

October 1988

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Columbia College Chicago

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NEW Expression

The Magazine of Youth Communication
Chicago

October
1988
Volume 12
No. 7

INSIDE

Teens driving without insurance.

How big a problem is it?
Turn to "Talk Back" on
Page 4.

It's Election Time '88!

First time teen voters
and exchange students
comment
on American politics.
See our special Election
Pull-out,
starting on Page 9.

College - the next step.

How can you prepare?
What should you expect?
It's all on Pages 12 to 20.

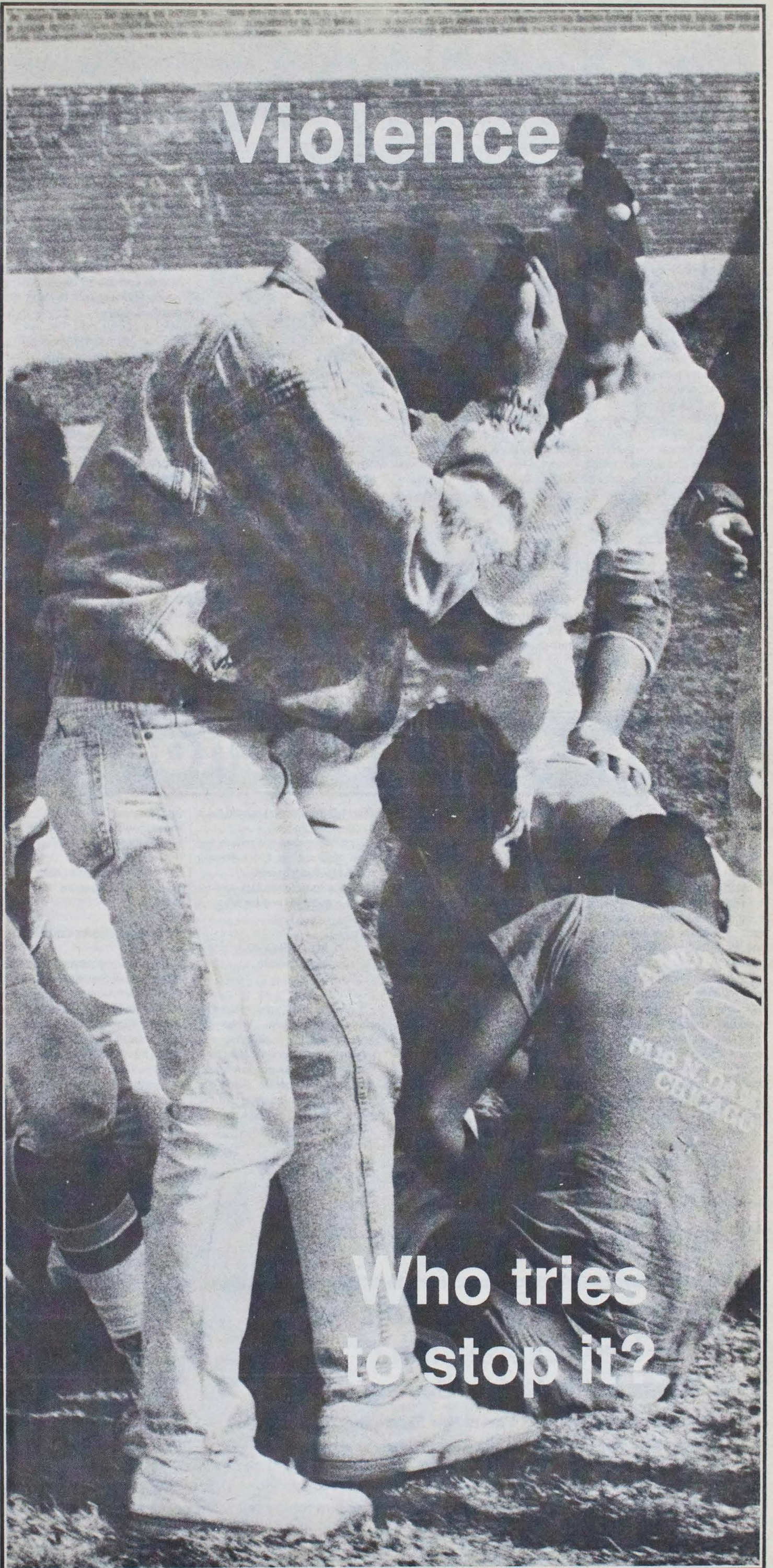


Photo by Marco Rios

I read your article on seventeen-year-old murderers facing the death penalty. I slightly disagree for the simple fact that a seventeen-year-old is still a kid. So what I'm saying is he may understand murder and killing, but won't understand incarceration and death.

If kids did understand, they would think harder about what they are about to do and maybe wouldn't commit as many crimes.

My best friend got killed by his brother over a dollar. His brother is fourteen; the deceased guy was sixteen. His brother was always jealous of me and him, and I knew it. His jealousy took over him and because of something as petty as a dollar, he killed his brother.

I was anxious to go to court to ask him why he had killed his brother and (when I asked) he started crying and saying "I didn't mean to. I'm afraid...I don't want to go back!" He grabbed me while in handcuffs and the police made him let me go.

Now I don't care for him because he killed his brother. I just feel sorry for him.

Emmett Long
Corliss

The death penalty is an issue I feel very strongly about. Personally, I don't believe any-

one, regardless of age, should receive such a punishment. Killing the murderer only makes society a murderer and, for reasons I don't understand, society would not receive a bit of punishment. Only God has the authority to end someone's life. If God thinks the criminal deserves some punishment, believe me, he'll get it.

Besides, what if the verdict on the person was a mistake, or he was framed? You would be taking an innocent person's life. You never know, that person could have been the one to find a cure for AIDS, or could be a great help in making the world a peaceful place to live.

Christine Kantner (13)

In my opinion 17-year-olds should face the death penalty, because if they are crazy enough to stab or shoot someone knowing that they might die, then I feel that they should suffer the same punishment as an adult.

And if they are stupid enough to do something like that just to show off or to prove something to their friends or one of their gang members, then they should pay for their stupidity just as adults pay for being stupid.

Patrick Gregory
Fenger



No! A 17-year-old should not face the Death Penalty.

When you're 17 you can't drink or purchase liquor. At 17 it is illegal to enter bars. When you're 17 it is illegal to rent most movies. What I'm trying to say is that you're still thought of as a kid.

In my opinion a 17 year-old doesn't really know to what extent they can be punished, so, to give them the death penalty is unhuman.

Edward L. Hopkins
Fenger

I'm against the death penalty, not only for teenagers but for everyone, no matter what age they are.

I hope that someday the death penalty will be abolished from our system altogether, but for now all I can do is hope.

Quentina Applewhite
Metro

Should seventeen-year-old murderers face the death penalty as do the older killers in Illinois?

Yes, they should. If you're human enough to do the killing, you're old enough to face the death penalty.

Keysha L. Jones
Senn

If you give a 17-year-old the death penalty, what are you proving to yourself, society: that you can be a murderer also? If you do give a 17-year-old the death penalty, is that going to bring the other person back to life?

A 17-year-old murderer should be placed in a juvenile home until a male reaches 21 or a female reaches 18. Then they should be placed in a jail for six years or more depending on the reason for the murder.

Ava R. Taylor
Fenger

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Letters to the Editor

Pregnant Teens...

I am writing in regard to your article, "Pregnant Teens Keep Smoking, Drinking." I am totally against smoking and drinking even when a person is not pregnant, but when she is pregnant she must be insane or uneducated.

I think the health of a baby during and after a pregnancy should be one of the major points stressed in sexual education.

I have just one more thing to say to all the pregnant teens who are drinking and smoking: you're not cool. In fact, you're irresponsible; that's probably why you are pregnant in the first place.

Trese Kuhnle
Von Steuben

School Reform: Good or Bad?

I have read your newspaper only once, and I have to admit I really like it. The article that caught

my attention was written by Nancy Johnson, entitled "Background on School Reform."

I believe that it was very thoughtful of her to let us, the students, know about what is being done in the school system we are in. Personally, I don't think many people care what we think about the reforms that are being done, and I think that they should. It is us, the students and the staff, that have to put up with it, not the people who make it.

I don't agree with the school-based budgets because, if you think about it, every school will want a big budget, and if we base the budget on how many students are in the school, then the schools will simply accept anyone off the streets. The schools will turn into hellholes.

I also don't like the idea of districts. I'd rather die than attend the school next to my house.

The guys that make the reforms should go around to a couple of schools and see how it is now, and then decide what to do about it, and ask the students about it, too.

The staff (of schools) should have a say in this as well.

I am not against this reform, but I am also not for it; I believe it should be thought over.

I'd like to congratulate you for doing a good job and for filling us in.

Martin Figurski
Von Steuben

I had no idea your magazine existed until today. When my English teacher said that she would pass out a paper called New Expression, I thought to myself, "here comes another dumb assignment. I was positive that the magazine would capture none of my interests, but when I started reading it in class, I was surprised to find it captivating. The article on school reform, especially, caught my attention. New Expression stated some very interesting information on this topic that I was previously not aware of.

I think you are doing a fantastic job, and that New Expression is

just a great newspaper. Keep those good articles coming, and you have gained a faithful reader.

Magdalena Laska
Von Steuben

City-Wide Student Council

I really enjoy reading those articles in New Expression. When I read the article about the city-wide student council, I found out that Alex Infante represents Von Steuben. I didn't know that until I read about it in New Expression.

I should have known that since I am on the student council at Von Steuben. Mostly a lot of students at Von didn't know that Alex is the representative for the city-wide student council for our school.

I think that the Movies, TV, Entertainment and Music sections are excellent ideas. Keep up the good work. I can't wait for the next New Expression.

Cheryl Ma
Von Steuben

Do you want to have a say in New Expression? Come to the All-City-Meeting!

Wednesday, November 2 at 4 pm at New Expression, 207 S. Wabash

- Talk about topics or stories that *New Expression* should be covering or that our new cable TV show "Hard Cover" should be covering.
- Look around; get to know the staff. You might want to join us.

We are also looking for interested and dedicated writers for the following positions: City Editor, College Career Editor, Movie Editor, Newsbriefs Editor, and Staff Reporters.

If you're interested, but cannot attend call Nancy Johnson 663-0543



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Hard Cover Cable TV Guide

Be sure to watch "Hard Cover", Chicago's teen-produced talk show, every Monday night on Cable Ch. 19.

On Oct. 24 at 5:30 pm. "School Reform Pt. I". How will local councils change the high schools? Will parents ban shorts and sex education?

On Oct. 31 at 5:30 pm. "School Reform Pt. II". Will students be free to choose the high school of their dreams? Will most students need to transfer to another high school as part of the Reform shake-up?

If you would like to be a part of the studio audience, call us at 663-0543 and ask for "Hard Cover". If you'd like to join the "HardCover" staff, call and leave your phone number and/or address.

Inside Track

Students demand unhealthy lunches; cafeterias oblige

By Kamisha Gray

Most high school cafeterias have given up trying to feed teenagers what is good for them. Instead they serve lunches loaded with so much fat, salt and sugar that they fail to meet national health standards, according to a report released in August by the Public Voice for Food and Health Policy.

The Chicago School Board's nutritionist, Betty Davenport, said that the public school cafeterias are going with the kinds of foods that the students will eat and that have been accepted such as hot dogs, Sloppy Joes, hamburgers, fried fish nuggets and canned fruits.

When **New Expression** asked cafeteria workers what is being done to improve the food choices by offering salads and fresh fruit, they argued that students are given these choices but most students won't buy them. For example, when hamburgers and tacos are served with lettuce,

tomato, cheese, and other toppings, students pass up the fresh vegetables and use ketchup, which is loaded with sugar.

"It's not as though the food is not offered, it's just that I don't want to eat it," said Stacy Christmas, a junior at Kenwood Academy. "I would rather go to Pizza Hut or McDonalds. If I don't feel like eating fruits and vegetables, than I don't have to."

Improvements are being made in a few schools to make students more aware that non-fatty, low-sugar foods exist. For example, the students at Hyde Park have had their own salad bar for several years.

