

March 1989

## New Expression: March 1989 (Volume 13, Issue 3)

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# NEW Expression

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## What's Inside:

### The Great Name Debate.

While many in the black community now want to be called "African American," Chicago teens still prefer "black." Find out why on page 8.

### Tormented Teachers

Mike Tyson move over! The classroom is rapidly becoming the scene for fights and other forms of abuse. Read the last of the Troubled Teachers series on page 3

### Rapping with Public Enemy.

Learn more about the nation's leading rap group. Look for an exclusive interview on page 10.



Photo by Nicole Holmes

## New rule forces athletes to make the grade

By Alison McKenzie

For thousands of teenage athletes in this country, an athletic scholarship is their sole hope for ever attending college.

When the NCAA puts its' new rule, Proposition 42, into effect next year, those hopes will become a lot slimmer.

Proposition 42 is an amendment to the 3-year old Proposition 48.

It prevents an athlete who does not have both a 2.0 grade point average as well as a 700 combined SAT score or a 15 ACT score, to play or receive an athletic scholarship.

It also makes them ineligible for any other kind of financial aid for the first year.

The athlete can play the following year if he or she brings their grades up.

The adoption of the rule has stirred an uproar. Georgetown basketball coach John Thompson walked off the court during a game to protest the rule.

He said the rule discriminates

against minorities and the underprivileged.

Thompson is not the only coach who feels this way.

"I call it the 'Rich Man's Rule,'" said DePaul athletic director Bill Bradshaw, "...in that it would unfairly prevent men and women from homes that can't afford it from attending school, while kids with the same academic record, but whose father has more money can."

Bradshaw said the bill was premature until the effects of Proposition 48 were seen. He added the rule would produce rampant cheating and under-the-table payments.

Arthur Penney, basketball coach at Whitney Young, agreed.

"They're always going to find a way for the superstar to pay and go to college. But the average Joe who may not be great but has a chance for a scholarship, he can't go," Penney said.

"Black and underprivileged kids are not getting their fair share of educational money. They're not getting their fair share of teachers.

So how can you expect them to get the same score as some white kid in Winnetka? It's another loophole to keep minorities out."

The bill was proposed by the South Eastern Conference of the NCAA. According to Jim McCullen, a spokesperson for the SEC, rather than being discriminatory, the rule is meant to be fair.

"When you give a scholarship to a non-qualifier, whether he's of a low economic group or not, you're discriminating against someone who is a qualifier.

"Some one is going to get that scholarship. So the question is, who do you want to discriminate against? Take your pick. This is a point many coaches don't understand. The only thing 42 does is make a person academically sound."

Surprisingly, student reaction to the rule was overwhelmingly supportive. **New Expression** surveyed 50 students and found that few of them were opposed to the bill.

Seventy-eight percent said they feel the rule will force colleges to

provide an education and prevent athletes from getting a free ride through college without being made to learn anything. Even athletes who said their chances of receiving a scholarship would be hurt by the rule, supported it.

Many said the rule will make student-athletes try harder in high school.

Tytrice Harrington, a junior at Hyde Park, looks forward to receiving a scholarship for volleyball. She supports Proposition 42 although she says she won't be affected by it.

"I feel that athletes should aspire to academics as well as sports. Everybody is given the same chance as everyone else. Most people say it will affect blacks more than whites. That may be true but blacks will just have to try even harder," she said.

"There are a lot of kids that just want to go for sports and not for education. There's a lot of kids with F's who still get to play. It will make them work harder," said Timeka Patton, a senior and bas-

Continued on page 5



# Inside Track

## Home-schooling gives busy teens an alternative

*While most students trek off to school each morning, 14-year-old Rachel Barton stays at home and plays the violin.*

By Kendrick McAtee

On a typical Monday morning Rachel Barton, 14, wakes up, gets dressed and eats her breakfast like most teens her age. However, while most teens then get ready to leave for high school, Barton stays at home and practices her violin.

A drop-out? A chronic truant? Not really. Barton has simply chosen an alternative method of education known as home-schooling.

Barton plays for the Chicago Symphony Training Orchestra. Because of the demands her violin playing puts on her schedule, Barton began home-schooling when she was 9-years-old.

Barton participates in the home-based Education Program of the Klon Lara School in Michigan.

According to Illinois law, as long as the regional school superintendent is assured that the curriculum

and materials being used are comparable to those in regular school, there is no barrier to having a child taught at home. There are usually about 400 to 500 home-schooled students each year.

Barton finds a flexibility in home-schooling that she could not receive in mainstream education. The program she is in sets certain requirements for promotion and she designs her own program on how to fulfill them.

Her work goes back and forth to Klon Lara through the mail. She also receives credit for playing the violin. At the end of each year she must take a test, similar to the Iowa

