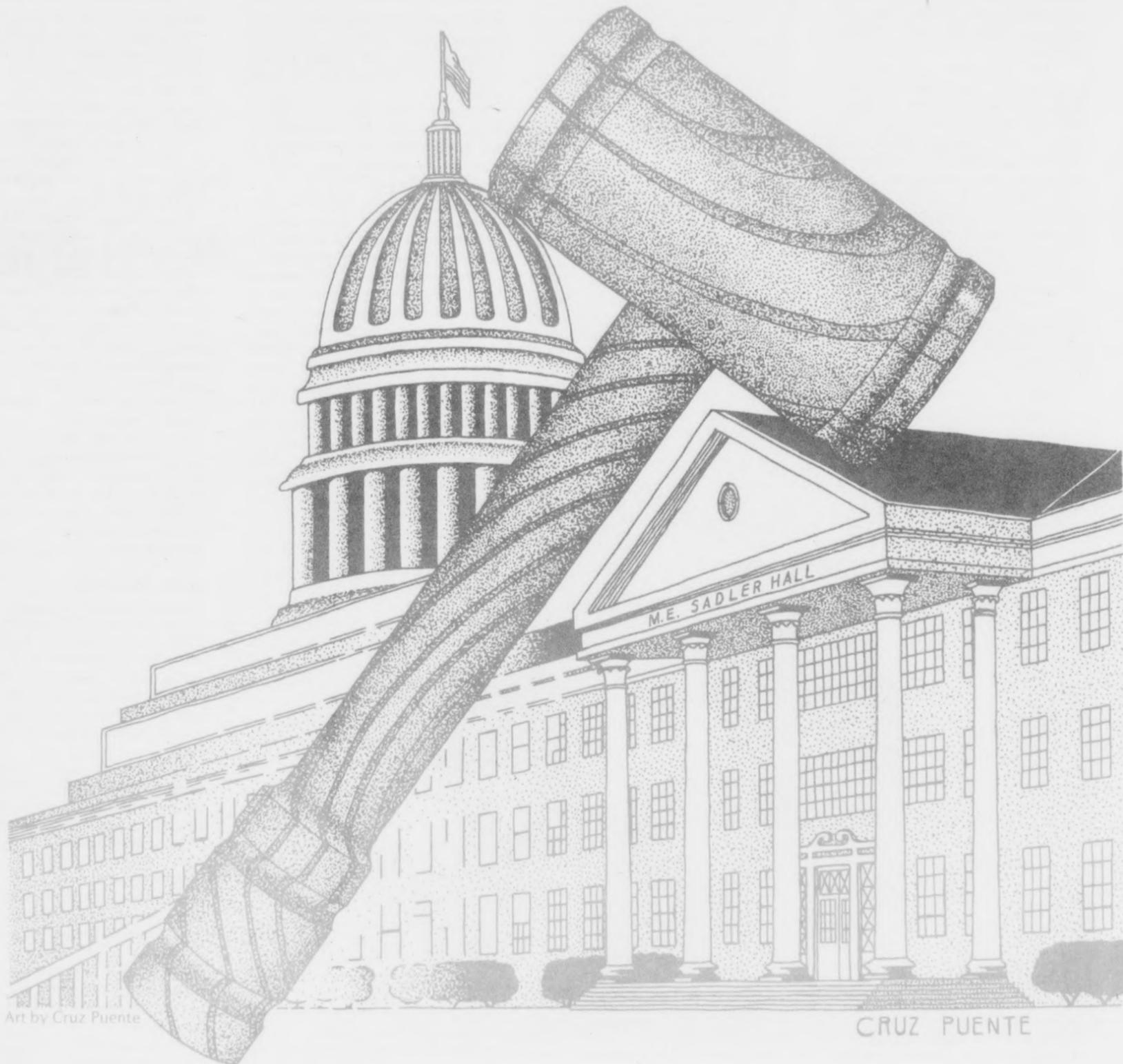


Shades of House chambers

"I'm not really involved in it. The first meeting I went to, I sat there and I was just in awe. Everything goes by the book in meetings . . . some of them get really heated. Some of those people get crazy."

- See page 2



Art by Cruz Puente

CRUZ PUENTE

Force behind the gavel

By Susan Thompson

It is not uncommon for the Student House of Representatives to be critiqued by the faculty, the administration or student publications.

Rarely, however, do students hear different views from House members themselves on the directives and effectiveness of what goes on in the House chambers, a worthwhile insight since few students ever venture in to find out for themselves.