Aleva Bridges, a junior at Hyde Park, uses the salad option. "I think the salad bar is a good idea. The students are able to choose the kind of salad they want to make. The salad bar offers you a variety to choose from that tastes good and is also very good for you. Students here are beginning to stay inside for lunch rather than going out for lunch."



Photo by Konii Robinson

CORRECTION

In the Back To School issue of **New Expression**, we incorrectly printed the name of Warner Birts, the Acting Principal of Englewood High School.

In the article "Students lose vote in choosing reps for city-wide council," Birts claimed he was misquoted. However, NE stands by reporter Antonio Sharp.

We also incorrectly reported that Loren Wilson was the City-wide Student Council representative for Clemente High School.

Clemente reports that its CSC representative, Sandra Mercado, is the president of the Clemente Student Congress, and she was elected by the entire student body. Wilson, who was quoted in the story, claims that he misunderstood the reporter with regard to CSC representation from Clemente, according to Ms. Murphy, Student Congress advisor.

Teen songwriters seek to influence sex attitudes

Parents Too Soon is sponsoring its third annual Song Writing Contest to encourage teens to rap with other teens about sexuality. For the contest, teens are asked to write a song or rap lyrics about "the problems and consequences of teen pregnancy."

Illinois teens between the ages of 12 and 18 can submit entries. However, entries must be post-marked by midnight, October 28.

For information about how to obtain entry forms, call the toll-free hotline number: 1-800-4-CALL-US. Completed entries should be mailed to "Parents Too Soon" Rock'n Romance Song-Writing Contest, Volume III, c/o Media Strategy, Inc., Suite 220, 343 West Erie, Chicago, Illinois 60610.

Winners will be publicized in the local media as well as on USA Today and CBS Morning News.

Nancy Johnson

Students learn how to start business

Do you have an urge to start your own business someday? Can you run a business better than your employer?

Well, stop dreaming and learn how to plan a business. The National College of Education is sponsoring a high school business plan competition for interested students in the Chicago area. Students can work on a business plan singly or as a team with other students. Entrants should find an adult in the business field to work with them.

Students who are interested should come to the special orientation meeting on Saturday, Nov. 5 from 9 to 10:30 am. at the college, 18 S. Michigan Ave.

Finalists in the competition will present and defend their business plans in May, followed by an awards' ceremony and dinner. Winners will be awarded cash prizes. For more information call Val Jordan at 621-9650.

DanaI Bracey

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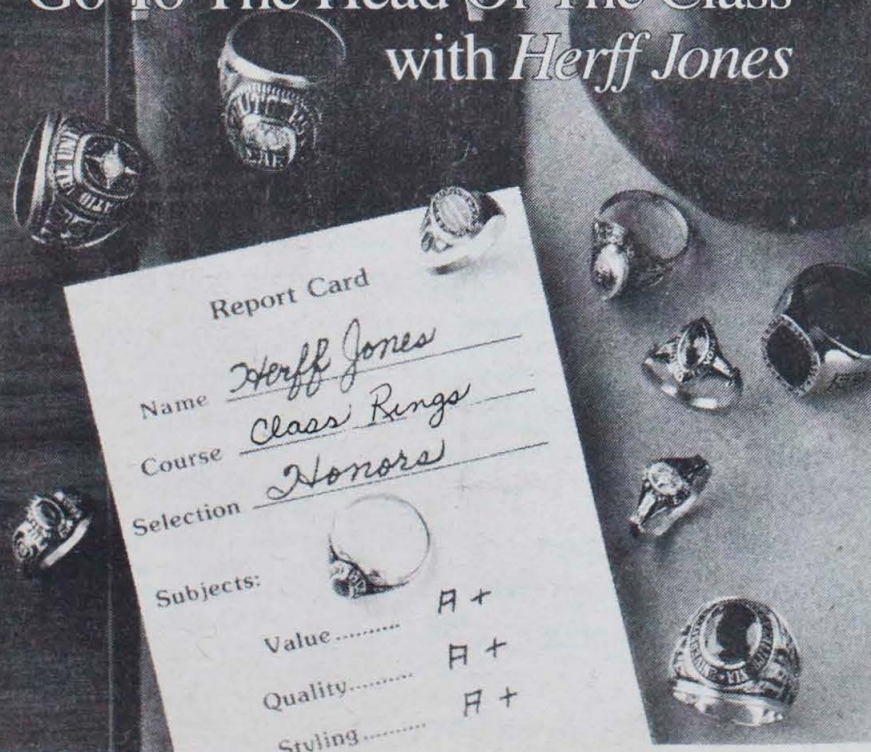
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Should teens get help with car insurance?

By Debbie Flapan

Driving down the Edens Expressway, 18-year-old Brad Gibbons (not his real name) hummed contentedly. His car had just been fixed, brakes and all.

Brad slowed down to a steady 50 miles per hour to get off the expressway. He pressed down on his brakes to slow down for the red traffic light ahead. Nothing. The brakes didn't respond at all. Forcing down his rising panic, he thought of the emergency brake.

Before he could touch it, the car died. Knowing that this left him with no alternative, Brad threw the gearshift into park. He winced as a loud boom told him the transmission was blown, causing the car to skid sideways and hit the cement guardrail on the left side of the exit ramp.

Brad thought the impact would stop the car, but instead it "bounced off" and kept going, crashing into the six cars waiting at the red light. Brad was wearing his seatbelt, but he still crashed through the windshield.

"I ended up with a big bump on the head," Brad said ruefully, "and a lot of bills to pay. I was driving without insurance and I don't know where the money's going to come from." Much of Brad's paycheck before the accident went to his mother, to help out. "I'm gonna be



Photo by Marco Rios

broke for a long, long time," he said.

So far Brad is faced with one lawsuit. "They want to settle out of court... but there's no way. With what money?" He hasn't gone to court yet, but he supposes there will be five other lawsuits against him from the owners of the other cars he hit.

Brad claims he didn't apply for car insurance because it was too

expensive. "It would have been a \$300 down payment and \$75 per month (before the accident). I only make about \$400 a month. I can't do it."

Brad and others like him will soon be faced with an added punishment for driving without insurance, a \$500 - to - \$1000 fine in addition to any lawsuits, car repairs and hospital bills. This new Illinois state law will go into effect in January of 1990. The law requires car insurance for all drivers with cars registered in the state of Illinois.

Under the new law, a driver in a car accident will have to present a card to the police stating he has an insurance policy, or he will have to prove later that he had it at the time of the accident.

According to a New Expression survey, the new law will certainly affect teens. Of the 146 students surveyed, 33 percent admitted that they did not have insurance.

And of the 49 teens who don't

have insurance, 31 percent agree with Brad that insurance is simply too expensive for them.

Another 31 percent of the non-insured say they don't drive enough to spend money on insurance. But when they do drive, they are uninsured.

Dan Flynn, 18 (not his real name), has mixed feelings about the new law. He says he likes the fact that people will be required to buy insurance, but he believes that the rates of most insurance companies will make more teens take the bus instead.

Dan has an independent policy because his parents won't pay for it. "They say, if I want to drive my own car, I should pay for the insurance." His policy is more than \$120 per month. "It's too expensive for sure, but there's not much I can do about it."

Car insurance rates are high for teens, especially males, because teens are high-risk clients. An Allstate insurance company rep-

resentative contacted by New Expression said she couldn't quote a specific "average" rate for teenage drivers because there are so many factors involved, such as the car model that will be driven, the school that the driver attends, the driver's age and gender, a job, if any; how many other drivers will be using the car, how often the car is driven, and the driver's accident and driver violations record.

While Fred Harris, a Von Steuben driver education instructor, says insurance is stressed in the course of study, the students interviewed by New Expression don't remember it ever being mentioned.

The State Farm Insurance Company also requires the teen's most recent grade point average. The lower a teen's g.p.a., the higher the rates will be.

The Allstate representative also stated that the company is against the new Illinois requirement to carry insurance because its clients carry insurance against uninsured drivers.

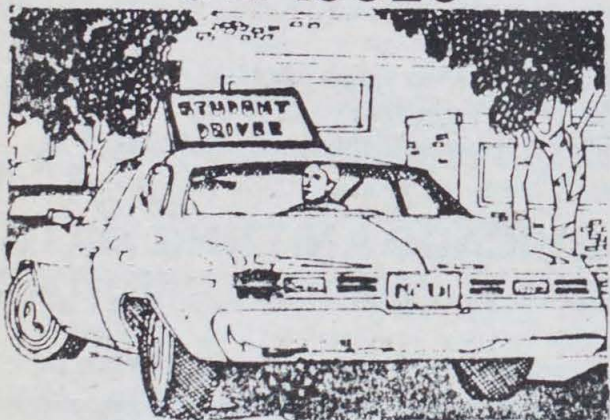
But, after his bad experience, Brad favors the insurance requirement. "Don't let anyone drive without insurance," he said. "If you get into an accident, it leaves you with no license and no pride."

Because of the new law requiring car insurance, there will probably be fewer teenage drivers on the road, although teens may still be tempted to drive without the insurance.

Should insurance companies try to lower their rates for teens through a general pool of teen policies? Should companies offer major deductions on a family car policy as long as the teen driver has no traffic violations? Should driver education classes spend time discussing insurance and providing an insurance representative in class?

"Talk Back" would like to hear your opinions.

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How to Talk Back

Does the prospect of higher rates from their car insurance companies after an accident cause teens to drive better? Will the new state law requiring car insurance make teens start buying insurance? If not, will the punishment of a \$500-\$1000 fine cause teens to drive less recklessly?

Talk Back wants to know your opinion about teens and car insurance rates. Send your letters to New Expression to be printed in next month's issue. Share your view with others. This is your chance to Talk Back.

Send your letters to:

TALK BACK
New Expression
207 S. Wabash
Chicago, Illinois 60604

Letters must be received by
November 15, 1988

Who reaches out to violent teens?

By Ronald Rembert

Last September Blake Docter, a 16 year-old South Holland student, brought a .22 caliber pistol to school and told friends he was going to use it to shoot two people: another student who had assaulted him and a teacher who caught him smoking, causing him to be taken off of the soccer team.

Docter first talked to the rival student that he had fought, but he did not shoot him.

Instead, he headed for the teacher, John Hoogewerf, and asked him, "Is smoking worse than shooting or killing someone?" Then he shot Hoogewerf. Hoogewerf later recuperated from the wound to his chest, and Docter has been released on bond awaiting trial.

Did Docter's friends try to "cool him out"? Did they try to involve a counselor before it was too late?

Not according to news reports.

But Docter's simple grudge over being dropped from the soccer team may result in years of prison and a serious criminal record. It could have resulted in death.

Scenes like this are more and more common in large cities like Chicago. Students grow up seeing violence in childhood. They see it as a normal solution to their anger or their jealousy.

Over 30 percent of the 100 Chicago teens surveyed by **New Expression** said that they have been in situations where other teens threatened violence. Only 43 percent of those teens who knew that violence was about to occur tried to prevent it. They didn't act as communicators or counselors when the crisis arose.

