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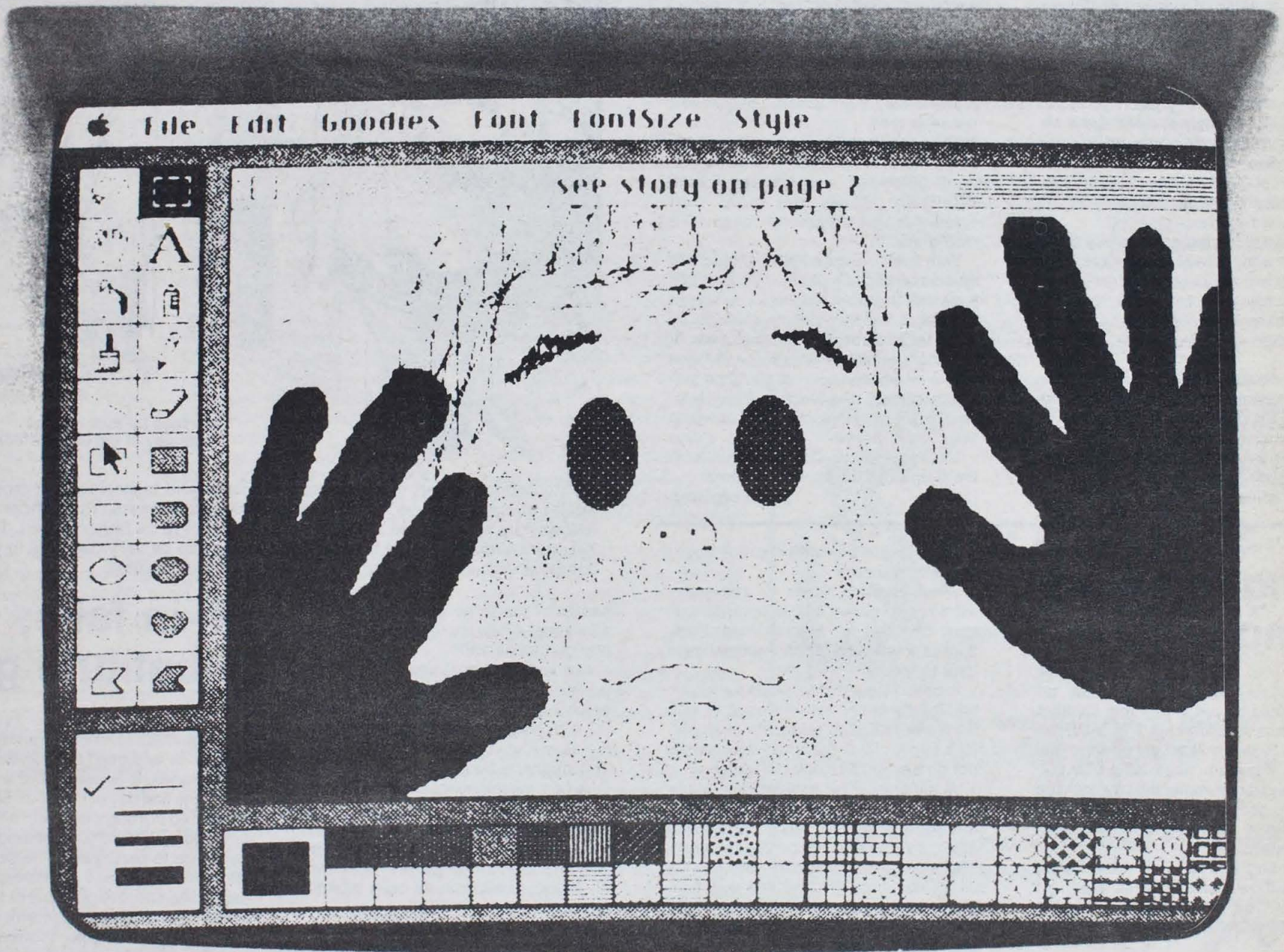
New Expression

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Are You Hungry for Computer Time NOW?



Graphic and Photo by Brent Ibata

Chicago teens enrolled in computer programming classes say they are starving for hands-on experience at the computer.

Reporter Lisa Blackman found that teens want hands-on experience and they are fed up with computer programming courses.

What contributes to this problem? Are programming courses preparing teens for college and careers?

What are teens doing to get their hands on computer equipment?

Read Lisa's report on Page 7.

Also Inside:

• Depression and teens: Can teenaged friends help each other through their depression? Why is it that males seldom turn to friends when they are depressed? A team of **New Expression** reporters uncovered some answers, and they asked psychologists to evaluate what they found. See Page 5.

• Have you seen petitions in your school protesting the CTA student fare hikes? See "Opinion" on Page 6.
• Have you ever lost a friend to . . . homework? If you have, then you will sympathize with the hero in this month's "Young Chicago" story, "The Junkie."

Schools ignore sex offenses

Once again Chicago high school administrators failed to respond to their student bodies after faculty sex-abuse charges were made public. Just as in the case of Kelvyn Park last year, the students at Westinghouse and Collins High School heard nothing from officials at their schools about the scandals and, so far, no psychological help has been offered to students.

Two teachers were charged last month with sexual abuse and child pornography, Richard Benzel of Westinghouse and Barney McCall of Collins.

"I couldn't believe that it could happen to a teacher from Westinghouse," said Octavia Cooper, a junior from Westinghouse. "On the day after the news broke, only two of us showed up for Mr. Benzel's drafting class. No adult came into the class, so, after awhile, we left."

"It sort of upsets me because he (Benzel) acted like a regular teacher. He was a good teacher.

"No one is revealing the names of the students who had sex with Benzel. But a couple of male students there get teased about it because everyone suspects them of being the victims. These kids are called fags and everything," Cooper said.

"A lot of students here are wondering who'll be next. What teacher is going to be charged next?"

Westinghouse principal Bernard Spillman refused to comment to **New Expression** on the matter, along with Collins' principal Willie Bond. Senior

class president Samantha Goldman of Collins also refused to comment unless she could clear the interview with school officials.

Dr. Norman Bernstein, professor of adult and child psychiatry at the University of Illinois at Chicago, said that this fear among students in a school where sex abuse charges are made is normal.

"At first, there's no strong feeling about the issue by the student body," says Bernstein. "But afterwards, there's great suspicion of everyone, a 'who can you trust' feeling.

"But the greater fear happens in the victim. He could be told that it's a big secret between him and the teacher. The teacher could threaten the student.

"Worse, though, is if the student likes the teacher. The student might enjoy the experience or feel that he was responsible for the teacher's actions, giving him a sense of guilt.

"The sense of misdeed goes on for a long time. The child could have permanent difficulties enjoying sex," says Bernstein. "Males can shrug it off somewhat, but they're still faced by it during sex."

With such a large number of teachers up on charges at one time, Dr. Bernstein feels that the other teachers can lessen their fears and those of the students by speaking to students in an open area. "It would be helpful to have someone else in the room during a conference between student and teacher. Even holding meetings in the school office would help," says Bernstein.

McCall and Benzel both resigned from the Board of Education this month.

Lisa Ferguson



Cartoon by Jack Higgins
Courtesy of the Chicago Sun-Times

This cartoon is part of a wave of newspaper and television coverage this month about sex abuse indictments of Chicago teachers. The School Board followed by requiring all new teacher applicants to be fingerprinted. The Teachers Union followed by advising teachers to be very cautious in their behavior with students during this period of public upset.

Congress cuts summer jobs

The city's summer job program for teens could be cut in half this summer due to cuts in federal funding under the Gramm-Rudman Act. Last summer the Mayor's Program hired about 23,000 teens, and this summer the city could be forced to accept a drop of 12,000 jobs, according to Julie Farr, budget analyst for the Mayor.

According to Farr, only 12.7 million dollars will be available to hire teens this summer. "That's a big reduction from the 22.7 million dollars last year," she explained.

But right now Congress is considering another source of job funds for this summer that was budgeted last summer but not spent, according to Mark Mroz of the Mayor's Office of Employment and Training. If Congress approves the measure, Chicago will have an added \$10 million for summer job funds.

Then Chicago will be able to hire 22,000 teens, said Mroz. But he cautioned that the decision by Congress could be so late in coming that the city may not know whether it can hire 22,000 or 12,000 as late as June.

Competition for these jobs will begin March 31 when application forms will be available (Call 939-7845 for information).

"It's not fair that the students should be affected in these cuts," said Tony Harris a junior at Lindblom. "Students rely on these summer jobs to help them and their families. It also helps them prepare for their expenses when school starts."

But next year's funding is expected to be even worse. "Gramm-Rudman will not affect Chicago severely this year, but next year teens will really feel the effect of it," said a source for the summer youth program.

"I think by next year students will be better prepared, and know how risky it's getting. Right now most of us don't know what Gramm-Rudman is all about," said Sherece Brown, a senior at Englewood. Last year she applied for a summer job with the city, but she wasn't called up. "Although I didn't get a job, I learned a lot from just applying," she added. She

hasn't decided whether she'll apply again this summer.

When applying, teens 17 and under will be given parent signature forms that must be filled out and returned. Each applicant will be given an appointment date to return.

In order to qualify for a summer job an applicant's family income must fit into the lower income bracket. For example, for a family of four the family income can not go beyond \$12,000 per year.

At the time of the appointment, applicants must have proof of address (a gas bill, light bill or rent receipt is acceptable), a social security card, a birth certificate (a driver's license is accepted for all items) and proof of income such as a check stub, green card or social security disability forms. Bring photo copies of each piece of proof.

City (JTPA) jobs aren't the only jobs which will be reduced this year. Chicago businesses involved in the TJTC (Targeted Jobs Tax Credit) program are also hurting. "Money from the Targeted Jobs Tax Credit program has been cut off. Congress suspended this program December 31, and no official word has been transmitted back to us that it is back on," said a spokesman for the Illinois Job Service.

Last summer over 823 Chicago teens were hired by businesses under the Tax Credit program.

This year Amoco is not counting on the Tax Credit program to operate its summer youth employment program. Amoco plans to hire 125 high school students between 16-17-years-old who come from low-income homes. Students will be recommended through counselors; they should not apply directly to Amoco.

Gramm-Rudman

- If your college loan is half as much as you thought it would be, you may blame it on "Gramm-Rudman."
- If your school lunch starts costing more, you may blame it on "Gramm-Rudman."
- If you apply for a Pell Grant and find that you no longer qualify, you may blame "Gramm-Rudman."
- If the job you had last summer is no longer available, you may blame it on "Gramm-Rudman."

The words "Gramm-Rudman" (actually Gramm-Rudman-Hollings) are the

names of the three congressmen who sponsored a new law to balance the federal budget by 1991.

The law requires Congress to cut 4.6 percent from the non-military budget beginning March 1 through September 30, with an additional 30 percent to follow from Oct. 1986 through Oct. 1987. This budget includes programs like Pell Grants, school lunches, youth jobs, student loans, Medicaid and Aid to Families with Dependent Children.

New Expression will try to keep readers informed about "Gramm-Rudman" developments on a monthly basis.

Wendell Hutson
Nancy Wallace

Scorecard on District Student Representation in Chicago Public Schools

New Expression will publish this scorecard on district student representation for the rest of the school year to keep its readers up-to-date on the progress towards the formation of student councils within each public high school district. Supt. Manfred Byrd and each of the District Superintendents have promised to establish student representation this year so that students have greater input into the School Board's decisions.

