers?” Dr. Skinner is the Rosenthal Professor of Marketing, in the College of Business and Economics at the University of Kentucky. A widely published author, Dr. Skinner’s works include Marketing, a college textbook published by Houghton Mifflin Company, and numerous research articles in trade journals.

Exhibits Important Part of Convention

Between 110 and 120 exhibit booths will be reserved by opening day of this year’s TJCTA convention in Houston. Every major textbook publisher in the U.S. will be represented at this year’s convention. Several insurance companies have reserved space, and a few universities will also be represented.

The Hyatt Regency’s Market Place Exhibit Hall will be the busiest place of the convention, as members visit the booths, meet the representatives, and view the displays.

The exhibit hall is located in the hotel’s lower level and is accessible from the main lobby by means of an elevator or stairs. Exhibits will be open Friday, Feb. 28, from 8:00 a.m. to 5:00 p.m., and Saturday, Feb. 29, from 8:00 to 11:30 a.m.

Convention badges will be required for admission to the exhibit hall. Security personnel will be on hand to deny entry to anyone without a badge.

Members are urged to visit the exhibits during the time they are not attending other convention activities.
The best books for Texas
New for 1992 from

COMPREHENSIVE PSYCHIATRIC NURSING
4th Edition
Judy Haber, Anita Leach McMahon, Pamela Price-Hoskins and Barbara Flynn Sideleau
1992 (0-8016-6040-8)

MEDICAL-SURGICAL NURSING: Assessment and Management of Clinical Problems
3rd Edition
Sharon Mantik Lewis and Idolia Cox Collier
1992 (0-8016-6039-4)

BASIC NUTRITION AND DIET THERAPY
9th Edition
Sue Rodwell Williams
1992 (0-8016-6453-5)

TOTAL PATIENT CARE: Foundations and Practice of Adult Health Nursing, 8th Edition
Gail Harkness-Hood and Judith R. Dincher
1992 (0-8016-2407-X)

MOSBY'S PHARMACOLOGY IN NURSING
18th Edition
Leda M. McKenry and Evelyn Salerno
1992 (0-8016-3199-8)

Sylvia A. Price and Lorraine M. Wilson
1992 (0-8016-6051-3)

STRUCTURE & FUNCTION OF THE BODY
9th Edition
Gary Thibodeau
1992 (0-8016-6403-9)

THE HUMAN BODY IN HEALTH AND DISEASE
Gary Thibodeau and Kevin Patton
1992 (0-8016-6413-6)

MARINE BIOLOGY
Peter Castro and Michael Huber
1992 (0-8016-0362-5)

UNDERSTANDING YOUR HEALTH
3rd Edition
Wayne Payne and Dale Hahn
1992 (0-8016-6373-3)

CONTEMPORARY NUTRITION: Issues and Insights
Gordon Wardlaw, Paul Insel and Marcia Seyler
1992 (0-8016-2348-0)

BIOLOGY, 3rd Edition
Peter Raven and George Johnson
1992 (0-8016-6372-5)

ANATOMY AND PHYSIOLOGY, 2nd Edition
Rod Seeley, Trent Stephens and Phil Tate
1992 (0-8016-4832-7)
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Peter Raven and George Johnson
1991  (0-8016-2524-6)

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Rod Seeley, Trent Stephens and Phil Tate
1991  (0-8016-0227-0)

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45th Annual Convention
TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
and
TEXAS JUNIOR COLLEGE ASSOCIATION

HYATT REGENCY HOTEL
FEBRUARY 27-29, 1992
HOUSTON, TEXAS

Convention Theme:
“Education: Caught in the Crossfire”

THURSDAY—FEBRUARY 27, 1992
8:00 a.m. - 5:00 p.m. Special Meetings (to be announced)
12:00 Noon - 10:00 p.m. Convention Registration—Imperial Ballroom Foyer (Third Level)
1:00 - 4:00 p.m. Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m. Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons—Holly (Fourth Level)
6:30 - 7:30 p.m. Informal Reception—Imperial Ballroom-West (Third Level)
7:30 p.m. BANQUET AND FIRST GENERAL SESSION—Imperial Ballroom (Third Level)
9:00 - 10:30 a.m. Section Meetings for Special Sections
10:45 a.m. - 12:15 p.m. Section Meetings for Remaining Sections
12:30 - 1:45 p.m. Financial Planning Seminar—Magnolia (Third Level)
12:30 - 1:45 p.m. Professional Development Seminar—Regency Room (Second Level)
12:30 - 1:45 p.m. Wellness Program Networking—Cedarwood C (Third Level)
2:00 - 4:00 p.m. SECOND GENERAL SESSION—Imperial Ballroom (Third Level)
4:15 - 5:45 p.m. Insurance Seminar—Magnolia (Third Level)
9:00 p.m. - 1:00 a.m. Dance for TJCTA Members and Invited Guests - Imperial Ballroom (Third Level) (Admission by convention badge only)

FRIDAY—FEBRUARY 28, 1992
7:30 - 8:45 a.m. Financial Planning Seminar—Magnolia (Third Level) (repeated at 12:30 p.m.)
7:30 - 8:45 a.m. Professional Development Seminar—Regency Room (Second Level) (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m. Convention Registration—Imperial Ballroom Foyer
8:00 a.m. - 5:00 p.m. Exhibits Open—Market Place Exhibit Hall (Lower Level)
8:00 a.m. - 5:00 p.m. Polls Open (Election of Officers)—Imperial Ballroom Foyer (Third Level)
9:00 a.m. - 11:30 a.m. Membership Services Committee—Magnolia (Third Level)
12:30 - 1:45 p.m. Section Meetings for Some Sections
1:00 - 4:00 p.m. Business/Computer Information Processing/Occupations Division Directors and Chairpersons—Magnolia (Third Level)
1:00 - 4:00 p.m. Board Relations Committee—Magnolia (Third Level)
4:15 - 5:45 p.m. Dogwood II (Third Level), Hyatt Regency Hotel

SATURDAY, FEBRUARY 29, 1992
8:00 - 11:30 a.m. Convention Registration—Imperial Ballroom Foyer (Third Level)
8:00 - 11:30 a.m. Exhibits Open—Market Place Exhibit Hall (Lower Level)
9:00 a.m. - 10:15 a.m. Section Meetings for Some Sections
10:30 - 11:45 a.m. Section Meetings for Remaining Sections
11:45 a.m. - 1:00 p.m. Adjournment
12:00 Noon - 3:00 p.m. Special Meetings (to be announced)

SPECIAL MEETINGS
Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grant Funded under the Carl D. Perkins Vocational Education Act—Thursday, February 27, 8:00 a.m. - 5:00 p.m.—Arbor Room (First Level)—Chairperson: Larry C. Key, Director of Federal Projects, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board

TJCTA COMMITTEE MEETINGS
Thursday, February 27, 1992
Hyatt Regency Hotel
(Note: All committees are subject to additional meetings as called by their chairpersons.)

Special Meetings
Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, February 27, 8:00 a.m. - 2:00 p.m.—Arbor Room (Second Level)—Chairperson: Larry C. Key, Director of Federal Projects, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board

Business/Computer Information Processing/Occupations Division Directors and Chairpersons—Thursday, February 27, 8:30 a.m. - 9:30 a.m.—Magnolia (Third Level)—Janis A. Hinchman, Lamar University: Pat Parham, Chairperson

Communications Advisory Committee, Texas Higher Education Coordinating Board—Logan Room Meeting—Thursday, February 27, 12:30 noon - 2:00 p.m.—Magnolia (Third Level)—Penderosa (Fourth Level)—Marvin R. Fender, Temple Junior College, Chairperson

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, February 27, 2:00 p.m.—Live Oak (Fourth Level)—Paul D. Bowers, Grayson County College, President

TEX-SIS Follow-up System Steering Committee—Thursday, February 27, 2:00 p.m.—Willow (Fourth Level)—Jim R. Reed, Project Director

Wellness Programs in Texas Two-Year Colleges—Friday, February 28, 12:30 - 1:45 p.m.—Cypress (Fourth Level)—John K. Anthony, President, Collin County Community College District

Board Relations—Thursday, February 27, 2:00 p.m.—Marvin L. Baker, President, Clarendon College

"Working with the Legislature"—Thursday, February 27, 2:00 p.m.—South Plains College—Marvin L. Baker, President

"Pathway to the Presidency"—Thursday, February 27, 2:00 p.m.—Tarrant County Junior College—Tahita N. Fulkerson, President

TEXAS JUNIOR COLLEGE ASSOCIATION
Preconvention Meeting
Thursday, February 27—2:30 - 4:30 p.m.
Dogwood B (Third Level), Hyatt Regency Hotel

"So You Want To Be A President"
Preceding—William R. Auvenshine, Hill College, President
"Leadership Styles and Skills"—John H. Anthony, President, Collin County Community College District
"Board Relations"—Jim M. Williams, President, Grayson County College
"Working with the Legislature"—Marvin L. Baker, President, South Plains College
"Pathway to the Presidency"—George B. Vaughan, Director, Center for Community College Education, University of Florida

Annual Luncheon Meeting
Friday, February 28—12:00 noon - 1:45 p.m.
Dogwood B (Third Level), Hyatt Regency Hotel

"New Tool for Assessing Community College Effectiveness"
Preceding—William R. Auvenshine, Hill College, President
Speakers—George B. Baker, Director, National Institute for Leadership Development, University of Texas at Austin; Dale E. Campbell, Assistant Commissioner, Division of Community and Technical Colleges, Texas Higher Education Coordinating Board
CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1992 convention:

Professional, Associate, Student, and Unaffiliated Members ................................................................. $25
Immediate Family of Registered Members (provided the guests are not themselves eligible for professional membership) ................................................................. No charge
Guests of the Association:
Program Speakers (not eligible for professional membership) ................................................................. No charge
Representatives of Exhibitors (not eligible for professional membership) .................................................. No charge
All Others .................................................................................................................................................... $50

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(Note: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the “free” time to attend other section meetings and visit the commercial exhibits.)

MEETING LOCATIONS ARE TENTATIVE. CONSULT OFFICIAL PROGRAM AT REGISTRATION.

ACCOUNTING
Chairperson: BETTY J. BYRAM, Lamar University—Orange  
Friday, 10:45 a.m.—12:15 p.m.—Arboretum III (Second Level)  
“Teaching the Real World of Accounting,” Walter T. Harrison, Jr., KPMG Peat Marwick—Thomas L. Holton Chair in Accounting, Hankamer School of Business, Baylor University  
Saturday, 9:00—10:15 a.m.—Arboretum III (Second Level)  
“Critical Thinking/Active Learning,” Paul D. Kimmel, Assistant Professor of Accounting, University of Wisconsin–Milwaukee

AERONAUTICAL TECHNOLOGY
Chairperson: CHARLES BARTOSEK, Tarrant County Junior College-Northwest Campus  
Friday, 9:00—10:30 a.m.—Sandalwood A (Fourth Level)  
“The Future of FAR 147,” Mr. Les Vipon, Federal Aviation Administration, Washington D.C.  
Saturday, 10:30—11:45 a.m.—Sandalwood A (Fourth Level)  
“The Future of FAR 147,” Mr. Les Vipon, Federal Aviation Administration, Washington D.C.

AGING SERVICES AND EDUCATION
Chairperson: JOE T. ArrINGTON, McLennan Community College  
Friday, 10:45 a.m.—12:15 p.m.—Arboretum I (Second Level)  
“Articulation with Senior Institutions: A Model,” Charles R. Flint, Chairperson, Management Development Department, San Jacinto College-Central Campus, and Mary May, Division Chairperson, Business Administration, San Jacinto College-Central Campus  
Saturday, 9:00—10:15 a.m.—Arboretum I (Second Level)  
“Community College and Service Provision: The RSVP Connection,” Cal Lewis, Program Director, Heart of Texas Retired Senior Volunteer Program  
Panel Discussion: “Continuing Education for Senior Adults: Programs That Work”

AGRICULTURE
Chairperson: RONALD BRAEUER, Wharton County Junior College  
Friday, 9:00 a.m.—1:30 p.m.  
Tour of Terminal Grain Elevators, Port of Houston  
Luncheon meeting with Texas Rural Communities  
(Note: Transportation will depart from the Louisiana Street entrance at 9:00 a.m., and return at approximately 1:30 p.m.)  
Saturday, 10:30—11:45 a.m.—Sandalwood B (Fourth Level)  
“Recruitment, Retention, and Career Counseling of Freshmen Agriculture Students,” Dusty R. Johnston, Vice President for Student Services, Howard College

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY
Chairperson: IRVING D. PANZER, Houston Community College  
Friday, 10:45 a.m.—12:15 p.m.  
Tour of Goodman Manufacturing Company, Harold Goodman, President-Owner, Peter H. Alexander, Vice President for Engineering, Tour Conductor  
(Note: Transportation will depart from the Louisiana Street entrance at 10:45 a.m. and return at 12:15 p.m.)  
Saturday, 9:00—10:15 a.m.—Raintree (Fourth Level)  
“Using R-22 for Low Temperature Application and Reducing Ozone Destruction,” Ken Wilson, District Sales Manager, Copeland Corporation
ART
Chairperson: SANDRA BAKER, Brazosport College
Friday, 9:00 a.m.-1:30 p.m.
Tour of Houston Museum of Fine Arts, Contemporary Art
Museum, Glassell School of Art
(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m., and return at approximately 1:30 p.m.)
Saturday, 9:00-10:15 a.m.—Sandalwood B (Fourth Level)
"Art: The Untapped Resource," Matilda Cochran, Docent Program Manager, Houston Museum of Fine Arts

ASSOCIATE DEGREE NURSING
Co-Chairpersons: MIRIAM VILLAGELIU, Alvin Community College and THELMA A. PERCOCO, Lee College
Friday, 10:45 a.m.-12:15 p.m.—Cottonwood A (Third Level)
"Multimedia Computing in Nursing: A National Perspective and Approach," Paula O’Neill, Director, Instructional Resources, The University of Texas M.D. Anderson Cancer Center
Saturday, 9:00-10:15 a.m.—Cottonwood A (Third Level)
"Balancing on a Highwire: Caring for Yourself as You Care for Others," Karlene Kerfoot, Executive Vice President of Patient Care, St. Luke’s Episcopal Hospital, Texas Medical Center

AUTOMOTIVE SERVICES
Chairperson: DANIEL N. WICKWARE, Northeast Texas Community College
Friday, 9:00-10:30 a.m.—Dogwood A (Third Level)
"Hypergraphics Classroom: A New Way to Present a Lesson," Bill Caruthers, Vice President of Marketing, Hypergraphics Educational System
Saturday, 10:30-11:45 a.m. — Dogwood A (Third Level)
"Refrigerant (R-12) Recovery and Recycling Certification Seminar," Daniel N. Wickware, Automotive/Computer Instructor, Northeast Texas Community College
(NOTE: Instructors may take certification test at the end of the seminar, at a cost of $15.)

BIOLOGY
Chairperson: ROBERT C. McREYNOLDS, San Jacinto College—Central Campus
Friday, 10:45 a.m.-12:15 p.m.—Arboretum IV (Second Level)
"Searching for the Medicines in the Vanishing Amazon," Robert A. Wallace, Adjunct Professor of Zoology, University of Florida
Saturday, 9:00-10:15 a.m.—Arboretum IV (Second Level)
"Gene Transplantation Technology," Sam Rhine, Human Genetics Lecturer

BUSINESS ADMINISTRATION
Chairperson: M. MARGARET DUNN, Amarillo College
Friday, 9:00-10:30 a.m.—Dogwood B (Third Level)
"Internationalization in Higher Education: The Time Is Now!" Dr. John M. Ivancevich, Dean, College of Business Administration, University of Houston
(NOTE: The Business Administration Section and the Real Estate Section will meet jointly for this presentation.)

CHEMISTRY
Chairperson: JEAN C. WILEYMAN, North Harris College
Friday, 9:00 a.m.-Noon
Tour of Anheuser Busch Brewery
"The Chemistry of Brewing Beer," Bill Von Minden, Head Brewmaster, Anheuser Busch Brewery (Participation is limited to Chemistry faculty.)
(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m., and return at approximately Noon.)
Saturday, 10:30-11:45 a.m.—Cedar (Fourth Level)
Roundtable Discussion: "Freshman Laboratories," John Bear, Chairperson, Department of Chemistry, University of Houston

COMPENSATORY / DEVELOPMENTAL EDUCATION
Co-Chairpersons: JANICE L. DRAKE, McLennan Community College and BARBARA BAYERKOHLER, Blinn College
Friday, 10:45 a.m.-12:15 p.m.—Holly (Fourth Level)
"Volunteer to Teach the Most Educational Course on Campus!" Nancy Ray Mitchell, Management Instructor and Internship Coordinator, McLennan Community College
Saturday, 9:00-10:15 a.m.—Holly (Fourth Level)
"Using Simulations and Games in Developmental Classes," Russell Hodges, Instructor of Educational Administration and Psychological Services, Southwest Texas State University, and Carmen E. Wiese, Instructor of Developmental Reading, Southwest Texas Junior College

COMPUTER CENTER DIRECTORS
Chairperson: CHARLES W. (BILL) BANE, McLennan Community College
Friday, 9:00-10:30 a.m.—Ponderosa (Fourth Level)
"Executive Information Systems," Bill Lowery, Education/ Business Development Executive, Apple Computer, Inc.
Saturday, 10:30-11:45 a.m.—Ponderosa (Fourth Level)
"State and National Networks: What They Are and How to Use Them," Connie Stout, Program Director, Division of Technology Development, Texas Education Agency

COMPUTER INFORMATION PROCESSING
Chairperson: GIGI N. BEATON, Tyler Junior College
Friday, 10:45 a.m.-12:15 p.m.
Site visit to Johnson Space Center, National Aeronautics and Space Administration
(NOTE: Bus transportation will leave from the Louisiana Street entrance no later than 8:30 a.m., and return at 1:30 p.m.)
Saturday, 8:30-10:15 a.m.—Dogwood A & B (Third Level)
“Networking Your Campus,” Randolph P. Johnston, Executive Vice President, Network Management Group, Hutchinson, Kansas
(NOTE: Continental breakfast will be served at 8:30 a.m.)

COSMETOLOGY
Chairperson: PEGGY L. COOK, San Jacinto College—Central Campus
Friday, 10:45 a.m.—12:15 p.m.—Cedar (Fourth Level)
“Hair Extensions,” Tom Magliaro, The Hair Weavers, Inc.
“Reflexology,” Linda Keller, Manicurist, Certified Reflexologist
Saturday, 9:00-10:15 a.m.—Cedar (Fourth Level)
“Non-Verbal Communication: How It Can Enhance Our Effectiveness in Teaching Students,” Jan Hargrave, Instructor, Human Relations, University of Houston

COUNSELING AND STUDENT PERSONNEL SERVICES
Chairperson: CHARLOTTE BULLARD, Grayson College
Friday, 9:00-10:30 a.m.—Cottonwood A & B (Third Level)
“When All Else Fails, Read the Instructions,” Dick Ross, Counselor, Associate Professor, Amarillo College
Saturday, 10:30-11:45 a.m.—Cottonwood A (Third Level)
“The Junior College Connection: Counselors as Trainers,” Paul Bowers, Director of Guidance, Grayson College, and Pamela Polk, Counselor, Grayson College

COURT REPORTING
Chairperson: JOSEPH R. JACKSON, Alvin Community College
Friday, 9:00-10:30 a.m.
(NOTE: Meeting will be held at 1201 Louisiana Street, Suite 3434, directly across the street from Hyatt Regency hotel.)
Saturday, 10:30-11:45 a.m.—Hugo’s Library (Second Level)
“Current Trends in Court Reporting,” Linda C. Baker, CSR and Jerry Kelley, CSR

CRIMINAL JUSTICE
Chairperson: ALFONSO MENDIOLA, Laredo Junior College
Friday, 10:45 a.m.—12:15 p.m.—Ponderosa (Fourth Level)
“Future Challenges to Criminal Justice Education,” Timothy J. Flanagan, Dean of the College of Criminal Justice, Sam Houston State University
Saturday, 9:00-10:15 a.m.—Ponderosa (Fourth Level)
“Police Administration in the ‘90s,” H. A. Contreras, Assistant Chief of Police, City of Houston

DEVELOPMENTAL READING
Chairperson: JOAN C. MAULDIN, San Jacinto College—South Campus
Friday, 9:00-10:30 a.m.—Magnolia (Third Level)
“Launching Voyages of Discovery: Building Self-Confidence in Developing Readers/Writers,” Santi Buscemi, Chairperson, Department of English, Middlesex County College, Edison, New Jersey
Saturday, 10:30-11:45 a.m.—Magnolia (Third Level)
“Critical Thinking: The Key to Success in Developmental Studies Courses and Beyond,” Janith Stephenson, Instructor of Reading, College of the Mainland, and Marilyn Wolf, Assistant Professor of English, Galveston College

ECONOMICS
Chairperson: ROHINI V. DIVECHA, Ph.D., San Jacinto College—South Campus
Friday, 10:45 a.m.—12:15 p.m.—Redbud (Third Level)
“The Future of the U.S. Banking Industry,” Ralph T. Byrns, Adjunct Professor of Economics, University of Colorado at Boulder
Saturday, 9:00-10:15 a.m.—Redbud (Third Level)
“Privatization of the Soviet Economy and the Role of the International Monetary Fund and the Western World,” Ryan Amacher, Dean of the College of Commerce and Industry, Clemson University

ELECTRONICS
Chairperson: VICTOR L. SVATEK, San Jacinto College—Central Campus
Friday, 11:30 a.m.—1:30 p.m.—Sandalwood A & B (Fourth Level)
Friday, 6:00-8:00 p.m.—Hugo’s Window Box (Second Level)
Dinner Meeting—prior reservations required. “Innovations in Electronic Instruction,” Electronics Vendors and Publisher Representatives
Saturday, 8:00-10:00 a.m.—Hugo’s Window Box (Second Level)
Breakfast Meeting—prior reservations required. “Programmable Logic Controller (PLC): Applications in Process Control,” Kenneth Potthoff, Design Engineer, S.I.P. Engineering

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY (COMPUTER AIDED DRAFTING)
Chairperson: DANIEL L. HEMPSMYER, San Jacinto College—North Campus
Friday, 9:00-10:30 a.m.—Arboretum III (Second Level)
“The Latest From AutoDesk and Related Software,” Jim Stepter, Vice President, Teaching Systems, Inc.
Saturday, 10:30-11:45 a.m.—Arboretum III (Second Level)
“Demonstration of Matching and Mismatching of Pen Plotters, Pens, and Media,” Larry Magers, President, Vector Graphics Supply, Inc.
ENGLISH
Chairperson: JOYCE E. POWELL, North Lake College
Friday, 10:45 a.m.–12:15 p.m.—Arboretum V (Second Level)
“Critical Thinking and Reading in the Writing Process,” Stephen R. Reid, Teacher-Trainer, Co-Supervisor for Basic and College Composition, Colorado State University
Saturday, 9:00–10:15 a.m.—Arboretum V (Second Level)
“The Literary Canon: What Should We Teach? What Should They Read?” Paul Lauter, Professor of English, Trinity College

ENGLISH-AS-A-SECOND-LANGUAGE
Chairperson: MARYLOU B. MORROW, College of the Mainland
Friday, 9:00–10:30 a.m.—Holly (Fourth Level)
“Cross-Cultural Communication,” Carol M. Archer, Instructor of Cross-Cultural Communication, University of Houston
Saturday, 10:30–11:45 a.m.—Holly (Fourth Level)
“Story-Telling: The Writing Process,” Judy Henderson, Instructor of Intensive English, Houston Community College

FASHION MERCHANDISING
Chairperson: KAY W. KING, Houston Community College
Friday, 9:00–10:30 a.m.
Tour of Specialty Retailers, Inc. Distribution Center, Mark Emmette, Training Coordinator
(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m. and return at approximately 10:30 a.m.)
Saturday, 10:30–11:45 a.m.—Arboretum II (Second Level)
“The Benefits and Problems of Formal Articulation Agreements,” Rella Carpenter, Director of Academic Services, College of Technology, University of Houston and Debbie Todd, Academic Advisor, Human Development and Computer Sciences/Industrial Technology, College of Technology, University of Houston

FOREIGN LANGUAGE
Chairperson: ANA M. HNAT, Houston Community College
Friday, 10:45 a.m.–12:15 p.m.—Live Oak (Fourth Level)
“Destinos: An Introductory Telecourse in Spanish,” Richard V. Teschner, Professor of Spanish, The University of Texas at El Paso
Saturday, 9:00–10:15 a.m.—Live Oak (Fourth Level)
“Listening Skills,” Rolande Leguillon, Professor and Chairperson, Department of French, Department, Saint Thomas University

GEOLOGY AND GEOGRAPHY
Chairperson: DAVID L. HANSMIRE, College of the Mainland
Friday, 10:45 a.m.–12:15 p.m.—Willow (Fourth Level)
“Land Subsidence and Groundwater Level Changes in the Houston-Galveston Region,” Dana Barbie, Hydrologist, United States Geological Survey

GOVERNMENT
Chairperson: NANCY KRAL, North Harris County College–Tomball Campus
Friday, 9:00–10:30 a.m.—Arboretum V (Second Level)
“Myth of the Activist Court,” Theodore J. Lowi, Professor of American Institutions, Cornell University
Saturday, 10:30–11:45 a.m.—Arboretum V (Second Level)
“The Political Challenges for the Former Soviet Union in the ‘90s,” Joseph L. Nogee, Professor of Political Science, University of Houston

HEALTH OCCUPATIONS
Chairperson: SALLY JO DURAND, Alvin Community College
Friday, 9:00–10:30 a.m.—Arboretum IV (Second Level)
“Community Ethical Dilemmas,” Lois Jean Moore, President and Chief Executive Officer, Harris County Hospital District
Saturday, 10:30–11:45 a.m.—Arboretum IV (Second Level)
“Teaching About Family Violence,” Elizabeth T. Anderson, Professor and Chairperson, Department of Community Health and Gerontology, The University of Texas Medical Branch, Galveston

HEALTH, PHYSICAL EDUCATION, AND RECREATION
Chairperson: PETER E. JONES, Tyler Junior College
Friday, 9:00–10:30 a.m.—Willow (Fourth Level)
“Texas Soccer,” Peter E. Jones, Instructor of History and Soccer Coach, Tyler Junior College
Saturday, 10:30–11:45 a.m.—Willow (Fourth Level)
“The Impact of a Required Physical Education Course, Physical Fitness and Health Concepts, on Students’ Health Locus of Control,” Lou Ann Kuck, Instructor of Dental Hygiene, Tyler Junior College and Roland J. Schick, Director of Health and Kinesiology, Tyler Junior College

HISTORY
Chairperson: REX L. FIELD, Palo Alto College
Friday, 10:45 a.m.–12:15 p.m.—Magnolia (Third Level)
“One of Many: Cultural Pluralism in an Introductory History Course,” David Shi, Frontis Johnston Professor of History, Davidson College
Saturday, 9:00–10:15 a.m.—Magnolia (Third Level)
"The Humanities: An Interdisciplinary Approach to History," Karen D. Marcotte, History Instructor and Chairperson, Department of Social Sciences, Palo Alto College

HORTICULTURE
Chairperson: W. K. (SAM) HURLEY, Trinity Valley Community College
Friday, 10:45 a.m.–12:15 p.m.—Ebony (Fourth Level)
"Educational and Commercial Aspects of Plant Tissue Culture," Louise Casey-Clukey, Consultant, Tissue Culture Specialist
Saturday, 9:00–10:15 a.m.—Ebony (Fourth Level)
"Organic Farming and Gardening," Fred Billings, Jr., President, Heritage Organic Farms and Fred Hanson, Founder, Heritage Organic Farms

JOURNALISM
Chairperson: LARRY C. THOMPSON, Northeast Texas Community College
Friday, 9:00–10:30 a.m.—RainTree (Fourth Level)
"Layout By Design," Ben Hobbs, Associate Professor of Communication, Stephen F. Austin State University

LEARNING RESOURCES
Chairperson: KENNETH ROACH, Lee College
Friday, 9:00–10:30 a.m.—Redbud (Third Level)
"The Texas Higher Education Coordinating Board and the LRC," Ann Lopez, Director of Instructional Services, Community and Technical Colleges Division, Texas Higher Education Coordinating Board
Saturday, 10:30–11:45 a.m.—Redbud (Third Level)
"Building Communities in a Diverse Society," Charles Green, Chancellor, Houston Community College System

LEGAL ASSISTANT
Chairperson: JOAN JONES, Tyler Junior College
Friday, 9:00–10:30 a.m.—Cypress (Third Level)
"The Educator and Law Office Management," Glenda Cox, Administrator, Ramey, Flock, Jeffus, Crawford, and Harper, Attorneys at Law, Tyler
Saturday, 10:30–11:45 a.m.—Cypress (Third Level)
"Advanced Degree Opportunities for Legal Assistant Students," Joan Jones, Program Director, Legal Assistant Program, Tyler Junior College

MATHEMATICS
Chairperson: NANCY C. LONG, Trinity Valley Community College
Friday, 10:45 a.m.–12:15 p.m.—Imperial Ballroom, East (Third Level)
A Panel Discussion: "Articulation," Garrett Egen, Chairperson, Department of Mathematics, University of Houston; Michael Mezzino, Chairperson, Department of Mathematics, University of Houston—Clear Lake Campus; Gerald Skidmore, Chairperson, Department of Mathematics, Alvin Community College; Sharon Sledge, Chairperson, Department of Mathematics, San Jacinto Community College; Arthur Hobbs, Associate Professor of Mathematics, Texas A & M University; Patricia M. Stone, Instructor of Mathematics, Tomball College
Saturday, 9:00–10:15 a.m.—Imperial Ballroom, East (Third Level)
"Writing as a Vehicle to Promote Sense-Making in Mathematics," Arthur B. Powell, Chairperson, Department of Academic Foundations and Associate Professor of Mathematics, State University of New Jersey–Rutgers, and Mahendra Rahnauth, Student Assistant

MUSIC
Chairperson: DORIS D. BURBANK, Alvin Community College
Friday, 9:00–10:30 a.m.—Arboretum II (Second Level)
Panel Discussion: "Music Educators Caught in the Crossfire"

OFFICE TECHNOLOGY
Chairperson: JANIS A. HUTCHINS, Lamar University—Port Arthur
Friday, 10:45 a.m.–12:15 p.m.—Mesquite (Third Level)
Saturday, 9:00–10:15 a.m.—Mesquite (Third Level)
"The Importance of Non-Verbal Communication," Jan Hargrave, Instructor of Human Relations, University of Houston

PHILOSOPHY
Chairperson: BERNARD J. MAHONEY, Houston Community College
Friday, 9:00–10:30 a.m.—Mesquite (Third Level)
Saturday, 10:30–11:45 a.m.—Mesquite (Third Level)
"Applied Ethics II: Some Philosophical Insights—Sexual Harassment and Human Rights," Carol Gardowk, Adjunct Instructor, Houston Community College

PHYSICS AND ENGINEERING
Chairperson: ALEX KAJSTURA, Northeast Texas Community College
Friday, 10:45 a.m.–12:15 p.m.—Dogwood A (Third Level)
"Recent Results From Physics Education Research," Thomas L. O'Kuma, Physics Instructor, Lee College
Saturday, 9:00–10:15 a.m.—Arboretum II (Second Level)
"Recent Trends in Teaching Introductory Physics," Raymond A. Serway, Professor of Physics, James Madison University
**PSYCHOLOGY**
Chairperson: RICHARD E. MILLER, Navarro College
Friday, 9:00-10:30 a.m.—Regency Room (Second Level)
"High-Impact, Low-Technology Techniques in Large Sections of Introductory Psychology," Lester A. Lefton, Chairperson, Department of Psychology, University of South Carolina
Friday, 10:45 a.m.-12:15 p.m.—Regency Room (Second Level)
"The Personal and Social Dynamics of Time Perspective," Philip G. Zimbardo, Professor of Psychology, Stanford University
(NOTE: The Psychology Section and Sociology and Anthropology Section will meet jointly for this presentation.)
Saturday, 9:00-10:15 a.m.—Regency Room (Second Level)
"Teaching About Life's Traumas: Psychological Perspectives For Good Health," Camille B. Wortman, Professor of Psychology, State University of New York

**RADIO/TELEVISION AND MEDIA**
Chairperson: JERRY V. ZUMWALT, Navarro College
Friday, 10:45 a.m.-12:15 p.m.
Field Trip to Industrial Audio/Video, Inc., with hands-on demonstration workshops with various video format equipment
(NOTE: Transportation will depart from the Louisiana Street entrance at 10:45 a.m., and return at 12:15 p.m.)
Saturday, 9:00-10:15 a.m.—Hugo's Library (Second Level)
"Surefire Techniques to Teach Dramatic Scriptwriting!" Theresa McKinley, Freelance Scriptwriter and Writing Instructor, Texas Christian University, Navarro College, and Oral Roberts University

**REAL ESTATE**
Chairperson: CHERYL E. NANCE, Amarillo College
Friday, 9:00-10:30 a.m.—Dogwood B (Third Level)
"Internationalization in Higher Education: The Time Is Now!" John M. Ivancevich, Dean, College of Business Administration, University of Houston
(NOTE: The Real Estate Section and the Business Administration Section will meet jointly for this presentation.)
Saturday, 10:30-11:45 a.m.—Live Oak (Fourth Level)
"Texas Real Estate Commission Updates," Rebecca Osborne, Director of Mandatory Continuing Education, Texas Real Estate Commission

**REGISTRARS**
Chairperson: DAVID L. PETRASH, Grayson County College
Friday, 10:45 a.m.-12:15 p.m.—Raintree (Fourth Level)
"Off-Campus Registration: P.C. and Cooperative Computing Solutions," Albert Barnes, Director of Admissions and Records, Wharton County Junior College, and Donald Cotton, Director of Computer Services, Blinn College
Saturday, 9:00-10:15 a.m.—Sandalwood A (Fourth Level)
"The Audit Crossfire," Dick F. Dinan, Supervising Auditor, Performance Audit Division, State Auditor's Office

**SOCIETY AND ANTHROPOLOGY**
Chairperson: WILLIAM M. (BILL) GILKER, Hill College—Cleburne Center
Friday, 10:45 a.m.-12:15 p.m.—Regency Room (Second Level)
"The Personal and Social Dynamics of Time Perspective," Philip G. Zimbardo, Professor of Psychology, Stanford University
(NOTE: The Sociology and Anthropology Section and the Psychology Section will meet jointly for this presentation.)
Saturday, 10:30-11:45 a.m.—Ebony (Fourth Level)
"Teaching Strategies for Futuristic Sociology," Peter Bishop, Director of Futuristic Studies Program, Department of Sociology, University of Houston—Clear Lake

**SPEECH AND DRAMA**
Chairperson: JENNIFER HANLON, Brazosport College
Friday, 8:30-10:30 a.m.—Arboretum 1 (Second Level)
8:30-9:00 a.m.—Pastries, Coffee, and Juice Served
9:00-10:30 a.m.
"Teaching Public Speaking: Philosophy, Methodology, and Applications," Stephen E. Lucas, Professor of Communications at University of Wisconsin—Madison
Saturday, 10:30-11:45 a.m.—Arboretum 1 (Second Level)
"Censorship in the Arts," Andrew Edmundson, Press and Publicity Manager, Alley Theatre

**TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)**
President: LINDLE D. GRIGSBY, Brookhaven College
Program Chairperson: MICHAEL G. CADY, College of the Mainland
Friday, 9:00-10:30 a.m.—Pecan (Fourth Level)
"The College and the Courts: An Update," Richard Strahan, Professor of Administration and Supervision, University of Houston
Saturday, 10:30-11:45 a.m.—Pecan (Fourth Level)
TACEC/JC Executive Board Meeting and Subcommittee Meetings

**TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSA A)**
President: BILL R. HUGHES, Texarkana Community College
Program Chairperson: JERRY BARTON, South Plains College
Friday, 10:45 a.m.-12:15 p.m.—Pecan (Fourth Level)
"Sexual Harassment—Employees and Students: How Fit Is Your College?" Kelly Freis and Lisa A. Brown, Bracewell & Patterson, Attorneys at Law
Saturday, 9:00-10:15 a.m.—Pecan (Fourth Level)
"Potpourri: Questions and Answers"
TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: LINDA TIMMERMANN, Navarro College
President-Elect: JOHN C. RAY, Brazosport College
Thursday, 4:00-5:30 p.m.—Ebony (Fourth Level)
TAJCCIA Executive Committee Meeting
Friday, 8:30 a.m.-Noon—Imperial Ballroom, West (Third Level)
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30-9:00 a.m.—Registration
9:00-10:15 a.m.—“Overview of Assessment, Accountability, and Quality Management,” Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems
10:45 a.m.-Noon—“Practical Examples of Implementation of Academic Assessment in Community Colleges,” Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems
Saturday, 8:30-Noon—Imperial Ballroom, West (Third Level)
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TJCCIA)
8:30-9:00 a.m.—Registration
9:00-10:00 a.m.—“Social Class: The Difference That Makes a Difference When Working With Students at Academic Risk,” William Moore, Jr., Professor of Educational Administration, The University of Texas at Austin
10:30-11:30 a.m.—TAJCCIA—Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: RONNIE L. GLASSCOCK, South Plains College—Lubbock
Program Chairperson: DON PERRY, Mountain View College
Friday, 8:30-Noon—Imperial Ballroom, West
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30-9:00 a.m.—Registration
9:00-10:15 a.m.—“Overview of Assessment, Accountability, and Quality Management,” Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems
10:45 a.m.-Noon—“Practical Examples of Implementation of Academic Assessment in Community Colleges,” Peter T. Ewell, Senior Associate, National Center for Higher Education Management Systems
Saturday, 8:30-10:00 a.m.—Imperial Ballroom, West
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30-9:00 a.m.—Registration
9:00-10:00 a.m.—“Social Class: The Difference That Makes a Difference When Working With Students at Academic Risk,” William Moore, Jr., Professor of Educational Administration, The University of Texas at Austin

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCDEA)

Chairperson: BERTA ZAVALA, Laredo Junior College
Friday, 10:45 a.m.-12:15 p.m.—Cottonwood B (Third Level)
Panel Discussion: “Including Children with Special Needs in Child Care,” Jeanette Bradley, Manager, Family Child Care Support and Services, Initiatives for Children
Saturday, 9:00-10:15 a.m.—Cottonwood B (Third Level)
“The 2 + 2 Program in the Child Development Area,” Judith Hetherly, Director of Home Economics, Texas Education Agency

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMIA)

Chairperson: RUSSELL KUNZ, Collin County Community College—Spring Creek
Thursday, 9:30-11:00 a.m.
Tour of the American Productivity and Quality Center, 123 North Post Oak Lane, Anne Marsden, Director of Membership
11:30 a.m.-1:30 p.m.—Steak and Ale Restaurant, 10554 Southwest Freeway
“Internationalization in Higher Education: The Time is Now!” John M. Ivancevich, Dean, College of Business Administration, University of Houston
2:15-3:30 p.m.—Mesquite (Third Level)
“Maintaining Vitality of Cooperative Work Experience,” Marsi Liddell, Coordinator, Cooperative Work Experience, Houston Community College
Friday, 10:45 a.m.-12:15 p.m.—Arboretum II (Second Level)
“Generating Student Involvement: A Forum for Discussion,” William M. Pride, Professor of Marketing, Texas A & M University
Saturday, 9:00-10:15 a.m.—Willow (Fourth Level)
Business Meeting, Discussion with Robert Day, Higher Education Coordinating Board
TJCMIA Business Meeting

VOCATIONAL-TECHNICAL EDUCATION

Chairperson: RICHARD M. JONES, Brazosport College
Friday, 10:45 a.m.-12:15 p.m.—Cypress Room (Third Level)
Panel Discussion: “The Community College—Training for Industry”
Saturday, 9:00-10:15 a.m.—Cypress Room (Third Level)
Panel Discussion: “The Community College—Training for Industry”

WELDING

Chairperson: JAMES OWENS, Houston Community College
Friday, 9:00-10:30 a.m.
Tour of Hughes Tool Company
(NOTE: Transportation will depart from the Louisiana Street entrance at 9:00 a.m. and return at approximately 10:30 a.m.)
Saturday, 10:30-11:45 a.m.—Cottonwood B (Third Level)
“Solid Wire, Corewire, and Gases for Welding,” Larry Smith, Welding Engineer, Big Three Industries
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TOPICS AND SPEAKERS ANNOUNCED FOR SECTION MEETINGS

ACCOUNTING

Walter T. Harrison, Jr., will address the Accounting Section Friday morning, at 10:45 a.m. His topic will be "Teaching the Real World of Accounting." Professor Harrison, whose presentation is sponsored by Prentice Hall, Inc., holds the KPMG Peat Marwick-Thomas L. Holton Chair in Accounting at the Hankamer School of Business at Baylor University.

Saturday, John Wiley & Sons, Inc., is sponsoring a presentation by Paul D. Kimmel, Professor of Accounting at the University of Wisconsin-Madison. Professor Kimmel will speak on "Critical Thinking/Active Learning."

CHILD DEVELOPMENT EDUCATORS

Friday, the Texas Community College Child Development Educators Association members will hear in a panel discussion on "Including Children with Special Needs in Child Care." The panel will be moderated by Jeanette Bradley, manager of Family Child Care Support and Services, Initiatives for Children.

Saturday, the group will hear a program led by Judith Hetherly, director of home economics at the Texas Education Agency. Her program will consider "The 2+2 Program in the Child Development Area."

COMPUTER INFORMATION PROCESSING

Members participating in the Computer Information Processing section will participate in a field trip Friday to view the computer science facility at the Lyndon B. Johnson Space Center. The tour will not cover the usual tourist route, but will include special sessions with Artificial Intelligence, Hardware, and Software personnel.

Saturday, the group will hear Randolph P. Johnston speak on "Networking Your Campus." Mr. Johnston is Executive Vice President for Network Management Group in Hutchinson, Kansas. The firm specializes in local area networks and computer consulting. He received his Bachelor of Science degree from Kansas State University and his Master of Arts in computer science from Wichita State University.

CONTINUING EDUCATION

The Texas Administrators of Continuing Education for Community Junior Colleges will have their annual meeting Friday and Saturday. The featured speaker at Friday's meeting will be Richard Strahan, Professor of Administration and Supervision at the University of Houston. His topic will be "The College and the Courts: An Update."

COSMETOLOGY

Tom Magliaro will lead a seminar on hair extensions Friday for the Cosmetology Section meeting. Mr. Magliaro is owner of The Hair Weavers, Inc.

Linda Keller, a manicurist and certified reflexologist, will then demonstrate reflexology techniques.

Saturday, Jan Hargrave, instructor of human relations at the University of Houston, will speak to the group about "Non-Verbal Communication: How It Can Enhance Our Effectiveness in Teaching Students."

COURT REPORTING

The Court Reporting Section will meet Friday at 1201 Louisiana Street, (directly across the street from the Hyatt Regency hotel). There, Barbara Anzilotti will discuss "Video Teleconferencing in the Legal Environment." Ms. Anzilotti graduated from McMahon College of Court Reporting.

"Current Trends in Court Reporting" will be the topic of Saturday's meeting, which will feature Linda C. Baker and Jerry Kelley. Ms. Baker majored in pharmacy at Odessa College, and received her degree in professional court reporting from McMahon College. She is presently a freelance court reporter in Houston.

Ms. Kelley has 28 years of experience as a federal, state, and freelance court reporter, and is currently a freelance court reporter in San Antonio, Austin, and Houston.

CRIMINAL JUSTICE

Timothy J. Flanagan, Dean of the College of Criminal Justice at Sam Houston State University, will speak Friday on "Future Challenges to Criminal Justice Education." Dr. Flanagan earned his Ph.D. from the School of Criminal Justice of the University of Albany, State University of New York, and now teaches courses in criminal justice administration, public policy in criminal justice, correctional processes, and research methods.

Saturday's speaker will be H. A. Contrenes, Assistant Chief of Police for the Houston Police Department. His topic will be "Police Administration in the '90s." He holds a Bachelor of Arts degree in public administration and is currently pursuing a Master's degree in business administration.

FASHION MERCHANDISING

TJCTA members attending Friday's Fashion Merchandising Section meeting will participate in a tour of Specialty Retailers, Inc. Distribution Center. Specialty Retailers, Inc., is the parent company of Palais Royal and Beall's Department Stores. Mark Emmite, training coordinator for Specialty Retailers, will lead the tour.

Rella Carpenter and Debbie Todd will speak to the group Saturday on "The Benefits and Problems of Formal Articulation Agreements." Ms. Carpenter is the director of Academic Services for the College of Technology at the University of Houston. Ms. Todd is an academic advisor in the College of Technology at the University of Houston.

INSTRUCTIONAL ADMINISTRATORS

The Texas Association of Junior and Community College Instructional Administrators will meet on Thursday, Friday, and Saturday for their annual meeting. The featured speaker for Friday will be Peter T. Ewell, Senior Associate of the National Center for Higher Education Management Systems, a research and development center founded to improve the management effectiveness of colleges and universities. Dr. Ewell's work focuses on assessing institutional effectiveness.

Glenda Cox  Mary M. Rupechti  Jan Hargrave  Theressa McKinley  Stephen E. Lucas  Richard Strahan  Kelly Freis  Judith Hetherly
and outcomes of colleges in both a research and consulting capacity. He has consulted with over 100 colleges and universities and 15 state systems of higher education.

In addition to numerous articles, Dr. Ewell is the author of five books generally regarded as instrumental in the development of several campus-based assessment programs. Dr. Ewell graduated from Haverford College, and received his Ph.D. from Yale University in 1976.

William Moore, Jr., will speak on Saturday about "Social Class: The Difference that Makes a Difference When Working with Students at Academic Risk.” Dr. Moore received his Ph.D. from St. Louis University in 1964, and is now Professor of Educational Administration at Ohio State University.

JOURNALISM

Ben F. Hobbs, Associate Professor of Communication at Stephen F. Austin State University, will be the principal speaker for Friday’s Journalism Section meeting. He will offer a presentation entitled “Layout By Design.”

LEGAL ASSISTANT

“The Educator and Law Office Management” will be the topic for Friday’s section meeting of Legal Assistants. Glenda Cox, administrator for the law firm Ramey, Flock, Jeffrey, Crawford and Harper, of Tyler, will be the speaker.

Saturday, participants will hear Joan Jones, director of the Legal Assistant Program at Tyler Junior College lead a discussion on “Advanced Degree Opportunities for Legal Assistant Students.”

OFFICE TECHNOLOGY

Friday’s Office Technology Section meeting will feature Mary M. Ruprecht, President of Mary M. Ruprecht and Associates, a management and office automation consulting firm. She will speak to the group about “The Impact of Technology on Education.” This session is sponsored by Southwestern Publishing Co.

On Saturday, Jan Hargrave, vocational coordinator at Spring High School in Houston and instructor of human relations at the University of Houston, will discuss “The Importance of Non-Verbal Communication.”

RADIO, TELEVISION, AND MEDIA

TJCTA members who attend in the Radio, Television, and Media Section will participate in a tour of the facilities at Industrial Audio/Video, Inc. The tour of the studios will include hands-on demonstration workshops with various video format equipment.

Theresa McKinley is the featured speaker Saturday. A freelance scriptwriter and writing instructor at Texas Christian University and Navarro College, she will demonstrate "Surefire Techniques to Teach Dramatic Writing!"

REAL ESTATE

“Internationalization in Higher Education: The Time is Now!” will be the topic for Friday’s meeting of the Business Administration Section. Dean of the College of Business Administration at the University of Houston since 1988, John M. Ivancevich will speak to the group of the need for educators to strengthen ties with the business and professional communities and internationalize college programs. An internationally recognized writer and teacher, Dr. Ivancevich’s textbooks have been adopted by hundreds of institutions across the United States. Dr. Ivancevich received his doctorate from the University of Maryland, and taught at the University of Kentucky before coming to the University of Houston.

Rebecca Osborne will present the program for Saturday. As the instructional service consultant for the Texas Real Estate Commission, she is familiar with all aspects of real estate education in Texas.

SPEECH AND DRAMA

Pulitzer Prize nominee Stephen E. Lucas will be the featured speaker at Friday’s Speech and Drama Section meeting. Professor Lucas teaches public speaking, rhetorical criticism, and American public address at the University of Wisconsin-Madison. His textbook, The Art of Public Speaking, now in its fourth edition, is used throughout the United States in more than 600 colleges and universities. Included among his professional awards are the Speech Communication Association’s Golden Anniversary Award for outstanding scholarship and the Chancellor’s Award for Excellence in Teaching at the University of Wisconsin. His first book, Portents of Rebellion: Rhetoric and Revolution in Philadelphia, 1765-1776, was nominated for a Pulitzer Prize.

Andrew Edmundson, press and publicity manager for the Alley Theatre in Houston, is scheduled to speak on Saturday. His topic will be “Censorship in the Arts.”

STUDENT AFFAIRS ADMINISTRATORS

Kelly Frels and Lisa A. Brown, of Bracewell & Patterson, attorneys at law, will advise the Texas Association of Community College Chief Student Affairs Administrators on Friday in a presentation on “Sexual Harassment—Employees and Students: How Fit Is Your College?”

WELDING

TJCTA members in the Welding Section will participate in a field trip to Hughes Tool Company to observe welding techniques in the field.

Saturday’s meeting will feature Larry Smith, welding engineer for Big Three Industries. He will discuss “Solid Wire, Core Wire, and Gases for Welding.”

GOVERNMENT SECTION ANNOUNCES TOPICS

Theodore J. Lowi, Professor of American Institutions at Cornell University, will lead the Government Section meeting with his lecture, “Myth of the Activist Court.” Professor Lowi has contributed to the study of American politics in a variety of areas, including political theory, public policy analysis, and American political behavior. He has written or edited dozens of books, among them The Pursuit of Justice (with Robert F. Kennedy, 1964) and the highly influential The End of Liberalism (second edition, 1979). His recent books include The Personal President—Power Invested, Promise Unfulfilled (Cornell University Press, 1985) and American Government—Freedom and Power (Norton, 1990). The Personal President won the 1986 Neustadt Prize for the best book on the presidency published in 1985. In 1986, Professor Lowi also won the Harold D. Lasswell Award of the Policy Studies Organization for his substantive contribution to the study of public policy.

Saturday, the Government Section will hear Joseph L. Nogee speak about “The Challenges for the Former Soviet Union in the ’90s.” Dr. Nogee is a Professor of Political Science at the University of Houston. A widely respected author, his books include Soviet Politics: Russia After Brezhnev (1985) and Soviet Foreign Policy Since World War Two (1988). He has been president of Southwestern Political Science Association, director of the Russian Studies Program at the University of Houston, and has received a Rockefeller grant for research at the United Nations.

GROUND TRANSPORTATION PROVIDED FROM AIRPORTS TO CONVENTION HOTEL

Members who travel to Houston by plane will find convenient ground transportation from the airports directly to the convention headquarters hotel. Regular service is provided from early morning until late night from both Houston airports. Return service (from the hotel back to the airports) is also provided.

For those arriving at Hobby Airport, the Hobby Limousine Service runs vans frequently from 7:30 a.m. to 11:30 p.m. Fare is $5 per person each way.

From Houston’s Intercontinental Airport, bus service is provided by Airport Express from 7:15 a.m. until after Midnight. Fare is $9.70 per person each way.

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FINANCIAL PLANNING SEMINAR SCHEDULED

For the eleventh consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances. Pamela K. Ahlers, a certified public accountant and a certified financial planner, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 28. The seminar will be repeated at 12:30 p.m., the same day. Both sessions will be held in the Magnolia Room (Third Level) of the Hyatt Regency hotel.