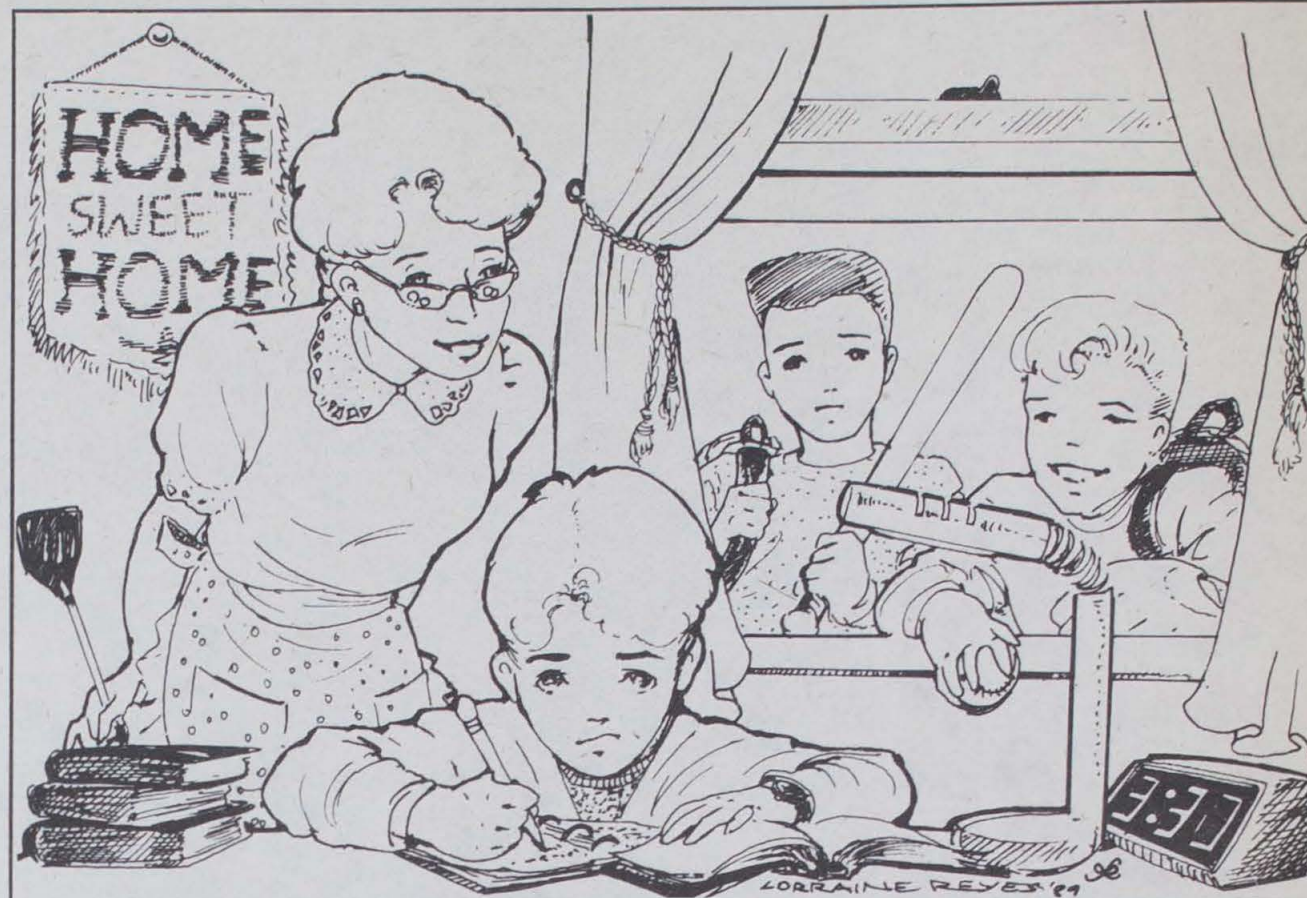


Illustration by Lorraine Reyes

Test. Otherwise, she is free from state restrictions.

Barton's typical day is rather unusual. Because she can arrange her own schedule, she usually practices six to seven hours until about 3 or 4 p.m. Evenings are spent doing homework. "It's kind of backwards from your regular day," Barton said.

Home-schooling is not without its share of problems, however. Barton said one of the differences between home-school and regular school is that she doesn't know many boys. She spends most of her free time playing with her 2-

year old sister.

Despite the drawbacks, Barton finds home-schooling a challenge. "Since I want to learn on my

own, if I work as hard as I can there's no reason why I can't do just as well."

## Teen cable show celebrates 50th episode

By Nancy Johnson

Members of Latino Youth and Youth Communication, the publisher of **New Expression**, produce, write and serve on the technical crew for a half-hour cable teen news program titled "Hard Cover."

The 50th episode of this program will be aired on March 27th at 5:30 p.m. on Cable Access Channel 19. Past and current participants and guests will be featured on the show, as well as selected clips from the past 49 shows.

For nearly three years, the teen "Hard Cover" staff has covered tough, timely issues that concern their peers. Previous topics covered by "Hard Cover" include single teen mothers, teen suicide, inter-racial dating and children of divorced parents.

"Hard Cover" has won several awards including second place in the Illinois Community Television Competition and it was given finalist standing in the National Home-town USA Video Festival.

The actual taping of "Hard Cover: the 50th Show" will occur March 20 from 2-5pm at the Chicago Access Corporation at 322 S. Green Street. Please call 663-0543 if you would like to attend.

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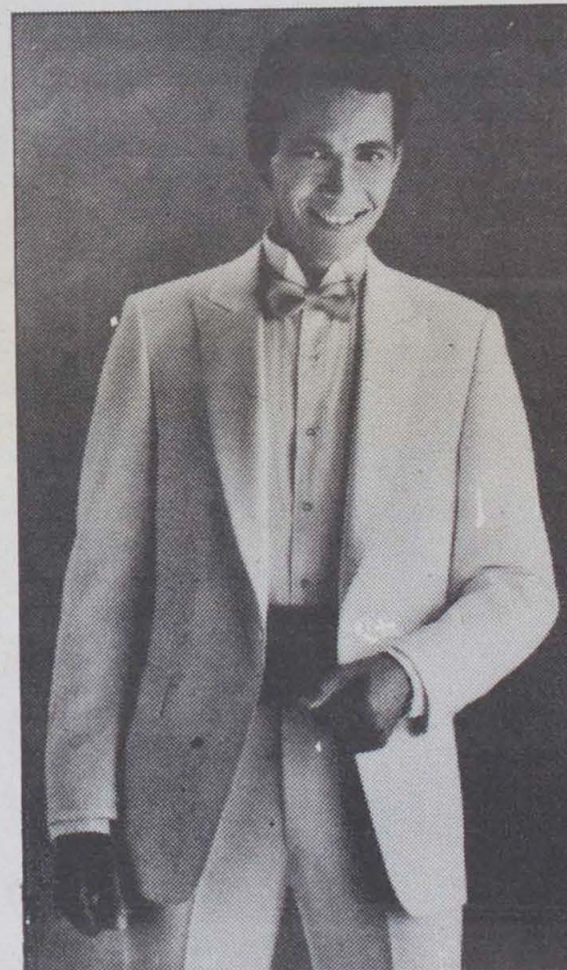
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# Troubled Teachers Part III

The Board of Education's Safety and Security department estimates there have been 412 students assaults on teachers since September