North District

The Score: Supt. Norman Silber says that the district student council will be set up by the end of this school year. Two students will be picked by their principals to represent their schools. The Task Force is presently surveying North District principals to find out how and when students will be selected.

South District

The Score: The South District Parent Advisory Board approved of district student representation at their meeting, March 6. The Parent Board will help prepare bylaws for the student board and work towards selection of student representatives in the near future.

West District

The Score: Supt. Grady Jordan promises that the first meeting of the West Side district student council will be held in March. Representatives will be chosen by sponsors and advisors of student council organizations in their respective schools. As of March 6, 14 school sponsors had been contacted by Jordan.

Sit-in fails; substitute goes

In last month's issue, we reported that 200 Steinmetz students organized a sit-in on Feb. 5, to protest the transfer of Josephine Honda, a Spanish teacher. Actually, during the first day of the sit-in, 80 students showed up in front of the main office at 9:15 a.m. and left at 2:30 p.m. although 200 had signed up to participate. The second day, before the sit-in could get started, Dr. Constance Kiamos, the principal of Steinmetz, suspended 15 of the students for nine days.

According to Sophia Villareal, student organizer, "Dr. Kiamos told us we had one minute to clear the hall or we would be suspended, but before one minute was up he took us to Room 106 and suspended us for nine days."

"Although he gave us permission to have a sit-in, he changed his mind the second day and accused us of trespassing and creating a riot," she said.

A spokesman at Steinmetz claims that the students were not suspended for trespassing and creating a riot, but for cutting classes.

"The students said they were willing to suffer the consequences when they got involved in the protest," he said.

"The first day of the sit-in, Dr. Kiamos spoke with the leaders of the sit-in in his office. He wanted the students to go back to class because every day a student is out of class, we lose money."

Fifteen of the students suffered the consequences. The others returned to class.

As a result of parent's reactions to the suspensions, four of the suspensions were reduced to three days according to Villareal.

The sit-in wasn't a big success in preventing the transfer, but it encouraged Mrs. Honda.

"I thought the sit-in was wonderful, and it's wonderful to know the students appreciated my work," said Honda.

Honda is now teaching at Roosevelt as a temporary substitute teacher.

Mitzi Evans

... survey reveals:

The game plan for a 'winning' club

By Robin LaSota and Brian Vaszily

Peggy Bostic, a senior at Senn, says why she's in some clubs and not others. Her views fit the majority of responses that **New Expression** gathered from 163 students in 13 Chicago high schools.

She's in Key Club because she "had a good chance to participate and inject her opinion into the Club's goals and projects." The highest per cent of the students surveyed (22 per cent) said that the high level of student participation is what attracts them and keeps them active in a club. "We accepted the Key Club adviser's suggestion that we work with the elderly this year, but we

That style of advising isn't easy, according to those teachers who are working with successful clubs. Catherine Cajandig, adviser to the Art Club at Whitney Young, says she tries to get every club member participating and into the planning of projects. "But it's hard," she said, "because some students have an attitude that they are supposed to be entertained. They join just to join, and some students join too many clubs."

David Dick, who advises Students Against Drunk Driving at Young, is amazed when it actually works and a diverse bunch of students, wind up working together. "I'm going to teach them to organize, to form an agenda, to plan and to carry through on plans, and to use each member's talents effectively. And hardest of all, to keep enthusiasm high," he said.

On the negative side of club experiences, Peggy Bostic also typifies the reasons that students drop out of clubs. She resigned from the cheerleading squad this year several weeks after she was selected for the team because she lost interest in the activity. "It was too self-serving, and the group seemed segregated in their own little world," she said. She also had to re-evaluate the hours that cheerleading demanded because practices often lasted until six in the evening.

These two reasons, "time" (26 per cent) and "a loss of interest" (24 per cent), are the main reasons that students in our survey dropped out of clubs.

"Teens don't lose interest in organizations for the same reasons that adults do," said Dick. "Teens get pressure from parents about grades. They're very affected by peer pressure." And as psychologists point out, a teen's goals and values can undergo major changes in a matter of months, which is not normal in a 40-year-old.

Although only seven per cent of those surveyed have dropped out of clubs because the clubs were run by small cliques, almost all of the students interviewed about clubs mentioned unofficial social clubs in their schools that they wouldn't join or couldn't join because of their exclusive attitude, clubs like Vogue/Nexus at Hyde Park and The Debouaires at Simeon.

Racial and cultural segregation through clubs was only obvious in those high schools with Asian stu-



Photo by Brent Iyata

dents. Among those schools with integrated student bodies in our survey, 22 per cent mentioned the Oriental and Korean clubs as having segregated memberships. Geof Prairie, a sophomore at Von Steuben, says that for him it's clear that non-Koreans are not welcome in the Korean Club. "It's a place for them to go; they like the same things; they flock together outside of school."

In defense of this picture, Carol Bae, a sophomore member of the Korean club, insists that anyone can join the club even though no non-Koreans have joined so far.

The most striking point of agreement in the survey was that clubs should be evaluated by an activities council every year. Almost 70 per cent favored evaluation.

Von Steuben's principal, William Schertler, believes that the evaluation of clubs is his responsibility. "The clubs should provide educational as well as emotional experience for the students," he said. But Von Steuben students we interviewed do not recall the principal ever visiting their club meetings.

So how would an activities council evaluate clubs? Would they evaluate each club based on its goals? On its level of student planning and participation? Would an activities council help form new clubs to serve new needs? Would they encourage clubs to cooperate on similar goals? Would they offer leadership training for club officers?

Leadership training? Yes! says Kathy Mays. "Our club president didn't follow through with the responsibilities of the blood drive, and we were left to do the job

when the Bloodmobile arrived," she said.

Create clubs to meet new needs? Yes! says Carol Kim of Schurz. "I want a club that will work to get rid of graffiti and gangs," she said. Others mentioned peer counseling and tutoring clubs.

Get clubs to cooperate? Yes! says Marleen Wilson of Near North. "I'd like to see the Computer Club and the Reading Club work together. Sometimes com-

puters can do more to help readers than teachers can," she said.

Evaluate clubs according to their goals? No! says Heather Dalin of Lane Tech. "I don't think most clubs have goals," she said.

"I don't know what's needed to improve clubs because I've never joined one," said Brenda Campbell of Simeon. Twenty-one per cent of the students in our survey said that they had never joined a club. It's just not a part of high school for them.

want a club that will work to get rid of graffiti and gangs."

organized the effort ourselves and set up the project at Hull House ourselves," Bostic said. "I had a terrific experience sharing my experiences with elderly people and learning from them."

The adviser's relationship to the club was important, Bostic said. "He wanted us to sponsor a dance, but we decided to go bowling instead, and then we went to pizza and had a lot of laughs. We ended up doing the dance,

Kathy Mays defined "good participation" in terms of Lindblom's Inter Club. "I learned how to organize a blood drive, to actually have students to give blood. And working with the adviser was like working with a kid being directed by an adult," she said.

We talk freely about theories of government. We write letters to officials in South Africa, Poland, Philippines and other places where human rights are being abused," said Carlo D'Agostino of Amnesty International Club at Lincoln Park. "The advisor leaves it up to us to coordinate projects ourselves, which makes me feel independent. He isn't hanging all over us."

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THE CLASS RING STORE

News Briefs

By Lawrence Smith

Dolphins go to California

Nine Whitney Young High School students who won the state Academic Decathlon competition, March 1, will compete in the national finals, April 3 in California. The team competed against other state high school students in seven written tests and three oral tests. Any students interested in starting a team in their schools for next year's competition should call Randy Wortman at 997-3700.

To the aid of the college bound

Two Brown University students have developed a workbook to help college-bound students select a college. **The College Selection Workbook** is divided into various sections that take you step-by-step through the application process and financial-aid process.

Other beneficial features include a college shopping list, which enables you to compare schools by such categories as size, cost, curriculum and social life. **The College Selection Workbook** is available from Beckham House Publishers Inc., Suite 49, 77 Ives St., Providence, Rhode Island 02906 for \$3.50 plus \$1.00 shipping.

More scholarships

The Educational Communications Scholarship Foundation is offering a minimum of 50 \$1000 scholarships based on academic and nonacademic achievement and financial need. The application includes: class

rank, GPA and SAT-ACT scores. Semi-finalists will be required to write a brief essay. The deadline is June 1. Contact Education Communications Scholarship Foundation, 731 North McKinley Rd., Lake Forest, Illinois 60045.

Applications for the 10 to 12 \$1000 NAACP Roy Wilkins Scholarships are accessible to any minority high school senior. Contact NAACP, Youth and College Division, 186 Remsen Street, Brooklyn, NY 11201 for application information.

One-week summer career workshops

The Michigan Technological University's Summer Youth Program offers skills courses in mountaineering, computer programming, electronics, photography and journalism. This program includes forty one-week explorations designed to introduce youth to a world of various professions. For more information and workshop applications write: Accounting Department, Summer Youth Program, Michigan Technological University, Houghton, MI 49931.

New PATH for struggling students

In an effort to combat the high drop-out rate among Chicago high school students, the Department of Human Services has developed a new program called PATH (Prevention, Attraction, Transition, Helping Services). PATH was designed to help economically disadvantaged teens who haven't enrolled in high school or who are likely to drop out because of

academic problems. Students in PATH will receive tutorial services in math, English, reading and science to improve their overall school performance. Students can be referred to PATH by high school counselors, parents, school administrators and community based youth serving agencies. Parental permission is necessary for participation. The PATH services are offered free. For details contact Theodore McCline at 744-0896.

Teens share in women's history

The Youth and Family Services Division and the Mayor's Advisory Commission are planning a "Big Little Sisters" Conference Monday, March 31 at the Lake Shore Hotel, 600 N. Lake Shore Drive. The conference, from 9am until 2pm, will highlight the accomplishments of women in the past and present. The Services Division and the Advisory Commission are seeking the involvement of young women between the ages of 15-to-21 to participate in the conference, which will be followed by a luncheon. There is no cost for the conference and the luncheon. For more details, contact Ms. Johnson at 744-0863.

Student script wins national radio award

Playwright Cecily Schoen, a junior at Lincoln Park, received national attention for her play "Syntax Error" selected from 2,000 entries from around the world in the eighth annual Chil-

City's top teen comic

"Yesterday, my physics teacher asked me to explain what 'a light year' is. That's easy. It's one with a third fewer calories."

Funny? The judges at the annual teenaged stand-up comedian competition thought so as they awarded the top prize to Joel Mark, 17, a senior at The Latin School.

Mark will perform his comic routine at Zany's for now, but he hopes to do a few shows around town. Videotapes of his act may go to "Star Search."

He thinks he might like a career in show business — but definitely not one in physics.

dren's Radio Theatre Playwriting Contest. Cecily's prize includes an expense-paid trip for her and her family to Washington D.C. There they will attend a live radio-drama performance of "Syntax Error" on April 12 at the John F. Kennedy Center for Performing Arts. The play will be broadcast in Chicago that day on WBEZ [91.5] at noon.

Coke Scholarships are sweet

In commemoration of Black History Month Coca-Cola USA recently announced four grand prize scholarships worth \$25,000 each in their "Share The Dream" \$100,000 Black History Month Scholarship

Sweepstakes. Recipients may use the scholarship at one of the 43 colleges or universities affiliated with the United Negro College Fund and must fulfill the entrance requirements of the school. Applicants may enter the sweepstakes by completing entry forms in the ads for Coca-Cola placed in February issues of **Ebony** and **Jet** magazines or by sending their name, address, city, state and zip code on a plain 3 x 5 post card to Black History Month Sweepstakes, P.O. Box 448, Reidsville, N.C., 27322-448. The number of entries allowed is unlimited but all entries must be received by April 15.