Ms. Ahlers, who is returning to the TJCTA convention for the second consecutive year, is a registered investment adviser, engaged in the practice of financial planning and implementation for individuals and small businesses. She has over 16 years’ business experience and holds a degree in accounting from the University of Houston. She is active in the business community and was honored as “Outstanding Business Woman” in 1988 by the Federation of Houston Professional Women.

A partner in the firm of Ahlers & Stoll, certified public accountants, in Houston, Ms. Ahlers holds professional memberships in the American Institute of Certified Public Accountants and in the Institute of Certified Financial Planners.

Ms. Ahlers is expected to focus on the day-to-day management of financial resources and discuss the importance of establishing a planned financial program as early as possible in one’s professional career.

Plans for this year’s financial planning seminar were developed by the TJCTA Membership Services Committee, chaired by Anna R. Holston, Central Texas College. Ms. Ahler’s appearance was arranged by Pasty Goos, San Jacinto College–Central Campus; Margaret Dunn, Amarillo College; and Kenneth N. Locke, Blinn College, members of the committee.

BIDDERS CONFERENCE IS SCHEDULED FOR CARL D. PERKINS GRANTS

The 1992 Annual Bidders’ Conference for Carl D. Perkins Discretionary Grants will be held this year in conjunction with the annual TJCTA convention. The first meeting was held during the 1991 convention.

Principal speaker for this year’s meeting in Houston will be Peggy Peterson, president of San Antonio Gerontology Enterprises, Inc. She will discuss issues related to long-term health insurance and custodial and home care. Formerly, Dr. Peterson was dean of Occupational Education and Technology at St. Philip’s College, and prior to appointment to that position she chaired the college’s allied health program.

Mitchell Grossman, San Antonio College, continues to serve as president of the retiree organization. He stresses that attendance at the convention session is not restricted to members of the group or to retirees. The meeting is open to all interested individuals.
WELCOME TO THE TJCTA CONFERENCE

The seven colleges of the Dallas County Community College District invite you to visit with our representatives during the TJCTA Conference in the DCCCD suite at the Hyatt Regency Hotel. We are recruiting for projected faculty openings in the following disciplines:

Biology  Developmental Writing  Radiology Technology
Business  Economics  Sociology
Chemistry  English  Social Work
Computer Science/CIS  ESL  Speech Communications
Counseling  Math  Vocational Nursing
Developmental Math  Physics

DCCCD FULL-TIME FACULTY SALARY SCHEDULE—1991-1992

<table>
<thead>
<tr>
<th>MINIMUM</th>
<th>MAXIMUM</th>
<th>Initial placement on the Faculty Salary Schedule* is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$29,000</td>
<td>$46,400</td>
<td>Masters degree or equivalency (1)</td>
</tr>
<tr>
<td>$30,680</td>
<td>$49,088</td>
<td>Masters degree/equivalency and 24 additional hours</td>
</tr>
<tr>
<td>$32,360</td>
<td>$51,776</td>
<td>Masters degree/equivalency and 48 additional hours</td>
</tr>
<tr>
<td>$34,040</td>
<td>$54,464</td>
<td>Earned doctorate (2)</td>
</tr>
</tbody>
</table>

(1) Equivalencies to the M.A. have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.) Generally faculty teaching academic transfer courses are required to have a masters degree with 18 graduate hours in the teaching field.
(2) An earned doctorate is a graduate degree at the doctoral level, conferred by an institution which is fully accredited by the regional accrediting association for the region where such institution is located.

*Salary is for a nine month contract and does not include any extra service or summer teaching.

Also the Dallas County Community College District and the University of North Texas have developed a program designed for selected candidates who will receive full-time DCCCD benefits and teach a modified class load while pursuing doctoral studies at UNT. For more information call DCCCD Educational Affairs at (214) 746-2446.

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POLITICAL SCIENCE

Theodore J. Lowi, of Cornell University
coauthor with
Benjamin Ginsberg

AMERICAN GOVERNMENT

NEW SECOND EDITION AND
NEW BRIEF SECOND EDITION

Come have tea and coffee with Professor Lowi
following his talk
Friday, February 28th, 10:30 AM
at Norton's Booths 19 & 20

HISTORY

David E. Shi, of Davidson College
coauthor with
George Brown Tindall

AMERICA:
A Narrative History
NEW THIRD EDITION

Meet Professor Shi and enjoy soft drinks
and snacks on us
Friday, February 28th, 3:30 PM
at Norton's Booths 19 & 20
A Change for the Better

Lawrence Bell

Tarrant County Junior College–Northeast Campus
Chairperson, TJCTA Ad Hoc Committee on Constitutional Revision

(Editor's Note: Lawrence Bell chairs the five-member Ad Hoc Committee on Constitutional Revision. Other members of the committee are: Doris Burbank, Alvin Community College, Vice Chairperson; Mary R. Parker, Austin Community College; Larry G. Shirts, North Harris College; and Michael A. White, McLennan Community College.)

Although the present Constitution of TJCTA has served us well for these past 17 years, the time has come to make some useful adaptations and additions. Unlike some organizations, we in TJCTA have not had to endure the tedium of recurring changes to our Constitution and Bylaws at each annual convention. However, some ideas for change and improvement have been around for years. While Association presidents David Chinkescale and Steve Dutton have brought this present effort to culmination, some of the ideas included go back to the presidencies of Emmeline Dodd, Larry Shirts, Mary Parker, Reba Blackshear and beyond.

This proposed package of amendments to our Constitution and Bylaws was submitted and discussed at the first general session at last year's convention. This year in Houston it will be voted on, and, if adopted, should serve the Association well as we prepare and enter the 21st Century.

Although this omnibus amendments proposal may appear somewhat overwhelming, indeed intimidating at first glance, it is not really complicated and in fact does not involve a great deal of substantive change. There are in fact long portions of the documents for which there is very little no proposed change. Examples include Constitution articles I, IV, V, VI (through section 7), IX, XII, and X. The same is true of several sections of the Bylaws.

There are of course changes, as will be discussed below; but overall, it is quite fair to state that there is less here than first meets the eye. If adopted, this omnibus amendments proposal will not in any basic or dramatic way change the purpose, the nature, the spirit, the structure, or the operations of your state association.

In view of the above, it would be tedious in the extreme and indeed pointless to discuss the entire proposal line by line. We have therefore focused only on the changes, and one can follow along in the documents themselves.

Members should understand that in the first place, many of the proposed changes are purely matters of style, of modernizing the language. We have called these kinds of changes "verbal cosmetics." For example, instead of referencing throughout to the "business meeting or "business session," the reference is now to the "annual convention." Likewise, instead of "his/her" we now find "his or her." And in several places we have discarded that courteous lawyer's phrase "as hereinafter provided for.

Secondly, several changes have been made simply to recognize officially certain practices which have quite naturally evolved. A prime example is the provision in the Bylaws (Art. V, Sec. 3) which now will make no reference to our Vice President having any special responsibility for planning the annual convention. The fact is that the vice presidents have not done that in years! After the establishment of a state office and the tremendous expansion of our convention (largely, the notion of community, junior, and technical college educators in the world!), the convention-planning function quite naturally and necessarily devolved upon the state office. What we have done in this case, then, is to make the document reflect reality.

Likewise, absentee voting, which has heretofore been officially described to "any member of the Association" who is not a member of the general convention will now be available to any member for any reason (Bylaws Art. III, Sec. 2). This also reflects reality since, given the necessities of life and of travel budgets, absentee voting has grown steadily more popular.

One final example of this second category will suffice. Article VII of the proposed Bylaws is an entirely new section relating to the financial records of the Association. But it is not new practice. Essentially what this section does is to organize and formalize in one place long-standing practices of the Association in regard to checks, account books, audits, etc.

Not all of the omnibus proposal, however, consists of mere verbal cosmetics or recognition of established practice. There are some significant, albeit not earth-shaking, substantive changes. Several relate to provisions for membership as proposed in Article III of the Constitution. If adopted, association membership would now be available also to educators who work at four-year colleges but who deal primarily with lower-division undergraduates (Sec. 1). Also, our retired members could now, if adopted, take associate membership or continue in professional membership status (Sec. 2). Finally, institutional membership would be available not only to already fully accredited two-year colleges but also to those (newly established colleges, for example) which are clearly well on the way to accreditation (Sec. 3).

Easily the longest, the newest, the most linguistically difficult, and most intimidating portion of this entire omnibus proposal is the proposed Section 8 of Article VI of the Constitution, relating to liability of officers. Quite honestly, this is written in "legalese," and was included out of necessity. This section was included upon the strong advice of the Association's chief legal counsel and tracks the relevant language of the appropriate statute. Its purpose is to protect from lawsuit our officers who act in good faith and within the law. It also protects our members and their liability status. Such lawsuits have become a problem nationwide for officers and board members of civic, charitable, and professional groups. Thus, while not a monument to the beauties of the English language, this section will satisfy a definite need.

In great contrast, the next significant provision involves the addition of just one word. Article VII of the Constitution, it is proposed to change the title of our state executive from "Executive Secretary" to "Executive Director." The older title has become not only somewhat archaic but also misleading regarding the role and function of our state executive. The newer title is in much more common use nowadays for one who does what our state executive does. It is also felt that the newer title will command and more respect in dealing with the legislature, government officials, and with other educators. It must be emphasized, however, that this change in title does not in any way change our executive's authority, duties, or the relationship to the Executive Committee.

Moving to proposed Article VIII, there are three significant structural adaptations relating to committees. First, the size of the three standing committees is expanded in Section 2 from 12 to 15. This is a recognition of the greatly increased number of members and colleges since 1975 when our present constitution was adopted. Committee members will still serve staggered three-year terms.

Secondly, there is some re-structuring of our special committees by Section 3; and this is further carried out in the Bylaws in Article VI, Sections 9 through 11. Specifically, a "Convening Committee" now will include the formerly separate Registration and Social Committees, which are now fixed within the management department. Similarly, the formerly ad hoc but annually recurring committees on publications advice and on election administration have been made into special committees, a recognition of their ongoing importance.

The third committee change in Article VIII of the Constitution is a new formal stipulation, but it reflects the practice of virtually all Association presidents for the last dozen years. Section 5 specifies that not more than one person from any one college district shall be appointed to any one of the three standing committees. This does not apply to special committees. The obvious intent of this provision, and indeed of all these regarding committees, is to increase the breadth of representation of our 70-plus college campuses spread across this vast state.

Turning now specifically to the Bylaws, several provisions have already been covered, but a few remain to be noted. In Article I, the only substantive change is in Section 4 which creates new size-categories for purposes of institutional memberships. This reflects the growth in number, size, and variety of Texas two-year colleges; and, out of concern for fairness, is an effort to make institutional dues more proportional to college district size.

Moving past Article II, which has no changes whatever, there are two significant changes in Article III which have not yet been mentioned. Section 1 provides that hereafter, nominations from the floor or by petition (which although extremely rare in the past will still be possible) will require the written consent of the persons nominated. This is a requirement in many faculty and professional organizations which is designed to prevent impulsive, frivolous, or ill-considered nominations.

Section 3 presents the other change, which is that a plurality, not necessarily a majority, will be required for the election of Association officers.
While this might look very significant at first glance, especially to political scientists, it does not in reality make much change. It has been many years since there were more than two candidates for any Association office and even more years (before the establishment of our state office) since there actually had to be a runoff. The prospects of that happening again are now quite remote, given the traditions of our Association and the excellent work of our nominating committees year after year. As a practical matter, there is no convenient, timely way to conduct a runoff at the annual convention; so in a true sense this provision is merely another recognition of reality.

The only remaining Bylaws changes not already discussed are in Article VI. There is wording added to Sections 2 and 6 further formalizing the now well understood principle that the Professional Development and Membership Services Committees, respectively (like all our committees), work under the direction and supervision of the Executive Committee, which alone is comprised of the elected officers of the Association. Likewise, Section 7 formalizes the long-standing practice of the Resolutions Committee serving as a clearing-house for prospective resolutions at our annual convention.

The five past presidents of the Association who worked on this omnibus proposal along with the presidents of the Constituency and its producer, still strongly believe that this proposal is needed, that it is timely, and that it will serve the Association well for years to come. It is not change for the sake of change nor is it a case of "fixin' something that ain't broke." It is rather a matter of updating, of adjusting or "fine-tuning," and of preparing for a challenging future. We commend it to you as a change for the better.

PROPOSED OMNIBUS AMENDMENTS to the CONSTITUTION AND BYLAWS of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Proposed revisions in the text are indicated as follows: A line is drawn through text proposed to be deleted. Text proposed to be added is underlined.

CONSTITUTION of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

Preamble
Dedicating ourselves to the pursuit of excellence in teaching and to the advancement of community and junior college education in the community, junior, and technical colleges of Texas, we, the community and junior college educators in the community, junior, and technical colleges of Texas, do hereby establish this CONSTITUTION.

Article I
Official Name and Relationship With Other Professional Associations

Section 1. This organization shall be called the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION, and is hereinafter referred to as "the Association."

Section 2. The Association will cooperate with other professional organizations in matters of mutual concern and interest but shall become formally affiliated with another organization only by adoption of an amendment to this Constitution.

Article II
Meetings

The membership of the Association shall meet in general convention once each year. The date, time, and location of the annual convention shall be determined by the Executive Committee.

Article III
Membership

There shall be established the following categories of membership in the Association:

Section 1. Professional Members. Any educator engaged in professional activities as a full-time employee of a community or junior college, community, junior, or technical college in the State of Texas is eligible for professional membership in the Association. Additionally, any educator employed full-time by a four-year or upper-level university and who is assigned responsibilities principally in a program leading to a degree or certificate below the baccalaureate level is eligible for professional membership. This provision is intended to include those provisions apply to individuals whose primary responsibilities are within the areas of instruction, administration, counseling student services, learning resource services, media services, consultation, and research.

Section 2. Associate Members. Any employee of a community or junior college, community, junior, or technical college in the State of Texas not eligible for professional membership or any former professional member who has retired from full-time educational employment is eligible for associate membership in the Association. This provision applies to part-time instructors, retired professional personnel, and college staff members generally considered classified personnel.

Section 3. Retired Employees. Any individual who has retired from full-time professional employment in a community, junior, or technical college in Texas is eligible for professional membership or associate membership, at the individual's own option.

Section 4. Student Members. Any student enrolled in an accredited institution of higher education in pursuit of a degree in community or junior college education who is not eligible for professional or associate membership is eligible for student membership in the Association.

Section 5. Institutional Members. Any accredited community or junior college in the State of Texas is eligible for institutional membership in the Association.

Section 6. Unaffiliated Members. Any friend of the Association not eligible for the foregoing types of membership is eligible for unaffiliated membership in the Association.

Article IV
Membership Duties

Membership duties shall be established in the Bylaws of the Association.

Article V
Fiscal and Membership Years

Section 1. Fiscal Year. The fiscal year of the Association shall begin April 1 each calendar year and shall end March 31 of the next calendar year.

Section 2. Membership Year. The membership year of the Association shall begin September 1 each calendar year and shall end August 31 of the next calendar year. Membership shall be effective September 1 each year for members whose dues are paid by October 15; thereafter, membership shall become effective upon payment of dues.

Article VI
Officers

Section 1. Officers. The officers of the Association shall be the President, President-Elect, Vice President, Secretary, Treasurer, and Immediate Past President. The President-Elect shall automatically succeed to the office of President upon the expiration of his or her term of office as President-Elect.

Section 2. Election of Officers. Officers of the Association shall be elected in the manner prescribed in the Bylaws of the Association.

Section 3. Term of Office. Elected officers of the Association shall be installed effective April 1 following their election. If the election should be held subsequent to April 1, then the elected officers shall be installed effective at the time of their election. Officers shall serve until March 31 of the calendar year following their election, or until their successors have been elected and qualified.

Section 4. Powers, Responsibilities, and Duties of Officers. Officers of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed by the Bylaws of the Association.

Section 5. Vacancies. In the event of a vacancy in the office of President, the President-Elect shall succeed to the presidency. In the event of a vacancy in the office of President-Elect, the Vice President shall succeed to that position. In the event of a vacancy in the office of Vice President, Secretary, or Treasurer, the Executive Committee, hereinafter provided for, shall select an individual to fill the vacancy. A President-Elect who shall have succeeded to the presidency as provided for in this section shall serve for the remainder of the term to which he or she shall have been elected and shall thereafter serve as President for one full term. A Vice President who shall have succeeded to the office of President-Elect shall serve for the remainder of the term to which he or she shall have succeeded and shall thereafter serve automatically to the office of President as provided for in Section 1 of this article; provided, however, that if the office of President shall be occupied by an individual who shall have succeeded to that office as provided for under the provisions of this section, the President-Elect shall continue to serve as President-Elect for one full term, and thereafter succeed to the presidency. An individual who shall have been selected to fill a vacancy in the office of Vice President, Secretary, or Treasurer, as provided for in this section, shall serve for the remainder of the term to which he or she shall have succeeded. A vacancy in the office of
Section 6. Qualifications. No person shall be eligible for election to an office in the Association who shall not, at the time of such election, be a professional member of the Association. If any officer, subsequent to the election, shall cease voluntarily to be a professional member of the Association, as provided for in Article III of this Constitution, his or her office shall be declared vacant by the remaining members of the Executive Committee hereinafter provided for, and the vacancy shall be filled in the manner prescribed in Article VI, Section 5 of this Constitution, except that a vacancy in the office of Immediate Past President shall remain unfilled.

Section 7. Removal from Office. (A) An individual may be removed from office for failure to fulfill the duties of office provided in the Constitution and Bylaws, failure to carry out responsibilities assigned by the President or Executive Committee, or actions detrimental to the best interests of the Association.

(B) A motion to remove an individual from office may be made by any officer at a regular or called meeting of the Executive Committee. An affirmative vote of at least four members of the Executive Committee is required to sustain the motion to remove an officer.

(C) If the motion is sustained, the individual subject to removal may appeal to the Board of Directors, which is the final decision of the Executive Committee and resists from office.

(D) The individual subject to the removal motion may request within 10 days a hearing on the charges. Such hearing shall be held as soon as possible after the vote of the Executive Committee, but not later than 30 days following the vote. The hearing shall be called by the President (or the Immediate Past President if the President is the officer subject to removal motion). The hearing panel shall be composed of five former officers of the Association, none of which may have been a member of the Executive Committee, or any officer who may have any interest in the hearing. Two members of the hearing panel shall be selected by the Executive Committee; two members shall be selected by the officer requesting the hearing; and the four members thus chosen shall select the fifth member. The hearing panel shall select its own chairperson and establish its own rules of procedure, including the common principles of due process.

(E) If the individual officer fails to submit a written resignation or to request a hearing within 10 days of adoption of the motion by the Executive Committee, the office shall be declared vacant.

(F) Upon complaint by the hearing panel against the officer and the refutation of those charges, the hearing panel shall vote on the question, "Is the evidence sufficient to sustain the prior action of the Executive Committee to remove the individual from office?" If at least four members of the hearing panel vote to sustain the Executive Committee action, the officer immediately shall be removed from office.

(G) At any time during the proceedings set forth in this Section up to the announcement of the vote of the hearing panel, the officer against whom removal action has been taken may resign from office, whereupon further proceedings shall cease.

(H) In the case of resignation or removal from office as provided in this Section, a vacancy shall be filled as provided in Section 5 of this Article.

Section 8. Liability. An officer of the Association shall not be liable to the Association or its members for monetary damages for an act or omission in the officer's capacity as an officer, except that this Section does not eliminate or limit the liability of an officer for:

(A) A breach of an officer's duty of loyalty to the Association or its members.

(B) An act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law.

(C) A transaction from which an officer received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the officer's position.

(D) An act or omission for which the liability of an officer is expressly provided for by statute

If the Texas Non-Profit Corporation Act is amended hereafter to authorize action further eliminating or limiting the personal liability of officers, then the liability of an officer of the Association shall be eliminated or limited to the fullest extent permitted by such statutes, as so amended. Any repeal or modification of this Section shall not adversely affect any right or protection of an officer of the Association at the time of such repeal or modification.

Section 9. Indemnification. Each person who at any time shall serve, or shall have served, as an officer, employee, or agent of the Association, or any person who is or was serving at the request of the Association as an officer, trustee, employee, agent, or similar functionary of another association, corporation, trust, enterprise, or other enterprise (hereinafter referred to as "Indemnitee") shall be entitled to indemnification as and to the fullest extent permitted by the Texas Non-Profit Corporation Act or any successor statutory provision, as from time to time amended (hereinafter referred to as the "Statute") to the fullest extent that any such Indemnitee shall not be deemed exclusive of any other rights to which those to be indemnified may be entitled as a matter of law or under any agreement or other arrangement.

The Association shall pay in advance or reimburse Indemnitee expenses actually and reasonably incurred or anticipated by him or her in connection with his or her appearance as a witness or other participant in a proceeding whether or not he or she is a named defendant or a respondent in the proceeding.

To obtain an indemnification or expense advance, Indemnitee shall submit to the Association, at its State Office, a written request with such information about the expenses incurred or anticipated as is reasonably available to him or her. If the expense advance is to be paid prior to final disposition of the proceeding, the Indemnitee shall provide the Association with a statement of Indemnitee's good faith belief that he or she has met the necessary standard of conduct under the Statute and an undertaking to repay any amount paid if it is ultimately determined those conduct requirements were not met. Upon receipt of the request, the Executive Committee shall determine Indemnitee's entitlement to indemnification or expense advance. If the Indemnitee is a member of the Executive Committee, he or she shall not participate in the committee's deliberations or determination. If the request is rejected, the Executive Committee shall notify Indemnitee of such action and the reason therefor. If within 20 days of the Association's receipt of the request, the payment for an approved request is not made or the request for payment is rejected or not acted upon, the Indemnitee shall have the right to an adjudication in any court of competent jurisdiction of his or her entitlement to such indemnification or expense advance. Any such proceeding shall be conducted in all respects as a de novo trial on the merits.

Article VII

State Office and Executive Secretary/ Director

Section 1. State Office. A state office for the Association shall be established and maintained in the City of Austin, Texas.

Section 2. Executive Secretary/Director. An Executive Secretary/Director shall be employed by the Executive Committee hereinafter provided for. The Executive Secretary/Director shall be appointed for a period not to exceed three calendar years. The Executive Secretary/Director shall be employed under such terms and conditions as may be established by the Executive Committee.

Article VIII

Committees

Section 1. Executive Committee. The Executive Committee of the Association shall consist of the President, President-Elect, Vice President, Secretary, Treasurer, and Immediate Past President.

Section 2. Standing Committees. There shall be three standing committees of the Association, as follows: Professional Development Committee, Legislative Committee, and Membership Services Committee. Each standing committee shall consist of a number of members appointed for terms of three years each. Terms of standing committee members shall be established in such a way as to provide for the expiration of the terms of four members each year.

Section 3. Special Committees. There shall be special or ad hoc committees of the Association, as follows: Nominating Committee, Membership Committee, Resolutions Committee, Auditing Committee, Registration Committee, and Social Committee. Convention Committee, Publications Committee, and Election Committee. The Nominating Committee shall consist of seven members, not to be the same as the college district. Each other special committee shall consist of a number of members approved by the Executive Committee, appointed for terms of one year each. Members of all special committees shall be appointed for terms of one year.

Section 4. Ad Hoc Committees. The President, with the consent of the Executive Committee, shall have the power to establish and dissolve such ad hoc committees as may be considered necessary.

Section 5. Qualifications. No person shall be eligible for appointment to any committee of the Association who shall not, at the time of such appointment, be a professional member of the Association. No person shall be eligible to serve on more than one standing committee concurrently. No person may be appointed to a standing committee if any current member of that committee is employed by the same college district as the appointee. However, this provision shall not be construed as to make ineligible for committee membership a person who in changing positions relocates to a college district where another committee member is employed.

Section 6. Manner of Appointment. Members of committees shall be appointed by the President, subject to approval by a majority vote of the Executive Committee.

Section 7. Powers, Responsibilities, and Duties. Committees of the Association shall possess such powers and responsibilities and perform such duties as may be prescribed by the Bylaws of the Association.

Section 8. President as Ex Officio Member. The President shall be a member ex officio of all standing, special, and ad hoc committees of the Association except the Nominating Committee.

Article IX

Publications

The official publications of the Association shall be the Newsletter and the TICCA Messenger, to be published in accordance with policies established by the Executive Committee.

Article X

Amendments to Constitution

Section 1. An Amendment to this Constitution shall be proposed by petition of at least 25 professional members of the Association, which must be submitted by November 15 to the President of the Association for publication in the TICCA Messenger.
Section 2. For purposes of discussion, debate, and amendment, a Constitutional amendment proposed in accordance with Section 1 of this Article shall be submitted to the Association at the general meeting annual convention immediately following initial publication in the TICTA Messenger.

Section 3. The Amendment, only in the form in which it emerges from the general annual convention, shall be published in the TICTA Messenger in the succeeding year and may be adopted, amended, at the next general annual convention by a two-thirds vote of professional members casting votes at the convention and in the manner set forth in Article III, Section 2 of the Bylaws of the Association, and by absentee ballots as prescribed in the Bylaws of the Association.

Article XI
Enactment and Amendment of Bylaws

Section 1. Enactment of Bylaws. Bylaws shall be enacted by the Association in its general annual convention.

Section 2. Amendment of Bylaws. Proposed amendments to the Bylaws shall be published in the TICTA Messenger, which shall be mailed at least thirty (30) days prior to the general annual convention; provided, however, that this requirement for publication of proposed amendments may be waived by a two-thirds vote of the professional members present and voting at the association's general session of the general annual convention. Amendments to the Bylaws may be adopted by a majority vote of the professional members present and voting at the business a general session of the general annual convention; provided, however, that if the publication rule is suspended as provided in this Section, the vote on adoption of the proposed amendments shall not be taken at the general session in which the publication rule is suspended.

Article XII
Dissolution and Disposition of Assets

In the event of the dissolution of the Association, the Executive Committee shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 as amended (or the corresponding provision of any future United States Internal Revenue Act), as the Executive Committee shall determine. Any of such assets not so disposed of shall be disposed of by the court of competent jurisdiction of the county in which the principal office of the Association is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

BYLAWS of the TEACHERS ASSOCIATION

Article I
Membership Fees and Condition of Membership

Annual dues for the respective categories of membership in the Association shall be as follows:

Section 1. Professional Members—$25.00
Section 2. Associate Members—$15.00
Section 3. Student Members—$10.00

Section 4. Institutional Members. Dues of institutional members shall be based on total headcount enrollment for each college district as reported by the Texas Higher Education Coordinating Board for the fall semester of the preceding academic year.

District Headcount Enrollment Institutional Dues
Less than 1,000 $100.00
1,000 to 2,499 $150.00
2,500 to 4,999 $200.00
5,000 to 7,499 $250.00
7,500 to 9,999 $300.00
10,000 to 14,999 $350.00
15,000 to 19,999 $400.00
20,000 to 24,999 $450.00
25,000 to 29,999 $500.00
30,000 to 34,999 $550.00
35,000 to 39,999 $600.00
More than 39,999 $650.00

Section 5. Unaffiliated Members—$15.00

Section 6. Duties of professional, associate, student, and unaffiliated members shall be used for the general operating expenses of the Association as determined by the Executive Committee. Dues of institutional members shall be used exclusively for defraying expenses of the annual convention and other staff professional development activities sponsored by the Association as determined by the Executive Committee.

Section 7. Condition of Membership. Adherence to the Code of Professional Ethics adopted by the Association shall be a condition of professional or associate membership. Interpretation and implementation of the Code shall be responsibilities of the Executive Committee, subject to such actions as may be taken by the Association in its annual business meeting convention. Implementation shall be consistent with the Association's professional ethics adopted by the Association.

Article II
Voting Privileges

Professional members of the Association shall have the right to vote in elections conducted and business transacted by the organization as hereinbefore provided for.

Voting privileges shall not be enjoyed by associate members, student members, institutional members, or unaffiliated members.

Article III
Nominations, Absentee Voting, and Elections

Section 1. Nominations.

(A) Nominations by Nominating Committee. The Nominating Committee shall submit to the President of the Association a slate of candidates for the offices of President-Elect, Vice President, Secretary, and Treasurer of the Association. The report of the Nominating Committee shall be published in the TICTA Messenger prior to the general annual convention. The report shall include pertinent biographical and professional data concerning candidates nominated for offices in the Association.

(B) Nominations by Petition. Names of other candidates may be placed in nomination from the floor during the business general session of the general annual convention, provided that any such candidate has given his or her prior written consent. Only professional members may offer floor nominations.

Section 2. Absentee Voting. Any professional member of the Association who expects to be absent from the general annual convention may cast a ballot by mail. A form requesting the privilege of absentee voting shall be included in the TICTA Messenger prior to the convention. Any professional member who properly completes the request form and sends it to the State Office shall be provided with an official ballot. The properly marked, unsigned ballot shall be received in the State Office not later than three days immediately preceding the opening of the general annual convention in the official envelope bearing the signature of the voting member. Upon receipt of the ballot in the State Office, an appropriate notation shall be made on the official membership roster of the Association indicating that the member has cast a vote in the election and shall not be entitled to receive a ballot at the time of the convention. All absentee ballots thus cast and received in the State Office as hereinbefore provided shall be delivered to the President of the Association at the time of the annual business meeting convention and shall be transmitted by the President to the full Board of Directors of the Election Committee such that ballots may be tabulated together with those cast at the time of the annual business meeting convention.

No voting by proxy shall be permitted, and no absentee ballots shall be accepted by any officer or member of the Association except as hereinbefore provided.

Absentee voting shall be permitted for elections of officers of the Association and adoption of Amendments to the Constitution, as provided for in Article X of the Constitution.

Section 3. Majority Vote Necessary for Election. If no candidate receives a majority of the whole number of votes cast in a contest for an office in the Association, the contest shall be held a second time between the two candidates receiving the greatest number of votes on the first ballot. If the votes should be evenly divided between the two candidates for an office on the second ballot, the candidates shall determine the winner by lot. There shall be no provision for absentee voting in run-off contests.

Section 4. The candidate who receives the largest number of votes for each office shall be elected. If the votes should be evenly divided between two candidates for an office, the candidates shall determine the winner by lot.

Article IV
Quorum

In the business general session of the general annual convention of the Association, a quorum shall consist of the number of professional members in attendance, but not less than 200.

Article V
Duties of Officers

Section 1. President. The President shall preside over all meetings of the Association and of the Executive Committee. The President shall provide executive leadership at all levels of the Association, issue such instructions and directives to officers, committees, and employees of the Association as may be necessary to assure the efficient functioning of the organization. The President shall appoint members to Association committees and designate committee chairpersons and vice chairpersons, subject to confirmation by a majority vote of the Executive Committee. The President shall edit and approve all formal communications and statements of policy issued in the name of the Association. The President shall exercise such authority as may be vested in the office by law, by the Association's...
Constitution, or by delegation of the Association or its Executive Committee.

Section 2. President-Elect. The President-Elect shall preside over meetings of the Association and of the Executive Committee in the absence of the President. The President-Elect shall direct the respective duties prescribed for officers, including providing leadership in planning, conducting meetings, and coordinating all activities.

Section 3. Vice President. The Vice President shall assume general responsibility for the development of the programs of the Association, including providing leadership in planning, conducting meetings, and coordinating all activities.

Section 4. Secretary. The Secretary shall be responsible for the maintenance of accurate records of the proceedings of the Association and the Executive Committee.

Section 5. Treasurer. The Treasurer shall be responsible for the maintenance of all financial records required by law or by the Association. The Treasurer shall countersign checks written against Association funds.

Section 6. Immediate Past President. The Immediate Past President shall provide advice and counsel concerning the operation of the business of the Association.

Section 7. General Responsibilities. In addition to the foregoing specific duties prescribed for officers of the Association, each officer shall perform the respective duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Article VI

Duties of Committees

Section 1. Executive Committee. The Executive Committee shall exercise general managerial authority and responsibility over the work of the Association. It shall establish policies of the Association, consistent with the TJCTA Constitution and actions of the Association in its annual business meetings and conventions. It shall adopt the budget of the Association, confirm presidential appointments of committee members, contract for professional services of an Executive Secretary-Director and delegate to him/her such duties, responsibilities, and authority as shall be deemed appropriate. The Executive Committee shall establish the general policies of the publications of the Association. It shall exercise all other duties and assume all other responsibilities as may be required by law or directed by the Association.

Section 2. Professional Development Committee. As requested or directed by the Executive Committee, the Professional Development Committee shall promote the professional growth of Association members in all areas of development and performance. It shall maintain awareness of developments on the national, state, and local levels which would affect the professional status of members of the Association. It shall promote, in cooperation with other officers and members of the Association, and as directed by the Executive Committee, the adoption of meaningful policies on academic freedom and responsibility and due process by all communities and junior community, junior, and technical colleges in the state. It shall conduct research concerning faculty salaries and fringe benefits and other such areas as are considered by the Executive Committee. The Professional Development Committee shall conduct inquiries as may be deemed appropriate into the employment status of professional members of the Association, under policies and procedures adopted by the Executive Committee.

Section 3. Legislative Committee. The Legislative Committee shall develop and present to the Executive Committee recommendations concerning legislation affecting members of the Association and the profession. It shall promote and encourage greater interest in legislative matters on the part of the members of the Association.

Section 4. Membership Services Committee. The Membership Services Committee shall investigate proposals, offers, suggestions, and plans for the development of additional membership for the Association and transmit its recommendations to the Executive Committee, and to the general convention of the Association.

Section 5. Nominating Committee. The Nominating Committee shall nominate highly-qualified candidates for all office of the Association. It shall be responsible for the maintenance of accurate records and for the proper conduct of the annual convention.

Section 6. Membership Committee. As requested or directed by the Executive Committee, the Membership Committee shall accept general responsibility for enrolling members in the Association. It shall be responsible for the maintenance of accurate records and for the proper conduct of the annual convention.

Section 7. Resolutions Committee. The Resolutions Committee shall study and propose resolutions for possible consideration by the Association at its annual business meeting and conventions. Each resolution presented in the annual convention must be submitted first to the Resolutions Committee. If the Resolutions Committee declines to submit a proposed resolution for consideration in the annual convention, any professional member of the Association may be requested to submit the resolution in his or her own behalf.

Section 8. Auditing Committee. The Auditing Committee shall conduct a general examination of the fiscal records of the Association, and seek evidence to assure that the fiscal records of the Association have been maintained according to sound auditing procedures, and report its findings to the membership.

Section 9. Registration Committee. The Registration Committee shall assume general responsibility for the registration of members and guests attending the general convention, working in cooperation with the Convention Committee, other committees of the Association, the host city, and the host hotel, and the host city’s convention bureau.

Section 10. Social Committee. The Social Committee shall plan, under the authority of the Executive Committee, the social activities to be held in conjunction with the general convention.

Section 11. Convention Committee. The Convention Committee shall be responsible for the social events and other activities in connection with the Association’s annual convention, including but not limited to, provisions for assistance with registration of members and guests and serving as hosts and hostesses at convention social activities.

Section 12. Publication Committee. The Publication Committee shall be responsible for all areas of the publication of the TJCTA Messenger: shall refere articles submitted; and shall offer the Executive Committee recommendations regarding changes in publication guidelines and policies concerning such matters as copyright, style, format, and layout of the TJCTA Messenger.

Section 13. Election Committee. The Election Committee shall have general responsibility for conducting elections of officers and voting on proposed amendments to the Constitution and Bylaws and assuring that voting in such elections is conducted properly and in accordance with provisions of the Constitution.

Section 14. General Responsibilities. In addition to the foregoing specific duties prescribed for committees of the Association, each committee shall perform other duties and assume other responsibilities as may be delegated by the Association or the Executive Committee.

Section 15. Quorum. For all committees of the Association, a quorum shall consist of a majority of the number of members serving on the committee.

Section 16. Committees Chairpersons. The chairperson of each committee may participate fully in committee discussions and deliberations and may vote as does every other member.

Section 17. Committee Minutes. Each committee shall have its record-keeper who shall prepare a report of each meeting and file one copy with the State Office, one copy with each member of the committee, and one copy with each member of the Executive Committee the President.

Section 18. Public Statements. No statement, news release, public announcement, circular letter, or other communication shall be issued on Association business or under the Association’s logo in the name of the Association or any of its officers or committees unless it shall be specifically authorized and approved by the President or by the Executive Committee.

Section 19. Committee Meetings. Each committee shall meet at the call of the chairperson; provided, however, that a majority of the duly appointed committee members may submit a formal request to the chairperson for a meeting of the committee. Within thirty (30) days following the delivery of such request, the chairperson of the committee shall set a definite date, time, and place for a meeting of the committee and notify all members of such information.

Section 20. Removal of Committee Members. The Executive Committee shall have the power to declare committee assignments vacant and to authorize the President to appoint replacements to fill such vacancies, provided that any committee member whose position is declared vacant shall first have an opportunity to be heard by the Executive Committee, and provided further that no action shall be taken by the Executive Committee in pursuance of this section of the Bylaws which shall contravene any provision of the Constitution of the Association.
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TWO HOTELS "SOLD OUT;" SOME ROOMS STILL AVAILABLE

With one month remaining before the opening of the 1992 TJCTA convention, more than 1,000 rooms had been reserved at two hotels.

The convention's headquarters hotel in downtown Houston (the Hyatt Regency) and the nearby Doubletree Hotel had both "sold out" of rooms for the TJCTA meeting. About 200 rooms remained available at the Four Seasons Hotel, located a few blocks from the Hyatt Regency, and conveniently accessible through the downtown underground tunnel system—or a short drive.

Persons wishing to reserve hotel accommodations at the Four Seasons should complete the form below and mail it directly to the hotel. The reservation form should not be sent to the TJCTA State Office, as that will only delay processing. Reservations may also be made by calling the Four Seasons.

Callers should identify themselves as TJCTA members in order to receive the special convention rates. Reservations will be processed as they are received, on a first-come, first-served, and "space-available" basis.

The remaining rooms will quite likely be reserved quickly, so persons wishing to stay in the downtown area should act immediately to reserve accommodations...and avoid disappointment.

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**TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION**

45th Annual Convention — Houston, Texas — February 27-29, 1992

**HOTEL RESERVATION FORM**

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**CHECK HOTEL PREFERENCE. MAIL FORM DIRECTLY TO PREFERRED HOTEL.**

- [ ] Hyatt Regency Hotel — 1200 Louisiana Street — Houston, Texas 77002 (Area Code 713, 654-1200)
- [ ] Doubletree Hotel — 400 Dallas Street — Houston, Texas 77002 (Area Code 713, 650-9000)
- [ ] Four Seasons Hotel — 1300 Lamar Street — Houston, Texas 77010 (Area Code 713, 650-1300)

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Please reserve [ ] room(s) of the type(s) indicated below:

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<th>Doubletree Rates:</th>
<th>Four Seasons Rates:</th>
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**Arrival Date:** Feb. [__], 1992  
**Arrival Time:** * [__] a.m.  
**Departure Date:** Feb. [__], 1992

(Hyatt Regency and Doubletree check-in time is 3:00 p.m.; check-out time is 12:00 Noon. Four Seasons check-in time is 2:00 p.m.; check-out time is 1:00 p.m.)

*Reservations will not be held after 6:00 p.m., unless arrival is guaranteed by major credit card or advance payment of first night's lodging.

Arrival will be after 6:00 p.m. Hold room on a guaranteed basis with the following credit card:

**Type**_________________________  
**Number**_________________________  
**Expiration Date**_________________

**IMPORTANT INFORMATION:** The participating hotels are unable to grant direct billing for room or incidental accounts. The hotels accept all major credit cards. In the absence of an approved credit card, the hotels request payment by cash or traveler's checks. Credit information will be required at time of check-in. The hotels will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

**Confirm reservations to:** Name_________________________ Phone: A/C_________________________

**Address**_________________________  
**City**_________________________  
**State**_________________________  
**ZIP**_________________________

**ROOM(S) WILL BE OCCUPIED BY:**

**NAME (please print)**__________  
**ADDRESS**_________________________  
**CITY / STATE / ZIP**_________________________
VOLUME XXIII

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

April 1992

TJCTA MEMBERSHIP SETS RECORD FOR THIRD STRAIGHT YEAR

For the third consecutive year, membership in the Texas Junior College Teachers Association has passed the 6,000 mark. In each year, the organization has set an all-time record total membership. This year almost 6,300 educators from every community, junior, and technical college in the state—have enrolled as TJCTA members.

State membership chairperson Deann Merchant of Amarillo College expressed pleasure with the successful membership campaign. The excellent response to this year's membership drive was especially gratifying to Dr. Merchant, who chaired the membership effort the past two years. "The campus representatives did an outstanding job," Dr. Merchant said. "They sent reminders and made personal contacts to be certain every potential member received an invitation to join TJCTA. The campus representatives are really dedicated to the organization, and that commitment is contagious," she said.

The largest increase this year came at Houston Community College, where membership increased from 203 to 287—a gain of 84. Irving Panzer is campus representative at HCC.

Significant membership increases were also reported at San Antonio College, where Ellen Brennan is campus representative, and North Harris College, where Larry Shirts leads the membership effort. Both campuses reported enrollment gains of 32 members over the preceding year.

Membership at Austin Community College increased by 26, under the leadership of Doris Patrick; and a gain of 25 members was reported at Central Texas College, where David Yeilding serves as TJCTA campus representative.

The TJCTA statewide membership total for 1991-92 is 6,277, compared with 6,196 the preceding year.

COLLEGES MIGHT ESCAPE FUNDING CUTS

Texas two-year colleges will probably be spared major reductions in state appropriations during the remainder of the current funding period. That conclusion is based on actions taken by the Legislative Budget Board in its meeting April 21. Various adjustments in the state's budget resulted in savings and spending deferrals designed to avert major across-the-board cuts.

Under provisions of the omnibus spending bill enacted in 1991, cuts of as much as 5.29 percent of the state appropriations to community, junior, and technical colleges were threatened. The LBB actions in April—promises of further relief in a subsequent meeting—have led to the conclusion that cuts in state funding for two-year schools might be minimized, if not avoided altogether.

The Legislative Budget Board consists of ten members: five from each house of the Legislature. Representing the Senate are Lt. Gov. Bob Bullock and State Senators John T. Montford (D-Lubbock), Bob Glasgow (D-Stephenville), Chet Brooks (D-Pasadena), and Carl Parker (D-Port Arthur). House members of the panel are Speaker of the House Gib Lewis (D-Port Worth) and State Representatives Jim Rudd (D-Brownfield), James Hury, Jr. (D-Galveston), Ric Williamson (D-Weatherford), and Hugo Berlanga (D-Corpus Christi).

CURRENT BUDGET PERIOD

Observers give Lt. Gov. Bullock most of the credit for developing the budget changes that alleviated the necessity of major funding cuts. The LBB actions followed months of consistently grim reports and dire predictions of imminent reductions in state funds for higher education.

The measures the board adopted came within striking range of the goal of $300 million in total reductions, said Sen. Montford, chairman of the Senate Finance Committee. Totaling $226.5 million, the cuts are comprised largely of items which had been budgeted for more than the actual costs they incurred. Also, some cuts will delay capital outlays for building and building maintenance, and delay the implementation of new programs.

Cuts to Lamar University, Texas State Technical College, and community junior colleges amount to $3.8 million. These cuts are attributable to lower student enrollments and contact hours than originally anticipated. TJCTA President Marilyn Lancaster noted that these adjustments are routinely made at this time of year, and by themselves should not result in a cut in services.

Some lawmakers are optimistic that no cuts in services will be required in this budget period, which ends August 31, 1993. However, even after these cuts legislators still must find $73.5 million more when they meet again in May to meet the target of $300 million. Lt. Gov. Bullock warns "We're not nearly through looking at this budget," he said. "If you look at these items we are looking at, there's not a great deal of controversy on them. But there will be. I can assure you we've got some tough, hard choices."

He believes, however, the budget process is on the right track. "In my viewpoint," he said, "it's much better to look at particular items to find money than to (Continued on page 3)
PRESIDENT'S MESSAGE

What a year!

TJCTA has experienced another great and productive year. We have reached our all-time membership high—6,277 members. Think of that: six thousand two hundred seventy-seven members!

For each of our last three years we have grown in strength of membership, even though I came into office as a skeptic. I believed that the slow economy over the last few years would prevent us from breaking last year's record of 6,196.

Let's give credit where it's due: first to our state membership chairperson Deann Merchant, who last August inspired our campus membership representatives to strive once more to increase membership on each campus; and second to these campus representatives who took her challenge to heart and went over the top of our goal of 6,200.

Thirty colleges increased their campus membership over last year's.

Membership is important because in numbers there is safety; so is there strength. Let the legislature convening in January 1993 know that we are strong and we are determined.

We have had two excellent meetings this year: the Conference for Faculty Organization Leaders last September and, of course, our Annual Convention in February. Much has been gained by those who participated in these two meetings. Plans have already begun for this year's Conference for Faculty Organization Leaders. It will be held in Austin, October 2-3, 1992. Our 46th annual convention will be held February 18-20, 1993, also in Austin.

The Executive Committee has worked hard to make sure that a proper foundation was laid for smooth operation of activities in the State Office, and the commission for each of the committees was structured properly to ensure committee interaction. David Clinkscale, Marilyn Lancaster, Brian Dille, Scott Nelson, and Pat Green have served you well this year. A newcomer to the Executive Committee, David Wilcox, will be joining the committee as the State Treasurer.

David Clinkscale will be leaving the Executive Committee after having served for six years; in addition, Dave previously served on various other TJCTA committees for four years. I owe Dave a special word of thanks for all the help he has given me during the past year and for the years he has served the Association, especially during the 1991 legislative session.

Our state committees have been busy throughout the year and have made progress building our Association into an even stronger one. I extend thanks to each committee member and to the chairperson of each committee for the leadership that they have demonstrated. The chairpersons for the past year were Ellen Brennan, Professional Development Committee; David Castles, Legislative Committee; Anna Holton, Membership Services Committee; Ronnie Hall, Nominating Committee; David Wilcox, Resolutions Committee; Joe Kingcage, Auditing Committee; Susie Sutton, Registration Committee; Emmeline Dodd, Social Committee; Dick Lancaster, Editorial Review Board; Bob McKinley, Ad Hoc Election Committee; and Larry Bell, Ad Hoc Committee on Constitutional Revision.

With the legislature convening next January, community, junior, and technical colleges must stress to their senators and representatives the important role we play in educating the majority of freshmen and sophomore students. Yes, budget constraints will be a prime issue. TJCTA will be battling for additional state funding; we must all remember, however, that the battle begins in our own backyard. We must show our local senators and representatives that we are aware of this uphill battle.

With a concerted and united effort, we can help make two-year colleges the champions of quality education. To this end, Robert J. Kibbee, Chancellor of the City University of New York, wrote, "Over the years we have come to identify quality in a college not by whom it serves but by how many students it excludes. Let us not be a sacred priesthood protecting the temple, but rather the fulfillers of dreams."

With the spring semester now closing, I trust that your semester has been good and that you have helped to fulfill some of your students' dreams.

I close with an expression of heartfelt appreciation to all of you who helped make this a highly successful year for TJCTA and a year of memorable personal experiences for me.

Steve Dutton

PRESIDENT'S MESSAGE
across-the-board cuts," Mr. Bullock said.

IN THE LONG RUN

While two-year college advocates were breathing a collective sigh of relief that immediate major cuts in state funding have evidently been avoided, they are acutely aware that the 1993 legislative session will pose real and serious threats. "This is only a reprieve," said TJCTA State President Marilyn Lancaster. Cuts in state funds for the current fiscal year (ending August 31, 1992) and for the second year of the biennium (Sept. 1, 1992-August 31, 1993) will evidently be minimal.

"However, the Legislature which will convene next January to formulate a budget for the 1993-1995 biennium will be facing a financial shortfall of gigantic proportions," Mrs. Lancaster said. "I have not spoken to a single individual who doubts that Texas higher education will be facing the greatest imaginable challenges in its struggle to obtain adequate state funding to maintain current levels of service. And no one, it seems, believes there is any realistic prospect of acquiring state appropriations to allow for growth in student enrollments and expansion in programs," Mrs. Lancaster said.

Speculation about budget reductions for the next biennium suggests possibly severe cuts. In a letter to college presidents, Nancy Atlas, chair of the Texas Higher Education Coordinating Board, warned institutions of higher education to prepare for cuts as large as ten percent.

The Legislative Budget Board in early March indicated budget reductions could result in a cut in services. In a letter dated March 6, the Board instructed agency administrators to begin planning for less appropriations. "Innovations for greater efficiency and setting priorities are essential," the letter stated. "But even optimal efficiency and setting priorities will not totally close the gap. You [the agency heads] will be responsible for recommending to the Legislature in your appropriations request how you will operate your agency at your current appropriations amount or less. You must identify programs in your agency which can be cut back or eliminated to live within the revenue constraints."

As prison costs and public school financing continue to dominate the state budget, increasing pressure will be placed upon other government agencies.

Sen. Glasgow said state lawmakers will face in the next regular session a $5 billion shortfall to continue the current level of services for the next biennium. Without additional revenues, he said, that would mean "some significant service cuts."

PERFORMANCE FUNDING

In the 1993 legislative session a major funding issue is expected to come before the legislature that would certainly affect state appropriations for higher education.

This issue, "performance funding," is an approach to allocating state dollars which bases funding on "outputs" and "outcomes," rather than "inputs:" dollars are awarded based on results, rather than need. For example, in the past universities received money based on such things as total number of students enrolled, the number of degree programs, and the total square footage of building space the college had—in short, funding was designed to cover the costs of providing educational services.

Under performance funding a school would receive a portion of its state funds according to such things as the percentage of students who continue to graduation or certification, some measure of students' "employability," or a school's efficient use of classroom space. Rather than base funding on costs, this approach rewards an institution for achieving certain specified goals efficiently.

The budgetary pressures to come will test the commitment of legislators to the cause of higher education in Texas.
ACTS at the Inn of the Mountain Gods

Carl Fowler
Professor of English
Amarillo College

The concept for ACTS developed after two Amarillo College faculty members attended the May 1986 TASPOD Round-up for Great Teaching near Kerrville, Texas. The inspiration derived from this experience motivated the two to propose to the Amarillo College administration that the college develop its own seminar. In the fall semester of 1987, the president of the college and vice president/dean of instruction gave their unqualified, enthusiastic support to the proposal: and with the considerable assistance of the staff development coordinator, ACTS became a reality. The two faculty members were chosen coordinators of the seminar, and the staff development coordinator was charged with handling the logistics necessary for the success of the seminar.

The participants arrive at the Inn of the Mountain Gods mid-afternoon of the scheduled day, and that evening at the organizational meeting choose the topics for the seminar and set the agenda for the following two days. Although the experience of attending a seminar initially unstructured is a new one for most of the participants, they quickly adjust to the format, and begin to benefit from the interchange of professional insight, observations, and practices concerning teaching. Even though the participants teach at the same college and most know each other before the seminar, the sessions are eye-opening in that one-dimensional acquaintances become multifaceted personalities, revelations more often exciting than disappointing. The group soon assimilates the few faculty new to the college so that they have little opportunity to feel as though they are strangers in a strange land. As a matter of fact, the “new” rapidly become “old” and lose their reluctance to contribute to the sessions.

In addition to closer relationships engendered through the shared experiences of an intense three days of eating together, relaxing together, talking together, the participants also receive a great deal of professional insight into the workings of the faculty and the college, knowledge that they may have been heretofore unaware of. The participants learn that each faculty member provides a strong resource for other faculty members and that the disappointments of teaching are generally common to all, a revelation that offers support to those faculty who often feel that they are alone in the classroom, in the college, and perhaps in the universe. There is, as we know, comfort in numbers.