One teen who chose to act as a communicator, LaShawnda Allen, a senior at Metro High School, probably saved a life. A close friend of hers was "very depressed" and was contemplating

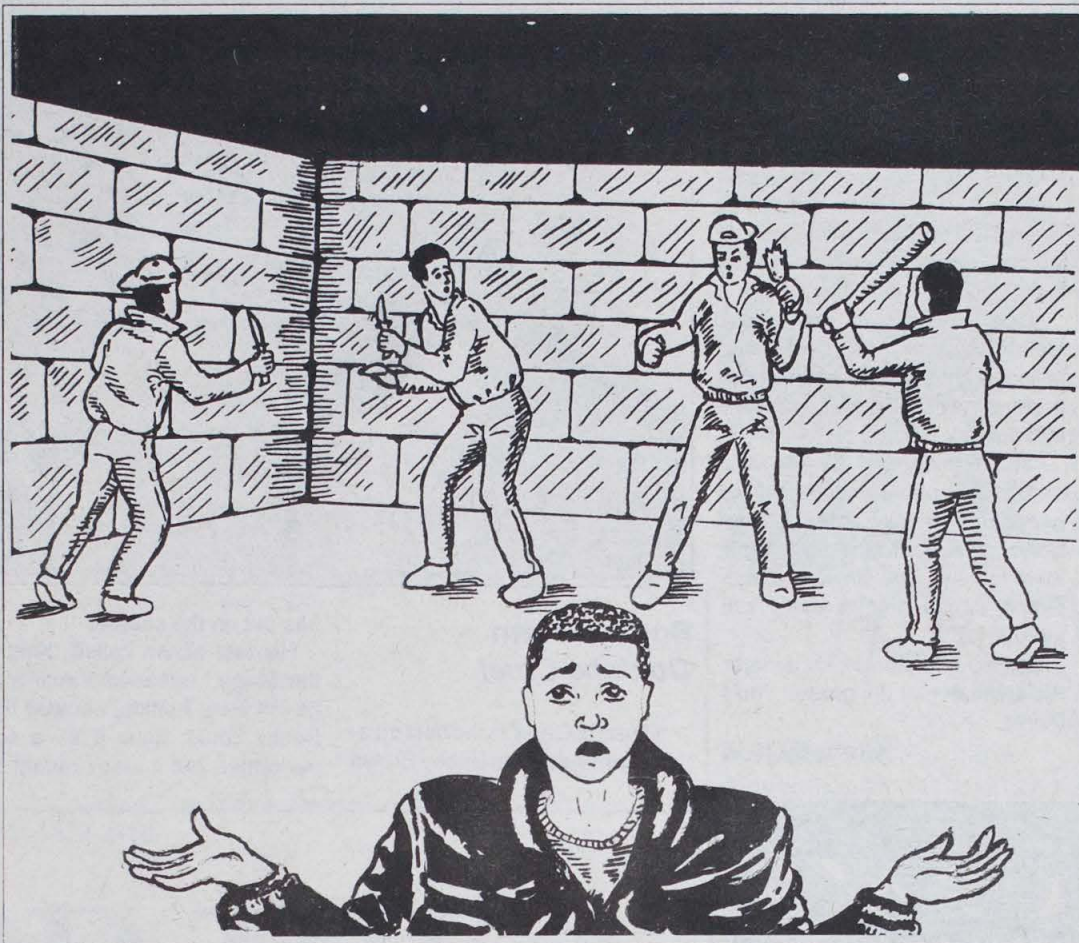


Illustration by Lanetta Fox

suicide. She talked to him and got him and his father to talk to each other. Now, Allen's friend is out of his depression and is a Boy Scout Troop Leader, according to Allen. "He has really gotten himself together," she said.

Communication is essential to stopping violence according to Fred Davis, an administrative assistant at the Audi Home (juvenile detention center). "Speak with that person who is threatening violence. Tell that person to think of the consequences. What you say and how you say it is important," Davis advised.

Lt. John Kennedy, hostage negotiator for the Chicago Police Department, agrees that the best way

to prevent violence is to communicate. In the case of someone about to commit violence, Kennedy said, "give them other options beside suicide (or violence)."

Here are some guidelines suggested by the experts:

1. If a person talks of violence, take the person seriously, even if the person seems to be fooling around. Keep the conversation alive so that you can be a peacemaker if peacemaking is needed.

2. If the person is giving reasons for using violence, try to help the person see other ways to solve the problem. The guy who's angry at

his girlfriend for seeing another guy, might be talked into a confronting phone call or a letter rather than physical violence, or

3. If you offer nonviolent solutions, help the person carry out the nonviolent solution. Be supportive. The jealous guy might forget his anger if he's invited to come with you to a party or game where he might start having a good time.

4. If the person seems depressed, urge them to get some sleep. Try to help them reduce the stress in their lives—even get them to party and forget the causes of their depression at least momentarily until their violent re-

actions are vanishing.

5. If you can't distract the person from a violent plan, sometimes it helps to talk about the possible consequences of the violence, the possibility of going to jail or losing the respect of friends.

6. If you know that the person is carrying weapons, do not attempt to intervene physically. Seek outside help, and if you are afraid for your own safety because you've "tricked on" someone, say to the other person (counselor, parent, police) that you will only talk to them about this crisis that you know about if the outside person agrees not to involve your name and to make up another way that he discovered the problem.

"(Talking) takes away 50 percent of the problem," said Rita Mitchell, a counselor at the Better Boys Foundation. Males tend to be more violent because of the "macho image" generated by television, movies and parents, according to Mitchell. She observes that girls are encouraged to be quiet and sensitive while boys are encouraged to vent their anger through aggressive behavior such as fighting.

In fact, girls can refuse to take seriously a male's threats of violence because they are less familiar with "locker room talk." Rhonda Jefferson, a junior at Lindblom, ignored her friend's threat that he was going to rob a bank. "I thought he was kidding," she said. But he wasn't, and he later went to prison.

He went to prison like 17-year-old Larry Sims who killed freshman Dartagnan Young last year. He went to prison like 17-year-old Ronald Dabner who attacked a teacher last year. He lost his freedom like Richard Church, who allegedly killed the father and mother of his girlfriend, and is still running.

Where are the teen communicators?

College Prep Readiness Scoring

See College Prep Readiness Test, pages 12 and 13.

Give yourself the number of points for each item based on the letter that you checked in your own readiness survey on pages 12 and 13.

Personal Readiness Scoring

1. Lectures

- A. 0 points (Add 1 point if you have a photographic memory.)
- B. 2 points
- C. 4 points
- D. 1 point (Add 1 point if you actually copy your friends' notes.)

2. Exams

- A. 2 points
- B. 1 point (Add 1 point if your body chemistry keeps you sharp beyond 2 a.m.)
- C. 4 points (Add 1 point if you put a "hold" on phone calls.)
- D. 2 points (Add 2 points if the people are a study team that meet regularly.)

3. Library Research

- A. 4 points
- B. 2 points

- C. 1 point
- D. 2 points (Add 1 if you actually search on your own whenever possible.)

4. Assigned Reading

- A. 2 points (Add 1 point if your habit is to find a quiet place to read that allows for concentration.)
- B. 4 points
- C. 1 point
- D. 0 points

5. Attendance

- A. 2 points
- B. 3 points (Add 1 point if you discuss the course outline with the teacher in order to get independent work that challenges you.)
- C. 3 points (Add 1 point if you also try to avoid having "weak" teachers.)
- D. 1 point

6. Assignments

- A. 4 points
- B. 2 points
- C. 0 points
- D. 0 points (Add 2 points if you speak to teachers about making the class more challenging and the

assignment work more relevant.)

School Prep Readiness

1. English class

- A. 2 points (Add 1 point if literature assignments add up to 18 or more books per year.)
- B. 3 points (Add 1 point if your writing assignments include more than research papers and the papers are well critiqued by the teacher.)
- C. 1 point (Add 1 point if literature assignments add up to 18 or more books per year.)
- D. 4 points (Add 1 point if papers are well critiqued for style and organization by the teacher.)

2. Social studies class

- A. 2 points
- B. 1 point
- C. 4 points (Add 1 point if independent projects are well critiqued by the teacher.)
- D. 4 points (Add 1 point if textbooks and other materials are up-to-date.)

3. Science class

- A. 2 points

- B. 2 points
- C. 4 points (Add 1 point if the lab has new technical equipment.)
- D. 4 points (Add 1 point if the lab has new technical equipment.)

4. Essay tests

- A. 2 points
- B. 4 points
- C. 0 points
- D. 1 point

5. Math classes

- A. 4 points (Add 1 point if the course you're in is an Advanced Placement program.)
- B. 3 points (Add 1 point if the summer course is a college affiliated program such as the one at IIT.)
- C. 2 points
- D. 4 points (Add 1 point if the course is an Advanced Placement course.)

6. Computer programs

- A. 3 points
- B. 0 points
- C. 4 points
- D. 2 points

ARTISTS & PHOTOGRAPHERS COME JOIN THE NEW EXPRESSION STAFF!

We're having a meeting for all people interested in these areas on **TUESDAY, OCTOBER 25 AT 4:00 P.M.**

Come on down to the Center at 207 S. Wabash and get to know our staff!

SEE YOU THERE!
(Photographers must have access to a 35MM camera)

Music

New Edition Heartbreak



After a two-and-a-half year break from the music industry, New Edition is back with a new vocalist, a new sound and an album that's sure to be a success.

"Heartbreak" reflects on each member's musical ability. Some of the singles have been written to provide a more mature sound from their new vocalist.

"Boys to Men" is one of the pret-

tiest songs on the track. Johnny Gill delivers a dynamic vocal performance that is very drawn out and powerful much like Luther Vandross. It's a sound that most of New Edition's fans will thrive on.

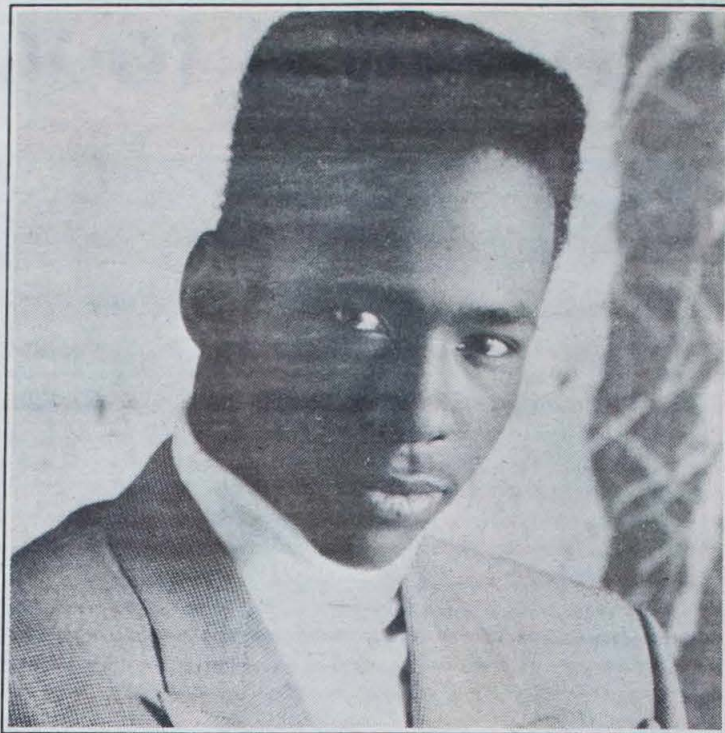
"If It Isn't Love" is the best of the five dance numbers. The thumping beat seems to catch the excitement of someone in love.

"Can You Stand the Rain" blends drums and the effect of rain falling with the energetic vocal performances of Ralph Tresvant and Johnny Gill.

"The Heartbreak" begins and ends with humorous dialog, a lingering "immature" side of New Edition that their fans don't want them to lose. The single is a high tempo dance groove that's still their style.

Overall "Heartbreak" is a major improvement for the group. You'll like it!

Kimberly Holt



Bobby Brown Don't be Cruel

"Don't Be Cruel" is the best artistic performance that Bobby Brown

has put on the shelves.

His last album called "King of the Stage," released a year after he left New Edition, showed that Bobby could make it as a solo performer, but it didn't reveal his

musical potential. Brown had little to say about what went onto that album, but he scored two hits, "Girlfriend" and the "Girl Next Door."

His new album is bound to produce more than two hits.

The first single, "Don't Be Cruel," is about Brown's disagreements with a former girlfriend, a song that is now a hit video and has stayed number one on the black charts for two weeks.

Another great song, "My Pre-rogative," is about Bobby's feelings on the harsh criticism he's received. With a strange beat, the song is very danceable, but it is also good because it has a story line that listeners can relate to.

"Roni" and "Rock Witcha" have dreamy rhythmic arrangements. They tell stories of fantasies that Bobby and most other guys have about sex.

The best and most unusual cuts in this album are the "Cruel Prelude" and "Cruel Reprise." These musical selections convey despair, power and death all at the same time.

On the negative side, "Don't Be Cruel" has too many songs that are slow and tell the story of loving a girl. And some of the tunes are repetitions, such as "Don't Be Cruel" and "Every Little Step."

