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## New Expression: September 1986 (Volume 10, Issue 6)

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## **EXpression**

Volume 10, No. 6

September, 1986



## Are teens clowning around with drugs at parties?

"Live" means drugs at more and more teen parties.

How do teens feel about the presence of drugs? What happens when they're victims of "drug jokes?" Are they getting more cautious about choosing their parties?

#### Also Inside: •Get ready for the National College Fair on September 21 and 22 by

reading the special articles in our **New Expression** College section on Pages 13-18.

Did the death of Len Bias last summer influence teens' thinking about parties and drugs?

Reporter Nicole
Lacey surveyed teens
throughout the city to
determine their reactions to these questions. She found
plenty of "drug
jokes." Her story
appears on Page 3.
\*The State of Illinois
says, "Juniors and
Seniors can be exempted
from the Physical Education requirement." But
just how easy will the
students? Find out on
Page 17.



#### Chicago students made history this summer

In response to a promise from Superintendent Manford Byrd and a challenge from School Board President George Munoz, public high school representatives proposed a new city-wide student constitution last month. It's known as: The SUPR Constitution-Students United for Participation and Representation.

See New Expression's special four-page pull-out of the SUPR story.

•When was the last time you had a nutritious lunch in the school cafeteria? Reporter Nicole Boyd found some interesting changes going on in one Chicago school cafeteria On page 5.

#### Inside Track

#### Court decides schools can punish 'improper behavior'

each on July 9, the United States Su preme Court was handing down a ruling that could limit students' social freedor

ne Court's ruling in the Fraser versus officials to legally punish students for "socially unacceptable behavior. The case involves Matthew Fraser a

senior at Bethel High School in Span-way, Washington, who gave a student council campaign speech for his friend in the school auditorium. The school district considered his speech to be "socially unacceptable" because it was filled with sexual references.

Fraser sued the School District be cause he was suspended for three days and his name was removed from the list of eligible graduation speakers. Fraser is case, but after two appeals, the School District finally won the case in

the Supreme Court Mike Simpson, an attorney with the National Education Association, said that it's likely that this Supreme Court

decision will allow school officials to legally punish hugging and kissing at school by defining such behavior as 'socially unacceptable Dr. Weldon Beverly, principal of Hyde

Park Career Academy, says that Hyde Park does not allow students to wear things such as shorts and halter tops because they are provocative and o be distracting. Legally the Hyde Park dress code might not have been upheld

last year, before the Fraser case, but the Hyde Park code would probably stand under the new Supreme court ruling.
Cynthia Cheledge, a student at Kenwood Academy said. "I don't like it. I wood Academy said,

don't feel schools have a right to to tell students how to dress and talk Dr. Beverly does not see the Supreme Court's ruling as an invitation for schools to infringe upon the rights of students. He believes that the ruling for the most part applies only to that particular case in which Matthew Fraser tried to get by a daring speech in a scho

Nicole Boyd



Photo by Keth G

#### Second school to dispense birth control

Orr High School opened its health clinic on Aug. 28, after six months of changing regulations from the Board of Education. The clinic is available to all Orr students and provides services from eye examinations to dispensing birth

Shella Espts, a student at Orr, says that "everywhere you look" a fellow's is pregnant. "It (the clinic) is a little too late for them, but late is better than never," she said.

#### NCAA rule sets back prep stars who fail ACT

sembly

John Foley, star linebacker on the 1985 St. Rita football team, will not be le to play football in his freshm year at Nortre Dame because he scored a 600 on the S.A.T. test, which is 100 points below the new National Colle-glate Atheletic Association's (NCAA) The NCAA New Prop

quires all graduating high school ath-letes to score a minimum of 15 on the American College Test (A.C.T) or 700 on the Scholastic Aptitude Test (S.A.T). Foley felt that Proposition 48 should ot have taken effect as soon as it did

"Athletes shouldn't be so strictly judged on S.A.T or A.C.T." he said. He also litted that he did not study for the

I did make the honor roll," Foley said "But I'm not going to cry. Education is my number one priority."

Foley plans to accept his athletic scholarship to Nortre Dame and major in speech communications. He's convinced hat he will maintain a 2.0 GPA at Notre Dame next year so that he will be eligible to play football in his sophomore year Another victim of Proposition 48 is Simeon's star basketball player, Nelison Anderson, who scored an 11 on the A.C.T. and will be ineligiable to play bas-ketball next year at the University of

on. "I didn't know anything about it. It ust popped up," he said. "They should have let us know ahead of time

After he was told about the NCAA Proposition by his high school coach, Anderson started buying books on the A.C.T and taking an extra class at Circle Campus with his teammate Ervin Small. was pretty scared to know that if I didn't score well I couldn't play. "But I'll come back in the following season big ger, better and stronger in academic

and athletics," he claims. Anderson and his Simeon teammate Ervin Small will turn down their basketball scholarships for freshman year at the University of Illinois, Small lost his freshman eligibility because of a score
of 12 on the A.C.T. "I wasn't well in

formed exactly how Proposition would affect me," Small said. In order to come back Foley, And son and Small will have to maintain a 2.0 grade point average during their fresh man year at college. Meantime, all ath-letes in the class of 1987 will face these ments as well as the requirement to graduate with a 2.0 high school GPA and ompletion of three years of history, two years of math and two years of science

#### Graffiti wars heats up city: CTA fights on two fronts

The city of Chicago is now fighting graffiti in two ways—massive arrests and community clean-ups. Total graffiti-related damage to CTA and Board of Education property this year is estimated at well over \$1,000,000

The Youth Division of the Chicago olice Dept., in cooperation with the CTA, made over 60 arrests during the summer. One of those arrests nabbed a summer. One or those arrests nabbed a 15-year-old considered to be the city's biggest "tagger," known in the street as "Vandal," Sargent Robert Argone of the Mass Transit Unit believes that Vandal

ne caused over \$100,000 in damages "Sometimes the police arrest you be-cause graffiti is on your clothes, and that makes him (police) your enemy. And then you just want to do it more," said a tagger about the recent crackdown.
Three other graffitists interviewed by
New Expression agreed that knowing the police are after them makes doing he graffiti that much more fun. love the chase But Terry Hosin, investigator for the

Mass Transit Unit, claims that the investigation will continue no matter what.

During the summer the Dept. of He man Services tried to combat grafts with a program where teens learned to aint over graffiti throughout the of The teen workers learned from profes ional union painters how to apply right type of paint to the right type of surface, how to mix paint types and

colors and how to use and care to What good is fresh paint over graffin Aren't the taggers going to write allow those nice clean surfaces again? "Ma they have in one site," said Francisco Lopez, an assistant to the South Ch

cago Service Center helping to coord nate efforts on the south side. 'But whi we're out there we try to convince the community to participate by calling the

The program will continue next sur mer according to Carol Folkes, super sor of the South Chicago Service Certer to be facing the problem at this time red

Cornell Graham





2 New Expression Septer

#### One in 12 are victims of drug jokes

#### By Nicole Lacey

Spiking food with drugs is bening a common "joke" ar ation by New Expression by the deaths of two femous etes, Len Bias and Don Rog-who died from partying with qs, the "joke" is becoming

runner for the CVS track m, says that drugs are c lace at the house parties

te told of an experience in when he attended a house rly where he drank a glass of h speed. "I didn't get sick or whing," he said, "It just hapyuning, ne said, it j ned before I knew it.