The benefits accrued from ACTS are several. Upon returning to campus, many participants have experimented with the innovative teaching techniques which they were exposed to at the seminar. Even though the participants may have been acquainted with the various techniques discussed prior to their attending the seminar, some were not quite sure how to implement the techniques within their classes. By discussing such methods as team teaching, collaborative learning, and writing across the curriculum, the participants have been able to apply the methods to their own teaching. In addition, the interdisciplinary nature of the seminar provides better communication between the disciplines and expands the knowledge of the participants concerning college policies and mission.

ACTS has become an annual affair for Amarillo College, a seminar to which attendance is coveted by the faculty. The excitement and professional exchange provided by the seminar is a celebration of teaching, an occasion when by faculty can review the original impetus which led them to teach. Perhaps most importantly, however, they can feel good about themselves.

Mr. Fowler holds the Bachelor of Arts degree from Texas A&M University and the Master of Arts degree from West Texas State University. In 1973 he organized one of the first English writing labs in the state at Amarillo College, and was its director for twelve years. He has been a member of the English faculty at Amarillo College for the past 26 years. He was president of the first Amarillo College Faculty Senate, and has been actively involved in staff development and faculty evaluation for many years. Mr. Fowler is currently co-director of ACTS.
**Bookphile: Radio Booktalk at Amarillo College**

Terry Stewart-Huber  
Assistant Professor of English  
Amarillo College

Some people's methods of achieving happiness are noteworthy. Keeping Imelda Marcos happy requires endless hours of shoe shopping; keeping Liz Taylor happy requires a steady supply of diets and husbands. My needs are much simpler than those of these celebrity figures: just give me time each day to read, talk about, or buy books! It's easy to understand, then, why I so happily embraced what others might have seen as yet another time-consuming, non-teaching project: the creation of a campus sponsored radio show, aired on our campus radio station, that would spotlight new or not-so-new books. Since book talk is right up my alley, I quickly volunteered to work on developing such a program.

The idea for *Bookphile* sprang from an internal self-study conducted by the Amarillo College English Department. One of many ideas that grew out of our discussions about how to more effectively reach out to the Amarillo community was the idea of a departmentally sponsored radio program. The most satisfying part of hosting and producing *Bookphile* is that it has developed a nice-sized audience of listeners.

After meeting with staff members of the radio station, my department head and I shaped this rather vague idea into what it is today: a five minute program that airs every Thursday evening at 7:55. In those five minutes I interview local community members on their favorite book. The AC administration supported this venture whole-heartedly; I even received release time through a faculty development grant in the spring of 1990 to develop, plan, and publicize the program. Coming up with the name, however, took more creativity than I possess, so I conducted a departmental contest. Department members submitted possible names, and the winning name was chosen by the staff of KACV-FM. The winner received a $20 gift certificate to a local bookstore. After a semester of work (including writing articles for the local paper, designing a promotional flyer, appearing on local morning talk shows, and planning a year's worth of guests), I launched *Bookphile* in April 1990, and it has been running ever since.

Often I'm asked how I find or choose guests for the show. That's easy: I just contact any Amarilloan who I think or know is a big reader. The Amarillo mayor has been on the program as well as Amarillo's Senator Teel Blevins. The pastor of Amarillo's largest Episcopal church reviewed one of Susan Howatch's novels and even admitted on the air that when caught up in the book he had cancelled appointments with parishioners so that he could keep reading. Members of the Amarillo College faculty, administration, and staff have been *Bookphile* guests, as have faculty members and the president of the nearby four-year college, West Texas State University.

I also encourage all guests to discuss whatever book they'd like, so we've covered everything from mysteries, to self-help books, to serious novels, to collections of essays and poetry. The director of our local Planned Parenthood reviewed, of all things, a catalog of native plants. (Surprisingly, this was one of my liveliest interviews!)

Another question I'm regularly asked is if five minutes is enough time for a program of this sort. I admit having the same concern at first, but five minutes is just enough time to whet a listener's reading appetite; if the program were much longer, we'd tell the listeners too much about the book, and they wouldn't need or want to read it.

The most satisfying part of hosting and producing *Bookphile* is that it has developed a nice-sized audience of listeners. About four months after *Bookphile* first aired, I called a local attorney to ask her to be on the program. She said, "Oh, yes, *Bookphile*. I listen to that every week!" Another listener sent a message via my husband that he, too, was a "fan" and would like to be on the show sometime. I discovered recently that our favorite bank teller is also a listener! And, because many listeners contact our campus library to check out the books we discuss, I regularly send the library staff our calendar of programs so that they can have the books on hand.

Too often, community college faculty are wrapped up in many campus projects that, while important and valuable, aren't always a lot of fun. I've discovered that the pleasure I derive from *Bookphile* makes me a better teacher and a better member of all those other committees I serve on and projects I'm a part of.

Ms. Stewart-Huber holds the Bachelor of Arts degree from Oklahoma State University and the Master of Arts from Central State University. She is an Assistant Professor of English at Amarillo College, where she has taught for the past 10 years. She developed the college's English placement test, and was the former coordinator of the Amarillo Adult Literacy Council. Ms. Stewart-Huber has been the host of Bookphile for three years.

---

**Plan to Attend**

**13th Annual TJCTA Conference**

**for Faculty Organization Leaders**

Austin  
October 2-3, 1992
## COMPARISON OF FALL HEADCOUNT ENROLLMENTS — 1971-1991

### Texas Community, Junior, and Technical Colleges

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Caught in the Crossfire

Excerpt from the Remarks of
Charles L. Burnside, Executive Director
presented at the
45th Annual Convention
Texas Junior College Teachers Association
February 28, 1992 — Houston, Texas

Our profession generally, and those of us who serve in it specifically, find ourselves all too often "caught in the crossfire." To be truthful about it, there are a dozen or more of these 'crossfires' which challenge, and sometimes threaten, us. We are not always in the middle of the crossfire; sometimes we are merely on the edge, almost unwilling spectators, trying to stay above—or outside—the strife. Other times we are active participants, drawn into the fray to protect our profession. In either case, we are "caught in the crossfire"—where risks are great and the dangers are real. In how many of these crossfires do you find yourself?

On the one hand, we are called upon to be "team players," to be "part of the solution," to be "problem-solvers." And we'd like to be. On the other hand, we are all too frequently left out of the decision-making process altogether—or, perhaps worse, brought into the process after all the really significant decisions have been made. And we feel "caught in the crossfire."

On the one hand, we are encouraged in practically every professional journal and meeting to offer our students more opportunities to communicate their ideas in written form. "Writing Across the Curriculum" is a worthy aim and proper goal. But on the other hand, our classes include an alarming number of students who, literally, have never learned to write a coherent paragraph—even at the middle school level, much less at the college freshman or sophomore level. Many of us feel "caught in the crossfire."

On the one hand, we are told repeatedly by leaders of our state government—in both the Executive and Legislative branches—that there must be better coordination of Texas higher education, to eliminate wasteful duplication of programs and unnecessary expenditures of scarce dollars. On the other hand, we have witnessed the spectacle in recent years of the Legislature's "downward expansion" of Corpus Christi State University, the University of Texas at Dallas, and the University of Texas of the Permian Basin, without, in a single instance, the prior approval of the Texas Higher Education Coordinating Board. Small wonder that we feel "caught in the crossfire."

On the one hand, we are called upon to strive for excellence in all we try to do, be based on the number of enrolled students who complete their classes, or the number who pass with grades of C or higher, or the number who secure gainful employment in their technical fields of interest. On the other hand, we are informed that our institutions are expected to remain "open door" colleges, admitting virtually anyone who thinks he or she wants to try college work, regardless of obstacles like grossly inadequate preparation and severely limited motivation. And we feel "caught in the crossfire."

Every article we read and every speaker we hear on the topic of financial planning admonishes us to plan well for our retirement. And, Lord knows we try. But then the State Legislature in its desperate attempts to balance the budget, cuts contributions to our retirement plans, limiting future improvements in benefits [in the Teacher Retirement System] and directly reducing our retirement income [for those in the Optional Retirement Program], thus damaging our efforts to plan for our own financial security. We're "caught in the crossfire."

We are—many of us (I rather suspect all of us)—greatly distressed about the large (and increasing) number of classes in our colleges taught by part-time instructors. Yet, in truth, the only remedies for the situation seem to be to find more money (as unlikely a development as finding elephants roosting in trees) or the simple elimination of large numbers of course sections, thus significantly reducing access for our students. And we're "caught in the crossfire."

On the one hand, we hear the call—and want earnestly to heed it—summoning us to strive for excellence in all we try to do,
"...where risks are great and dangers are real"

and calling for the highest level of competence and commitment in our professional endeavors. But, on the other hand, we find some of our institutions telling faculty interview committees that they need not recommend for employment the best-qualified applicants. "Minimally-qualified" and "marginally competent" applicants are all too often hired—perhaps for the noblest of reasons, but all too often with absolutely disastrous results. To expect "minimally qualified" or "clearly mediocre" faculty to provide truly excellent instruction for our students is to expect the impossible, and everyone in this room knows it! We're "caught in the crossfire."

On the one hand, we are encouraged to remain current in our professional training and to keep abreast with the latest thinking and technology and to be active in our professional organizations. But, on the other hand, realities of budgetary limitations have led to reductions, sometimes drastic reductions, in funds for travel to professional meetings like this one.

We live in a state where we are obsessed with being biggest, and best, and fastest, and largest, and Number One! The people of Texas have little interest in supporting professional or collegiate athletic teams unless they are nationally ranked or can be serious title contenders. Yet we hear little public concern expressed at reports that Texas is far below the national average in its support of public higher education. Texas ranks 44th among the states in funds appropriated by the state for each student enrolled in higher education—and we're dropping fast. If we compare library operating expenditures per student among the top universities in the country, Texas has three institutions ranked among them: The University of Texas at Austin falls in 35th place; Texas A&M at 57th place; and the University of Houston at 60th place. Can you imagine the outcry among the Aggie alumni if their football team ranked 57th in the nation?

And, of course, I could not fail to mention what I regard as the most insidious crossfire of them all: On the one hand, everything we believe in about our calling to be teachers calls for an atmosphere of collegiality, cooperation, harmony, mutual trust, and mutual support. But, tragically, on the other hand, we find a few places where faculty compensation plans are proposed which would pit teacher against teacher, each groveling for the same budget dollar, each hoping to find "merit" (no pun intended) in the eyes of an apparently infallible supervisor. The result—invariably, and not surprisingly—is the fostering of a spirit of competition, rivalry, mistrust, and divisiveness, leading inexorably to low morale. And we feel "caught in the crossfire."

Well, these are some of the crossfires I've heard about in my travels around the state and on my visits to your campuses. There are others.

How do we survive in this climate of points and counterpoints—in this struggle for sanity in an atmosphere of delusion? We survive because we share common goals and a common calling. We survive because we hold each other—and our profession—in high regard. But mostly we survive because of tens of thousands of students all across this vast state, who are entitled to the best we have to offer.

TJCTA PAST PRESIDENT NAMED TO COMMISSION

David J. Clinkscale, state president of the Texas Junior College Teachers Association in 1990-91, has been named by Gov. Ann Richards to the Texas Teachers' Professional Practices Commission. Mr. Clinkscale, associate professor of government and history at the South Campus of Tarrant County Junior College, was informed of his appointment to the panel in March. The appointment is for a term expiring in August 1993.

The Teachers' Professional Practices Commission consists of 15 members appointed by the Governor, subject to confirmation by the State Senate. Under the law one of the members must be a teacher from a two-year college. The Commission serves as an advisory body to the state Commissioner of Education and the state Board of Education on matters related to application of the Code of Ethics and Standard Practices for the education profession. The panel hears complaints brought against members of the profession for alleged violations of the Code of Ethics and makes recommendations to the commissioner.

DUTTON APPOINTED TO ADVISORY PANEL

Steve Dutton, immediate past president of the Texas Junior College Teachers Association and associate professor of biology at Amarillo College, has been appointed to the Master Plan Advisory Committee of the Texas Higher Education Coordinating Board. Mr. Dutton served on the committee which developed the Master Plan for Texas Higher Education in October 1990. A provision of the plan is that it be reviewed and updated every two years.

In its charge from Texas Commissioner of Higher Education Kenneth H. Ashworth, the advisory committee is asked to make recommendations regarding an update in the master plan, while remembering that the state is "moving into an era of increased demands on our higher education system at the same time fiscal resources are decreasing."

Mr. Dutton is the only two-year college faculty member serving on the panel.
SUMMER TRAVEL TIPS
Cecil R. Ferguson, Angelina College
TJCTA Membership Services Committee

If you are going to travel this summer you may want to begin your planning early to take advantage of the discounts and special rates.

Air travel may be cheaper than you think for overseas flights. Some unrestricted transcontinental coach tickets may be reduced by as much as 50 percent if you buy your tickets from a consolidator. A consolidator is a travel broker who buys tickets for seats that the airlines want to fill rather than let them go unsold.

You may buy them from a consolidator or you may get them from some travel agents. Several consolidators now sell unrestricted coach tickets on some domestic flights. Two consolidators that may have these domestic flights are RMCTravel Centre (800-344-7439) and British European Travel (800-747-1476).

You may not save much on domestic tickets because they are priced above the cheapest excursion fares, so they do not carry the airline's usual advance purchase and length of stay restrictions. Your savings come when you need a domestic ticket in a hurry. The airline's cheapest domestic tickets must be purchased weeks in advance.

Consolidator tickets do have some restrictions. For example, if you change your plans you may not switch to another airline; and refunds—if given at all—must come from the consolidator, not the airline.

To find the best fares start by checking advertisements in the Sunday travel section of your newspaper. Call the consolidator or travel agent to see if they are available and ask about any restrictions. If you cannot find any advertisements try to phone the consolidator or agent directly to find out what fares might be available. Be sure to ask if they accept charge cards. Most carry a replacement guarantee and will replace lost tickets.

When you are traveling you may want to purchase coupon books that offer discounts as much as 50 percent off regular room rates. Such a coupon book may be purchased from "Travel America at Half Price" ($26.95) and contains coupons good for 50 percent discounts at more than 100 U.S. hotels. "Half Price Europe" ($90) has coupons that do the same at about 180 hotels, mostly in western Europe but a few in Turkey, Cyprus, Egypt, and Malta. Both books also contain coupons for discounts on meals, attraction, etc. For a trip of more than a few days, both should repay your investment.

To order "Half Price Europe" call 305-923-3486, or write American Marketing, Box 9622, Coral Springs, Florida 33065, "Travel America at Half Price" is sold by Entertainment Publications, 2125 Butterfield Road, Troy, Michigan 48084 (800-521-9640). You may join a frequent flier program even if you do not fly enough to earn a free trip. It costs nothing to join the program of any U.S. airline. Some airlines may offer deep, short-term fare cuts to some or all of their frequent fliers, but not to the general public. Some fares may include car rental discounts.

Elderhostel is an educational-travel organization that serves the needs of older adults by providing programs on college campuses worldwide. This past year was the first in which Elderhostel programs were held in the Soviet Union. The Elderhostel program will have study sessions at Soviet universities in the Baltic states, Ukraine, and Russia. For more information and a free complete catalog, write to Elderhostel, Box 1721, Wakefield, Massachusetts 01880.

Go north to Alaska in your RV this summer and experience a land of beautiful scenery and adventure traveling through Alaska, the Yukon Territory and British Columbia. The three governments have created a "Tourism North" program to promote motor travel along their highway and ferry routes. "Tourism has published a magazine that is packed with information, maps, spectacular photos, and a listing of where to call for more facts. For a free copy write to "North to Alaska," Box 14649, Portland, Oregon 97214.

Sentimental Rail Journeys is a tour company that will transport you in the elegant style of old Europe, including an old Vistadome, that have been lovingly restored by railroad enthusiasts. They have offered a number of itineraries in California and Michigan, and combination rail-fly tours to the Colorado Rockies or all the way across the Sunbelt to New Orleans. The restored cars are pulled on Amtrak routes by Amtrak trains, and the vintage cars are reserved for small private groups of about 20. For more information write to Sentimental Rail Journeys, Box 2729M, Mission Viejo, California 92690, or call 714-240-2101.

A great summer activity for the kids can be found in one of many Fun-While-Learning Sea Camps. These camps work to expand marine literacy. The kids might explore beaches, marshes, islands, and tide pools, or dissect a shark.

Project Marine Discovery Sea Camp runs from mid-June through mid-August and costs about $70 per child for a four-day session. For more information write Gulf Coast Research Laboratory, c/o Sea Camp, Box 700, Ocean Springs, Mississippi 39564-7000, or phone 601-373-5550.

Texas A&M offers a similar program for children ages 10 to 16, and runs from June through July. Participants live in dormitories at Texas A&M University at Galveston. For more information write Sea Camp, Texas A&M University at Galveston, Box 1675, Galveston, Texas 77553-1675, or phone 409-740-4525.

The North Carolina Aquarium at Fort Fisher sponsors week long day camps and a variety of day trips for the whole family from June through August. For a calendar of events write or call North Carolina Aquarium, Box 130, Kure Beach, N.C. 28449 (919-458-2857).

Some group organizations like American Automobile Association and the American Association of Retired Persons offer travel discounts and benefits. For a small membership fee, these programs can help reduce your travel costs considerably.

3,368 REGISTER AT ANNUAL CONVENTION

The 1992 TJCTA convention held last February in Houston's downtown Hyatt Regency hotel was attended by 3,368 members, guests, program participants, and exhibitor representatives. This makes the fifth straight year that convention registration has passed the 3,000 mark. TJCTA officials were pleased with the continued show of interest in the annual meeting.

"We were delighted with the excellent attendance at this year's convention," said TJCTA President Steve Dutton. "Of course, we would have liked an even larger attendance, but we were anticipating a decline in registration from the last two years. There was a major convention in San Antonio which attracted quite a number who otherwise would have been in Houston."

As should be expected, Houston Community College had the highest number of TJCTA members registered for the convention, with 146. McLennan Community College was represented by 119 members, and San Antonio College by 109. Every two-year college campus in the state was represented at the convention except one.

In addition to hearing two keynote addresses and selecting from among more than a hundred section meetings and numerous seminars, convention participants viewed 115 exhibits of the latest in educational technology and textbooks.

Members also elected officers for 1992-93 and approved omnibus amendments to the association's constitution and bylaws.

In the election of officers, Brian K. Dille, Odessa College, defeated David J. Ligon, Tyler Junior College, to be elected president-elect. Under the constitution, Dr. Dille will automatically become president for the year 1993-94, following Marilyn Lancaster, Western Texas College, who as president-elect chosen in the 1991 convention, succeeded to the presidency April 1, 1992.

Scott A. Nelson, Kingwood College, was elected vice president, defeating Doris D. Patrick, Austin Community College. The vote in that race was close—Dr. Nelson received 748 votes compared with Mrs. Patrick's 601. In a still closer race, Patricia A. Green, Temple Junior College, narrowly defeated Anna R. Holston, Central Texas College, by a vote of 670 to 632, to be elected secretary. In the race for state treasurer, David M. Willeox, Houston Community College, out-pollied Joseph E. Kingcade, Jr., Blinn College.

The amendments to the constitution and bylaws were approved overwhelmingly—1,040 to 80.
COMMITTEES, 1992-93
(Appointments expire March 31, 1993, unless otherwise indicated.)

PROFESSIONAL DEVELOPMENT COMMITTEE
Ellen H. Brennan, Chairperson, San Antonio College (1993)
Edward R. Barkowsky, Vice Chairperson, Western Texas College (1993)
David S. Jones, San Antonio College (1993)
B. Benton Bardin, The Victorville College (1993)
Evelyn Frank Burns, Houston Community College (1993)
Clyde D. Neff, South Plains College (1993)
Kenneth R. Shank, Lamar University (1993)
J. E. Clark, Cecil College (1993)

LEGISLATIVE COMMITTEE
David C. Castles, Chairperson, Kilgore College (1994)
William C. Davis, Vice Chairperson, Texas Southmost College (1993)
William T. Haley, Jr., San Antonio College (1993)
Milton W. Hawkins, Del Mar College (1993)
Wanda Lee Hill, Tarrant County Junior College-South Campus (1993)
Patricia C. Knight, Amarillo College (1993)
Walter L. Berthelsen, Odessa College (1994)
Bobbi O. Black, Paris Junior College (1994)
Richard L. Elam, Hill College-Cleburne Center (1994)

NOMINATING COMMITTEE
Larry G. Shirts, Chairperson, North Harris Community College (1994)
David J. Clinkscale, Vice Chairperson, Tarrant County Junior College-South Campus (1994)
Reba D. Blackshear, El Centro College (1994)
Emeline E. Dodson, College of the Mainland (1994)
Terry D. Scoggin, El Paso Community College (1994)

ELECTION COMMITTEE
James R. Rambo, Chairperson, Western Texas College (1994)
Bill Rutherford, Vice Chairperson, Odessa College (1994)
Irma Aguilar, Odessa College (1994)
Sue J. Blair, Odessa College (1994)
Matthew M. Cottle, Collin County Community College (1994)
Diana R. Cox, Amarillo College (1994)
Kenneth Ray Hopkins, Brazosport College (1994)
Douglas E. Johnston, San Antonio College (1993)
Ronald P. Kern, Odessa College (1994)
David McAnally, Paris Junior College (1994)
Roy R. McCleery, Hec County College (1994)
Roy D. Nichols, South Plains College (1994)
F. Workman, Frank Phillips College (1994)

ELECTION COMMITTEE
William T. Haley, Jr., San Antonio College (1993)
Milton W. Hawkins, Del Mar College (1993)
Wanda Lee Hill, Tarrant County Junior College-South Campus (1993)
Patricia C. Knight, Amarillo College (1993)
Walter L. Berthelsen, Odessa College (1994)
Bobbi O. Black, Paris Junior College (1994)
Richard L. Elam, Hill College-Cleburne Center (1994)

MEMPERSHIP SERVICES COMMITTEE
Anna R. Holston, Chairperson, Central Texas College District (1993)
Patsy L. Goss, Vice Chairperson, San Jacinto College (1993)
Mary W. Barker, Odessa College (1993)
John E. Lampe, South Texas Junior College District (1993)
John J. Sturt, Texarkana College (1993)
M. Margaret Dunn, Amarillo College (1994)
Randal H. Happens, Blinn College (1994)
Dennis P. Kriebel, Laredo Junior College (1994)
Norma Cruz-Gonzalez, San Antonio College (1995)
Vivian Ann Dennis, Eastfield College (1995)
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The PLACEMENT CENTER featured listings of almost 100 job vacancies at colleges from around the state.

The Membership Services Committee sponsored a WELLNESS CENTER during the convention.

FEATURED SPEAKERS were (left to right) humorist Carl E. Hurley; Tom Schieffer, president of the Texas Rangers baseball organization; and Toni Caniglia, Temple Junior College, State President of Phi Theta Kappa.

More than 600 representatives of exhibitors staffed 115 booths featuring the latest textbook titles and educational technology.

About 500 members attended the reception preceding the First General Session.

—Photos by Tom Stutzenburg—
TJCTA MESSENGER,
Volume XXIV, Numbers 1-4,
September 1992 - April 1993

Charles L. Burnside, Ed.
COLLEGES FACE SERIOUS ISSUES IN '93 LEGISLATIVE SESSION

With fiscal pressures looming and legislators hard pressed to balance a court-controlled budget, higher education in Texas is facing perhaps its most challenging legislative session in decades. Two-year colleges will be particularly hard hit as the funding crisis is combined with threats of downward expansion of upper-level colleges and a proposed "performance funding" plan by the Legislature.

Budget Shortfall

When the Legislature meets in January, it is expected to face a $5 billion shortfall for the coming biennium, which begins Sept. 1, 1993. Last year lawmakers saved or raised more than $2 billion by starting a state lottery, raising some taxes and fees, streamlining or consolidating state agencies, and increasing agencies' efficiency of operations.

This year, however, the Legislature has few options to address the revenue shortage. Faced with serious public opposition to tax increases and little waste left to cut in state agencies, Gov. Ann Richards said lawmakers must "go far beyond where we can eliminate waste or fat. We may have to downsize state agencies, reduce responsibilities, and eliminate services."

Health and human services and education will certainly feel these cuts the most. Eighty-four percent of the state's $60 billion budget is now controlled by the courts, federal mandates, or by other obligations. Higher education accounts for two-thirds of the remaining 16 percent. In a letter from Gov. Richards, Lt. Gov. Bob Bullock, and House Speaker Gib Lewis, state agency leaders were told, "Lawsuits, court orders, unfunded federal mandates, and constitutionally restricted funds continue to fuel spiraling demands on our limited state funds."

The letter advised that "agencies should prepare to get by with less money than they are spending today."

Nancy Atlas, chairperson of the Texas Higher Education Coordinating Board, has instructed college presidents to prepare for funding cuts of as much as 10 percent. Cost-cutting measures have been instituted, and plans for downsizing or eliminating programs are being considered.

These anticipated funding cuts accelerate a trend of dwindling state resources for higher education. Over the past six years per student funding has dropped 20 percent, as calculated in 1985 dollars. As other states face similar funding crises, Texas still ranks 44th in the nation in education appropriations per student.

Although the Coordinating Board formally requested a 21.6 percent budget increase for higher education for the next biennium, most observers believe funding will not be available to maintain the current level of services.

Adding to the uncertainty is the issue of the "South Texas initiative," led by the Mexican-American Legal Defense Fund, or MALDEF. This legal challenge to the state's

(Continued on page 3)
PRESIDENT'S MESSAGE

The decade of the nineties. I think we can all agree, will present exciting times for higher education. While state and local funds dwindle, growing numbers of students across our state need the educational opportunities that community junior colleges offer them. Faculty, staff, and administrators are being asked to serve more students with less money at a time when government and the public which government represents are skeptical of what higher education really has to offer.

Today professionals teaching in two-year colleges will have to re-affirm our dedication to our students and our communities. And we must sell ourselves to our communities as we have never done before. As educators, we will need to take an active role in what will be a continuing effort to educate legislators and the public of who we are and what we do. We are, after all, educators who are interested in teaching students who want to learn. With little professional recognition and little public acclaim, we open doors to the students of Texas and do our best for them. And we teach our students regardless of their preparation or educational experience.

I believe that there has never been a time in the history of Texas in which the community junior colleges were needed more than they are needed now. While money is in short supply, students—both non-traditional and traditional students—need the kind of education that two-year colleges are best equipped to provide. Community junior colleges' faculties and staffs offer students diversity of thought and a wide variety of experience and talent. But, most importantly, community junior colleges offer students excellence, sometimes despite our open doors and sometimes because of our open doors. The challenge for our profession has been designed for us by the times in which we live: We must continually remind ourselves, the public we serve, and the legislators who fund our work that community junior colleges in the state of Texas offer excellence and access that is deserving of their trust and support.

The tendency is to look at the next decade with some trepidation. I might suggest, instead, that we view the coming decade as a time of testing. If we are who we have said we are—good teachers teaching students in the right way and for the right reasons—we are in a time when we should be able to prove this to the public. TJCTA is an organization in which we can work together to demonstrate our solidarity of purpose: to provide students with a valuable and unique education that will serve them through this decade and into the next century.

It is my hope that our profession will speak to the events of the coming year, and the coming decade, with a unified voice and convey to others the necessity of our mission to the well-being of the state of Texas. I know from the hard work I've observed of our members in past legislative years that TJCTA will continue to aggressively and passionately communicate this mission.

It is important to the fulfillment of that task that each of us shows our support by joining TJCTA. The strength of our message depends upon a clear and unified voice in Austin. That voice is TJCTA. I hope that each of you will join immediately, and become actively engaged in the legislative process.

Marilyn Lancaster

COLLEGE ACADEMIC SKILLS PROGRAM TO MEET

The College Academic Skills Program will hold its eleventh annual conference in Forth Worth, November 5-7. The theme of this year's conference, "Developmental Education: Prime Time For Texans," will focus on issues confronting at-risk students and their educators in post-secondary institutions. The conference is sponsored by the Texas Association of Developmental Educators (TADE) and College Reading and Learning Association (CRLA).

The program will host workshops and breakout sessions covering a wide range of topics. In addition, the Texas Academic Skills Council of the Texas Higher Education Coordinating Board will sponsor faculty and staff development for professionals working with students meeting TASP requirements.

For more information, write:

Anna Harris
1992 CASP Co-Chair
Houston Community College
1300 Holman, Room 16
Houston, Texas 77004

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be considered at the 1993 convention at the Palmer Auditorium, in Austin.

Suggestions should be received by Feb. 1, 1993, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 18, 1993, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
Margaret A. Harbaugh, Chairperson
TJCTA Resolutions Committee
McLennan Community College
1400 College Drive
Waco, Texas 76708

EDITORIAL POLICY

1. The TJCTA Messenger provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theories, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles, normally should be 500 to 1000 words, single-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces, on two pages or less, are welcome. Letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for course work should be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors' names and titles of key sources should be included within the text. All important sources should be cited at the end of the article. The editor reserves the right to accept submissions so that their usage conforms with the editorial practices of the Messenger. Publicity accrued in a particular issue does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high contrast original of the manuscript with the author's name only on a separate cover sheet.

5. Articles published in the Messenger may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the TJCTA Messenger. Brief quotations and statistical data may be reproduced provided that the TJCTA Messenger is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Publications Committee, 901 South MoPac Expressway, Building I, Suite 410, Austin, Texas 78746-5747. Authors should retain copies of their manuscripts for their files.
MAJOR ISSUES FACE COLLEGES

(Continued from Page 1)

Appropriations process is seeking to garner more state resources for higher education in South Texas. MALDEF charges that region of the state, and the minorities who live there, are not receiving their share of funds for post-secondary education. The proposed settlement of the lawsuit now being considered would require the state of Texas to allocate $2.2 billion over a five year period to higher education in South Texas. While no one disagrees with the need for greater educational opportunities in that part of the state, the initiative comes at a time when the challenges to the funding of higher education could not be greater.

Performance Funding

Much of the talk about the budget these days relates to the issue of performance funding. Developed and promoted by Rep. Ric Williamson (D-Weatherford), the program would allocate a portion of state funds to institutions of higher education according to a set of performance standards adopted by the Coordinating Board. These standards, as they are presently conceived, would include such measures as minority enrollment and retention, course completers, credentials awarded, and successful remediation (see TJCTA Legislative Update, August 1992).

Many in higher education are skeptical of the proposal on grounds that it would force schools to devote themselves to efforts that generate funding, but do not promote the greater interests of the students, the faculty, the institutions, or the state. Also, many believe performance funding could inhibit two-year schools from maintaining their open door policies—as schools will not be funded for grades of "W." There could be strong incentive not to enroll high-risk students for whom the schools will not receive funding.

Another concern even many of the plan's proponents share is the understanding that the plan was designed to provide an "add-on" amount, to be allocated after base funding has been secured. When times are tough and funds to higher education will hardly approach actual formula levels, this proposal, rather than being an "add-on," will be seen as a mechanism to cut funds to higher education.

A tremendous amount of the state's resources has already been committed simply to devising a performance funding plan. It remains to be seen if the Legislature will actually choose to adopt the program. Some veteran Capitol observers contend it is unlikely legislators will choose to become embroiled in such a controversial and unproven concept when the state's resources are already so lean.

Downward Expansion

Another important issue for two-year schools in the coming year is the prospect of continued downward expansion of upper-level institutions. The A&M University System is seeking to convert Laredo State University from an upper-level school to a four-year institution. Lt. Gov. Bob Bullock has promised his full support. Speaking at a luncheon honoring him as "Mr. South Texas," Mr. Bullock pledged to work "to see that it becomes a reality, hopefully in the next legislative session."

With his support, and the support of most civil leaders in Laredo, some observers believe downward expansion of Laredo State University could receive authorization from the Coordinating Board and the Legislature as early as next spring.

This is not the case in Tyler, where an attempt by the University of Texas System to expand UT-Tyler to a four-year institution has met with stiff opposition from area businesses and civic groups. The proposal has also come under heavy fire from Tyler Junior College, the neighboring community college. The Macadogoches Sentinel expressed its opposition to the downward expansion. Addressing what is certainly the center of the debate, the paper said, "funding for education is a shrinking resource. It makes little sense to duplicate what is already being offered in the same area."

The Texas Research League estimates the cost of offering freshman and sophomore classes at UT-Tyler would range from $80 million to $200 million.

Former State Senator Peyton McKnight, who in 1979 sponsored legislation making Texas Eastern University a part of the University of Texas System, has argued vigorously against its downward expansion. He does not believe legislators will support such a proposal. "The state has already got a huge problem of how to fund public education; not to mention all the other expenses they have to deal with," he said. "I just don't think you'll find a majority to pass this enabling legislation. I think expanding UT-Tyler is like beating a dead horse right now."

The Future of TSTC

An issue which has received a great deal of coverage in the press regards the future of Texas State Technical College. In June the Coordinating Board heard consultants' reports recommending that the TSTC campus in Amarillo and the extension centers in Abilene, Breckenridge, Brownwood, and McAllen either be merged with or converted to community colleges. TSTC, the consultants said, should be reduced to three regional campuses in Waco, Harlingen, and Sweetwater.

Also, the report recommended that TSTC's academic course offerings be limited to those dealing with "advanced and emerging technologies" and that all other programs gradually be phased out over a five year period. Academic courses, it said, should be offered through community colleges.

These recommendations sparked a storm of protests from TSTC officials and the communities affected by the proposed changes. Postponing a final decision until October, the Coordinating Board appointed a committee to study the question and offer suggestions. Meeting in August, the committee, comprised of representatives of 16 TSTC branches, Donald Rippey, a University of Texas professor and chairperson of the committee, said, "Leave it as it is, but don't expand it." The 16-member panel said the major problems facing technical education in Texas are a lack of regional planning and a shortage of state-of-the-art equipment.

The debate over TSTC will help define its role in Texas higher education. Legislators must ask how the technical college system will relate to other two-year schools. Clearly, TSTC should not compete directly with community junior colleges. It has its own role and mission. The challenge for TSTC and the legislators who make the final decisions is how best to accomplish TSTC's purposes in a time of tight budgets and increasing demands on state resources.

In a legislative year that promises many challenges for Texas higher education, TJCTA leaders will have their work cut out for them in efforts to protect the interests of educators in the state's two-year colleges.
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Analysis of Possibilities for ORP/TDA

Frank L. Wright
Special Consultant to TJCTA and Executive Director Emeritus of Texas Association of College Teachers

Makes Big Difference
You have probably heard it said that the purchase of a home will be the most important financial decision you will ever make. But, in truth, the value of your retirement plan will be the most important financial decision you will ever make.

The purchase of a home will be the most important financial decision you will ever make.

Inefr^ r
In Your Interest

Everyone employed by a Texas public college or university has a potential interest in the information presented here. Persons using ORP as their official retirement plan, for example, earning the average salary of $30,000 can achieve an ORP value of $2.1 million by age 65. (This figure assumes salary increases of 5% per year, continuation of present rate of contributions, and deposit into an account compounding at 8% annually.)

The amount you can save by salary reduction, in addition to ORP and TRS, is determined by a calculation called “Maximum Exclusion Allowance,” and your college or university probably has an approved formula which includes current salary (with some adjustments), years of service, previous tax sheltering (ORP, TDA, and deferred compensation), and, for those in TRS, a pro-rated portion of projected retirement benefits.

Evaluating Products

All of the products discussed herein are technically known as 403(b) plans (after IRS Code section) but common names are TSA (Tax Sheltered Annuity), TDA (Tax Deferred Annuity or Account), or Savings Reduction Account. In these articles, the term TDA will be used to designate all vehicles for use under 403(b)—Fixed Annuities, Variable Annuities, Direct Investment in Mutual Funds, or Custodial Accounts.

Since IRS now allows a nontaxable transfer from one vehicle to another, since most colleges provide for changing vehicles for ORP and TDA at least annually, and since most companies will cooperate in transferring accumulated funds, no faculty member, librarian, or other qualified participant needs to remain locked into an inferior program.

Companies Included

Every company writing any significant number of ORP/TDA programs in higher education in Texas was invited to submit information for this presentation. All which supplied complete information are included.

If the company holding your TDA or ORP is not included, chances are that its product is out-of-date and being revised, and you should check with your company. Products not included should be tested by these same criteria and scrutinized carefully.

Not all companies or products listed in this study will be available at every college—in fact, some institutions may offer a very limited number of possible choices. Spurred in part by a report from the State Auditor’s office last year, a number of sys-
tems and institutions are considering reducing the number of authorized companies. Problems with that effort are that criteria for determining which companies will be authorized are difficult to develop, and that some freedom of choice has become deeply ingrained in the Texas system through the years since 1967. If some products in this study appeal to you but are not available at your institution, check with your personnel department to see what can be arranged.

Questions Answered

TACT and TICTA appreciate the cooperation of all companies supplying information for this study. Over the years this study has become widely accepted and used all over the nation, but still maintains its primary purpose of assisting faculty in Texas colleges and universities. It is made possible by the cooperation of these companies.

Much more information than can be transmitted in these articles is available to TICTA members under a special consulting arrangement with Frank L. Wright. Mr. Wright, former executive director of the Texas Association of College Teachers, has done this study for the past 18 years. He has been retained by TICTA as a special consultant on these matters. A member wishing to consult with Mr. Wright may call the TICTA State Office toll-free (1-800-288-0850). The member will provide a telephone number and suggested time when it will be convenient for the consultant to call. If a member prefers to call Mr. Wright directly and incur the expense of the telephone call, Mr. Wright can be reached at Area Code 512, 477-5238. The consulting service will not make specific recommendations and will not endorse any particular program, but may be very useful in helping clarify your thinking.

Selecting a Tax Deferred Program: Factors to Consider

How are you to choose which product to use in your own ORP and/or TDA? When should you change from one program to another? What questions should you ask yourself? A salesperson? The TICTA consultant? These are legitimate and confusing questions; and, unfortunately, there are no simple answers. The balance of this presentation is devoted to helping you evaluate alternatives. Offerings of over 50 companies are described in the following pages, and a serious effort has been made to deal with this very complex subject in a relatively simple, understandable way.

If it were possible to predict with certainty the long-term financial and investment results of any product, then selection would depend almost wholly on this factor. Unfortunately, such prediction is not only impossible, but is dependent on many unforeseeable possibilities. It is further confused by various claims and counter-claims made by companies to assert an apparent advantage. Maximum return depends on a number of interdependent factors, most important of which are: (1) choice of investment vehicles; (2) performance of that vehicle in any given segment of time and over a long time; (3) settlement alternatives at retirement and annuity rates available then; (4) adaptability to changing circumstances; (5) costs and charges assessed.

Since prediction of maximum return with any certainty is not possible, other factors assume considerable importance in evaluating choices. Among these are: (1) transferability and flexibility without undue expense; (2) guarantees offered; (3) security and reliability of the company; (4) services offered and performed; and (5) concurrence with your personal preferences concerning risk tolerance and attention to financial matters.

Each of these factors will be considered in subsequent pages.

Maximum Performance

Since actual performance among different plans can be compared only after the fact, any attempt to compare products based on past and current data is necessarily limited as to its predictive capabilities about future performance. Salespersons may make many predictions. Consider them all with some skepticism and insist that they be put into writing. You may be surprised at the decrease in certainty when you ask the salesperson to put it in writing.

Kinds of Programs

Fixed and Variable: Two primary kinds of investment vehicles are offered by many insurance companies listed herein—Fixed Annuities and Variable Annuities, or some combination of the two. Payments and investments into the Fixed portion are placed in bonds, mortgages, and debt instruments in which your money is loaned out to earn interest until returned as certain dollars at a future date—hence the name “Fixed Account.” Payments and investments into the Variable portion are used to purchase bonds or stocks issued by businesses, industries, or governments through careful selection and diversification by management to achieve the purpose of the account as stated in the prospectus. Dividends and gain/loss in market value are represent in the unit value, which will change periodically, each day in most instances—hence the name “Variable Account.”

Many of the companies offering variable programs offer two or more investment vehicles within the variable account, allowing free exchange between funds with differing objectives. See Table 1 for information on the variety of opportunities offered by each company.

An even more varied and self-directed investment has been allowed by law since TACT and TICTA helped pass legislation in 1981 and is now becoming available more widely in colleges and universities. This possibility allows direct investment into mutual funds without going through an insurance company’s annuity vehicle. Placing your ORP or TDA in a family of mutual funds allows free transfer of accumulations, often by a telephone call, among a wide variety of investments and thus provides a wide range of opportunities to adapt to changing objectives and economic conditions. Read the article on page 15 for more information on this alternative.

Strategies for Investment

Three major strategies are employed by varying numbers of persons in seeking satisfactory results with their ORP/TDA programs. Each of these has some factors to recommend it and other factors which limit its value. They are:

1) Stay with Fixed. Probably the strategy most used is to purchase fixed annuities and just stay in the fixed type of investment. The comfort level in this strategy is rather high, not necessarily because the results are always good, but because the threats to such a plan are rather obscure and do not thrust themselves upon you. The major problem with this strategy is that inflation eats away at fixed dollars with a relentless attack, making it uncertain whether you are gaining or losing purchasing power, both during the accumulation period and after retirement on a fixed dollar income. The other problem concerns the reliability and dependability of the insurance company with which you are dealing. Fixed annuities are wholly dependent on the general fund of the company, and can be wiped out entirely or greatly reduced if the company goes bankrupt or goes into receivership. (Read the additional article on “Safety and Reliability of Insurance Companies” on page 14 for more information on this subject.) Flexibility in such a strategy is generally limited only to a choice of companies and of settlement options, and thus is not adaptable to changing circumstances and conditions in this volatile world.

2) Stay with Growth Fund. Another strategy is to select a good, solid growth oriented mutual fund or variable annuity and hold it through the ups and downs of the market. All studies indicate that such funds have outperformed fixed alternatives in almost all five or ten-year periods in the last 65 years, even though they have fluctuated in value decidedly within those periods. When you are purchasing shares on a regular monthly basis as is the case in either ORP or TDA, you do not mind serious drops in value because, through the magic of dollar cost averaging, you will get more shares when prices are down and thus increase the multiplier for an enhanced value sometime in the future. As one approaches retirement, however, this instability of value becomes a serious matter, and one will seek a less volatile location for funds at that time. Flexibility is generally maintained in such an investment, and while you are dependent on the company for management expertise, the value of your investment depends on the stocks or bonds owned, not on the stability of the company.
INVESTMENT RETURN ON VARIABLE PRODUCTS

Accurate comparison of variable performance is complicated because data from company to company may not be comparable; because strength in one economic period may imply weakness in another; because different annuities or funds have different avowed objectives. In spite of problems in evaluating and predicting performance of variable products, and because of demonstrated capacity to make substantial gain in some periods, you probably ought to have variable products available for use as suggested in the previous section.

At least six kinds of investments are available from many “multiple choice” variables or mutual fund groups, often with easy transferability among choices available within any one company or fund group.

Briefly described, these kinds of investments are:

1. Money Market Funds: Invested in short-term debt instruments, some restricted to government issues: maintains a constant share value; produces a return slightly above that of most bank money market funds; generally maintains an unchanging value and thus operates much like the fixed portion of an annuity.

2. Bond Funds: Invested in longer term corporate and/or government bonds: value fluctuates with interest rates, rising when interest falls and falling when interest rises; produces a fairly constant dollar return fluctuating around that of current interest in fixed annuities.

3. Common Stock Funds: Invested in a selection of stocks chosen to produce dividend income and modest capital growth: value fluctuates up and down more or less in line with general stock indices; produces a return which also varies with economic conditions; includes funds often referred to as “equity income” or “income and growth” funds.

4. Growth Stock Funds: Invested in stocks of younger companies or new and developing industries selected to produce major capital growth over a longer period without much regard to current income; value fluctuates widely and risk is high along with potential for major increases over time; includes for our purposes investing in stocks of overseas companies, in precious metals, or in real estate.

5. Balanced Funds: Invested in mixture of bonds and conservative stocks with purpose of income and capital preservation; value fluctuates within relatively limited range; produces a return usually falling somewhere between stock and bond funds.

6. Managed Funds: Invested solely at the discretion of professional managers in a wide range of possible investments (stocks, bonds, money market instruments, or other types of investments) without direction from the participant, but designed to achieve the stated objectives of the fund over the long term; value and return will vary greatly with the objective and the management. You are reminded that all mutual funds are managed, but most are managed within designated type of investment (such as growth stocks), whereas these “managed” funds have very broad discretion.

Table 1 Described

Table 1 shows the number and types of funds offered by each company that offers a variable annuity or a family of mutual funds. You will note that the range is from some insurance companies which offer only one variable investment opportunity to one funds company offering 91 different choices and to two custodial plans offering all of the 3000+ mutual funds in the nation. Some offer funds in each and all of the six categories listed above, while others limit their offerings to only a few types of funds.

Records of Performance

Performance records for most funds which reported five or more years experience are provided in Tables 2-A through 2-F, shown on pages 12-13 in this issue. The funds are listed within the six categories of funds just described in alphabetical order by company. Performance is expressed as a percentage of cumulative total return (all dividends and capital gains or losses included) for 1991 and for the three, five, and ten year periods ending December 31, 1991. This is supposed to be the percentage of increase/decrease to each dollar invested in that fund for the whole period shown. Internal costs of operation are reflected in these results, but sales charges and non-periodic charges are not included.

The final column gives the dollar result of adding $200 per month to the fund for the 5-year period from January 1, 1987 to December 31, 1991. This result is supposed to include all costs involved in buying the funds and paying fees, and therefore reflects full costs more accurately than the 5-year percentage figure does. The charges made by each company are recorded in Table 5, on page 14. Thus, the percentage figures provide a straight measure of total performance of money already in the account, while the final figure shows the influence of sales charges, dollar-cost averaging in a changing market, and other factors.
The figures in the columns marked with "r" following each titled column give the ranking by performance among the funds reporting on that particular element, with "1" designating best performance for the period and on and down the line.

Some characteristics of various types of funds become evident from study of these performance tables. Money Market funds show a consistent but modest gain, while Growth funds vary greatly and show major swings in performance. Results for 1991 are growth funds varied greatly and show major gains, while money market funds lie evident from study of these tables.

Rankings in the final column raises some serious questions, rather than letting them deplete your resources. You also can observe gross differences in performance between funds of similar types within the tables. Some of these differences may be explained by differing degrees of risk undertaken in one fund compared with another. Success in management and costs of purchase and operation, however, play a major role in differentiating funds within the same classification. Rankings in the final column (result of $200 per month invested over the five years ending December 31, 1991) should represent all of these differences.

Tables 2-A through 2-F may be helpful in determining where your ORRITDA funds should be invested from time to time. In any case, they should help you understand something about financial markets and products.
company has paid as little as its guarantee promises. Possibilities under current interest rates and estimated or illustrative results if current rates should continue into the future. These rates are certain to change—possibly by as much as 20%—in the period involved. The fourth column states the current annuity rate offered by the company at the present time for persons aged 65, choosing to receive payments for life with 10 years certain. The final column gives the estimated monthly income that would be achieved by paying $200 per month for 30 years if the enter interest rates and current annuity rates differ from the table.

### Table 3: Fixed Annuity Actual and Guaranteed Results

<table>
<thead>
<tr>
<th>INSURER</th>
<th>ACULM.</th>
<th>3-YEAR</th>
<th>5-YEAR</th>
<th>10-YEAR</th>
<th>20-YEAR</th>
<th>Rate</th>
<th>Rem.</th>
<th>Interest Guaranteed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aetna*</td>
<td>14,905</td>
<td>16,603</td>
<td>13,171</td>
<td>136,381</td>
<td>5,73</td>
<td>782</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Am. Fidelity</td>
<td>13,059</td>
<td>14,215</td>
<td>13,237</td>
<td>137,096</td>
<td>5,86</td>
<td>803</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Am. United</td>
<td>14,888</td>
<td>16,817</td>
<td>13,236</td>
<td>137,054</td>
<td>5,49</td>
<td>752</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Century Life*</td>
<td>14,026</td>
<td>15,323</td>
<td>13,448</td>
<td>137,649</td>
<td>5,97</td>
<td>883</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Delta Life</td>
<td>14,632</td>
<td>15,743</td>
<td>13,315</td>
<td>137,600</td>
<td>4,99</td>
<td>687</td>
<td>6.4%(1), 4%</td>
<td></td>
</tr>
<tr>
<td>Equitable</td>
<td>14,561</td>
<td>14,687</td>
<td>12,805</td>
<td>115,496</td>
<td>5,80</td>
<td>670</td>
<td>6%(1), 3%</td>
<td></td>
</tr>
<tr>
<td>Fidelity Std</td>
<td>14,780</td>
<td>14,230</td>
<td>13,306</td>
<td>137,575</td>
<td>5,74</td>
<td>701</td>
<td>7.7%(1), 4%</td>
<td></td>
</tr>
<tr>
<td>Great Amer.*</td>
<td>15,142</td>
<td>15,608</td>
<td>13,279</td>
<td>137,503</td>
<td>5,77</td>
<td>794</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Gr. Am. Res.</td>
<td>14,651</td>
<td>14,907</td>
<td>13,374</td>
<td>134,070</td>
<td>6,57</td>
<td>984</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Great West*</td>
<td>14,765</td>
<td>14,069</td>
<td>12,254</td>
<td>134,256</td>
<td>5,18</td>
<td>711</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Horace Mann#</td>
<td>14,529</td>
<td>14,208</td>
<td>13,448</td>
<td>134,961</td>
<td>6,14</td>
<td>921</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Imp. Life</td>
<td>14,600</td>
<td>14,397</td>
<td>13,448</td>
<td>137,503</td>
<td>5,77</td>
<td>794</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Jefferson Nat'l</td>
<td>14,506</td>
<td>14,545</td>
<td>12,940</td>
<td>116,035</td>
<td>6,93</td>
<td>804</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Jefferson-Pilot*</td>
<td>14,504</td>
<td>14,673</td>
<td>13,279</td>
<td>137,503</td>
<td>6,62</td>
<td>910</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Kemper Inv.</td>
<td>14,734</td>
<td>14,564</td>
<td>13,309</td>
<td>135,131</td>
<td>6,82</td>
<td>895</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Life Of S.West</td>
<td>14,816</td>
<td>15,608</td>
<td>13,279</td>
<td>137,503</td>
<td>5,77</td>
<td>794</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Lincoln Nat*</td>
<td>14,733</td>
<td>14,795</td>
<td>13,448</td>
<td>128,125</td>
<td>5,74</td>
<td>735</td>
<td>4%(5), 4%(5), 3.5%</td>
<td></td>
</tr>
<tr>
<td>Metropolitan</td>
<td>14,516</td>
<td>14,016</td>
<td>12,940</td>
<td>116,035</td>
<td>4,57</td>
<td>530</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Mutual of America</td>
<td>14,554</td>
<td>14,634</td>
<td>13,248</td>
<td>110,028</td>
<td>6,02</td>
<td>662</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Mutual Of NY</td>
<td>14,793</td>
<td>14,995</td>
<td>13,268</td>
<td>115,001</td>
<td>7,09</td>
<td>896</td>
<td>7.25%(1), 3.5%</td>
<td></td>
</tr>
<tr>
<td>Nat'l Western</td>
<td>14,870</td>
<td>15,186</td>
<td>12,963</td>
<td>117,066</td>
<td>6,38</td>
<td>924</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Nationwide (Am.Camp.)</td>
<td>14,427</td>
<td>14,806</td>
<td>12,925</td>
<td>124,424</td>
<td>5,66</td>
<td>704</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Nationwide (Best Am)</td>
<td>14,539</td>
<td>14,198</td>
<td>13,048</td>
<td>125,611</td>
<td>5,66</td>
<td>711</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>New England*</td>
<td>13,421</td>
<td>13,361</td>
<td>13,448</td>
<td>137,503</td>
<td>5,77</td>
<td>794</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Northern</td>
<td>14,906</td>
<td>15,186</td>
<td>12,948</td>
<td>116,028</td>
<td>5,33</td>
<td>617</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>Prudential</td>
<td>14,862</td>
<td>14,917</td>
<td>14,500</td>
<td>121,378</td>
<td>4,63</td>
<td>562</td>
<td>5%(5), 4%(5), 3%</td>
<td></td>
</tr>
<tr>
<td>Safeco</td>
<td>14,727</td>
<td>14,777</td>
<td>13,308</td>
<td>145,466</td>
<td>5,91</td>
<td>860</td>
<td>4.3%</td>
<td></td>
</tr>
<tr>
<td>Security Ben.</td>
<td>14,496</td>
<td>14,573</td>
<td>13,128</td>
<td>122,825</td>
<td>6,08</td>
<td>762</td>
<td>4.3%</td>
<td></td>
</tr>
<tr>
<td>Security First</td>
<td>N/A</td>
<td>13,289</td>
<td>14,554</td>
<td>15,747</td>
<td>7,89</td>
<td>494</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Southwestern*</td>
<td>14,030</td>
<td>14,402</td>
<td>13,222</td>
<td>134,397</td>
<td>5,52</td>
<td>758</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>State Life</td>
<td>14,560</td>
<td>15,067</td>
<td>13,326</td>
<td>137,642</td>
<td>6,07</td>
<td>832</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>State of New York</td>
<td>14,085</td>
<td>14,731</td>
<td>13,114</td>
<td>124,344</td>
<td>5,5</td>
<td>758</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>TIAA-CREF</td>
<td>15,040</td>
<td>15,336</td>
<td>12,948</td>
<td>116,028</td>
<td>4,23</td>
<td>915</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>TIAA-CREF SRA#</td>
<td>14,923</td>
<td>15,321</td>
<td>12,948</td>
<td>116,028</td>
<td>4,23</td>
<td>915</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>TransAmerica*</td>
<td>14,688</td>
<td>14,876</td>
<td>13,112</td>
<td>126,230</td>
<td>5,42</td>
<td>884</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Travelers*</td>
<td>13,840</td>
<td>14,327</td>
<td>13,122</td>
<td>126,230</td>
<td>5,08</td>
<td>802</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Union Central*</td>
<td>14,618</td>
<td>14,490</td>
<td>13,002</td>
<td>119,321</td>
<td>5,88</td>
<td>702</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Union Mutual</td>
<td>14,600</td>
<td>14,727</td>
<td>13,279</td>
<td>137,503</td>
<td>5,36</td>
<td>723</td>
<td>7%(1), 4%</td>
<td></td>
</tr>
<tr>
<td>VALIC*</td>
<td>14,795</td>
<td>15,115</td>
<td>13,448</td>
<td>149,962</td>
<td>5,85</td>
<td>975</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Western Nat'l</td>
<td>15,023</td>
<td>15,002</td>
<td>13,279</td>
<td>137,503</td>
<td>6,52</td>
<td>910</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

*One of two or three contracts available. #Not available for OTPR.