But overall, this is a good record that proves to the public that Bobby Brown can achieve almost any heights in the music industry.

Kimberly Holt

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Tickets: \$7—\$24

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Group of 20 or more, 791-6190.

Special College Fair Edition

College Calendar 1988-89

OCTOBER

- 5 P.S.A.T. Exam.
- 13 Late Registration Deadline for then Nov. 5 S.A.T. Exam. (There will be an additional fee for all late registration deadlines.)
- 16 Lewis University Open House (Located in Romeoville, Illinois. Chicago number is 242-0015.)
- 18 P.S.A.T. Exam.
- 22 A.C.T. Exam.
- 23-24 Chicago National College Fair, McCormick Place North.
- 28 Deadline to apply for the Dec. 3 S.A.T. and Achievement Exams.

Make a list of five colleges that interest you. Find out what their deadlines are and if any of them are sending a representative to your high school or to the College Fair. Remember to pick a range of

harder to easier schools.

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 earlier. 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.

NOVEMBER

- 4 University of Illinois-Chicago Open House (call 996-5045 for more information.)
- 5 S.A.T. Exam.
- 7 S.A.T. and Achievement Exams. University of Illinois-Chicago Open House
- 8-9 Maxwell House Black College Fair.
- 9 Late Registration Deadline for

- the Dec. 3 S.A.T. Exam.
- 11 Deadline to apply for the Dec. 10 A.C.T. Exam. University of Illinois-Chicago Open House

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 or your parents belong to. Make a calendar of deadlines for each scholarship competition you hope to enter.

DECEMBER

- 3 S.A.T. Exam.
- 10 A.C.T. Exam.
- 23 Deadline to apply for the Jan. 28 S.A.T. and Achievement Exams.

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.

JANUARY

- 4 Late Registration Deadline for the Jan. 28 S.A.T. Exam.
- 13 Deadline to apply for the Feb. 11 A.C.T. Exam.
- 28 S.A.T. Exam.

The Financial Aid Form (F.A.F.) is available early this month. See your counselor. File it after Jan. 1 as soon as your parents get their income tax W-2 Forms and are prepared to complete their 1987 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.

FEBRUARY

- 3 Deadline to apply for the March S.A.T. and Achievement Exams.
- 11 A.C.T. Exam.

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- 15 Late Registration Deadline for the March 11 S.A.T. and Achievement Exams.
- 20 University of Illinois-Chicago Open House.

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 letter of recommendation to mention this fact. If it's gone down, do something about it during the eighth semester.

MARCH

- 6 University of Illinois-Chicago Open House.
- 11 S.A.T. Exam.
- 17 Deadline to apply for the April 15 A.C.T. Exam.
- 31 Deadline to apply for the May 6 S.A.T. Exam.

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.

APRIL

- 1 Deadline to apply for the May 7 S.A.T. and Achievement Exams.
- 12 Late Registration Deadline to apply for the May 6 S.A.T. Exam.

- 15 A.C.T. Exam.
- 23 Lewis University Open House.
- 28 Deadline to apply for the June 3 S.A.T. Exam.

Many colleges send acceptance/rejection letters during this month. You might also be sent a packet of 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. Finalize your summer job plans. If you haven't found a job yet, you may not get one. Visit prospective colleges during your spring vacation.

MAY

- 6 S.A.T. Exam.
- 9-13 Advanced Placement Test.
- 10 Late Registration Deadline for the June 3 S.A.T. Exam.
- 12 Deadline to apply for the June 10 A.C.T. Exam.
- 4-8 Advanced Placement Test.
- 11-15 Advanced Placement Test.
- 20 Advanced Placement Test.

By the end of the month make sure you have filed all your applications. If you wait later than this, you'll run into delays in processing.

JUNE

- 3 S.A.T. Exam.
- 10 A.C.T. Exam.

Make sure that the college of your choice has all three copies of your S.A.R. and a photocopy of your parents' income tax return. And before your high school closes be sure to send a final transcript of your credits to the college or colleges you are serious about.

Note: July 1, 1988 was the deadline to apply for the Oct. 5 and 18 P.S.A.T. Exams.

Compiled by Antonio Sharp

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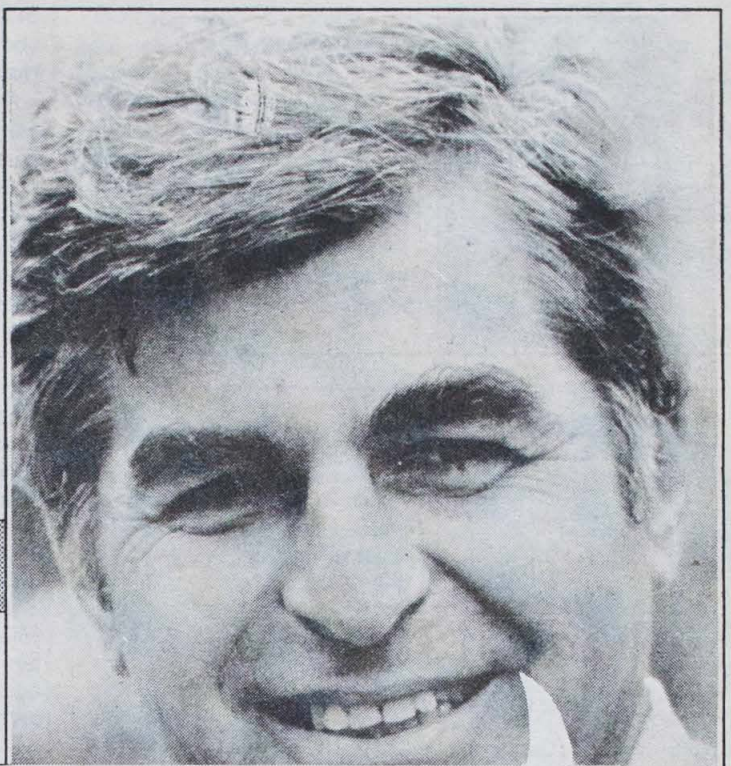
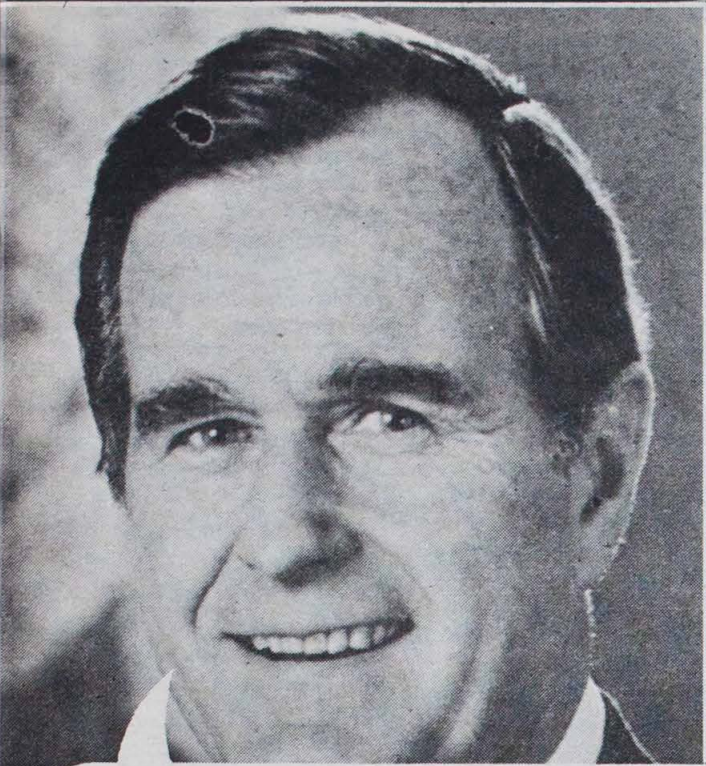
SPECIAL 1988 PRESIDENTIAL ELECTION PULL-OUT



George Bush

VS.

Michael Dukakis



College Loans

Vice President Bush says he wants to stop giving loans to families that can pay for their children's education even though the cost of college may mean some hardship for the family. He claims that he will move that government money to the lower income families who could not pay the tuition even if they wanted to. He also wants to increase funds for Pell Grants for lower income students.

Bush has proposed funds for tax-free Saving Bonds aimed at encouraging parents to start saving for their children's college tuition years ahead of time. These bonds would be sold at the federal level instead of leaving it to each state to decide whether or not to create a savings program.

Minumum Wage

Bush supports a system called the "training wage." The training wage gives the employer a certain amount of time to train employees at the current \$3.35-an-hour wage. But after the training time, the employer must pay a minumum salary of \$4.55 an hour. (The policy does not yet clear up the amount of time that an employer can use as "training time.")

Drugs

Bush proposes a major program aimed at penalizing drug dealers in order to reduce the supply of drugs. He goes as far as to support the death penalty for convicted Class X drug dealers. Class X drug dealers are the dealers that are found with a large amount of drugs and because of that amount, can be convicted as Class X felons.

Both candidates support drug education.

AIDS

Bush says "We must do all we can to stop the spread of AIDS in this country." He plans to educate all people so that they know that doing certain things may lead to getting AIDS, and so that they know the ways they can protect themselves if they persist in dangerous behavior.

"We have to help the American scientist to find a cure, and by 1990 we have to increase spending to find a cure," he says. He supports more testing for the AIDS virus.

Nuclear Arms

Though George Bush supports ending the arms race with Russia, he doesn't want to freeze arms totally unless he would be able to sign a satisfactory agreement with Russia's Premier Gorbachev. He believes that to stay strong we must keep learning about nuclear arms and improving them. Therefore, according to Bush, the U.S. will not become militarily weak and can compete with other countries.

College Loans

Governor Dukakis proposes to restore the money that has been taken away from the college loan program during the Reagan administration and to make this money available especially to low income families with young adults who want to go to college. He also plans to make it possible for college students and technical school students to pay back tuition loans throughout their careers by taking reductions out of each pay check.

The amount of these repayments would be determined by the salary of the individual according to the Dukakis plan. Therefore, graduates who take lower paying positions in human services would have lower repayment charges than lawyers and accountants.

Minumum Wage

If he is elected, Dukakis claims he will take fast action on a minumum wage bill which will raise the minumum wage 30 or 40 cents for each of the next three years until it becomes \$4.55 an hour for everyone.

Drugs

"I believe that the Reagan administration has been fighting a phony war on drugs, and I will start a new, more effective campaign," says Dukakis. He proposes to work with the National Alliance Against Drugs to become involved with the social problems that lead up to drug abuse, such as preventing the rising number of runaways, throw-aways, drop-outs and products of abuse who have given up hope and then turn to drugs.

Both candidates support drug education.

AIDS

"I plan to educate the public about the myths and facts about this terrible disease. We must encourage more effective ways of caring for people with AIDS, especially home and hospice care, and we must educate teens and children about AIDS," says Dukakis.

He wants to inform people in high risk groups of the dangerous effects of this disease and give them an opportunity to have AIDS testing. But he doesn't want to allow the information on whether they tested positive for the disease to be used against the individuals, especially in the work place.

Nuclear Arms

Dukakis says he believes that we have enough nuclear arms to blow away Russia many times over, and we should not continue to concentrate on that arms race. But he does believe that we have to improve the capabilities of our soldiers' non-nuclear arms systems. He thinks we should supply more non-nuclear weapons to the armed forces because there is more of a chance we will need to use traditional weapons than we will need to use nuclear arms.

First-time-voters make choices and tell why By Katrena Washington

Terrell Dawkins

Terrell Dawkins, 18, is not very excited about casting his first presidential vote in November. "I don't feel very well informed about the election," he said. "The debates and the information given out by the candidates are not written for teens to

understand. The candidates don't talk about what's going on around us.

"I think a lot of us feel left out. And I think that a lot of young voters don't vote because of this."

But Terrell is going to vote, and he is struggling with the issues that will determine his vote.