House members' ideas about the House seem almost as diverse as various theories on its purpose since its creation.

In 1911, TCU formed its first student body organization with executive officer elections open to the entire student body. Until that time TCU publications were the primary medium for student opinion.

"The purpose of student government," says Emeritus Dean of the University Jerome A. Moore, who was the editor of the *Skiff* in the 1922, "was to support school spirit, at athletic rallies and to support all student organizations on campus."

Dr. Beta Hall Compton, who was involved with reviewing student organizations in the 1940s, says, "Student government was concerned with many social functions to promote TCU spirit, especially in the 1940s and 1950s."

"Student Government worked very closely with the administration to provide a very positive and friendly environment at TCU."

Moore, however, says the purpose for student government began to change after the 1950s. "In the '60s student government became less interested in social functions and more interested in criticizing the system," he says.

Dean of Students Libby Proffer,

who was once the House adviser, says, "Student Government has worked very closely with student life but has not worked very closely with the other areas of the university. Student government needs to be concerned with some of the same things faculty and deans are concerned with."

Today the Student House of Representatives has 65 elected representatives, with an executive board of five officers. President Eddie Weller estimates an additional 25 to 30 students are involved in House affairs but are not elected reps.

Just as the purposes of the House seem to have evolved since its start, interpretations of those purposes appear quite varied among present House members. Their opinions on the House's effectiveness at influencing policy and representing the student body, on its importance to non-House students and on the reasons students get involved in it, seem almost as great in number as are members.

In an attempt to capture these characteristics of the House, a cross section of House members was asked its views on House activities.

Vaughan Braden

House president 1981

Vaughan Braden is a senior with a double major in religion and economics. She has been involved in the Student House of Representatives since the spring of her freshman year when she was a non-voting member of the Finance Committee.

As a sophomore she was chosen as a Greek representative and was appointed as chairwoman of the Elections Committee her junior year. In January 1981 Braden took office as House president.

Braden can trace her interest in student government to high school when she served as student body treasurer. "Maybe I thought it was important to have the right people representing the students to the administration," says Braden.

Despite her many years of student political involvement, Braden says she has no political aspirations. These experiences, she says, "have turned me off to politics, if anything. Too much manipulation. Too much red tape."

Braden says she was first drawn into the House by the influence of people already involved. She thinks that's how many of the most active House members are first attracted, rather than joining for the ideal of changing poor situations for the student body.

A good number of House members, says Braden, are there partly to learn about politics and to get experience. Others, especially freshmen, are just trying to get involved on campus and to meet people.

However, says Braden, when it came to running for president, "I did it because I really thought I could do the students some good. It wasn't a power trip."

"I'd say I gave more to my student government than I did to academics," she says of her year in office. "I'm back on the track now."

Braden evaluates the influence of the House on the administration as powerful. "I don't think people realize how much the administration looks to the House leaders for student opinion. They have a lot of influential power," she says.

The new alcohol and parking policies, and the addition of lighting in the coliseum and the Greek parking lot, are recent changes that Braden says the House had a strong voice in.

Whether suggestions like these that come before the House are student opinion or simply the opinion of House members has been a constant concern of student government.

The purpose of representatives, says Braden, is to "bring students' suggestions to the House floor or its committees." Students, however, also have the responsibility to solicit to the house when they want something done.

Tom Brown, Jarvis and Brachman residents, says Braden, tend to be a lot more vocal than other students. "They get riled about something and they send their rep in to do something about it."

"The typical student we just don't see very often," she says. As a result, quite a few students air their personal concerns on the House floor. "It's just something they think will benefit the majority of students."

In addition, says Braden, the House periodically sends out surveys to student organizations like the one they did last fall. These groups were asked to rank their priorities from a list of concerns.

"We did this so we could get an idea of what the students wanted us to do—so we weren't just making it up as we went along," she says.

Why a student would be devoted to improving situations for students who sometimes show little response or input, says Braden, is tied up in individual ideologies. "I was really devoted to the service idea. I guess I just accept TCU's indifference as given. It doesn't mean that we don't owe it to those who do vote."

Personally, says Braden of her year in office, "I think I've changed a lot in the past year."

One thing she changed was her major, from accounting to religion and economics. Her experience helped reveal her desire to lead and to help people. "I've changed my priorities," says Braden.

But, she adds, "I love the House."