### Evaluating Return on Fixed Annuities

Analyzing current interest rates in annuity products is a very difficult and confusing task, as indicated in the section and tables on Fixed Annuities in preceding sections. Insurance companies and insurance salespersons seem to devote a lot of time and ingenuity to asserting advantage over other companies by complicated and questionable practices with regard to current interest rates.

Here is a series of questions you ought to have answered about interest rates on fixed annuities if you are now using such a product or if you plan to do so: Is this current interest rate paid on the entire accumulation or only on new money? What interest is now being paid on "old" money (paid in previous years)? How often is interest rate changed? Is a surrender charge applicable? What is the exclusion rate paid on past "bands" or collections of new money? And do deposits receive current interest if new money is transferred to another company? Is a current interest rate applied to any money after I retire and annuitize my accumulation? Perhaps you will be on money after I retire and annuitize my accumulation?

The three major methods are designated for each company and its major annuity product in Table 4. The "full portfolio" method of crediting interest (designated by ALL in Table 4) used to be the universal plan. The current interest rate could be compared rather directly with another. About ten years ago in a period of rising interest rates, some companies decided to quote a much higher current interest but apply it only to money received in the present. These companies are designated by NEW in Table 4. Obviously, a company which applies current interest only to new money can escalate (or deflate) interest rates almost at will, keeping them related to current bond markets, and having little influence on interest paid on past "bands" or collections of old money.
payments. A more recent development in this area is the plan of crediting one interest rate for money that is reserved for annuitizing with the company, and a substantially lower rate for money that is ever withdrawn or transferred from the company. This is often called the "two-tier" plan and is designated with TW0 in Table 4.

Since this method is rather new, a brief explanation is in order. The theory behind two-tier crediting is that, since short-term participants are much more expensive for a company than long-term participants, it makes sense to divide the two. But, since you never know who will be a short- or long-term participant, the way to accomplish this is to give a substantially greater interest if the person turns into a long-term participant/annuitant than if he or she turns into a short-term. This way, the company can quote a high current interest rate—and assert an advantage over other companies—and yet protect itself from having to pay out that interest at any time soon. And, further, since annuity rates are not tied to current interest, the company has the opportunity sometime in the future, if the customer annuitizes, of adjusting the annuity rate (down to the guarantee) to suit circumstances. This factor is facilitated by the fact that all of these products are recent in origin and therefore do not have an accumulated group of potential early annuitants on the roster.

The cost of withdrawing or transferring these products is very high in early years and continues even into final years, discouraging the customer from exercising this possibility. You may note in Table 4 that the loss for surrender or transfer, these products offer you opportunities sometime in the future, if the company has the nus" interest to your account if you stay with some insurance companies is to add a "bo-

### TABLE 4—FIXED ANNUITY CURRENT ILLUSTRATIVE RESULTS

<table>
<thead>
<tr>
<th>Annuity</th>
<th>Interest</th>
<th>Credit Method</th>
<th>Withdrawal</th>
<th>Life Time Value</th>
<th>Death Benefit</th>
<th>Surrender Benefit</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>6.50</td>
<td>NEW</td>
<td>500</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Mutual of America</td>
<td>7.10</td>
<td>ALL</td>
<td>600</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Mutual Of NY</td>
<td>7.25</td>
<td>ALL</td>
<td>714</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Nationwide (Am.Cap.)</td>
<td>6.25</td>
<td>NEW</td>
<td>556</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Nationwide (Best Am)</td>
<td>6.25</td>
<td>NEW</td>
<td>557</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>New England</td>
<td>6.00</td>
<td>NEW</td>
<td>635</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Northern*</td>
<td>7.82</td>
<td>NEW</td>
<td>575</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Prudential</td>
<td>7.50</td>
<td>NEW</td>
<td>870</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Safeco</td>
<td>6.80</td>
<td>NEW</td>
<td>760</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Security Ben.</td>
<td>6.50</td>
<td>NEW</td>
<td>630</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Security First</td>
<td>7.25</td>
<td>NEW</td>
<td>708</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Southwestern*</td>
<td>7.34</td>
<td>ALL</td>
<td>574</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>State Bond</td>
<td>7.00</td>
<td>NEW</td>
<td>1,143</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>State Farm</td>
<td>7.25</td>
<td>NEW</td>
<td>714</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>TIAA/CREF</td>
<td>7.50</td>
<td>NEW LIMIT</td>
<td>120</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>TIAA/CREF S@W</td>
<td>7.50</td>
<td>NEW</td>
<td>0</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>TransAmerica*</td>
<td>6.90</td>
<td>NEW</td>
<td>1,143</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Travelers*</td>
<td>7.15</td>
<td>NEW</td>
<td>840</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Union Central*</td>
<td>6.50</td>
<td>NEW</td>
<td>1,143</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Union Mutual</td>
<td>7.10</td>
<td>ALL</td>
<td>120</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>USA Life</td>
<td>7.35</td>
<td>ALL</td>
<td>750</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>VALIC</td>
<td>7.25</td>
<td>NEW</td>
<td>600</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
<tr>
<td>Western*</td>
<td>7.25</td>
<td>NEW</td>
<td>707</td>
<td>0</td>
<td>143</td>
<td>1,200</td>
<td>0</td>
</tr>
</tbody>
</table>

| * = 1% or 2% of all annuitants. | # = Not available for ORP. | 1 = Rate is higher on earlier contributions. | $ = Bonus available in ORP or upon annuitizing. | ** = Bonus available in ORP or upon annuitizing. | 

### ASSESSING THE COSTS

Costs vary significantly between companies, and are often something difficult to judge and to understand. There are basically four different kinds of charges: a) sales load, applied only to new money going into plan; b) monthly or annual policy or custodial fees (which may apply whether payments are being made or not); c) surrender charges and transaction fees; and d) fees charged against the entire accumulation in the account for management services, expenses, and mortality assurances. Results in most tables throughout these articles are supposed to be after deduction of appropriate charges.

#### Table of Charges

Table 5 lists all charges for each company in an abbreviated form. In this table and in Tables 3 and 4 when it is written "5% (5), 4% (S), 3% " it should be read as 5% the first 5 years, 4% next 5 years, 3% thereafter. Dollars followed by parentheses read the same way. The range of annuity fees charged against the entire accumulation in variable accounts and mutual funds is listed in the final column. These charges vary greatly, and are elaborated in the Prospectus. Money market and index funds are usually lowest in cost, with international funds usually highest. These charges are spelled out clearly for variable and mutual funds; similar charges are made against Fixed accounts (by the "spread" between actual investment results and current interest credited to participants) but the amounts are not specified or revealed.

This table reveals that charges vary greatly between companies and that some are easily misunderstood or can be used deceptively. A good company doing a good job deserves modest but adequate compensation. Be sure to consider all aspects of the product—including these costs.

This table makes clear that 13 listed companies report only on fixed annuities, 14 offer only mutual fund products, and 28 report on combination products. It also notes companies offering more than one product in the market and those that have not adapted their product for use in ORP.

"bonus" plan needs to be carefully analyzed: When is the bonus available? Can it be achieved without annuitizing? How does it increase the yield to maturity?

Remember: "current interest" is only a small part of the whole story, and a factor easily manipulated. What is important is the real or effective rate of return over the entire life of the contract. Actual performance over some past period is the best basis for judging performance. Also, flexibility and liquidity are extremely important considerations over the long periods in which people purchase and then live on proceeds from ORP/TDA products.

Be sure to seek answers to the above questions on current interest rates. And if the agent does not know the answers, look elsewhere.
**TABLE 2-A — MONEY MARKET FUND PERFORMANCE**

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>1991</th>
<th>5 Yr.</th>
<th>1990</th>
<th>5 Yr.</th>
<th>1989</th>
<th>5 Yr.</th>
<th>1988</th>
<th>5 Yr.</th>
<th>1987</th>
<th>5 Yr.</th>
<th>1986</th>
<th>5 Yr.</th>
<th>1985</th>
<th>5 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AmCap HiYieker</td>
<td>11.30%</td>
<td>325.69</td>
<td>11.23%</td>
<td>324.47</td>
<td>11.32%</td>
<td>323.58</td>
<td>11.40%</td>
<td>322.49</td>
<td>11.47%</td>
<td>321.50</td>
<td>11.54%</td>
<td>320.69</td>
<td>11.67%</td>
<td>319.86</td>
</tr>
<tr>
<td>Fidelity MMkt</td>
<td>0.60%</td>
<td>60.43</td>
<td>0.66%</td>
<td>60.83</td>
<td>0.69%</td>
<td>61.24</td>
<td>0.70%</td>
<td>61.53</td>
<td>0.71%</td>
<td>61.82</td>
<td>0.72%</td>
<td>62.11</td>
<td>0.73%</td>
<td>62.40</td>
</tr>
<tr>
<td>Fidelity - MMkt</td>
<td>0.57%</td>
<td>60.42</td>
<td>0.63%</td>
<td>60.83</td>
<td>0.67%</td>
<td>61.23</td>
<td>0.70%</td>
<td>61.52</td>
<td>0.71%</td>
<td>61.80</td>
<td>0.72%</td>
<td>62.09</td>
<td>0.73%</td>
<td>62.38</td>
</tr>
<tr>
<td>Fidelity - G &amp; Inc.</td>
<td>35.94%</td>
<td>85.65</td>
<td>36.39%</td>
<td>86.16</td>
<td>36.84%</td>
<td>86.67</td>
<td>37.27%</td>
<td>87.18</td>
<td>37.70%</td>
<td>87.69</td>
<td>38.15%</td>
<td>88.20</td>
<td>38.60%</td>
<td>88.71</td>
</tr>
<tr>
<td>Kemper - Mkt</td>
<td>5.83%</td>
<td>13.823</td>
<td>5.75%</td>
<td>13.723</td>
<td>5.68%</td>
<td>13.623</td>
<td>5.60%</td>
<td>13.523</td>
<td>5.52%</td>
<td>13.423</td>
<td>5.44%</td>
<td>13.323</td>
<td>5.36%</td>
<td>13.223</td>
</tr>
<tr>
<td>Kemper - HiYiek</td>
<td>21.85%</td>
<td>51.75</td>
<td>21.85%</td>
<td>51.75</td>
<td>21.85%</td>
<td>51.75</td>
<td>21.85%</td>
<td>51.75</td>
<td>21.85%</td>
<td>51.75</td>
<td>21.85%</td>
<td>51.75</td>
<td>21.85%</td>
<td>51.75</td>
</tr>
</tbody>
</table>

**TABLE 2-B — BOND FUND PERFORMANCE**

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>1991</th>
<th>5 Yr.</th>
<th>1990</th>
<th>5 Yr.</th>
<th>1989</th>
<th>5 Yr.</th>
<th>1988</th>
<th>5 Yr.</th>
<th>1987</th>
<th>5 Yr.</th>
<th>1986</th>
<th>5 Yr.</th>
<th>1985</th>
<th>5 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanguard - Govc</td>
<td>3.60%</td>
<td>238.89</td>
<td>3.60%</td>
<td>238.89</td>
<td>3.60%</td>
<td>238.89</td>
<td>3.60%</td>
<td>238.89</td>
<td>3.60%</td>
<td>238.89</td>
<td>3.60%</td>
<td>238.89</td>
<td>3.60%</td>
<td>238.89</td>
</tr>
<tr>
<td>Fidelity - US Govt.</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
</tr>
<tr>
<td>Fidelity - US Gos</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
</tr>
<tr>
<td>Fidelity - US Gos</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
</tr>
<tr>
<td>Fidelity - US Gos</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
<td>3.19%</td>
<td>173.82</td>
</tr>
</tbody>
</table>

**TABLE 2-C — GENERAL STOCK FUND PERFORMANCE**

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>1991</th>
<th>5 Yr.</th>
<th>1990</th>
<th>5 Yr.</th>
<th>1989</th>
<th>5 Yr.</th>
<th>1988</th>
<th>5 Yr.</th>
<th>1987</th>
<th>5 Yr.</th>
<th>1986</th>
<th>5 Yr.</th>
<th>1985</th>
<th>5 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanguard - Eq. Inc.</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
</tr>
<tr>
<td>Fidelity - Eq. Inc.</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
</tr>
<tr>
<td>Fidelity - Eq. Inc.</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
</tr>
<tr>
<td>Fidelity - Eq. Inc.</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
</tr>
<tr>
<td>Fidelity - Eq. Inc.</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
</tr>
</tbody>
</table>

**TABLE 2-D — GROWTH FUND PERFORMANCE**

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>1991</th>
<th>5 Yr.</th>
<th>1990</th>
<th>5 Yr.</th>
<th>1989</th>
<th>5 Yr.</th>
<th>1988</th>
<th>5 Yr.</th>
<th>1987</th>
<th>5 Yr.</th>
<th>1986</th>
<th>5 Yr.</th>
<th>1985</th>
<th>5 Yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanguard - Eq. Inc.</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
</tr>
<tr>
<td>Fidelity - Eq. Inc.</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
<td>32.65</td>
<td>610.76</td>
</tr>
</tbody>
</table>
The safety and reliability of insurance companies has been called into question recently, first by the highly publicized insolvency of six fairly large insurance companies in other states and second by weak¬
ened public confidence in view of the debacle in the market securities owned by it on your behalf.

For those utilizing the fixed portion of an insurance company, there is no “fail-safe” method of evaluation. Yet, each of the four factors mentioned below have significant relevance to the question of safety and reliability.

1. Guaranty Association – The Insurance Guar¬
anty Association is a program set up by state law which accepts voluntary contributions from insurance companies to cover losses in bankrupt compa¬

ies and ultimately returns the money to the contrib¬
uting companies through tax deductions over the fol¬

towing ten year period. The amount covered under the Guaranty Association was never appropriate to a life-time retirement program like ORP, but the fact that it was apparently reduced in 1987 raises ques¬
tions. The program used to cover “up to $300,000 for one or more annuity contracts issued to the same contract holder.” The 1987 revision changed that to cover “up to $100,000 for one or more annuity contracts issued to the same contract holder.” Since “contract holder” is often the college, it is unclear what statement offers the greater protection, and no one will hazard a careful definition of what the law means. A bill was offered in the Senate during the 1991 regular session to clarify the law and reestablish the $300,000 guaranty assurance (S.B. 1513 by Barrientos), but Senator Ike Harris (R-

2. State Regulation – Further question was raised when the Senate Insurance Committee in 1989 turned up facts revealing that the Texas Board of Insurance had been terribly lax in supervising and evaluating insurance companies. Here was another example of a regulated industry than to public interest. Major revi¬

tions will reduce risk is yet to be determined.

3. Analysis of Company Holdings – The worry about so-called “junk bonds” and speculative prop¬
erty investments has led to much more careful report¬

safety and reliability of insurance companies

The safety and reliability of insurance companies has been called into question recently, first by the highly publicized insolvency of six fairly large insurance companies in other states and second by weak¬
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For those utilizing the fixed portion of an insurance company, there is no “fail-safe” method of evaluation. Yet, each of the four factors mentioned below have significant relevance to the question of safety and reliability.

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tions. The program used to cover “up to $300,000 for one or more annuity contracts issued to the same contract holder.” The 1987 revision changed that to cover “up to $100,000 for one or more annuity contracts issued to the same contract holder.” Since “contract holder” is often the college, it is unclear what statement offers the greater protection, and no one will hazard a careful definition of what the law means. A bill was offered in the Senate during the 1991 regular session to clarify the law and reestablish the $300,000 guaranty assurance (S.B. 1513 by Barrientos), but Senator Ike Harris (R-

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perty investments has led to much more careful report¬
MOST FLEXIBLE CHOICE FOR ORP/TDA

Placing your ORP and/or TDA directly into mutual funds without going through an insurance company provides flexibility and certain possibilities not available in any other 403(b) products. This choice has been available since 1981, when TACT and TICATA were instrumental in amending the ORP law to allow this type of investment in keeping with national standards for tax-deferred programs. Colleges and universities were somewhat slow in making this opportunity available, and there are still some institutions which have not approved these programs. Direct use of mutual funds, however, is now by far the fastest growing location for ORP/TDA investments, and this opportunity should be submitted for approval wherever it is not now offered.

Since many faculty and librarians are still unfamiliar with this possible location for their ORP/TDA investments, this section will explore some of the advantages and disadvantages of utilizing this most flexible program. While the potential advantages of mutual funds are considerable, they are paid for by the company, its recorders, and the policy holder. Thus, information about these kind of investments is available in libraries or upon request. Most reliable companies are also beginning to report these facts more noticeably and fully in their annual reports and in their policy holder's mail.

Several studies of the extent of these investments have been made, and a loss rating by any one of them is harmful. While the rating is useful, and a loss rating by any one of them should be considered a danger signal. On the other hand, companies who have gone into receivership were given adequate, even high ratings until they actually were caused to cease business by state regulations.

Remember that this concern about safety and reliability of insurers and insurance companies applies only to the fixed annuity plan. Variable annuities and mutual funds are based on a purchased purchase of stock, bonds, or other securities. These are held in a diversified, discrete ownership under a custodian—your value will fluctuate along with the market; but the instruments themselves are not obligated to the general welfare of the insurance company or the sponsoring firm family. They have little threat of insolvency, although their value fluctuates regularly.

What should all of this mean to the individual with an ORP or TDA? Probably only that more caution should be exercised in choosing companies and products, seeking to avoid companies which have an inadequate financial rating or a recent period of receivership. The persons who want a share of your business are suggesting that you should not have more than $100,000 (because of Guaranty Association) in any one company. While some diversity is always valuable in long-term investments, the share that the guaranty association assurance is worth the bother and risk of keeping all accounts below $100,000, especially since accumulations will almost inevitably rise above that amount by compounding through the years anyway.

Careful and thoughtful attention in selecting the company, and the products you use is the only solution to the problem. Then, try to stay alert to changes in the business through the years, and exercise the flexibility and transfer options if questions become severe. Here is another reason for seeking maximum flexibility and ease of surrender or transfer product you use for ORP and/or TDA.

Potential Disadvantages

Potential disadvantages are: 1) multiplicity of offerings may complicate and confuse decision making; 2) advantages are gained only if you pay attention to your investments and make rational decisions for change on occasion; 3) possibility of some periods in which your investment decreases in value, but there is no guaranteed return; and 4) no assurance of a given annuity rate or promise of lifetime income backed by insurance company. 4) Greater volatility and fluctuation in value of your investment.

You may think that having the flexibility of a group of mutual funds and using it once or twice a decade is of little significance. Indeed, modest management of funds can make a major difference in the outcome of your savings/investment program, as this over-simplified example demonstrates:

Suppose that your ORP value had reached $200,000 by end of 1988, at which time you placed it in a growth mutual fund for one year only. The median return on growth funds listed for 1989 was 27% (high was 49.95% and low was 8.52%). While the fixed account returns averaged around 8%. Just one year in a growth fund at the median return would add $38,000 to the value of your account in excess of the 8% return in fixed funds.

Considerable disadvantages are associated with the use of mutual funds. Among them are: 1) no assured return (except early in ORP/TDA investments); 2) dividend returns are subject to change and have been declining; 3) you pay attention to your investments and make rational decisions for change on occasion; 4) no assurance of a given annuity rate or promise of lifetime income backed by an insurance company; and 5) greater volatility and fluctuation in value of your investment.

The value of continuing flexibility and management possibilities into and during retirement, available in mutual funds but still not generally offered by insurance products, is elaborated in the article “When it Comes to Retirement” on page 18.
OTHER FACTORS OF IMPORTANCE

Because you cannot be sure what any one product or company will do or even how your needs may change, you want maximum flexibility and availability of information in your program so that you are able to adapt it to changing economic conditions, retirement objectives, and company offerings. These additional factors, therefore, have substantial significance in your choice.

Flexibility In Investments. As described earlier, having a variety of types of investments available and the opportunity to move between them can, if you make sound decisions, improve your performance significantly over the years. If you have only “fixed type” annuities, you are never able to participate in growth of the stock market; but if you have only a single “variable type” annuity, you will never have the opportunity to get outside the “roller coaster” trends of the stock market.

All companies offering both major types of investments allow changes in the proportion of new money going into either or both plans, and all allow transfer of all or part of accumulated assets from Fixed to Variable and vice versa, both during the accumulation period and at retirement. Once an annuity mix between Fixed and Variable is determined at retirement, it cannot be changed in most situations. Mutual fund groups and some companies with several offerings within the Variable offer flexibility even after retirement by allowing transfers from one fund to another.

Surrenderability. So long as you participate in ORP payments, you cannot surrender your ORP annuity or borrow on it. A 1973 state law established these facts, no matter what your contract may say. In TDA and after retirement in ORP, however, the privilege of surrendering (cashing in) in whole or in part becomes a potentially valuable feature. If possible, ease of surrender and low or no cost for exercising it should be sought in any TDA or ORP. TIAA-CREF, with its history of very low costs and favorable performance, has loosened up its transfer and surrender policies in recent years. Transfer and surrender are now allowed from its CREF (Variable) portion, provided both the employer and the participant elect the new program. Transfer or surrender from the TIAA (Fixed) portion is limited to 10 percent per year, the same as allowed without surrender charges in most combination annuities with restrictions on transfers/surrenders.

Transferability. Ability to shift your program to another qualified employer or to another company is another feature of value. It provides recourse in the event of dissatisfaction with one company and opportunity to utilize new products which may be introduced into the tax deferred field. All companies studied allow such transfers, but several restrict the portion of fixed accumulation which may be transferred and/or assess a significant charge. Unfortunately, a number of companies are now using high surrender charges, especially in early years, to make transferring difficult and expensive.

Loan Privileges. Since the 1986 tax law prohibits most surrender of TDAs until age 59 1/2, ability to borrow from your program has greater importance than in the past. Most insurance companies (but not all—and only a few of the mutual fund families) offer a loan of $1,000 to $50,000 based on your assets, which must be paid back within five years (except for loans used in purchase of a primary residence, which allow ten years). A net cost of 2% to 4% is charged on the loan by most companies. Under many conditions such a loan might be preferable to surrender since tax will be due on any surrender.

Guarantees Offered. As indicated previously, guaranteed rates are of minor significance unless conditions change drastically in society. But, guarantees against changes in the contract, including increases in costs, vary considerably from company to company. Of course, current interest and annuity rates are expected to change in all programs, but some companies reserve the right to change many features of the contract, even including so-called guarantees, at the option of the company. Obviously, the more certain the features of a contract are, the more you can be assured of what you are buying. It is a good idea to request a copy of the contract and consider it carefully, particularly if any matter seems to be at variance with information in these articles. Since you are actually buying the contract and it may be with you for 30 to 70 years, you should get a copy and study it as you wish.

Sound Companies. Purchasing products for ORP/TDA inevitably involves some risk as to the soundness and reliability of the company to which your investment is entrusted. In view of considerable questioning of the stability and reliability of insurance companies in recent years, you will want to read with care the supplemental article on “Safety and Reliability of Insurance Companies” on page 14.

Since all companies listed are qualified to do business in Texas and are regulated by the Insurance Board and/or the Securities Board, you can assume that each company has passed periodic inspections and shows no obvious indication of inability to fulfill obligations. In addition, various rating agencies report on insurance companies with regard to various features of their financial soundness and ability to meet obligations, a practice discussed in some detail in the previously cited article. While ratings on all companies studied are available, interpretation is complicated enough that ratings are not published herewith. You may, however, secure them by calling Frank L. Wright, author of this study and consultant on such matters to TJCTA. Unfortunately, neither state inspection nor company ratings assure you fully of soundness, leaving you as buyer to be careful and thoughtful in selecting a company and then to remain alert to changes through the years.

Service and Reports. These vary greatly from company to company. Easy access to competent service and advice, plus regular, up-to-date information to you as participant, are features to be evaluated in the ORP or TDA plan. Companies range from those with many persistent, sometimes over-eager salespersons, to those with no agents at all. Some salespersons are “locked in” to one company’s products, while a growing number serve as brokers for several different products. In some instances the broker-type agent may shop around for a better product for your use, something you can always do yourself if willing. Reporting practices range from a full report on status of account each time a payment is received to one annual report presented at the company’s convenience.

Death, Disability, Divorce. Most products provide beneficiary arrangements which make transfer easy in case of death of the participant, and a few guarantee that the death benefit will always equal or exceed actual payments into the plan. Many also provide early payment arrangements in case of disability. ORP/TDA products are subject to court action for division in case of divorce, and pose a somewhat difficult problem in such instances.

Frequency of Use. The number of faculty and librarians using a given product for ORP should not be determinative of where your ORP and/or TDA should be placed. Yet frequency of use may direct your attention toward certain companies, and whether a given company’s share of the business is growing or decreasing may give some indication about the product. The ranking of each company reported herein in terms of frequency of use for ORP statewide and the trend of its business, up or down, are provided in Table 6.

You will do well to inquire into each of these factors and evaluate their importance to you personally.

Summary of Factors

These articles have described factors which should influence your choice of a product for your Optional Retirement Pro-
gram (if you have chosen ORP) and/or your Tax Deferred Account. Since each product has one or more areas in which its offering is significantly weaker than some other, and since the relative importance of various factors does and should vary from person to person (depending on such factors as personal financial condition, age, professional development, and personal inclinations), no single offering demonstrates consistent superiority for all persons.

Every faculty member should have several choices available and should make his or her choice on the basis of considered facts and factors. That choice should be kept up to date and relevant to current conditions by means of reconsideration at least annually. In Table 6, you will find a table which ranks companies on a number of these factors.

All Things Considered

A quick glance at Table 6 (as well as Tables 2A-2F on variable performance) reveals that no company is consistently ranked high in all features, and you need to remember that not all important features are reflected in this table and that ranked elements are not of equal importance. For example, for a person who is only likely to be a participant for two or three years, the surrenderability rankings (given in third column for withdrawal after five years) might be more important than all other considerations. In many instances, the difference in ranking is caused by a very small difference in performance or projection, suggesting additional caution in comparing specific rankings.

Table 6-Described

Table 6 ranks each company on certain factors reported in other tables, lists number of Variables or Funds available, presents our comment on two flexibility factors, and ranks companies in terms of frequency of use for ORP in Texas, noting whether the trend is up or down in terms of customer participants. In each column under Fixed Annuities, the number designates how company’s product ranked among all those for which information on that factor was available. A “1” denotes the best performance or projection of all the companies in that column and rising numbers indicate lesser status.

The first two columns show how that company ranked in actual performance of the fixed annuity for the five years ending December 1991, figures presented in Table 3. Column 3 ranks the amount of charge for withdrawal at the end of five years, ranging from those with no surrender charge (ranked 1) to the highest cost (ranked 39); the next two columns are drawn from Table 4, and depend on current rates which may change often and handily. The 30-year accumulation value is largely a function of current interest rates, subject to all of the qualifications specified in that section. The current annuity rate may give some indication of company practice in annuitizing values. The sixth column ranks companies on the basis of guaranteed retirement income reported in Table 3.

The seventh column gives the number of choices in funds or variable accounts offered by each company. Transfer possibilities between Fixed and Variable accounts are in the next column, where the designations are: FULL = no charges and no substantial time limits; GOOD = no charges but limited in some way; COST = charges which may be based on surrender or sales charges; PART = Fixed to Variable limited but other direction full; FUND = transfers only among variable or mutual funds; NONE = no variable available. In the column on Plans for Surrender the designations are: FULL = no charges and

### Table 6 — COMPARATIVE RANKINGS

#### SUMMARY OF SELECTED ITEMS FROM PREVIOUS TABLES

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Throughout the years, TICTA has provided this analysis of products for use in ORP and TDA in an effort to prepare members for financial security when they come to retirement. Now, many are actually approaching or engaged in retirement, and it becomes appropriate to provide some thoughts concerning ORP and TDA at and during retirement. All of the saving you have been doing—forced and voluntary—can easily come together to provide an economic base for a fruitful and enjoyable retirement—but not without some planning and thoughtful consideration.

Where Are You?

The first thing to do in planning for retirement is to get a true estimate of the net worth of your personal and/or family possessions. Many worksheets for calculating net worth are available. Assets will include cash or equivalents, investments, business or royalty interests, real property (such as homes, furnishings, cars, etc.), and long-term savings such as TRS, ORP, TDA, IRA, and the like. Set your liabilities (mortgage, debts, taxes and other obligations owed) against these assets and calculate your net worth. Generally, real property should be valued at a low level for retirement calculations, since you probably will go on using most of it and it is not readily available for sale. When you finish those calculations, you very possibly will be surprised at how much you are worth, mostly because you have acquired ORP and TRS values almost without thought over the years, and they now have a very significant value which you may not have considered in dollar terms heretofore.

What Will You Need?

Next, you need to estimate your probable expenses and income during retirement. Generally, you will need about 70% of your current gross income after retirement to maintain about the same standard of living, although this figure can vary significantly because of special circumstances. If you are planning to sell your home and move to a new locality, have some exotic plans for travel, or have to undertake special care of family members, you will need to adjust this estimate accordingly. Health insurance is one of the major benefits provided for retirees from Texas public colleges and universities; you will have to file for Medicare immediately upon reaching age 65, and maintain the supplement which your former employer is supposed to supply. You will also want to keep liability, household, and auto insurance coverages up to date, but also other insurance is unnecessary unless it serves particular estate purposes. You will do well to be sure that your estate planning is in good shape, and provide for death plans (including executing the Instructions to Physicians under the Texas Natural Death Act and a Durable Power of Attorney for Health Purposes).

Income will come primarily from three possible sources.

1) Social Security Income is something you may not have calculated with any accuracy, and you need to do that now. Contact the Social Security office to be sure your credits are all correct and to get an estimate on what your payments will be. Payments go up substantially if you work beyond age 65 and are reduced substantially if you begin receiving benefits at age 62 or prior to age 65.

2) Continued Earnings are another source of income to calculate. Many community junior college faculty members continue teaching as adjunct, or part-time, faculty following retirement. Self-employment of various kinds (consulting, research, authorship, artistic production, or new business) is another real possibility for continued earnings—just be sure this is an enjoyable as well as productive pastime rather than an unwanted chore in retirement. (Such income may reduce your Social Security payments prior to age 70, and may cause you to pay tax on up to 50% of your Social Security payments at any age.)

3) Retirement Income from ORP or TRS, plus supplemental income from TDA and other investments, will be a major source of income. Considerable thought needs to go into how and when these will be taken or distributed to you. TRS offers only a few alternatives as to the amount that will be paid as a monthly stipend and for how long it will continue. But ORP, TDA, and other investments/savings, if you have followed TACT’s suggestions through the years, offer the flexibility that will allow you to adapt payments to changing conditions, meet emergencies, and take advantage of special opportunities in a way that adds greatly to enjoyment in retirement.

4) Other Income may come from use or sale of property or possessions and other miscellaneous sources, but usually will not be very large.

**Strategy Regarding ORP and TDA**

Information in these articles has often emphasized the value of flexibility and adjustability in products used for ORP and/or TDA. This flexibility becomes particularly valuable at and during retirement. All mutual funds and an increasing number of insurance annuities now offer a plan where you do not have to turn your entire savings into monthly payments; instead, you are allowed to take annually an amount at least equal to that which IRS requires after age...
90 DAYS TO DECIDE: ORP OR TRS?

If you are a new appointee who is qualified for participation in the Optional Retirement Program (ORP), you have just 90 days in which to decide which retirement program you will use. Even visiting professors and those in Texas on short-term assignment need to make this decision. There is even less flexibility that they may return to Texas higher education sometime in the future. Veteran faculty will do new appointees a great service if they see to it that they have a copy of this Messenger, are aware of the importance of this decision, and are encouraged to join TJCTA.

Texas law requires all full-time employees to participate in either ORP or Teacher Retirement System (TRS), and all new appointees will be placed automatically in TRS upon employment unless they have elected ORP prior to the first paycheck. Faculty, librarians, and other professionals, not including anyone in a classified position, may choose the optional alternative but must make this important decision during the first 90 days in employment. Once made, the decision is irreversible and will continue in force for the full duration of employment in any Texas public institution of higher education. Changes in positions or institutions and interruptions in service notwithstanding, the decision for TRS or ORP will hold for all time.

This article and much of the other content of this issue of the Messenger provide information to assist in making this decision.

TRS and ORP Compared

The choice of ORP as an alternative to TRS has been available to faculty and librarians since 1967, when TACT and TJCTA were crucially instrumental in passing legislation which allows for providing this flexibility and maneuverability in a way almost no other investment can do. Be sure you are using your ORP, if you are in it, and your TDA whenever retirement program you have to obtain this tremendous boost for retirement planning and living.

Non-Financial Considerations

This publication deals in large measure with financial matters related to retirement. That is because decisions about ORP, TDA, and other investments do provide a "ground-zero" basis for a happy and creative retirement. The key to creating and experiencing a satisfying retirement is planning—preparing yourself emotionally, psychologically, physically, as well as financially.

Retirement can mean embarking on a new and vital phase of life, one filled with fresh opportunities, expanded interests, extended service to the community, and deep satisfaction. Retirement can be the most enjoyable and even productive time of your life—but not unless you plan for it.

You may be one who simply glories in the freedom retirement offers to re-create your life in new patterns; or you may need to explore how you can achieve the same satisfactions that have come to you in your professional life—status, prestige, structure, sense of accomplishment. There are almost as many patterns for successful retirement as there are retirees—but it is clear that preplanning and thoughtful inclusion of those close to you in such planning are necessary for such success.

Through the years TJCTA has sought to provide impetus and guidance for you to achieve satisfactory and satisfying retirement. If issues in these articles raise questions in your mind, feel free to use TJCTA's consulting service.

Why Most Choose ORP

Most faculty, librarians and other professionals coming into Texas public colleges and universities who are qualified for ORP now use it rather than TRS for at least three reasons:

1. One year vesting is of great value in a profession in which two or three changes in position are normal before settling down to a career.

2. Potential retirement benefits are substantially greater, although the amount of benefit is less definite. Any estimate of retirement benefits in 30 or 35 years is subject to many unknown factors. Given the same salary conditions over a 35 year period in Texas, however, a "guaranteed" retirement income in ORP products will more than double TRS provisions, but the guaranteed amount in most companies may be slightly less than TRS results.

3. ORP accounts are transportable to other institutions in other states—perhaps not as official retirement programs, but as additional tax deferred savings programs. TRS is limited to Texas schools and colleges and can be utilized for retirement purposes only.

For faculty members coming into Texas in mature years (age 55 and beyond), entering at a high salary, and having high likelihood of completing their careers here, TRS might produce benefits in excess of those earned by ORP in the relatively short period available to retirement. Also, in TRS the individual is removed from all responsibility for managing or paying attention to this major investment. Questions arising at retirement are much simpler in TRS than in ORP because choices are much more limited. Now that both TRS and ORP are tax deferred (paid out of salary and not subject to income tax), the take-home pay under TRS is slightly greater than in ORP because of higher interest on retirement savings in ORP. TRS retirement benefits are not vested (began permanently committed to the participant) until after 5 years of participation, and then only for purposes of income at retirement age. Upon leaving covered employment, a participant may withdraw only his or her own payments, plus 5% interest, with the state's share reverting to the system.

The Optional Retirement Program (ORP) is a cash accumulation retirement program in which you yourself select the vehicle or vehicles into which your and the state's payments are placed. Your retirement benefit will be whatever the payments and earnings through the years can produce. Investments are made in programs offered by many insurance and mutual fund companies which are designated as 403(b) programs, some of which are described in some detail in other articles in the Messenger. There is no death or disability benefit beyond the contributions made or the value accumulated. ORP vesting in the participant as soon as he or she begins a second year of employment. Following a covered employment after more than one year, the entire accumulation, both state and personal, goes with the participant and may be continued under another qualified employer, held for future use, or under some circumstances, surrendered for cash if taxes and penalties are paid.

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THREE-FOURTHS OF ELIGIBLE EMPLOYEES CHOOSE ORP

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teachers Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1990-91 academic year, 8,290 (79 percent) of the 10,512 eligible employees rejected TRS in favor of ORP by new employees. Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year. When special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 13.96 percent of full salary (6.65 percent paid by the employee and 7.31 percent paid by the state) must be paid into an ORP account. The state ORP contribution rate was reduced from 8.5 percent by the Legislature in 1991. The law does permit local college districts to "supplement" the state contribution by an additional 1.19 percent, the amount of the reduction, and many have chosen to do so. Present rates of contributions to TRS are 6.4 percent for the member and 7.31 percent for the state.

Two-year college employees invested in ORP plans with 78 different carriers during Fiscal Year 1991. The Variable Annuity Life Insurance Company (VALIC) was selected by 2,436 participants—more than 29 percent of the total business, with Actua Life Insurance and Annuity Company holding second place. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to twenty-second place in 1991. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the business), but has lost participants steadily each year, down to 51 in 1990-91 (fewer than 1 percent).

Carriers receiving contributions during each of the last ten years and the number of annuities each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. No ORP participant should feel "locked" into an inferior program.

With surprising frequency, the TJCTA state office receives inquiries from members who somehow have been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Texas Higher Education Coordinating Board—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...

Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...

The ORP payments shall be forwarded to companies within 10 business days of the 100% availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withdrawal and the state share forwarded upon receipt.

Individuals who experience problems regarding the preceding three regulations should not hesitate to take action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a period of 35 or 40 years, and the gross amount involved can become quite significant.

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<td>National Life Insurance Company</td>
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<td>94</td>
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<tr>
<td>Investors Diversified Services (IDS)</td>
<td>88</td>
</tr>
<tr>
<td>Texas Mutual Life Insurance Company</td>
<td>82</td>
</tr>
<tr>
<td>Jefferson Pilot Life Insurance Company</td>
<td>77</td>
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<tr>
<td>Southwestern Life Insurance Company</td>
<td>72</td>
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<tr>
<td>Texas Retirement Trusts</td>
<td>69</td>
</tr>
<tr>
<td>Iraqi War Veterans Life Insurance</td>
<td>63</td>
</tr>
<tr>
<td>National Life Insurance Company</td>
<td>59</td>
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<tr>
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<td>53</td>
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<tr>
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<tr>
<td>Texas Mutual Life Insurance Company</td>
<td>28</td>
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<td>Jefferson Pilot Life Insurance Company</td>
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<tr>
<td>Texas Mutual Life Insurance Company</td>
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</tr>
<tr>
<td>Jefferson Pilot Life Insurance Company</td>
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</table>

TOTAL PARTICIPATING CPR (ORP) Programs 1981-1991 6,129 6,060 6,000 5,942 5,804 5,668 5,531 5,404 5,280 5,160 5,044 4,928 4,812 4,696 4,580 4,464 4,348 4,232 4,116 4,000 3,884 3,768 3,652 3,536 3,420 3,304 3,188 3,072 2,956 2,840 2,724 2,608 2,492 2,376 2,260 2,144 2,028 1,912 1,796 1,680 1,564 1,448 1,332 1,216 1,100 984 868 752 636 520 404 288 172 56 0
SCHEDULE OF COMMITTEE MEETINGS, 1992-93

(Note: All committees are subject to additional meetings as called by their chairpersons. Ending times for meetings are indicated to facilitate planning and travel arrangements. Meetings will end not later than times indicated.)

EXECUTIVE COMMITTEE
Friday, October 2, 1992, 5:00-7:00 p.m., Doubletree Hotel, IH-35 and U.S. Highway 290 East, Austin
Friday, December 4, 1992, 6:00-10:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin
Saturday, December 5, 1992, 9:00 a.m.-4:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin
Wednesday, February 17, 1993, 6:00-10:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin
Thursday, February 18, 1993, 4:00-5:00 p.m., Palmer Auditorium, 400 South First Street, Austin
Saturday, February 21, 1993, 12:00 Noon-3:00 p.m., Hyatt Regency Hotel, 208 Barton Springs Road, Austin

PROFESSIONAL DEVELOPMENT COMMITTEE
Friday, October 2, 1992, 1:00-5:00 p.m., Doubletree Hotel, IH-35 and U.S. Highway 290 East, Austin
Thursday, February 18, 1993, 1:00-3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

LEGISLATIVE COMMITTEE
Saturday, October 24, 1992, 10:00 a.m.-3:00 p.m., Conference Room A, Love Field Terminal, Dallas
Thursday, February 18, 1993, 1:00-3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

MEMBERSHIP SERVICES COMMITTEE
Saturday, October 17, 1992, 10:00 a.m.-3:00 p.m., Conference Room A, Love Field Terminal, Dallas
Thursday, February 18, 1993, 1:00-3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

NOMINATING COMMITTEE
Saturday, November 7, 1992, 10:00 a.m.-3:00 p.m., Conference Room A, Love Field Terminal, Dallas

RESOLUTIONS COMMITTEE
Thursday, February 18, 1993, 3:00-4:00 p.m., Palmer Auditorium, 400 South First Street, Austin

AUDITING COMMITTEE
Thursday, February 18, 1993, 2:00-3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

PUBLICATIONS COMMITTEE
Saturday, September 19, 1992, 10:30 a.m.-3:00 p.m., Conference Room A, Love Field Terminal, Dallas
Thursday, February 18, 1993, 1:00-3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

ELECTION COMMITTEE
Thursday, February 18, 1993, 9:00-10:00 p.m., Palmer Auditorium, 400 South First Street, Austin

TASK FORCE ON LONG-RANGE PLANNING
Saturday, September 12, 1992, 9:00 a.m.-3:00 p.m., TJCTA State Office, 901 South MoPac Expressway, Building 1, Suite 410, Austin
Thursday, February 18, 1993, 1:00-3:00 p.m., Palmer Auditorium, 400 South First Street, Austin

NOTE TO COMMITTEE MEMBERS: Please do not wait for additional announcements of the meetings scheduled above. If you plan to travel to the committee meeting site by plane, schedule flight reservations at least one month in advance in order to take advantage of the most economical air fares available.

TJCTA NOMINATING COMMITTEE INVITES RECOMMENDATIONS

Larry G. Shirts, North Harris College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the Association for 1993-94.

Recommendations should be submitted immediately in order to be considered by the Nominating Committee in its November 7 meeting.

Recommendations should be sent to:

Larry G. Shirts, Chairperson
TJCTA Nominating Committee
North Harris College
2700 W. W. Thorne Drive
Houston, Texas 77073

Mr. Shirts may be reached by telephone at his office: Area Code 713, 443-5598, or at home: Area Code 713, 923-9883.

Other members of the Nominating Committee are: David J. Clinkscale, Tarrant County Junior College—South Campus, vice chairperson; Reba D. Blackshear, El Centro College; Emmeline Dodd, College of the Mainland; Roger A. Griffin, Austin Community College; Doris M. Hubregtse, Howard College; and DeAnn C. Merchant, Amarillo College.

Mr. Shirts attended the campus representatives workshop in August and will attend the Faculty Leadership Conference in October. He is seeking suggestions and recommendations and is encouraging interested individuals to allow the Nominating Committee to consider them as potential candidates.
SECTION CHAIRPERSONS NAMED FOR 1993 CONVENTION

Fifty-four individuals will have primary responsibility for planning and arranging programs for their respective section meeting during next year’s TJCTA convention in Austin. Selected by their colleagues during the 1992 convention (or chosen subsequently by their organizations), the section chairpersons will be responsible for choosing guest speakers or developing other programs for their sections.

TJCTA members wishing to offer suggestions regarding the section meeting programs should contact the section chairpersons directly. Convention agendas and other pertinent materials will be sent this month to section chairpersons. Program planning must be complete, and program outlines are due Dec. 1.

Next year’s chairpersons and their college addresses are listed below:

1993 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1993 TJCTA convention has been released. More than 140 separate events will be crowded into a three day period, beginning at 9:00 a.m., Thursday, Feb. 18, and concluding shortly after Noon, Saturday, Feb. 20.

A detailed program will appear in a special convention issue of the Messenger in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Palmer Auditorium and Hyatt Regency hotel in Austin. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 18, 1993
9:00 a.m. - 5:00 p.m. - Special Meetings (to be announced)
12:00 Noon-10:00 a.m. - Convention Registration
1:00 - 4:00 p.m. - Committee Meetings, as called by Committee Chairpersons
4:00 - 5:00 p.m. - Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons
6:30 - 7:30 p.m. - Informal Reception
7:30 - 9:30 p.m. - BANQUET AND FIRST GENERAL SESSION

FRIDAY, FEBRUARY 19, 1993
7:30 - 8:45 a.m. - Financial Planning Seminar (repeated at 12:30 p.m.)
7:30 - 8:45 a.m. - Professional Development Seminar (repeated at 12:30 p.m.)
8:00 a.m. - 5:00 p.m. - Convention Registration
8:00 a.m. - 5:00 p.m. - Exhibits Open
8:00 a.m. - 5:00 p.m. - Polls Open (Election of Officers)
9:00 - 10:30 a.m. - Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m. -12:15 p.m. - Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 - 1:45 p.m. - Financial Planning Seminar (repeat of 7:30 a.m. presentation)
12:30 - 1:45 p.m. - Professional Development Seminar (repeat of 7:30 a.m. presentation)
2:00 - 4:00 p.m. - SECOND GENERAL SESSION
4:15 - 5:45 p.m. - Retirement Seminar
4:15 - 5:45 p.m. - Other Special Meetings (to be announced)
9:00 p.m. - 1:00 a.m. - Dance for TJCTA Members and Invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 20, 1993
8:00 - 11:30 a.m. - Convention Registration
8:00 - 11:30 a.m. - Exhibits Open
9:00 - 10:15 a.m. - Section Meetings for Some Sections (visit to exhibits for others)
10:30 - 11:45 a.m. - Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m. - Adjournment
12:00 Noon - 3:00 p.m. - Special Meetings (to be announced)
MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 46th annual convention, Feb. 18-20, 1993, in Austin, are encouraged to reserve hotel accommodations early. A block of 1,000 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the Austin Convention Housing Bureau. Reservations will be processed as they are received, on a first-come, first-served basis. Reservations may NOT be made directly with the convention hotels.

**CONVENTION HOTEL FACILITIES AND RATES**

<table>
<thead>
<tr>
<th>HOTEL / ADDRESS</th>
<th>Single (1 person)</th>
<th>Double (2 persons)</th>
<th>Triple (3 persons)</th>
<th>Quad (4 persons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyatt Regency Hotel</td>
<td>$73</td>
<td>$73</td>
<td>$78</td>
<td>$78</td>
</tr>
<tr>
<td>Embassy Suites</td>
<td>$78</td>
<td>$88</td>
<td>$98</td>
<td>$98</td>
</tr>
<tr>
<td>Radisson Hotel on Town Lake (formerly Austin Crest Inn)</td>
<td>$65</td>
<td>$65</td>
<td>$75</td>
<td>$75</td>
</tr>
<tr>
<td>Sheraton Austin Hotel</td>
<td>$85</td>
<td>$85</td>
<td>$95</td>
<td>$105</td>
</tr>
<tr>
<td>Four Seasons Hotel</td>
<td>$101</td>
<td>$111</td>
<td>$121</td>
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</tr>
</tbody>
</table>

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment by cash or traveler's checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

**HOTEL RESERVATION FORM**

MAIL TO: Convention Housing Bureau
P. O. Box 1088
Austin, Texas 78767

HOTEL CHOICES:

1st Choice:

2nd Choice:

3rd Choice:

ARRIVAL DATE: February ________ HOUR: ________ M.*

DEPARTURE DATE: February ________

CONFIRMATION will be made by hotel. CANCELLATION: Notify Convention Bureau of changes and cancellations up to Feb. 1. All reservations subject to availability.

CONFIRM RESERVATIONS TO: Name __________________________ Phone: A/C ______
Address __________________________ City ______ State ______ ZIP ______

ROOM(S) WILL BE OCCUPIED BY:

Name (please print) __________________________
Address __________________________ City: State / ZIP ______
Making the Difference

Here are some of the ways TJCTA has made the difference...

- Expended more than $125,000 in attorney's fees to provide expert legal advice to 780 members from 48 campuses
- Provided formal testimony before committees of the Texas Legislature and the Texas Higher Education Coordinating Board
- Was the only professional association to offer testimony and lobby in support of community, junior, and technical college appropriations and in opposition to the downward expansion of upper-level universities
- Published and distributed the Legislative Update apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by faculty from 48 campuses
- Responded to requests for advice and information from members of governing boards at 15 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 37 campuses
- Presented formal testimony and research information to members and staff of the Joint Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community, junior, and technical college educators
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Optional Retirement Program and supported improvements in the Teacher Retirement System
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention—the largest meeting of community junior college educators in the nation, which included...
  - More than 125 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A seminar on “Financial Planning for College Teachers”
  - A session on development and implementation of television instruction
  - A seminar for retired and “soon-to-be-retired” educators
  - A placement center offering information about professional staff openings
  - More than 100 “section meetings” for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
Membership Enrollment Form

PRIMARY RESPONSIBILITY:

Instructional
(Subject taught)

Student Services
(Position)

Learning Resources Library Media
(Position)

Administrative
(Position)

Other (Specify)

Dr.