At 55th and West Garfield,

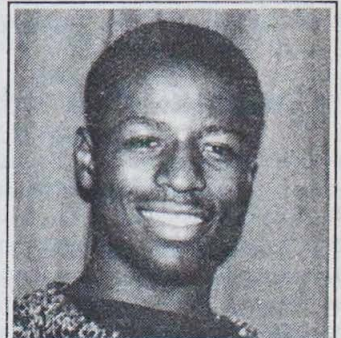
where Terrell lives, the neighborhood is haunted with dropouts and gangs. That's why Terrell is concerned about what his candidate, Dukakis, will do about school reform and college loans.

He's also concerned about policies on AIDS. "I don't feel that people with AIDS are being treated fairly. In some places they can't attend school or hold a

job," he said.

Terrell was encouraged by his mother to register at the Ford City Mall. He admires the teens who volunteered to run the registration at the Mall. "I think that teens should get involved with the voting process."

That's why he is struggling with political issues even though politicians don't seem to speak to teens.



Margret Bowman

"I think Dukakis is too soft when it comes down to some important issues, and I think Bush is a stronger candidate because he has more experience. He's been in office as a Vice President for eight years."

Margret Bowman, 18, a senior at Lindblom, is a Republican who

is very enthused about voting. "It gives me a feeling of being grown up," she said. "I registered to vote in September at the Carol Robertson Center at 2020 W. Roosevelt."

"People ask me all of the time, 'Why am I, a black, voting Republican. Republicans are for rich people.' I just tell them that I feel that Bush is the better candidate."

"My history teacher, Mr. McCulley, motivated me to register and vote. He encouraged me to take a closer look at the candidates."

"In my neighborhood at 12th and Washburne, a lot of gang and drug-related activity exists," she explained. "I think the courts should crack down on people who sell drugs with stiffer punishments so they would think twice

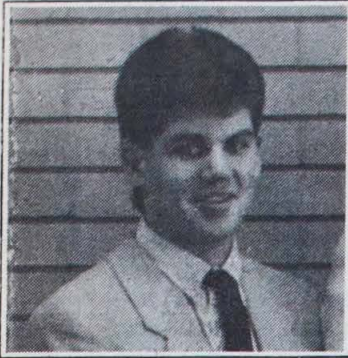
before they sell drugs again.

Another of her top concerns is her paycheck once she finishes high school. "I think the minimum wage should be increased to meet the cost of living, and I hope that Bush will increase it," she said.

For her first vote, Magret will vote the candidate, not the party.



First-time-voters make choices and tell why



Tom Runtz

"I am undecided about the election, but I'll probably go with Bush because he has more experience than Dukakis. Even though Bush has made a few mistakes, I don't think that these mistakes should be the total focus of the campaign!"

Tom Runtz, a senior at

St. Patricks, is very excited about casting his first vote in November. But he's disappointed that so much of the campaign has emphasized the candidates' bad points.

Tom enjoys discussing political issues. "Bush is against abortion; Dukakis favors women being free to make the choice. And I think Dukakis is too liberal on this issue," he

said. But, Tom wants Bush to be a little more flexible on the important issue of college loans for lower income students the way that Dukakis is.

"I think every citizen should take a realistic look at drugs. It's not going to go away overnight, but I think Bush would crack down on drugs more than Dukakis would," Tom observed. "Picking Quayle for a run-

ning mate was a major mistake by Bush," he said. "Quayle is inexperienced and has a bad record. Bentsen, the Democrat, is a better candidate. Bush's choice of Quayle is the major reason that Tom's vote is still undecided.

"I don't feel that the candidates are addressing young people as much as they could," Tom explained.



Amelia Sargusa

Amelia Sargusa, a senior at Metro, wants the new president to start working against the gang problem in her neighborhood, which is West on 35th Street.

Knowing that her vote can help select the candidate who will do the most to solve this

problem, she stopped while she was walking through the 'El station at 95th and registered. "When I see the results on election night, I will know that my vote is included and that will make me feel good," she said.

But Amelia doesn't know yet who will win her vote. Though her family votes Democratic and urges her to stay within the party, she wants to make her

own decision.

To her it seems that all the candidates "do is fight each others' party," and it confuses her. "I wish someone would try to explain to us teens what they are going to do if they get into office," says Sargusa.

Since she has to travel to school everyday on the train and bus, she sees that there is a problem in not having good

security on public transportation. "I hope the new president will be able to control this," she said.

Amelia isn't interested in the college loan programs. Instead, she would like to see the grant money increased. "I would hate to have to worry about paying back a loan when I get out of school," she said.

The New Expression:

ELECTION NIGHT SCORECARD

By Joshua Karp

The Game

It's 9 o'clock in the evening, Nov. 8, and the first election results are on the news.

Suppose Illinois, Indiana, Ohio, and Mississippi would go Republican, giving 66 electoral votes towards the election of George Bush (24 from Illinois plus 12 from Indiana plus 23 from Ohio plus 7 from Mississippi).

Suppose Vermont, Pennsylvania, Wisconsin, North Carolina and Montana would all go Democratic giving 56 electoral votes towards the election of Michael Dukakis.

The score at 9 p.m. would be 66 to 56 in favor of Bush. But the game is not won for George Bush because he or Michael Dukakis will need to capture 270 electoral votes to become the next President of the United States.

The Presidential Scorecard

On election night, when the local news station begins to broadcast the results of the election, you can use this Scorecard to keep track of the election results. If Texas, for example, goes Democratic (if more Texans vote for Dukakis than for Bush), then you score 29 in Column ○ for the Democrats. If Texas goes Republican, then score 29 in Column ● for the Republicans. You will find the number of electoral votes to score for each state in the column called "Electoral Votes."

At the end of the evening, you can add up both columns to determine the Republican Party (Bush) total and the Democratic Party (Dukakis) total. The winner must have at least 270 votes. If they both have 269 votes, then the House of Representatives will decide who will become President.

The Scorecard also shows you the voting in each state in 1984, 1980 and 1976 so that you can see which state changed and made a difference in other elections compared to this one.

The Senate Scorecard

Besides watching the Presidential results, you can also use this Scorecard to record the result of the Senate races.

For example, the state of Utah has one Senator running for election. If a Democrat wins that office, then you place the number 1 in the Democratic Senator's Column after Utah. If a Republican wins, then the 1 goes into the Republican Senators' Column.

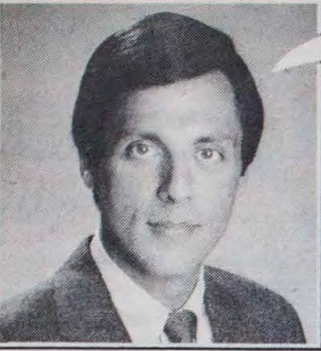
After all Senate election results have been announced, you can tally the number of new Democratic and new Republican senators. This number should be added to the current number of Democratic senators (36) and Republican Senators (31) whose seats are not up for election.

The party that has the biggest grand total will control the Senate and hold the chairmanship of all the senate committees.

STATE	PAST ELECTIONS			PRESIDENTIAL ELECTION 1988		SENATE ELECTION		
	1976	1980	1984	ELECTORAL VOTES	● PARTY ○	●	○	
ALABAMA	○	●	●	9				
ALASKA	●	●	●	3				
ARIZONA	●	●	●	7		1		
ARKANSAS	○	●	●	6				
CALIFORNIA	●	●	●	47		1		
COLORADO	●	●	●	8				
CONNECTICUT	●	●	●	8		1		
DELAWARE	○	●	●	3		1		
D.C.	○	○	○	3		-----	-----	
FLORIDA	○	●	●	21		1		
GEORGIA	○	○	●	12				
HAWAII	○	○	●	4		1		
IDAHO	●	●	●	4				
ILLINOIS	●	●	●	24				
INDIANA	●	●	●	12		1		
IOWA	●	●	●	8				
KANSAS	●	●	●	7				
KENTUCKY	○	●	●	9				
LOUISIANA	○	●	●	10				
MAINE	●	●	●	4		1		
MARYLAND	○	○	●	10		1		
MASSACHUSETTS	○	●	●	13		1		
MICHIGAN	●	●	●	20		1		
MINNESOTA	○	○	○	10		1		
MISSISSIPPI	○	●	●	7		1		
MISSOURI	○	●	●	11		1		
MONTANA	●	●	●	4		1		
NEBRASKA	●	●	●	5		1		
NEVADA	●	●	●	4		1		
NEW HAMPSHIRE	●	●	●	4				
NEW JERSEY	●	●	●	16		1		
NEW MEXICO	●	●	●	5		1		
NEW YORK	○	●	●	36		1		
NORTH CAROLINA	○	●	●	13				
NORTH DAKOTA	●	●	●	3		1		
OHIO	○	●	●	23		1		
OKLAHOMA	●	●	●	8				
OREGON	●	●	●	7				
PENNSYLVANIA	○	●	●	25		1		
RHODE ISLAND	○	○	●	4		1		
SOUTH CAROLINA	○	●	●	8				
SOUTH DAKOTA	●	●	●	3				
TENNESSEE	○	●	●	11		1		
TEXAS	○	●	●	29		1		
UTAH	●	●	●	5		1		
VERMONT	●	●	●	3		1		
VIRGINIA	●	●	●	12		1		
WASHINGTON	●	●	●	10		1		
WEST VIRGINIA	○	○	●	6		1		
WISCONSIN	○	●	●	11		1		
WYOMING	●	●	●	3		1		
Winning Party	○	●	●	Total: 538	Tot:	Tot:	33	
● REPUBLICAN	CARTER WINS WITH 297 OUT OF 538 VOTES	REAGAN WINS WITH 489 OUT OF 538 VOTES	REAGAN WINS WITH 525 OUT OF 538 VOTES	Who is going to receive more than 269 votes?			+ 36	+ 31
○ DEMOCRAT				Winner!			=	=
							●	○

Confusing 'election talk' unjumbled

By Alison McKenzie



Channel 9

"Dukakis is out of the political **mainstream** in a whole host of areas, according to James Baker, George Bush's campaign manager.

"Dukakis effectively demolished the Bush image of him as some sort of dangerous, radical **left-winger**," according to William Schneider, a political analyst. "Bush was painting him in very extreme colors for the last month."

Rick Rosenthal

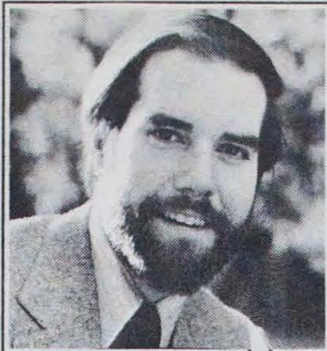
The idea of being a political right-winger or **left-winger** or in the center, refers to the type of policies that a politician supports.

Liberals or left-wingers believe that governments should solve social problems such as poverty, homelessness and the abuse of civil rights. The liberals or left-wingers are usually more open to new and sometimes risky solutions than the right wingers. People such as Dr. Martin Luther King or John F. Kennedy would be considered liberals or left-wingers.

Right-wingers or conservatives prefer to support local solutions to problems and, through good law and order, cause individual citizens to do the right thing. People such as Ronald Reagan and Jim Thompson would be considered conservatives.

Liberals tend to be open to change, while conservatives emphasize what they consider to be good about the present and the past.

The political **mainstream** or center refers to what is pictured as the majority of Americans, who are liberal about some things and conservative about other things, and don't normally support candidates who appears to be too far left or right. So when Channel 9 newscaster Rick Rosenthal reported that Schneider referred to Dukakis as being "out of the political mainstream," he meant that Schneider was accusing Dukakis of supporting policies that would alarm mainstream voters who feel that he is too liberal.



Mike Flannery

Channel 2

"We didn't win but we didn't get demolished either." Once again Paul Simon was trying tonight to put the best **spin** on disappointing vote totals."

Trying to make any event, such as a debate, favor your candidate is called **spin**. People who favor a particular candidate will say that he or she came out ahead in the event, such as a debate or election results. In this case Paul Simon was actually trying to make the vote totals seem better than they were.

Channel 7

"With only about five weeks until election day, **incumbent** states attorney Richard Daley has become more and more visible."

Any elected official who is running for re-election to that office, such as states attorney, is called the **incumbent**.



Mary Ann Childers

Channel 32

"Bentsen has long backed favorable tax treatment for business. He also shows a conservative bent by being a **hawk** on most military issues."