Last year we gave out more scholarships than Harvard, Yale or MIT.

Chicago area students: if you're concerned about how you will finance your college education, we've got good news. Last year the National Guard provided more college scholarships to students than Harvard, Yale and MIT. By serving here in the Chicago area you can earn:

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Photo by Jim Ro

Depression: when friendship counts

"I wanted to help her as a friend, but I had my own life to continue."

By Lorna Bates
and Denise Williams

Lynne

"I want to help," Tammy explained as she moved her hands in a gesture of frustration. "I know that my friends expect me to help when they're really depressed. But it's not easy, especially today when depression seems so common and some friends are even threatening to suicide."

Tammy's concern is repeated over and over by teens who are trying to respond to depressed and despondent friends. **New Expression** interviewed teens around the city to get a better look at the problem and talked with psychologists about the role of friends in curing depression.

The stories on this page are all based on real Chicago teens, although their names have been changed. Three psychologists and three social workers offered to evaluate the way that the "friends" in these stories handled the situation.

Here's what they had to say!

Robin

After having just returned to school after suffering from pneumonia for two weeks, I didn't feel my usual energy when I met Rhoda at our locker. I could tell by the expression on her face and her body language that something was wrong.

But because I felt terrible myself, I wasn't up to coping with her depression even though I valued our friendship.

Quickly, she started to explain her problem. I couldn't be late for my period class so I told her, "Let's talk second period in study." That way I figured I could get a headstart on all of the work I missed.

She talked and talked and told me what I thought. I tried to console her. But, in essence, I told her she put it on herself because I'd told her not to fall in love with a high school dropout like me. Anytime you wanted to go to college.

It seemed like her problem had ended and by this time I no longer cared. I wanted to help her as a friend, but I had my own life to continue.

The next day she brought up her problem again. I didn't have time. I had to meet with my school counselor. I didn't see her the rest of the day. And the day after I would still tell she hadn't resolved her problem, but we never mentioned it to each other again.

I noticed one day that she had become the same old happy Rhoda. I don't know how she solved it, but I didn't help her. I felt a little guilty about the whole situation, but I know that at that time I wasn't capable of helping her.

After talking to Jade, Rhoda still hasn't overcome her depression. A couple of days later she decided to ask Lynne for help.

When Rhoda came to me about her problem, she actually confronted me. We have a mutual group of friends that share everything with each other. So, if one friend tells another something, it circulates within the group. I had opinions about what was causing her depression, but I didn't want to voice them unasked.

I looked for some comparisons in the problems of my ex-boyfriend and me to see if some of those same things affected her. And I found out that she and I did actually have similar problems.

I confided in her about how I tried to solve my problems. But, I did point out that we are two different people with different circumstances.

She said that all she wanted to do was mope around and cry. She hadn't eaten in two and a half days and had no appetite to start eating.

I told her to do what comes naturally. Maybe the crying would be a sort of release of the hurt and pain she felt. But I told her, "Don't get so carried away that you neglect everything else and really get in over your head."

One other thing I suggested was that she should at least take some vitamins. To me, when you're both mentally and physically exhausted, life seems harder to conquer.

She thanked me for helping her combat the root of the problem by not actually telling her the answer, but more or less clearing her head so she could think straight. I told her that I didn't mind and if she ever needed to talk to me about anything else, I would be here for her.

Responses from the psychologist about Jade:

The "I told you so" approach is not helpful, but comes from Jade's resentment about Rhoda's dependent attitude, at a time when Jade was tired and under stress. Jade should have explained this and suggested that Rhoda talk to a school counselor.

Jade and Rhoda's friendship would be on a better footing for the future if they had talked about what happened to Rhoda instead of avoiding the subject.

Do not suppose that the outward appearance of "being happy again" is an indication that the problem has been resolved in a positive way. Always avoid "put downs" and negative comments to a depressed person.

Responses from the psychologist about Lynne:

Lynne's approach was good. She doesn't give Rhoda direct advice and, therefore, Rhoda isn't made to feel dependent and inadequate. At the same time, Lynne does not feel overburdened and used.

The suggestion for Rhoda to take vitamins was very helpful. It gave Rhoda something easy and concrete to do and she begins to feel she has some control.



Photo by Brent Iyata

Although friends have their individual difference they may find similar resolutions or useful solutions in solving the same problem.

Try to give examples of personal experiences that demonstrate problem solving rather than giving advice, if possible.

Dana

This was the third time this month that Karen had turned down my invitation to go to the show. I sensed that something was probably wrong, but I didn't want to get burdened down with other people's problems.

The following week Karen called me and said that she wanted to talk. In a moment of uncertainty I said yes. But, immediately, I was sorry that I had.

I knew that I couldn't handle the burden and the stress that came with discussing problems. It's not that I'm insensitive; it's just that I feel that our relationship is on a going-out-together basis, a having-a-few-laughs basis. I didn't feel ready to handle any big time problems.

The next day Karen came over to my house and started to tell me about her problem. She had been having problems with her boyfriend etc., etc. I had heard it oh so many times before from others. I felt trapped.

I made up some excuse about having to go to the store and pick up some things for my mother. I showed her to the door, feeling extremely confused.

I saw her around school a couple of times after that. We didn't go out any more, and sometimes there was an occasional "hello." Even so, she didn't seem her usual self. I sensed that she had fallen deeper into her depression, and I felt somewhat guilty for not helping, but I knew I didn't want the pressure that comes with getting involved.

Responses from the psychologist about Dana:

If you're not the kind to discuss feelings and provide a shoulder to lean on, say so, without making it personal. Suggest to the friend that she talk to the school coun-

selor, or to a peer counseling group in school. Offer to help her set up an appointment with a counselor.

Robin

It was Tuesday afternoon. My friend Gloria and I were in the lunchroom picking over our hamburgers and corn.

I felt it was time to see what was wrong.

When I first asked what was wrong, she denied that anything was wrong. But when I looked at her in that peculiar way that only we understand, it all came tumbling out.

She told me that she has been harboring these feelings for quite a while, but now she had reached her limit. Her parents wouldn't let her go anywhere or join any after-school activities. They expected her to come straight home after school and do her chores. She felt that this was very unfair, and she was tired of this treatment.

I asked her if she had ever told her parents how she felt, and she told me that she hadn't. I started to tell her that maybe she could sit down and tell her parents how she felt. And then, all of a sudden, I stopped.

I began to mentally question myself: What exactly am I doing? What if this wasn't the right answer, would I make matters worse? What exactly am I doing? What if she followed my advice and it turned out wrong?

I told Gloria that maybe I should get some more professional advice. I told her that I wanted to talk to my school counselor and see what she thought. Then I could get back to her tomorrow after school.

The next day at lunchtime I was able to tell the school counselor that I was trying to help a friend who was depressed. I explained Gloria's problem and what I had already said to her.

The counselor encouraged me. She told me I had been giving Gloria some excellent advice. Also, she told me to tell Gloria that if she could not talk with her parents about her problem, that she could go to another adult who was close to the family and maybe that adult could intervene and supervise talks between Gloria and her parents.

After I told Gloria what the counselor said, she followed our

suggestion. She found her parents to be very understanding and open to her suggestions for improvement. As a result of their talk, Gloria received many new privileges and emerged from her depression. And because of this sensitive sharing, Gloria and I became closer friends and more open to each other's problems. I felt part of a success story.

Responses from the psychologist about Robin:

Robin relates well to her friend. Also, she used good judgement in referring to the counselor and not trying to resolve the problem by herself exclusively.

Sharing is really a more legitimate role than advice-giving, in a personal friendship.

Male Macho

As the reporting team put together their findings, they discovered that male teens were not represented. When they went out a second time to ask males about their need for friends to help solve depression, males told them that they don't depend on friends when they're depressed.

"I go to the tennis court and hit balls for about two hours," recalled Mark, 16. "Then I go home and seclude myself in a dark room until I feel better."

When asked if they talked to anyone at all: parents, family, counselors, they said that they turned to other people only as a last, last resort. Almost all of the time they handle the problem themselves.

Responses from the psychologist about male reactions:

Physical exercise makes sense and is often recommended for depression, but seclusion in a dark room doesn't sound helpful.

This solution is typical of males. They'll use their energy on a tennis ball rather than use it to share their feelings and to network with other people.

Usually their physical "solution" is only temporary and the problem surfaces again in a short time.

The **New Expression** reporting team appreciates the assistance we received from psychologists Charles Aafsm, Audrey Mivelaz, June Jones, and from social workers Mary Ann, Nancy Sivright and Pat McWorner. Nurse Rosa Marie Barrie also helped.

3,000 petitions against CTA fare hike!

Students from all over the city are coming together in protest of the CTA fare hike.

New Expression received thousands of petitions from different schools, as the chart shows.

But as Tina Harenberg asks, in her letter on this page, "When we stand up against CTA fares, will it do any good?"

Her question is often asked when solidarity is needed. We would like to answer her by showing where solidarity did work. The most recent example is in the Philippines, where there was an old, stubborn ruler who refused to step down.

But by coming together, the people developed the will power to finally act on their sense of justice. And their own sense of justice existed long before the U.S. or "Nightline" discovered it in them.

The Filipino people did it, so did the Haitians. Even here during '60's and '70's people united and stood up. Our parents made it happen, so why can't we? We are a big enough part of the city's population, whose opinions and situations should be considered.

The CTA did act justly with another age group, the senior citizens. The CTA granted them monthly passes for \$23 because most seniors do not have

full-time jobs.

But they overlooked students, who like the senior citizens are largely unemployed or are earning part-time salaries.

The city saw and considered the senior citizen's situation, yet they have not done the same for students. Why? Is it because, unlike the senior citizens, we are not organized and ready to protest when our needs are overlooked?

Then, perhaps it's time that we stand together to show transit officials that we are responsible young persons. We can do something, and not do nothing.

So now we ask for you to join in solidarity by adding your name to the petitions.

We ask for you to cut out our proposal which has been reprinted below and paste it on a sheet of paper. Then, on another sheet, ask people to sign their names and addresses. (If you number each name, it will make tallying easier.)

Mail petitions to Editorial Director, **New Expression**, 207 S. Wabash, Chicago, IL. 60604 by March 31.

Our first statements of protest in the February issue have not gone unheard. Michael Cardilli, Chairman of the Board of Directors for the Chicago



Art by Michelle Williams

Transit Authority, responded to the Editorial Director of this paper in a letter dated Feb. 24.

In it he says, "With regards to your proposals for special student cards, the CTA is studying the student fare issue, with hopes of revising the current policies. We appreciate your comments and will give them consideration." Now let's give the CTA more reason to give us consideration with thousands more petitions.

CTA Petition Count

Whitney Young	857
Julian	291
Dunbar	285
Von Steuben	200
Lindblom	210
Marshall	181
South Shore	171
Cathedral	116
Clemente	97
Near North	93
Lakeview	92
Lincoln Park	89
Hyde Park	28
Corliss	24

3432

We propose . . .

1) We propose that the CTA return to the former student rate of 40 cents per fare and ten cents for a transfer with no added train charges.

2) We propose that the CTA should establish special color-coded cards for the neediest students, who should be allowed to pay a reduced student rate of 25 cents plus 10 cents per transfer. The proof of a student's need to the CTA should be similar to the proof used by students who apply for the free lunch program.