Cathy Spinazolla

Sherley dorm representative

Freshman Cathy Spinazolla began her involvement in the House as the representative from Sherley dormitory last semester. She comes from Chicago where she was in high school student government for three years.

"One of my main reasons for being a rep," says Spinazolla, "was to find out what student government did in college and how much power and influence they had. It's something good to learn."

However, she says, "I'm not really into politics that much at all." She echoes that sentiment when it comes to the Student House.

"I'm not really involved in it," she says. "The first meeting I went to, I sat there and I was just in awe. Everything goes by the book in meetings."

While Spinazolla says she attends all House meetings, "I don't really



President Eddie Weller presides over his first regular House meeting. Also pictured is the parliamentarian Robin Lynn Altman-Hayes, and secretary Matt Fels. Photo by Lezley Hillis.

participate too much in debates. I feel a little insecure.

"Those meetings—some of them get really heated. Some of those people get crazy," she says, adding that she thinks many of them are in the House to get political experience.

"There is quite a varied group of people in the House," she says. "They are very outgoing. You have some really cool people and you have some real losers."

Despite her intimidation, Spinazolla says she takes her responsibility seriously. To find out Sherley opinion on issues she goes mostly through dorm meetings. "I haven't really had too much contact individually because people just aren't interested.

"So when I'm voting in the House I try to think of the girls in the dorm and how they would feel about it," she says. And she thinks she is fairly successful at this.

Spinazolla, also, feels the House carries a lot of weight in influencing policies. "It just blows high school right off the map. I think it has a lot of power."

She thinks House successes may eventually decrease student apathy. "Maybe if they see what we've done, it will spark something in them to go out and vote."

For herself, Spinazolla is not sure about her future in the House. "It

looks real good on a resume, but I don't feel myself that I'm doing much good."

Cheryl Huff

House vice president 1981

Cheryl Huff is a senior who says she's headed for law school. While she was the president of her student body in high school, she was not involved directly in the TCU Student House until she took office in the fall of her junior year.

Though she had been involved in the Program Council's Forums Committee, which is an arm of the House, she says she was not into many things at that time, and just happened to read in the *Skiff* that the vice presidency of the Student House had been vacated by a Washington intern. She looked into it and it sounded right up her alley.

She ran and she won.

"It was the hardest learning process that I ever had to go through. Everything was by the line. I had tons to learn," she says.

Huff decided to run again for the 1981 term, and again, she won. She doesn't hide that one of her main disagreements with the ways the House runs is the strict procedure. She says House transactions should be looser—a little more human.

"Sometimes I wish we would pay less attention to parliamentary

procedure and more to what we are really trying to do," she says.

She sees the House's power is wide-spread. "I really think it's very important. Where else can the faculty and the administration go to get a student opinion?"

"The trustees really listen. I think they have a big chance to get policy changed," Huff says.

She agrees that representation of the entire student body is a difficult thing to accomplish. "How do you know what these students are interested in?"

She thinks this is a promotional problem within the House, and that more advertising needs to be done to draw student interest and opinions.

Huff thinks the House draws its members from the academic ranks. "It's a different type of person," she says. "The House is their life." She thinks political experience is an attraction to many members.

Randy Metscher

Town student representative

Randy Metscher, a sophomore history major, is one of nine town student representatives in the House. He was involved in various student government organizations beginning in his junior year in high school.

Metscher describes himself as a very active member of the House.

He was elected as a write-in candidate his freshman year and is now on the Elections Committee.

Metscher thinks that many House members are there for the politics. They are intensely involved in playing politics in the House—forming parties.

"Nitpicking is big. There is a lot of mud-slinging and it's very back handed.

"The House is definitely a breeding ground for people with political ambitions," he says.

Metscher himself wanted to be in the House because he says he has the right to be. He finds his responsibility as a representative difficult because his town student constituency is hard to tap.

"I have poured over that question. Idle conversation is the best way. I really can't be sure that I do what they want," he says.

Metscher says the House is a place to learn self-management. "We have a big bank account," he says, and a lot of learning goes on in allocating that.

"The effectiveness of the House is directly related to the strength of the hand with which the president rules and the respect that the president receives," says Metscher.

"I care about the House. I take it seriously. I don't care that much about what we get done—I care about our credibility."

Gourmet cooking can look easy

By Quantalane Henry

When people think of gourmet foods they often picture steamy, expensive and fattening trays of exotic foods served on good china and special occasions.