A politician who favors strong military power and the buildup of military weapons is called a **hawk**. Those who oppose a military weapons buildup are usually referred to as doves.

Robin Brantly



Have you listened to your favorite newsanchors lately and felt that they were speaking a foreign language?

The use of special election jargon during the campaign can often be confusing to listeners who are unfamiliar with the political terms.

To help our readers understand what's going on during this election season, New Expression offers

some translations for this "Election Talk." Want some more?

Lame Duck president: an elected official who is serving out his term who cannot be re-elected or decides not to run for election.

Frontrunner: the candidate leading in the polls.

Ticket: a list of candidates supported by a certain party.

It's speak-out time for foreign teens

By Vladimire Herard

Are teens everywhere in the world bored by politics?

In order to answer that question, New

Expression conducted interviews with foreign exchange students and emigrant teens who live in the Chicago area. The

four profiles below reveal some interesting similarities and differences between U.S.

teens and their counterparts in other lands.

Carolina Gaete
16
Chile
Holy Name H.S.



Early this month the people of Chile prepared themselves for election day by storing up food and flashlight batteries because they expected military attacks and bombings during the election brought on by the president now in power, Augusto Pinochet.

Carolina Gaete watched the news of the election on Oct. 5, caught between fear and hope. She was only four-years-old at the time that her father was imprisoned for nine months because he was suspected of political opposition by the military. She knows a bit about that part of her childhood in Chile from what her relatives tell her.

"After my father's release, my family was exiled from Chile. Amnesty International intervened on our behalf and we obtained a U.S. visa. I've been a resident here ever since," she said.

"The military sought to imprison, enslave, or kill anyone they suspected of rebelling against them. Now, this year, we could have the first free election we've had in fourteen years.

"The Chilean teens that I know in Chicago share my dream for a brighter future. We discuss politics together most of the time. We know that teens in Chile are risking their lives by protesting injustice. Those between 14 and 20 join the party called The United Left Party.

"I don't think teenagers here care much about politics. They rarely talk about it. They seem to pay more attention to themselves," she observed.

Lisa Lee
15
South Korea
Glenbard South H.S.



Two years ago Lisa Lee was discussing the Korean elections with her teen-aged friends. "Korean youth talk about government. They talk about which candidate is best," Lisa explained. Koreans usually have three or four candidates to choose from.

"U.S. teens don't want to discuss politics because it's boring!" she observed. "I really wish that they were more interested in government."

Lisa approves of a 20-year-old minimum voting age, which is the law in Korea. She thinks high school students don't usually know enough about government to be voting at 18.

According to Lisa, the 20-year-old college students in South Korea are politically active - the way U.S. college students were in the 1960's. "They're demanding that more colleges be built and that the government permit them to meet North Korean students," she said. They also protested the government's refusal to allow North Korea to help plan and produce the Olympics.

Lisa admitted she was home sick when she watched the Olympics on television, but she's also pleased that her parents emigrated to find education for her, her sister and her two brothers. During her freshman year she studied at Mather and at Good Counsel, and now she's living in the suburbs.

So far, she's noticed that most U.S. students in the suburbs and the city avoid one type of education: political education.

Hanneke Bakker
19
Holland
Glenbard South H.S.



"Even though I'm old enough to vote in Holland, I'm not really interested in politics," insisted this young exchange student who's learning what it's like to be a senior in a U.S. high school.

"Some people my age join a party in Holland called Young Peoples Freedom and Democracy Party. But most, like me, aren't that interested in politics."

Hanneke admits she has to work on her English in order to follow the presidential campaign on TV and to handle her speech and U.S. history classes.

"In Holland, candidates don't pass out much propaganda or prepare TV commercials. So people aren't informed or interested," she said.

"But here in the U.S., it's really sensational. They make a big show of the campaigns on TV. I don't know much about how U.S. teens feel about politics because I've only been here two months, but I would say that U.S. teens know more about campaigns than people in Holland."

When Hanneke finally does improve her English, she hopes to use her linguistic skill in English, French, Spanish and German to land a job in tourism. "Maybe then I will be interested in voting," she said.

Dirk Hinze
17
West Germany
Naperville H.S.



On Sept. 25, when Dirk Hinze's American Studies teacher asked whether the class of thirty had viewed the presidential debate the night before, only four or five, including Dirk, raised their hands.

"Teenagers here aren't interested in the presidential campaigns," said Dirk after two months of observation. "They almost never discuss it. When they do, they judge a candidate more on his appearance - how he looks or speaks - than on his proposals."

"In West Germany, most teens aren't very interested in government either, but they are more attentive to issues than to looks. For example, some teens when they reach the voting age at 18 join a party called the Green Party, which is dedicated to a safer and cleaner environment."

Dirk isn't sure whether to return to Germany in June or not. If he decides to make the U.S. his home, he intends to take a course which people here his age almost ignore. "If I had enough money, I would stay here in the U.S. and study political science," he says.

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We also appreciate the cooperation of The League of Women Voters.

Why
do you
think
they
call it
hooked?



SAY NO! TO DRUGS



Commonwealth Edison

Special College Fair Edition

College freshman tastes independence

By Jack Stoller

Sure, you have to leave all of your high school friends. Sure, you have to leave a city that you've come to know. Sure, you feel scared about being out on your own, all by yourself. But going away for college has one enormous advantage that overshadows any doubts you might have: **YOU GET TO LEAVE YOUR PARENTS!**

I'm not saying that anyone's parents are so terrible to live with. As for myself, mine happen to be very nice. It's just that the little things they would do and say after I turned thirteen used to get to me. Little things like saying, "What time will you be home?" or "Don't you have homework to do?" or "How about spending this summer at an all-boys camp?"

Let's just say that after eighteen years of dealing with various rages and mood swings, going away to college meant a sudden rush of freedom for me.

Of course, it took some getting used to. After my parents drove me to school and helped me unload my luggage, we had our final goodbyes, and then...they left. I was just standing there, stranded in a town of 100,000 strangers.

"Well", I thought, "what the hell do I do NOW?"

I can't remember the one particular point when I finally came to enjoy being there, but I did discover the advantages of inde-



pendent life right away.

For instance, I fulfilled my childhood fantasies of having candy bars for dinner. The ultimate fantasy supper in my freshman year consisted of an evening of string cheese, fudge stripes and Hawaiian punch.

I discovered that I had been paroled from high school. I could go to class...or not go to class. I could be on time...or I could be late. It was okay. No one would write me up or yell at me. No student aid walked into one of my classes with one of those ominous slips of

paper, announcing, "Mr. Mussolini wants to see you," suggesting that I should be accompanied by a priest at my side saying, "Be brave, my son."

It dawned on me one day that, even though the university was an institution of learning and all, I was being treated as...well, as an adult!

Then there was the independence of dorm life. For me, dorm life was like no other kind of living arrangement. It wasn't like living at home because I was on my own with nobody telling me to clean up

Illustration by Buenos Jones or telling me when to come home or telling me that they disapproved of my romantic habits.

It wasn't like living in an apartment because I didn't have to worry about buying things like food or toilet paper. It was a place where the sophomores next door would celebrate life by blasting their music all night.

I thought, okay, no big deal, I can survive this for one night. But that's how it went **ALL WEEK LONG.**

I would go to bed at one o'clock, and loud music was playing. I

would wake up at ten o'clock, and loud music was playing. I was in a panic at the thought of trying to live the entire year on a concert stage.

Would I be able to study once classes started? Will I ever be able to sleep? Will the stuff on my desk ever stop vibrating to the beat?

I considered my options. The resident advisor said if anyone made noise during "quiet hours," we could report them, and they would be put on probation—two more offenses and they would have to leave the dorm. But then again, I had to live next door to these people the whole year—and threatening their stay in the dorms might not be the best way to start a warm neighborly relationship.

The first few days there, I was a little bit too intimidated to ask them to turn the volume down. But I ended up asking them—nicely. And a shocking adult reaction occurred: They were **VERY NICE** about it.

And I hadn't considered how much I might want to blast MY music throughout the year. Before I went to college, I never felt a need to play loud music. But, after struggling with a paper or blowing an exam or losing my keys, I discovered how wonderfully therapeutic it can be to crank the volume up to a good ear-damaging level.

The most important thing I found out about dorms is to **STAY AWAY FROM THEM** when I need to study. There are always people around who want to talk or waste time.

Even if I went into my room and locked the door, I could still hear people playing music and talking. There I would be, trying to decode my psychology notes, when, in the space of sixty seconds, I'd hear:

"Hey Roomie! Where're my shoes!"

"...S-s-s-salt n' pepa's here, and we're, in effect..."

"Oh, my God, you want to join a frat? Don't you want to have an identity of your own?"

"Check in your closet, Roomie!"

"JOHN! YOU'VE GOT A PHONE CALL!"

"Let me in! I forgot my keys!"

"WHO IS IT?"

"You wanna go to Trito's tonight? Steve's band is gonna be playing there."

"I won't be losing my identity, I'll be meeting a lot of people who have the same interests as me..."

"Thanks."

"IT'S TERRY!"

"Push it real good!"

At that point, I'd slam my notebook, throw on a jacket, and go hiking through the wind and the snow to get to the library.

I knew then that even though living in the dorms had me more freedom than I'd ever had before, it didn't give me the freedom to study in my own room.

So, now that I've had my first sweet taste of freedom, now that I'm a seasoned veteran of the college scene, a "big man on campus" if you will, I know I won't make the same mistakes again.

I won't sleep through a midterm. I won't start research on a paper the night before it is due.

And I definitely won't knock on a door that has a wire hanger wrapped around the doorknob.

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Special College Fair Edition

Try New Expression 's Self Study:

By Kevin Davy

Every year, thousands of teens in Chicago ponder the same question: Am I ready to meet the challenge of college?

Public school records indicate that over 50 percent of Chicago's 1987 seniors said that they wanted to continue their education

after high school.

Unfortunately, some of these same seniors are not quite ready. Consider this fact: more Chicago students drop out (or are asked to leave) college after the first year than in all the rest of the years combined.

So, if you plan to attend college, how will you know whether you

can cut the mustard? Are you ready to meet the challenges of college? In order to help you answer these question, **New Expression** has devised a new college readiness survey, the AYR (Are You Ready) Evaluation.

The only way this assessment will be successful is if you answer all of the questions honestly. Un-

like the ACT and SAT, these results are simply a personal profile of your college readiness-known only to you. Hopefully, the results will help you evaluate your strengths and weaknesses and allow you to work for improvement.

This evaluation is divided into two sections. The first looks at per-

sonal study skills essential to achievement in college. The second looks at the high school classroom and how well it is preparing you for college.

When you've completed both surveys, turn to page five for the rating chart. Each answer has a point value. Determine how many points you

What's your personal College Prep Readiness?

Check the box that is closest to **your** style.

1. While my teacher is lecturing, I usually:

- A. Sit in class and hope that I can remember everything that is important.
- B. Take notes on everything that I don't understand or feel that I won't remember.
- C. Ask questions and organize notes on what I consider to be the key points of the lecture as well as items that would be difficult to remember.
- D. Count on other people's notes because I'm not good at taking notes.

2. When studying for an exam, I usually:

- A. Try to memorize the facts and notes that I think will be cov-

ered in the test.

B. Wait for my favorite TV shows to go off, turn on the radio and study until I am too tired to absorb any more.

C. Find a quiet place, study what I don't know first, then review everything that is to be covered on the exam.

D. Talk to other people about what they think will be in the exam and ask them to brief me on the right answers.

3. When working on a research assignment, I usually:

A. Go to the central library or a university library if I am working on a major assignment and use local libraries for simpler assignments or find original sources to interview. I've learned to use the computers to help me find information.

B. Look in the card catalog at

my school library, and if I cannot find the information I need, consult the librarian.

C. Follow the instructions of my teachers, who usually tell me and the class where to find the books we need or else give them to us.

B. Use either the school library or the neighborhood library and ask the librarian to help me locate the information I need.

4. When assigned reading for a class, I usually:

A. Read what was assigned once before the date that it is due. I keep an assignment book to keep track of reading assignments.