3) We propose that the students who take special classes or who are enrolled in educational out-of-school programs should also be able to purchase a different student card which they could use on those days or hours that the regular student cards are not in effect, such as Saturdays.

Letters

Can standing up do any good?

I am writing in response to your article on "Students can stand up against CTA fare hike." I believe Chicago students are hurting as a result of the new fares because most teens are unemployed. Their bus money comes from the allowance they get. They must live off that allowance for transportation, food and recreation.

I also think a color-code should be designed for the neediest students. Also, students who take extra classes on Saturday should be able to purchase a bus pass for reduced fares.

We can stand up against CTA fares, but the question now is, will it do any good?

Tina Harenberg

Are proms just for dates?

I'm a senior at Crane High School. I would like to know if there is some way you could put in an article about seniors going to prom without dates. I don't have a date, but I feel that it wouldn't be a disgrace to show up without one.

I feel that if a student stays in school and then gets ready to graduate, why shouldn't that person go celebrate with his or her classmates.

This letter may seem stupid to you, but it is important to me and to some of my friends who may not attend this affair.

Shaun Scott

Editor's Note: See the April issue of **New Expression** for more on this issue.

TV or not TV?

I read the article "Are TV Careers True-to-Life?" in the last issue of **New Expression**. I totally agree with the quote "If Miami Vice were factual, no one would bother to watch it."

Most television shows provide little or no

George S. Shahwan

facts about reality. They exist merely to entertain you. For those students who want to learn about the real world, television is the last place they will find it.

Saba Taqi

More classroom talk!

I read Ms. Bonner's article about teachers and discussions, and I'd like to comment on it. Like the article mentioned, it's hard to discuss things which one doesn't know much about. But class discussions can be interesting.

For example, my chemistry teacher gave my class a sheet of paper with questions on it. The class went into three groups and was assigned questions. We had to research those questions and be prepared to tell and discuss the answers with the class (excluding the teacher). It was a change from hearing lectures and reading.

T. David Negrau

I read the article, "Students Want to Discuss; Teachers Don't," and thought I should comment on it. I go to Von Steuben M.S.C and am currently taking a history and an English class. In both of those classes we have discussions often.

What is the use of doing a bunch of dittos when you know nothing of what's going on (or worse, don't care what's going on) in class. Also, discussion gives a chance to get your teacher to know you better.

Hanan Nano

The weapons debate

Your article "New law tough on student weapons" caught my attention. I agree with the strict law on weapons. But don't you think there's another side to this story?

Some students are being threatened for their lives every day by some gang or gang member, and I think they should be ready for this kind of encounter.

I agree that a rifle or some kind of hand gun is too strong a weapon to have, but a small item such as a razor blade would do the trick. If a situation like this were to happen to me, I know I would want to have some kind of a weapon to protect me.

New Expression

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Computer class: theory not practice!

Photo by Brent Iyata

By Lisa Blackman

"I've had three years of computer, and I can't transfer files from one disc to another." (Gwen Niksic, Senior, Young)

"I took the computer course so that I wouldn't be behind, and I'm still behind because all I know how to do is create programs." (Nicolas Arreola, Senior, Young)

"It was a joke. I learned nothing at all and there was no tolerance for beginners in the computer world!" (Gina Frangello, senior, Lane Tech)

Sound familiar? They're typical reactions from the 21,000 Chicago high school students who are currently enrolled in computer programming courses. More and more students are finding that after they complete computer courses at their schools, they lack the computer skills expected in the working world, and they are unable to work a computer for their own personal needs.

"The public school's computer curriculum is based on two sets of skills," said Earl Bryant, principal of Kennedy High School. "Students need to know how a computer is able to do the things it does as well as being able to operate it effectively," he said.

"They should have basic familiarization with the keyboard. They should be able to run a basic program and understand basic computer language," Bryant explained.

"I took Pascal. We learned basic language and problem solving," said Stephen Blount, a senior at Julian. "I feel that it's helped me because I plan to go into computer programming," he said.

"It's busywork!" insists Nicolas Arreola, a computer student at Whitney Young. "What good is a flowchart? How is a printout of a pair of dice going to enrich my life?"

Janet Rocco, an S.E. engineering manager with IBM, agrees with Nicolas. "Why should students take the time to write a program when there's one already made unless they're trying to perfect a programming skill? It's a waste of time."

And most high school computer students are not planning careers as computer programmers.

Miguel Celio, a junior at Juarez, took Basic to learn more about computers because he's planning to be an electrical engineer. "We did basic programs, but no word processing and no practicing with

commercially prepared programs," he said. "In computer II, we're dealing with Pascal, but still no word processing."

Gina Frangello, Lane Tech, said that all she remembers from her sophomore computer class is where the "enter" button is.

"I thought the class would help me because everything today is geared towards computers. I was in a beginner course, but because other students in the class were at an intermediate programming level, I had to depend on my partner to do the programs. That's how I passed, and I still don't understand them, and I still can't work a computer."

"There are very few careers that will not require some type of computer literacy in the future," Rocco commented.

Rocco compares computer literacy to book literacy. Once you become a good reader, she explained, you can adjust to all different types of publications — newspapers, magazines, novels, text books. "And once you are computer literate you can adjust to different brands of computers and you can read computer program manuals well enough to adjust to an existing computer program and make it work for you — word processing, filing, accounting, games."

"I haven't learned word processing yet. It's a totally separate course," said David Ziya, a sophomore at Von Steuben.

But Paula Lucas, a junior at St. Ignatius, finds that her course is working that way.

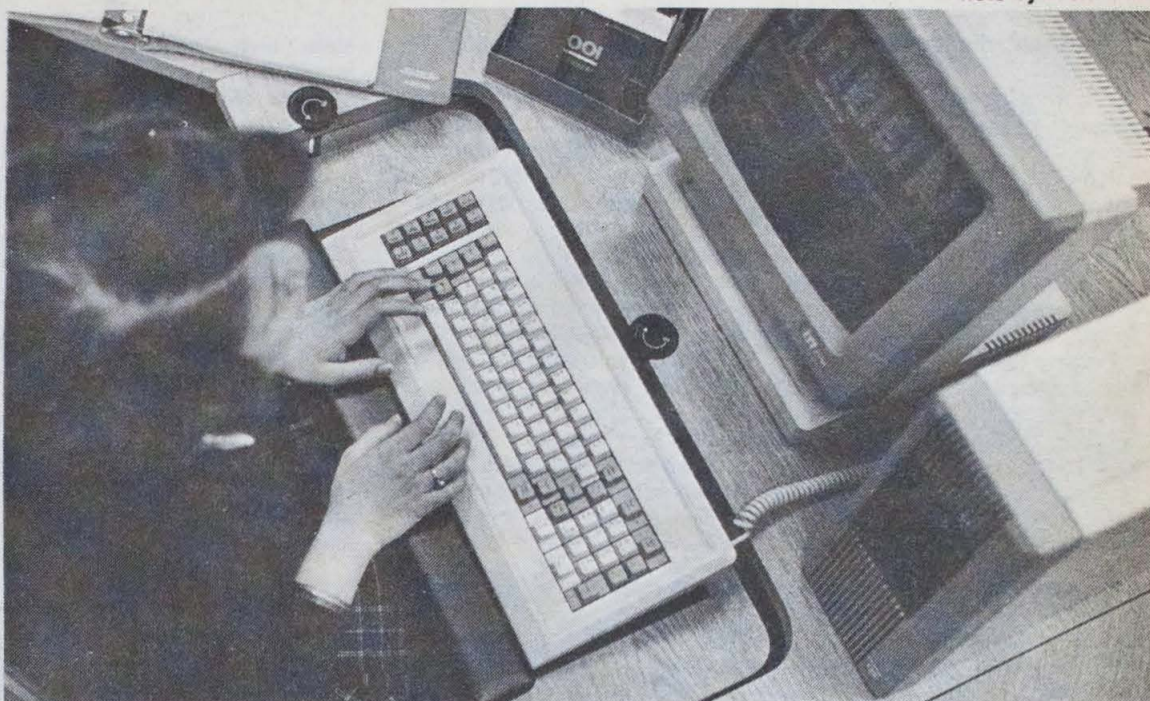
"We're learning how to program computers, but we're also learning word processing in addition to playing games. It's really a lot of fun."

Other students who are not receiving the hands-on experience in school are finding other ways to become effective with the equipment.

Samer Ali, a senior at Whitney Young, usually goes to the DePaul campus to use the university's equipment. Other places open to students through a variety of programs include the University of Illinois at Chicago and the main branch of the Chicago Public Library located on Michigan Avenue.

Quite a few students now have access to home computers and are picking up skills by "playing around" at home.

Jay Starks, a freshman at Rich South High School, said that when he first got his Atari 800, he



thought that he'd "never be able to type papers and stuff, but the cartridges (explanations on how to use the Atari) made it really easy."

Earl Bryant Jr., a senior at Kenwood, says that his father taught him hands-on skills. "In class we just covered basic and a little Pascal, but my father taught me how to use the word processor for the Commodore 64. The directions were really easy to follow," he said. Robert Jeanne, a sophomore at Prosser, also taught himself computer.

"I originally bought my TRS-80 microcolor to program robots.

Then I taught myself how to program it using the manual, and I also taught myself word processing. I think it was really easy."

But a home computer is still not available to most high school students. "I just can't afford one," said Alanna Tyler, a Lindblom senior.

"Computers are expensive, but if I asked for one, I'm sure my parents would get it for me," said Cheryl, a junior at Bogan.

Why didn't she ask? "Well, when Christmas rolls around, you're thinking Guccis, not computers," she said.

Meanwhile seniors like Melvin Jenkins, Lindblom, who have not been exposed to any computer courses, are puzzled about the needs for hands-on computer experience. "I didn't even know you could prepare a paper on a computer," Melvin said.

Coming Next Month: Computer reviews of the software that student can make good use of right now. Also, answers to teen's computer questions. Mail your questions to: *Lifestyle Editor*
New Expression
207 S. Wabash
Chicago, IL 60604

Apply now for free hi-tech H.S.

By Stephanie Walters

Illinois high school students now have until April 1 to apply to the Illinois Mathematics and Science Academy in Aurora. Students who are chosen for this state residential school, tuition-free, will graduate in three years, enter college as sophomores and be offered a high school education valued at \$30,000.

The Academy's governing board is extending the deadline from March 18, due to a delay in mailing information and applications to high school principals around the state.

"There was a great deal of information to be mailed out that

wasn't," said Borden Mace, director of the Academy. "All the principals will have the applications by March 12."

Fr. Don Lewandowski, principal at Mendel Catholic, said he's turned the application information over to the math and science department chairmen at Mendel.

Half of the 200 sophomores who will form the Academy's first class will be selected on the basis of grade point average, standardized test scores and three teacher evaluations. However, the Academy's officials are seeking a wide range of students and will consider students who don't have the highest scores.

"If all the students were selected on the basis of math and science scores, most would be

white or Oriental males from the suburbs," Mace said. "We don't want that."

The other half of the first class will be picked by a special committee who will pick the best students from various "think groups," just so they have an interest in science and math.

The Math and Science Academy is the third of its kind in the nation. Although students will not have to pay, the state will pay an estimated \$12,000 per student for a normal 180 day school year. The first 200 students at the school will receive acceptance letters in June, and classes will begin in September.