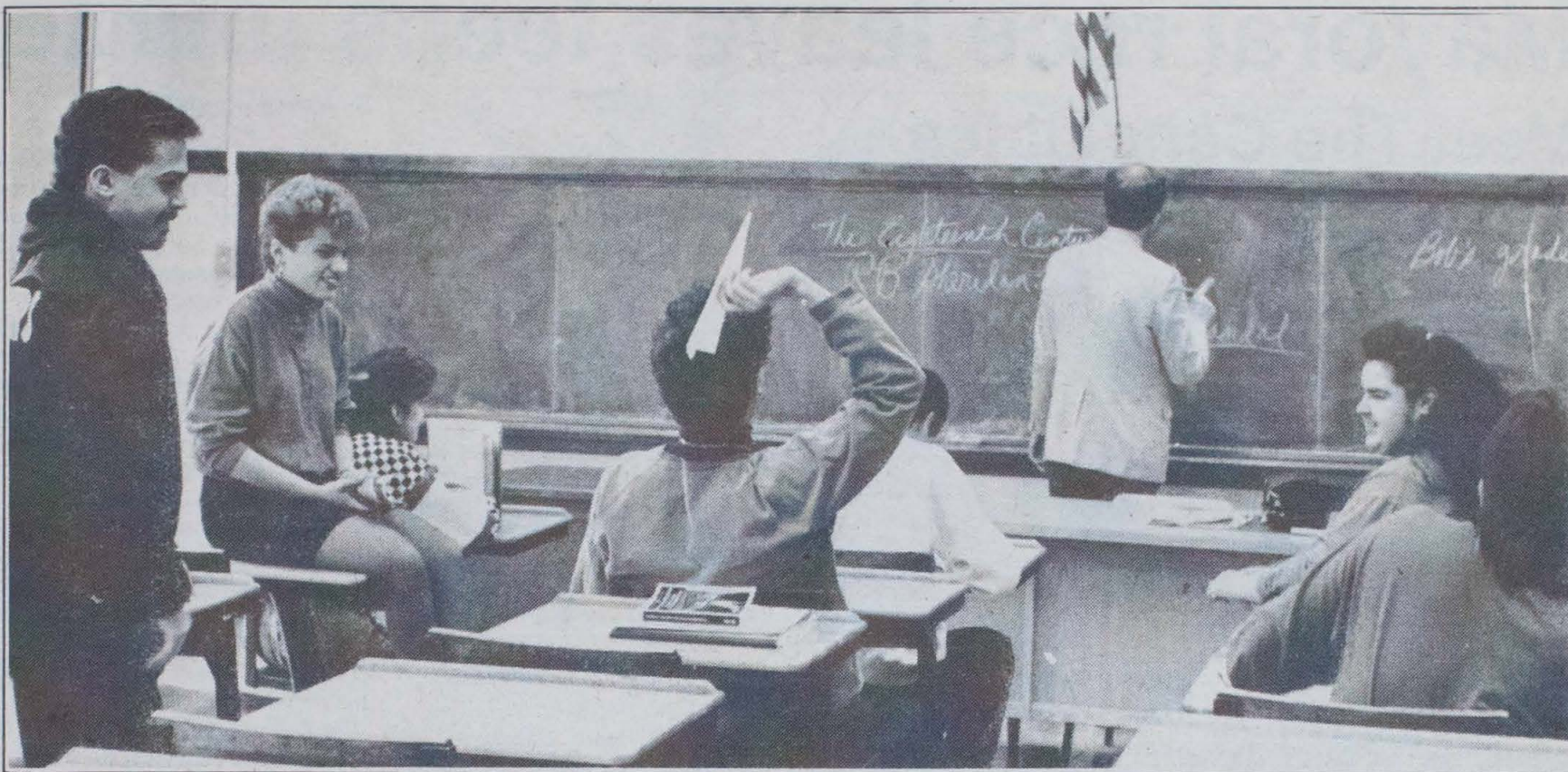


Photo by Dora Guajardo

## Abusive students create chaos in classroom

By Marie Johnson  
with Debbie Flapan

*Last in a series about student/teacher relations*

As the door of the classroom clicked shut, the whispering and laughing ceased. The substitute teacher walked to the large desk at the front of the room.

He smiled uneasily at the quiet class and wrote his name on the blackboard. He introduced himself to the silence.

Someone giggled in the back of the room. The substitute teacher sat down at his desk and studied the seating chart to take attendance. He matched the student in the first row with the first name on the seating chart.

"That's not me," the student said, smiling. "The chart must be wrong."

With a sinking feeling the substitute teacher realized everyone in the classroom had switched seats.

This, along with several other methods, is a way students use to

harass their teachers. Most students interviewed by **New Expression** say they have done something to prevent the teacher from going on with his or her regular class schedule.

Some teens have even gone as far as to physically attack a teacher.

The Board of Education's Safety and Security department estimates there have been 412 student assaults on teachers since September.

Timothy Kelly, a student from a South Side school, said, "There have been times that I've committed some type of abuse to teachers including cursing, hitting, even to the point of threatening them because they have done the same to me."

"I strongly felt that the teachers deserved it. They think that just because they are adults they can get away with it (the abuse); but if the student retaliates, they will get

suspended for it."

Some teachers, however, feel differently. A teacher from a North Side high school, said, "It's not abuse, it's just disrespect. When a student yells or curses at a teacher, it is a result of bad upbringing and is meant to disrespect the teacher."

One English teacher interviewed by **New Expression** said, "I've had students yell and swear at me because I embarrassed them in some way. I never mean to embarrass them, but it just happens. I'm not sure why I do it."

Lolita Lindo, a psychologist, said the reason abusive behavior occurs is because, "There has been a structural breakdown in America, which has resulted in severe defects in society. This filters down into and affects one of the most important components of society, the family."

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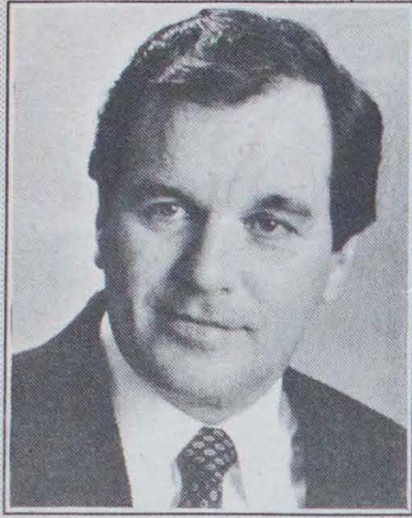
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# Mayoral Election

## Mayoral race leaves teens uninterested

### Meet The Candidates



**Name:** Richard M. Daley, Democratic Party  
**Education:** DeLaSalle Institute; DePaul University, 1965; DePaul Law School, 1968.

**Experience:** In 1970, elected to help rewrite the state Constitution. Elected to the Illinois Senate in 1972 (and re-elected in 1976 and 1978), served first as chairman of the Senate Judiciary Committee, then on the Judiciary I committee. Daley was elected Cook County State's Attorney in 1979 and was re-elected in 1988.