Mr.

Mrs.

Miss

First Name

Middle Name or Initial

Last Name

College

Preferred Mailing Address for TJCTA publications (if other than to college):

Street Address or Post Office Box

City

State

ZIP Code

Check here if you desire coverage under the Optional Liability Insurance Program and add to the amount of your check:

FULL d.

PROFESSIONAL MEMBERSHIP (full-time, part-time, or retired at a Texas community, junior, or technical college) $5;

ASSOCIATE MEMBERSHIP (full-time, part-time, or retired at a Texas community, junior, or technical college) $5;

NEW AFFILIATE MEMBERSHIP (instructed or graduate credit in community or junior college) $5;

NEW ELEMENTARY MEMBERSHIP (instructed in the Association eligible for one of the foregoing types of membership) $5;

MAKING A PAYMENT TO TJCTA. Give enrollment form and check to your campus membership representative or mail to: TJCTA, Barton Oaks Plaza I, Suite 410, 901 N. Pacific Expressway South, Austin, Texas 78746-8747.
1991 TJCTA LEGISLATIVE PROGRAM ADOPTED

An eight-point legislative program was adopted by the TJCTA Executive Committee in its meeting Dec. 4.

Legislative goals and priorities were recommended by the organization's Legislative Committee in October. While the legislative program is subject to additions and changes by subsequent action of the Executive Committee, the present legislative goals are listed below:

1. Support appropriations for two-year colleges in the 1993-95 biennium at the levels recommended by the Texas Higher Education Coordinating Board.

2. Support revenue enhancement measures necessary to provide funding recommended by the Coordinating Board.

3. Oppose any legislation which would provide for the expansion of any existing upper-level institution into a full, free-standing four-year university.

4. Support the continued fiscal integrity and accountability of the Texas Higher Education Coordinating Board and propose any reduction in the level of state funding for either the Teacher Retirement System of Texas and the Texas Advanced Academics Program.

5. Support the continued implementation of the Texas Academic Skills Program with adequate state funding for implementation and remediation.

6. Support legislation to prohibit a member of the governing board of a public community junior college district from being appointed to any salaried position with the district for a minimum of two years after the member's service on the board ends.

7. Support legislation to establish approved service areas for community college districts and simplify the procedures for annexation of areas which meet approved service requirements.

8. Support legislation to assure that state approved community college transfer courses apply fully toward bachelor's degree requirements.

FACULTY SALARIES INCREASE SLIGHTLY

For the third consecutive year most Texas community junior college faculty members saw their salaries slip behind the cost of living. While salaries rose an average of a little more than 3 percent statewide for the 1992-93 academic year over the preceding year, the Consumer Price Index rose approximately 3.1 percent in 1992 over 1991. At most colleges, veteran faculty members at the "high end" of the salary schedule found that pay increases—while welcome—failed to keep pace with the rate of inflation. A few college districts provided no increases at all in their salary schedules, but the vast majority granted across-the-board "cost of living" increases. Several districts decline to use salary schedules, or tables, making meaningful comparisons with salaries at other institutions impossible.

These were the findings of the annual study of faculty salaries conducted by the Texas Junior College Teachers Association. This is the sixteenth year that TJCTA has undertaken an extensive study of faculty salaries at the state's public two-year colleges. Forty-eight districts participated in this year's study, according to TJCTA state president Marilyn Lancaster. The remaining public two-year college district, Texas Southmost College, is managed under a unique "partnership agreement" with The University of Texas at Brownsville. Faculty there are considered employees of the UT system.

The TJCTA study is generally recognized as the most reliable compilation of salary data available. "Our study is based on written responses to our questionnaire, submitted by officials at the 48 college districts," said Mrs. Lancaster. Each official also provides a copy of the institution's faculty salary schedule, and questionnaire responses are verified by comparing reported data with the published schedules. Where appropriate, college officials provide information concerning salaries of instructors in their first, sixth, eleventh, sixteenth, and twenty-first years of employment.

"We believe the TJCTA study is much more accurate than those which report 'average budgeted salaries,'" Mrs. Lancaster said. "In those surveys the older colleges have a distinct advantage over districts formed in more recent years, since large numbers of veteran faculty members are placed at the higher end of the schedule, in effect 'loading' the study in favor of the long-established schools."

An analysis of survey results points out shocking differences in salaries offered among Texas two-year colleges. For example, a beginning instructor (holding a Master's degree) at one college is paid $21,000, while a colleague with identical credentials and teaching duties at another college receives a starting salary of $29,000—a variation of 38 percent. After 20 years, the disparity persists: at one college a teacher with a Master's degree and 30 postgraduate hours is paid $30,400, while the salary of a teacher with the same credentials performing essentially identical services is $43,158 at another college—a variation of 42 percent.

The tabular report of this year's TJCTA salary study appears on pages 10-11 of this issue of the Messenger.

FACULTY BUYING POWER REMAINS STAGNANT

The table below shows the changes in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, eleventh, sixteenth, and twenty-first consecutive years of service. Data are based on an increase in the Consumer Price Index of 3.1 percent for 1992 over 1991. (* Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master's degree.)

<table>
<thead>
<tr>
<th>Year</th>
<th>State Average Salaries—Master's Degree</th>
<th>Percent Increase</th>
<th>Change in Purchasing Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$24,916</td>
<td>3.14%</td>
<td>+ 0.04%</td>
</tr>
<tr>
<td>Sixth Year</td>
<td>$25,698</td>
<td>2.18%</td>
<td>+ 0.08%</td>
</tr>
<tr>
<td>Eleventh Year</td>
<td>$26,591</td>
<td>1.27%</td>
<td>+ 0.32%</td>
</tr>
<tr>
<td>Sixteenth Year</td>
<td>$34,892</td>
<td>2.83%</td>
<td>- 0.27%</td>
</tr>
<tr>
<td>Twenty-First Year</td>
<td>$36,429</td>
<td>2.68%</td>
<td>- 0.42%</td>
</tr>
</tbody>
</table>

The table above shows the changes in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, eleventh, sixteenth, and twenty-first consecutive years of service. Data are based on an increase in the Consumer Price Index of 3.1 percent for 1992 over 1991. (* Salaries in sixteenth and twenty-first years are based on 30 graduate credit hours above master's degree.)
**PRESIDENT’S MESSAGE**

The Legislative season is upon us, and I hope each of you has reviewed TJCTA’s December Legislative Update for the latest news on current issues. Be assured that many of your colleagues in TJCTA are actively involved in developing a variety of solutions to problems that confront two-year colleges. Perhaps you remember that as a result of an amendment to the TJCTA constitution, standing committees increased in 1992 from 12 to 15 members, giving even more opportunity for members to offer their perspectives from different colleges, backgrounds, and professional interests.

This fall the Legislative Committee prepared TJCTA’s legislative agenda for the coming biennium. Members of the Professional Development Committee discussed the varied issues raised by “performance-based funding” and by the ever-increasing use of part-time instructors. And, as always, the Membership Services Committee has planned several important seminars for the February convention on retirement, financial planning, and the state’s new higher education health insurance system. This committee has also diligently evaluated service programs endorsed for our membership like the Westel long distance service.

Most importantly, the association’s ad hoc committee for long-range planning, chaired by former TJCTA State President Lawrence Bell, has begun work on recommendations concerning the state office and future membership trends. This ad hoc committee will continue to advise TJCTA’s Executive Committee on issues relating to the welfare of our association in the decades ahead.

To have a voice in these important legislative and professional matters, you as an individual TJCTA member must make certain you and your colleagues are knowledgeable about events that happen in Austin as well as your local districts and campuses. TJCTA’s Messenger and Legislative Update can help keep you informed. Teaching in Texas’ two-year colleges has changed over the past decade, and though many of us joined the teaching profession because it seemed to offer stability, we can no longer take that stability for granted, just as we can no longer take for granted the assurances of support that we once enjoyed.

No matter what eventually happens with “performance-based funding,” legislators and the public whom they represent are likely to continue to ask from us some measures of accountability. We will be asked to explain our value (and most probably our values) to the communities we serve again and again.

That is why it is particularly important now that we join together as we never have before. I can tell you without exaggeration that your legislators are impressed when as TJCTA State President I testify that I represent more than 6,800 faculty, staff, and administrators in two-year colleges. They are impressed because they know I represent an informed group of educators who vote and who, hopefully, vote for the interests of higher education.

As TJCTA’s State President, I have worked with other members of the Executive Committee to state our cause. We have spoken with Senator John Montford, Representatives Pete Laney, Jim Roud, Ric Williamson, and David Count in among others. The interview with Representative Williamson included in this issue of the Messenger (page 4) is only one indication of TJCTA’s legislative involvement. We have testified before the Legislative Budget Board regarding our concerns over possible budget cuts, and we have spoken against abolishing the Optional Retirement Program before the Sunset Advisory Commission hearings.

However, as a TJCTA member it is essential that you not underestimate your influence with the representatives from your district. As a constituent, your representative is interested in your opinion of his or her performance, and it is important that this year, and in future legislative years, we work together as a group unified by our determination to promote professionalism and excellence in our teaching in our colleges and to see that we have the means to do it. I know that TJCTA provides all of us an opportunity through which we can create in difficult times a positive change for our students and our communities. I ask you to join with me and your other colleagues in working together to solve our common problems and reach our common goals.

Marilyn Lancaster

**RESOLUTIONS COMMITTEE INVITES SUGGESTIONS**

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit suggestions for proposed resolutions to be submitted at the 1993 convention in Austin.

Suggestions should be received by Feb. 1, 1993, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 18, 1993, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:
Margaret A. Harbaugh, Chairperson
TJCTA Resolutions Committee
McLennan Community College
1400 College Drive
Waco, Texas 76708

**EDITORIAL POLICY**

1. The TJCTA Messenger provides a forum for TJCTA members to address professional issues and subjects of interest to educators in the two-year college. Prospective authors are invited to submit articles dealing with the theory, practice, history, and politics of two-year colleges in Texas. Topics should be of general interest to members and not limited to a single teaching discipline. Articles normally should be six to ten double-spaced pages.

2. Longer articles may be published when their substance and likely reader-interest justify greater length. Shorter pieces, not exceeding two pages, may include editorials, letters to the editor, or personal perspectives on problems, issues, or concepts related to the two-year college and are also accepted. No excerpts from grant proposals, dissertations, theses, or research papers written for coursework will be submitted.

3. Submissions should be original (not previously published or being considered for publication). Authors should limit the use of specialized terminology. Authors’ names and titles of sources should be included within the text, with page numbers in parentheses. The editor reserves the right to edit submissions so that their usage conforms to the editorial practices of the Messenger. Publicity accorded a particular point of view does not imply endorsement by TJCTA, except in announcement of policy, when such endorsement is specified clearly.

4. Submissions are reviewed by an editorial review board, though the editor maintains responsibility for final selection. An author should send a high-contrast original of the manuscript with the author’s name only on a separate cover sheet. A check should accompany the manuscript.

5. Articles published in the Messenger may be reproduced provided they are reprinted in their entirety and that appropriate credit is given to the author and to the TJCTA Messenger. Brief quotations and statistical data may be reproduced provided that the TJCTA Messenger is cited as the source.

6. Manuscripts should be sent to: Chairperson, TJCTA Publications Committee, 901 South MoPac Expressway, Building 1, Suite 410, Austin, Texas, 78746—5747. Authors should retain copies of their manuscripts for their files.
PROPOSAL TO ABOLISH ORP IS REJECTED

The Texas Sunset Advisory Commission in its December meeting refused to go along with a staff recommendation to abolish the higher education Optional Retirement Program. The staff proposal suggested that the retirement program be eliminated but that current ORP participants be permitted to continue in the program until their retirement.

When State Rep. David Cain (D-Dallas), chair of the Sunset Commission, called for a motion on the staff recommendation, no motion was offered. Thus, the staff proposal to abolish the Optional Retirement Program was rejected.

Testimony against the staff suggestion was presented on behalf of the Texas Junior College Teachers Association by TJCTA State President Marilyn Lancaster and special TJCTA consultant on retirement matters, Frank L. Wright. Mrs. Lancaster told the panel that phasing out ORP would threaten the stability of the insurance companies offering ORP options and would eliminate incentives for them to offer quality service to their clients who remain in the program. "Those of us who enrolled in ORP programs wonder what will happen to the competitive rates and services currently offered by companies if new faculty are not offered the opportunity to enroll," Mrs. Lancaster said.

Mr. Wright also expressed disagreement with the staff recommendation: "To say that ORP is inequitable when compared with the Teacher Retirement System is not wholly accurate. To declare that it is different is as much as ought to be concluded from the facts." Mr. Wright also suggested that the failure of ORP is a poor reason to discontinue the program. "The concern should not be how to eliminate a useful and productive retirement alternative, but how to make TRS more effective." Mr. Wright told the Commission.

At the public hearing on TRS-ORP issues, more than 20 witnesses presented testimony opposing the elimination of ORP. The only support expressed in favor of the proposal came from the Commission staff itself.

Strong support for the TJCTA position came from Commission members, especially from Rep. Cain and State Sen. Steven A. Carrilker (D-Roby), and State Rep. David Counts (D-Knox City). The following letter from Rep. Counts to Mrs. Lancaster is typical of the sentiments expressed by lawmakers in support of TJCTA's efforts.

Dear Ms. Lancaster:

I would like to express to you my support for the Optional Retirement Program. I feel strongly that in order for the Texas higher education system to compete with other states for the highest quality educators, we must preserve the Optional Retirement Program. I understand that in many instances, the ORP has been the crucial factor in bringing many talented educators to Texas as opposed to an institution in some other state.

I appreciate the hard work and efforts by the TJCTA to keep the Optional Retirement Program and I will work with you to insure the future of this beneficial program.

Sincerely,

David Counts

STATE ORP CONTRIBUTION SUPPLEMENTED BY 26 TWO-YEAR COLLEGES

During the 1991 legislative session, the state's contribution to employees' Optional Retirement Programs was reduced from 8.5 percent to 7.31 percent, beginning Sept. 1, 1991. A rider in the general appropriations bill authorized colleges to use "local or other sources of funds" to make up the 1.19 percent to bring the employer's contribution up to 8.5 percent.

Thirty-one college districts paid the differential during the last fiscal year (1991-92), and 18 chose not to contribute to their employees' ORP accounts.

For the 1992-93 year, 27 college districts are continuing to supplement the state's ORP contributions, while 22 are not providing the additional 1.19 percent.

The following districts are paying the 1.19 percent differential:

- Alamo Community College District
- Abilene Community College
- Angelina College
- Austin Community College
- Bee County College
- Bum County College
- Central Texas College
- College of the Mainland
- Cottle County Community College
- Dallas County Community College District
- El Paso Community College
- Galveston College
- Hill College
- Laredo Junior College
- Lee College
- Navarro College
- North Harris Montgomery County College District
- Northeast Texas Community College
- Panola College
- San Jacinto Junior College District
- Tarrant County Junior College District
- Texarkana College
- Texas Southmost College
- Trinity Valley Community College
- Tyler Junior College
- Victoria College
- Wharton County Junior College

("College of the Mainland and Laredo Junior College pay the differential only for employees hired prior to Sept. 1, 1991.)

The following districts do not supplement the state's ORP contribution:

- Amarillo College
- Brazosport College
- Cerritos Junior College
- Cerrillos College
- Collin County College
- Del Mar College
- FAMU College
- Grayson County College
- Houston Community College
- Howard College
- Kilgore College
- McLennan Community College
- Midland College
- Odessa College
- Paris Junior College
- Ranger Junior College
- South Plains College
- Southwest Texas Junior College
- Temple Junior College
- Vernon Regional Junior College
- Weatherford College
- Western Texas College

(" denotes colleges which provided the 1.19 percent supplement in 1991-92 but not during the current year.)
A Conversation with Ric Williamson

We should be financing the customers of higher education, and then let them decide if they want to buy the services.

MESSENGER: We have heard various reports about the size of the budget shortfall for the next biennium. What's the latest?

WILLIAMSON: The gap between known revenue in the current tax system and known expenses, if we are to continue the current level of government activity, is a subjective number, based upon whose base numbers you believe and whose projections you believe. I think it's 5.1 billion dollars.

MESSENGER: Harsh deficit projections inevitably bring up “performance funding.” How did you first get interested?

WILLIAMSON: It's the reason I ran for office in the first place. In the first twelve years of my adult life, I put together my personal wealth—little that it is—in a highly competitive, market-dominated business. The whole time I was working in the marketplace, because I studied government in college and have an interest in how government works, I continued to be somewhat surprised how little market forces are used to allocate tax resources and measure the performance of government. When I finally had the time, I ran because I wanted to try to install market forces decision mechanisms into government.

MESSENGER: Did you take that approach while you were in business, and then try to transfer those principles over to government?

WILLIAMSON: I just observed in my day-to-day activities, and determined by having read the works of hundreds of people, that market mechanisms tend to sort out resources far more efficiently, effectively, rationally, and, strangely enough, compassionately, than anti-market, artificial mechanisms developed by people with the best of intentions.

MESSENGER: Obviously, we're interested in the higher education component. What are you aware of that's going on in other states? We have heard of Tennessee, for instance, as a state that is experimenting. Are you aware of something we can use as a model of “performance funding” for higher education?

WILLIAMSON: No. There is nothing you can use as a model because no one is as far advanced in dealing with this concept as is Texas—directly. There are some indirect market mechanisms that have been in place for quite some time. A good example is the California organizational unit of higher education, which places tremendous emphasis on community colleges. In a sense, that is a market mechanism. They came to the conclusion that basic courses could be delivered more cost effectively in a community college setting than in a four-year setting. What led them to that conclusion was a separation between basic education and research. We haven't made such a differentiation much here in Texas yet.

MESSENGER: Would you like to?

WILLIAMSON: Well, what I would like to do with funding higher education is a more direct market mechanism approach. If your question is, would I like to do the California approach as opposed to something else, the answer is no. If I would like to do the California approach as opposed to the current Texas approach, yes. It's a more rational method of allocating scarce resources.

MESSENGER: Is there a problem with quantifying education that you don't find in, say, prison maintenance or highway construction, in terms of measuring the variables you want to reward?

WILLIAMSON: I don't believe there is a problem, but I readily confess other people think there is. It's not a problem for me.

MESSENGER: Have you seen the indicators proposed by the Texas Higher Education Coordinating Board that have come forward so far?

WILLIAMSON: I have.

MESSENGER: Do you generally approve of what they have done?

WILLIAMSON: I approve of them as a good first step.

MESSENGER: The process that one should follow to develop these things should be, then, participatory—where the people delivering the services come up with them? Or would it be imposed from above? From the Coordinating Board? By statute? ... We're just trying to get a picture.
WILLIAMSON: As long as we’re going to partially fund higher education the process and not the consumer or the outcome then we are almost required to let the definition process be participatory. If you don’t have the buy-in of college presidents, board members, instructors, and even students, your chances of success are minimal. Now you will note that I said as long as you’re going to even partially fund “process,” then that’s the way you have to do it. What we will ultimately do in Texas, and in fact what we will ultimately do in America, is less and less fund the process and the institution and more and more fund the customer and the outcome of what the institution does. It’s very hard sometimes for elected officials, college officials, and teachers to grasp that notion, because most of us—including myself—are afflicted with the problem of living our lives today as we did yesterday. So it’s very difficult for us to envision it.

MESSENGER: There have been a lot of attempts, historically speaking, to rationalize government. One wanted to, one could be very cynical and say, “Well, it’s just another hula hoop that’s come along.” What’s going to make this different? You speak with some confidence that Texas and all America will go to this. Is it mere necessity that will bring it about?

WILLIAMSON: I’m glad you brought up the historical perspective.

MESSENGER: The Progressive Era, for instance, was a time when leaders tried to “manage” things efficiently.

WILLIAMSON: I believe we are at a unique point (in our history) for a couple of reasons. The United States of America did not have the premiere higher education network in the world prior to 1946. We actually had an average quality, limited-entry higher education system. The United States prior to 1930 had a two-generation run of economic stability. When the trade embargo of 1929 and the deflation of 1930 struck the national economy, these two generations of Americans were unprepared. They didn’t know how to react, because they had never been through even a minor economic downturn. As a result, they got scared. They were seeing what was going on in Russia and Germany and they were frightened by the prospect of National Socialism and Communism. So America elected a President and a Congress who promised to use government to fix the economic problem, and that was probably a very rational decision—I don’t question it. My grandfather, for example, voted for those men and women—and did so in good conscience.

Beginning in 1932, then, for a period of eight years, Congress and the President established a series of artificial anti-market mechanisms designed to bring those two generations back out of the economic crisis. Those artificial mechanisms would have been dismantled, in my opinion, shortly into the forties, had World War II not happened. But World War II had the unplanned-for impact of protecting the American economy from those anti-market barriers that were erected. To make matters worse, in a sense, we totally dismantled the world at the end of World War II. There was no global economy. A man or woman who seeks to understand how those forces impacted us in 1992 has to go back and really study where the economy was in 1946 to comprehend how powerful we were. We had direct control of over 85% of the world’s known gold. We had the only standing manufacturing system. Our social infrastructure was totally intact. Of the major combats, we lost by far the smallest percentage of our workforce and leadership core. That wealth allowed us to put off dealing with the anti-market barriers that the federal government erected in the ’30s. For almost 40 years we were able to ignore the anti-market mechanisms we put in place. Two more generations of Americans have been born and moved into the leadership core, and all they’ve known is that America was the only economy in the world.

I believe that individuals and cultures, groups and nations always act in their own perceived self-interest. Any person or culture who found itself suddenly with all the marbles in town would behave as America has since 1946.

America built, for example, a world class higher education system. Everyone acknowledges it. I do business with a world of companies in the Pacific Rim. They all say the one advantage America has over them is a highly specialized world class higher education system. Then they say in the next breath: “But we will be competitive in a few years.”

My observations about how we fund government, then, stem from my belief that we have consumed most of our wealth, but we still have the anti-market laws in place that prohibit us from making a rational reallocation of our ever-decreasing wealth. That, in turn, will result in our financing mediocrity for a period of time, until a new generation of Americans who didn’t grow up with that wealth begins to take control, which I would suggest is happening now, beginning with people my age and younger as they come into colleges, the Legislature, city councils, school boards, etc., who understand that we don’t have control of the world’s wealth. This ultimately will produce the destruction of the anti-market barriers I spoke of earlier. Which will, in turn, pave the way for a different system of allocating resources.

The question then, for me, is to help define the best allocation system. And I believe the best allocation focuses on the consumer of a particular product and the value of what happens after that consumer and institution disengage. So when you say that “I speak with confidence,” how can I, in the face of historical tendencies to the contrary, not finance performance? Marketplace mechanisms always, in the end, win. Marketplace forces always win. It takes time. Look at the Russian empire: Anyone with any economic sense could have predicted its collapse years ago.

MESSENGER: Recognizing your global view of (what has been labeled) the “rational actor” school of thought, how do you convince a typical Texas Legislator of all this? Normally he or she is, you know, servicing constituents. It’s pork-barrel politics, buildings, and programs, etc.

WILLIAMSON: That’s a good question, and it’s a difficult question, because, actually, I won’t be able to convince my colleagues. What I will be able to do is paint this picture for them, and then constituents will urge them toward the rational view. There’s no reason for a Wilhelmina Delco in Austin or a David Cain in Dallas to accept my theory on its face and act accordingly. They may well accept this theory, but they won’t act until those they represent urge them to it.

I would argue that it’s happening now, because you’ve got the twin forces of “Make government bigger,” colliding directly with “Quit taking more of my disposable income.” That’s what people are saying to all of us, from liberal Democrat to conservative Republican. The taxpayers we work for are clearly saying, “Quit borrowing money against my future and quit taking my disposable income.” They wouldn’t be saying that if their real wealth was increasing, every year. It wasn’t until we incurred our first federal negative cash flow in the late ’70s to finance our current life-style that Americans began to hear the little drumbeat, way back in the back of their brains, that there was something wrong. And it got louder and louder, and it’s now deafening. Those forces are colliding and, I believe, market forces dictate that rational allocation will win the argument over bigger government and more government.

MESSENGER: But it seems it would be completely “rational” for people in the Tyler community (to select a current example) to urge “downward expansion” [of the University of Texas at Tyler] there, whereas at the state level it would be highly irrational due to the cost. What’s going to stop that way of thinking—of trying to get more than your share of the goodies for each district?
WILLIAMSON: As I said, it sometimes takes a long period of time for market forces to prevail. What will happen over time is that the House and Senate members representing the Tyler area will have to say to the taxpayers, “I had to take more of your disposable income in order to support this school you wanted.” The taxpayer will in turn say, “We didn’t want that. You’ve given us something we don’t want.” You owe it to yourself to hit the street and ask people how they feel about education. And you’ll be amazed at how much of this government did you want?”

MESSENGER: Do you think it’s proper in say, a Tyler situation, for you to offer your opinion on the matter? Do you have a position on the “downward expansion” of UT-Tyler, for instance?

WILLIAMSON: Well, that fits back to my belief that we should not be financing institutions and process, we should be financing the customers of higher education, and then let them decide if they want to buy the services of an expanded UT-Tyler. You see, this whole business of college expansion—of whether there should be a law school in South Texas, whether medical school enrollment should be limited—this whole business is anti-market. We should as a culture agree. “The value of a college education to us is, for example $80,000. That’s the value to us as a society. Now, we’re going to give any consumer of higher education $80,000, and they’ve got a certain amount of time to expend that money at whatever school they choose.” And let the marketplace determine whether or not Tyler should expand.

When you continue to finance process and institutions—in a era of limited wealth—you’re guaranteeing mediocrity for everyone. It is inevitable. There is no way around it. Some higher education people say we’re at a mediocre level of funding now. I don’t judge that. I only observe that, in an era of limited wealth, if you don’t change your organizational unit and your distribution system, you inevitably have mediocrity.

MESSENGER: The folks in South Texas are saying, “Well, Texas behaved irrationally all these years, now all of a sudden—we want something—we’re supposed to behave rationally according to market principles.”

WILLIAMSON: I would argue that the best thing that could happen to the folks in South Texas is a market-based mechanism.

MESSENGER: Because they’ve got the numbers.

WILLIAMSON: Sure they do. In fact some of my close friends in the valley have come to the same conclusion. The best higher education system in Texas—for them—would be to immediately begin scaling subsidies to high school students from McAllen, the greatest percentage of whom would stay home and build a great institution in McAllen. Now if you’re Dr. Cunningham of the UT system or Dr. Molloy of A&M, you might take issue with that. But are you taking issue because you don’t believe in the marketplace—and I happen to know both those men do believe in it—or because you know it means a slow, steady, and sure drop in your customer base?

MESSENGER: Some cynics might jump to the conclusion that “performance funding” is a smoke screen to cut the budget.

WILLIAMSON: A lot of people who want to see it fail say that. I do not.

MESSENGER: And yet it is an expedient that we’ve been forced to accept because of limited resources. Right?

WILLIAMSON: Forced to accept?

MESSENGER: Because of limited resources we are compelled to undergo a different kind of thinking.

WILLIAMSON: I don’t know that I’m prepared to affirm your statement. I think I’m prepared to say that I felt the issue of “performance funding” had to be brought to the table because the era of limited wealth is coming. My belief is that market mechanisms were going to ultimately occur. Performance funding. It’s a question of whether one is progressive or reactionary. Now we know which side you’d like to think you’re on, but among your colleagues it may be a different attitude. They might see this as, “Hey, here’s a way we won’t have to give out so much money to higher education.”

WILLIAMSON: Well, as I said, those who would not like to see market mechanisms become the law of the land have chosen to say that. I would only opine that history is on my side. The market always wins.

MESSENGER: Whatever criteria is derived, it’s always possible to stack the cards in favor of one particular category of people over another.

WILLIAMSON: Certainly. And that’s why the best system you can get to is a system that totally ignores process and instead totally focuses on the consumer of the service and, to a lesser degree, the outcome of the interaction between the institution and the student.

MESSENGER: Let us ask you a very specific question. Among the suggested criteria (from the perspective of a classroom instructor), grades of “W” don’t get a “cookie” (as one observer put it). But you do get credit for an “F” or a “C” or “D” or whatever. Some instructors feel, particularly in dealing with at-risk students, that there may be a time when a “W” may be the best for a particular student, for now. Their concerns is that administrators, as they scramble for dollars, will lean on them and hence affect the grading process.

WILLIAMSON: I have already voiced to the Coordinating Board my belief that, to the extent you can identify an at-risk student, that the “cookie” distribution for an at-risk student should be different. I believe most instructors have the integrity and the intellectual capability to identify high-risk and non-high-risk students, and I think we sometimes make things far more bureaucratic than they need to be.

MESSENGER: True, most of the time, within a few weeks—perhaps days—teachers can tell who’s at risk. But the phenomenon we notice is that often a student will perform poorly on an entrance test, and yet perform very well in class—and vice-versa. (Frankly, it’s often a matter of whether they study or not.) Furthermore, how are you going to measure progress by students for whom “success” perhaps consists of completing only one or two courses?

WILLIAMSON: I’ve never argued for, nor will I ever argue for, sameness. There is probably a value added for the student who is taken from zero comprehension to one, than there is taking a student from five comprehension to ten. If you take someone from total ignorance to partial understanding, the value added to the economic strength of the country is greater. I have always argued that you can differentiate between those things. So I understand the concern you voice about at-risk students. My response is: If my daughter, who is an average student, can be defined successfully and advance one “cookie,” and you bring a person to the table who is way below the comprehension level of my daughter and get that person moved a similar amount—that’s worth two “cookies.” It’s okay with me.

MESSENGER: So what sort of measures are you talking about in terms of “success?”

WILLIAMSON: How do I measure success? Let me turn it around and ask how you measure it? How do you know when you’re successful?

MESSENGER: Sometimes we don’t. That’s sort of the problem. Students tend to have such different goals than they used to—and they often change those goals.

WILLIAMSON: I agree. And I pose the question to set the stage for the next part of the discussion. In a wealthy society where participants think they need not be concerned about their wealth, the issue of measuring success and allocating resources is forgotten. It’s only when wealth diminishes that we begin to realize we cannot survive without measuring success and allocate resources accordingly.

You ask me how I would define success? I am not capable of defining success in your classroom. And I sort of suspect—really, no offense intended—that very few teachers are. Because they haven’t had to. No one has required, for two generations, participants in our society to measure and value success. The chat of all of you speakers is, our society is to figure out how to measure success and how to allocate resources based on that measurement. And I’m here to tell you, eyeball to eyeball, it’s the hardest thing we’ll ever do. Because we don’t have any basis from which to move. We don’t know how to do it. But we don’t have any choice.

MESSENGER: What’s the alternative?

WILLIAMSON: Mediocrity. That’s the alternative. And that’s what concerns me more than anything else. I don’t want to live in a mediocre economic system. I want to live in a system that treats men and women exactly equal, that treats Mexican-Americans and African-Americans and Irish-Americans and French-Americans exactly equal, that allows each individual to extend our society according to what he or she can produce. That’s the kind of society I want to be in.

MESSENGER: A lot of students aren’t prepared to contribute a great deal right now.
WILLIAMSON: I agree. Our challenge is to allocate our resources rationally to get them to the point where they can.

MESSENGER: As a Legislator, in your estimation, what should educators be doing?

WILLIAMSON: I would instantly say that I don't think we need to be defining what you do in your classroom. I think we should be defining what was an economically successful experience for the consumer in your classroom.

Then we should be defining the value of that to us as an economic culture. Now, there's an easier way to get to this. And it's certainly the purist market theory to ration higher education dollars directly to the consumer. Over time, if you believe in market mechanisms, the measurement system will develop itself. And it will take time, no question. But if we were to say on Sept. 1, "We are no longer going to send 'X' Community College 'X' amount of dollars times the enrolment hours they turn into the state auditor," but instead said, "Every Texan who walks through the doors has $X,000,000 to spend in, say, a ten-year period, seeking educational improvement—and that's it."

Then the market over time would force each of us to define "success" and measure it in such a way as to be a rational equation. And all of us would benefit from that. And that's really, probably, where we ought to be. "Performance funding" was only a first step at getting this kind of thinking on the table. One of the things I hear from my community college instructors is how underpaid they are. I happen to agree with that. But I would argue that college instructors, particularly classroom instructors, as opposed to researchers, are underpaid precisely because the marketplace isn't allowed to work. It seems to me a good calculus teacher—and to understand technology, you have to understand calculus—educating 100 students a year must be worth $100,000 a year, or more.

MESSENGER: What about a music teacher?

WILLIAMSON: I think there is value in music. I think society places value on extra-curricular activities. It must place a value on football: we spend a lot of money consuming that service. It must place a value on football: we spend a lot of money consuming that service. It must place a value on football. It is the most efficient, effective, realistic, as well as compassionate allocation of resources available—it's just that none of us has ever lived with it. So we can't believe it. And my fear is that we will continue to live with what we have until we no longer have a culture worth defending.

MESSENGER: They called them "panics."

WILLIAMSON: Correct. And the thing I find disturbing, is that my generation doesn't comprehend... that when the marketplace is left to work, it works better for everyone—it just does. It is the most efficient, effective, realistic, as well as compassionate allocation of resources available—it's just that none of us has ever lived with it. So we can't believe it. And my fear is that we will continue to live with what we have until we no longer have a culture worth defending.

MESSENGER: You said earlier that the market mechanisms developed so far, by the Texas community college presidents and others, are a good "first step." Some teachers look at these mechanisms and say, "This is just another level of bureaucracy." Assuming the best in your suggestions, where do we go?

WILLIAMSON: The truth is, I don't know. I don't want to fabricate anything. My sense is that higher education people, when they come to accept the fact that market mechanisms are good and important, will themselves develop the best mechanism, and then suggest it to the Legislature. You are, after all, very influential in the government. People listen to you a lot. My sense is that the facilitators will come forward, and say, "Okay, if we are, indeed, moving toward a 'rational actor' mode, here's our suggestion as to how to get there." And I suspect the nature will follow those suggestions. When I started down this road, I did not have a road map. I just know that I feel comfortable inside that this is what Texas and America must do in order to survive.

I want to live in a system that allows each individual to extract from society according to what he or she can produce

that's what it takes unless you have the unfortunate circumstance of being blind, where technology might allow one to have access other ways—technology is probably not going to improve much on how most people study the classics or music theory.

Where it will help you—and I think it's predominantly in undergraduate courses—is in terms of computation. It empowers the individual to learn at his or her own pace. It's been proven time and time again in the public schools that any group of thirty kids, sitting in front of their individual work station, can better teach themselves how to read and write at their own pace than the best classroom instructor can teach those same thirty kids. That's a clear example of how computer technology would prepare the "at risk" student going into a community college class, to absorb better the knowledge the college instructor intends to transmit to them at a different point in time in their aging cycle, for example.

But for anyone to assume that college and universities have to adopt a pure technical approach to all course study—and that the taxpayers would benefit from that—is false. I realize there are some things for which computer technology is not an "efficiency-and-effectiveness" tool.

MESSENGER: Most of our members—over 6,000 of them—perhaps haven't yet grasped the gravity of the forthcoming session of the Legislature. Some of them might subject "performance funding" to a kind of scratch-and-smell test and say: "This is pretty, Others might think it sounds pretty good. What should an instructor, for instance, do in their respective Legislative districts to help bring about positive changes, besides writing letters, making calls, etc.

WILLIAMSON: A conclusion I just recently reached is: You have to first comprehend why market mechanisms benefit us all as a society, before you can begin to advocate either for or against a different higher education funding approach. One of the problems this effort faces is that, to repeat, we have two generations of leaders who haven't had to study market mechanisms. Without that knowledge, you can't get up the first flight of stairs.

MESSENGER: "Market mechanisms" will flash with some people to an America in, say, the 1880s. It very much depended upon who you were, whether it was successful or not. It was a very harsh and cruel time for many people.

WILLIAMSON: It was only harsh and cruel in comparison to the life we live today. From the Civil War to the mid-1920s there was not a severe mortality rate for the working classes. It runs on banks, cash-flow shortages, but because America was so market-oriented, the crises lasted very little time.
We are more concerned with the qualitative transformation of our students than their quantitative output.

The prospect of any performance measurement is generally viewed by those who are to be evaluated with skepticism and distress. So it is with Texas community college teachers over the possible application of "performance funding" standards to their institutions and instruction. As community college teachers, we are more concerned with the qualitative transformation of our students than their quantitative output.

Problems with performance funding are well documented, not the least of which is defining what will be measured. In this case, the intent is to circumscribe our work in the form of student and institutional outcomes. This plan may seem rational and achievable, but it discounts the real purpose of our teaching, of "what really is taught and what really is learned" in classrooms. Even we as teachers, preoccupied with our duties, may fail to deal consistently with this issue.

Those concerned with our accountability also fail to distinguish between what we do as teachers and what they perceive we do. I do not suggest that our observers consider us unproductive, ineffective, or inferior as teaching professionals. But they should examine how we teach rather than what may be revealed by institutional outcomes. Such an examination should include values, a popular subject nowadays. I am not speaking of family or social values a la Murphy Brown and Vice President Quayle. Rather, I am thinking of virtues, immeasurable, but present in teaching and learning. For me these virtues include qualities that help students understand the purpose of learning, help them make connections among fields of knowledge, and help them in the lifelong process of self-discovery. I term them virtues in the sense that they encourage learning as self-discipline and not as something imposed and measured by an agency.

How well we define the purpose of education for students is hardly quantifiable, but defining is one of our fundamental responsibilities and contributions to learning. I am surely not the only teacher who has wondered why uninterested students are in my classroom. Often the answer is based on what they believe others expect of them rather than what they are motivated to do on their own. Unfortunately, well-intentioned parents and social pressures are strong influences on students who lack definition and purpose.

Our observers may also presume that purpose is somehow “naturally” accounted for by an assembly of learners and a coherent arrangement of courses. But education requires more. It demands the teacher’s effort to instill inspiration and idealism in students to assure that their commitment to learning transcends Woody Allen’s comment that “90% of life is just showing up.” Defining and giving substance to educational purpose is a teaching responsibility, and it should not be neglected in favor of making education more quantifiable for the sake of accountability. In short, evaluations of institutional effectiveness should recognize that student understanding of the use of knowledge is as important as the knowledge itself. This recognition may spur self-motivation that is lacking when purpose has been defined for students.

When teachers show relationships between their own discipline and others, they remove barriers to understanding. They make connections. This function too is immeasurable and also at the core of effective teaching. In my own area of management development, the character and content of textbooks and other "pedagogical aids"
exist, isolated, in a universe of their own. Surely I am not alone in this circumstance. "Autocratic" management style, for example, it is a subject defined within managerial theory and behavior. Students compelled to learn within these narrow limits absorb only a non-constructive view. Thus instructed, students lose the opportunity to understand the universality of issues and the contributions of other disciplines that may reflect richer examples.

In the case of "autocratic" management, the example may be less a case study of Frank Lorenzo and Eastern Airlines and more a selective reading of Captain Queeg and The Caine Mutiny Court Martial. All disciplines are connected; these connections offer varieties of understanding. Our role in effective teaching involves moving away from one-dimensional views of our disciplines, finding connections, and passing them on to students. Students will profit from understanding relationships in a more universal and challenging sense.

This responsibility suggests something more than applying a teaching method, however. It also requires recognition of the fact that education without teaching and without broad application is worthless. Thus, making connections brings into focus another immeasurable characteristic of our profession and another way it needs to be understood by anyone concerned with community college education.

A third teaching value, enabling students to discover the rewards of discipline and hard work, is less concerned with positive reinforcement than with asserting that many students want things cheaply and that teachers have to respond to this fact. Recently, I was explaining to one of my classes reasons for some curriculum revisions in our Management Development Program. Noting that I was interested in adding value to their education, I pointed out that mere evidence of education could be acquired by a mail-order diploma—towards which one student replied, "Now you tell me!" This statement caused me to ask myself whether education can exist without challenge or effort. My experience suggests that it cannot and that there is something valuable in the struggle.

In recalling, for example, that analytic geometry was a "no substitutes, please" aspect of my own degree plan, I admit to both relief and immediate loss of content upon completing that course. But the memory of the experience remains as does the effort of an aging math teacher at Texas A&M who did his best to reveal to me the mysteries of sines, cosines, and tangents. Recounting a miserable experience has less to do with the effort expended than with the fact that I completed with distinction what was for me a most dreaded and difficult learning experience. Though I don't think I have used analytical geometry since about December 1962, I have encountered many times since then, the positive feelings of self-confidence and accomplishment from that struggle.

My point is that our observers need to realize that the effectiveness of our institutions is not dictated by simply how many students complete a course of study or acquire an educational credential or even by the direct application of knowledge our students may gain in a classroom. Rather, the future success of our students will be marked by the conflict of passions similar to those involved in mastering a difficult course. And these successes will also depend on overcoming apprehension and frustration and building self-confidence and esteem.

Students must surmount obstacles if they are to recognize a singular achievement as the basis for future victories. If we as teachers succumb to pressures to make things easier or simpler for students, we run the danger of taking away from them the value of adversity, the prospect of achievement, and the positive consequences of self-reward. We cannot quantify this, but we know it to be true.

I have presented here my observation of community college students in community college classrooms, and some of the values that teachers know must be present if that environment is to nurture learning. These values are not easily reflected in performance measurement. There may be a correlation in such quantification, but if educational performance is defined without a consideration of values, what education gives to society will be valueless. Few would disagree with me that it is easy to permit others to determine standards for our performance as educators and to adjust the content, fervency, and output of our instruction accordingly. But such protective behavior serves only our own interests and "what really is taught and what really is learned" in our classrooms will suffer for it.

Mr. Price is an Assistant Professor at Western Texas College, Snyder, Texas, where he coordinates the management development program and teaches management and government courses. He holds the Bachelor of Arts degree from Texas A&M University. He earned his Masters degree from the University of Houston. Before he began teaching four years ago, Mr. Price was a human resources executive with the U.S. Department of the Interior. He has also taught human resources and labor relations courses at Austin Community College and Amarillo College.
<table>
<thead>
<tr>
<th>COLLEGE</th>
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SOME years ago, I interviewed for a position with a major Texas metropolitan community college district. My interviewer, a young and newly-appointed dean, noted from my résumé that I had served in the armed forces. I generally include my military service on my résumé simply to explain where those three years of my life went; otherwise it is irrelevant to my credentials. The young woman was curious, however, and asked if I had served in Vietnam. When I replied that I had, her eyes widened and with mouth agape in wonder, she said, “And you’re still all right?” She then launched into an extended monologue about a movie she had recently seen featuring a drug-addicted, uncontrollably violent Vietnam veteran. How nice it was, she gushed, that I hadn’t ended up like that. I suppose I should have told her I was offended by her remarks, as in fact I was, but instead I smiled weakly and let them pass.

The dean did not intend to insult me; quite the contrary. In her mid-thirties she was extolling me for not having turned out like one of those poor guys. Her attitude, familiar to me by then, undoubtedly resulted from a lack of any genuine contact with the war or its veterans.

Vietnam veterans have been rare in academe, whether as students or professors. I believe our under-representation can be attributed to three factors. First, during the early stages of the war, enrollment in graduate school provided one a deferment from the draft. Although this means of deferment was later lifted, it probably served as the primary incentive for more than a few academic careers while simultaneously keeping the scholars out of Southeast Asia. Second, the selective nature of the draft ensured that the majority of soldiers were drawn from working-class neighborhoods where the notion of attending college was anomalous at best. Minorities, traditionally lagging in college attendance, were often embarrassed by it in the anti-military environment of the college or university. Early in my freshman year, I stopped trying to make the point that I, too, was against the war, all the more so because of my firsthand experience with it. Classroom debates about the war, not wishing to be miscast in the role of apologist simply on the basis of my service, were often embarrassed by it in the anti-military environment of the college or university. Early in my freshman year, I stopped trying to make the point that I, too, was against the war, all the more so because of my firsthand experience with it. Classroom debates about the war, not wishing to be miscast in the role of apologist simply on the basis of my service.

Like most Vietnam veterans, I felt then and now that the war was a misguided and incompetently managed effort. While most of us served out of some vague sense of obligation, we could take little pride in our service and were often embarrassed by it in the anti-military environment of the college or university. Early in my freshman year, I stopped trying to make the point that I, too, was against the war, all the more so because of my firsthand experience with it. I would sit silently during classroom debates about the war, not wishing to be miscast in the role of apologist simply on the basis of my service.

The draft stillloomed threateningly for male students then. I was often present during or overheard arguments over the best way to avoid conscription and extend one’s deferment. “If you tell them you wet the bed,” one fellow offered, “they won’t draft you.” Another said that if you drank liquid soap just prior to your examination, you would flunk the physical. I was always more amused than offended by this type of banter and had visions of rows...
of reluctant inductees with soup-filled stomachs retching bubbles like Lawrence Welk’s machine. Even today, I occasionally hear some of my colleagues swap humorous stories about how they managed to avoid service. I still find such stories amusing and I do not, as many of them assume, resent their lack of service, but I sense that they are uncomfortable with my having served.

If there is any predominant sentiment that has been evoked over the years by my being a Vietnam veteran in academe, it is indeed the sense of unease it seems to cause others, not me. I’m not sure why this is so, but I suspect it has to do with guilt feelings on the part of those who did not serve, however sincere they may have been in their opposition to the war. Christopher Buckley addressed this point in his essay “Viet Guilt.” When he was of draft age and the conflict in Vietnam was at its height, Buckley deliberately and successfully flunked his Army physical. Afterwards he celebrated with friends on campus. Twelve years later he visited the Vietnam Veterans Memorial in Washington, D.C., and was moved by the sight of a middle-aged Marine weeping before the etched names of the dead. Buckley’s guilt surfaced and he immediately left the grounds, feeling himself an intruder.

That experience led Buckley to write his essay, in which he notes that during the period between the signing of the Gulf of Tonkin Resolution on August 7, 1974, and April 30, 1975, the day Saigon fell to the Communists, 53 million Americans came of drafting age. Of those, 11 million served. Fewer than 3 million went to Indochina. According to his research, that left 42 million Americans who didn’t serve. More than 16 million men were deferred, exempted, disqualified, or evaded the draft. Buckley’s conclusion was that 80 percent of the Vietnam generation did not participate in the “dominant event of their time.”

I have no figures to support this, but based on my own experience, I believe that in academe that figure of 80 percent would approach or even exceed 90 to 95 percent. For those of my generation who chose academic careers, it seems, the overwhelming majority had no personal connection with Vietnam. As I stated earlier, in no way do I resent anyone’s lack of service, nor do I exonerate it. I have no figures to support this, but based on my own experience, I believe that in academe that figure of 80 percent would approach or even exceed 90 to 95 percent. For those of my generation who chose academic careers, it seems, the overwhelming majority had no personal connection with Vietnam. As I stated earlier, in no way do I resent anyone’s lack of service, nor do I exonerate it.

Under-representation inevitably leads to a lack of understanding. Just as unfamiliarity fosters a lack of empathy for the persons or group unknown to the beholder, Vietnam veterans in academe are at least twice removed from the mainstream by virtue of their age, numbers and for having participated in an event that was overwhelmingly unpopular among the vast majority of their peers.

Colleges and universities, by design or default, are our traditional custodians of culture, whatever that might mean. If we are charged with protecting the truth, it follows that we must aggressively refute misinformation. This obviously includes the denial of stereotypes as demeaning, discrediting, and inaccurate. Yet I find that the conventional myths about Vietnam veterans persist as vigorously in academic circles as on the small and large screens. I have to believe that this is because higher education hardly knows us; there are so few of us here.

If our numbers were greater in the classrooms and administrative offices, you would know us better. You would appreciate our ordinariness and our lack of anger. Most importantly, in revising your own view of us you could help us repudiate the stereotypes that still abound among your students, a generation raised on Rambo.

Over the years, I have occasionally been invited as a guest speaker before students whose only concepts of the Vietnam conflict and its veterans have been derived from incredibly inaccurate and exploitative movies and television programs. I generally accept these invitations, hoping that if I can’t dispel the negative images, I can at least confuse them. It seems to work. The students are genuinely puzzled by how little the bland, balding librarian before them resembles the Vietnam veterans they have seen portrayed in the popular culture. Questions, when they come at all, typically dwell on atrocities or drug usage, just as they did twenty years ago. They always seem disappointed that I downplay the importance of such things and refuse to be explicit about them.

Since all Vietnam vets have passed or are soon to pass our fortieth year, our numbers in academe will not grow. The paucity of jobs in the teaching and administrative ranks virtually excludes any middle-aged beginners from entering the profession. On the student side of the lectern, Vietnam veterans have become rare due to expired G.I. benefits and the passage of time. With so few opportunities to meet, I would ask that you know us for what we are, as well as for what we are not. We are as conventional and unconventional as you are; we seek the same ends in our personal and professional lives as you do. We are not disturbed or bitter in any greater measure than the general population, on or off campus. It is not our wish to be patronized, nor do we expect (or appreciate) belated laurels.

Some (mostly non-veterans) believe that the recent Desert Storm victory prompted a national mood of patriotism and largely healed the wounds of the Vietnam war. I.e., our triumph in Iraq led us as a country to full appreciation of our veterans, past and present. While I do not wish to seem a whining ingrate, I have not found this to be so: instead I feel that Desert Storm provided a quick, easy means of expunging our national guilt about the Vietnam quagmire without the associated emotional costs. As a nation, we would like to think that our support of Desert Storm and its veterans compensates for the years of apathy, ignorance, and occasional overt hostility toward our Vietnam veterans. As Hemingway noted, "Isn't it pretty to think so?"

As members of an invisible minority, Vietnam veterans in higher education parallel other minorities in our goal to be unconditionally accepted on merit alone without the stigma of stereotype. As with other minorities, we will probably not see full realization of this goal in our lifetime. Unlike other minorities, when our generation dies, there will be no more of us.
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### Significant Savings:

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<th>MCI</th>
<th>SPRINT</th>
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Above costs based on a 4.2 minute call made during prime calling hours.

### Premium Features:

- Six seconds billing increments
- Fiber optic sound quality
- Free calling cards
- No monthly charges
- No installation costs
- No minimums

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- Free line conversion to Westel
- Free return to previous carrier if not fully satisfied with the excellent sound quality and low rates.

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Not only do you save as a member of this program, but Westel will also REBATE 10% OF YOUR BILLED LONG DISTANCE CHARGES BACK TO TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION EACH AND EVERY MONTH IN YOUR BEHALF!

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Name __________________________
Address __________________________
City ___________________________ State ___________ Zip ___________

Phone Number(s) __________________________

Number of Calling Cards requested __________________________

Estimated monthly long distance usage __________________________

Social Security Number __________________________

Employer __________________________

Employer Phone Number __________________________

Signed __________________________ Date __________________________

If a copy of the local phone company’s bill indicating the conversion charge is sent to Westel within 90 days of service, Westel will issue credit for the charge. If within the initial 90 days, I’m not satisfied with the low rates and excellent sound quality. Westel will credit the phone company’s fee to convert my phone to my previous carrier. For this credit, I just need to send Westel a copy of the bill indicating this charge.

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LEGISLATURE FACES HUGE BUDGET SHORTFALL

Lawmakers convening in Austin for the seventy-second session of the Texas Legislature face a record budget shortfall of as much as $5 billion for the coming biennium, which will require them to make difficult choices that are expected to have a major impact on higher education in Texas.

With much of the state budget already committed due to lawsuits, court orders, unfunded federal mandates, and constitutionally restricted funds, higher education represents the largest single item over which legislators may exercise direct budgetary control. Thus the pressure on lawmakers to decrease funding for higher education will be enormous.

All state agencies will share in the sacrifice, however. Agency heads have been advised by the Governor and leaders of the Legislature to prepare for hard times. Budget reductions of 2 to 10 percent have been predicted.