Students interested in applying should probably talk to their math or science teacher.

Apply now: sophomores - juniors!

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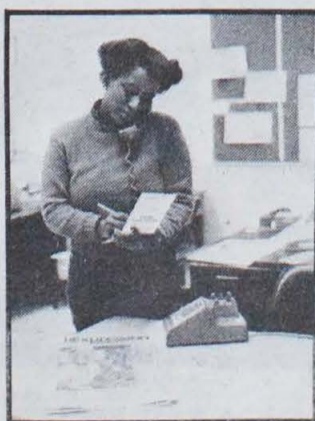
Classes at 207 S. Wabash in the Loop (9:30-noon). No tuition, all participants who are accepted will receive scholarships. Group is limited to 25.

How to apply:

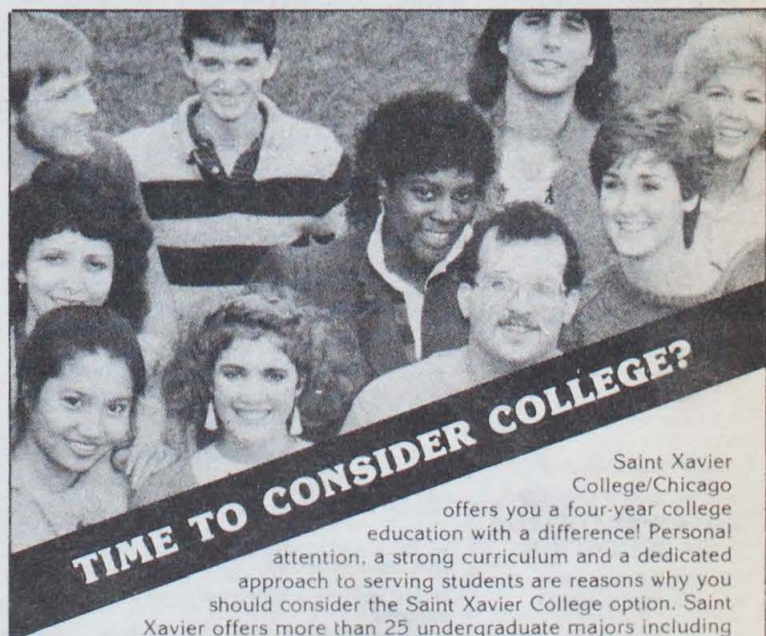
1. Pick up an application form at Youth Communication, 207 S. Wabash (8th Floor).
2. Return the application by May 2, including a letter of recommendation from a teacher, samples of your

writing, and a short essay about your interest in journalism as a career. (If you bring these items with you when you come for an application blank, you can complete the application right here.)

3. All applicants will be notified by June 4 if they have been accepted. Classes will be held at the air-conditioned Youth Communication Center in the Loop. For more information, call 663-0543 and ask for Robin Wade.



Diane Hawkins, who attended the 1984 workshop, won a 4-year scholarship in journalism for the article she wrote as a member of the workshop. She's now attending the University of Iowa School of Journalism.



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State U's face drop in minorities

By Kevin F. Thompson

When Robert Perkins, a graduate of Harlan, entered the University of Illinois at Champaign-Urbana as a freshman four years ago, he said his greatest challenge was to study twice as hard as his classmates. "I had to spend time playing catch-up. I had to study much harder just to keep up with everyone else," he said.

Perkins' classmates, those that he considered to be so far ahead of him academically, were predominately white, and, in Perkins' view, better prepared for college work.

But Perkins' hard work paid off. This June, he plans to graduate

with a degree in marketing. He beat the percentages, which now indicate that more and more minority students who start at a four-year Illinois state college do not graduate from a state college.

It is true that more minority students are attending college than ever before, but since 1980 fewer are attending four-year universities and even fewer are graduating from those institutions.

Minority enrollments at Illinois' 12 public universities have dropped by roughly 800 since 1980, even though state school applications for admissions have not declined. According to recent state studies, the decline in the number of minority students attending

state universities in Illinois is affected by three major factors: 1) fewer minority students are completing high school courses; 2) many come to college under-prepared for the academic work that's in store for them, and 3) many face feelings of social alienation on a dominantly white campus that causes them to drop out.

At the same time, the programs on these state campuses which are intended to help minority students survive and graduate are being under-used.

A recent study by the Illinois Board of Higher Education suggests that minority enrollments in state four-year institutions have

begun to taper off in recent years because fewer minority students are graduating from high school. "When minority students drop out of high school, that means fewer minority students will be qualified to enter college," explained Terry Mathias, associate director of University Relations at Southern Illinois University.

But Clarence Shelley, Assistant Vice-Chancellor for Student Affairs at the University of Illinois at Champaign-Urbana, does not see the high school drop-out rate as the main problem. "There are plenty of minority students out there who are qualified and want to attend institutions like the U of I," Shelley said. "But we just haven't been aggressive enough in reaching them and making it happen."

Shelley noted that minority students often need extra help in the admissions process. "Many (although not all) minority students come from households where their parents have not gone to college, so they can't offer their children the advice they need in that area. They don't always understand the importance of applications and financial aid deadlines."

For minority students interested in attending a four-year public university in Illinois, Shelley suggests that they begin to investigate schools and plan for admission early.

"Write to the schools. Find out about the classes you should be taking in high school to prepare properly," he said. "Learn when the deadlines are and find out about any special programs that the university might offer to minority applicants in the admissions process."

Both Mathias and Shelley agree that all too often minority students come to college under-prepared for college work. Their lack of basic skills in writing and mathematics can mean that the college academic experience will be more of a struggle for them to survive than for students from more advantaged high schools.

They point to a 1984 BHE study showing that minority students in the same proportion that they enter college. In the Fall of 1978, 15 percent of the undergraduate students at the 12 state four-year colleges were either black or hispanic. However, only eight percent of all those who graduated in 1983 were black or hispanic. Al-

though some of the seven percent who didn't stay became transfer students to non-state schools, most of the seven percent actually dropped out of college completely.

For Floretha Gordon this is no surprise. Gordon, a senior at the University of Illinois at Champaign-Urbana, was an honors student at a predominately black Chicago high school.

"I didn't feel prepared," she said. Even though she took advanced classes in high school, she said college was a rough experience. "My math class in high school just wasn't as advanced as the ones that other students in my college calculus class had taken. I just had to work a lot harder to keep up with the class average," Gordon said.

Shelley and Mathias both urge students like Gordon to take advantage of special tutoring services through the universities' Minority Student Affairs Offices. However, Gordon believes that the services offered at Urbana for minority students just aren't good enough. "The tutors really tried to help me, but often they were just as confused as I was or just couldn't explain it in a manner that was useful," she said.

Karen Moultrie, also a senior at the University of Illinois at Champaign-Urbana, feels that "a lot of minority students end up working twice as hard in order to graduate."

Both Gordon and Moultrie entered the University of Illinois through a special admissions program for minority students called EOP or Equal Opportunity Program. Most of the 12 Illinois public four-year universities have such a program.

These programs allow student to enter the university who would otherwise be turned down because of their high school grade point averages and their standardized test scores. They also provide students with tutoring, counseling and remedial classes after they have been admitted to the university. While Gordon was dissatisfied with the University's tutoring services, she said she found the other EOP services helpful.

"These programs have helped a lot of minority students to enter college and survive their first year or so, but for the most part the people running the programs just don't follow through," said Eassy Rutledge, a professor of sociology (Continued on next page)

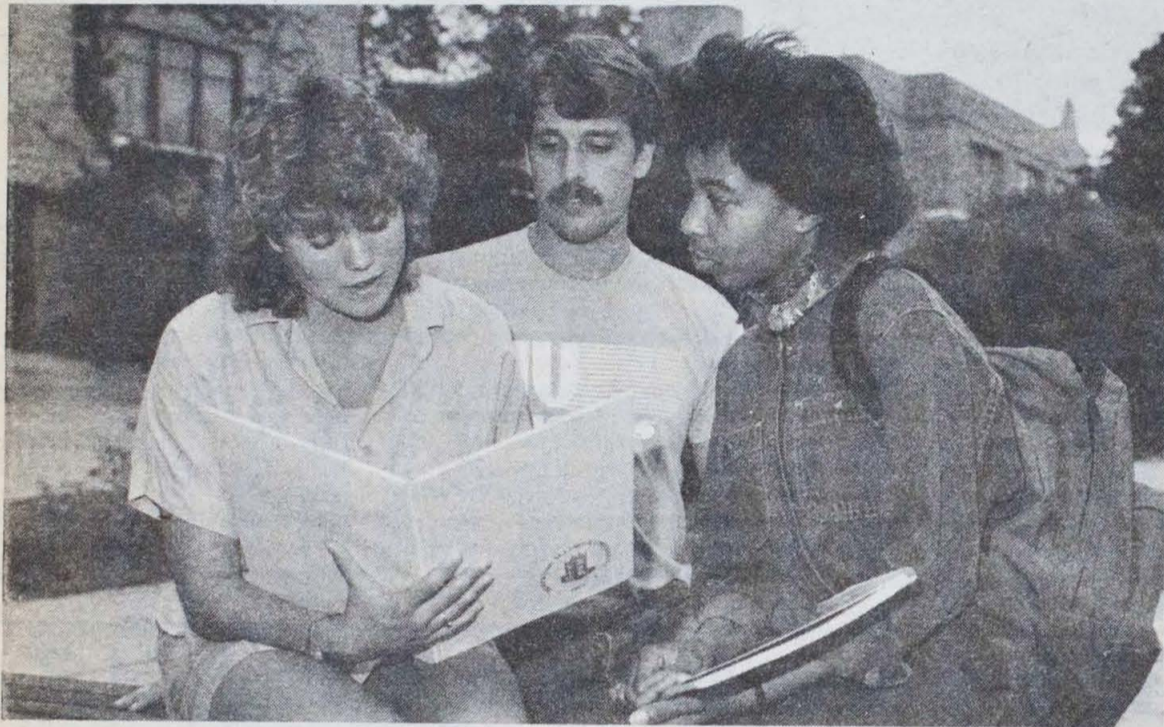


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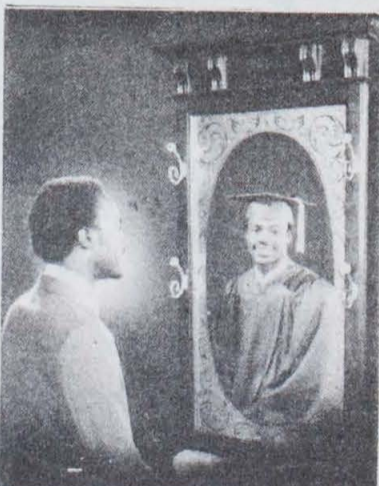
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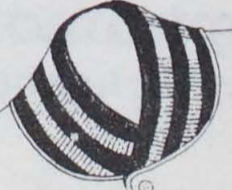
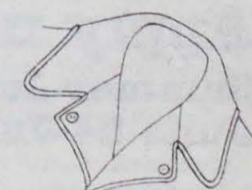
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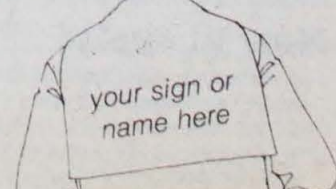



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Seniors want college contact

Photos by Brent Iyata

By Margot Crawford

Chicago-area college officials agree that communication between high school students and the colleges is poor, Robin LaSota explained.