Evelyn Roberts, instructor of gourmet foods in the home economics department, says that students who enroll in her class have the opportunity to learn the "true meaning of gourmet cooking" and the mechanics of the art of preparation.

Roberts says that the upper-level course is always popular because it is both fun and informative. She has one lecture class and two labs each week.

"It deals with a lifelong activity—preparing and eating food," Roberts says. "Students see the class as a practical course."

Roberts says that many students don't know how to aesthetically prepare food. Many of her students haven't had the opportunity to cook in a kitchen and need to learn the basics as well as techniques and skills necessary for gourmet cooking.

Though Roberts provides students with a course outline, she says that she allows them to do what they want to do.

"For example, if a student comes to me with a family recipe or a great gourmet dish he or she would like to try, then the student can try it," Roberts says. "If they have not made a soufflé or a chocolate

mousse, for instance, then we might prepare them in a lab session."

Roberts says that gourmet doesn't have to mean difficult, as so many people think. It need not imply cooking all day long to complete a single dish, but it "looks at food preparation from an entertaining angle."

Included in the course is instruction on nutrition. Roberts says this is necessary for any food-related course. "In my class I make sure the students understand that the human body requires foods from the four food groups to remain healthy," she says.

And Roberts is a woman who lives what she teaches. She has the figure to prove it.

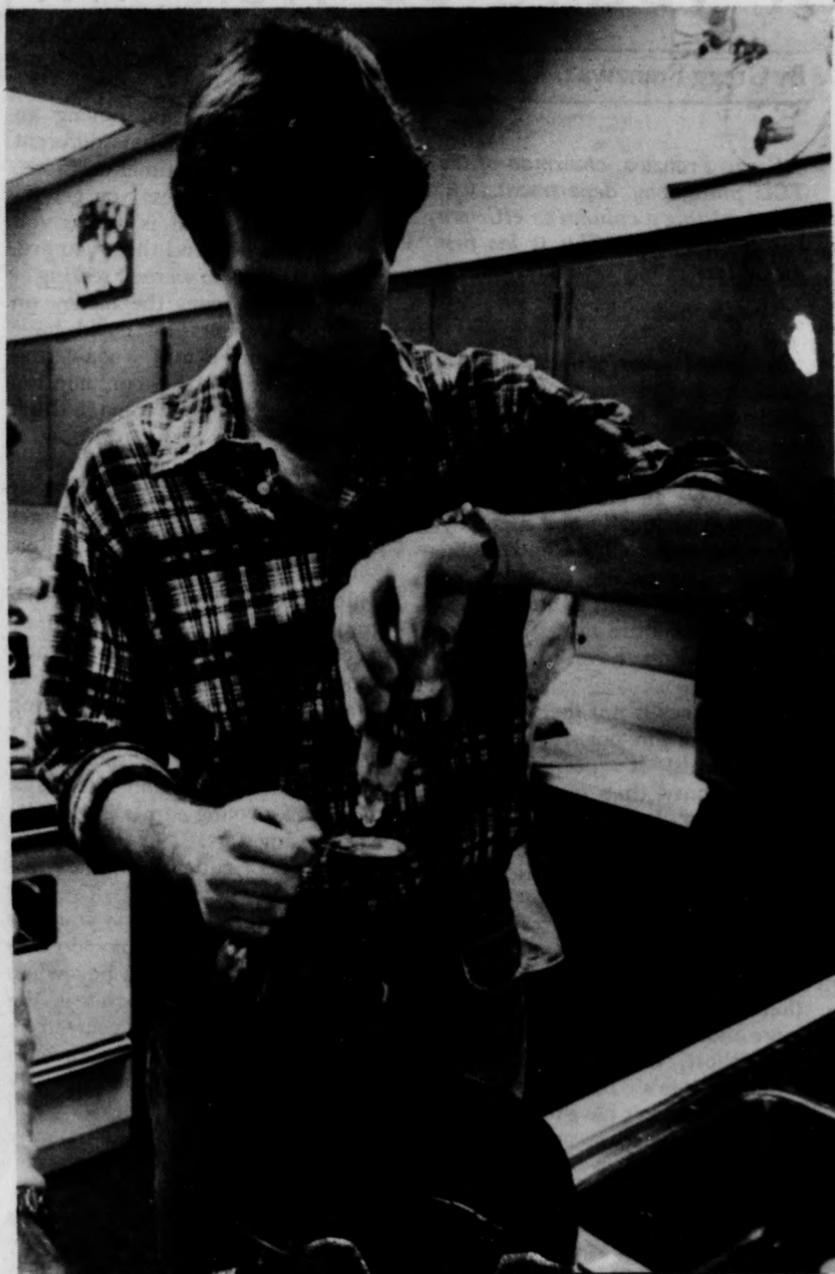
"I do watch what I eat and if I feel that I will eat during my lab sessions, then I will not eat a lot when I get home," she says.