B. Read what was assigned and take notes as I go along, sometimes re-read if the material is difficult.

C. Wait until time for a test; then cram most of my reading into one session.

D. Skip the reading except for very sharp teachers because I can usually bluff in class or avoid being called on.

5. I attend classes:

A. In order to stay out of trouble, but I usually get there; if I think the class is boring and I know the material; I sometimes cut or come late.

B. On time, everyday, as far as it is humanly possible. But if a class is slow and repetitious, I try to arrange to do a special project and make the class more attractive.

C. Regularly if the teacher is strict, but I take advantage of weaker teachers by cutting and coming late.

D. Most of the time, but I know that I can always get assignments from others in the class and ask the teacher for make-up if I think my grade is in danger.

6. In handling assignments and papers:

A. I usually start right after they're assigned, figuring out what I will need to do and planning the time to do it.

B. I usually wait until they come due; then I work under a lot of pressure, but I usually get it done.

C. I usually respond when teachers threaten me.

D. I have a survival system that allows me to pass. Most assignments are just busy work. Sometimes I do assignments during class for something that's due in that class or that's due in the next class because I suddenly hear that it's due.

(Turn to Page Five to find the score for each response and to determine your own score.)

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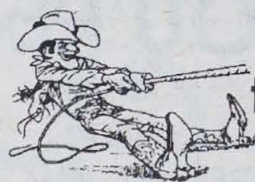
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'Rate me as a college prospect'

What's your high school's College Prep Readiness?

Check the box that is closest to your style.

1. In English class, we:

- A. Mostly study literature and occasionally write papers.
 B. Mostly write research papers, study grammar and read literary works.
 C. Mostly do exercises in our textbooks and read literature in class.
 D. Write research papers, essays, and creative forms; discuss and analyze literature.

2. In social studies class, our teacher usually:

- A. Lectures most of the time, reviewing facts and interpreting them for us.
 B. Has us recite facts, take quizzes and work on projects that we can take out of reference books.

C. Expects us to relate the text book content to our own lives and to the issues of 1988 with opinion papers, projects in the community and discussions of controversial topics.
 D. Assigns readings and offers lectures covering topics and then invites discussion of the topic, making us support our positions in essay exams.

3. In my science class:

- A. We usually memorize equations and formulas in the classroom for tests and work on exercises in our texts.
 B. We usually are required to do one or two lab assignments a semester, but we mostly work out of our textbook.
 C. We work in the lab and analyze the results of lab tests and apply advanced math skills to lab problems.
 D. We work on individual sci-

ence projects as well as studying scientific laws and theories through lectures, readings and lab experiments.

4. On essay tests, most of my teachers expect us to:

- A. Give the answers as written in class notes.
 B. Analyze and interpret the facts in a logical and original composition.
 C. ———we don't usually take essay exams, usually teachers give multiple choice and fill-in-the-blank exams.
 D. Answer general questions given to us in review sessions that involve memorization of facts.

5. My school's math program:

- A. Includes college-level math courses for four years, and I intend to be enrolled for four years.
 B. Does not include four years

of college prep math because too few students enroll, but I've enrolled in summer classes.

- C. Is limited to algebra and geometry at the college prep level.
 D. Offers computer applications of math in addition to advanced theory courses such as calculus.

6. The computer programs allow:

- A. Hands-on experience using computers for different applications such as word processing, math problem-solving, and research projects.
 B. ———we don't have any computer courses.
 C. Programming and hands-on experience.
 D. Theory courses in computer programming only.

(Turn to Page Five to find the score for each response and to determine your own score.)

Readiness Rating Chart

Rate yourself according to total points. Use the scoring form on page five.

53-45 points
Lookin' good!

44-36 points
You need to work for a better edge.

36-28 points
Time to evaluate and upgrade.

28 to 20 points
Overhaul time!
Ask for help.

20 to 0 points
You can't be serious!

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Special College Fair Edition

Make informed college choices

By Tracey Deutsch

How early can I begin taking courses in my major field?
How does the college match up its freshmen roommates?
Does the school offer credit for internship?

So, you know you want to go to college. Maybe you even have a few schools that you're considering and that you want to know more about. Luckily, there's a College Fair coming up. Now, what do you do?

Ask questions, of course!

The college reps at the Fair and those reps that you may speak to at a college open house are paid to provide you with good answers. But, first you need to be prepared with good questions.

The questions that follow were suggested by college sophomores who just spent their freshman year learning what questions they failed to ask. These are the questions they would have asked if they had the chance to be high school students again.

1. Questions that will help you find a college that is strong in your probable major field...

(Note: in all of these questions the

(blank line) stands for your probable major field such as drama, marine biology, business, nurse practitioner, education of the deaf, etc.)

- What percentage of the student body is enrolled in _____ as a major?
- How many full-time faculty members teach in the _____ department?
- Does the _____ department place students in internships or do students need to find their own?
- What percentage of the upper-

classmen in the department receive internships each year?

e) Describe some of the internships that students were offered last year.

f) Are _____ majors required to complete an internship or a special project? (Are the internships during the summer? During the school year? During a year that is added beyond senior year?)

g) Does the college have undergraduate work-study positions in _____? On the average how many are offered?

h) Does the school offer credit for internships, research projects or for work-study positions?

i) How many of the courses in _____, which are listed in the college's catalog, are offered every year? How often are the others offered?

j) Does the school offer study in a foreign country as part of a major in _____?

k) How many students from _____ department were accepted into graduate school last year?

l) How many students from _____ department accepted jobs within that field?

2. Questions that will help you evaluate the college's requirements for graduation...

a) Is the college on a quarter or a semester system? How many total semester or quarter hours are required for a degree? How many semester or quarter hours are needed to complete a major?

b) Does the school have a "common core" of courses required for graduation? How many quarter or semester hours are demanded to complete this core?

c) Do these core courses include cultures other than Western White culture? (Name the culture(s) you're interested in studying, such as African, Asian, Hispanic, etc.)

d) Are there choices of classes within each required area of study such as literature, social studies and science? If so, does the cata-

TERM PAPER.

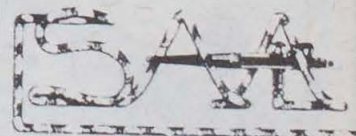
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ask college reps the right questions

log describe the choices or do I need to request that information?
 e) I have trouble with _____; will I have to take a _____ class? If so, is there some way I can get special help?

f) Can I receive credit for Advanced Placement Courses or can I test

out of an introductory course by passing a placement test? If so, does the credit I receive apply to the required area of credits or does it apply to my electives?

g) What is the class size of most of the required courses? Can students meet with professors in these classes or are they restricted to Teacher's Assistants?

3. Questions that will help you judge specific admissions requirements...

a) Do you need a minimum A.C.T. or S.A.T. test score to be admitted? If so, what is the minimum score?

b) Does the admissions committee emphasize any one part of your application more than others? (For example, emphasizing test scores over high school G.P.A. or emphasizing outside activities as much as grades.)

4. Questions that will help you uncover the college's Financial Aid policies...

a) What percentage of the student body receives financial aid?

b) What percentage of the student body has a job on campus?

c) If I secure a scholarship by applying to an organization or by competing in a talent contest, will that scholarship money be subtracted from my financial package from the school?

d) Are there scholarships available to upperclassmen in the _____ department? What percentage of upperclassmen in the department are on department scholarships?

e) By what date in this school year will I be notified of my financial aid package?

f) Does the college have any program designed to help minority students finance their education? If so, who is in charge, and how can I get in touch with the office?
 g) Does all tuition have to be paid in full before a student can begin classes?

5. Questions that will help you check out the student body..

a) What's the racial breakdown of the student body?

b) What's the breakdown by gen-

der?

c) What percentage of the student body is from a foreign country?

d) Are there dormitories reserved for special groups such as an international house or a medical students house?

e) Are there organizations on campus for specific racial/ethnic/religious groups? How do students get in touch with them?

f) Has the college experienced racial tensions, protests, physical harrassment in the past year?

g) What percentage of students belong to sororities and fraternities?

h) How does the college match up its freshmen roommates? Can freshmen change roommates during the year?

6. Questions that will help you learn about the college's "away-from-home" services...

a) What kind of emergency medical services are provided as part of being a member of the student body? What type of walk-in medical services are available and what are the costs? Can I use the campus medical service with my parents' health insurance?

b) Is there free personal counseling?

c) What type of tutoring services are available? Are they free?

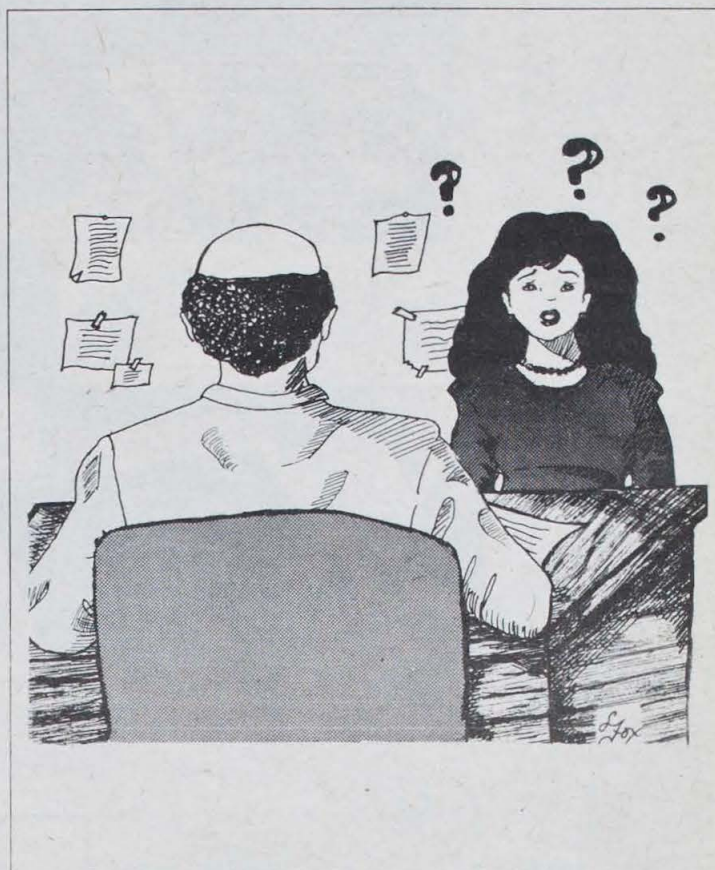


Illustration by Lawana Fox

d) Is there a student banking system?

e) Do dorms allow for cooking? For example, can you bring a hot pot? Are there dorms with kitchen facilities for the students?

f) Does the meal service offer options such as a salad bar, diet

dishes, creating a sandwich?

Does the food plan require purchase of a guaranteed number of meals per week whether the student eats in the cafeteria or not?

g) Do the dorm counselors change every year, or are they experienced and available to help students?