#### The Issues

##### School Reform

"I support the School Reform Act, wholeheartedly. I know this legislation won't make Johnny read better, but structural reform lets everyone know that Chicago is serious about reform. Hopefully, it (School Reform) will pave the way for more funding."

##### Teen Unemployment

"Corporations should adopt schools and monitor student achievement. If a high school sophomore has good attendance and at least B grades, he should be rewarded with summer jobs. When the student graduates, he should be ready to enter the work force."

##### School Safety

"Each school should have the right to search lockers for weapons, because a school should be a safe place to learn. Also, I propose that the police district commander meet with the principals in their district. They should be familiar with and know the problems in the school."

##### Health

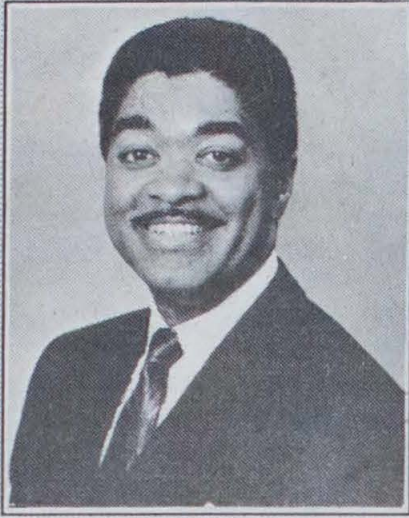
"There should be health clinics in every school, because clinics should be where the kids are. Infant mortality should be addressed. I propose that pregnant girls be monitored at every step in childbirth."

##### Homeless Teens

"I would increase the number of available shelters for teens and work for affordable housing. Also, teens should be provided with opportunities for education and employment."

##### College Scholarship Money

"Corporations should do more for schools. If students are in a position to excel (in college), then I can negotiate with the legislature for more money."



**Name:** Timothy C. Evans, Harold Washington Party  
**Education:** Hirsch High School; University of Illinois, 1965; John Marshall Law School, 1969

**Experience:** In November, 1973, elected to finish the unexpired term of 4th Ward Alderman Claude Holman, then re-elected in 1975, 1979, 1983, and 1987. Mayor Harold Washington named Evans his floor leader in the City Council in 1983, and he served in that capacity until the Mayor's death in November, 1987.

#### The Issues

##### School Reform

"I support increased funding for school reform. I would provide the necessary dollars to relieve overcrowding, start preschool education programs and buy new textbooks."

##### Teen Unemployment

"Corporations should be given incentives to encourage high school students in school. I would institute more youth job training programs and increase the number of summer jobs."

##### School Safety

"I would start a drug program for the city and increase funding for in-school drug education programs for parents, teachers and students. The police commissioner would be asked to form a liaison with local school councils in order to establish a safe learning environment for the students."

##### Health

"The number of school-based health clinics should be increased. More funds will be allocated for sex education and prenatal care. Also, we need to increase the number of public health nurses in schools."

##### Homeless Teens

"A housing summit should be convened at the city and state levels. I would attract federal dollars to increase the number of shelters. But this is not the solution to homelessness. We should get people job training at the shelters, so they can make enough money to move into their own housing."

##### College Scholarship Money

"I would lobby at the federal level for increased funding."



**Name:** Edward R. Vrdolyak, Republican Party  
**Education:** Mt. Carmel High School; St. Joseph, 1959; University of Chicago Law School, 1962.

**Experience:** Alderman of 10th Ward, elected in 1971, mayoral candidate, 1987.

#### The Issues

##### School Reform

"Education must happen in the classroom. There should be a 20 percent cut in the public school bureaucracy. Also, the community must work together to ensure accountability in the schools."

##### Teen Unemployment

"Unemployment is basically an education problem. If we keep kids in school and give them better educations, they can get jobs. Since some kids can't fill out job applications, we need to raise the quality of education."

##### School Safety

"Kids can get drugs, gang jackets and condoms in school, but they can't get an education. School should be a safe place to learn."

##### Health

"We need to form commissions to look at university-based medical staffing and an increase in the number of trauma centers. We need to breathe in financial vitality from sources other than the city budget."

##### Homeless Teens

"Social agencies should dedicate buildings that can be used as shelters. But counseling needs to be integrated as well, because homelessness is not only an economic problem; it is an emotional problem, too."

##### College Scholarship Money

"I would encourage the establishment of more scholarships; however, my primary focus would be on the primary and secondary grades."

By Nancy Johnson

While the mayoral candidates say they support open government that is accessible to all people, many teens interviewed by **New Expression** remain apathetic about politics.

When teens do make political decisions, they are based on propaganda and the endorsements of "authority figures," according to telephone interviews with Chicago teens.

"I like Daley because the majority of people voted for him. Also, everywhere I look, businesspeople have signs outdoors for him," said Ruben Anaya, a junior at Curie High School.

When asked what influences his political decision, Anaya said, "We discuss politics in my history class, but I don't keep up with the news. Besides I'm not home from school in time for the 4 p.m. (television) news and I'm in bed during the 10 p.m. (television) news."

Although many teens support a candidate because of name recognition and media hype, others do not support anyone. These students see no relationship between the outcome of the general election and their lives.

"My teachers try to tell us which candidate is right, but I don't know why it (voting) is important. Besides, I like my school just the way it is," said Tanika Blackledge, a freshman at Near North.

At a time in their lives when acceptance by peers is important, teens regard lunchtime talks about politics as "uncool."

"I never talk seriously with my friends about politics. We just joke around and make fun of the candidates," said Anaya.

Many teens who do know the candidates and issues well, and have a clear sense of the issues that concern them debate the issues with their parents.

"I talk to my family about politics all the time. We try to analyze each other's opinions," said Karen Salas Blancas, a senior at Cathedral.

"I like (Mayoral candidate) Vrdolyak because he has the best ideas about housing and education. I would want the next mayor to put in policies to increase the number of summer jobs and start after-school study programs. Also, they should stop wasting money on teachers who aren't qualified to teach," said Blancas.

While some students are involved in the political process through voting or simply following the campaign news coverage, a few students have played an even larger role by campaigning for candidates.

"I worked for Eugene Sawyer's campaign during the summer. Although they (adult campaign workers) just wanted us (teens) to get them coffee, we insisted on doing the telephone interviews with potential voters," said Jacqui Mayes, a senior at Whitney Young.

"If teens want to be involved (in politics), they should just read the news and find out what's going on," she said.



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# College and Career Section

Continued from cover page

However, she said the test requirement was unfair.