Drugs such as cocaine and agel dust are easy to disguise another person's food or only polled by New Expres-ion, eight percent said that bey had eaten food at parties in past year that were "spiked" with drugs

Two-thirds of these teens adat that the danger of drugs sways exists at the parties that how common this practical joke has become. "I don't go to that things my friends tell me about parties they attend tell me about drugs which are available at parties, and I don't like to hang around things like

Tyrone Lake, 16, a star for-ward and center for Farragut's basketball team believes a drug 't be scared for myself though, because I don't hang around those kinds of things." All but four of the 32 athletes

polled believe that the type of realize that a healthy athletic

rugs. Dr. Chris Haley, a pharmacist at the Drug Information Center at the University of Illinois Medical Center, says that drugs can affect the body in many ways. 'It is hard to tell what the reac tion of the drug can do to differ-ent bodies," he said. "Some drugs like cocaine can increase the blood pressure and affect

the heart rate, while other drugs



said that they had some dri education were not happy with the level of information. Eighty percent of the "drug educated" said that their classes lacked practical information about

One student who could a course at his school, Mark Taylor, a junior at Von Steuben, set out to find out more about drugs himself. "I believe I am well informed about drugs, and think I know what drugs car do to my body because I read books on my own," he said. Mark suggests reading The Pill Book by Gilbert Simon (Bantam Books) which is available at Kroch's and Brentano's for

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Come to the city-wide meeting at 4 pm on Sept. 24 if you want to volunteer to be a writer or

reviewer

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#### "At some parties I attend, drugs are so available it's like a buffet. You pick what you want."

ose surveyed say that they gely attend parties any mo ificelly because they're terful of drugs being slipped Drugs are readily available at

perties for 21 percent of those surveyed. "At some parties I attend, drugs are so available is like a buffet. You pick what

Randy Williams (not his real name), from Hyde Park, is avoid-no parties because he knows cause a part of the brain to "Some athletes, like basket-ball star Len Bias, may have a serious reaction to a drug taken for the first time. It all depends on the person's body," said Dr. Haley That's why a drug joke can turn into a fatal accid The teenagers surveyed felt ninformed about drug reac-

like heroine and angel dust can

tions. Over 60 percent said that they have no drug education igh their high school class es. Even the 31 percent who

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#### Choose salad instead of pizza?

By Nicole Boyd

es Scates, a senior at Cormoves at the usual slow through the school lunch As he walks, his eyes roam er the selections for the day definitely will not have er or mixed vegetables for 50

He doesn't want to spend 75 on what the students call "teachers' dish," which to-y is a plate of turkey with sing. He picks up a tray and s his usual hamburger and es with ketchup and onions toppings, along with straw-rry gelatin for 50 cents. He es up the free milk in favor spending another 50 cents r pop from the concession schines in the lunch room. Just five miles away at Hyde ark Career Academy, Kendra ries is able to prepare he ich at the school's salad bar

he salad bar offers lettuce ucumbers, tomatoes, beets and raisin salad potato lad shredded cheese, nuts es and jello with fruit and choice of three dressings. The students at Hyde Park te having a salad bar. "With teregular food (hot lunch) you on't know what goes into it, id it's not very healthy look-g." Kendra said. "But with a sizd you know what goes into t and it tastes good because



our principal comes in and eats According to a New Expres-

sion survey of 125 students, 26 percent say salads are rarely offered in their schools. And 37 percentsay that salads are never offered in their schools. Claudi Harris. Test Kit Supervisor for the Board of Edu cation claims that salads are supposed to be offered in all public school cafeterias approx-imately twice a week. "The sal-ads are the small two-inched cups which contain either a

many the last of trade of the state of the s

very truly your

piece of lettuce and tomato or possibly shredded carrots or cole slaw in the same size cup,"

The New Expression survey shows that hamburger (93%) and pizza (82%) are the most common menus served in Chi-cago high school cafeterias. Robert Dean, a nutritionist at the University of Illinois at Chicago, supports the National Cancer Institute's recommendation for a large quantity of fresh fruits and vegetables in every person's diet. He notes that the

"I know that hamburger and pizza are the most common menus served in Chicago high school cafeterias. But you have to cater to the wants of customers."

-Board of Education participate in a large number of

lack of these foods is one of the main deficiences in the Ameri

Harris accepts this statistic. She said that these items are served so often because they're popular. "You have to cater to the needs and wants of custo-mers," she said.

However pizza and ham-burger are not at all advisable for what the teenage body needs, according to Yvonne Wheeler, a nutritionist at WIC a government supplemental program which advises correct nutrition for women infants and a very starchy/fat diet because of all the bread.

"It is not at all advisable to eat all of the beef that pizza and hamburgers contain every day for five days a week." Wheeler said. She added that studies show that beef is very hard to digest, often taking three days to be completely expelled from "These foods do not supply activities during school and im mediately after school," Wheeler noted. She suggests the follow-ing four examples of meals that will supply a good non-fatten-ing nutrition base for lunch:

jelly, tuna or chicken) slice of cheese, cup of white milk (whole or 2%), jello or fresh fruit Soup, roll, white milk, fresh

fruit or light salad. Slice of pizza, milk, fresh fruit,

Toasted cheese sandwich on wheat or rye bread, milk, fresh

Salad instead of pizza? Anto nio Sharp at Hyde Park says yes. "They serve pizza and ham-burger everyday," he said. "Before Hyde Park had a salad bar, t eat lunch. I'd go to the library. Now that we have a salad bar, I eat lunch everyday.



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#### Students win push for tutor program

By Glibel Gomez

The Board of Education has approved a program that will create a city-wide corps of high school tutors who will work with eedy elementary school stu-

The program was proposed by a group of Chicago High School students to Board Pres-ident George Munoz over the summer. According to Ms. Yo-landa Wallace from the Board of Education Bureau of Volunteer Programs, the students will be They will work two days a week for one hour each day. "Although the volunteers won't re-ceive high school credit they will receive recognition for their work on their transcripts." Wal-

The grade schools that wil participate in the program are now being selected. "We have schools are close to the high schools where voli inteers have enlisted as tutors," Wallace said. The project is tentatively set to egin on Sept. 18. Interested students may be

come tutors by calling the Board of Education's Bureau of Voluner Programs at 890-8435. A list of 143 high school stu dents who have agreed to be tutors for the 1986-87 school

was submitted to Munoz on Aug. 7. "It's about time students will be able to actively take responsibility for improving education through a tutoring program," said Robin LaSota, a member of the student group who proabout at a press conference last by LaSota to consider student tutors as an inexpensive way to reduce the problems of reading and math deficiencies in the grade schools

Munoz said he had cor sidered the idea himself and suggested that the students help

him develop the idea.
Following that meeting, two
students from Project InSIDER, Yvette King of Carver and Zip-porah Taylor of Lindblom, sel out to survey students and grade school teachers about the pos-sibility of the program. They are part of a student team who conducted a year-long study of the Chicago Public high schools. Over half of the 453 students surveyed from 33 different believe that tutor schools believe that tutoring would help prepare grade

and help prevent dropouts. Veshane Smith of Marshall volunteered immediately to be part of the program. "The tutors part of the program can be a role model for the kids They can advise them and tel them to stay in school," she

Tracy Barber of Cregier, who tutored freshmen and sophomores in drafting at Cregier last year, also volunteered to tutor grade school students. "Tutorng taught me better study hab-s," he said. "The night before I tutored, I would study what I had to teach Sixty percent of those sur-

veyed believe that tutoring would motivate them to be bel ter students. For four years the state has tutoring that Tracy was allowed to do. "The program is doing well," says Theodore Drikos, one of the Vocational Training tor Program coordinators The program, though, is limited to vocational training.
The student tutors are se

lected according to their class standing in the subject they are tutoring. They are paid \$3.35 an hour, but they're limited to one hour a day

Another existing tutoring pro gram is for Special Education students in math and English. The student tutors are volun-teers who apply at the end of their sophomore year. As juniors, they are scheduled to tuto for one time period each school

In this program the tutors are given a room to work in with their students while a teacher supervises. Usually six teens ing each period.

Marshall is one of the few

schools in Chicago where teachers are assigned to coordinate a tutoring program which is not linked to Special Educa-The subjects available for tutoring are English and math The student tutors are chos according to class rank and teacher recommendations. Teachers refer students who need tutoring to the program.

Cassandra Skipper, a tutor at Marshall, said that she had real satisfaction from seeing her stu-dents do well on a test after she worked with them. Purvis Wa ington, the coordinator of the Cooperative Learning and Counseling program at Mar-shall, said that the main goal of the program is "to try to prevent ropouts by showing potential



sented to Munoz in August

dropouts that there is another Another tutoring program at

Whitney Young, last year, was designed to help freshmen adjust to the academic demands of high school. Ms. Joyce Smith coordinator of the program, is also Whitney Young's social worker, assigned to the school for two days a week. "You can't run a full-time program like this if you're not there full time to see it through," she said. So the tutoring program, although signed, was never started, even though a number of students had signed up to be tutors.

The proposal that was pre-

would rely more on the elei tary teachers as the coordina tors than on high school teachers. A Project InSIDER survey of elementary school teaches indicated that most teachers is vored such a program the struction for their students Jacqueline Anderson of Ells Flagg Young Elementary School is looking forward to the poss-bility. "The idea is great, a though it shouldn't be limited to just below average students Students who excel would bere fit as well " she said VALUABLE COUPON!