"What are college classes really like? What do college teachers expect us to be able to do? These answers aren't being communicated by the colleges," Robin said.

Robin and Glibel Gomez, the Project Insider High School Team, have toured eleven Chicago colleges and talked to college admissions directors about the problem and about ways of improving communications.

They specifically told the admissions directors that new experiments and models are needed besides the traditional open houses, college fairs and one-day visits, in order to let high school students know what to expect in college.

They suggested that colleges admit high school seniors into college classes.

They learned that one such program exists at DePaul, but it has only nine students enrolled at a cost of \$464 per course, not in-



Glibel Gomez explains students' point of view.

cluding book costs.

The University of Illinois at Chicago also has a program, but as Admissions Director Barbara Gianneshi explained, "The number of high school students enrolled per term is only 12 to 15. So far, most of the students come from Whitney Young and St. Ignatius because these two schools are so close to our campus."

DePaul's Cooperative High School College Program is limited to gifted high school students. Endorsement by a high school teacher is required. The students have to pay tuition for a ten-week



Robin LaSota meets with the College Board Advisory Committee.

"What are college classes really like? What do college teachers expect us to be able to do? These answers aren't being communicated by the colleges."

course, and they do not qualify for financial aid. College credit is granted.

Thomas Abrahamson, an Admissions Director at DePaul, admits that DePaul hasn't done much to promote the program. "About a half dozen students usually participate per year, he said." But there is no ceiling or limit on the number of students who could enroll. The program is not advertised, but in our catalog we mention it in a paragraph or two," he said.

Whitney Young's college counselor, Nan King, said she hasn't received any information about the DePaul program. "If I had been aware of it, I would have encouraged students to apply," she claims.

Angela Davis, a senior at Julian, wishes there were a college not too far from her school that offered free college courses. "I'm just hoping I'll be able to tackle college in September," she said.

The University of Illinois at Chicago offers academically talented seniors the chance to be a part-time college student who receives credit. This program is tuition-free, but only students in the upper ten per cent of their class with a minimum ACT score of 25 can apply.

Seionye Kwon, who completed a course in calculus as part of this UIC program, feels the course she took gave her an accu-

rate idea of what college life is like. She learned that a college curriculum is harder than she had originally thought.

The Insider Team would like there to be more opportunities for Chicago seniors to experience college. "I mean 'average' students, not just the top ten percent or the magnet school students," LaSota said.

LaSota finished a course in political science as part of the UIC program. "It helped me to understand college because of its definite final exam, the ten-week time span and the intense course work," she said.

"Although the 'average' student might have to struggle harder, there is a definite need for these students to have an opportunity to improve their skills and to benefit from the 'early' college experience."

Both LaSota and Gomez feel the programs at DePaul and University of Illinois at Chicago should be publicized more and expanded to include the most possible students.

"Sure, the Chicago schools are gang-ridden and the drop-out rate is high. There are so many things that can be counted against the Chicago schools, but we have to start counting our blessings. And one of them is the advantage of having all these universities and colleges near us. Why can't we start using them?" Gomez asked.

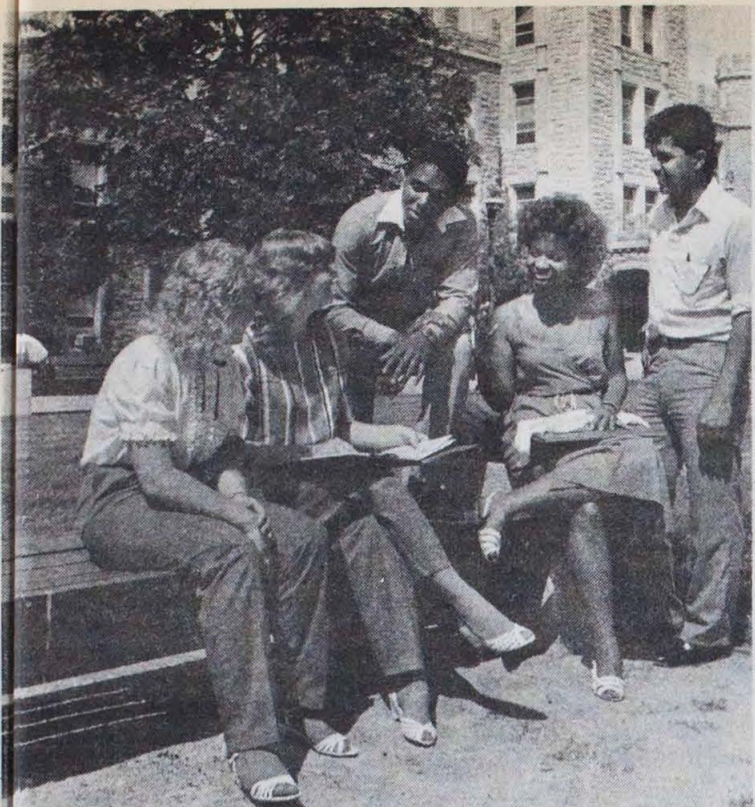


Photo courtesy NIU

Continued from page 8.)

Western Illinois University. Rutledge noted that while many minority students enter Illinois universities through special programs, and some come with particular needs to build skills, "there are many minority students who enter the university through regular admissions that do well in school and receive degrees." She said that some of her best students last semester in her Introduction to Sociology class were minorities, despite the poor training and preparation they received for college work.

"As an academic, I don't think minority students are in need of special help in writing and analytical areas any more than white students," Rutledge said. "I've had several white students who lack adequate preparation in basic skills as well. Minorities are just disproportionately under-prepared for college because so many have received an inferior high school education from that of many white students."

Outside the classroom, minority students say they must contend with social alienation from the mainstream of the campus community.

"Everyone, including white students, feel a little alone or alienated when they first come to college, but it is a more serious problem with minority students because we aren't always as accepted right away in social groups," said Kirk Pearson, a sophomore at Western Illinois University.

"I had to work a little harder to get to know people that weren't black because I felt that whites

had built up stereotypes about blacks, just as I had about whites," Kirk remembers. "Although after you get to know them better and they get to know you, you learn that, basically, people aren't very different."

Even though Kirk now believes people may not be very different, he still clings close to his group of black friends and participates primarily in exclusively all-black social activities and clubs. "I just feel more comfortable being around my own kind. I understand them and they understand me," Kirk said.

He, and every other student **New Expression** spoke with concerning this story repeatedly said the same thing, "It's easier to make friends with students from the same background."

"The atmosphere around here isn't hostile. The white and black students are very cordial with one another," Gordon said about Urbana. "Some mix with one another socially, but for the most part both black and white students seem to prefer their own social scene."

According to all of the minority college students we interviewed, this cultural adjustment is something each student has to work through in his or her own way. So far, state colleges have no special program to assure social integration.

Kevin Thompson is a former editor of New Expression, a graduate of Cathedral High School (1981), Knox College (1985) and is now on the staff of The Illinois Commission on Higher Education.

State University Minority Support Programs

Not all of the following programs listed are exclusively for minorities, however they are populated predominately by minorities. These programs are also geared towards helping socially and economically disadvantaged students.

University of Illinois at Urbana/Champaign

Equal Opportunity Program (EOP)
ACT Composite of 15 or less and/or lower half of the graduating class.

Contact: Dr. Gary Engelgau
364 Administration Building
506 South Wright Street
Urbana, Illinois 61801

University of Illinois at Chicago

Educational Assistance Program
Must meet high school course requirements for various colleges within the university. ACT composite of 10 or lower and/or upper half of the graduating class.

Contact: Dr. Jean Lightfoot
University of Illinois/Chicago
P.O. Box 4348
Chicago, Illinois 60680

Southern Illinois University in Carbondale

Center for Basic Skills
ACT composite of 15 or less and/or lower half of graduating class.

Contact: Dr. Lily Lockhart
Southern Illinois University/Carbondale
Carbondale, Illinois 62901

Northeastern University

Project Success (exclusively Black), Project Pa-lante (exclusively Hispanic), Special Services (Handicapped and socially and economically disadvantaged).

Generally these programs admit students with ACT composites of

17 or less and/or those who are in the lower half of the graduating class. Project Pa-lante also helps students who have trouble with English.

Contact: William Speller
5500 North St. Louis Ave.
Chicago, Illinois 60625

Western Illinois University

Office of Academic Services
ACT composite of 15 or less and/or in the lower half of the graduating class.

Contact: Dr. Rudolph Womack
Western Illinois University/Macomb
Macomb, Illinois 61455

Eastern Illinois University

Project Pass
Overall deficiencies in high school performance but applicant has potential for college work.

Contact: Dr. Shirley Moore
Eastern Illinois University
Charleston, Illinois 61920

Illinois State University

High Potential, Collegiate Opportunity Program
ACT composite and high school rank are considered.

Contact: Brisbane Rouzan
Illinois State University
Normal, Illinois 61761

Northern Illinois University

Project CHANCE
ACT composite of 17 or less and/or lower half of graduating class.

Contact: Mr. LeRoy Mitchell
Northern Illinois University
DeKalb, Illinois 60115

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Glamour set, 'if only for a night'

By Samuel Denton with Robin Wade

Proms are made up of a lot of *ifs*.

If the weather is too cold, what will I wear over my gown?

If my partner wants to dance all night, will my formal clothes

make dancing a drag?

If I'm a sophisticated clothes-buyer and I want more than one night's wear for my money, what are my options?

On these two pages you'll find some suggestions about these prom *ifs*. Designer Sam Denton, a junior at Julian, offers some sketches that may give you some ideas... just in case some prom *ifs* come into your life.



If I want more than one night's wear for my money, what are my options?

The dress that Sam designed can be worn for formal and semi-formal occasions. The bottoms of the dress can be unbuttoned to create a street length dress. This dress can be made out of silk or crepe-dechene. The sleeves are dolman.

In men's tuxedo jackets, a white formal coat can be used over and over again for summer dress-up occasions. These jackets can be purchased new or second hand to be worn on prom night and beyond.

If my partner wants to dance all night, will my formal clothes make dancing a drag?

Sam designed this dress with a full skirt for ease in dancing. The fullness of the dress emphasizes the beauty when dancing.

Sam suggests only slow dancing for long formal dresses. "Designing formal dresses for fast dancing is almost impossible," he said.

Low-heeled shoes will be hidden by this floor-length dress for extra comfort, considering prom night can mean hours and hours on your feet.

The tuxedo jacket may have to be removed for fast dancing. Most formal jackets fit tightly and can limit dancing.



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Chicago, IL 60611
312/280-0800

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Calumet City, IL 60409
312/891-2950

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312/442-7242

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FORMAL WEAR



If I want to be dressed in high styles, what's in for 1986?

This couple is in high fashion for '86. Strapless dresses are in style this season according to fashion magazines. The top dress is lace and the bottom is taffeta, which are the fabrics most in demand this spring. Accessories for this dress are a pearl choker with matching bracelet and earrings.

The tuxedo jacket is double-breasted, and the pants are tapered. Other "in" styles, according to Tony Walker, Assistant Manager at Gingiss's Loop store, are the "short skinned Dynasty" jacket, which is waist-length. Gingiss is also showing a new black dinner jacket with round collar for prom this year.

If the weather is too cold, what will I wear over my gown?

The cape in Sam's design adds a very nice touch to this dress for cold spring nights. This cape can always be worn with a dressy blouse or a dress all summer long when there's a chill in the air.

Sam suggests material such as chiffon. The dress is form-fitting; it can be designed in satin or silk.