"Some kids don't test well. I only got a 9 (out of 36) on the ACT but I think I'm pretty smart and my teachers do too. I just don't test well."

The rule also will have an effect on the colleges and universities that recruit athletes.

"Anytime a bill like this is put in effect it diminishes the pool. There won't be as many athletes to recruit. The Notre Dames and Purdue's will still get the cream of the crop," said Bob Hauburgh, athletic director at University of Illinois.

Chuck Schwarz, athletic director at Loyola, added,

"We are in the process of avoiding Proposition 42 athletes totally."

He said possible exceptions could be for the student who is one point away, with a 14 rather than a 15 on the ACT.

McCullen said the purpose of the rule was to phase out partial qualifiers. Under the old guidelines a student could have a 2.0 overall and only a 680 on the SAT and still get a scholarship.

The G.P.A. was based overall, so that a student could "take anything from industrial arts to home economics" and qualify for eligibility.

Under the new rule, the average must be based on 11 core courses.

"What it does is make it black and white. Either you qualify or you don't."

Yet, as Penney pointed out, underprivileged and minority students already start out at a disadvantage.

"I think there should be standards. But I don't think the standards should be so rigid that they can't get into school.

"You have to look at all the external systems. What is his home life? What is his education? Was he neglected as a student? You have to look at all these things. You can't make one statement and say that's it."

McCullen said he disagrees with the objection that by making athletes pay their first year, it will prevent poor athletes from receiving an education.

"I don't know about that. People say they can't pay. But that's been proven wrong. There have been a number of students who have paid their own way."

The issue is further complicated by evidence that the SAT is biased against minorities and women.

Recently the Educational Testing Service, which makes the SAT, adopted a code to reduce this bias.

John Katzman, president of The Princeton Review, which gives SAT preparation classes, not a single question has been removed from the test.

"You have a huge bias against blacks. You have a huge bias against women. There was a lot of progress made but the ETS has refused to make the major changes," Katzman said.

Christopher Townsend, a senior at Whitney Young, said this contributes to his disapproval of the rule.

"It has been shown most minorities don't test well on the SAT because it is racially biased. By saying you must have a 700 on the SAT it discriminates.

"Athletes would at least have had the chance to make something of themselves under Proposition 48, if this was their only way to go to college. These athletes won't be able to display their talents."

## Students debate taking 'New ACT'

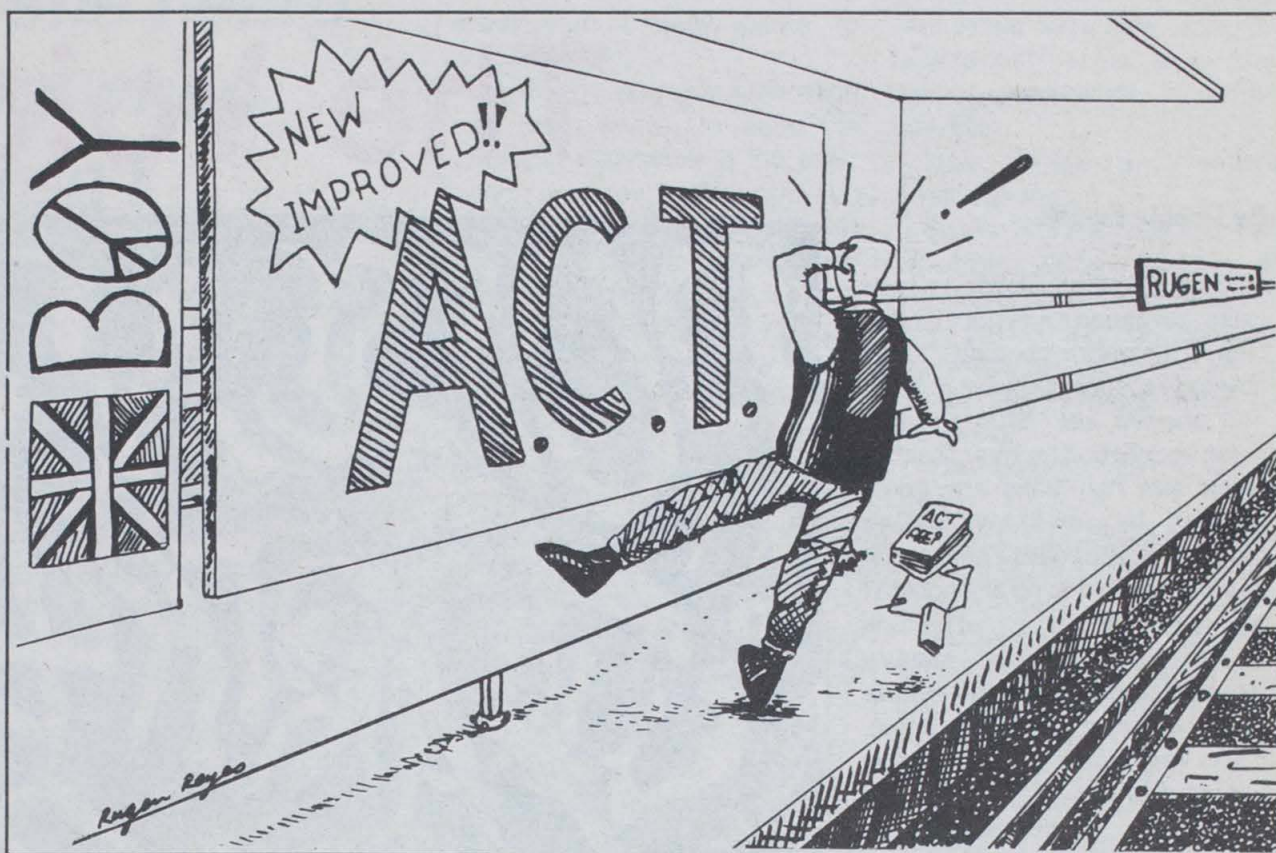


Illustration by Rugen Reyes

By Alison McKenzie

Teenagers planning to sign up for the American College Test this spring, may decide to wait till autumn, when the ACT change its' format.

Starting in September, the ACT will change its' setup by gearing it more toward the SAT model.

According to John Katzman, the president of the Princeton Review, a test preparation program, the change is merely a business move.

"There was nothing wrong with the old exam. There's no real change in what it's measuring and there's no real change in what colleges are going to get," Katzman said.

"This move is a marketing move. The ACT is mainly in the Midwest. It's an effort to reach the East and West coasts. The only real change is in the English section which will have less grammar and more reading."