In the last biennium, which also faced a substantial budget shortfall, cost-saving measures were instituted and new sources of revenue were found. In all, more than $2 billion was either saved or raised by streamlining or consolidating state agencies, increasing agencies' efficiency of operations, raising taxes and fees, and starting a state lottery.

In the coming session of the Legislature these options will not be available. Both Gov. Ann Richards and Lt. Gov. Bob Bullock have dismissed the possibility of any new taxes, stressing instead that state agencies will be downsized state agencies, reduce responsibilities, and eliminate services.

The impact of the budget crisis will be particularly devastating to higher education. While the Coordinating Board expects costs at community junior colleges to increase 21.9% in the coming biennium, due to increased enrollment and inflation, these schools will be fortunate just to maintain their current level of funding. These cost increases anticipate no new programs and no expansion of existing ones. Thus, the "current service" budget—the cost of simply providing existing services to an increasing student population—is expected to be cut drastically.

State budget-cutting, then, will severely limit the ability of institutions to deliver the educational services to which Texans have grown accustomed. Nancy Atlas, chair of the Texas Higher Education Coordinating Board, has instructed college presidents to set priorities for the programs offered at their institutions as plans for downsizing or eliminating programs are being considered.

There is no magical solution to the fiscal trouble. Facing the state. The coming legislative session will demand good judgement, common sense, and extraordinary leadership even from lawmakers. It will also require the responsible involvement of every educator in Texas to communicate to senators and representatives the importance of higher education to the future of Texas.

TJCTA State President Marilyn Lancaster has urged members to write their legislators and schedule meetings to discuss educators' interests as the regular session begins. "It is vitally important that your legislators understand that higher education has greatly improved the quality of life in Texas. To continue that mission we need their full support," Mrs. Lancaster said.

Performance Funding Debated

Recent plans to link some college appropriations to educational "outcomes," rather than the traditional "inputs" of student enrollment, are being discussed as the 1993 legislative session opens.

Lynn H. Leverty, chief higher education advisor to Gov. Richards, addressed "performance funding" and other issues at the TJCTA Annual Conference for Faculty Organization Leaders. Addressing Dr. Leverty, noted that, while leaders in the House and Senate are well-informed of the proposal, it is unclear how much rank-and-file members have apprised themselves.

Currently, abundant confusion exists about the very intent of the proposed funding scheme. Is it, for instance, a potential "extra" reward granted to colleges demonstrating objective, measurable success...or a pretext for rationing in the face of deep budget cuts? Many skeptics are quick to jump to the latter conclusion, as the state confronts a major budget crisis in 1993.

Historically, interested Texans have observed other states to evaluate the merits of proposed educational "reforms." But so far, only Tennessee has implemented "performance-based" funding with significant variations from the Texas proposals. The Chronicle of Higher Education reports that Ohio, Arizona, Florida, South Carolina, and Kentucky have initiated information-gathering "accountability" plans, perhaps setting the stage for such experiments.

Experts seem to agree that measuring "performance" would necessitate compiling a massive data base, requiring colleges to monitor students as they move through various programs and on to new, or enhanced, careers. Exact, valid calculations would presumably bear the heart of any such plan. But in Florida, the Chronicle reports, higher education officials say they cannot afford to produce the newly-required documentation. They are reluctant to spend an estimated $1.3 million for new computer software and survey forms, as library budgets and course offerings are slashed.

Surprisingly, many Texas legislators still fail to understand that today's "typical" student is not the classic 18-year-old who spends four years on the fast track to a permanent career. Characteristically, as educators know, community junior college students are "non-traditional." Any valid quantification of student progress must take this simple reality into account.

2-YEAR COLLEGES REPORT ENROLLMENT INCREASES

Texas public community junior college enrollments were up in the fall 1992 semester by 19,043 students, or 5.03 percent, over the preceding fall semester. Forty-two of the 49 public community junior college districts reported enrollment increases. Enrollment at the two independent junior colleges increased by 7.66 percent in 1992 over 1991. Texas State Technical College campuses reported increases of 300 students, or 3.8 percent, over the fall 1991 semester.

These enrollment figures are based on the twelfth class day enrollments reported by colleges to the Texas Higher Education Coordinating Board.
### COMPENSATION AND UTILIZATION OF PART-TIME INSTRUCTORS
#### TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES
**1991-92 and 1992-93**
(Source: Institutional responses to TJCTA questionnaire)

Compensation for part-time instructor teaching one 3-semester hour course in U.S. History (assuming instructor holds Master’s Degree with no hours toward doctorate and is in the first year as a part-time faculty member)

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<th>College District</th>
<th>Compensation for One Three-Hour Course 1991-92</th>
<th>1992-93 Rank</th>
<th>Percent Increase 1992-93 Over 1991-92</th>
<th>Additional Pay for Advanced Hours or Degree</th>
<th>Additional Pay for Teaching Experience</th>
<th>Number of Part-Time Faculty</th>
<th>Percent of Sections Taught by Part-Time Faculty</th>
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<td>1</td>
<td>5.0%</td>
<td>Yes</td>
<td>162</td>
<td>164</td>
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<tr>
<td>Brazosport College</td>
<td>1,200</td>
<td>1,200</td>
<td>14</td>
<td>No</td>
<td>68</td>
<td>74</td>
<td>38%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>825</td>
<td>1,050</td>
<td>29</td>
<td>27.3%</td>
<td>Yes</td>
<td>103</td>
<td>74</td>
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<tr>
<td>Cisco Junior College</td>
<td>850</td>
<td>850</td>
<td>44</td>
<td>No</td>
<td>57</td>
<td>72</td>
<td>20%</td>
</tr>
<tr>
<td>Crandall College</td>
<td>750</td>
<td>750</td>
<td>47</td>
<td>No</td>
<td>27</td>
<td>68</td>
<td>40%</td>
</tr>
<tr>
<td>College of the Mainland</td>
<td>1,131</td>
<td>1,131</td>
<td>22</td>
<td>Yes</td>
<td>82</td>
<td>297</td>
<td>33%</td>
</tr>
<tr>
<td>Collin County Community College</td>
<td>1,095</td>
<td>1,095</td>
<td>26</td>
<td>No</td>
<td>116</td>
<td>404</td>
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<td>Cooke County College</td>
<td>915</td>
<td>930</td>
<td>40</td>
<td>1.6%</td>
<td>Yes</td>
<td>72</td>
<td>143</td>
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<td>Dallas County Comm. College District</td>
<td>1,170</td>
<td>1,200</td>
<td>14</td>
<td>2.6%</td>
<td>No</td>
<td>710</td>
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<td>Del Mar College</td>
<td>1,700</td>
<td>1,814</td>
<td>2</td>
<td>6.1%</td>
<td>Yes</td>
<td>280</td>
<td>244</td>
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<td>El Paso Community College</td>
<td>1,560</td>
<td>1,607</td>
<td>5</td>
<td>3.0%</td>
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<td>316</td>
<td>776</td>
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<td>Frank Phillips College</td>
<td>900</td>
<td>750</td>
<td>47</td>
<td>No</td>
<td>28</td>
<td>22</td>
<td>30%</td>
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<tr>
<td>Galveston College</td>
<td>1,071</td>
<td>1,104</td>
<td>23</td>
<td>3.1%</td>
<td>No</td>
<td>52</td>
<td>60</td>
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<tr>
<td>Grayson County College</td>
<td>1,035</td>
<td>1,035</td>
<td>32</td>
<td>No</td>
<td>90</td>
<td>86</td>
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<td>Hill College</td>
<td>945</td>
<td>950</td>
<td>38</td>
<td>0.5%</td>
<td>No</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Houston Community College</td>
<td>1,110</td>
<td>1,354</td>
<td>9</td>
<td>22.0%</td>
<td>Yes</td>
<td>555</td>
<td>1,485</td>
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<tr>
<td>Howard College</td>
<td>828</td>
<td>828</td>
<td>45</td>
<td>No</td>
<td>91</td>
<td>90</td>
<td>17%</td>
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<tr>
<td>Kilgore College</td>
<td>1,146</td>
<td>1,146</td>
<td>21</td>
<td>Yes</td>
<td>162</td>
<td>98</td>
<td>14%</td>
</tr>
<tr>
<td>Laredo Junior College</td>
<td>1,350</td>
<td>1,350</td>
<td>10</td>
<td>No</td>
<td>168</td>
<td>79</td>
<td>19%</td>
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<td>Lee College</td>
<td>1,491</td>
<td>1,507</td>
<td>7</td>
<td>1.1%</td>
<td>No</td>
<td>148</td>
<td>128</td>
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<td>McLennan Community College</td>
<td>1,620</td>
<td>1,620</td>
<td>4</td>
<td>Yes</td>
<td>175</td>
<td>84</td>
<td>97%</td>
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<tr>
<td>Midland College</td>
<td>1,000</td>
<td>1,030</td>
<td>33</td>
<td>3.0%</td>
<td>No</td>
<td>85</td>
<td>144</td>
</tr>
<tr>
<td>Navarro College</td>
<td>1,200</td>
<td>1,200</td>
<td>14</td>
<td>No</td>
<td>73</td>
<td>99</td>
<td>25%</td>
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<tr>
<td>North Harris Montgomery Comm. College</td>
<td>1,275</td>
<td>1,275</td>
<td>13</td>
<td>No</td>
<td>275</td>
<td>594</td>
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<tr>
<td>Northeast Texas Community College</td>
<td>900</td>
<td>900</td>
<td>41</td>
<td>No</td>
<td>41</td>
<td>55</td>
<td>27%</td>
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<tr>
<td>Odessa College</td>
<td>1,035</td>
<td>1,062</td>
<td>28</td>
<td>2.6%</td>
<td>Yes</td>
<td>139</td>
<td>108</td>
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<tr>
<td>Panola Junior College</td>
<td>1,000</td>
<td>1,000</td>
<td>35</td>
<td>No</td>
<td>47</td>
<td>16</td>
<td>9%</td>
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<tr>
<td>Paris Junior College</td>
<td>1,000</td>
<td>1,000</td>
<td>35</td>
<td>No</td>
<td>79</td>
<td>46</td>
<td>10%</td>
</tr>
<tr>
<td>Ranger Junior College</td>
<td>900</td>
<td>900</td>
<td>42</td>
<td>Yes</td>
<td>29</td>
<td>17</td>
<td>15%</td>
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<td>San Jacinto Junior College District</td>
<td>1,080</td>
<td>1,170</td>
<td>20</td>
<td>8.3%</td>
<td>No</td>
<td>481</td>
<td>500</td>
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<td>South Plains College</td>
<td>1,080</td>
<td>1,080</td>
<td>27</td>
<td>No</td>
<td>220</td>
<td>98</td>
<td>9%</td>
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<tr>
<td>Southwest Texas Junior College</td>
<td>1,100</td>
<td>1,100</td>
<td>24</td>
<td>No</td>
<td>57</td>
<td>80</td>
<td>25%</td>
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<td>Tarrant County Junior College District</td>
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<td>912</td>
<td>41</td>
<td>Yes</td>
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<td>1,641</td>
<td>3</td>
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<td>No</td>
<td>72</td>
<td>50</td>
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<td>Texarkana College</td>
<td>1,000</td>
<td>1,100</td>
<td>24</td>
<td>10.0%</td>
<td>No</td>
<td>110</td>
<td>84</td>
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<tr>
<td>Trinity Valley Community College</td>
<td>950</td>
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<td>35</td>
<td>5.3%</td>
<td>No</td>
<td>122</td>
<td>91</td>
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<td>Tyler Junior College</td>
<td>1,200</td>
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<td>14</td>
<td>No</td>
<td>199</td>
<td>254</td>
<td>20%</td>
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<tr>
<td>Vernon Regional Junior College</td>
<td>1,005</td>
<td>1,005</td>
<td>34</td>
<td>Yes</td>
<td>104</td>
<td>55</td>
<td>11%</td>
</tr>
<tr>
<td>The Victoria College</td>
<td>1,432</td>
<td>1,432</td>
<td>8</td>
<td>Yes</td>
<td>52</td>
<td>72</td>
<td>25%</td>
</tr>
<tr>
<td>Weatherford College</td>
<td>950</td>
<td>950</td>
<td>38</td>
<td>No</td>
<td>65</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Western Texas College</td>
<td>800</td>
<td>800</td>
<td>46</td>
<td>Yes</td>
<td>45</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Wharton County Junior College</td>
<td>1,200</td>
<td>1,200</td>
<td>14</td>
<td>No</td>
<td>97</td>
<td>101</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Mean Salary**
- $1,132
- $1,159

**Median Salary**
- $1,080
- $1,100

*Note:*, Yes = 18, No = 31
Larry Shirts, North Harris College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1993-94. The committee met in Dallas on Nov. 7, and selected the slate of candidates. Nominees are listed in order determined by lot.

Candidates for president-elect are James Riley and Scott Nelson. Mr. Riley has been on the faculty of Palo Alto College since 1985, and is an instructor of accounting since 1983. Dr. Nelson has been a member of the government faculty at Kingwood College since 1973.

Candidates for secretary are David Wilcox and Glenda Easter. Mr. Wilcox has taught in the history department at Houston Community College since 1975. Mrs. Easter has been an instructor of office careers at the Bill J. Priest Institute since 1982.

Nominees for the office of treasurer are David Ligon and Anna Holston. Since 1967, Mr. Ligon has been a member of the government faculty at Tyler Junior College. Mrs. Holston has taught English at Central Texas College since 1988.

Nominees for vice president are Doris Patrick and Patricia Green Smith. Mrs. Patrick has been an instructor of office systems technology at Austin Community College since 1973. Dr. Smith has been on the computer information systems faculty at Temple Junior College since 1977.

Nominees for the office of secretary are David J. Clinkscale, Tarrant County Junior College—South Campus; Reba D. Blackshear, El Centro College; Emmeline Dodd, College of the Mainland; Roger A. Griffin, Austin Community College; Doris M. Huibregtse, Howard Community College; and Deanne C. Merchant, Amarillo College.

In addition to Mr. Shirts, members of the TJCTA Nominating Committee this year are James Riley and Scott Nelson. Mr. Riley has been on the faculty of Palo Alto College since 1985; and is an instructor of accounting since 1983. Dr. Nelson has been a member of the government faculty at Kingwood College since 1973.

Nominees for vice president are Doris Patrick and Patricia Green Smith. Mrs. Patrick has been an instructor of office systems technology at Austin Community College since 1973. Dr. Smith has been on the computer information systems faculty at Temple Junior College since 1977.

Candidates for secretary are David Wilcox and Glenda Easter. Mr. Wilcox has taught in the history department at Houston Community College since 1975. Mrs. Easter has been an instructor of office careers at the Bill J. Priest Institute since 1982.

Nominees for the office of treasurer are David Ligon and Anna Holston. Since 1967, Mr. Ligon has been a member of the government faculty at Tyler Junior College. Mrs. Holston has taught English at Central Texas College since 1988.

Detailed background information on each of the nominees and platform statements from the candidates will appear in the convention issue of the Messenger.

The election will be conducted during the annual convention, Feb. 19. Officers' terms will begin April 1, 1993, and end March 31, 1994. Absentee voting will begin in late January, under arrangements outlined below.

Under provisions of the TJCTA Bylaws, candidates could have been nominated by petitions. According to Mr. Shirts, no petition was filed by the Dec. 1 deadline. The Bylaws also provide that candidates may be nominated from the floor during the opening session of the TJCTA convention, scheduled to begin at 7:30 p.m. on Thursday, Feb. 18.

In addition to Mr. Shirts, members of the TJCTA Nominating Committee this year are David J. Clinkscale. Tarrant County Junior College—South Campus; Reba D. Blackshear, El Centro College; Emmeline Dodd, College of the Mainland; Roger A. Griffin, Austin Community College; Doris M. Huibregtse, Howard Community College; and Deanne C. Merchant, Amarillo College.
“SALUTE TO REP. DELCO” FEATURED AS BARBECUE OPENS ANNUAL CONVENTION

A traditional Texas-style barbecue will be the kick-off function for the 1993 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 18, the event will be held in Austin’s Lester E. Palmer Auditorium.

preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

The featured event for the convention’s opening general session will be a “Salute to Representative Delco,” honoring State Rep. Wilhelmina Delco for her long and steadfast support of Texas community junior colleges.

TJCTA State President Marilyn Lancaster said the organization has sought a suitable opportunity to honor Rep. Delco for several years. “We finally prevailed on Mrs. Delco to permit us to recognize her during the 1993 convention.” Mrs. Lancaster said. “For many years, Rep. Delco has been a faithful, fervent, and effective advocate for the community junior colleges of Texas. She also has been a staunch friend and wise counselor for our Association.” said Mrs. Lancaster. “We are delighted that we will have the opportunity to express our thanks in an appropriate way during this year’s convention in Austin.”

Expressions of appreciation for Rep. Delco’s service will be made by several state leaders during the Thursday evening convention session. Representing the Texas Senate and Lt. Gov. Bob Bullock will be State Sen. Carl A. Parker. Speaker of the House James E. (Pete) Laney will speak on behalf of Rep. Delco’s colleagues in the Texas House of Representatives. The Texas higher education community will be represented by Kenneth H. Ashworth, Commissioner of Higher Education. Marvin R. Felder, president of the Texas Public Community/Junior College Association, will make remarks on behalf of the two-year colleges.

Tickets for the barbecue are being sold for $20 and must be purchased in advance. Barbecue tickets will not be available at the door. Tickets may be ordered by mail, using the form below. Payment must accompany ticket orders. Ticket orders should be received in the TJCTA state office by Feb. 12. Tickets will be mailed (if time permits) or may be held at the convention registration desk.

For those unable to attend the barbecue but who wish to participate in the opening convention session, seating will be available in the auditorium at 8:00 p.m.

REQUEST FOR BARBECUE TICKETS

Please send _________ ticket(s) at $20 each for the TJCTA barbecue scheduled for 7:30 p.m., Thursday, February 18, 1993, at the Lester E. Palmer Auditorium in Austin.

My check in the amount of $______, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 16, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferable.)

[Signature]

[Address]

[Name]

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 12 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, Barton Oaks Plaza, Building I, Suite 410, 901 MoPac Expressway

THURSDAY, FEBRUARY 18, 1993

9:00 a.m. - 5:00 p.m. - Special Meetings (to be announced)

12:00 Noon - 10:00 p.m. - Convention Registration

1:00 - 4:00 p.m. - Committee Meetings, as called by Committee Chairpersons

4:00 - 5:00 p.m. - Meeting of Executive Committee, Resolutions Committee, and Committee Chairpersons

6:30 - 7:30 p.m. - Informal Reception

7:30 - 9:30 p.m. - Barbecue and First General Session

FRIDAY, FEBRUARY 19, 1993

7:30 - 8:45 a.m. - Financial Planning Seminar (repeated at 12:30 p.m.)

7:30 - 8:45 a.m. - Professional Development Seminar (repeated at 12:30 p.m.)

7:30 - 8:45 a.m. - Retirement Seminar (repeated at 12:30 p.m.)

8:00 a.m. - 9:00 p.m. - Convention Registration

8:00 a.m. - 5:00 p.m. - Exhibits Open

8:00 a.m. - 5:00 p.m. - Polls Open (Election of Officers)

9:00 - 10:30 a.m. - Section Meetings for Some Sections (Visit to exhibits for others)

10:45 a.m. - 12:15 p.m. - Section Meetings for Remaining Sections (Visit to exhibits for others)

12:30 - 1:45 p.m. - Financial Planning Seminar (repeat of 7:30 a.m. presentation)

12:30 - 1:45 p.m. - Professional Development Seminar (repeat of 7:30 a.m. presentation)

12:30 - 1:45 p.m. - Retirement Seminar (repeat of 7:30 a.m. presentation)

2:00 - 4:00 p.m. - Second General Session

4:15 - 5:45 p.m. - Insurance Seminar

4:15 - 5:45 p.m. - Other Special Meetings (to be announced)

9:00 p.m. - 2:00 a.m. - Dance for TJCTA Members and invited Guests (admission by convention registration badge)

SATURDAY, FEBRUARY 20, 1993

8:00 - 11:30 a.m. - Convention Registration

8:00 - 11:30 a.m. - Exhibits Open

9:00 - 10:15 a.m. - Section Meetings for Some Sections (Visit to exhibits for others)

10:30 - 11:45 a.m. - Section Meetings for Remaining Sections (Visit to exhibits for others)

11:45 a.m. - Adjournment

12:00 Noon - 3:00 p.m. - Special Meetings (to be announced)
MAKE HOTEL RESERVATIONS IMMEDIATELY!

TJCTA members planning to attend the 46th annual convention, Feb. 18-20, 1993, in Austin, are urged to reserve hotel accommodations at once. A block of 1,200 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the Austin Convention Housing Bureau. Reservations will be processed as they are received, on a first-come, first-served basis. Reservations may NOT be made directly with the convention hotels.

CONVENTION HOTEL FACILITIES AND RATES

<table>
<thead>
<tr>
<th>HOTEL / ADDRESS</th>
<th>Single (1 person)</th>
<th>Double (2 persons)</th>
<th>Triple (3 persons)</th>
<th>Quad (4 persons)</th>
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<tr>
<td>Hyatt Regency Hotel</td>
<td>SOLD OUT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>208 Barton Springs Road</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embassy Suites</td>
<td>SOLD OUT</td>
<td></td>
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</tr>
<tr>
<td>300 South Congress Avenue</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Radisson Hotel on Town Lake</td>
<td>$65</td>
<td>$65</td>
<td>$75</td>
<td>$75</td>
</tr>
<tr>
<td>(formerly Austin Crest Inn)</td>
<td></td>
<td></td>
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<tr>
<td>111 East First Street</td>
<td></td>
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<tr>
<td>Holiday Inn-Town Lake</td>
<td>$62</td>
<td>$62</td>
<td>$70</td>
<td>$70</td>
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<tr>
<td>20 North IH 35</td>
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<tr>
<td>Sheraton Austin Hotel</td>
<td>$85</td>
<td>$85</td>
<td>$95</td>
<td>$105</td>
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<tr>
<td>500 North IH 35</td>
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</tr>
<tr>
<td>Four Seasons Hotel</td>
<td>$101</td>
<td>$111</td>
<td>$121</td>
<td>—</td>
</tr>
<tr>
<td>98 San Jacinto Boulevard</td>
<td></td>
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</table>

Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment be by cash or traveler’s checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

TAMAS JUNIOR COLLEGE TEACHERS ASSOCIATION
46th Annual Convention — Austin, Texas — February 18-20, 1993

HOTEL RESERVATION FORM

MAIL TO: Convention Housing Bureau
P. O. Box 1088
Austin, Texas 78767

HOTEL CHOICES:

1st Choice: __________________________________________
2nd Choice: __________________________________________
3rd Choice: __________________________________________

ARRIVAL DATE: February ____ HOUR: ______ M.
DEPARTURE DATE: February ___

CONFIRMATION will be made by hotel. CANCELLATION: Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

CONFIRM RESERVATIONS TO: Name _______________________
Address ___________________________________________
City __________________________ State _______ ZIP ________

ROOM(S) WILL BE OCCUPIED BY:
Name (please print) __________________________ Address __________________________
City / State / ZIP __________________________
IF DIVERSIFYING IS SO IMPORTANT, WHY SHOULD YOU PUT ALL YOUR MONEY IN ONE PLACE?

Today, it's more important than ever not to focus your investments too narrowly. If you're invested in just one or two markets, a sudden drop in one could send your retirement savings up in smoke. But putting money in every possible place is unnecessary and exhausting.

So what's the solution?

When it comes to your retirement savings, TIAA-CREF provides all the diversification you need—one system that balances safety and growth, traditional annuities and variable investments, with diversity built in at every level.

TIAA-CREF.
DIVERSIFIED BY DESIGN.

TIAA-CREF is really two companion companies that complement one another. TIAA's traditional annuity provides the security of guaranteed principal and interest, with the opportunity for dividends. TIAA's promises are backed by carefully selected loans to business and industry, bonds, mortgages and real estate.

The bottom line: because of its stability, TIAA-CREF is the experts.

Ensuring the future for those who shape it.

SEND NOW FOR A FREE RETIREMENT INVESTMENT KIT.

Mail this coupon to TIAA-CREF, Dept. QC
383 Third Avenue, New York, NY 10017. Or call 1-800-842-2733, Ext. 8016, 8 A.M. to 8 P.M. (EST)

TIAA-CREF. THE EXPERTS.

You need security and growth, plus the long-term perspective essential to sound retirement investing. Our experienced counselors can help you decide on the appropriate mix between TIAA and the CREF accounts. Because while no one investment will do the whole job, there is one place that does: TIAA-CREF.

SEND NOW FOR A FREE RETIREMENT INVESTMENT KIT.

Mail this coupon to TIAA-CREF, Dept. QC
383 Third Avenue, New York, NY 10017. Or call 1-800-842-2733, Ext. 8016, 8 A.M. to 8 P.M. (EST)

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ENGLISH

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President’s Message

I have spent a good deal of my term as TJCTA President learning about Texas community junior colleges and thinking about how I will use what I’ve learned to represent your interests before the Legislature. Because of my conversations with you, I have a better sense of who we are as educators and what we have to offer the citizens of this state.

As I’ve spoken with many of you, I’ve found among many members fear and concern about the future of the community junior college. I hear teachers speak of limited time and limited financial resources, and I hear them worry over increased course loads and class sizes at a time when our students need the best we have to give of ourselves. As our budgets are cut to accommodate more students with the same amount of money, educators try to make the best of a difficult situation but are less than hopeful that things will get better. What I hear when I listen to many of our members is a growing sense of crisis: a need to speak to our communities and lawmakers of the urgency of our mission, a need to be heard. I also sense a despair rooted in the belief that no one sees or understands the complete importance of what we do. Such frustration creates a palpable tension on our campuses.

I would not have you think that I’ve heard nothing but complaints from teachers. To the contrary, I’ve witnessed some extraordinary achievements: teachers making the very best of bad situations; teachers making a difference for their students, for their communities and for themselves. I’ve found that characteristically community junior college teachers believe in the power of knowledge to positively shape individual lives as well as communities. Teachers believe as did Thomas Jefferson who reasoned that the superior influence of Massachusetts among its sister states in the nineteenth century was the result of its emphasis on education. Jefferson expressed this belief in his letter to J. C. Cabell on January 22, 1820. He wrote, “There can be no stronger proof that knowledge is power, and that ignorance is weakness. Luousque tandem will the Legislature be dead to this truth?”

Jefferson knew the power of education, but his question about legislative support suggests that our struggle to sell ourselves to our communities and Legislatures who fund us will be constant, and that we must recognize that part of our jobs as teachers will be political. We must remind ourselves and others that to deny any soul the opportunity to transform herself (or himself) is to deny her influence within her community. Our communities will be safe only if and when all the people of our communities are able to contribute to their community’s growth and prosperity Jefferson was right in believing that “the influence over government must be shared among all the people.” Then the people, all the people, must have access to institutions like community junior colleges which provide the empowering educational opportunities communities need.

There is no question in my mind that the community junior colleges offer students access to the American Dream. Each of you could relate an instance in which your personal instruction and support made an important difference with a student, usually a non-traditional student. Recently, I read of one teacher’s success with just such a student. The story was re-printed the remarks of Dr. Leonardo de la Garza to the faculty of El Paso Community College. Dr. de la Garza read a letter from an anonymous faculty member that demonstrates succinctly how community junior colleges make a difference for their students. With Dr. de la Garza’s permission, I include this letter because of its relevance:

“...I had an algebra course last spring and had an Hispanic student in his thirties. He had a math phobia and was working on Alameda street in both a graveyard and a day shift so staying awake was a problem in my evening class. His parents had told him not to bother with college but his wife, who had one at home and one in the holding pond, had convinced him to try it. We hooked him with one of our excellent tutors and I linked him with the best student I had in class. After the final he came to my office and cried like a baby. I also wept. That’s what the Community College is all about and we do it better than anyone.”

I can’t think of a better reason for teachers to work together to do their very best than to make such a difference for students like this student, and I intend to do my very best to represent this spirit for you before the Legislature. I ask that you join me in promoting our work to the citizens of Texas.

Marilyn Lancaster
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OFFICERS, 1992-93

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CANDIDATES FOR
STATE OFFICE, 1993-94

Officers of the Texas Junior College Teachers Association for 1993-94 will be elected during the balloting to be conducted at the convention on Friday, Feb. 19, 1993. Voting will be conducted in the election booth, located in the East Lobby Foyer of the Lester E. Palmer Auditorium in Austin. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 18, at which time floor nominations will be in order.

Only professional members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

James B. Riley
Palo Alto College

Educational Background: Angelo State University (BBA, 1970); St. Mary's University (MBA, 1980); Additional graduate work at The University of Texas at San Antonio.

Professional Experience: Instructor (1985-90), Assistant Professor (1990-present), Business Administration, Palo Alto College; Adjunct Faculty, Business Administration and Economics (1980-85), St. Philip's College.

Leadership Experience: TJCTA Campus Representative (1986-present); TJCTA Resolutions Committee (1990-91); Program Site Coordinator for IRS Volunteer Income Tax Assistance (1991-present); Palo Alto Faculty Senate President (1985-88); Chairperson, Business and Management, Palo Alto College (1987-90); Chairperson, Retail Management Scholarship Committee (1987-89); District-wide committee membership: Academic Program Review Committee (1986-87) and Peat Marwick Mitchell Management Study Committee (1985-86); Palo Alto Committee Membership: Tenure Review Committee (1991-present), Institutional Advancement (1992-93), Promotion Appeals (1988-89), Academic Affairs (1987-89), Member: Faculty Development, Computer Uses and Issues, Faculty Handbook, Faculty Senate Constitution, Faculty Senate Executive, Grade Distribution, Graduation, Learning Resources Advisory, Marketing and Recruitment, Selection Committee: Business Technology, Banking and Economics Instructors, Continuing Education Specialist, Dean of Student Services, Dean of Technologies Sciences and Business.


Scott A. Nelson
Kingwood College

Educational Background: Dimmitt High School (1968); North Texas State University (BS, 1972; MS, 1976); University of Houston (Ph.D., 1987); additional graduate work at The University of Texas at Austin and the University of Virginia.

Professional Experience: History Teacher, San Saba ISD (1977-84); Adjunct Instructor, The University of Texas at Tyler (1984); Instructor of Government, Kingwood College (1984-present).

Leadership Experience: TJCTA Vice President (1992-93), Secretary (1991-92), Treasurer (1990-91); Chairperson, TJCTA Legislative Committee (1988-90); TJCTA Editorial Review Board (Member 1986-87, Chairperson 1987-88); TJCTA Messenger Political Interviews with Lieutenant Governor Bill Hobby, Governor Bill Clements, Comptroller of Public Accounts Bob Bullock, and Representative Ric Williamson (with TJCTA Presidents Larry Shirts, David Clinkscale, and Marilyn Lancaster, 1986-92); Texas Higher Education Coordinating Board Formula Advisory Committee (1991-92); North Harris County College Faculty Senate President (1984-85); NHCC Southern Association of Colleges and Schools "Self-Study" Chairperson on Institutional Purpose (1989-90); NHCC Council of Chairs (1988-89); NHCC Faculty Senate Rights and Responsibilities Chairperson (1985-present).

Additional Information: Published articles on a wide variety of topics in the TJCTA Messenger, the Houston Chronicle, the Houston Post, the Houston Law Review, the Texas Observer and Texas Monthly, among others; Grantee, National Endowment for the Humanities Summer Seminar (1981, University of Virginia); Research Consultant, Dallas County Community College District "Texas Government" Telecourses (1989), Delegate to State Democratic Convention (1982, 1988); Woodland Hills Elementary and Kingwood Middle School PTA.

PLATFORM STATEMENTS

TJCTA is the finest and most effective professional educators' organization in the state. It must remain a strong voice in Austin for the two-year colleges. It is our vital link to the legislature and state governing agencies, and it is the only voice we have in Austin collectively.

If elected, I will:
- represent the interests of the association and its members to the best of my ability;
- continue to communicate the importance of TJCTA to all members and potential members;
- work to assure adequate funding for two-year colleges;
- support the integrity and soundness of the Optional Retirement Programs.

—JAMES B. RILEY

My chief asset is experience:
- as TJCTA Treasurer, Secretary, and Vice President, during a time of impressive growth in members and revenues;
- as Chairperson of the Legislative Committee (two terms), gaining a keen familiarity with the political issues that affect our interests;
- as Chairperson of the Editorial Review Board;
- as co-interviewer for the Messenger interviews with Bill Clements, Bob Bullock, Bill Hobby and Rep. Ric Williamson;
- as a twenty-year veteran of the classroom, sixteen in Texas community colleges—and TJCTA;
- as a campus leader with a tenacious belief in what community colleges do and the right of educators to be heard and treated as professionals.

—SCOTT A. NELSON
Leadership Experience:

Professional Experience:

Educational Background:

Additional Information:

TJCTA Membership Services Committee (1988-91); TJCTA (1980-present).

Department Head (1976-86); Business Division Chairperson

Austin (1970-7;). Instructor of Office Systems Technology, Austin

University of Texas Extension and Field Service Division (1969-

80); Instructor of Office Occupations, Central Texas College at

Austin (1970-72); Instructor of Office Systems Technology

College (1973-present); Office Systems Technology

Department Head (1976-80); Business Division Chairperson

Leadership Experience:

TICTA Campus Representative (1986-

present); TJCTA (1980-present).


Directors, Deans of Departments and Divisions of Business

Computer Information Systems, Office Occupations, and Related

Fields Section (1990-91); Chairperson. TJCTA Data Processing

Section (1981-82); Temple Junior College Faculty Council

President, 1984-85, 1990-91; Secretary-Treasurer. 1982-83; Vice President. 1989-90; TJC Administrative

Council (1984-85, 1990-91); Board of Directors for Association

of Computer Educators in Texas (1990-93); TJC Campus

Computer Committee (1989-present); Chairperson 1990-present; TJC Faculty Evaluation Committee (1988-90); TJC College Purpose

Statement Committee (1988-90); TJC Self-Study Administration

Committee (1989-90); TJC Intellectual Property Committee

(1988); TJC College Program Committee (1990-91); Chair

TJC Continuous Planning Committee (1981-83).

Additional Information:

Member, TJCTA (1972-present); Texas Business Education Association (1967-present); National Business

Education Association (1987-present); Director, Organization of American Historians; Participant, Great

West Conferences (1970); Co-Chair, Texas Business Education

Association, District XIII (Representative, 1991-92; District


Leadership Experience:

TICTA (1973-present); Texas Business Education Association (1967-present); National Business

Education Association (1987-present); Director, Organization of American Historians; Participant, Great

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Leadership Experience:

TICTA Campus Representative (1986-

present); TICTA (1980-present).


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Computer Committee (1989-present); Chairperson 1990-present; TJC Faculty Evaluation Committee (1988-90); TJC College Purpose

Statement Committee (1988-90); TJC Self-Study Administration

Committee (1989-90); TJC Intellectual Property Committee

(1988); TJC College Program Committee (1990-91); Chair

TJC Continuous Planning Committee (1981-83).

Additional Information:

Member, TJCTA (1972-present); TJC Faculty Council (1987-present); TJC In-Service Workshops

Leader, 1983-1984, 1985-1986; Member, Texas Association of Com-

puter Educators in Texas (1983-present); TJC Speaker Bureau

(1982-present); Member, Data Processing Management Associa-

tion (1979-present).

Leadership Experience:

TICTA (1973-present); Texas Business Education Association (1967-present); National Business

Education Association (1987-present); Director, Organization of American Historians; Participant, Great

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Member, TJCTA (1972-present); Texas Business Education Association (1967-present); National Business

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West Conferences (1970); Co-Chair, Texas Business Education

Association, District XIII (Representative, 1991-92; District


Leadership Experience:

TICTA Campus Representative (1986-

present); TICTA (1980-present).


Directors, Deans of Departments and Divisions of Business

Computer Information Systems, Office Occupations, and Related

Fields Section (1990-91); Chairperson. TJCTA Data Processing

Section (1981-82); Temple Junior College Faculty Council

President, 1984-85, 1990-91; Secretary-Treasurer. 1982-83; Vice President. 1989-90; TJC Administrative

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Leader, 1983-1984, 1985-1986; Member, Texas Association of Com-

puter Educators in Texas (1983-present); TJC Speaker Bureau

(1982-present); Member, Data Processing Management Associa-

 tion (1979-present).
### Platform Statements

**TJCTA is the largest and most effective organization representing two-year colleges in the country. I am proud to have had membership in it for 25 years. As we approach the year 2000, we must begin, now, to define the Twenty-First Century mission for two-year colleges. Failure to act immediately will put that function into the hands of powers outside of our educational interests.**

If elected treasurer, I will work to:

- fulfill all duties assigned to the office;
- protect two-year college funding amounts;
- protect all retirement programs;
- insure the best health-care plans;
- oppose performance based funding.

---DAVID J. LIGON

The great tasks set before TJCTA in these times of extensive fiscal restraints will require the tradition of sound leadership to continue. My experience as a Committee Chairperson has provided me with the opportunity to work closely with the TJCTA Executive Committee. As a result, I can offer TJCTA membership a vital asset: experience.

Leadership Experience: Candidate for TJCTA President-Elect (1992); Secretary, TJCTA Legislative Committee (1992-93); Chairperson, TJCTA Resolutions Committee (1991); TJCTA Election Committee (1991): TJCTA Government Section (Secretary, 1992; Chairperson, 1991; Attorney, 1991): Member, TJCTA Resolutions Committee (1987-89); Member, TJCTA Resolutions Committee (1985-87); Member, TJCTA Resolutions Committee (1983-85): Member, TJCTA Resolutions Committee (1981-83); Member, TJCTA Resolutions Committee (1979-81); Member, TJCTA Resolutions Committee (1977-79); Member, TJCTA Resolutions Committee (1975-77); Member, TJCTA Resolutions Committee (1973-75); Member, TJCTA Resolutions Committee (1971-73); Member, TJCTA Resolutions Committee (1969-71); Member, TJCTA Resolutions Committee (1967-69).

Additional Information: Member, TJCTA (1967-present); Member, East Texas Countil on World Affairs (1961-present); Director of Christian Education and member of Governing Board. Trinity Fellowship Church (1961-present); Past member, Chapel Hill Independent School District Advisory Council.

---ANNA R. HOLSTON

### Procedures for Absentee Voting

TJCTA members who wish to do so may express their preferences for 1993-94 officer candidates by casting absentee ballots. The Constitution as amended last year provides for "no excuse" absentee voting by professional members.

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Under provisions of the TJCTA Constitution, absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

### Texas Junior College Teachers Association

**Request for Absentee Ballot**

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1993-94.

Member's Signature

PRINT Name

College

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OPENCING CONVENTION SESSION TO HONOR REPRESENTATIVE DELCO

A traditional Texas-style barbecue will be the kick-off function for the 1993 TJCTA convention. Scheduled to begin at 7:30 p.m., Thursday, Feb. 18, the event will be held in Austin’s Lester E. Palmer Auditorium.

preceding the meal will be an informal reception from 6:30 to 7:30. The reception will provide members a chance to renew acquaintances from around the state and to meet candidates for state offices in the association.

The featured event for the convention’s opening general session will be a “Salute to Representative Delco,” honoring State Rep. Wilhelmina Delco for her long and steadfast support of Texas community junior colleges.

TJCTA State President Marilyn Lancaster said the organization has sought a suitable opportunity to honor Rep. Delco for several years. “We finally prevailed on Mrs. Delco to permit us to recognize her during the 1993 convention,” Mrs. Lancaster said. “For many years, Rep. Delco has been a faithful, fervent, and effective advocate for the community junior colleges of Texas. She also has been a staunch friend and counselor for our Association.” said Mrs. Lancaster. “We are delighted that we will have the opportunity to express our thanks in an appropriate way during this year’s convention in Austin.”

Expressions of appreciation for Rep. Delco’s service will be made by several state leaders during the Thursday evening convention session. Representing the Texas Senate and Lt. Gov. Bob Bullock will be State Sen. Carl A. Parker. Speaker of the House James E. “Pete” Laney will speak on behalf of Rep. Delco’s colleagues in the Texas House of Representatives. The Texas higher education community will be represented by Kenneth H. Ashworth, Commissioner of Higher Education. Marvin R. Felder, president of the Texas Public Community/Junior College Association, will make remarks on behalf of the two-year colleges. Gov. Ann Richards was invited, but her schedule had not been arranged by press time.

Tickets for the barbecue are being sold for $20 and must be purchased in advance. Barbecue tickets will not be available at the door. Tickets may be ordered by mail, using the form below. Payment must accompany ticket orders. Ticket orders should be received in the TJCTA state office by Feb. 12. Tickets will be mailed (if time permits) or may be held at the convention registration desk.

For those unable to attend the barbecue but who wish to participate in the opening convention session, seating will be available in the auditorium at 8:00 p.m.

REQUEST FOR BARBECUE TICKETS

Please send _______ ticket(s) at $20 each for the TJCTA barbecue scheduled for 7:30 p.m., Thursday, February 18, 1993, at the Lester E. Palmer Auditorium in Austin.

My check in the amount of $________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 16, and that no refund will be made for reservations cancelled after that time. (Banquet tickets are transferrable.)

Hold ticket(s) to be picked up at the convention registration desk under my name.

Mail ticket(s) to me at the address shown below.

Name
Address

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 12 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, Barton Oaks Plaza, Building I, Suite 410, 901 MoPac Expressway South, Austin, Texas 78746-5747.

EDUCATOR TO ADDRESS CONVENTION SESSION

Keynote speaker for the second general session at this year’s TJCTA convention will be William Moore, Jr., professor of educational administration at The University of Texas at Austin. He will speak at the session scheduled to begin at 2:00 p.m., Friday, Feb. 19, in the theater of the Lester E. Palmer Auditorium, in Austin. Dr. Moore will speak on the convention theme, Making the Difference.

Dr. Moore presently holds the A. M. Aikin Regents Chair in the UT-Austin College of Education. He is on the faculty of the Community College Leadership Program.

He received the Bachelor of Arts degree from Stowe Teachers College in St. Louis, and earned the Master of Arts and Ph.D. degrees from St. Louis University. His career in education spans four decades, beginning as an elementary classroom teacher in 1952.

Dr. Moore’s college teaching experience includes faculty appointments at Loyola University, in Los Angeles; Seattle Central Community College; and the University of Washington. Administrative experience includes service as associate dean at Forest Park Community College, in St. Louis; president of Seattle Central Community College; and vice president for academic affairs at the University of the District of Columbia, in Washington, D.C. For 20 years prior to joining the UT-Austin faculty, Dr. Moore was a professor of educational administration at The Ohio State University.

William Moore, Jr.
DANGERS OF DIETING
TOPIC FOR WELLNESS MEETING

Mary A. Steinhardt, associate professor in the Department of Kinesiology and Health Education at the University of Texas at Austin, will be the featured speaker at this year’s Wellness Seminar, sponsored by the Membership Services Committee of the Texas Junior College Teachers Association. The seminar will be held Friday from 4:15-5:45 p.m. in Meeting Room 5 East, in the Lester E. Palmer Auditorium.

After receiving her Ph.D. in Education from the University of Houston in 1985, Dr. Steinhardt became a post-doctoral research associate in the Department of Physical Education at the University of Georgia at Athens. She is a widely published author in the area of health and kinesiology and a popular speaker at seminars across the country.

The topic for Friday’s seminar is, “Strategies for Ending the Diet-Binge-Guilt Cycle of Compulsive Eating.” Dr. Steinhardt notes that the current societal preference for thin physique has led to a preoccupation with food and body size such that “normal” eating is now characterized by dieting. Weight-loss treatments are generally ineffective and have been associated with such problems as fluctuations in body size, and avoidance of self-awareness.

This presentation will provide an overview of research on compulsive eating, and discuss the mechanics of a non-diet alternative, which encourages individuals to stop dieting and adopt a non-restrained, internally directed eating style called “demand feeding.”

Arrangements for the Wellness Seminar were made by Beverly F. Tremain, Collin County Community College.

SEMINAR SCHEDULED TO DISCUSS FACULTY MENTOR PROGRAMS

Willard Machen and Judy Hathcock, Amarillo College, will chair a forum to consider issues involved in faculty mentor programs. The seminar will be held Friday, Feb. 19, at 4:15 p.m. in meeting room 2 East, in Palmer Auditorium.

The chairpersons note that with the proliferation of part-time faculty to ease budget crunches in community colleges, it is difficult to maintain high teaching standards. One of the measures colleges are taking to ensure consistently high teaching quality is institution-specific programs for all new faculty.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention at the Lester E. Palmer Auditorium in Austin. Committee member Nancy Ellen Partlow, Wharton County Junior College, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. Also serving on the subcommittee is Andrea C. Zabel, Midland College. Other members of the Membership Services Committee will help staff the center during the convention.

This will be the seventeenth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted. Because of threatened cuts in state appropriations for higher education and uncertainty about future state funding, it is anticipated that fewer positions will be posted this year than in the past.

In a joint letter from Ms. Partlow and TJCTA President Marilyn J. Lancaster, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year. Job listings will be posted on a bulletin board near the registration center in the Palmer Auditorium east entrance. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 19, and from 8:00 to 11:00 a.m., Saturday, Feb. 20.

TJCTA members who wish to do so are invited to send résumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the résumés and obtain information about potential candidates for staff openings. Résumés should be sent to the TJCTA State Office, 901 South MoPac Expressway, Building One, Suite 410, Austin, Texas 78746-5747. Résumés should be mailed in time to be received by Feb 16. After that date, members may take their résumés directly to the placement center at the convention site.

Following the convention, job listings and résumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

Many issues must be addressed when implementing such a program, including qualifications of mentors, training of mentors, and the use of experienced part-time faculty as mentors.

This meeting will allow presidents, mentor program directors, and others to ask questions and share ideas. Participants are encouraged to bring with them printed guidelines that have been developed for programs on their campuses.

This will provide an overview of research on compulsive eating, and discuss the mechanics of a non-diet alternative which encourages individuals to stop dieting and adopt a non-restrained, internally directed eating style called “demand feeding.”

PROSPER DETEDUCATOR TO PRESENT SEMINAR

Friday February 19, the Professional Development Committee of TJCTA will host Claire E. Weinstein, professor of education at The University of Texas at Austin. Dr. Weinstein will offer a presentation entitled, “Making a Difference: Strategies for Effective Teaching.” The seminar will take place at 7:30 a.m. and 12:30 p.m. in Meeting Room 6 East in Palmer Auditorium.

Dr. Weinstein received the bachelor’s degree in Biology from Brooklyn College in the City University of New York. She earned her Ph.D. from the University of Texas at Austin in Educational and Experimental Psychology.

She is the author of more than 100 books, articles, and tests, including the Learning and Study Strategies Inventory (LASSI). She has also done more than 200 presentations and workshops, many with college faculty.

Dr. Weinstein will focus on creating effective teaching and learning strategies for students who are using study habits adopted in high school to perform college-level tasks. Dr. Weinstein believes college instructors must teach both the content of their discipline and the skills necessary to learn that content. She notes that whether students in two-year colleges enter post-secondary educational settings shortly after high school graduation or years after graduation, the “educational reference points for both of these groups are often still grounded in their secondary school experiences.” This often poses serious challenges for students “because of the differences between the environments and demands of high school and college learning settings.”

Teaching to such a student population requires an understanding of both the expectations these students bring with them and the learning strategies they employ. Dr. Weinstein will discuss the major differences between the educational experiences in high schools and colleges, and learning strategies better suited to the post-secondary learning environment. Dr. Weinstein notes that “Our experience with students in an undergraduate learning-to-learn course indicates that many students are not aware of the different environmental and task demands that they will face in college. Helping students become aware of these changes and of the role that they will need to play in obtaining their education is an important goal for all of us who want to help students maximize their chances of succeeding in college.”

Ellen Brennan, San Antonio College, is chairperson of the Professional Development Committee.
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SENATOR TO SPEAK TO AGRICULTURE SECTION

Friday's meeting of the Agriculture Section will feature Senator Steven A. Carriker (D-Roby). Sen. Carriker's distinguished career in the legislature reflects his concern for agriculture, consumers, tax payers, and ordinary citizens. In 1989, he received the Texas Farmers Union "White Hat" Award and was given special recognition by the Texas Association of Community Health Centers. His performance in the legislature was rated an "A" by the Texas Political Accountability Coalition.

Citing his achievement in legislation affecting health care and Texas' elderly, the Texas Consumer Association, Public Citizen, and "sic Texas Consumers Union joined together to present Sen. Carriker their Outstanding Public Service Award for 1989. In 1991, he sponsored Gov. Ann Richards' omnibus legislation to protect communities from negligent hazardous waste disposal companies, which earned him the Legislative Service Awards from the Texas Sierra Club and Clean Water Action. During the same legislative session he was cited by Public Citizen for his bill toughening the Texas automobile "lemon law." He has twice received the "Outstanding Service to Agriculture" award.

Sen. Carriker now farms the land settled by his great grandfather at the turn of the century in Fisher County. His wife Kathy teaches fifth grade in Roby, and they have three children, Jake, 17, Karen, 10, and Stephanie, 8. Sen. Carriker will discuss "The Future of Agricultural Education on the Secondary Level in Texas."

PHYSICS AND ENGINEERING SECTION ANNOUNCES TOPICS

The Physics and Engineering Section will be held jointly on Friday with the Chemistry Section to hear Stanley H. Pine. chemistry program director at the National Science Foundation. Dr. Pine is professor of chemistry at California State University at Los Angeles. He is currently on leave to the Division of Undergraduate Education at the National Science Foundation.

Dr. Pine has had a distinguished career in teaching and research and was honored as a University Outstanding Professor. His textbook, Organic Chemistry, is used throughout the world. He will discuss "The National Science Foundation and Two-Year College Proposal Writing."

Saturday, the meeting will feature Raymond A. Serway, professor of physics at James Madison University. He is the author of the widely used textbooks Physics for Scientists and Engineers, Physics for Scientists and Engineers with Modern Physics. He also authored several study guides and other ancilliary educational materials and has written or co-authored over 40 research papers in the general area of solid state physics.

Professor Serway was the recipient of the 1990 James Madison University Scholar Award, the CBS Communication Award in 1985, and the Distinguished Teaching Award at Clarkson University in 1977. He will discuss "Recent Trends in Teaching Introductory Physics."

PHILOSOPHY SECTION TO CONSIDER ISSUES IN MEDICAL ETHICS

The Philosophy Section will meet Friday to hear Bernard J. Mahoney, who will speak on the topic "How To Make a Moral Choice: Some Problems in Health Care." Dr. Mahoney has been a philosophy instructor at Houston Community College for the past 18 years. He has focused much of his teaching efforts on current ethical problems. Since nursing students comprise a large segment of his classes, medical ethics are constantly examined. His article "Newman's Conscience" was recently published in John Henry Newman: Theology and Reform by Garland Publishing.

Panel members for the Friday section meeting include Mary Claire Mahoney, currently Director of Palliative Care at Hermann Hospital in Houston. She was Director of Hospice at V.N.A. for four years. She has spent many years in both geriatric and psychiatric nursing. She will bring her patient advocacy skills to the discussion. Also on the panel will be David Bragg, an attorney specializing in trial law. Gov. Mark White appointed Mr. Bragg to the Consumer Affairs Division of the State of Texas. Mr. Bragg has also been appointed by Gov. Ann Richards to the special Task Force on Nursing Homes. While working in the Consumer Affairs Division, Mr. Bragg developed the technique of visiting nursing homes around midnight in order to identify various problems. His approach has been both dramatic and effective.