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Young Chicago

THE JUNKIE

By Jack Stoller

Every year, a small percentage of students makes the honor roll. This is the sad account of one such student. Names, places and blood types have been changed to protect the author's life.

My classmates liked Gerald from the moment they met him. He was nice enough to me, but there was something about him that I just didn't like; something threatening. Maybe it was the thick glasses he wore, or the array of pens in his breast pocket. He seemed to be one of those, you know, "smart" types. My hunch proved right.

He got friendly with my friends and me, but maintained a tricky distance. He did this to arouse curiosity and draw people into his world.

It all started one afternoon while we were at the library (Gerald's suggestion, of course) when he put pressure on us. Ely, an old friend of mine who was with us, complained about an English paper he had to do.

"Want a little something to make the class easier?" Gerald asked with a wink and a leer as he pulled a dictionary out of his backpack and placed it on the table.

"Uh, no thanks," Ely said, staring at the dictionary. He began sinking back slowly into his chair.

"Hey, go ahead. It's cool. Everybody does it. What's the matter? You've never looked up words in a dictionary before?" Gerald's lip curled in condescension as he spoke.

"Uh... sure," Ely attempted a smile. "I even looked something up in an encyclopedia once." Ely's lie came off pathetically.

"Oh?" Gerald assumed a mocking expression. "Who'd you get it from? What's his name?"

"Uh, you don't know him. He lives in Alaska..." Ely twitched nervously and looked at a chair. "His name's John Chair."

"Well, if you've done it before, you can do it now," Gerald insisted, topping off the remark with this intimidating gesture of pushing his glasses up to the bridge of his nose with one finger.

Ely gulped and took a couple of deep breaths. Then, slowly and reluctantly, he reached for the dictionary, opened it, located the word he needed, copied down the definition and started to cough violently from the dictionary's dust.

"Don't worry," Gerald assured him, "you'll get it soon." Then he offered me a look in his dictionary.

I did not violate my principles. I sat up and said, "Look, I've never done it; I don't want to do it, and I don't plan to do it. Sure, it starts out now with one look in the dictionary. Then another. Then another. Next thing you know, I'm hooked. Then it could lead to heavier stuff, like playing chess... or using calculators... or even reading books!



Photo by Brent Iyata

I shouted out the last phrase angrily and continued passionately.

"I don't want to wind up like one of those guys you see in the streets with bottles of Perrier in their hands, sleeping in studio apartments and begging for promotions."

Gerald sat silent for a few minutes and then shook his head. "Look, the period of time we have in order to function is relatively brief (approximately 70.601 years). And you must

obtain the good grades while you are able."

I didn't realize how heavily he was into it until he started to use the language.

Ely said, "Yes, I feel that it will give me a sense of accomplishment that will fill a void in my life." My heart sank when I heard him say that. I realized that I was starting to lose a friend to grades.

Ely turned out to be just one of many, however. Within a few weeks, Gerald had all of my friends doing homework, studying, and getting "A's."

They started out innocently enough, just taking a curious look in a thesaurus or something, but it got worse and worse. They started to sneak behind dance clubs and study together. A lot of their money went for protractors and word processors and S.A.T. study guides. Their social lives declined to the point where they were totally devoted to grades. It was heartbreaking to watch.

I still stood strong as an anti-grade person, even though they put pressure on me. "Go ahead; it feels good," they said. "Don't be so straight."

But I refused to be hooked. This could get so bad that I'd wind up living in the suburbs and going to the office every morning and having ulcers.

"Oh, come on. We're careful. That won't happen with us," they said. I still refused to try it.

But it took something drastic for them to see how dangerous their addictive habits could be.

I found out about it when Vicki, a good friend of mine (until she joined the Future Business Leaders of America), came up to me crying.

"What is it?" I asked, hoping to help. "Oh, God..." she covered her face with her hands. "You were right... I didn't think it would go this far, but... but..."

"What?" I tried to sound reassuring, but I couldn't disguise the fear in my voice. "What could have happened?"

"It's Ely. He..." she swallowed. "He..."

"Just say it," I insisted, growing anxious.

"He was accepted into Princeton with a scholarship!" She blurted it out and then started to cry again.

I was stunned. I started to shake my head and take some deep breaths. One of my best friends. I just couldn't believe it.

Then the grief inside me turned to anger. "Where's Gerald?" I demanded. "Does he know that he's responsible for this?"

"Gerald transferred," she stammered. "He got into some classes at the University of Chicago."

"Just like those 'smart' types! Get you addicted to grades, then take off when you really need them. You're having a downer while they're out winning science fairs and making valedictory speeches."

So don't be fooled, kids. No matter what your friends tell you. No matter how cool it seems. Stay away from grades. Take it from me. They're just not worth it.

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Young Chicago

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About Young Chicago

"Young Chicago" is a publication of teen literary work that publishes monthly within **New Expression**.

If you are interested in becoming a "Young Chicago" writer, simply send your manuscript and phone number to Tracey Deutsch, Young Chicago Editor, **New Expression**, 207 S. Wabash, Chicago, IL 60604. The deadline is April 4. The editor will select the stories that will be discussed at future meetings and notify the authors.

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MOVIES

Wildcats

Every movie has two stories in it. The first is the main character's dream that needs to be fulfilled, and the second is the main character's struggle with reality, with the people and places that obstruct the realization of that dream.

In the movie "Wildcats," Goldie Hawn plays a naive yet spunky Mollie McGrath, a girls track coach who finally gets the chance to fulfill her dream of coaching a football team, but under the worst possible conditions.

These conditions are reality at its best. No one believes, including herself, that she can make a predominantly vulgar and disagreeable team of Chicago inner city kids into a winning team. But little by little, from the moment she convinces her ex-husband she is capable of handling whatever is thrown her way to the extremely crazy moment when she convinces her team that she can handle whatever they throw at her, she manages to pull it off.

Unfortunately, though the dream works, the film doesn't. There are parts that are funny enough to evoke a snicker, but generally the script is predictable and silly. Goldie Hawn seems to know where the movie is headed and stays around for the laughs.

Not only is she easy going about her part, but she's also more dramatic than she needs to be.

For example, when she fights for custody of her kids, with her husband arguing against the move, she allows her acting to become too hysterical.

Chicagoans will be thrilled with the familiar scenery. The movie's use of Lane's stadium, and cheerleaders and uniforms from Whitney Young and Corliss is a sure-fire way to get the majority of the students from these high schools to see the movie. But even this is a disappointment because the audience can't see anyone clearly, not even the Corliss cheerleaders who pom-pommed for the Wildcats.

The movie also imitates the victory of the Chicago Bears. The Wildcats team has a re-make of the "Fridge" named "Fench" and a shuffle at the end of the movie in which Hawn sings "Football!"

Faith Tucker

Pretty in Pink

All teens have faced the dilemma of whether to follow through on what's important to them or whether to succumb to the pressure of what their friends want them to do — right or wrong.

A teen's courage to overcome these obstacles and finally face what's really important in life is what "Pretty in Pink" is all about.

"Pretty in Pink" portrays the life of Andie Walsh (Molly Ringwald of "Breakfast Club" and "Sixteen Candles" fame), a 17-year-old who has a deep devotion to the color pink and is able to face teen pressure. She's a poor kid in a wealthy school who dresses in thrift store bargains, creatively thrown together.

The story follows the last three months of Andie's high school life as she deals with the taunts of the rich kids in the school and with her newly found romance with Blane McDonough (Andrew McCarthy), which according to the other rich kids shouldn't be allowed to continue. Ringwald, who is 17-years-old in real life, plays her role as if it were tailor-made for her. She never under-reacts or over-reacts to a situation. She's one of those rare movie examples of a believable teen character.

Andie's devoted friend, Duckie Dale (Jon Cryer) also shows courage as he portrays a weird teen who's poor and not materialistic. He values friendship and is never afraid to be himself.

Through his comical and optimistic way of seeing even the worst situations, Duckie's character makes a strong statement that sometimes things are not as bad as they seem. People only make them that way.

Duckie along with Iona (Annie Potts of "Ghostbusters"), who owns a record store, are the two characters who develop the comic side of the story.

Although the plot creates some stereotypical situations, such as the poor kids who always fail in school and the rich kids who are always snobbish, producer John Hughes rises above these stereotypes with Andie, a poor kid who performs excellently in school and with Blane, a rich kid willing to sacrifice his friendships in order to date her.

In all, a teen shouldn't miss "Pretty in Pink" because it makes a very strong and timely message to teens: if a teen really feels something is right, then nothing should stop him or her from behaving that way no matter how other teens react.

Tanya Bonner

Hannah and Her Sisters

Woody Allen seems to go through stages in his writing/directing career.

When he started, his films were slapstick and wild ("Take the Money and Run," "Bananas"). Then seriousness crept into the films ("Love and Death," "Annie Hall"), until he became uncompromising in his dark mood ("Interiors," "Stardust Memories").

Lately, his films have been lighter, but they still maintain a gloomy outlook. "Hannah and Her Sisters" is a combination of all of his films: a retrospective summary that mixes his silliness with his pessimism.

Woody Allen plays Mickey, one of his typical neurotic Jewish characters. But what is different is that Mickey's character is not central to the film. Instead, the film focuses on his ex-wife's sisters (Barbara Hershey and Dianne Wiest) and their hardships. One has a guilt-ridden affair and the other has an inability to get acting work.

Another difference is that Woody Allen comes to terms with his fear of death, a theme in all his previous movies.

Some critics are saying this is his best film. I won't go that far, but it is a funny, enjoyable experience that leaves you smiling. I fully recommend seeing it.

Jack Stoller

Byrd says no to movies shown in school

Recently, School Supt. Manford Byrd Jr. ruled that Chicago Public Schools should temporarily stop showing movies in school that are unrelated to classroom instruction, whether for recreation or fund-raising.

This ruling came after two west side high schools, Manley and Marshall, were found to be showing films such as "Beverly Hills Cop" and "Rambo" during school hours in order to raise money.

According to Bob Saigh, head of the communications department at the Board of Education, Byrd directed that there be a system-wide inquiry of all schools which show movies during school hours in order to find out what movies are shown and for what purpose. "After this system-wide inquiry is completed, a decision will be made about whether movies can be shown in school and, if so, under what conditions," Saigh commented.

Students who attend schools which show movies during school hours aren't pleased with this new ruling. "It will be a shame if Byrd decides that no more movies can be shown in school because school isn't just for education; it's also for recreation," said Samantha Mastigale, a senior at Julian.

"If students can sign out of classes in order to attend sports events and sock hops then why not in order to see a movie?" she added.

"If a student isn't going to miss anything important in class then I see no reason why a student can't see a movie," said Kathy Brown, a junior at Hyde Park. "Some teachers in my school didn't want students to sign out to



Pretty in Pink

TELEVISION

Fast Times

I didn't know that high school life and the people who lived it were like that! That was my reaction to the premiere of "Fast Times," a comedy series about the lives of a group of high school students ranging from freshmen to seniors.

This new comedy may be a bit familiar to some people if they saw the movie "Fast Times at Ridgemount High" with Sean Penn and Phoebe Cates. It should be because the only element that has changed from that feature-length movie is the cast, not the dialogue nor the characters.

The most that has changed is that the people are now dressed in '80s styles and comment on contemporary celebrities. That's it!

Still, I had feelings of *deja vu* as I watched. I was waiting for Sean Penn to say, "Hey bud, let's party!"