PHOTOGRAPHY PHOTOGRAPHY

#### Many students have volunteered to be tutors

The following stu aiready volunteered to act as tutors this year. Bogan: Marion Mason.

idea for the proposal came

Carver: Dwayne Falls, Hel-Clemente: Maranielly Vaz-

quez Collins: Charles Brown, Kim-

Bucker Cregler: Charles Austin Michael Lawyer, Tracy Bar-

CVS: Robin Williams **Dunbar:** James Powell

Fenger: Deon Tillman, Jamal Saher, Nicole Boyd, Ricky Weatherspoon

Gorden Tech: Anthony Go mez, David Cardens, Greg

Harvard: Malik Hampton Holy Family: Apryl Strick-Hyde Park: Charemi Jones

Davida Fry, Earl Jackson, Kelli Webb Kendra Quarles Campbell, Nicole Lacey Peggy Wand, Tisha Little-Jones: Dana Cooper, La-

Julian: Brandy Merrifield, George Walker, Kevin Wes-ley, Michelle Jordan, Mundi

Kelvyn Park: Ernesto Mer cado, Homayra Mendez, Marylou Rosado, Sol Maria Mercado Kenwood: Alia Bryd, Paule Lane Tech: Dexter Mcknight.

Lincoln Park: Kristin He ning, Lynn Steiner, Stephanie

Lindblom: Ariee Robertson. Beatrice Perkins, Belinda Williams, Bonita Baldwin, Candy Simmons, Chanay Candy Simmons, Chanay Myrick, Charlotte Miller, Deidre Butler, Ericka John-son, Felecia Dixon, Gloria Jones, Jillian Packer, Julia Jones, Jillian Packer, Julia Jackson, Kathy White, Leslie Fair, Lisa Gillard, Margot Wil-son, Michelle Corhran, Peter Palmer, Stephanie Johnson, Victoria Allen, Vinita Wil-Lovola Academy: Joseph

Maria: Ayanna Moore

Marshall: Adrian Lane, Alexis Davis, Annete Allen, Yolanda Robinson, Barnes Darrin, Denise Haggard, Erica Twy-man, Janeen Carter, Jessica Skipper, Kendra Woods, Kim Williams, Kimbra Moody I a-Lole Nelson, Merdelle Walker Maria McBeth, Michael Jef ferson, Robert Kincaid, Sta rerson, nobert kiricala, sta-cey Daniel, Tamara Draper, Tanya Griffen, Ted Fields, Traie Gordon, Veshane Smith, Yolanda Funiches.

Morgan Park: Charonne Bodgers, Darryl Heard, Gabriela Morena, Gena Harris Karen Boyd, Tanya Pierce Near North: Carol Moffett Prov. St. Mel: Tracy Holmes, Veronica Spencer

Simeon: Cory Morris, Larry St. Scholastica: Keia Yates St. Willibrord: George Steinmetz: Gary Gomez, Taft: Kimberly Mock, Robert Unity Catholic: Johnella

Von Steuben: Alexander Vaz-quez. Cornell Graham, Courtney Brown, Darnese Norman, Dave Ellerbrock, David Flapan, Daneen Gemmes, Larry Frank, Princilla

Bush, Victor Williams Washington: David Neal Westinghouse: Gwendolyn Ryas

Whitney Young: Amalia Sto-dolsky, Angela Daker, Carlita Collins, Diane Bogues, Edsel Panlaqui, Grace Gomez, Guy Jones, Jared Cooper, Pat Winborn, Shimmy Levy, Ste

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## College Fairs: valued or disregarded

By Mitzi Evans

Janice Brewer, a graduate of Lindblom '85, met Roger Blalock of Purdue University's Admission Dept. at the Chicago College Fair two years ago. "I told him I wanted to be an electrical engineer. I gave him my ACT score, my high school rank and told him my financial situation," Janice explained.

"Mr. Blalock told me what kind of financial aid I was eligible for and how to apply for it. He described the electrical engineering curriculum at Purdue and warned me about the deadlines for applications that I would have to meet."

"For the rest of my senior year I continued to communicate directly with Mr. Blalock even though I had already been accepted. The College Fair helped me to choose Purdue as the college I wanted to attend, but it also gave me a chance to develop a contact person at Purdue that

made it easier for me to prepare for college."

But Janice Brewer's success story with the annual Chicago College Fair, scheduled this year at Donnelly Hall (McCormick Place West) on September 21 and 22, is not as common as the college sponsors would like it to be.

A UIC sophomore remembers that he and his friends walked around the Fair all day flirting. "I think 95 per cent of the Fair is flirting for most of us, and the other five percent is getting information about college." he said.

Joy Peterson, a graduate of Kenwood '86, now a freshman at Northwestern, said that she attended the Fair so she wouldn't have to spend the day at school. "I wanted to attend Northwestern, so I was going to talk to their representative and then hang out with my friends the rest of the time. But there was no Northwestern representative at the College

Fair so I went boy-chasing until it was time for the bus to take us back to school."

Cherrice Carrington, a graduate of Hyde Park '86, now a freshman at the University of Illinois, Urbana, piled up the pamphlets, brochures, plastic bags and folders from one college booth after another last year. "When I got home I saved the colorful folders and bags and threw the rest away," she said. Carrington said she didn't stop to talk with the college representatives because she viewed them as sales people rather than as counselors.

But the College Fair booths are actually staffed by admissions counselors not sales people. These admissions counselors say that they are prepared with information and advice for students if the students who come to the Fair are prepared with questions.

Saundra Washington, Assistant Direc-

tor of Admissions Counseling at Loyola University, wishes she would see more students who come prepared with questions. "Why don't they ask: If I have an ACT score of 15, what are my chances of being admitted? Are there special programs for minority students like EOP and FFP? What is the atmosphere like for freshmen?"

"They need a notebook so that they can write down answers that each college representative gives them so that they can refer to that information in the months to come," Washington explained.

Marilyn Burns, a graduate of Lindblom'85, now a sophomore at Daley College, was ready with questions and pleased with what the Fair had to offer her two years ago. "I talked with a lot of college representatives." she said. "I wanted to look at schools that were inexpensive and close to home which had a major in business.

continued on next page

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#### College Fairs: valued or disregarded?

continued from preceeding page

'Before I went to the Fair I only knew of two schools that had those three qualities, but after talking to over thirty representatives at the Fair I was able to make many more comparisons about schools in the Chicago area," she explained.

Juan Rivera, a graduate of Hales Fransican '85, was looking for a small college close to home that had a pre-law major. "I talked to a lot of representatives from small colleges at the Fair, but they didn't have a pre-law degree. Then I talked to a UIC representative.

"The UIC representative set up an appointment to meet with me on an individual basis at Circle. I filled out an application and a financial aid form in his office. I took them back to him. I had to take some placement tests, and after a few weeks I was accepted," Rivera said.

Sarah Busse, a graduate of Whitney Young '85, now a sophomore at Harvard, said the Fair gave her a chance to see colleges at one time in one place instead of traveling to each school or calling and talking to representatives.

"I learned a lot about other schools and which ones were right for me. There were a variety of schools I could apply to. The only thing that I can remember that I didn't like about the College Fair was that there were not enough prestigious schools," she said.

Of the 18 students interviewed by New

Expression, eight had never heard of the National College Fair. Their high school counselors had never mentioned it to

A Truman College freshman, Emma Rogge, a graduate of Richards '86, remembers her counselor speaking with her the day after the Fair. "She asked me if I had found the College Fair helpful. I told her. 'How could I when I never heard about the Fair until you mentioned it at this moment?'

Cheryl Gresham, a graduate of Carver 86, claims that her high school counselor didn't inform her about the Fair. "We didn't have any signs posted around school. I didn't remember any announcements made over the intercom system.' Gresham is now a freshman at Loyola University.

A Roosevelt freshman, Sherrod Brown, remembers talking to his high school counselors about the Fair. "We only talked about grades, transcripts and ACT scores. "When my counselor did mention the Fair, she told me it would probably be boring," he said.

Boring? Janice Brewer would never call it boring. She keeps counting her financial aid money at Purdue and thanking her stars that the College Fair existed when she was a high school senior. "All that personal attention from a college representative who knew me made all the difference," she said.