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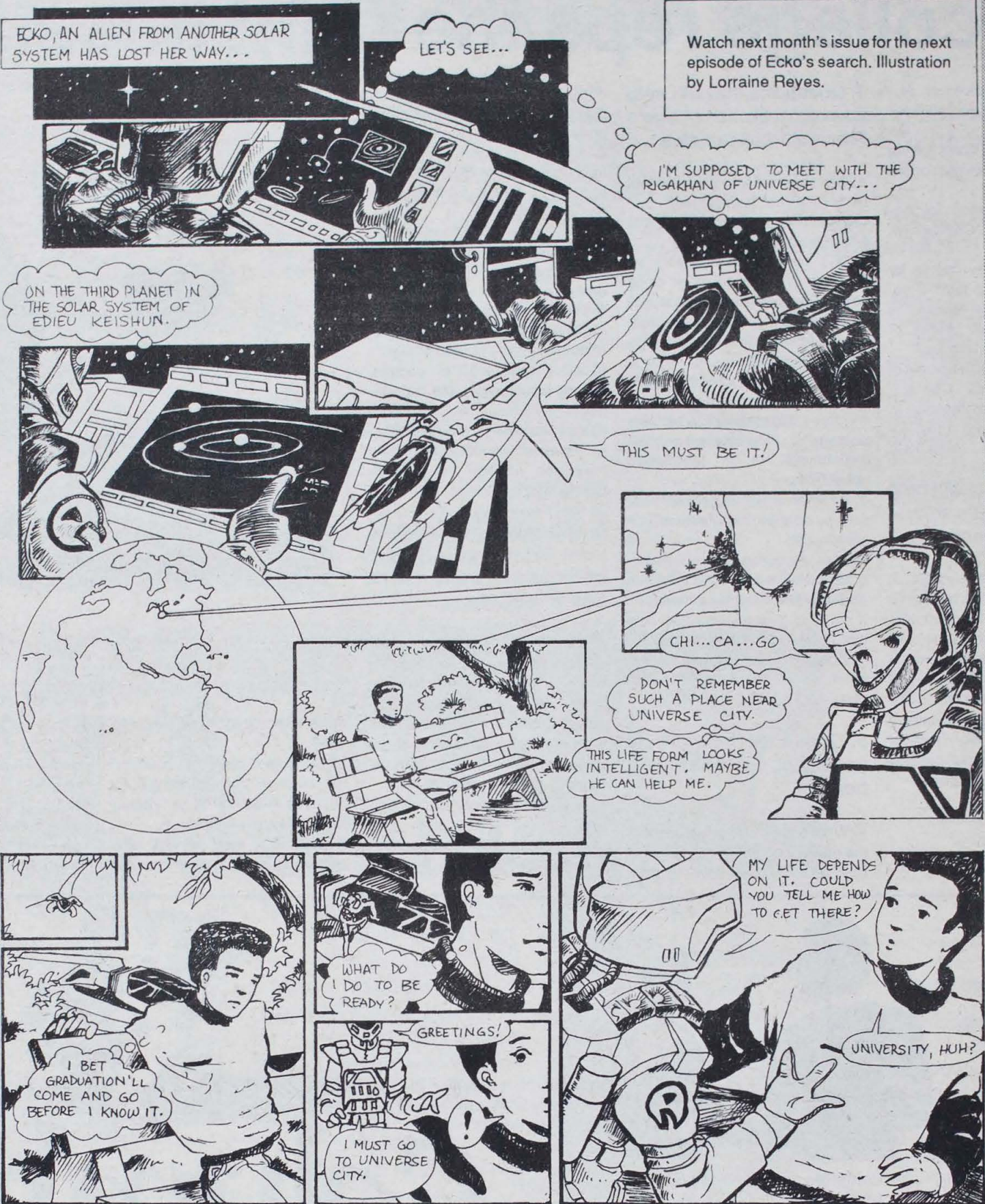
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Ecko's Search for UNIVERSE CITY

Part one of "Ecko's Search for Universe City" was created by Chicago students in Project College Bound with art work by Lorraine Reyes. Project College Bound is a program in which teens help other teens with their preparation for college admission, including the formation of high school college clubs and the training of student peer college counselors.



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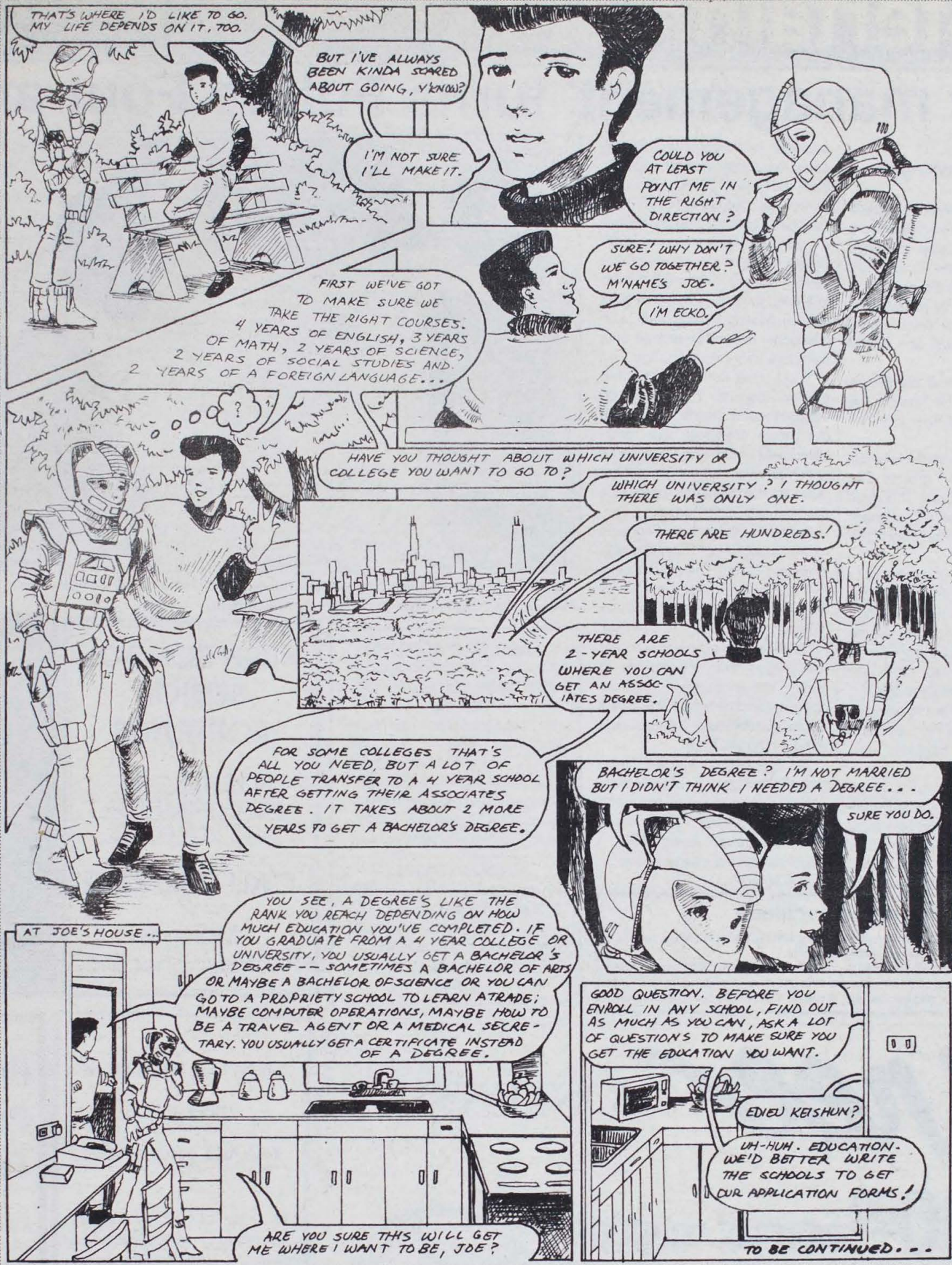
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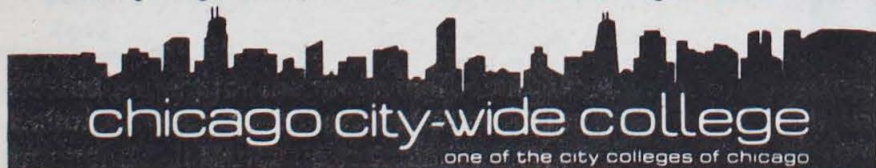
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Entertainment

'New management' turns Future Four around

By Sarah Karp
and Katrena Washington

When Eugene Watkins, James Peters, and Jerome Lowery from Hyde Park and Sadar Abdullah from King formed the Future Four three years ago, it seemed as if they weren't going to make it anywhere. But then Kevin Shine came into their lives, and things started to pick up.

Kevin Shine is now the Future Four's manager. He knows the key to show business — connections.

Shine went to Hyde Park where he saw many teen groups that never got off their feet. This gave him the desire to get into managing along with other aspects of the music business.

The first thing Shine did was to set up a professional staff that would help the Future Four stage their act. Then he introduced the group to some radio performers who offered to help them get started. Finally Shine arranged for some "gigs." With his connections they have played at the Regal, the Crystal Palace, Fantasy, and Screaming Wheels.

Shine established some strong professional requirements for the musicians. Not only do they have to go to practice everyday for three hours, but they have to do well in school. "If we don't get a "C"

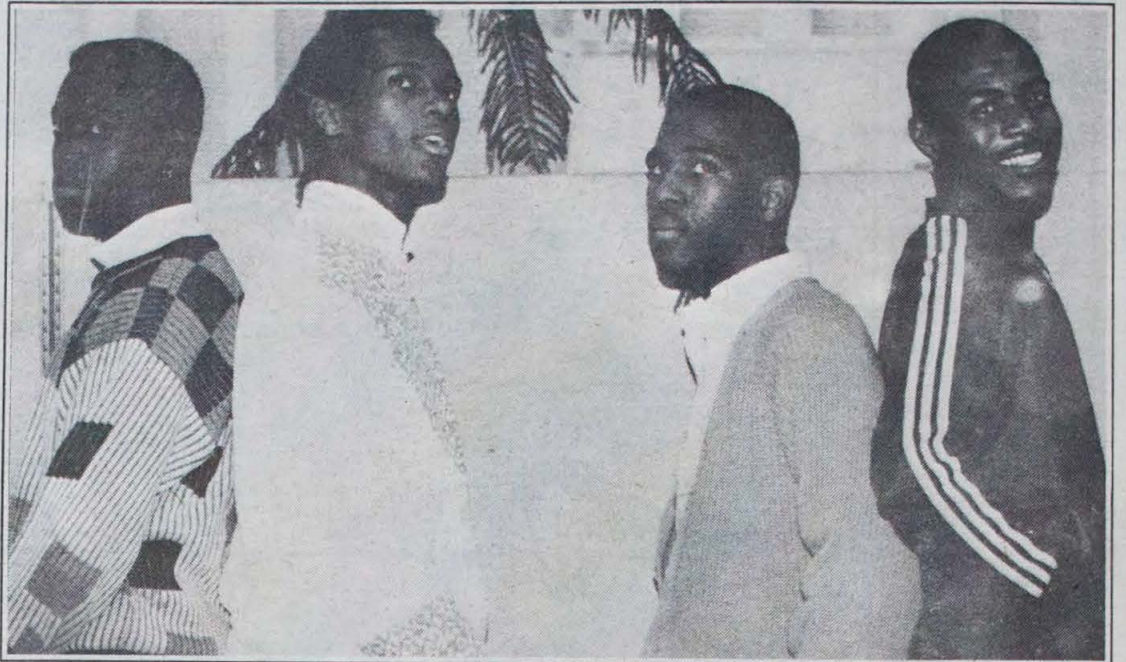
average in school, then we will either be suspended or expelled from the group," Lower said.

Another step that the group is taking toward their music career is to acquire voice lessons from Bobby Wilson, a teacher at Columbia College. Although they're still lip-sinking the music of New Edition, by August they hope to be producing live music of their own with their own original songs.

The Future Four all admit that they've learned that giving up things is part of the job. One of the old group members was interested only in girls and rarely came to rehearsals. When Shine took over as manager, the unreliable member was replaced.

For other new groups who want to gain recognition, Kevin Shine is staging a Gala, "The Stars Come Out to Play" in December. "It will not be a type of recital as so many of these galas are," said Shine. "This will be an energetic team of five groups with ten minutes to play." He encourages teens to come out and be a part of it. Fliers will be distributed in local schools announcing the gala.

The Future Four will be the lead group in the gala — Shine's best example of what can happen with good management. "Now people love our group," Lower said, "whereas, before, people booed us off the stage."



The Future Four look toward to a bright future. (From left to right) James Peters, Jerome Lowery, Mark Johnson, and Eugene Watkins. Photo by Marco Rios.

Television Auditions

New Expression's cable television teen talk show, HARDCOVER, is holding auditions. Positions open are: talk show host and news anchor.

Anyone interested in trying out for these positions should contact Jeff Auer or Jeneen Cattidge at 663-0543 after 4:00 p.m. Monday through Friday, or write Hardcover, Youth Communication, 207 S. Wabash Chicago, Ill 60645. Call or write before October 27.

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