Saturday, the Section will feature a presentation by Rex Peebles and Danny Ursery entitled "How To Make a Moral Choice: Some Issues in Health Care for Infants." Mr. Peebles has been instructor of government at Austin Community College since 1984. He earned the master's degree from The University of Texas at Arlington and is now working on his dissertation at The University of Texas at Austin. The topic of his dissertation is "Obliagations to Future Generations." Much of his training has been in political philosophy and is interested in the nexus between moral thought and public policy.

Mr. Ursery has been assistant professor of philosophy at St. Edward's University since 1986. He has also been a part-time instructor at Austin Community College since 1981. He holds the master's degree from Texas Christian University. He has recently been appointed to the Directorship of the Texas Center for Critical Thinking. Mr. Ursery has published articles on both philosophy and adult education.

AIR CONDITIONING SECTION PLANS PROGRAM

The Air Conditioning and Refrigeration Section will see a presentation on "Air Conditioning—Heating Load and Energy Calculations by Computer." by William W. Smith. Mr. Smith is president of Elite Software Development, one of the oldest and largest independent engineering software companies in the United States. He obtained the Bachelor of Science degree in mechanical engineering from Louisiana Tech University in 1979. He worked exclusively in the heating, ventilation, and air conditioning industry since that time with consulting engineers, architects, and contractors. Mr. Smith founded Elite Software in 1979 on a single program for HVAC load calculations. Today, Elite Software offers over 30 computer programs for all aspects of mechanical, electrical, and plumbing design.

Saturday, Martin B. Hart will speak on "System Conversion from C/ICs." Mr. Hart joined Emerson Electric Co., in St. Louis in 1966, and worked in various functions in the electronic and space division and corporate manufacturing research and development.

He transferred to Alco Controls Division in 1970, where he was a supervisor in the customer service department and marketing analyst in the sales and marketing department. After working in Detroit for three years as a field sales representative, Mr. Hart moved to Houston, where he represents Alco Controls Division in Texas and Louisiana.
The Friday's History Section meeting will feature Randy Roberts and Linda Alkana, who will speak on “Enhancing Student Interest in American History through Popular Culture, Historical Methodology, and Critical Thinking.” Dr. Roberts is professor of history at Purdue University. He received his Ph.D. from Louisiana State University in 1985, and has authored or co-authored several articles, books, and texts. His most recent work is America and Its People, published by HarperCollins Publishers. He will discuss the use of films in the classroom to examine critical methods. Casablanca and Flying Tigers are among the films he will use to illustrate his ideas.

Dr. Alkana is currently lecturer in the School of Humanities at the University of California, Irvine. She received her Ph.D. in American History through Popular Culture, and will speak on “Active Teaching and Learning.” Dr. Kneeshaw received his Ph.D. from the University of Colorado in 1971, and has authored numerous articles. He is co-founder and editor of Teaching History: A Journal of Methods. In 1991, he published In Pursuit of Peace: The American Reaction to the Kellogg-Briand Pact, 1928–1929. His hands-on workshop will model some of the methods that can be introduced into the classroom to encourage interaction between faculty and students. These include active lectures, guided discussions, and simple, in-class writing exercises that involve students in their own learning.

Saturday’s meeting will feature Stephen Kneeshaw, of the College of the Ozarks, who will speak on “Active Teaching and Learning.” Dr. Kneeshaw received his Ph.D. from the University of Colorado in 1971, and has authored numerous articles. He is co-founder and editor of Teaching History: A Journal of Methods.

The Chemistry Section will meet jointly with the Physics and Engineering Section to hear Stanley Pine, chemistry program director of the National Science Foundation. Dr. Pine is professor of chemistry at California State University, Los Angeles. He is currently on leave to the Division of Undergraduate Education at the National Science Foundation. He has had a distinguished career in teaching and research at Cal State, Los Angeles and was honored as a University Outstanding Professor. His textbook, Organic Chemistry, is used throughout the world. He has also been a leader in promoting laboratory safety and was honored by the American Chemical Society Division of Chemical Health and Safety with their award in chemical health and safety. Dr. Pine will explain several of the programs offered by the National Science Foundation to promote undergraduate education in science. The various programs will be described and the approaches to preparing successful proposals will be discussed.

On Saturday, the Chemistry Section will hear J. J. Lagowski, professor of chemistry and biochemistry at The University of Texas at Austin. Dr. Lagowski earned the bachelor’s degree from the University of Illinois, the Master of Science degree from the University of Michigan, and his Ph.D. from Michigan State University. He spent the next two years at Cambridge as a Marshall Scholar, where he performed research in perfluoroalkyl-mercurials. Dr. Lagowski joined the faculty of The University of Texas at Austin in 1959. In 1973, he was appointed professor of education. Dr. Lagowski supervises a research group of about 12 students working on a wide spectrum of problems in chemistry and education.

The Counseling Section will hear Sandy Bartlett, community HIV educator at AIDS Services of Austin. In this position, he is the agency’s chief trainer for HIV-related issues in Central Texas, chair of the Speaker’s Bureau and the primary speaker, and editor and publisher of two newsletters and varied print education materials. Mr. Bartlett is also Coordinator of the Central Texas AIDS in the Workplace Task Force, an inter-agency, interdisciplinary group formed to deal with the medical, legal, and management aspects of HIV disease in the work environment. He has consulted in policy formulation and has provided training programs for such clients as Internal Revenue Service; the United States Postal Service; Texas Office of Attorney General; Texas Departments of Agriculture, Commerce, Treasury; as well as numerous banks, corporations, and other private employers, including MCC, Hewlett-Packard, Advanced Micro Devices (AMD), and 3M. As a writer, Mr. Bartlett takes particular interest in translating professional technical material into reading for the lay audience. He is the author of numerous articles, a frequent guest on regional radio and television, and is the author of The AIDS Primer: A Training Manual. His “Health Watch” program with Brackenridge Hospital have become one of the most frequently shown programs on Central Texas cable television. His topic for the session is entitled “Counseling Students With AIDS: A Pan. Discussion with Students Who Are HIV-Positive.”

Saturday’s meeting will include a presentation by Sheri Weaver entitled “Who Am I? Bringing the Past Into the Present to Plan for the Future.” Ms. Weaver, a psychotherapist, provides long and short term therapy to individuals, couples, and families utilizing a variety of treatment modalities based on structural, family systems, object relations, and Imago therapy. She received the Bachelor of Science degree from The University of Texas at Austin School of Social Work.

Dr. Griffin is the Lawrence E. Fouraker Professor of Business Administration and Professor of Management at Texas A&M University. He teaches organizational behavior, human resource management, and general management. Dr. Griffin’s research concerns the relationship between people and the organizations that employ them. He is especially interested in the areas of work system design, interpersonal relations, and leader-follower interactions. His writing has appeared in such journals as the Academy of Management Journal, the Academy of Management Review, and Administrative Sciences Quarterly. He serves on the editorial review boards of the Academy of Management Journal and the Journal of Organizational Behavior. Professor Griffin has also served as editor of the Journal of Management. He has consulted with such organizations as Tenneco, Texas Instruments, Six Flags Corporation, the State of Missouri, the State of Texas, and the United States Navy.
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**46th Annual Convention**

**TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION**

**and**

**TEXAS JUNIOR COLLEGE ASSOCIATION**

**LESTER E. PALMER AUDITORIUM**

**FEBRUARY 18-20, 1993**

**AUSTIN, TEXAS**

Convention Theme:

"Making the Difference"

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**THURSDAY—FEBRUARY 18, 1993**

- **9:00 a.m. - 5:00 p.m.** Special Meetings
- **12:00 Noon - 1:00 p.m.** Convention Registration—East foyer, Palmer Auditorium
- **1:45 - 4:45 p.m.** Committee Meetings, as called by Committee Chairpersons
- **4:30 - 5:45 p.m.** Meeting of Executive Committee; Resolution Committee, and all TJCTA Committee Chairpersons—Meeting Room 1 East, Palmer Auditorium
- **5:30 - 7:30 p.m.** Informal Reception—Palmer Auditorium Theater
- **7:30 p.m.** Opening Session: Barbara Money, Collin County College, Chairperson

**FRIDAY—FEBRUARY 19, 1993**

- **9:00 a.m.** Fitness Walk and Run—Meet in Hyatt Regency Lobby
- **9:30 - 10:45 a.m.** Professional Development Seminar—Meeting Room 1 East, Palmer Auditorium (repeated at 12:30 p.m.)
- **11:45 a.m.** Retirement Seminar—Meeting Room 5 East, Palmer Auditorium (repeated at 12:30 p.m.)
- **12:00 Noon - 5:00 p.m.** Convention Registration—East foyer, Palmer Auditorium
- **3:00 - 4:15 p.m.** Print Open—Palmer Auditorium
- **4:15 - 5:45 p.m.** Polls Open—Election of Officers—East foyer, Palmer Auditorium
- **9:00 to 10:30 a.m.** Section Meetings for Some Sections
- **10:45 a.m. - 12:15 p.m.** Section Meetings for Remaining Sections

**SATURDAY, FEBRUARY 20, 1993**

- **9:00 a.m.** Fitness Walk and Run—Meet in Hyatt Regency Lobby
- **9:15 - 11:30 a.m.** Convention Registration—East foyer, Palmer Auditorium
- **11:45 a.m.** Exhibits Open—Palmer Auditorium
- **12:00 Noon - 4:00 p.m.** Section Meetings for Remaining Sections
- **5:00 p.m.** Adjournment
- **6:00 p.m. - 10:00 p.m.** Special Meetings

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**TJCTA COMMITTEE MEETINGS**

**Thursday, February 18, 1993**

- **Lester E. Palmer Auditorium**

  **Note:** All committees are subject to additional meetings as called by their chairpersons. A Professional Development Committee may be scheduled prior to the main meeting.

  **Special Meetings**

  Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Disciplinary Grants Funded under the Carl D. Perkins Vocational Education Act

  **Environmental Science in Two-Year Colleges (Discussion Group)**

  Friday, Feb. 19, 12:30-1:45 p.m.—Meeting Room 4 East, Palmer Auditorium—Robert Boyd, Amarillo College, Chairperson

  **Texas Association of Postsecondary Occupational Education Administrators (TAPSOEA)**

  **Executive Board—Luncheon Meeting**

  Friday, Feb. 19, 12:30-1:45 p.m.—Texas Hallroom VII, Hyatt Regency—Romie I. Glasscock, Cooke County College, President

  **Faculty Mentor Program**

  Friday, Feb. 19, 4:15-5:45 p.m.—Meeting Room 2 East, Palmer Auditorium—Wayland Machen and Judy Huthcock, Amarillo College, Co-Chairpersons

  **Texas Mathematical Association of Two-Year Colleges (TAMATYC)**

  Friday, Feb. 19, 4:15-5:45 p.m.—Meeting Room 4 East, Palmer Auditorium—David Price, El Paso Junior College South Campus, President

  **Ph Theta Kappa Charter Sponsorship**

  Friday, Feb. 19, 4:15-5:45 p.m.—Big Thicket Room

  Texas Higher Education Coordinating Board—Women Educators Association—Friday, Feb. 19, 4:15-5:45 p.m.—Meeting Room 4 West, Palmer Auditorium—Josephine Harvey, Corpus Christi College, Chairperson

  **Texas Junior College Community College**

  **Environmental Science in Two-Year Colleges (Discussion Group)**

  Friday, Feb. 19, 12:30-1:45 p.m.—Meeting Room 4 East, Palmer Auditorium—Robert Boyd, Amarillo College, Chairperson

  **46th Annual Convention**

  **TEXAS JUNIOR COLLEGE ASSOCIATION**

  **Pre-convention Meeting**

  Thursday, February 18, 1:30-4:30 p.m., Texas Hallroom X, Hyatt Regency Hotel

  **Annual Luncheon Meeting**

  Friday, February 19, 12:30-1:45 p.m., Texas Hallroom VI, Hyatt Regency Hotel

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  **TJCTA Messenger**
CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1993 convention:

- Professional, Associate, Student, and Unaffiliated Members ............................................... $ 25
- Immediate Family of Registered Members (provided the guests are not themselves eligible for professional membership) ................................................................. No charge
- Guests of the Association:
  - Program Speakers (not eligible for professional membership) ........................................ No charge
  - Representatives of Exhibitors (not eligible for professional membership) ....................... No charge
- All Others ............................................... $ 50

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO PRESENT CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Most sections will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the “free” time to attend other section meetings and visit the commercial exhibits.)

ACCOUNTING

Chairperson: KATHY S. SANSOM, Lamar University–Port Arthur
Friday, 9:00 a.m.–10:30 a.m.—Meeting Room 5 East, Palmer Auditorium
“Meeting the Challenge of Change in the First-Year Accounting Course.” Belverd E. Needle, Jr., Arthur Andersen & Company Alumni Distinguished Professor of Accounting, DePaul University
Saturday, 10:30–11:45 a.m.—Meeting Room 5 East, Palmer Auditorium
“Computerized Accounting—What Students Need to Learn.” Susan Shaw Lutier, author, Computerized Accounting

AERONAUTICAL TECHNOLOGY

Chairperson: FLAVIL JOHNSON, Tarrant County Junior College–Northwest Campus
Friday, 10:45 a.m.–12:15 p.m.—Big Bend-C, Hyatt Regency
“What’s the Future of Agricultural Education on the Secondary Level in Texas?” The Honorable Steven A. Caulker, State Senator, 30th Senatorial District
Saturday, 9:00–10:15 a.m.—Big Bend-C, Hyatt Regency
“Goals for Agricultural Teachers for a New Era.” Leland Beatty, Executive Director, Texas Rural Communities

AGING SERVICES AND EDUCATION

Chairperson: JOE T. ARRINGTON, McLennan Community College
Friday, 9:00-10:30 a.m.—Big Thicket, Hyatt Regency
“New Directions in Licensure and Education in Long-Term Care.” James Tindell, Senior Education Specialist, Texas Board of Licensure for Nursing Home Administrators; and Sandy Guyn, Records Administrator, Texas Board of Licensure for Nursing Home Administrators
Saturday, 10:30–11:45 a.m.—Big Thicket, Hyatt Regency
“Education Programs for the Long-Term Care Environment: A Panel Discussion of Ideas that Work.” Barbara Witt-Howell, Continuing Education Specialist, St. Philip’s College

AGRICULTURE

Chairperson: RONALD D. PRESLEY, South Plains College
Friday, 10:45 a.m.–12:15 p.m.—Big Bend-C, Hyatt Regency
“What’s the Future of Agricultural Education on the Secondary Level in Texas?” The Honorable Steven A. Caulker, State Senator, 30th Senatorial District
Saturday, 9:00–10:15 a.m.—Big Bend-C, Hyatt Regency
“Goals for Agricultural Teachers for a New Era.” Leland Beatty, Executive Director, Texas Rural Communities

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: IRVING D. PANZER, Houston Community College
Friday, 9:00–10:30 a.m.—Big Bend-B, Hyatt Regency
“System Conversions from CFCs.” Martin Hart, Technical Sales Representative, Alco Controls Division, Emerson Electric Company
ART
Chairperson: KARMIEN C. BOWMAN, Tarrant County Junior College—Northeast Campus
Friday, 8:30 a.m.—12:30 p.m.
Tour of Archer M. Huntington Art Gallery, University of Texas
(NOTE: Transportation will depart from the east entrance of Palmer Auditorium at 8:30 a.m., and return at approximately 12:30 p.m.)
Saturday, 10:30-11:45 a.m.—Texas Ballroom—VI, Hyatt Regency
"The Paradigm Has Shifted—Are We in Step?" John Paul Batiste, Executive Director, Texas Commission on the Arts

ASSOCIATE DEGREE NURSING
Chairperson: LUCIA KISTLER, Austin Community College
Friday, 9:00-10:30 a.m.—Meeting Room 3 West, Palmer Auditorium
"Care for the Caring Nurse Scholar," Rebecca Sutter, Assistant Professor, The University of Texas School of Nursing
Saturday, 10:30-11:45 a.m.—Meeting Room 3 West, Palmer Auditorium
"Pharmacology Update: New Drugs," Dennis Beaudoin, Clinical Oncology Pharmacist, William Beaumont Army Medical Center, El Paso

AUTOMOTIVE SERVICES
Chairperson: DANIEL N. WICKWARE, Northeast Texas Community College
Friday, 9:00 a.m.—12:00 Noon—Meeting Room 2 East, Palmer Auditorium

BIOLOGY
Chairperson: ROBERT BAUMAN, Amarillo College
Friday, 9:00-10:30 a.m.—Meeting Room 5 West, Palmer Auditorium
"Ecology and Evolution of Caterpillar—Ant Symbioses," P.J. DeVries, Senior Research Fellow and Visiting MacArthur Fellow, Department of Zoology, The University of Texas at Austin
Friday, 10:45-Noon—Meeting Room 5 West, Palmer Auditorium
Saturday, 8:00-8:50 a.m.—Meeting Room 5 West, Palmer Auditorium
"Using the Learning Cycle Approach in Non-Majors Biology to Enhance Student Achievement," Sandra Gottfried, Professor of Biology, University of Missouri at St. Louis
Saturday, 10:30-11:45 a.m.—Meeting Room 5 West, Palmer Auditorium
"Biotechnology on a Shoestring," J. Michael Bunch, Associate Professor of Biology, Amarillo College

BUSINESS ADMINISTRATION
Chairperson: GLENDAL ASLJIN, Weatherford College
Friday, 10:45 a.m.—12:15 p.m.—Meeting Room 5 East, Palmer Auditorium
"Ethics of Career Preparation by Junior Colleges," Eric O. Sandburg, Professor of Business Administration, DeVry Institute, and co-author of Career Design Software
Saturday, 9:00—10:15 a.m.—Meeting Room 5 East, Palmer Auditorium
"Total Quality Management," Ricky W. Griffin, Lawrence E. Fouraker Professor of Business Administration and Professor of Management, Texas A&M University

CHEMISTRY
Chairperson: ALEX KAJSTURA, Texas State Technical College—Marshall
Friday, 9:00-10:30 a.m.—Big Bend—E, Hyatt Regency
"National Science Foundation and Two-Year College Proposal Writing," Stanley Pine, Chemistry Program Director, National Science Foundation
(NOTE: The Chemistry Section and the Physics and Engineering Section will meet jointly for this presentation.)
Saturday, 9:00-10:15 a.m.—Big Bend—E, Hyatt Regency
"How Can Technology Help Us Teach Chemistry More Efficiently?" J.J. Lagowski, Professor of Chemistry and Education, Department of Chemistry and Biochemistry, The University of Texas at Austin

COMPENSATORY / DEVELOPMENTAL EDUCATION
Chairperson: CARMAN WIESE, Southwest Texas Junior College
Friday, 9:00-10:30 a.m.—Meeting Room 4 West, Palmer Auditorium
"Curriculum Directions for the Next Millennium," Robert M. Hashway, Professor of Education, Grambling State University; Sanithia C. Boyd, Instructor of Business, Northeast Louisiana State University; Karen S. Cui, Senior Research Associate, Grambling State University
Saturday, 10:30-11:45 a.m.—Meeting Room 4 West, Palmer Auditorium
"Motivational Teaching Strategies," L. Irene Duke, Senior Research Associate, Grambling State University; Sanithia C. Boyd, Instructor of Business, Northeast Louisiana State University

COMPUTER CENTER DIRECTORS
Chairperson: CHARLES W. (BILL) BANE, McLennan Community College
Friday, 10:45 a.m.—12:15 p.m.—Padre Island Room, Hyatt Regency
"Connecting to TRENNet: Hardware/Software Problems/Solutions," John Kilgore, Communications Analyst and Designer, Office of Telecommunications Service, The University of Texas System
Saturday, 9:00—10:15 a.m.—Padre Island Room, Hyatt Regency
"TRENNet Services: Now That You Have TRENNet, What Can You Do?" John Kilgore, Communications Analyst and Designer, Office of Telecommunications Service, The University of Texas System
COMPUTER INFORMATION PROCESSING
Chairperson: JIM INGRAM, Amarillo College
Friday, 8:00–10:30 a.m.—Texas Ballroom–II, Hyatt Regency
“Technology, Teachers, Funding, and the Paradigm Shift.”
Dennis W. Jolly, Vice President and General Manager of Government,
Education, and Medical Operation Division, Dell Computer Corporation
Saturday, 10:30–11:45 a.m.—Texas Ballroom–II, Hyatt Regency
“PC Software Planning: Where Do We Go From Here?” Larry Long. President, Long and Associates

COSMETOLOGY
Chairperson: BARBARA McKINNEY, Trinity Valley Community College
Friday, 9:00–10:30 a.m.—Meeting Room 1 West, Palmer Auditorium
“Stress Management.” Jerry Magar, Associate with TAMCO, Training and Management Consultants
Saturday, 10:30–11:45 a.m.—Meeting Room 1 West, Palmer Auditorium
“NCA Spring/Summer Trend Release.” Walley Zabriskie

COUNSELING AND STUDENT PERSONNEL SERVICES
Chairperson: DENISE ANDING, Austin Community College
Friday, 10:45 a.m.–12:15 p.m.—Meeting Room 4 East, Palmer Auditorium
“Counseling Students With AIDS: A Panel Discussion With Students Who Are HIV-Positive.” Sandy Bartlett, Community HIV Educator. AIDS Services of Austin
Saturday, 9:00–10:15 a.m.—Meeting Room 4 East, Palmer Auditorium
“Who Am I? Bringing the Past Into the Present to Plan for the Future.” Sheri Weaver, Psychotherapist Associate, Pat Love Austin Family Institute

COURT REPORTING
Chairperson: MONETTE BENOIT, San Antonio College
Friday, 10:45 a.m.–12:15 p.m.—Big Bend–D, Hyatt Regency
“Real Timing It in All Classrooms—Grants to Graduation.” Patsy Lamberger. Professor of Real Time Caption Reporting, Coordinator of Faculty Development, Court Reporting Department, Amarillo College; and Delores Behrens, Professor of Office Education, Coordinator of Real Time Caption Reporting, Court Reporting Department, Amarillo College
Saturday, 9:00–10:15 a.m.—Big Bend–D, Hyatt Regency
“The Business and Employability of Your Real Time Graduates.” Cheryl S. Gammon, Director, Southwest Captioning Service

CRIMINAL JUSTICE
Chairperson: RONALD WALKER, Trinity Valley Community College
Friday, 9:00–10:30 a.m.—Hill Country–A, Hyatt Regency
“Criminal Justice Education Challenges and Opportunities.” Edward T. Laine, Director of Special Programs, Texas Commission on Law Enforcement Officer Standards and Education

DEVELOPMENTAL READING
Chairperson: SHARON FREEMAN, San Jacinto College–Central Campus
Friday, 10:45 a.m.–12:15 p.m.—Texas Ballroom–II, Hyatt Regency
“Pink, Yellow, and Blue Reading.” Cookie Randaland, Owner and Director, Therapeutic Learning Center. Part-time Instructor of Developmental Reading, San Jacinto College
Saturday, 9:00–10:15 a.m.—Texas Ballroom–II, Hyatt Regency
“X-Rated: A Reading and Writing Project for Developmental Reading.” Lee Ann Morris, Gale Parker, Carolyn Poole, Ava Zinn, Instructors of Language Skills. San Jacinto College–Central Campus

ECONOMICS
Chairperson: CHLOICE SHOFNER, Midland College
Friday, 9:00–10:30 a.m.—Meeting Room 2 West, Palmer Auditorium
“Economics 101 Comes to Russia: Some Personal Reflections.” Stan Brue, Professor of Economics. Pacific Lutheran University
Saturday, 10:30–11:45 a.m.—Meeting Room 2 West, Palmer Auditorium
“Computer Client/Server Environment.” Tom Green, Manager of Computer Services. Shell Pipeline

ELECTRONICS
Co-Chairpersons: BOB BIXLER, Austin Community College, and GUS RUMMEL, Central Texas College
Friday, 11:00 a.m.–1:45 p.m.—Meeting Room 3 West, Palmer Auditorium
*Luncheon Meeting—prior reservations required. “Microcontroller Applications.” Charles Melcar, Manager of Advanced Micro-Controller Applications. Motorola Corporation
Friday, 6:00–8:00 p.m.—Old San Francisco Steak House, 8709 North Interstate 35 (upstairs)
*Dinner Meeting—prior reservations required. “Innovations in Electronics Instruction.” Electronics Vendor and Publisher Representatives
Saturday, 8:00–10:00 a.m.—Meeting Room 3 West, Palmer Auditorium
*Breakfast Meeting—prior reservations required. “Telecommunications Technicians.” Jim Shelgren, Area Manager, Technical Support Division, Southwestern Bell Telephone Company
*Meal reservations must be made in advance. Contact Gus Rummel, 1-800-792-3348, ext. 1119.
ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY (COMPUTER AIDED DRAFTING)
Chairperson: LeMOIN (PAT) PATRICK, Texas State Technical College—Waco Campus
Friday, 10:45 a.m.—12:15 p.m.—Meeting Room 4 West, Palmer Auditorium
Saturday, 9:00—10:15 a.m.—Meeting Room 4 West, Palmer Auditorium
“Bridging the Gap Between CAD and CAM: Preparing CAD Personnel for New and Emerging Computer-Aided Manufacturing Technologies.” Continuation of Friday Discussion

ENGLISH
Chairperson: PAUL BERAN, North Harris College
Friday, 9:00—10:30 a.m.—Meeting Room 3 East, Palmer Auditorium
“Different Voices: Composing in the Contact Zone.” Joseph Trimmer, Professor of English, Ball State University
Saturday, 10:30—11:45 a.m.—Meeting Room 3 East, Palmer Auditorium
“Writing and Mapmaking: Visualizing the Rhetorical Situation.” Gwendolyn Gong, Associate Professor of English, Texas A&M University

ENGLISH-AS-A-SECOND-LANGUAGE
Chairperson: JOSEPH DUNWOODY, San Antonio College
Friday, 10:45 a.m.—12:15 p.m.—Big Bend-E. Hyatt Regency
“Whole Language for ESL Learners.” Carolyn Kessler, Director, Texas Education Agency ESL Project, and Professor of English-as-a-Second-Language, The University of Texas at San Antonio; Padrig MacEinri, Project Coordinator, Texas Education Agency ESL Project, The University of Texas at San Antonio; Rachel Walsh, Teacher Trainer Consultant, Texas Education Agency ESL Project, The University of Texas at San Antonio

FASHION MERCHANDISING
Chairperson: KAY K. HINELINE, McLennan Community College
Friday, 10:45 a.m.—12:15 p.m.—Meeting Room 4 West, Palmer Auditorium
“Product Design and Research.” Tour of 3M Research laboratory.
(Note: Transportation will depart from the east entrance of Palmer Auditorium at 10:45 a.m. and return at approximately 1:15 p.m.)
Saturday, 9:00—10:15 a.m.—Meeting Room 1 West, Palmer Auditorium
“Retailing Issues and Trends for the ’90s.” Roundtable Discussion

FOREIGN LANGUAGE
Chairperson: RAQUEL GAVIA, Austin Community College
Friday, 9:00—10:30 a.m.—Meeting Room 1 East, Palmer Auditorium
“Rethinking Grammar Instruction.” Bill VanPatten, Associate Professor of Spanish, Director of Graduate Studies, University of Illinois
Saturday, 10:30—11:45 a.m.—Meeting Room 1 East, Palmer Auditorium
“The Experience of Language Learning.” Elaine K. Horwitz, Associate Professor of Curriculum and Instruction and Convenor of Multilingual Studies at The University of Texas at Austin

GEOLOGY AND GEOGRAPHY
Chairperson: ABDUL QUDUS, San Antonio College
Friday, 9:00—10:15 a.m.—Meeting Room 4 East, Palmer Auditorium
“Groundwater Management in Texas.” John Hall, Chairperson, Texas Water Commission
Saturday, 10:30—11:45 a.m.—Meeting Room 4 East, Palmer Auditorium
“Geology and Geography in the Mind.” Terry L. Tilton, Assistant Professor of Geology, Southwest Texas State University

GOVERNMENT
Chairperson: GABRIEL UME, Palo Alto College
Friday, 10:45 a.m.—12:15 p.m.—Meeting Room 6 West, Palmer Auditorium
“1990s: The Decade of Women in Politics.” Karen O’Connor
“Why Clinton Won and the Challenges He Faces.” Thomas E. Cronin, McHugh Professor of American Institutions, The Colorado College
Saturday, 9:00—10:15 a.m.—Meeting Room 6 West, Palmer Auditorium
“Truth and Lying in the 1992 Campaign.” Thomas E. Patterson, Professor of Political Science, Maxwell School of Citizenship, Syracuse University

HEALTH OCCUPATIONS
Chairperson: ANN STEELE, Austin Community College
Friday, 10:45 a.m.—12:15 p.m.—Hill Country-B. Hyatt Regency
“Put Your Own Oxygen Mask On First.” Toody Byrd, Director of Guidance and Student Services, Eanes Independent School District
Saturday, 9:00—10:15 a.m.—Hill Country-B. Hyatt Regency
“The Changing Faces of AIDS.” Bessie Prado, Project Coordinator, FFACTS Clinic at Bexar County Hospital District

HEALTH, PHYSICAL EDUCATION, AND RECREATION
Chairperson: SARAH HERMES, Galveston College
Friday, 10:45 a.m.—12:15 p.m.—Meeting Room 2 West, Palmer Auditorium
“Exercise and Aging.” Roger Reynolds, Associate Director of Continuing Education, The Cooper Institute for Aerobic Research
**HISTORY**

Chairperson: MARGIE NOEL. Tyler Junior College  
Friday, 9:00-10:30 a.m.—Texas Ballroom—V, Hyatt Regency  
"Enhancing Student Interest in American History through Popular Culture, Historical Methodology, and Critical Thinking." Randy Roberts, Professor of History, Purdue University; and Linda Alkana, Professor of History, California State University at Irvine  
Saturday, 10:30-11:45 a.m.—Texas Ballroom—V, Hyatt Regency  
"Active Teaching and Learning." Stephen Kneeshaw, Professor and Chairperson, Department of History, College of the Ozarks

**HORTICULTURE**

Chairperson: MARK J. SCHUSLER. Tarrant County Junior College—Northwest Campus  
Friday, 9:00-10:30 a.m.—Big Bend—A, Hyatt Regency  
"Native Landscape Plants." Pat McNeal, Nursery Manager, Texas Native Nursery, Inc., Austin  
Saturday, 10:30-11:45 a.m.—Big Bend—A, Hyatt Regency  
"Landscape and Irrigation Design Using Computer Aided Drafting." Jim Stepter, Vice President, Teaching Systems, Inc.

**LEARNING RESOURCES**

Chairperson: GEORGE TEOH. Houston Community College  
Friday, 10:45 a.m.—12:15 p.m.—Hill Country—A, Hyatt Regency  
"OCLC Reference and Resource Sharing Services in Texas." Barbara L. Nicholls, AMIGOS OCLC Product Information Manager, AMIGOS Bibliographic Council, Inc.  
Saturday, 9:00-10:15 a.m.—Big Bend—A, Hyatt Regency  
"Performance Standards, Strategic Planning and Accreditations: How the LRC Can Comply With SACS Guidelines." Margaret Peloquin, Head Librarian, Austin Community College; Riverside Campus; and Cary Sewell, Head Librarian, Austin Community College, Northbridge Campus

**LEGAL ASSISTANT**

Chairperson: PAT LEDBETTER. Cooke County College  
Friday, 10:45 a.m.—12:15 p.m.—Big Bend—A, Hyatt Regency  
"Placement and Internships: Problems and Solutions." Carole Olson, Coordinator, Legal Assistant Program, El Centro College  
Saturday, 9:00-10:15 a.m.—Big Bend—A, Hyatt Regency  
"Unified We Stand, Divided We Fall: United Education Systems for Paralegals." Susan K. Stoner, Dean, Southwestern Paralegals Institute and Editor, Mathew Bender Texas Legal Education Series

**MATHEMATICS**

Chairperson: KEN STEVENSON. Bee County College  
Friday, 9:00-10:30 a.m.—Meeting Room 6 West, Palmer Auditorium  
"Earth Algebra: College Algebra with Applications to Environmental Issues." Christopher Schaufele, Professor of Mathematics, Kennesaw State College; and Nancy Zumoff, Professor of Mathematics, Kennesaw State College  
Saturday, 10:30-11:45 a.m.—Meeting Room 6 West, Palmer Auditorium  
"Attrition Rate: Should We Be Concerned?" Panel Discussion. Chris Bolt, Instructor of Mathematics, Eastfield College; Therese Jones, Instructor of Mathematics, Amarillo College; Robert Northcutt, Professor of Mathematics, Southwest Texas State University; David Sanchez, Instructor of Mathematics, San Antonio College; John Thomason, Instructor of Mathematics, Bee County College

**MUSIC**

Chairperson: JAMES LEE. Bee County College  
Friday, 10:45-12:15 p.m.—Panhandle Island Room, Hyatt Regency  
"Use of the Guitar in the Classroom." Roger Bennett, Chairperson, Fine Arts Division, Brookhaven College

**OFFICE TECHNOLOGY**

Chairperson: THERESA CAPRETTA. Tomball College  
Friday, 9:00-10:30 a.m.—Texas Ballroom—VI, Hyatt Regency  
"Windows, Windows: What's All the Fuss About?" Marly Bergerud, Dean, Business Science Division, Saddleback College, Mission Viejo, California  
Saturday, 10:30-11:45 a.m.—Texas Ballroom—VI, Hyatt Regency  
"The Impact of Computer Technology on Medical, Office Management." Brian Benesford and A. J. Cabrera, Sales Representatives, Med + One Corporation; Camille Pitman, Office Administration Instructor, Tomball College; and Judy Pate, Office Administration Instructor, Tomball College

**PHILOSOPHY**

Chairperson: BERNARD J. MAHONEY. Houston Community College  
Friday, 10:45 a.m.—12:15 p.m.—Meeting Room 3 East, Palmer Auditorium  
"How To Make a Moral Choice: Some Problems in Health Care." Bernard J. Mahoney, Instructor of Philosophy, Houston Community College; Mary Claire Mahoney, Director of Palliative Care, Herman Hospital, Houston; David Bragg, Attorney, Governor’s Task Force on Nursing Homes  
Saturday, 9:00-10:15 a.m.—Meeting Room 2 East, Palmer Auditorium  
"How To Make a Moral Choice: Some Issues in Health Care for Infants." Rex Peebles, Instructor of Government and Philosophy, Austin Community College; Danny Ussery, Professor of Philosophy, St. Edward’s University
**PHYSICS AND ENGINEERING**
Chairperson: JERRY FULLER, Kilgore College
Friday, 9:00-10:30 a.m.—Big Bend-E, Hyatt Regency
“National Science Foundation and Two-Year College Grant Proposal Writing,” Stanley Pine, Chemistry Program Director, National Science Foundation
(NOTE: The Chemistry Section and the Physics and Engineering Section will meet jointly for this presentation.)
Saturday, 10:30-11:45 a.m.—Big Bend-E, Hyatt Regency
“Recent Trends in Teaching Introductory Physics,” Raymond A. Serway, Professor of Physics, James Madison University

**PSYCHOLOGY**
Chairperson: DEANN C. MERCHANT, Amarillo College
Friday, 9:00-10:30 a.m.—Meeting Room 6 East, Palmer Auditorium
“Sex, Drugs, and Rock & Roll: Teaching Sensitive Topics to a Diverse Student Body,” Robert S. Feldman, Professor of Psychology, University of Massachusetts at Amherst
Saturday, 10:30-11:45 a.m.—Meeting Room 6 East, Palmer Auditorium
“Psychobabble and Biobunk: Helping Students Think Critically About Psychology in the Media.” Carol Tavris, author. *The Mismeasure of Woman*

**RADIO/TELEVISION AND MEDIA**
Chairperson: JERRY V. ZUMWALT, Navarro College
Friday, 9:00-10:30 a.m.—Big Bend-D, Hyatt Regency
“How To Obtain a Grant to Produce a Live Teleconference on Your Campus.” Henry Hartman, Director, State of Texas Academic Resources Link (STARLINK)
Saturday, 10:30-11:45 a.m.—Big Bend-D, Hyatt Regency
“Combining Disciplines: The Impact of the Common Course Numbering System on Radio/Television, Media and Journalism. Under the Rubric of Communications.” Roundtable Discussion

**REAL ESTATE**
Chairperson: JOHNNIE L. ROSENAUER, San Antonio College
Friday, 10:45 a.m.-12:15 p.m.—Meeting Room 1 East, Palmer Auditorium
“Removing the Shroud: Facts About the Licensing Exam.”
Nancy Hendricks, Chief Examiner, Texas Real Estate Commission
Saturday, 9:00-10:15 a.m.—Meeting Room 1 East, Palmer Auditorium
“Roundtable Discussion and Responses to TREC Survey.”
Johnie L. Rosenauer, Moderator

**REGISTRARS AND ADMISSIONS OFFICERS**
Chairperson: WANDA SIMPSON, San Jacinto College—North Campus
Friday, 8:00-10:30 a.m.—Panhandle Room, Hyatt Regency
“Update on TASP, Residency and Auditing Issues from the Texas Higher Education Coordinating Board and the State Auditor’s Office,” Joan Matthews, Director of Special Projects, Higher Education Coordinating Board; Dick Dinan, Supervising Auditor, State Auditor’s Office; Mattye Keeling, Assistant State Auditor, State Auditor’s Office

**SPEECH AND DRAMA**
Chairperson: DARLYNE ERVIN, Odessa College
Friday, 10:45 a.m.-12:15 p.m.—Texas Ballroom-V, Hyatt Regency
“Political Correctness in Speech Communication Education.”
John J. Makay, Professor and Chairperson, Department of Interpersonal Communication, Bowling Green State University, Bowling Green, Ohio
Saturday, 9:00-10:15 a.m.—Texas Ballroom-V, Hyatt Regency
“Current Trends in Technical Theater.” Amarante Lucera, Professor of Theater, The University of Texas at Austin

**SOCIOLOGY AND ANTHROPOLOGY**
Chairperson: DORIS STEVENS, McLennan Community College
Friday, 10:45 a.m.-12:15 p.m.—Hill Country C, Hyatt Regency
“Inquiring Minds Want To Know—and To Do: Teaching Sociology Through Applications,” Laurence Bastrico, Associate Professor of Sociology, Elon College, Elon, North Carolina
Saturday, 9:00-10:15 a.m.—Hill Country C, Hyatt Regency
“Family Relationships.” Betty Yorburg, Professor of Sociology, City College and Graduate Center, New York

**SPEECH AND DRAMA**
Chairperson: DARLYNE ERVIN, Odessa College
Friday, 10:45 a.m.-12:15 p.m.—Texas Ballroom-V, Hyatt Regency
“Political Correctness in Speech Communication Education.”
John J. Makay, Professor and Chairperson, Department of Interpersonal Communication, Bowling Green State University, Bowling Green, Ohio
Saturday, 9:00-10:15 a.m.—Texas Ballroom-V, Hyatt Regency
“Current Trends in Technical Theater.” Amarante Lucera, Professor of Theater, The University of Texas at Austin

**TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY/JUNIOR COLLEGES (TACEC/JC)**
President: LINDLE D. GRIGSBY, Brookhaven College
Program Chairperson: DONETTA GOODALL, Austin Community College
Friday, 10:45 a.m.-12:15 p.m.—Meeting Room 6 East, Palmer Auditorium
“Making the Difference: The Relevance of Total Quality to Continuing Education.”
James R. Norwood, Owner, Chief Consultant, The Quality Alternative
Saturday, 9:00-10:15 a.m.—Meeting Room 6 East, Palmer Auditorium
TACEC/JC Business Meeting, Planning for 1994 Section Meeting

**TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)**
President: JERRY BARTON, South Plains College
Program Chairperson: PATRICIA C. WILLIAMSON, Austin Community College
Friday, 9:00-10:30 a.m.—Padre Island, Hyatt Regency
“You Don’t Have To Be a Lobbyist to Make a Difference in Austin.” The Honorable Bill Ratliff, State Senator, 1st Senatorial District
TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: JOHN C. RAY, Brazosport College
President-Elect: STEVE ELLIS, Collin County Community College

Thursday, 4:00-5:30 p.m.—Big Thicket, Hyatt Regency
TAJCCIA Executive Committee Meeting
Friday, 8:30 a.m.—12:30 p.m.—Texas Ballroom-I, Hyatt Regency
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
3:30—9:00 a.m.—Registration
9:00—11:00 a.m.—"Critical Issues Facing America's Community Colleges," Albert Lorenzo, President, Macomb Community College, Warren, Michigan
11:15 a.m.—12:30 p.m.—"Legislative Update," Stanton Calvert, Executive Director, Texas Public Community/Junior College Association
Saturday, 8:30—11:00 a.m.—Texas Ballroom-I, Hyatt Regency
Joint Meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30—9:00 a.m.—Registration
9:00—10:15 a.m.—"Update from the Coordinating Board," Dale Campbell, Assistant Commissioner, Community and Technical Colleges Division, Texas Higher Education Coordinating Board
10:15—11:00 a.m.—TAJCCIA—Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: RONNIE L. GLASSCOCK, Cooke County College
Friday, 8:30 a.m.—Noon—Texas Ballroom-I, Hyatt Regency
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30—9:00 a.m.—Registration
9:00—11:00 a.m.—"Critical Issues Facing America's Community Colleges," Albert Lorenzo, President, Macomb Community College, Warren, Michigan
11:15 a.m.—Noon—"Legislative Update," Stanton Calvert, Executive Director, Texas Public Community/Junior College Association
Saturday, 8:30—10:15 a.m.—Texas Ballroom-I, Hyatt Regency
Joint Meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30—9:00 a.m.—Registration
9:00—10:15 a.m.—"Update from the Coordinating Board." Dale Campbell, Assistant Commissioner, Community and Technical Colleges. Texas Higher Education Coordinating Board

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCDDEA)

Chairperson: GORDON D. BACON, Central Texas College
Friday, 9:00—10:30 a.m.—Hill Country—C, Hyatt Regency
"What's New With You? Program Information Sharing and Discussion With DPS," Gail Spear, Director. Child Development Center, Austin Community College; and Gordon Bacon, Director. Child Care Center. Central Texas College
Saturday, 10:30—11:45 a.m.—Hill Country—C, Hyatt Regency
Panel Discussion: "Update on Child Care Development in Texas," Gail Spear, Director. Child Development Center. Austin Community College; and Gordon Bacon, Director. Child Care Center. Central Texas College

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

Chairperson: RUSSELL KUNZ, Collin County Community College—Spring Creek Campus
Thursday, 11:30 a.m.—5:00 p.m.—Austin Community College District Office Board Room, southeast corner of Highland Mall parking lot
Friday, 9:00—10:30 a.m.—Hill Country—B, Hyatt Regency
"Motivating the Marginal Management Student," James McHugh, Associate Professor of Business Administration, St. Louis Community College—Forest Park
Saturday, 10:30—11:45 a.m.—Hill Country—B, Hyatt Regency
Discussion with Jon Hittman, Program Coordinator. Texas Higher Education Coordinating Board
TJCMEA Business Meeting

WELDING

Chairperson: JAMES E. CRUNK, St. Philip's College
Friday, 10:45 a.m.—12:15 p.m.—Big Thicket, Hyatt Regency
Panel Discussion: "Reporting to the Coordinating Board Employment and Education Outcomes of Students." Theodore R. Williams, Associate Program Director. Community and Technical Colleges. Texas Higher Education Coordinating Board
Saturday, 9:00—10:15 a.m.—Big Thicket, Hyatt Regency
Panel Discussion: "Reporting to the Coordinating Board Employment and Education Outcomes of Students." Jon Hittman, Associate Program Director. Community and Technical Colleges. Texas Higher Education Coordinating Board
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Hats off to our Texas authors!

JOHN HALL TO ADDRESS GEOLOGY SECTION

John Hall, chair of the Texas Water Commission, will address the Geology and Geography Section during the Friday session. Mr. Hall brings with him a distinguished record in geological and environmental concerns. Before coming to the Texas Water Commission, he was senior director of the Conservation and Environmental Quality Divisions for the Lower Colorado River Authority, where he was instrumental in obtaining LCRA Board approval of the Lake Travis Non-Point Source Pollution Control Ordinance, the first such ordinance by a river authority in Texas. He also spearheaded the development of a comprehensive program to clean up the Colorado River, an effort which has received national recognition.

Mr. Hall has also served as senior deputy commissioner at the General Land Office, where he coordinated several environmental initiatives, and as special assistant and deputy campaign director to the Texas Senate. Mr. Hall earned the Bachelor of Arts degree from Sam Houston State University and was graduated summa cum laude from the Lyndon Baines Johnson School of Public Affairs, in Austin.

Saturday’s session will feature Terry L. Tilton, assistant professor of geology at Southwest Texas State University in San Marcos. Dr. Tilton is currently studying upper Cretaceous and tertiary sedimentary deposits, stratigraphy, and geologic mapping in southeastern Utah and south-central Mexico. Also he is researching micropaleontology of the Edwards Limestone in central Texas. His presentation is entitled “Geology and the Geography of the Mind.”

NOTED BIOLOGIST TO ADDRESS SECTION

Sandra Gottfried  Michael Bunch

The Biology Section will meet Friday at 9:00 a.m., to hear J. P. DeVries discuss “Ecology and Evolution of Caterpillar—Ant Symbiosis.” Dr. DeVries is the Senior Research Fellow and Visiting MacArthur Fellow in the Department of Zoology at The University of Texas at Austin.

Saturday morning, biology section participants will enjoy a breakfast session which will feature Sandra Gottfried. Dr. Gottfried is a biology professor at the University of Missouri at St. Louis. With a doctorate in science education, she has a keen understanding of education, the learning process, and students today. Her topic is entitled “Using the Learning Cycle Approach in Non-Majors Biology to Enhance Student Achievement.” The learning cycle approach of exploration, concept introduction, and application helps both concrete and formal learners construct meaning in a hands-on, investigative manner. The learning cycle approach will be explained and sample learning cycle exercises will be distributed.

At 10:30 a.m., Saturday, the Biology Section will present Michael Bunch, associate professor of biology at Amarillo College. He will tackle the topic “Biotechnology on a Shoestring.”

FOREIGN LANGUAGE SECTION TO MEET

Bill VanPatten  Elaine K. Horwitz

Bill VanPatten, associate professor of Spanish at the University of Illinois at Urbana-Champaign, will lead the Foreign Language Section in its Friday meeting. Dr. VanPatten is the director of graduate programs in Spanish, Italian, and Portuguese at the University of Illinois. His research interests include second language acquisition theory and research, input and output processing in second language acquisition, and the acquisition of Spanish as a first or second language.

He has published widely in such journals as Hispania, Studies in Second Language Acquisition, Language Learning, and the Modern Language Journal. He has been co-author of two first-year university level Spanish texts and is the principal author of two recently published textbooks, ¿Sabías Que...? and Destinos.

In his presentation, Dr. VanPatten will address the issue of teaching grammar while keeping a focus on communication in the foreign language classroom. Specifically, he will demonstrate two innovations in the teaching of grammar: structured input and structured output activities. He will offer evidence for their effectiveness and will provide guidelines for those who wish to create their own activities of this sort.

On Saturday, Elaine K. Horwitz, associate professor of curriculum and instruction and convenor of multilingual studies at the University of Texas at Austin, will discuss “The Experience of Language Learning.” Her presentation will examine classroom language learning from the student’s perspective. Specifically, it will consider learners’ beliefs about language learning, their emotional reactions to language learning, and their advice to language teachers.

Dr. Horwitz has extensive experience teaching foreign language on the secondary and college levels and is a consultant for many foreign language programs. Her 1991 book with Dolly Young, Language Anxiety: From Theory and Research to Instructional Implications, is considered the seminal work to date on foreign language anxiety. Recently, Dr. Howwitz was the foreign language consultant for the Teach for America program.

COMPUTER INFORMATION PROCESSING SECTION SCHEDULES PROGRAM

The Computer Information Processing Section will host Dennis W. Jolly for its Friday morning meeting. Mr. Jolly is vice president and general manager of the government, education, and medical operating division of Dell Computer Corporation. In this position, he is responsible for maintaining and cultivating Dell’s one-on-one relationships with U.S.-based customers in federal, state, and local governments and in the education and medical fields. Mr. Jolly received the Bachelor of Science and Master’s degrees from Southern Illinois University.

Saturday, Larry Long will speak about “PC Software Planning: Where Do We Go From Here?” Dr. Long is a lecturer, author, consultant, and educator in the computer and information services fields. He has written over 30 books on a broad spectrum of computer/MIS-related topics. Dr. Long has addressed a breadth of management, computer, and MIS issues in his executive seminars. He has served as a consultant to all levels of management in over 200 companies, representing virtually every major type of industry. He has over 25 years of classroom experience at IBM, the University of Oklahoma, Lehigh University, and the University of Arkansas, where he continues to be an active leader. He received his Bachelor’s, Master’s, and Ph.D. degrees in industrial engineering at the University of Oklahoma and holds certification as a C.D.P. and a Professional Engineer.
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Cecily A. Raiborn, Jesse T. Barfield, and Michael R. Kinney
Real Estate Law, 3E
George Siedel, III
Accounting Principles, 4E
Lanny M. Solomon, Larry M. Walther, Linda Plunkett, Richard J. Vargo
People at Work: Human Relations in Organizations, 4E
Paul R. Timm and Brent D. Peterson
Income Tax Fundamentals, 1993 Edition
Gerald E. Whittenburg, Ray Whittington, and Martha Altus
Marketing, 4E
William G. Zikmund and Michael d'Amico
The Legal and Regulatory Environment Today: Changing Perspectives for Business
Roger LeRoy Miller and Frank B. Cross
Fundamentals of Business Law, 2E
Roger LeRoy Miller and Gaylord A. Jentz
Managing In The Legal Environment, 2E
Al H. Ringleb, Roger E. Meiners, and Frances L. Edwards
International Business Law and Its Environment, 2E
Richard Schaffer, Beverley Earle, and Filiberto Agusti
Business Law and the Regulation of Business, 4E
Len Young Smith, Richard A. Mann, and Barry S. Roberts

COMPUTERS
A First Book of ANSI C
Gray Bronson and Stephen Menconi
Lotus 1-2-3: A Tutorial, 2E
Ruth Yaron Cicilioni
Introduction to Programming in Assembly Language
George N. Driver
Using UNIX
Phillip Laplante and Robert Martin
PC Assembly Language: An Introduction to Computer Systems
Paul Mornanu

CRIMINAL JUSTICE
Criminal Procedure for the Criminal Justice Professional, 5E
John N. Ferdico
Introduction to Law Enforcement and Criminal Justice, 4E
Karen M. Hess and Henry M. Wrobleski
Criminal Law, 4E
Joel Samaha
Introduction to Criminal Justice, 6E
Joseph J. Senna and Larry J. Siegel
Police Operations
Henry M. Wrobleski and Karen M. Hess

DEVELOPMENTAL STUDIES
College Learning and Study Skills, 3E
Debbie Guice Longman and Rhonda Holt Atkinson

HOME STUDIES
Textile Science
Kathryn L. Hatch
Understanding Nutrition, 6E
Eleanor Noss Whitney and Sharon Rady Rolles

LEGAL AND PARALEGAL
The Paralegal's Litigation Handbook, 2E
Carole Bruno
Paralegal Procedures, Forms, and Practices
Scott Hatch and Lisa Zimmer Hatch

COSMETOLOGY
Cosmetology, 4E
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| Texas Politics, 5E | Human Physiology: From Cells to Systems, 2E |
| Daniel F. Hinkel | Lauralee Shirwood |
| The NALA Certified Legal Assistant Exam Preparation Manual | Essentials of the Dynamic Universe: An Introduction to Astronomy, 4E |
| Virginia Koerselman and The National Association of Legal Assistants, Inc. | Theodore P. Snow |
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| Susan Burnett Luten | Ann Stalheim-Smith and Gregory K. Fitch |
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| Legal Research and Writing: Some Starting Points, 4E | Historical Geology: Evolution of the Earth and Life Through Time, 2E |
| William P. Statsky | Reed Wicander and James S. Monroe |
| Paralegal Employment: Facts and Strategies for the 1990's, 2E | SOCIETY |
| William P. Statsky | Aging, the Individual, and Society, 5E |
| Paralegal Ethics and Regulation, 2E | Georgia M. Barrow |
| William P. Statsky | Understanding Social Life: An Introduction to Sociology |
| Introduction to Civil Litigation, 3E | Frances A. Boudreau and William M. Newman |
| The Philadelphia Institute and Mark Weinstein | Human Intimacy: Marriage, the Family, and Its Meaning, 6E |
| West's Pocket Law Dictionary and Thesaurus | Frank D. Cox |
| Jefferson H. Weaver and Maria Elena Ellison | Sociology, 5E |
| Thomas P. Smith | Jon M. Shepard |
| Essentials of the Marriage and Family Experience | Vocational TECHNOLOGY |
| SCIENCE |
| Essentials of Meteorology: An Invitation to the Atmosphere | Basic Electronic Communication |
| C. Donald Ahrens | Roy Blake |
| Biology: The Web of Life | Mathematics for Electronics |
| Dr. Daniel D. Chiras | Nancy Myers |
| Precalculus, A Problems-Oriented Approach, 4E | |
| David Cohen | |
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will participate in a field trip to the Archer M. Huntington art gallery, located in the Harry Ransom Center, at the University of Texas. During their tour the group will see the Michener Collection, "Fragments of the Journey," by Lilian Porter. Also, the group will view "Etchings from Origins to the Revival," in the University Art Building.