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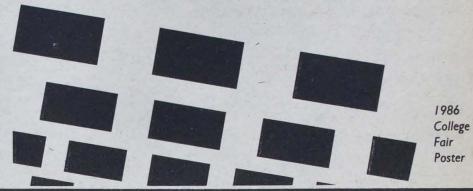
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Planning for College

Don't forget these dates!



#### September

Deadline to apply for the Oct. 25 S.A.T. Exam.

21-22 Chicago National College Fair Donnelley Hall, McCormick Place West at 12:00 until 5:00 p.m. on Sept. 21 and from 9:00 until 1:00 on Sept. 22. Deadline to apply for the

Nov. I S.A.T. and Achievement Exams. Deadline for Oct. 25 A.C.T. Exam.

This year the College Fair is in September instead of October. Make a list of five colleges that interest you. Find out what their deadlines are and if any of them is sending a representative to your high school or to the College Fair. Remember to include a range of harder-to-easier schools to get

#### October

S.A.T. Exam.

A.C.T. Exam.

Deadline to apply for the Dec. 6 S.A.T. Exam.

Make a list of scholarship competitions that you would be eligible to enter; consider your talent (art, sports), your race/ethnicity, parents' employers or parents' past military service and the organizations you belong to. Make a calendar of deadlines for each scholarship competition you hope to enter. One of the many books which list scholarship opportunities, available at the Central Chicago Public Library at 425 N. Michigan and other branches, is Winning Money For College: The High School Students **Guide To Scholarship Contests** by Allen Deutschman.

#### November

S.A.T. and Achievement Exams.

Deadline to apply for the Dec. 13 A.C.T. Exam.

Most colleges give you a choice of admissions application deadlines. If you request an early deadline, all your forms will be due earlier because the college's final decision will arrive early. When applying to colleges, be sure to apply for similar deadline dates at each college. That way you'll get each college's final decision at around the same time and won't have to wait to make your final decision. When applying to colleges, be sure to apply for similar deadline dates at each college. That way you'll get each college's final decision at about the same time and won't have to wait to make your final

#### December

S.A.T. Exam.

A.C.T. Exam.

Deadline to apply for the Jan. 24 S.A.T. Exam.

Check your scholarship grant application due dates. Hustle your letters of recommendation and prepare required financial aid and college application forms over the Christmas vacation.

Deadline to apply for the Feb. 7 A.C.T. Exam.

S.A.T. Exam.

The Financial Aid Form (F.A.F.) is available early this month. See your counselor. File it after Jan. I as soon as your parents get their income Tax W-2 Forms and are prepared to complete their 1986 tax forms.

Make sure you file the F.A.F. at least one month before your earliest college application deadline. Allow three to five weeks for processing. Within that time you will receive an acknowledgement with an estimated dollar contribution towards your cost at that school (if you ask for an estimate). Be sure to check the box on the F.A.F. for the Pell Grant if you are eligible. Be sure to check the box for the Illinois State Scholarship Commission Scholarship on the F.A.F.



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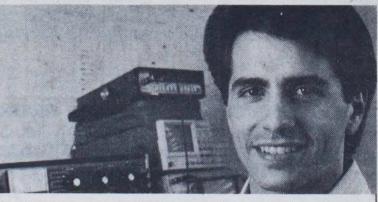
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New Expression's 1986 College Supplement



The student representatives who created the SUPR Constitution felt very much like "Founding Fathers" as they gathered to sign the document on August 6 and submit it to school officials. They are (back row) Linda Stettler, Han Kim, Anna Daulantes, Keith Johnson, Sreedhar Yedavalli,

Carlos Ochoa, Diane Smith; (front row) Marvin Lynn, Marleen Wilson, Nellie Collins, Rod Nimberly, Rebecca Reuter, Tresa Pettis and Keith Glover.

## We, the students of the Chicago Public High Schools,

in order to provide a means for all students to participate in school affairs, thereby making students an integral part of their education, replacing student isolation and alienation

in order to provide a process for students to advise and assist school officials at all levels, thereby giving school officials the benefit of student experience and perspectives

in order to build unity among students throughout the city so that they can share and cooperate with one another to improve their educational opportunities, thereby building a sense of community and sharing successful models

and in order to build public respect for student leadership, thereby providing a strong model of student activity that helps diminish negative stereotypes of both teens and the Chicago Public Schools do, hereby, organize Chicago SUPR (Students United for Participation and Representation) to function in each school, in each district and city-wide.

### The start of a SUPR year

The story behind this Preamble is the subject of our special 4-page pull-out section which we've named The SUPR Supplement.

**New Expression** is proud to have had a role in supporting this important development in the history of Chicago students.

This year New Expression turns ten-years-old, and we are looking back at our own first year with the help of alumni. That first year was very tough! Adult business people didn't believe that teens could pull it off. Teen reporters and editors were afraid that students might trash the paper. And school principals warned the staff that they would have to pick up the mess if the papers were trashed.

But the **New Expression** teen staff members fooled the adults who doubted. They found strong support from students—who didn't trash their work. And they grew stronger and more accepted year after year.

Now SUPR is facing its first year and it will probably be a tough one, too. But we know that the founders of SUPR have great faith and spirit just as the **New Expression** founders had. We believe that they, too, will be able to look back ten years from now on a great and lasting student accomplishment.

#### INSIDE:

Who are these founders?	
How would SUPR work?	
What is the story behind	SUPR?
Why get involved?	

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Page 4

SUPR 1

## How SUPR works

Here is a brief outline of the proposed student organization called SUPR, which was developed by the student "founding fathers" over the summer.

#### School Advisory Board

In each of Chicago's 66 public high schools the local SUPR organization will be known as the Advisory Board; thus, for example, at Tilden high school, it would be known as the Tilden High School Advisory Board.

The Board is divided into five categories of student concern and each category has its own student commmittee. The committees are:

Committee on Academic Affairs Committee on School & Community Committee on School Environment Committee on Counseling & Health Committee on Student Activities & Organizations

Two reps from each committee form the school's Advisory

Two reps from each advisory committee make for a total of ten student reps on the School's Advisory Board. They are advisory to the school's principal, the Student Council, the teachers and counselors, the parent council and all school organizations. The ten students on the Board would select their own representative to the District Student Assembly.

#### District Advisory Board

The two student reps from each school also serve on the district level advisory board. For example, the Senn High School Environment Committee would meet regularly with the two student reps for Environment from Mather, Sullivan, Taft, Lane, Near North, Lake View and all the other 23 high schools in the North District.

These 46 North Side student reps for School Environment would work together on environment issues that affect more than one school, such as grafitti and closed-campus. They would be advisory to the District Superintendent's office. They would also move some items of business up to the City-Wide Advisory Board on School Environment where reps from all three districts could consider them as city-wide issues.

#### City-Wide Advisory Board

Each of the five city-wide Boards will be made up of two student representatives from each district. For example, two student officers from each of the three District Advisory Boards on Academic Affairs will form the City-Wide Advisory Board on Academic Life-making a Board of six student specialists on Academic Life, two from the North District, two from the South and two from the Central. They would be advisory to the Board of Education and to the General Superintendent.

The chairperson of the City-Wide Advisory Board will be called the Secretary; thus, there will be a student serving as Secretary for Counseling & Health; Secretary for School & Community; Secretary for Academic Affairs, etc.

#### District Student Assembly

At the district level, one student representative from each School Advisory Board will form the District Student Assembly. These representatives would discuss issues or proposals that are submitted to them by the District Advisory Boards and by the District Superintendent.

#### City-Wide Student Assembly

Three representatives from each of the three District Student Assemblies will make up the City-Wide Student Assembly. The City-Wide Assembly will handle business that is submitted to them by any of the three district Assemblies or by the General Superintendent or by the School Board. They will be advisory to the Board and to the General Superintendent.

## Just suppose... Norma Rios would ask SUPR to work for her

If SUPR were operating at this moment this is how the concerns of Norma Rios, Senn High School might be handled by SUPR.

#### Norma Rios Senn High School

"I used to eat out all of the time because I hated the graffiti and the smell in our school cafeteria. I don't have any choice now because we have closed campus, but I'd like to work out a compromise between students and the administration about the closed-campus decision."

First Step: Norma could bring her problem to the School Environment Committee of Senn's Advisory Board... and she could actually join the committee so that she could help work towards a solution to the problem.