Katzman said the test will only be a slight improvement but he feels that the change will give the test more validity in the eyes of colleges.

However, many students who are planning to take the ACT, do

not appreciate having this change sprung on them.

"I think it's unfair. There are programs established to improve ACT scores, but these won't be useful to us now because of the new test. Also it's unfair that the junior class has to worry about a new ACT test while worrying about college plans," said Sae Mi Kim, a junior at Whitney Young.

Tonya Young, a junior at Metro, agreed.

"I don't think it's fair that they revise it this year because we'll be the first ones taking it. I guess it will be kind of cold turkey. We'll be guinea pigs."

The changes will include focusing the English section more toward style and diction rather than grammar. The number of questions will remain the same.

The math section will have trigonometry added and will deal less with arithmetic. It will include elementary, intermediate and pre-algebra as well as intermediate and plane geometry. There will be 60 questions as compared with the original 40.

The social studies section will be removed and a 40 question reading comprehension test that will include social science, natural

science and literature will replace it.

A science reasoning exam will replace the natural sciences exam. The new test will not have general knowledge questions by themselves, all questions will be based on a passage

So should students take the test this year or wait till fall?

"We always recommend spring," said Sheldon Smith, an administrator at Kaplan Educational-Center. "Colleges like a lee time of 12 to 14 months. If you take it in April and June and get the score you want, you provide the college with the optimum amount of time. Most colleges won't accept your application without scores. So if you wait till October you've lost 6 or 7 months."

Smith said he advises students who have good critical reasoning skills to take the new exam. But students who are good with memorizing content but aren't good with reasoning skills should take the old test.

"It's giving the ACT publicity. So the kids will say they'll take the ACT more so it will help them have more validity in the eyes of colleges, Katzman said.

## PCB offers college help

By Debbie Flapan

Project College Bound is a program that enables high school students to receive information about colleges.

The program supplies information about college tours, financial aid and scholarships. It also is equipped to help teens with tutorial services and ACT and SAT preparations.

"Take advantage of this program if you want to go to college. Project College Bound is a terrible thing to waste," said Stephanie Jackson, director of PCB.

The goal of PCB is to increase minority enrollment in colleges by increasing the availability of counseling for teens in Chicago public high schools.

In addition, PCB assists with the development of peer counseling clubs in several schools from across the city.

Project College Bound is located at Youth Communication, 207 S. Wabash on the eighth floor. For more information call Charles Campbell or Stephanie Jackson at 663 - 0543.

### Upcoming College Tours

The Community Alliance of Metropolitan Chicago is sponsoring a tour of Bradley University in Peoria on Friday, April 21, and a

tour of Illinois State University in Normal on Saturday, April 22.

Students who desire more information can contact Reginald Payne at 329-2675.

The Boys Brotherhood Republic, an affiliation of the Chicago Youth Center, is sponsoring a tour between April 23 and April 29 to historically black colleges. Call 762-1140 for more information.

### College counseling available

Other agencies which provide college counseling services include:

Ada S. McKinley - Contact Silas Purnell at 225 - 3477.

Introspect - Contact Bernard Clay at 638 - 6000.

Chicago Urban League - Contact Letha Coleman at 285 - 5800.

A Spira - Contact Billy Ocaseo at 252 - 0970.

University of Chicago, Office of Special Programs - Contact Larry Hawkins at 962 - 8288.

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## The Voices

By Debbie Flapan

Shaina walked slowly to gym class, not caring if she got there on time. The girls who didn't know how to play soccer always pushed and shoved her. Shaina hated being touched. The gym teacher never saw her make any goals anyway - he was always looking the other way because he thought she was plain-looking and couldn't play well. However, when he took attendance, Shaina always looked him straight in the eye as he looked her straight in the chest. It was very irritating. She closed her mind to him, not caring what he thought, or not wanting to know.

Now, as she neared the girls' locker room door, she felt someone approaching behind her. She opened her mind. It was Jean, of course. At the doors, Shaina rested her hands on the handle and turned casually as she pulled.

"Hi, Jean," Shaina said, feigning surprise. "What's going on?"

Jean was breathless. "I wanted to catch you before ninth. For some reason I thought you had history and then I had to run all the way down here when I remembered." She took a deep breath. "I had to tell you, Jeff's mom changed her mind and gave him some money. He's coming to pick me up after school and we're going to the Village. He wants to see if any more of the galleries will take his paintings. Do you want to go?"

Shaina could feel "no" right away. Good, she hated to be a tag-along.

"I don't think so. I don't know if I'll have enough money."

"Okay. I've got to get to trig. I'll call you later."

"See ya." Shaina watched her go. She doubted if Jean would call. They seemed to be growing apart recently, and their blue-sky days were ending. Now that Jean was seeing Jeff regularly, she rarely had time for Shaina. She knew there was nothing she could do about it; Shaina wouldn't dare ask Jean to stop seeing Jeff as often.

There also was no way she would tag along with them anymore. She didn't enjoy being with Jeff's group of friends - she didn't know them and had no desire to get to know them better. Jeff himself was quite nice, but Shaina knew he didn't always want her around.

At any rate, Shaina had her own friends, although it was becoming harder and harder for her to have fun. As her power grew stronger it was more difficult for her to close her mind. With a group of people their thoughts were so loud, they may as well have been shouting; it was next to impossible for Shaina to close her mind to so many at once.

Parties were the best, though. There were so many thoughts and voices intermingling she couldn't even begin to try to distinguish between the two. Shaina could relax and just have a good time. When she was drinking, all her senses seemed to lessen, including her



Illustration by Lorraine Reyes

Power. Shaina had begun to think of it in capitals lately - it had taken so much control of her life. In the beginning, about seven years ago, Shaina would hear only faint murmuring and whispers. Right away, she guessed they were other people's thoughts - the Power then was simply weak.

As a nine-year-old she listened to good and bad thoughts, yet lately all she seemed to tune into were bad.

Of course there were problems, too. There were rarely people with which she didn't get along, but those who didn't like her screamed their thoughts louder than anyone else, it seemed. When Shaina irritated someone in some way, her sensitivity took over and she became easily depressed. For instance, in seventh grade she was helping a teacher organize a volleyball game and one girl next to her thought, "I wish she'd stop being so bossy."