Penn's character, Jeff Spicoli, now played by skateboarding Dean Cameron, is the class clown who doesn't know he is one, and a person everyone loves.

Faith Tucker

see Shakespear's "Taming of The Shrew," which is an educational film."

Mark Maynard, a senior at Whitney Young, who is also in charge of the movies that were supposed to be shown at Young, sees one positive side to this temporary ruling. "At least a student won't be denied the right to show a movie after plans are made to show it," Maynard said.

Tanya Bonner

Music videos promote antisocial conduct

Are music videos from Motley Crew more antisocial than those from Michael Jackson? Well, according to a study conducted by the University of North Carolina, the answer is yes.

Mass communications researcher Dr. Jane Brown conducted a study exploring how race and gender are displayed on the screen. In her study Dr. Brown found that white musicians performing on cable television's popular MTV channel are about twice as likely to be shown engaging in antisocial behavior as acting in ways that could be called positive.

Lead characters in the videos, both male and female, are more often shown assaulting someone or being assaulted, arguing, stealing or threatening than helping or being helped, displaying affection or completing a task.

However, Dr. Brown found that videos featuring black groups tend to show more affection and fewer aggressive acts. But these same videos are played infrequently on the 24-hours-a-day MTV channel, except when artists like Michael Jackson, Lionel Richie and Stevie Wonder become too popular for the station to ignore, she said.

Black videos air mainly on the six-hour-a-day "Video Soul" program on Black Entertainment Television, which has fewer cable subscribers than MTV.

"Almost 60 percent of the white lead performers engaged in some kind of antisocial behavior, whereas only 28 percent of black performers did," Brown said. "On the other hand, 53 percent of the black performers behaved positively, but only 23 percent of the whites did."

"Why black videos display less antisocial behavior than the whites is difficult to explain, but it probably has something to do with the nature of black music, which is more ballad-like," she said. "Eventually, we may see black artists add more of a rock element to their music just to get more air time."

Brown said the most antisocial were messages in videos by heavy metal groups like Billy Idol, Ratt, Motley Crew, Twisted Sister and AC-DC. Heavy metal videos are the ones most frequently shown on MTV.

James Gultry Jr.

Teen Aid: Pregnancy defense fund is here!

Watch for posters about teen pregnancy on the CTA next month. The posters are part of The Children's Defense Fund "Speak Out '86" campaign against teen pregnancy and the beginning of a five-year media blitz.

The campaign is targeting seven cities, one of which is Chicago. After the transit posters, the next step is radio and TV commercials.

Mitzi Evans

ENTERTAINMENT BEAT

By James Gultry Jr.

Fashion

Karl Lagerfeld, will be in Chicago on April 16 and 17 to introduce KL Homme at Marshall Field's.

Also coming during the spring season is more of **Jaelyn Smith's** line of sportswear that was in **K-Mart** stores last fall. Smith's line has been so popular that the collection will go into 1,700 stores this spring, up from the 1,400 stores where they are now available.

Swatch, the Swiss watch maker, is adding a new style to their very popular watches, this time it's modern art. The first of a series of designs by graffiti artist **Keith Haring** should be in stores now. The second Haring design will be out in April, then two more will be released in May and June. Swatch will produce just 9,999 worldwide of each edition, with 7,000 available in the United States. Each will be numbered and reasonably priced at \$50.

George Marciano's popular Guess label will appear on more males now that Marciano has launched a men's line. The new Guess line will include stonewashed jeans, bomber jackets, overalls, pleated shorts, western work-shirts, and tailored blazers and trousers for evening.

Television

Chicago's own **Oprah Winfrey** is on a roll with her Oscar nomination for her first acting experience in "The Color Purple" and her syndicated show on Channel 7. Now she has more to smile about. Winfrey was signed for a major role in the film version of the 1940 best seller "Native Son," written by the late Chicagoan **Richard Wright**. Winfrey will begin shooting in Hollywood the day after she attends the Oscar awards on March 24.

Watch for the long awaited return of the CBS News Show "West 57th Street," Apr. 30.

City Entertainment

Friday and Saturday, March 21-22, Mendel Catholic High School will present its annual "Mendel Talent Show," featuring the talent of teenagers from all around the city. However, if amateur talent is not of your liking, the amazing shapes of **Philobolus Dance Theater** will return to the Goodman Theater March 11 through March 23 as the final presentation of the 1985-86 Merrill Dance Series.

Movies

Ron Howard and **Michael Keaton**, who worked together on "Night Shift," are teaming up for "Gung Ho," coming out this spring.

On March 28, **Corey Haim** (from "Murphy's Romance"), **Charlie Sheen** (from "Red Dawn") and **Kerrie Green** (from "Goonies") will team up and star in "Lucas." Brothers **Sean Penn** and **Christopher Penn** will star with **Christopher Walken** in Orion's "At Close Range." And **Judge Reinhold**, the naive young cop in "Beverly Hills Cop," will star in the movie "Off Beat," which opens on April 18.

MUSIC

The Dead Milkmen Big Lizard in My Backyard

Punk never really dies. It comes up for air every once in a while and this is one of those times.

The thrash-and-scream technique that seems over-used is barely audible by now. Instead, a little refinement has settled in.

The music is still very fast-paced (most songs are under two minutes) and still guitar-oriented. What is different is that an actual chorus is heard in some of the songs, an actual melody that most hardcore punk arrangements seem to lack.

The lyrics are the best features of the

album. They are bitter and insightful. The targets of the Dead Milkmen's sense of humor include small town people ("Tiny Town"), drugs ("Plum Dumb"), society ("VSW"), celebrity-worship ("Serrated Edge"), violence ("Violent School"), conservatism ("Right-Wing Pigeons") and complacency ("Laundromat Song").

The best song on the album is "Bitchin' Camaro," an hilarious take-off on spoiled, rich Californians who speak in Valley dialect. It starts off with a dialogue between two such people and ends with an angry commentary on disregard for other peoples' lives and property ("... if I happen to run you down/ please don't leave a scratch").

This is a very good album that I would recommend to those who are tired of punk's noise over the years and still want to hear something challenging.

Jack Stoller

Waterboys This is the Sea

This young English group takes mysterious, suspenseful tunes and livens them up with excellent saxophones, jazzed brilliantly by Anthony Thistlethwaite, who also proves his talent on the song "Trumpets." The group uses intense bass and heavy percussion in songs such as "Don't Bang The Drum" and "This is the Sea."

The Waterboys also use fast-paced, hectic rhythms in tunes like "Medicine Bow" and "Be My Enemy."

Lead vocalist Mike Scott shows his piano skills in songs like "Spirit," a medium-paced tune and "Old England," a patriotic song that's almost an anthem. Scott shows his guitar abilities in my favorite song, "The Pan Within," a song that has heavy bass contributed by Karl Wallinger backed up by fantastic violin. The song left me feeling care free.

The group has opened for U2, and, if they get decent air-play and keep devising albums like "This is the Sea," they're bound to be looking for opening acts for themselves.

La Tanya Anderson



Siouxsie and the Banshees

Siouxsie and the Banshees Cities in Dust

Listening to this LP gave me the feeling that Siouxsie and the Banshees were trying to do an imitation of The Art of Noise and doing a poor job of it.

"Cities in Dust" lacks distinction and life.

The song "An Execution" sounds at first like background music for a horror movie. At the beginning of the song, the lead singer "breathes" a note and then starts saying things that are not understandable. By now I know it's not going anywhere.

But the style does change. All of a sudden we hear a piano playing the same notes over and over again. Then the music slows down and it goes off. How idiotic!

"Extended Eruption Mix" on Side Two was just as unmoving as the version on Side One.

The music was so bland and unnoticeable, with few lyrics breaking the monotony, I didn't even notice when the music was on. And it didn't faze me when it went off. This album is a waste.

Karriema A. Thomas

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Entertainment



INXS

MUSIC

INXS Listen Like Thieves

So far, in the 1980s, America has witnessed the invasion of innovative, talented British bands. Now it's Australia's turn, and leading the way is INXS (pronounced "in excess") and their excellent new album, "Listen Like Thieves."

This, their fifth album, "Listen Like Thieves," is a blend of melodic rhythms, intelligent lyrics and great production work by former Pretenders' producer Chris Thomas.

Their versatility is evident in each song: the subtle passion of "Kiss the Dirt

(Falling Down the Mountain)," the explosive rage in "Biting Bullets," the crisp imagery of the instrumental "Three Sisters."

The album's best example of INXS's tight musicianship is the current Top 40 cut, "What You Need." This song is a feast to the ears with its jumpy guitar riffs, smooth saxophone, eclectic percussion and exciting, soulful vocals by lead singer Michael Hutchence, who provides most of the raw energy possessed on this album without overshadowing the band.

I cannot recommend "Listen Like Thieves" strongly enough. With luck, this album will finally give INXS the notoriety and commercial success they deserve.

Faith Pennick

Echo and the Bunnymen Songs to Learn & Sing

Echo and the Bunnymen's latest album is an anthology of eleven of their songs from 1980-1985, including two songs never before released in America, "Bring On The Dancing Horses" and "The Puppet."

"Songs to Learn & Sing" depends on numerous elements. San McCulloch's lead vocals seem like agonized pleas, searching for, but never finding, peace. At a glance, the album's lyrics appear simple, although they actually contain thought-provoking messages.

The synthesis of music, vocals and lyrics creates a detached mood that is hauntingly beautiful. "The Killing Moon" acts like a siren song, chanting fate and death's inevitability. "Puppet" and "Never Stop" strike out against hypocrisy and fantasy. But the selections lighten up with such optimistic songs as "Silver" and "Seven Seas."

"Songs to Learn & Sing" dares people to hear its messages. The four-year span of the songs provides listeners with different versions of Echo and the Bunnymen's sound and that spectrum proves to be the album's strongest point.

Ann Pickney

Lloyd Cole and the Comotions Easy Pieces

It was the best of music, it was the worst of music.

If you begin the album with Side Two, you'll find it to be quite refreshing. The rolling melodies, accented guitars and spontaneous drum beats give it an aged rock sound with slight country undertones that may take you back to the early '70s.

The songs are nicely developed. "Last Weekend" reminded me of something Led Zeppelin would write. I appreciated the experience.

But Side One, with the exception of "Rick" and "Grace," is the opposite of Side Two.

Lloyd Cole and the Comotions couldn't decide if they want to play to a group of devoted rock fans or a mob of unruly cowboys. The music is badly produced and the songs are underdeveloped.

If all this sounds appealing to you, "Easy Pieces" is available under the Gessen label.

Angela English

Join All-City Staff meeting

Do you have any news tips for **New Expression**? Do you want to write short news stories for the April and May issues? Would you like to review movies or albums? Then come to the sixth All City staff meeting on Wednesday, April 2 at 4pm at 207 South Wabash, 8th floor. If you are interested, but cannot attend the meeting, contact Lisa Moultrie at 663-0543.

The photographers and illustrators

for **New Expression** will meet at 4pm on Thursday, April 3. If you have a 35mm camera and would like to see your photos published, please join us at this meeting.

There will also be a meeting for those interested in modeling for photos on Monday, April 7 at 4pm. If you are interested in being a model, photographer, or illustrator, but cannot attend these meetings, call Jim Rodd at 663-0543.



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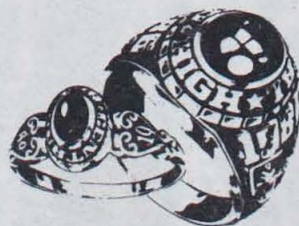
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