Second Step: The Environment Committee might decide to try two approaches to the problem. One solution might be to make lunch-time more attractive, involving discussions with the lunchroom staff to find out how students could be involved with menus and to determine whether they could experiment with new features such as the salad bar at Hyde Park Career

They might also plan for ways to clean up graffiti and keep the area looking good. And they might hold discussions with student organizations who might start sponsoring activities during the lunch periods, although this might require the Environment Committee to meet with the Organizations & Activities Committee. 2 SUPR

Third Stage: The second solution might lie with a policy about closed-campus to be recommended by the Senn representatives to the District Advisory Board on School Environment. After the District Advisory Board had agreed on a policy that all the district schools recommend, they would present the policy to the Student Assembly for its consideration.

The Assembly could work with the District Superintendent, and, possibly, the district principals to work out a policy on closed-campus that would be accepted and respected by students throughout the district.

Possible Fourth Stage: This closedcampus agreement might go from the North District Assembly to the City-Wide Student Assembly to determine whether the policy could be adopted by all of the city's high school principals.

## They were there...



Sreedhar "Scooter" Yedavalli Lincoln Park H.S.



Nickki O'Neal Near North Career Magnet H.S.



Grace Kim Lane Technical H.S.



Tonya Purnell Kenwood Academy



**Nellie Collins** Steinmetz H.S.



Keith Johnson



Maria Del S. Martinez Wells H.S.



Alex Rivera Clemente Community Academy



Carlos Ochoa Amundsen H.S



Sagona Miller Near North Career Magnet H.S.



Marleen Wilson Near North Career Magnet H.S.



Katherine Davis Lane Technical H.S.



Tracey Bell Morgan Park Academy



Kalpana Patel Mather H.S.



Anna Daulantes Lane Technical H.S.



Rod Wimberly Kenwood Academy





Clemente Community Academy



Linda Stettler



Jim Perschke Taft H.S



Marvin Lynn Senn Metropolitan Academy



#### Han Kim Lane Tech H.S.

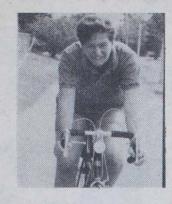
"When my student council advisor asked me to be a district representative. knew that I wanted to be a part of what is now SUPR. wanted to work with students from other schools and be a part of the effort to unite the three high school districts.

"But most of all, I hoped that SUPR would help solve what the Chicago Tribune has called the most important problem in public schools: the drug problem.

"I felt really helpless when I discovered that my brother, a freshman at Mather, was addicted to drugs. After the sixth time he ran away, my father finally was able to find out that he was on drugs.

"After that night, my brother was put into a drug rehab program to cure his addiction to marijuana. But he wouldn't accept his addiction to drugs. Nobody seemed able to help. Even the reformed drug-users couldn't help him accept his problem. He really needed the information about drugs before he started using them.

"I think that it would really help if high school students could start solving this problem by visiting elementary schools or establishing school community drug counseling programs. I think SUPR has a role in solving this problem.'



#### Rebecca Reuter Sullivan H.S.

"When I accepted my student council sponsor's invitation to be a representative to a district meeting of student representatives in June, I was really excited about it. I wanted to be around students who wouldn't think I was crazy for talking about improving the Chicago Public High Schools.

"And by helping to start SUPR, I have found that I'm not crazy. Other students do care about some of the problems I am concerned about, like eliminating out-dated textbooks.

"When I arrived as a freshman at Sullivan H.S., I was surprised that my English teacher was handing out books that were ripped and were filled with dust. These books must have been bought in the 1930's!

"I hope that through SUPR, students will be able to cooperate with parents, teachers and Board officials to solve this problem. Chicago students can't hope to compete if they continue to work with outdated textbooks."



#### Tresa Pettis Marshall H.S.

"Marshall's Student Council isn't expected to solve problems in school, which is why I'm really glad I'm helping to start SUPR. Maybe SUPR will help our own self-respect as students and allow us to use our power. Most of all, I hope that I can improve career education programs through SUPR.

"I've been involved with the medical program at Marshall for three years. I enrolled in the program because I was told that I would be able to work with people from the medical profession. But after the first year, there were no trips, projects or "great experiences." And the bus fare for transportation for special trips was dropped after the first year, too.

"I'm really disappointed and angry that this program didn't work out. But I hope that I can change that through SUPR this year by learning about other high school medical programs offered in the city and the state that have worked well, so that I can help strengthen our own program.'

Manford Byrd General Superintendent of "I will institute a council of

high school student leaders in each district. The three councils will be city-wide units that will meet with me to discuss the students' concerns. The students will be selected by the individual high schools.

## creating a Constitution The SUPR Story

arlos Ochoa was sitting at a lunch table last April when the sponsor for the Amundsen student council approached him with an invitation. "I was confused at first," he said. "I really didn't know what she was talking about, but I was interested."

The invitation was to a meeting with the North District Superintendent, Norman Silber along with a second Amundsen representative, Valerie O'Neill. Carlos and Valerie both attended the meeting.

Carlos remembers that Supt. Silber spoke about "fifteen to twenty minutes" about student representation with the North District schools. Then Silber left and his assistant took over the meeting.

Afterwards, Carlos says he spoke with some other students to get their views on what they felt took place. "They wanted to know what was the purpose of the meeting because nothing got accomplished," Carlos said.

A similar invitation was given to students on the West (or Central) District to meet with Central District Supt. Grady Jordan to organize a district student organization. Tahiria Philips, a senior at Richards, attended the meeting. She said Jordan asked for student volunteers to meet with him over the summer to further discuss student organization.

"I signed my name as a volunteer," Tahiria said. "But I wasn't notified about any summer meetings. Nothing was sent to my house about it. I'm disappointed."

The South District Superintendent, Dr. Reginald Brown, told Helena Heard, a senior at Carver, that he intended to hold a meeting with student representatives for the South district high schools, but he failed to announce a meeting or request that schools name student representatives from the 23 south schools.

After the North and Central districts met, the Student Representation Task Force invited the North and Central Representatives to a summer program in leadership. The Task Force was created last January by Youth Communication to help encourage the formation of district and city-wide student representation.

Through this summer program, the North Side high school representatives along with representatives from the Central high school district got together at Mundelein College and the University of Illinois at Chicago. The Task Force also invited students from the South District even though no offical meeting was held by Supt. Brown to establish representatives from the south.

"We didn't know each other until this orientation meeting," said Alex Rivera, a senior at Clemente high school. "We broke up into groups and started talking to one another."

"There was a sense of unity that was lacking at Lane (the meeting with Silber)," said Sreedhar Yedavalli, a sophmore at Lincoln Park.

Enid Vazquez, the Task Force adviser, feels that the representatives learned to recognize the individual talents they have to offer. "They learned how to raise their concerns without antagonizing others, how to research problems, and how to get work done more effectively through the use of committees," she said.

On July 2, Chicago Board of Education President George Munoz presented the Task Force with a challenge: Propose a model of city-wide student organization for General School Superintendent Manford Byrd Jr.

The challenge was met by the student representatives in the summer program. By that time they were calling their organization SUPR-Students United for Participation and Representation. Seven of the 37 reps formed a committee to write a proposal which was adopted with changes by the group as a whole on August 5 and delivered to Munoz one week later, four weeks after the students accepted his challenge.

"It was hard," said Han Kim, a principal writer of the model. "What I wanted to stress was fair representation from each school. We didn't wan anybody to have too much influence."

Munoz responded in August saying, "Congratulations! I mentioned to the Board of Trustees the push that we are trying to make for effective student participation, and it was well received."

While the students are waiting for a response from Board officials to their Constitution, they are also organizing themselves to broaden student participation in the schools.

They are working on forming college clubs in six schools: Clemente, Dunbar, Steinmetz, Lane, Kenwood and Wells. They are working on establishing tutoring progams of elementary school students by high school students.

A new cable television program, "Student Voices", has students discussing school issues with a panel of school officials. Helena Heard, who was a member of the Task Force, is the producer of the cable show.

"We're doing all this for the students," said Keith Johnson, a senior at Dunbar. "I'm sure there won't be any problems on their backing us up."

Most South Schools are not

Since the South District Superintendent did not convene a South District council before the end of the 1985-86 school year, most of the South Side high schools were not represented this summer.