Shaina closed her mouth immediately and tip-toed around her for days, although the girl continued to be friendly. Whenever things like that happened, Shaina wished desperately she didn't have the Power. It made life so much more complicated. Then she just wanted to curl up and hide from all of those voices. When she turned thirteen it began to get scary; she heard voices even when people weren't around. They told her she was worthless and lazy. In eighth grade she learned all of her friends were against her.

Shaina realized she was hearing the thoughts of her friends no matter where they were. But the last straw came when a voice was whispering malicious words, as usual, compliments of Shaina's "friends." It went on to say she must kill herself, being so worthless, or her friends would get to her first.

Shaina had listened in the beginning, tears streaming down her face, but when she heard the latter part she began screaming, "No! No! Don't let them get me! I don't want to die!" Crying hysterically, she threw herself on her bed.

"Shaina, honey! What's wrong?" Mrs. Michaels stood in the doorway concerned. A practical and direct woman, she always got her answers. But not this time.

"Mom, I'm scared!" Chest heaving, Shaina tried to calm down. "I need to talk to someone...soon."

"Shaina, you can talk to me. What is it?"

"Mom, I mean someone... professional."

Mrs. Michaels drew back as if she'd been stung. An unhealthy person - mentally or physically - simply did not happen in her family.

"Shaina, are you sure? Is it a boy? Your grades? Things will get better."

"Mom, no! It's much worse." Shaina's eyes were huge.

"I'll discuss it with your father," Mrs. Michaels decided. "We'll see."

"Please hurry, Mom." Shaina begged. She couldn't stand much more pain.

She was fifteen then, over a year ago, Shaina realized. It hadn't seemed so long since the first time she'd stepped into Lisette Ward's office. She was a social worker qualified to do therapy, and she told Shaina right away she'd rather be called Lisa.

It took two months for Lisa to decide Shaina needed her. She saw a controlled, quiet and sensitive teenager, certainly depressed, but a little depression in the teenaged years is normal. It took that long before Shaina would express her fears about her friends and family. She was convinced they hated her and believed her worthless. When asked why anyone would be her friend in the first place, Shaina dismissed it with a wave of her hand. "They have to be my friends," she explained. "They're too polite not to be." No amount of evidence could persuade Shaina she was wrong, Lisa found.

Shaina found Lisa equally hard to understand. The voices would tell her Lisa's thoughts between sessions. She heard Lisa truly hated her and found her dull and

boring. Lisa wanted to stop working with her, Shaina was told, but it would be unethical of Lisa to tell Shaina she couldn't see her anymore without good reason.

Yet during the sessions the voices would keep quiet as if they were listening to the two talk.

Lisa thought the insecurities about her friends and family, the control and sensitivity, and the suicidal tendencies were all connected to one base, one single foundation, but she couldn't put her finger on it.

Six months after they had begun therapy, just before Shaina turned sixteen, Lisa gained Shaina's trust and the missing piece in Shaina's illness.

After the initial hellos, Shaina said it straight out. "I can read minds, you know."

"No, I didn't," Lisa said, hiding her shock.

"I can. Ever since I was nine-years-old."

"Really?"

"I just said it, didn't I?" Shaina was irritated. Here she was trying to tell Lisa the biggest secret of her life and she wasn't even getting a chance to talk.

"I'm sorry, Shaina," Lisa said sincerely. She realized she'd have to let her talk it out or not hear anything at all. "Go on."

"Well, at first it was nothing big. I heard things mostly at school so I knew right away I was reading minds. One girl was worried about her little brother - she had to babysit that afternoon. Another girl had a father who was beating her but she looked fine; there wasn't anything I could do, see?" Her eyes begged for understanding.

Lisa nodded. Whether this mind-reading was real or not, the impact of carrying around someone else's guilt for years could be tremendous.

"After a while I became used to people's thoughts following me everywhere. Sometimes it was funny. One time I learned a boy behind me was planning to shove me - I was eleven and sixth grade boys are like that - so as he began to move I side-stepped out of the

way and he fell flat on his face." They both laughed at the memory.

Quickly, Shaina became serious again. "I can't do that a lot, though. It gets dangerous. They know I'm different." Shaina's voice lowered and she said softly. "Different is dead."

"Tell me," Lisa said, leaning forward.

Shaina took a deep breath. "In my freshman year of high school a friend of mine became pregnant. She was terrified and I just had to help her. I can't stand to see someone in so much pain." Shaina shook her head, as if to shake away the hurt of the memory. "One day I caught her in the hall alone and told her I wanted to help her."

"You want to what?" she'd said.

"I want to help you. You're not alone."

"What are you talking about?"

"Look, I know about the baby. I want to offer you some support, help you make the right -"

"How did you find out?" (she'd screamed.) "You couldn't know the fath - Get away from me!"

"She began crying and ran down the hall." Shaina shook her head sadly. "She was so scared her parents would find out. They did anyway, though, and she was sent to some relative in the East to have it." Shaina looked down. "But that wasn't for at least a month after I confronted her. Until she left, she and all of her friends stared at me as I walked by. I tried not to look at them, but I felt so strange - like an alien or something. Once I looked at the girl when she was staring at me. I was terrified. There was so much hate... and fear!" Shaina's voice was shaking and hurt. "How could anyone be afraid of me? I didn't do anything wrong! I didn't hurt anyone!"

"It was ignorance." Lisa's voice was thick with anger, angry for the shaking, depressed, sixteen-year-old girl before her. "They just don't understand. When people don't understand something, they're afraid."

"But so much hate," Shaina said softly, almost to herself. "She never spoke to me again. Just hated me with her friends. It took quite a while for the rumors to die down."

"What about your friends?" Lisa asked. "Didn't they try to find out the truth?"

Shaina shook her head. "I had a lot of friends, but none close enough to dare. My first best friend moved here at the beginning of my sophomore year. That was Jean."

"Does she know about your 'Power'?" Lisa was still uncertain about her belief in Shaina's talent. She thought of it in quotes.

"No, Jean doesn't know and will never find out," Shaina said firmly.

"It would ruin our friendship. Can you imagine having to censor your thoughts every minute because of the person you're with?"

Lisa smiled. "That would be rough on any relationship," she agreed. "What about guys? Do they come into this at all?"

Shaina smiled, too. "I used to date, but not so often lately. It's too hard knowing what they want, yet



not able to do it." Shaina blushed furiously. "Sexually as well as in other ways," she said in response to Lisa's unasked question. "But I stopped dating, at least for a while. I'm lonely, but it's so tiring to try to close my mind so often and if I don't I feel like the guy's slave."