Saturday, John Paul Batiste, executive director of the Texas Commission on the Arts, will offer a presentation entitled, "The director of the Texas Commission on the Arts Panel, and as an evaluation consultant for NEA projects.

ASSOCIATE DEGREE NURSING

Rebecca Sutter will be the speaker for the Associate Degree Nursing Section’s Friday session. Her topic, "Care for the Caring Nurse Scholar," will focus on the needs of professional nurses. Ms. Sutter has been published widely, and is a sought-after lecturer and educator, speaking to groups across the country. Currently, she is an assistant professor, and clinical nurse specialist, in the School of Nursing at The University of Texas at Austin. Saturday’s session will feature Dennis Beaudoin, clinical oncology and investigational new drug pharmacist at William Beaumont Army Medical Center, in El Paso. A major in the United States Army Medical Service Corps, Mr. Beaudoin also teaches in the health education program at El Paso Community College. His topic for Saturday’s session is “Pharmacology Update: New Drugs.”

AUTOMOTIVE SERVICES

Friday’s Automotive Section Meeting will feature a presentation by Willard French. As president of A-Tech Training, Inc., as well as its manager of program development, Mr. French has become an expert in specialized electronic training. He was an instructor at the General Motors Training Center, educational co-chairperson of the National Automotive Advisory Committee of the Industrial Planning Council, and an automotive instructor at the Massachusetts Bay Community College. He received his Master’s degree in education from the Fitchburg State College in Fitchburg, Mass. Mr. French will discuss the “Anti-Lock Brake System.”

Due to the three-hour section meeting on Friday, there will be no meeting of the Automotive Services Section on Saturday.

COSMETOLOGY

Friday’s meeting of the Cosmetology Section will feature a presentation by Jerry Magar, director of Marketing for TAMCO Training and Marketing Management Consultants. Mr. Magar has been training adults for the past five years, with an emphasis on personal development in such areas as leadership, self-esteem, stress management, and customer relations. He has done work in course development, classroom facilitation, sales and marketing, as well as training and consulting sessions with the Resolution Trust Corporation, ARCO International, and Texas Instruments, among others.

Walley Zabriskie will be the group’s speaker Saturday. Owner of a six-chair salon, Ms. Zabriskie has been a stylist for 27 years. She is a member of the National Cosmetology Association and third vice president of the Texas Cosmetology Association. She was an examiner at the Lone Star Style Committee Exam, and a judge for student hairstyling and finishing, in Tyler. Ms. Zabriskie is a member of the Lone Star Style Team of Texas. Her articles have been published in American Salon and Modern Salon. Ms. Zabriskie will discuss “NCA Spring/Summer Trend Release.”

COURT REPORTING

The Friday meeting of the Court Reporting Section will be led by Patsy Lemaster and Delores Behrens. Ms. Lemaster is professor and director of real-time caption reporting and coordinator of Faculty Development for the Court Reporting Department at Amarillo College. She has 20 years of experience in post-secondary education. She was the project director for real-time caption reporting of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Delores Behrens is chairperson of the Office Occupations Department at Amarillo College, as well as the department coordinator for individualized instruction. With 27 years of teaching experience, she is a popular speaker for such groups as the Texas Education Agency, high schools, and civic and community organizations. She was a textbook consultant for South-Western Publishing Co. Friday’s topic is “Real-timing It in All Classrooms: Grants to Graduation.”

Saturday’s speaker is Cheryl S. Gammon, director of captioning services for Southwest Captioning Service. She has been a convention speaker at the National Court Reporters Association, in Chicago, and the Association of Higher Education and Disability, in Minneapolis. Ms. Gammon will discuss the business and employability of real-time graduates.

ENGLISH

Members of the English Section will hear Joseph F. Trimmer at their Friday session. Dr. Trimmer is professor of English at Ball State University, where he currently teaches courses in writing on fiction and cross-cultural literature. He has published numerous articles on American life and literature, directed international scholars’ workshops at the Smithsonian Institution, and consulted on Middletown, a six-art film series that aired on
CBS. His books include *Writing with a Purpose*, *The Riverside Reader*, and *Fictions*. His talk will focus on the poetics and politics of representation as they are exhibited in American autobiographies and cultural narratives, in particular Le Ly Hayslip's *When Heaven and Earth Changed Places: A Vietnamese Woman's Journey from War to Peace*.

Saturday's session will feature Dr. Gwendolyn Gong, associate professor of English at Texas A&M University. Her topic is entitled, "Writing and Mapmaking: Visualizing the Rhetorical Situation."

**GOVERNMENT**

The Government Section will meet Friday to hear Karen O'Connor, professor of political science at Emory University, and Thomas Cronin, McHugh Professor of American Institutions at The Colorado College. Dr. O'Connor will discuss "The 1990s: The Decade of Women in Politics." Dr. Cronin, who has written numerous books and lectured in 49 states, will consider "Why Clinton Won and the Challenges He Faces."

Saturday's session will feature Thomas E. Patterson, professor and past chair of the Department of Political Science in the Maxwell School of Citizenship at Syracuse University. Dr. Patterson will discuss "Truth and Lying in the 1992 Campaign."

**MUSIC**

The Music Section will enjoy a presentation by Roger Bennett, chair of the Fine Arts Division at Brokhaven College. Mr. Bennett has taught Texas community colleges as a music educator and administrator for over 15 years. He is the founder and director of Artists in the Schools (AIS). AIS serves the Central Texas and Dallas area elementary and secondary schools with fine arts presentations, including music, poetry and literature, dance, living histories, and the visual arts.

Accompanied by Nancy Bales, professional accompanist and educator, Mr. Bennett will demonstrate the use of the guitar in the classroom. This presentation will include discussion, demonstrations, and question and answer sessions. Also, a volunteer will be requested from the group to show how easy it is to learn to play the guitar.

**SOCIOLOGY AND ANTHROPOLOGY**

The Friday meeting of the Sociology and Anthropology Section will feature Laurence A. Basirico, associate professor of sociology at Elon College, in Elon, North Carolina. His presentation is entitled, "Inquiring Minds Want To Know—and To Do: Teaching Sociology Through Applications."

Saturday's session will include a presentation by Betty Yorburg, professor of sociology at City College and Graduate Center, in New York City. Dr. Yorburg's address is, "Family Relationships."

**TAJCCIA/TAPSOEA**

Albert L. Lorenzo will address the Friday morning session jointly conducted by the Texas Association of Junior and Community College Instructional Administrators and the Texas Association of Post-Secondary Occupational Education Administrators. Dr. Lorenzo is president of Macomb Community College, in Warren, Michigan. Since assuming that office, he has helped Macomb grow to become one of America's largest multi-campus community colleges and the fourth largest grantee of associate degrees in the United States.

President Lorenzo comes from a business-oriented background. He began his professional life in public accounting, later teaching on the faculty at Macomb Community College. He served as the college's business manager, controller, and vice president for business before becoming the college's fourth president in 1979.

Dr. Lorenzo's pragmatic approach to leadership and organizational issues has been the focus of a number of publications and national speaking engagements. He is currently contributing to two books on "Critical Issues Facing America's Community Colleges." The acknowledged success of Macomb Community College coupled with his many professional contributions have received wide recognition, including a national "President of the Year" award. He was identified in a recent study as one of the country's top 50 community college CEOs and is a recipient of the national "Tom Peters Leadership Award."

**DEVELOPMENTAL READING SECTION PLANS PROGRAM**

Cookie Ragland, owner and director of Therapeutic Learning Center, in Houston, and part-time instructor of remedial reading at San Jacinto College, will speak at the Developmental Reading Section meeting Friday morning. Ms. Ragland has over 20 years of teaching experience in a variety of settings, including public schools, hospitals, and higher education. The topic of her presentation is "Pink, Yellow, and Blue Reading."

Saturday's meeting will feature a panel discussion entitled "X-Rated: A Reading and Writing Project for Developmental Reading." Panel members will be Lee Ann Morris, Gale Parker, Carolyn Poole, and Ava Zinn. These four developmental reading teachers at San Jacinto College will explain how they are using controversial texts, such as *Go Ask Alice*, *Chocolate War*, and *Huckleberry Finn* to encourage critical reading and writing by their developmental students.

**BUSINESS AND EDUCATION PERSPECTIVE TO BE PRESENTED AT ECONOMICS SECTION MEETING**

The Friday meeting of the Economics Section will feature a presentation by Stanley L. Brue, professor of economics at Pacific Lutheran University.


**ECONOMICS**

*Economics*, coauthored with Campbell R. McConnell, is the nation's best-selling university economics textbook. There are Canadian and Australian adaptations of the book, and it has been translated into Russian, French, Italian, Spanish, and other languages. In 1992, the Russian-language edition of *Economics* became the standard text used for the beginning course throughout Russia. For his co-presentation of a June 1992 course in market economics for 70 Russian economics professors, he is the recipient of one of the Freedom Foundation's 1993 Leavitt awards for excellence in private enterprise education.

Tom Green, manager of computer services for Shell Pipeline Corporation, will address the Economics Section on Saturday. Mr. Green has held numerous assignments in engineering, operations, and business planning for Shell Corporation. Recently he was division manager for Shell Pipeline in Midland, where he was responsible for all pipeline operations in West Texas, New Mexico, Colorado, Wyoming, and Montana.

Mr. Green's presentation will address the recent trend toward developing computer systems on a client server platform, rather than in the traditional mainframe environment. Systems applications are now being programmed to take advantage of communications links that not only capitalize on the processing capacity of the server, but also efficiently use the processing power of personal computers connected through fiber optics communications links. These developments offer advantages in cost and maintenance, and are easier to modify in the future.

Computer systems under development at Shell will be discussed, including a system for electronically transmitting and calculating volumes of commodities shipped through the company's pipeline systems; a system for managing compliance with governmental regulations; and a system for arranging data in the strategic database into useful information for making business decisions.
1993 Titles

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Please join us in our booth for coffee and a danish from 8-10 a.m. Friday, February 19.
FINANCIAL PLANNING SEMINAR PLANNED

For the twelfth consecutive year, TJCTA members attending the annual convention will have an opportunity to gain practical and useful information concerning personal finances. The Financial Planning Seminar will take place in Meeting Room 6 West in Palmer Auditorium at 7:30 a.m. and again at 12:30 p.m. Leading this year’s Financial Planning seminar will be Dale Konicek and Beth Hearn. Mrs. Hearn is a registered representative at Waddell and Reed Financial Services. She currently operates her own financial consulting practice in Huffman, Texas. She has both a business and education background. She held a bank officer’s position before and during her financial consulting practice. In addition, she has worked as a loss prevention analyst and consumer complaint investigator and mediator.

Mrs. Hearn has taught at Houston Community College and North Harris College. She has also conducted seminars with groups of all sizes on subjects including financial planning, management issues, and job search skill workshops.

Mrs. Hearn holds a Master of Science degree in consumer affairs and education from Oklahoma State University. She is also a certified financial planner and a registered investment advisor.

Dale Konicek is also a registered representative at Waddell and Reed Financial Services. He currently operates his own financial and training consulting practices in Houston. He has worked as a training consultant, analyst, and supervisor in a number of companies. He has taught at the University of Houston, Houston Community College, Sam Houston State University, and Blinn College.

Dr. Konicek received the Bachelor’s of Business Administration degree from Kent State University, where he majored in human resource management. He received his Master’s in business administration from the University of Houston at Clear Lake, and his Ph.D. in curriculum and instruction from Texas A&M University.

Dr. Konicek has spoken at numerous conferences and conventions throughout the state of Texas on a variety of subjects, including financial planning, management and training, and development issues.

Plans for this year’s Financial Planning Seminar were developed by the TJCTA Membership Services Committee, chaired by Anna Holston, Central Texas College.

KATHY LEWIS TO SPEAK AT INSURANCE SEMINAR

On Friday, Feb. 19, the Membership Services Committee of TJCTA, chaired by Anna R. Holston, Central Texas College, will present an Insurance Seminar, featuring Kathy Lewis, assistant director of the Higher Education Insurance Program of the Employees Retirement System of Texas. The session is scheduled to begin at 4:15 p.m., in Meeting Room 6 West at the Lister E. Palmer Auditorium, in Austin.

For a number of years, Ms. Lewis directed the college and university staff insurance program when it was administered by the Texas Higher Education Coordinating Board. She transferred to the Employees Retirement System when the Legislature moved the program to that agency.

In her current capacity, she is considered by many to be the leading expert in the state on issues regarding higher education insurance.

Ms. Lewis will discuss a range of issues involving faculty insurance. Following her presentation, there will be time for questions to the audience.

BUSINESS DIVISION AND SECTION CHAIRPERSONS CONFERENCE PLANNED

The Business Division and Department Chairpersons Conference is planned for Thursday, February 18. Registration is scheduled to begin at 8:30 a.m. The opening session will be at 9:00 a.m. and will feature a presentation by Jon Hittman, associate program director at the Texas Higher Education Coordinating Board.

At 9:30 a.m., the topic of the second session will be “Moving Business Education into a New Era.” The guest speaker will be Marly Bergerud, dean of the business science division of Saddleback College in Mission Viejo, California.

The third session, beginning at 11:00 a.m., will be on “Competency Based Instruction.” presented by Ronald P. Kern, dean of instructional services, professor of computer science, and coordinator of competency-based instruction project at Odessa College.

The luncheon session will feature Tobin Quereau, division chairperson for human resource development at Austin Community College.

RETIREMENT ISSUES TO BE TOPIC OF SEMINAR

A seminar for all TJCTA members interested in learning more about retirement issues will be conducted at this year’s convention. The session will begin at 7:30 a.m., Friday, February 19. The seminar will be repeated at 12:30 p.m., the same day. Both sessions will be held in Meeting Room 5 East at the Lester E. Palmer Auditorium.

The seminar will be led by Lorraine H. Clark, the associate area representative for workers equity for the American Association of Retired Persons (AARP).

After earning the bachelor’s degree in psychology from Duke University, Ms. Clark went on to receive her master’s and Ph.D. degrees in Guidance and Counseling from East Texas State University.

Ms. Clark is a licensed professional counselor. She is past-president of the Commission on Middle-Aged and Older Persons, Texas Association for Counseling and Development.

This presentation will cover a range of issues involved in retirement.

PROGRAM TO HIGHLIGHT TECH-PREP REFORM INITIATIVE

Carrie Nelson, program director for instructional programs in the community colleges and technical institutes division of the Texas Higher Education Coordinating Board, will speak at a special seminar Friday, Feb. 19, at 4:15 in Meeting Room 2 West, in Palmer Auditorium. She will offer an overview of the tech-prep reform initiative with an emphasis on the critical role of community college academic and technical faculty in curriculum development, integration, workplace skills, transfer, and teaching methodology.

Dr. Nelson is the state coordinator of the tech-prep reform initiative, which is a partnership initiative of the Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce to develop a comprehensive approach for statewide implementation of these programs.

College. His topic will be “Good Time Management.”

Reservations for the luncheon must be made by February 10. For reservations or additional information, contact Doris D. Patrick, Austin Community College, at Area Code 512, 495-7160.

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**MATHEMATICS SECTION ANNOUNCES TOPICS**

Participants in the Friday meeting of the Mathematics Section will hear authors Christopher Schaufele and Nancy Zumoff. Their topic, "Earth Algebra: College Algebra With Applications to Environmental Issues," is based on a course developed by the speakers whose purposes are to develop mathematical skills, improve problem solving and decision making ability, and to offer insight and enhance interest in, and appreciation of, the role of mathematics in society. The presentation is an overview of the content and methodology of the course Earth Algebra, which uses elementary equations to build models that can be used to study environmental problems. Both Mr. Schaufele and Ms. Zumoff are professors of mathematics at Kennesaw State College.

Saturday's meeting will feature a panel discussion entitled "Attrition Rate: Should We Be Concerned?" The panelists will share with the audience the attrition rate at their schools in mathematics courses and address the following questions: What are the causes for high attrition rates in mathematics? Should we be concerned? If so, what can we do as math educators do? Audience comments and questions will be solicited as time permits.

Panel members include Chris Bolt, instructor of mathematics at Eastfield College; Therese Jones, instructor of mathematics at Amarillo College; Robert Northcutt, instructor of mathematics at Southwest Texas State University; David Sanchez, instructor of mathematics at San Antonio College, and John Thompson, instructor of mathematics at Bee County College.

**MATHEMATICS SECTION ANNOUNCES TOPICS**

Christopher Schaufele and Nancy Zumoff

**“CRITICAL THINKING” IS TOPIC FOR PSYCHOLOGY SECTION**

Robert S. Feldman, professor of psychology at the University of Massachusetts at Amherst, will speak to the Friday section meeting of Psychology. His topic will be "Sex, Drugs, and Rock & Roll: Teaching Sensitive Topics to a Diverse Student Body." He is director of the personality and social psychology program at Amherst. A graduate of Wesleyan University and the University of Wisconsin–Madison, he is a former Fulbright Senior Research Scholar and Lecturer. His research interests include nonverbal behavior and the social psychology of education. He has written or edited 10 books, including Social Psychology (McGraw-Hill), Fundamentals of Nonverbal Behavior (Cambridge University Press), and his most recent work, Understanding Psychology, 3rd edition (McGraw-Hill).

Carol Tavris will be the speaker Saturday. She has appeared on numerous television and radio shows, including Phil Donahue, Sonya Live, the Today Show, the Home Show, and others across the country. She has taught at the Human Relations Center of the New School for Social Research in New York and in the psychology department at the University of California at Los Angeles. She is a fellow of the American Psychology Association and the American Psychological Society, and a member of the International Society for Research on Emotion. Her address for the session is "Psychobabble and Biobunk: Helping Students Think Critically About Psychology in the Media."

**“COMPUTERIZED ACCOUNTING” IS SECTION TOPIC**

Belverd E. Needles, Jr. and Susan Shaw Lanier

Belverd E. Needles, Jr., will address the Accounting Section Friday morning at 9:00 a.m. His topic will be "Meeting the Challenge of Change in the First-Year Accounting Course." Dr. Needles is the Arthur Andersen & Co. Alumni Distinguished Professor of Accounting at DePaul University. He is well-known for his research and writings in accounting education, including serving as editor for Accounting Instructors’ Report, and as the author of several leading first-year accounting textbooks. In 1992, he was named the AICPA Outstanding Accounting Educator.

Saturday, the group will hear Susan Shaw Lanier, who will speak on "Computerized accounting—What Students Need to Learn." Since graduating from Louisiana State University in 1981 with the bachelor’s degree in Accounting, Ms. Lanier has worked in private industry as well as education. She taught accounting, computerized accounting, and Lotus courses at Baton Rouge School of Computers. In 1986, she began reviewing textbooks and supplemental material for Prentice Hall publishers. She wrote the chapter on computerized accounting and much of the introductory material for the text College Accounting, by Jeff Slater. She has authored and co-authored several practice sets to supplement basic accounting texts. Her textbook Computerized Accounting was released by Prentice Hall in 1992.

**HEALTH SECTION TO HOST AEROBICS DEMONSTRATION**

Sarah Hermes, chairperson of the Health, Physical Education, and Recreation section, has arranged for a presentation on Friday by Roger Reynolds, associate director of continuing education for The Cooper Institute for Aerobic Research. Mr. Reynolds will offer a program, entitled "Exercise and Aging," which includes a low impact aerobic demonstration by Galveston College Fitness for Life students.

The demonstration will highlight fitness and exercise programs for senior adults. Mr. Reynolds has distinguished himself as a leader in the field of physical fitness. As an athletic coach and consultant, he has promoted physical education, fitness, and wellness in schools, corporations, hospitals, law enforcement agencies, and government municipalities. In his present position with The Institute for Aerobics Research, he has played an important role in that organization’s ongoing efforts in exercise physiology, nutrition, behavioral science, health promotion, youth fitness, and research.

Sue Jones, program coordinator in physical fitness technology at North Lake College, will present Saturday’s program, entitled "Preparing Students for Employment in the Health/Fitness Industry." Dr. Jones is an extraordinarily active, involved, and published professional in the fields of rational behavior psychotherapy, human sexuality, physical fitness technology, and exercise physiology. Currently a college instructor, she has been the lead presenter in numerous professional symposia, and is nationally sought as a speaker and workshop facilitator.

Dr. Jones’ professional commitment to the evolving concept of "wellness" in all aspects of human endeavor has benefited thousands, and her pioneering work to establish physical fitness technology programs at the collegiate level is a nationally recognized model. Her personal commitment is exemplified by her successful competition in three marathon races, including the Boston Marathon.
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TJCTA members planning to attend the 46th annual convention, Feb. 18-20, 1993, in Austin, are encouraged to reserve hotel accommodations at once. A block of 1,200 rooms was reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed. Hotel accommodations may be reserved by completing the form below and mailing it to the Austin Convention Housing Bureau. Reservations will be processed as they are received, on a first-come, first-served basis. Reservations may NOT be made directly with the convention hotels.

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<tr>
<td>Radisson Hotel on Town Lake</td>
<td>SOLD OUT</td>
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<tr>
<td>formerly Austin Crest Inn</td>
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<tr>
<td>111 East First Street</td>
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<tr>
<td>Holiday Inn—Town Lake</td>
<td>$62</td>
<td>$62</td>
<td>$70</td>
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<tr>
<td>20 North Interregional</td>
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<td>Sheraton Austin Hotel</td>
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<td>Four Seasons Hotel</td>
<td>$101</td>
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<td>$121</td>
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<tr>
<td>98 San Jacinto Boulevard</td>
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Convention hotels accept all major credit cards. Hotels are unable to grant direct billing for room or incidental accounts. In the absence of an approved credit card, hotels request payment by cash or traveler's checks. Credit information will be required at time of check-in. Hotels will not accept personal or institutional checks unless definite arrangements are made with the Credit Department at time of check-in.

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P. O. Box 1088
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HOTEL CHOICES:

1st Choice:
2nd Choice:
3rd Choice:

ARRIVAL DATE: February __________ HOUR: _______ M.*

DEPARTURE DATE: February

CONFIRMATION will be made by hotel. CANCELLATION: Notify Convention Bureau of changes and cancellations up to Feb. 1. After Feb. 1, make cancellations and changes directly with hotel. All reservations subject to availability.

CONFIRM RESERVATIONS TO: Name ___________________________ Phone: A/C _______

Address ___________________________ City ___________________________ State _______ ZIP _______

ROOM(S) WILL BE OCCUPIED BY:

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3,703 REGISTER AT ANNUAL CONVENTION

The 1993 TJCTA convention held last February in Austin's Palmer Auditorium was attended by 3,703 members, guests, program participants, and exhibit representatives. This makes the sixth straight year that convention registration has passed the 3,000 mark. TJCTA officials were pleased with the continued show of interest in the annual meeting.

"Attendance at this year's convention far exceeded our expectations," said TJCTA State President Marilyn Lancaster. "With budgets tight at colleges across the state, many schools have demonstrated their willingness to support the professional development of their faculty by maintaining travel allowances which made attendance possible for so many at this year's convention."

San Antonio College had the highest number of TJCTA members registered for the convention, with 205. McLennan Community College was represented by 173 members, and Austin Community College by 151. Every two-year college campus in the state was represented at the convention except two.

In addition to hearing two keynote addresses and selecting from among more than a hundred section meetings and numerous seminars, convention participants viewed 129 exhibits of the latest in educational technology and textbooks.

Members also elected officers for 1993-94. In the election of officers, Scott A. Nelson, Kingwood College, defeated James B. Riley, Palo Alto College, to be elected president-elect. Under the constitution, Dr. Nelson will automatically become president for the year 1994-95, following Brian K. Dilke, Odessa College, who was president-elect chosen in the 1992 convention, succeeded to the presidency April 1, 1993.

Patricia Green Smith, Temple Junior College, was elected vice president, defeating Doris D. Patrick, Austin Community College. The vote in that race was close—Dr. Smith received 907 votes compared with Mrs. Patrick's 887. In the race for secretary, Glenda H. Easter, Bill J. Priest Institute, defeated David M. Wilcox, Houston Community College. Anna R. Holston, Central Texas College, outvoted David J. Ligon, Tyler Junior College, to be elected treasurer.

HIGHER EDUCATION FACING MAJOR CHALLENGES IN 1993 LEGISLATIVE SESSION

In a season of tight budgets, strong anti-tax sentiment, and deep cynicism about the effectiveness of state government, the seventy-third session of the State Legislature has moved swiftly toward adopting a budget to fund state agencies without raising taxes. As the biennial process of appropriating funds for activities of Texas state government entered its final stage, all eyes will be focused on ten lawmakers who will be meeting several hours each day—and evening—to adjust differences between two versions of the omnibus appropriations bill.

Of particular interest to community, junior, and technical colleges are the proposals for funding programs for the biennium beginning Sept. 1, 1993 and ending Aug. 31, 1995. The Senate and House passed an appropriations bill providing almost $69 million more for community junior colleges over the biennium than the bill passed by the House of Representatives. Communities of the Texas State Technical College System would receive $16.3 million more under the Senate version of the funding bill than under the House bill.

A comparison of amounts appropriated to individual colleges under each version of the bill appears on page 3.

Both budget plans rely on cost-saving measures recommended by state Comptroller John Sharp to avert a tax increase. The Senate approved recommendations from Mr. Sharp's audit which would save the state approximately $2.2 billion through a variety of spending reductions, bookkeeping maneuvers, increases in federal funding, and delayed payments.

Under both the Senate and the House bills, most of the increase in state spending will be devoted to prisons and health and human services. Under the Senate plan, prisons would receive a 35.4 percent funding increase; health and human services would receive a 24.9 percent increase.

By contrast, the Senate plan would increase funding for higher education a mere three percent in the coming biennium. According to legislative budget officials, this increase would barely cover enrollment gains—expected to be as great as 40,000 to 50,000 statewide at public two-year colleges.

TJCTA State President Marilyn J. Lancaster has testified more than a dozen times to committees of the legislature, including the Education Subcommittee of the House Committee on Appropriations on Feb. 17, and the Senate Finance subcommittee meeting on Jan. 19. In her testimony, Mrs. Lancaster urged legislators to "reaffirm the mission of Texas two-year colleges by giving them the financial support which is essential to the continued growth and prosperity of our state."

The issue of "performance funding," which received a great deal of attention last year, has not found much support among legislators in the Senate, where the funding measure was completely omitted from the appropriations bill. The House bill appropriates 5 percent of state funds for the 1993-94 fiscal year on the basis of "performance measures." The percentage goes to 10 percent for 1994-95. The proposed funding mechanism would allocate state dollars on the basis of an institution's ability to meet certain performance measures such as minority retention, course completers, credentials awarded, and successful remediation. Because money distributed on the basis of performance would come out of formula funds, rather than being an "add-on" to a base level of funding, many in higher education believe the proposal would have the effect of cutting state funding at some institutions where resources are already very scarce.

Retirement Contributions

Contributions to the Teacher Retirement System would continue at the current rate of 7.31 percent under both the Senate and the House bills. State contributions to the Optional Retirement Program would be continued at 7.31 percent under the Senate bill, but would be dropped to 6.3 percent under the House measure. The House bill does include a provision for a 7.31 percent ORP contribution rate if additional funding can be found. Both the Senate and House bills permit institutions to use "local or other funds" to supplement ORP contributions up to the level of 8.5 percent.

Insurance Contributions

The Senate appropriations bill also provides for some increase in the state contributions for the Higher Education Employees... (Continued on page 3)
This past year has been a good time for the Association and for me. As a group of professional educators, we should all be pleased with our accomplishments. This year we have achieved a record membership: over 6,300 members. This record marks the fourth straight year TJCTA has increased our membership, which is all the more remarkable when you consider the number of members who have retired from our profession as well as the difficult economic times we have all encountered. These record numbers suggest to me that each of you recognizes your role in maintaining the integrity of our profession through difficult times.

The number of TJCTA members has been particularly important to me as I've represented your interests before the Legislature. I precede each piece of testimony with a recognition of whom I represent—more than 6,300 educators from every discipline and every two-year college across the state of Texas. To members of the Legislature, that number represents our commitment to our profession, our students, and our institutions. When you have taken time to inform yourself about important issues by reading the Association's Legislative Updates and the Messenger, and when you have taken the time to call or write your legislator, you have reinforced your commitment and made the kind of difference for teaching that will secure the future role of community, junior, and technical colleges in Texas higher education.

This year legislators have responded to your letters and calls and, I think, to my testimony. As state president, I have testified more than a dozen times before several different committees on a variety of issues. If you have read TJCTA's Legislative Updates, you should know that our Association has vigorously opposed reductions in the state's ORP contribution, testifying before the Texas Sunset Commission, the Senate Committee on Finance, and the Subcommittee on Environment and General Government, as well as House Committee on Appropriations. We have argued against the downward expansion of the University of Texas at Tyler, an area served by five two-year colleges and two four-year colleges. As usual, we have vigorously fought for adequate funding for our institutions that now enroll nearly half of the state's post-secondary students but receive only 20 percent of her education funding.

Legislators have listened, I believe, not just because they know that Texas two-year colleges offer exceptional educational opportunities, but they also know we eagerly accept the mission of responding to a diverse group of students and that we understand their needs and our unique role. Most importantly, they know we have responded to our mission in a cost efficient and cost effective manner. I have heard legislators say many more times than I can count that Texas community junior colleges are the best bargain in the state's budget. We are known as the educators who teach.

In part, I believe state legislators have listened to our Association because of the long tradition of excellence established by former TJCTA presidents, particularly in legislative years. Larry Shirts, a former TJCTA state president from North Harris College, and David Clinkscale, a former state president from Tarrant County Junior College, established a clear reputation for honesty and integrity in the 1989 and the 1991 legislative sessions. And, of course, there are many other fine educators who have served the Association well on legislative issues with their time and expertise. Their professionalism has given me a model to follow and a tradition to uphold.

I am sure that the current session will neither be as bad for community college education as we sometimes fear nor as good for us as we would wish. But I want each of you to know that you have contributed to our profession in a most tangible way by being part of our Association. As the Immediate Past President of TJCTA, I can assure you that your contribution has made a difference for me this past year, and I thank you.

Marilyn Lancaster

PRESIDENT'S MESSAGE
**LEGISLATIVE ISSUES FACING HIGHER EDUCATION**

(Continued from page 1)

Insurance Program. The insurance program, administered under the Employees Retirement System, currently provides for state contribution rates ranging from $178 per month (for “employee only” coverage) to $348 (for “employee and family” coverage).

The original funding bill provided no increase in insurance contributions despite the certain raises in premiums. The Senate-passed bill includes funding to offset at least a portion of the additional cost; the House measure would make any increase in insurance appropriations contingent on availability of additional revenue.

### COMPARISON OF FUNDING PROPOSALS FOR TWO-YEAR COLLEGES

Following is a comparison of the amounts appropriated for each public community junior college district and for each component of the Texas State Technical College System under the two versions of the biennial appropriations bill.

<table>
<thead>
<tr>
<th>College District</th>
<th>House Bill</th>
<th>Senate Bill</th>
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<tr>
<td>Alamo Comm College</td>
<td>$7,116,326</td>
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<td>Alvin Comm College</td>
<td>15,237,400</td>
<td>16,118,100</td>
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<td>Amarillo College</td>
<td>19,861,415</td>
<td>21,409,000</td>
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<td>9,995,493</td>
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<td>Austin Comm College</td>
<td>52,501,432</td>
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<td>10,269,740</td>
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<td>BISU College</td>
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<td>Brazosport College</td>
<td>8,795,614</td>
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<td>Central Texas College</td>
<td>23,200,819</td>
<td>25,226,090</td>
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<td>Cisco Junior College</td>
<td>7,684,917</td>
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<td>Lee College</td>
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<td>15,753,364</td>
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<td>Tyler Junior College</td>
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<td>Vernon Region Jr College</td>
<td>6,056,968</td>
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### TJCTA MEMBERSHIP SETS RECORD FOR FOURTH STRAIGHT YEAR

For the fourth consecutive year, membership in the Texas Junior College Teachers Association has passed the 6,000-mark. In each year, the organization has set an all-time record total membership. This year more than 6,300 educators—from every community, junior, and technical college in the state—have enrolled as TJCTA members.

State membership chairperson Doris D. Patrick of Austin Community College expressed pleasure with the successful membership campaign. The excellent response to this year’s membership drive was especially gratifying to Mrs. Patrick. "The campus representatives share much of the credit for the success the TJCTA has enjoyed," Mrs. Patrick said. "They sent reminders and made personal contacts to be certain every potential member received an invitation to join TJCTA. The dedication of the campus representatives to make TJCTA a more effective advocate for faculty across this state," she said.

The largest increase this year came at Southwest Texas Junior College, where membership increased from 44 to 71, a gain of 27 members—and an 84 percent increase. Barbara A. Blair is campus representative at Southwest Texas Junior College.

A significant membership increase was also reported at McLennan Community College, where Margaret A. Harbaugh is campus representative. Ms. Harbaugh reported an enrollment gain on that campus of 22 members over the preceding year.

San Antonio College, where Ellen L. Breman leads the membership effort, and the Bill J. Priest Institute, under the leadership of Glenda H. Easter, each posted enrollment increases of 19 members over the preceding year.

The TJCTA statewide membership total for 1992-93 is 6,322, compared with 6,277 the preceding year.
Census Bureau Statistics Reflect Changes in Texas Job Market

The U.S. Bureau of the Census recently released the 1990 Census of Population and Housing Summary. The summary included both national and state employment figures.

Nationally, the report reflected dramatic changes in the composition of the American labor market. For the first time, the number of skilled white-collar workers exceeded that of skilled blue-collar workers. The ranks of women in executive, administrative, and managerial positions rose by about 95 percent in the past ten years; and among blacks, the number of women actually exceeds that of men in top positions.

As America becomes increasingly urban, the ratio of farmers to specialized professionals continues to fall. For instance, in 1970, there were 4.5 farmers for every lawyer in America; in 1990 there were 1.4 farmers per lawyer.

Also included in the 1990 census was the survey of income and program participation. Part of this survey monitors the number of people in the workforce. The Census Bureau reported, “Nearly one-half of all persons who moved into a job over the period entered a position in the retail trade and professional and related services industries.” The category of professional and related services industries includes jobs found in hospitals, schools, doctors’ offices, and libraries.

More persons entering the job market during the 28-month period covered by the survey (from the end of 1986 to the beginning of 1989) found employment in the service area than all other occupational fields. The nature of the jobs in the service area is varied. For instance, the “service field,” which is one segment of the service area, includes positions such as janitors, food counter workers, and child care workers. “Sales jobs” include sales clerks and cashiers, as well as real estate agents and stock brokers. Administrative support and clerical occupations include computer equipment operators, postal clerks, and receptionists.

The Census Bureau divides the job market into three large categories: goods-producing industries; high-paying service-producing industries; and low-paying service-producing industries. The Bureau reports, “Overall, 34 percent of workers age 16 and over were employed in a ‘high-paying’ service producing industry. However, 42 percent found work in a ‘low-paying’ service-producing industry.” The remaining 24 percent were employed in the goods-producing industries.

Goods-producing industries include agriculture, forestry and fisheries, mining, construction, and manufacturing. The high-paying service-producing industries include transportation, communication, and public utilities, wholesale trade, finance, insurance, and real estate, professional and related industries, and public administration. Low-paying service-producing industries include retail trade, business and repair services, personal services, and entertainment and recreation services.

In Texas, the Census Bureau reported significant increases in certain fields. The chart below shows employment trends in Texas from 1980 to 1990 by occupational category.

These figures reveal a growth in the overall employment in Texas of more than 1.3 million workers. The figures also reflect an increase in sales, service, professional specialty, and administrative support occupations, and an overall decrease in manufacturing jobs.

### Employment Trends in Texas

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1980</th>
<th>1990</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial and professional specialty occupations</td>
<td>654,538</td>
<td>938,354</td>
<td>+283,816</td>
</tr>
<tr>
<td>Executive, administrative, and managerial occupations</td>
<td>713,336</td>
<td>1,015,009</td>
<td>+302,673</td>
</tr>
<tr>
<td>Professional specialty occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical, sales, and administrative support occupations</td>
<td>206,911</td>
<td>298,039</td>
<td>+91,128</td>
</tr>
<tr>
<td>Technicians and related support occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales occupations</td>
<td>698,028</td>
<td>954,611</td>
<td>+256,583</td>
</tr>
<tr>
<td>Administrative support occupations, including clerical work</td>
<td>1,079,241</td>
<td>1,232,384</td>
<td>+153,143</td>
</tr>
<tr>
<td>Service occupations</td>
<td>47,317</td>
<td>50,387</td>
<td>+3,070</td>
</tr>
<tr>
<td>Private household occupations</td>
<td>79,598</td>
<td>130,997</td>
<td>+51,401</td>
</tr>
<tr>
<td>Protective service occupations</td>
<td>624,163</td>
<td>848,940</td>
<td>+224,777</td>
</tr>
<tr>
<td>Service occupations, except protective and household</td>
<td>179,925</td>
<td>196,624</td>
<td>+16,699</td>
</tr>
<tr>
<td>Farming, forestry, and fishing occupations</td>
<td>951,435</td>
<td>896,290</td>
<td>-55,145</td>
</tr>
<tr>
<td>Precision production, craft, and repair occupations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operators, fabricators, and laborers</td>
<td>458,827</td>
<td>412,571</td>
<td>-46,256</td>
</tr>
<tr>
<td>Machine operators, assemblers, and inspectors</td>
<td>314,350</td>
<td>320,773</td>
<td>+6,423</td>
</tr>
<tr>
<td>Transportation and material moving occupations</td>
<td>304,176</td>
<td>302,398</td>
<td>-1,778</td>
</tr>
</tbody>
</table>

### Occupations in Demand

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1970</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Analysts</td>
<td>107,580</td>
<td>471,290</td>
</tr>
<tr>
<td>Dietitians</td>
<td>43,275</td>
<td>90,223</td>
</tr>
<tr>
<td>Finance Managers</td>
<td>220,483</td>
<td>635,911</td>
</tr>
<tr>
<td>Food Service</td>
<td>3.3 mil.</td>
<td>5.7 mil.</td>
</tr>
<tr>
<td>Lawyers</td>
<td>286,478</td>
<td>779,471</td>
</tr>
<tr>
<td>Physicians</td>
<td>296,988</td>
<td>586,715</td>
</tr>
<tr>
<td>Police Officers</td>
<td>427,607</td>
<td>822,283</td>
</tr>
<tr>
<td>Prison Officers</td>
<td>47,716</td>
<td>184,667</td>
</tr>
<tr>
<td>Psychologists</td>
<td>29,575</td>
<td>191,962</td>
</tr>
<tr>
<td>Public Relations</td>
<td>80,342</td>
<td>167,568</td>
</tr>
</tbody>
</table>

### Occupations in Decline

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1970</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbers</td>
<td>178,907</td>
<td>84,626</td>
</tr>
<tr>
<td>Democrats</td>
<td>1.2 mil.</td>
<td>563,918</td>
</tr>
<tr>
<td>Elevator Operators</td>
<td>40,393</td>
<td>11,411</td>
</tr>
<tr>
<td>English Professors</td>
<td>40,901</td>
<td>24,276</td>
</tr>
<tr>
<td>Farmers</td>
<td>1.3 mil.</td>
<td>1.1 mil.</td>
</tr>
<tr>
<td>Rail Workers</td>
<td>248,547</td>
<td>121,846</td>
</tr>
<tr>
<td>Shoe Repairers</td>
<td>42,451</td>
<td>28,028</td>
</tr>
<tr>
<td>Tailors</td>
<td>72,991</td>
<td>56,807</td>
</tr>
<tr>
<td>Textile Workers</td>
<td>2.0 mil.</td>
<td>1.4 mil.</td>
</tr>
<tr>
<td>Tool, Die Makers</td>
<td>202,333</td>
<td>142,814</td>
</tr>
</tbody>
</table>

Source: U.S. News and World Report
COMMITTEES, 1993-94
(Appointments expire March 31, 1994, unless otherwise indicated.)

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Frances H. Dodd, College of the Mainland
Mary R. Parker, Austin Community College
Michael A. White, McLennan Community College
DORIS BURBANK RECEIVES TJCTA DISTINGUISHED SERVICE AWARD

The first general session of the forty-sixth annual Texas Junior College Teachers Association convention included the presentation of the TJCTA Distinguished Service Award to Doris Deats Burbank, Alvin Community College.

Mrs. Burbank's involvement in TJCTA covers almost 20 years of service on numerous committees, including five years as an officer on the Executive Committee. She was State President in 1980-81. She also served on the ad hoc Constitutional Revision Committee from 1990 to 1992. Mrs. Burbank continues to play an active role in TJCTA. She currently serves on the TJCTA Advisory Committee on Long-Range Planning.

Mrs. Burbank is only the fourth recipient of the award since it was first presented in 1981. Paul McFerran, Texarkana College, received the award in 1981; Mitchell Grossman, San Antonio College, was honored in 1987; and Lawrence Bell, Tarrant County Junior College–Northeast Campus, received the award in 1990.

REP. WILHELMINA DELCO HONORED AT ANNUAL CONVENTION

The Texas Junior College Teachers Association was honored to present a “Salute to Wilhelmina Delco” at its forty-sixth annual convention. Rep. Delco (D-Austin) was selected on the basis of her long standing commitment and effective leadership on behalf of higher education in Texas.

The event featured addresses from notable figures in Texas government and higher education. These included James E. “Pete” Laney, Speaker of the Texas House of Representatives; Steven Carriker, member of the Texas Senate; Kenneth H. Ashworth, Commissioner of Higher Education; Marvin R. Felder, President, Texas Public Community/Junior College Association; and Marilyn J. Lancaster, President, Texas Junior College Teachers Association. The speakers expressed their gratitude and respect for the leadership Rep. Delco has provided.

Rep. Delco has been a tireless advocate for Texas two-year colleges. Her dedication earned her the TJCTA Legislator of the Year Award in 1983.

COORDINATING BOARD ENLISTS TWO FROM TJCTA TO SERVE ON COMMITTEE

Brian K. Dille, Odessa College, and Scott A. Nelson, Kingwood College, have been appointed to the Public Community Junior and Technical College Formula Advisory Committee of the Texas Higher Education Coordinating Board. Commissioner Kenneth H. Ashworth appointed Dr. Dille, President of the Texas Junior College Teachers Association, as an ex officio member of the committee, with a term to extend through his tenure as President of TJCTA. Dr. Nelson, President-elect of TJCTA, who was appointed to the committee in 1991, will continue to serve on the committee until December 31, 1998.

The advisory committee was created by the Coordinating Board, as directed by the Legislature, to recommend formula rates in the appropriations process for community, junior, and technical colleges for the 1995-1997 biennium. Dr. Dille and Dr. Nelson are the only two faculty members to serve on the 19-member panel. The committee also consists of four laypersons, six college financial or operations officers, and seven two-year college presidents or chancellors.

Gilbert Leal, President of Texas State Technical College at Harlingen, will serve as chairperson for the committee.
LEGISLATION OF INTEREST TO TWO-YEAR COLLEGES

Following is a listing of selected bills filed in the Texas Legislature which would affect public two-year colleges. Status is reported as of May 3, 1993. Further action is not anticipated on bills indicated with asterisks (*).

Senate Bills

S. 5 (by Montford) General Appropriations Bill. Passed the Senate March 2, 1993; passed the House with amendments, April 15, 1993; sent to Conference, April 26, 1993.

S. 6 (by Zaffirini) would convert Laredo State University from an upper-level institution to a component of the Texas A&M University System, authorized to offer the baccalaureate and graduate level courses beginning in the fall of 1995. Passed the Senate March 8, 1993; favorably reported, House Committee on Appropriations, April 7, 1993.

S. 68 (by Bivins) would direct the Coordinating Board to prepare a "general academic course guide - manual" and require institutions to identify at least 45 semester credit hours which are "substantially equivalent" to courses in the manual.

S. 81 (by Bivins) would require the Coordinating Board to assess the "educational impact" of legislation to establish an additional institution, campus, extension, or professional school, or to convert or merge such an institution.

S. 143 (by Madla) - Companion to S. 143, 1980. S. 13, 143 (by Madla) - Companion to H. 13, 1980. S. B. 69 (by Bivins) would require the Coordinating Board to assess the "educational impact of legislation to establish an additional institution, campus, extension, or professional school, or to convert or merge such an institution."

S. B. 591 - Companion to H. C. 1/Messenger

S. B. 671 (by Bivins) would require the Coordinating Board to defer to, and assist, the institution in seeking accreditation by the Southern Association of Colleges and Schools. Favorably reported, Senate Committee on Education, April 26, 1993.

S. B. 871 (by Madla) would prohibit a college from "directly or indirectly" coercing or requiring a faculty member to join an organization or from discouraging or prohibiting a faculty member from joining an organization or from participating in political affairs. Similar to S. B. 871, favorably reported; House Committee on Higher Education, April 22, 1993.

S. B. 1321 (by Barrientos) would create a "right to an academic fresh start," providing that if an applicant seeks admission to a college or university the institution may not consider academic credits or grades earned by the applicant 10 or more years prior to admission under this provision. Passed the Senate, April 28, 1993.

S. B. 1324 (by Brown) would exempt from the Texas Academic Performance Program students receiving composite scores on ACT or SAT in the 80th percentile or higher. Passed the Senate, April 22, 1993; favorably reported, House Committee on Public Affairs, May 10, 1993.

S. B. 1422 (by Madla) relates "to the rights of public junior college faculty members," and would prescribe procedures for certain faculty members being "fundamentally flawed and ill-conceived." The House sponsor has indicated that he will not seek further action on the necessary.

House Bills

H. B. 1 (by Kubik) would exclude from a student's grade point calculation a grade of C, D, or F in a course repeated for credit if a higher grade was earned when the course was repeated. Scheduled for House debate.

H. B. 220 (by Rodriguez) favorably reported; House Committee on Higher Education, March 10, 1993; Senate companion bill (S.B. 501) passed the Senate March 23, 1993; passed the House April 15, 1993; signed by the Governor April 29, 1993.

H. B. 414 (by Dumburg) would limit public junior college trustees to no more than "two consecutive full terms."


H. B. 650 (by Junell) General Appropriations Bill. S.B. 5 substituted for House bill; passed the Senate with amendments, April 15, 1993; sent to Conference, April 26, 1993.

H. B. 1022 (by Gutiérrez) is similar to S. B. 251.

H. B. 1146 (by B. Smith) would direct the Coordinating Board to eliminate "outdated and unnecessary" academic standards and encourage "innovative, nontraditional" programs. Favorably reported; House Committee on Higher Education, April 22, 1993.

H. B. 1365 (by Smith) would prohibit a college from "directly or indirectly" coercing or requiring a faculty member to join an organization or from discouraging or prohibiting a faculty member from joining an organization or from participating in political affairs. Similar to S. B. 1321, favorably reported; House Committee on Higher Education, April 22, 1993.

H. B. 1610 (by Smith) would create a Texas Department on Workforce Development and transfer responsibilities for administration of postsecondary vocational-technical education from the Texas Higher Education Coordinating Board to the department. Pending in House Committee on Economic Development.

H. B. 1653 (by Shields) would exempt students earning certain composite scores on ACT or SAT examinations from the Texas Academic Skills Program (TASP).

H. B. 1890 (by Rodríguez) - Companion to S. B. 1422, favorably reported; House Committee on Investments and Banking, April 5, 1993.

H. B. 2371 (by Hamrick) would require the Texas Higher Education Coordinating Board to develop policies encouraging institutions of higher education and their faculty members to create "substantive relationships" with nearby school districts. Pending in House Committee on Higher Education.

H. B. 2442 (by Bailey) relates "to the rights of public junior college faculty members," and would prescribe procedures for certain faculty members being "fundamentally flawed and ill-conceived." The House sponsor has indicated that he will not seek further action on the necessary.

H. B. 2562 and 2563 (by Black) would merge Central Texas College, a public junior college, with a private university (Central Texas University), and allow the transfer of the university to a public university system [presumably the Texas A&M University System]. Favorably reported, House Committee on Higher Education, April 22, 1993.

H. B. 2578 (by Kale) would authorize "partnership agreements" between community colleges and upper-level universities located within the same service region. (Proposed by the Governor, favorable report out of "The University of Texas at Tyler in 1993 has been deleted in subcommittee.) Pending in subcommittee, House Committee on Higher Education.

H. B. 2793 (by Delco) would exempt from the Texas Academic Skills Program (TASP) students who achieve certain levels (set by the Texas Higher Education Coordinating Board) on the TABS, SAT, or ACT tests. Scheduled for House debate.

H. B. 2867 (by Johnson) would allow a member of the Teacher Retirement System who has at least 20 years of service credit and who is at least 55 years of age to add five years to his or her service credit in calculating retirement benefits, with the net cost to the state for "early retirement" to be reimbursed by the employing institution; would apply to retirements between Jan. 1, 1994 and Jan. 1, 1995.

H. B. 1484 (by Bailey) would authorize salary deductions for junior college employee "contributions" toward junior college employee "participation in the postsecondary and community college post-1923.

LEGISLATIVE INFORMATION

For information on the status of legislation and schedules of House and Senate committees, contact Rio Grande Valley @ 1-800-253-9693. In Austin, call 463-1251, between 9:00 a.m. and 5:00 p.m., Monday through Friday.
THE FIRST GENERAL SESSION featured a "Salute to Wilhelmina Delco," which included addresses by (left to right) Texas House Speaker James E. "Pete" Laney; State Sen. Steven Carriker; Kenneth H. Ashworth, Commissioner of Higher Education; and Marvin R. Felder, President of the Texas Public Community/Junior College Association.

AWARDS PRESENTED at the convention included the TJCTA Distinguished Service Award, left, given to Doris Deats Burbank, Alvin Community College. Rep. Wilhelmina Delco, center, received the TJCTA Legislator of the Year Award. William Moore, right, was the keynote speaker at the Second General Session.

This year's convention registered more than 3,700 members, exhibitor representatives, guests, and program participants.

About 500 members attended the banquet preceding the First General Session.

—Photos by Tom Stutsenburg—