Karen Podroza, Chicago Metropolitan H.S.;

Debaron Cooper, Farragut H.S.; Julia Dawson,

Jones Metropolitan H.S.; Eddie Everson, Jones

Metropolitan H.S.; Tracey Harper, Kelly H.S.;

Vanessa Erge, Phillips H.S.; Robert Rhea, Phil-

lips H.S.; Tahiria Phillips, Richards Vocational

H.S.; Steven Pegues, Spaulding H.S.; Rodney

Harwell, Spaulding H.S.; Sharese Wilbourn,

Tilden H.S.; Melissa Jordan, Whitney Young

ree Blackman, Harlan H.S.

represented

Magnet H.S.; Barbara Walters, Hirsh H.S.; Desi-

Johnny Walker, Cregier Vocational H.S.;

### About those who aren't pictured

#### These participants are not pictured:

From the North District: Keith Glover, Orr H.S.; Michael Banks, Steinmetz H.S.; Joyce Mason, Von Steuben Metropol-

From the South District: Tara Mixon, Carver Area H.S.; Angela Delaney, Englewood H.S.; Donna Dulaney, Lindblom

Technical H.S. From the Central District: Dwayne Cummings, Crane H.S.

#### These delegates did not participate:

From the North District:

Valerie O'Neil, Amundsen H.S.; LaShanda Warfield, Austin H.S.; Regina Cole, Austin H.S.; Malinda Jackson, Foreman H.S.; Pamela Baker, Foreman H.S.; Jesus Sanchez, Kelvyn Park H.S.; Hector Crespo, Kelvyn Park H.S.; Tyra Robinson, Sullivan H.S.; Roxanne Wimbley, Westing-

From the Central District: Yolanda Dunn, Chicago Metropolitan H.S.; Adolfo Mendez

## Your voice is needed

We are asking you, the high school students of Chicago, to make 1986-87 a very special year in student history. We are asking you to help us build a strong organization of students throughout the city so that we can take our ideas and concerns beyond our conversations at the lunch table.

For different reasons in different schools we became the "Founding Fathers" of this proposed new government. Like the "Founding Fathers" in 1776 and other pioneers we have paid a personal price this summer to create a constitution that representatives from different schools could agree upon.

Each of us spent an average of eight hours each week meeting in different buildings downtown. We worked with businessmen, lawyers, and community organizers to write the proposed constitution.

Many times it seemed that the constitution was only a dream. Meetings dragged on and sometimes it felt like we were going nowhere. But the goal was so important to most of us that we hung in until the proposal was written. And we wrote it so that there would be a way for ALL students to be heard—if they choose to be heard.

We hope you will choose to be heard through SUPR. We hope that you want to support SUPR as a way to unite and involve students so that we can solve some of the problems that concern us all. Right now you can support SUPR by writing to Dr. Manford Byrd to express your approval of our proposal. You'll find some helpful ideas for writing this letter at the bottom of this page. (Imagine the Superintendent's desk with 200,000 letters!)

Another way of showing your support is to get involved. SUPR has stated in its constitution that representatives are to be chosen for the five advisory boards by Oct. 31. Think about SUPR during this time. Do you want to be on one of the Boards? Which one interests you the most?

If your high school has textbooks in bad condition, join the Academic Life Board. If you need new football equipment, join the Student Activities and Organization Board. Are bathrooms a problem in your school? Then join the School Environment Board. If your school needs a peer counseling program, join the Counseling and Health Services Board. If you're concerned about the CTA fare hikes join the School and the Community

If SUPR is going to work we will need your ideas and talents. This proposal was written in order to include everyone at some

SUPR's success is in your hands!

Editor: Robin LaSota, Whitney Young '86. Assistant Editor: Adolfo Mendez, Kelvyn Park. Advisor to the SUPR Summer Leadership Program: Enid Vazquez. Student Coordinators of the SUPR Summer Leadership Program: Tresa Pettis, Marshall; Marleen Wilson, Near North; Helena Heard, Carver. Photographers: Robin LaSota; Noy Saetia, Lane; Lynn Saulsberry, Lindblom. Copyright © 1986 by Youth Communcation/Chicago Center, 207 S. Wabash, Chicago, IL, 60604.





(Top) Student representatives from Lincoln Park, Taft, Senn and Amundsen talk with community leader Joe Peery of Demicco Youth Services during a meeting break.

(Middle) Sagona Miller, Near North; Rebecca Reuter, Sullivan and Han Kim, Lane Tech follow Parlimentary Procedure in discussing each article of the proposed Constitution

(Bottom) Tresa Pettis, Marshall and Jim Perschke of Taft serve on the Standing Committee which prepared a first draft of the Constitution for the entire representative student body to



Appreciation

This supplement featuring SUPR was made possible through a grant from the Woods Charitable Fund.

We are grateful to the National College of Education, Mundelein College, UIC and Columbia College for giving us a meeting place; to Jim Ivers of Resurrection Retreat Center and Mark Teresi of Niles College for contributing their group dynamics skills to make us a unified group; and to Trevor Cardinal of Leo Burnett for helping us design this supplement. We also thank Leo Burnett for the many graphic services and supplies they provided us.

The following individuals were generous with their time and energy to facilitate the summer meetings and provide their expertise to help the program participants to start SUPR: Rose Urban, Rose Urban and Associates; James Mueller, Freeman and Salzman; Chris Goodman, Howard Pomper & Associates; Joe Peery, Demicco Youth Services; Ed Schwellenbach, Harris Trust and Savings Bank; Charlotte Senechelle, Citizens Schools Committee; Howard Latham, Chicago Area Project; and Val Jordan, National College of Education.

## Speak up, speak out for SUPK!

Why write a letter to Dr. Byrd?

If you agree with the proposed plan for SUPR that is featured in the previous three pages and you want to help get it started, there is something you can do about

One of the ways you can help support SUPR would be to write Dr. Byrd to urge him to set up SUPR. It would be effective to handwrite your own letter, but if you're really busy, we have printed a letter for you to complete and sign.

And even if you disagree with the proposal for SUPR, write your opinions on student government to Dr. Byrd so that he will know that students are interested.

Where to send your letter

Mail it directly to: Dr. Manford Byrd

General Superintendent of Schools 1819 W. Pershing Rd. Chicago, IL 60609

Were Heressilland Ing /

Or you can look for the representative from your school (pictured on Pages Two and Three) and give the letter to him or to her to deliver to Dr. Byrd. You may see a "Speak Up, Speak Out" poster in your school which will give you further information about where these letters are being collected. Be on the look out!

Timing is important

The students who have proposed the constitution for SUPR have proposed that all school representatives be selected by October 31. If SUPR is going to start on time, letters need to reach Dr. Byrd's office this month.

#### Dear Dr. Byrd,

I am writing to urge you to move forward with the proposed constitution to start SUPR (Students United for Participation and Representation).

When you first came into office as the Superintendent, you promised to "institute a council of high school student leaders in each district." Thirty students have united over the summer to help you fulfill that promise by proposing a constitution to organize student representation. I support the organization of SUPR.

As a student from High School, I urge you to support SUPR and to take the necessary steps to encourage students in every high school to organize committees to select student delegates so that we can start proving what SUPR can accomplish. Please make SUPR one of your top goals for 1986-87.

Sincerely,

## Don't forget these dates!

Deadline to apply for the Apr. 4 S.A.T. Exam.

Check your college application due dates. Check your grant and scholarship application due dates.

Check on your new rank in class at the end of the seventh semester. If it's gone up, ask those who are writing your letters of recommendation to mention this fact. If it's gone down, do something about it during the eighth semester.

A.C.T. Exam.

Many colleges send acceptance/ rejection letters during this month. You might also be sent a packet of

Finalize your summer job plans. If you haven't found a job yet, you may not get one. Visit prospective colleges during your spring



March Deadline to apply for the Apr. 11 A.C.T. Exam. Deadline to apply for the May 2 Achievement Test.

Look earnestly for a summer job. Early in the month the Financial Family Statement (F.F.S.) form becomes available from your high school counselors. It is also the best time to file. Be sure to check the boxes for the Pell Grant and the Illinois State Scholarship Commission. Allow 6 to 8 weeks for processing. You'll get an acknowledgement form about three weeks after you file.

The Student Aid Reports (S.A.R.) from the Pell Grant Program should be in the mail to you if you applied through F.A.F. in January.