Roberts says that her main objective in the course is to reinforce learning. She says that though it is a high-interest class, it's not a blow-off course.

"Some students may think that it is a super-easy class, but in order to pass the course, they must learn the basic skills involved in knowing how to cook gourmet foods," Roberts says. "Many of my students earn A's. Some make B's and others earn C's, and I don't like to talk about D's and F's."

Roberts says that she expects good grades from her students because the class is an elective and not a core

See Gourmet page 4



Mark Hargis works over a Caesar Salad during his gourmet cooking class lab.

Photo by Lyle McBride

Gourmet

continued from page 3

requirement. She says the only objection her students could have to the class are the six exams and comprehensive final.

"I always mention this on the first day of class, but it doesn't scare students away," Roberts says.

Roberts' class traditionally fills up during pre-registration. She encourages only seniors to enroll and then takes as many as she can off of a waiting list. She was able to accept three extras this semester.

"Very seldom do students drop my class," says Roberts. "During pre-registration, we feel that it's only fair to take a third of those who register each day."

Roberts has 32 students in her lecture class and 16 students in each lab. She says that due to a lack of needed facilities and personnel the home economics department couldn't handle another section.

Roberts says the general aim of the course is to help students realize the importance of planning and preparing nutritionally sound food

and presenting it in a creative and aesthetic manner.

"I use some lecture and a good bit of class discussion in teaching the course," Roberts says. "I also use visual aids, slides and film strips."

At the end of each semester Roberts invites her class and a wine consultant to her home. She says her students enjoy the exposure.

A mother of three, Roberts is a 1959 graduate of Texas Wesleyan College of Fort Worth and also a graduate of TCU. She has taught here for five years.

She says that just as many men are enrolled in her class as women. While many of the men are awkward in the labs at the beginning of the course, Roberts says, they really progress and become quite skillful by the end of the semester.

"It is not that unusual nowadays for men to enjoy cooking for themselves," Roberts says.

"Twenty-five years ago—yes, but the trend now is for younger people to stay single longer and be out on

their own."

Roberts says that she doesn't believe that there's a negative stigma attached to men who enjoy cooking. "Men don't like the idea of relying on a woman for food," Roberts says. "Guys see the need of being independent like gals."

Roberts says she tells her friends that "it takes more for a man to get in the kitchen and cook, than to cop-out and say that cooking is 'woman's work.'"

On one particular occasion when she and her husband, Terry, hosted a Christmas dinner, Roberts says that they were teased by one of their guests because Terry helped her in the kitchen.

"My husband told him that he was just being a role model for male chauvinists like him," Roberts says. "My 11-year-old son, Jason, loves to cook also."

David James, a December 1981 graduate, says the class gave him the skills to cook for himself instead of going to McDonald's every day.

"It's pretty impressive to be able to cook for my girlfriend," James says. "Men should learn to cook since more women are out in the business world."

James says that Roberts was a marvelous teacher who made everyone feel worthwhile. "I really liked the class—it was a great way to take a break from my scholastic work, but I learned a lot," he says.

Sherrill Gilliam, also a recent graduate, says the gourmet class was one of the two best classes she ever enrolled in at TCU. "It was a lot of fun and I learned how to cook a lot of different foods that many people think are hard," Gilliam says. "It has all come in handy for me since I got married."

Roberts says she really "delights in seeing students gain confidence in the learning skills and knowledge of gourmet cooking."

"People are so important," Roberts says. "Food is often used as a socializer and it helps people be creative."

If you're so rich why aren't you smart?

By Gregg Franzwa

Gregg Franzwa, chairman of the TCU philosophy department, will be submitting a column to etCetera every other week. This is his first such effort.

Andrew Hacker, a noted political thinker, was on campus recently. Listening to him speak I was reconvinced that people are all created equal—roughly speaking. That is, we all emerge about the same size physically and mentally. Everyone is born little and stupid. But then a series of accidents happens which leads to inequalities. And, in this culture at least, many of those accidents have to do with money.