S.A.R.'s are print-outs (three identical copies) of the information that the Pell Grant Program has about you. Make sure the information is correct. Follow through on any instructions sent to you on the S.A.R.'s.

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freshman orientation material and forms (room and board, health insurance, etc.). Get the forms in early. If you are accepted by one school while waiting for the others to hand in a verdict, it is a good idea to call the schools that you are waiting on and find out the status of your application.

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New Expression's 1986 College Supplement

Planning life after high school

## What role should parents play—

by Pam Allen

One out of nine students surveyed by **New Expression** say that their parents are determined to have them attend college even though they're not sure they want to be in college.

Eighty percent of the students in our survey say that they've heard their parents say to them, "I want something better for you than I've had."

And college counselors end up with some unhappy freshmen cases as a result of this pressure.

Ray Zarvell, Unit Director of Educational Development at Bradley University, says that his college evaluates and interviews its freshmen during orientation to find out if the student is ready for college and really wants to be there.

"We try to solve the problem early on

with the student. We discourage students from enrolling and then flunking themselves out of school. This is one way they often try to get out of the situation," Zarvell said.

Mark Elsen, an admissions counselor at DePaul University, finds that about 20 percent of all freshmen fall into this category of students who don't really care to be in school at the time. Like Bradley, DePaul reassesses its incoming freshmen to determine their actual desire to attend school.

Richard Hazley, Asst. Director of Undergraduate Admissions at Roosevelt University, admits that he usually doesn't find out that a student is unhappy about being in college until the student has failed.

"We have students experiencing par-

ent pressures. Some have parents who did not go to school and want something better for their children, so they push the student. We also have students with highly educated parents—doctors and lawyers—who exert pressure for their sons and daughter to excel as well as their parents did," Hazley said. "In some cases it may result in suicide attempts, rebellion and nervous breakdowns."

Hazley finds that some students realize that their parents' pressure is a result of their love and their wanting the best for their child. "But some students are confused about the type of support the parents offer. Some become resentful," he said.

All three universities provide counseling for students with problems resulting from parent pressure.

"But the majority of our students know what they want," Elsen said. Of the 123 students in **New Expression's** survey, 45 percent say that they know why they want to go to college. They see the decision as their own, not one that they're pressured into by their parents.

Another eight percent said that they probably won't go to college and that their parents will support them in their decision

"Students should make up their own mind and then, maybe, inform their parents. If a parent forces a child to go to school, they'll only do badly in school," said UrVonnie Barron, a senior at Lincoln Park.

Our survey reveals that 48 percent of teens believe that parents should support their son or daughter's decision



Photo by Karisma Townsend

"If there is one thing I could change, it would be to have started a college bank account for her as a baby..."

by Ms. Joyce Ann Brown

Joyce Ann Brown is a Supervisor of Computer Operations at Griffith Laboratories U.S.A., Inc. in Alsip. She is the mother of an only child, Lisa, who is now a junior in college.

Money is a very big problem with me and my daughter Lisa. During her first year in college we filled out all the forms, but she could not get a grant because I have a job. So, that year I got a loan.

The next year she did not qualify for anything. Now another year has rolled around and we have to worry about scratching together the tuition again.

If there is one thing I could change it would be to have started an account for her as a baby so the money would be there when she needed it.

I would say that an ideal relationship between me and my daughter about her future after high school would be for the two of us to start talking about what she wants to be very early in high school. Then, I would find out what subjects my child will need in order to attain that goal, and I would want to help her check colleges and try to get her into the school that had what she

needed. I would try to be as supportive and helpful as possible.

After all of the worry and vexation for four years about grades and money, I would expect her to excel and fulfill all of my and her great expectations.

"Not only did my financial plans change, but my 'carbon copy' children grew up to have ideas...different from mine..."

by Pearl Parkerson Mattews

Pearl Parkerson Mattews is a legal secretary for Katter, Muchin, Zavis, Pearl, Greenberger and Galler. She's also the parent of two young adult daughters who graduated from high school in the past few years. She writes about these years as a mother who tried to balance her daughters' need for independence with her own mother's concern that they make good choices.

Long before actually becoming a parent, I visualized having the ideal child—a little person who would be pretty much a little carbon copy of myself. My dream was to save plenty of money in order to provide for my child's college education, a luxury which my parents had not been able to afford for me.

I just knew that eventually my child would grow up, study hard, graduate with top honors from medical school and be the best brain surgeon the world had ever known.

Realistically, life stories hardly ever follow the original script of our minds. So, I found myself as the single parent of two fine daughters. It didn't take long for me to realize that, because of never-ending financial hardships, all the money I had planned to save for their college education could not be saved.

I was forced to take a different attitude and make other plans. State and federal grants became my only hope for higher education for my children.

Not only did my financial plans change, but my "carbon copy" children grew up to have ideas that were somewhat different from mine concerning their education and their life plans! (What, another change in the script?)

After high school my older daughter chose to enter the armed forces and is now a U.S. Marine. My younger daughter (potential brain surgeon?) entered college (Texas Southern University in Houston) with the help of state and federal grants. Her major: Special Education.

If there could be a re-shooting of our life story, I would certainly take a different approach. I would explore with my daughters the different careers that they might be interested in, making it clear that while our ideas may tend to differ, my primary wish is that each of them gets the necessary education to enable her to enjoy a rewarding career.

Although I would discuss matters concerning career and college choices (attending an "at home" college versus attending an "out-of-state" college) between myself and my daughter, the final decision should rest with her.

Finally, to create an even better parent/child relationship, my role would be less that of a "demanding parent" and more that of a friend and advisor. I would try to be their key supporter as they identify, go after and reach their own personal goals.

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## supportive?... alienated?.. pushy?

about education after high school even if the teen doesn't discuss the decision

Felicia Savage, a senior at Near North Career Academy, made up her mind to join the Air Force without her parent's input. "They asked me why I made that choice, but that was it. My parents are very supportive of my decision. They left

But of the 55 teens in our survey who plan to attend college 58 percent think that parents should play a big role in a teen's decision to attend college.

Sreedhar Yedavalli, a sophomore at Lincoln Park, feels that parent participation, not pressure, is necessary.

"I think that my decision about college is one that I will make with my parents' help. It's just one of those things that a parent should take part in. It's sort of like the birds and the bees," Yedavalli stated.

Young Lee, who entered Harvard University this fall instead of returning to Whitney Young as a senior, said she consulted her parents about the decision, but she expected to make the final deci-

'Going on to college early was my idea," Lee said. "My parents were supportive, but they did not pressure me to go. They have mixed emotions about me leaving home early, but that's it. The choice was mine alone.'

Jane Peterson, co-ordinator of college affairs at Oak Park-River Forest High School, finds that parents are usually concerned with the student's needs as Young Lee's were.

"Many parents support the idea of the student putting off school for a year and allowing the student to travel or work a year if they don't wish to go to school," Peterson said.

Barbara Berger, a clinical social worker, suggests that teens seek help from their school's counselors if they are having problems with parental pressure.

A veteran high school counselor from Evanston Township, Alice Scott, sees students pressuring themselves more than being pressured by their parents. "It's very embarrassing for some students to say to their classmates that they don't want to go to college," Scott said.

"Pressure from parents seems to come from those who did not attend college themselves. They want their children to get a higher education. In most cases those students don't stay for the entire four years," Scott explained.

Diane Smith, a senior at Clemente agrees with Scott. "Parents can't make you go if you don't want to," she said. "My mother just recently went back to finish school. That inspired me to go on to school; it's not that she pressured



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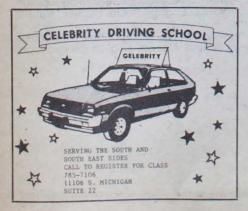
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## Chicago colleges offer prep courses

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New Expression is cooperating with local colleges and universities to publish information about programs that will allow Chicago high school students to attend college courses this year.

#### University of Illinois at Chicago

UIC offers superior Illinois students the opportunity to earn college credit while still in high school. The program is not meant to accelerate the high school work of a secondary-school student but is meant to broaden and enrich the student's educational program.

To be eligible, the student must have completed the junior year in high school and be able to provide the appropriate records. To qualify as a talented student, a senior should be in the upper 10 percent of his or her class and have a minimum ACT score of 25 or similar qualifications. Each application is considered on an individual basis by the Director of Admissions and Records, the dean of the college concerned, and the department offering the course. There is no tuition charged for this program.

For further information and appli-

cation forms, write: Honors College UIC Box 4348 Chicago, IL 60680 or call 996-3453.

#### Loyola University Law Enrichment Program for Minority Students

High school sophomores, juniors, and seniors are eligible for this 15 week program, starting September 27. The students will learn about different areas of law including criminal law and family law. The students will also have opportunities to listen to guest speakers and conduct mock trials. Law student tutors at Loyola are also available.

The sessions will be conducted on Saturdays from 10a.m. until 2p.m., and will be worth one full social studies credit in high school.

Students are required to have a "C" average and submit writing samples with their applications.

Contact Toni Moore at 538-0733 at Loyola University Law School for more information and an application.

#### **DePaul University**

Gifted high school students may enroll at DePaul as part-time students. However, the student's principal or counselor must recommend the student and indicate in what course areas the student is proficient.

Students in this special program are not required to submit the regular application materials and test data that is required of incoming freshmen. Instead, students submit the non-degree application which doesn't require a high school transcript or an application fee.

Courses may be taken during summer terms or during the regular academic year. The tuition charged for this program is \$123 per quarter hour or a total of \$492 for one full credit course.

For further information and application forms, write: DePaul University Admissions Office, Lewis Center, 25 E. Jackson Chicago, IL 60654 or call 341-8898

#### Art Institute

The School of the Art Institute of Chicago's Early College Program is designed for advanced high school juniors and seniors who are considering continuing their visual arts education at the college level. Participating students are given an opportunity to realistically evaluate and strengthen their commitments to the study of art

while experiencing college-level instruction in the setting of a professional school of art and design.

In addition, students will learn how to expand, personalize, and document a portfolio for future college admission. All courses are taught by faculty of the Degree Programs and require enrollment for college credit.

Courses offered this Fall include Figure Drawing, Studio Drawing, Painting, Figure Sculpture, Video and Photography.

Call 312/443-3777 for more information.



Photo by Kim Powe

New Expression's 1986 College Supplement

#### **Jews** Br

#### Study supports quality sex-ed

A new report out of Johns Hopkins University indicates that "the better the sex education course, the less likely the

teen pregnancies Critics of sex education usually charge that these classes give teenagers "ideas." They blame the epidemic of teen preg-nancies and the commoness of active

But the John Hopkins study shows

just the opposite.
The study took four schools from Baltimore's inner city. Two schools were given only the sex education required by

law. The other two were given an exter sive sex education program After three years, the study found that the girls who received the extensive program put off sexual activities later than the girls from the other schools.

And over the two years the schools with extensive sex education decreased the extensive sex education decreased the number of pregnancies by 30 percent while the other schools without the bene-fit of an extensive program had an in-crease in pregnancies of 57.6 percent. The study supports one of the pur-

poses of Chicago's DuSable High School clinic which has been in existence for one year. The clinic provides three op-portunities for students to be better educated about sex. The clinic has classes about health, as well as small The advantages of the DuSable clinic

will be transferred to Orr High School this school year. The Orr clinic is sche-duled to open in September.

Glibel Gomez

#### **Future pill** fights fat

Yes, it's possible to eat three Big Macs, two orders of fries and still feel hungry. two orders of fries and still feel hungry. This summer a group of doctors ex-plained how this can happen, and with this discovery, they may have found an important aid for overweight teens. Teens who can't seem to stop eating and the aid for the service of the can't for the service of the service of the can't for the service of the service of the service the service of the service of the service the service of the service of the service for the service of the service of the service the service of the service of the service the service of the service of the service the servic

could be affected by a malady that af fects the chemical messengers to the brain called hormones. These hormones signal the brain when the body is full.

These "stop-eating" signals are nor-mally carried by insulin, but in those bodies where insulin falls, synthetic hor-mones may come to the rescue. Dr. Brad Wallum of the University of Washington's Health Sciences Center believes that "many years from now a drug may be available to help [overweight people] to decrease their desire to overeat."

But until this pill is developed, doctors

ge hungry teens to try to cut down ose Big Macs!





#### First All-City Meeting SKILLS CHECKLIST September 24

Are you interested in becoming a reporter or reviewer for New Expression? Then be sure to attend the first All-City meeting on Wednesday, September 24 at 4:00. New Expression is located at 207 S. Wabash on the 8th floor.

If you are unable to attend but are still interested in joining the staff, contact Tanya Bonner at 663-0543

> The Chicago Public Library Literature and Language Division announces

#### WRITING SEMINARS

With Martin Litvin, the novelist and biographer (Black Earth and Other Stories, The Journey, etc.)

A series of six motivational seminars for the gifted young writer (age 13-18) will be held on Saturday, 12:30-2:30 p.m. - October 4, 11, 18 and November 1, 8, 15 at The Chicago Public Library Cultural Center, 78 East Washington Street. Young writers will have the chance to work with a published author who is also an experienced teacher of writing for young writers. The main emphasis will be on writing production. All writing will be reviewed and critiqued and personal counseling will be offered. Enrollment limited to 15. \$70 fee and writing samples required. For information, call 269-2890 and ask about "writing seminar.

#### WHAT ARE YOU GOOD AT? SKILLS INVENTORY CHECKLIST

SELLIS INVENTIONY CHECKLESS
What did to be yet already have?
What cases would you like to develop?
What cases would you like to develop?
What cases would you like to develop?
What have have have been a selling to the horse to the harmonic harmoni

As you go through this checklist, keep two things in mind: 1) You don't have to be an expert before you can check off a ticular skill; and 2) Don't let the titler

INSTRUCTIONS

1. Put one line through the box next to skills you think you have.

2. Put an "X" through the box next to Put an "X" through the box next to your best skills.
 Completely fill in the box next to the skills that you really enjoy using.
 In parentheses are some examples of many of the skills.)

A USING MY HANDS

Assembling things (kits)
Constructing (carpentry)
Operating tools or machiner
(drill, sewing machine, etc.)

B. USING MY BODY

sports) Doing outdoor activities (camping)

C. USING WORDS Reading Writing/communicating Setters.

school paper)
Talking/speaking (on the phone, to a Talking/openancy
group)
Tasching/training/(with groups or
individuals)
Magnory for words (names,
wocabulary)



| Showing towards (planting, peedicting consequences) | Quickly and accurately siting up a person or situation (as in everything, not just one or two details about them | Hawing insight (as to why people set the way they do, e.g.) G USING ANALYTICAL THINKING

OGIC

Researching/information gatherin
(finding out what you need to know
Problem solving
Separating important from
unimportant (setting priorities)
Dispossing does nowse and offset
relations; tracing problems to their

USING ORIGINALITY OR

Imaginative/imagining (as in figuring out new ways to do things, making up

from It's Your Fature: Catalyst's Cores Guide for High School Garls, was made possible by a grant from The Shell Companies Foundation, Inc.) stories)

Designing/developing (new recipes,

#### ☐ Adapting/Improving (as with something that doesn't work quite

SING HELPFULNESS USING HELPFULNESS
Helpierg (as when someone is in need)
Showing sensitivity to others' feelings
(as in a heabod argument)
Offseting support (to someone who is
facing a difficulty alone)
Representing others' wishes
accurately (telling one friend what

J. USING ARTISTIC ARBITITES
Composing musaic playing as
instrument/slopting
Fashicing or shaping things (as in
crafts, sculpture)
Dealing creatively with symbols,
images, spaces, shapes, colors
(pulsorgraphy, paining, decorating)
Uning woods creatively (poetry, proce)

K. USING LEADERSHIP

USING LEADGESHIP

Beginning new projects
Ospanizing (Scoots, teams, parties)
Promoting change (in a lamily, school, occurrently
Taking raise (six stricking up for acreeces unpopular)
Performing (public speaking, sales)

Now, take 5 sheets of pap down one accomplishment at the top of each page that has given you a lot of satisfaction. Then use the rest of the sheet to write down all the skills you can

shast to write down all the delife you can think of that helping on onlines we each accomplishment. (These are bound to be seemed for each.)

Are you amused to see how many different shiftless you have? You went't been with them—you learned them. And the case you are heat at give you an idea of the kinds of oxyours and other nitressity some many want to develop further—eading you may want to develop further—eading you may want to develop further—eading you may want to develop further—eading you want to be a support of the properties.

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