Now money is *not* the root of all evil (though I'm not so sure about credit cards). It's people's beliefs about money that cause trouble. Some folks, for example, believe that they really did deserve to be born to money. Others believe that to be morally suspect.

All these beliefs are, of course, completely false. All that money does for a person is widen his options. The more money you have the more choices you get to make.

In short, more money means fewer have-to's. You still have to eat, but you don't have to eat beans. You still have to breathe but you don't have to breathe dirty air. And if you've really got it made, you don't even have to work. You're then free to spend your time at less pressing projects, like getting educated. And this in turn will help you since, even with Reagan in office, it still takes a modicum of

smarts to hold on to the money you have.

The problem is that buying an education is somewhat different than most other consumer decisions. It won't "take" unless you get involved with it—that is, unless you work at it a bit. And there you are, the very thing you weren't seeking.

If you had spent the money on audio equipment you could have stayed seated and non-verbal through the entire consumption experience. But then, come to think of it, that's what many are doing in school.

The only difference is that it doesn't work there. They don't get educated. Instead they exchange \$40,000 or so for a piece of paper which *says* they're educated. Now granted, we are talking about a piece of high quality, ragbond paper, which may run as much as four bits a sheet for the granting institution. But at \$40,000 it's definitely overpriced. And as the first major consumption decision in the life of a young capitalist, it's not a promising start.

Getting an education is not like getting a permanent—it's not something that is done *to* you. It's always something you do to yourself. And what you buy when you pay TCU or whoever is the opportunity to do it to yourself in the company of people who have, in this discipline and that, already done it to themselves. They give you tips on how to do it more efficiently than might have occurred to you on your own.

The best they can do ultimately is point you toward ideas and say "think." But thinking is work and of course you can avoid it. The problem is that you can't pay someone else to do it for you.

In that respect we're all equal. Not only do we all start stupid, we all have to get smarter on our own. But then that's the great thing about that which money won't buy: when you achieve it you get to take real credit for it.

So, if you want more than the piece of paper, start educating yourself. Do something shocking

like reading beyond the assignment. Stop trying to memorize and start trying to understand. Write. Write papers you don't have to write and ask people to respond to them. Speak up in class. Argue. Stop looking for easy classes and start trying to find those that will expose you to new ideas. And if you really want to live dangerously, you might even talk to the faculty.

events etc.

Monday 8

Films Committee 6 p.m. Student Center Room 202.
Forums 4 p.m. Student Center Room 214.
International Students 6 p.m. Student Center Room 214.
Campus Chest 4 p.m. Student Center Room 216.

Tuesday 9

Air Force 8 a.m. Student Center lower lobby.
Country/Western Dance Class 7 p.m. Student Center Ballroom.
Traffic Appeals Committee 11 a.m. Student Center Room 214.
Forums 4:30 p.m. Student Center Room 214.
Student Affairs 5:30 p.m. Student Center Room 214.
Women's Studies 4 p.m. Student Center Room 218.
CPPC Workshop "Strategies for Finding a Job," 6:30 p.m. Foster Library.

Wednesday 10

Young Volunteers in Action 11 a.m. Student Center lower lobby.
Bible Study 8 p.m. Student Center Room 207.
Outreach for Christ 9 a.m. Student Center Room 218.
Latin American Society 4 p.m. Student Center Room 204.
VITA 6 p.m. Dan Rogers Hall Business School Library.

Thursday 11

Pickwick Photos Noon. Student Center Room 202.
United Way 8 a.m. Student Center Room 205.
Special People 4 p.m. Student Center Room 214.
CPPC Workshop "Strategies for Finding a Job," 9:45 p.m. Waits lobby.

Friday 12

Film "American Werewolf in London," 5, 8, 12 p.m. Student Center Ballroom.
Pickwick Photos Noon. Student Center Room 202.
Alpha Lambda Delta 3 p.m. Student Center Room 205.
Delta Sigma Theta 9 p.m. Student Center Room 205.
Panhellenic/IFC 3 p.m. Student Center Room 207.

Saturday 13

Film "The Competition," 7, 10 p.m. Student Center Ballroom.
Sigma Chi 9 a.m. Student Center Room 202.
Delta Delta Delta 10 a.m. Student Center Room 207.

Sunday 14

Panhellenic/IFC 2 p.m. Student Center Ballroom.
Tae Kwon Do Karate Club 1 p.m. Rickel Building Room 218.