"Close your mind? Can you do that whenever you want?"

"Not always. It depends how many people are around. But I can't do it too long because it's tiring and I get a headache. It's almost like trying not to breathe - the thoughts come into my head naturally. Y'know what's strange, though?" Shaina half-smiled. "I don't have to with you."

"What, close your mind?"

"Yeah. I never hear any voices during sessions, only between them."

"Wait a minute. Voices?" A warning bell went off in Lisa's mind.

"Uh-huh. Sometimes I just feel what other people think, and sometimes it's voices that tell me. Some of the voices have British accents and some are American. They're fun to listen to if they don't say anything bad, but that's becoming rare."

"Did you say the voices only say things about me between sessions? What do they say?"

"Oh, the usual." Shaina swallowed. "Actually it's getting pretty scary. They say you hate me and you think I'm dull and boring. Just a few days ago they said you thought I was...ugly." Shaina drew a shaky breath.

"Shaina, listen to me!" Lisa took Shaina's cold hands in hers. "The voices are wrong. I like you a lot and you're one of the most interesting people I've met. I also know you're attractive."

"But the voices are never wrong..." Shaina said uncertainly.

"They are this time." Lisa's voice was firm and reassuring. "We've got our work cut out for us."

When Lisa heard about the voices telling Shaina to kill herself, she knew it wasn't a simple case of "mind-reading" anymore. She found Shaina had actually hurt herself after the original suggestion from the voices, but they were only superficial cuts in her wrists. Lisa realized the voices might eventually convince her to kill herself and Shaina must be somewhere safe. What if it happened at school? Lisa pushed the worry out

**"When she turned thirteen it began to get scary; she heard voices even when people weren't around. They told her she was worthless and lazy."**

of her mind and after the session went to call Shaina's mother.

"Hello, Mrs. Michaels?"

"Yes?"

"This is Lisette Ward. How are you?"

"I'm fine, thanks. And you?"

"Fine, fine. I'm calling about Shaina, of course."

"Yes, how is she doing?"

"Not very well, I'm afraid. I don't want to alarm you, but I have reason to believe Shaina needs more intensive treatment perhaps hospitalization. I'm sorry I haven't been able to involve you and your husband more in Shaina's treatment, but, at this point, I don't think she's ready."

"I see. Why exactly do you think this... is necessary?" Mrs. Michaels was shaken, to say the least. Hospitalized? Her little girl? She's only a little depressed for God's sake!

"I don't think it would be fair to Shaina to give you any details, but she has become quite withdrawn and self-destructive. She may be in the midst of schizophrenic dissociation and if anything happens Shaina would be safer with trained staff to help her."

"Oh my God," Mrs. Michaels whispered. "Are you sure?"

"No," Lisa admitted. "But almost sure, and, as they say, better to be safe than sorry. I can recommend a private hospital and give you the number to request a tour, if you like."

"All right," Mrs. Michaels said reluctantly. "We'll think about it and let you know." When she hung up

the phone Diane Michaels took four deep breaths as she walked to the foot of the stairs. "Shaina! Come down here! We need to talk!"

The following week, Shaina was back in Lisa's small but comfortable office shaking her head.

"They said no," Shaina told Lisa before she could ask. "I knew they would. We went and checked out the hospital and everything." Shaina shook her head again and mimicked her mother. "Shaina, it will have to be no. We just don't see you not being able to function in society. That would be a reason to put you in a hospital. But lots of people are depressed and they deal with it. So can you. Besides, at this point, we can't afford it."

Lisa sighed. "I was afraid of that."

"There are always excuses, Lisa!" Shaina sounded bitter. "Why can't she accept I'm sick? Even I can see it, although I don't think I'm schizo. But I'm scared of the voices."

"I know, I know," Lisa said sadly. "I think she's afraid to admit that her image of you all these years has been a lie."

Shaina nodded. "That sounds right." They were both quiet for a moment. Then:

"Do you still believe you can read minds when the voices aren't there?"

"Yes."

"And the voices don't speak to you during sessions."

"Right."

"So let's try it."

"Try what?"

"See if you can read my mind." "Lisa, I don't just read someone's mind. I feel it. I mean, I don't do it consciously."

"Can't you try? This could be important."

"But is it professional?" Shaina teased.

"Never mind that," Lisa said smiling. "You just tell me who or what I'm thinking of, okay?"

They both closed their eyes. Lisa thought of a person as Shaina cleared her mind. Instantly she had it.

"Me?"

"Right!" Lisa was excited. Professionally, there were several tests she wanted to give Shaina, but personally, Lisa was afraid for her. There were people who would do anything to own someone who had Shaina's talent. But she knew Shaina was careful.

Over the next couple of months, they worked weekly on developing the Power (no longer in quotes) and dealing with the voices. Shaina, Lisa realized, had an extremely low self-esteem as a result of what the voices told her. That could be dangerous when it came to Shaina's well being.

So, naturally, as Shaina's tenth month of therapy approached, when Shaina told Lisa the voices were becoming cruel again, she began to worry. They had been somewhat dormant for a while and Lisa had hoped they would stay that way until she could convince Shaina's doctor to prescribe some medication usually given to schizophrenics.

However, although medication has been known to ease the chemical imbalance in the brain which causes schizophrenia, Shaina's doctor was wary because it would take a while to find the right medication.

The wrong medication, her doctor feared, might possibly cause Shaina some serious side effects, such as nausea, severe headaches and heart palpitations, which, if the patient had a bad heart, could cause a heart attack.

Lisa was aware of these side effects; they scared her, too. But there were ways of preventing them and, at this point, the voices worried her more.

Shaina's trust in Lisa was waning as the voices came back stronger and more arrogant than ever. They told her that Lisa only kept her as a patient because she wanted to make money from Shaina's power. They told Shaina she was ugly, worthless and lazy. And, since she had originally been diagnosed as schizophrenic (and probably still was), the voices informed Shaina she was also insane.

Eventually, Shaina began having trouble sleeping. She was disoriented much of the time in school, thus, her grades went down. The only easing of the voices came during her sessions with Lisa.

Today gym class had been worse than usual, Shaina decided. The voices screamed she would contaminate all who touched her; every time someone walked within a few feet of her, Shaina flinched.

"They will die!" A voice, who Shaina had named Demon, shrieked. "You are of poison; they touch you and they will die." Shaina shrank away from all near her, withdrawing into herself.

At that week's session Shaina told Lisa about her growing fear of the voices.

"They're getting worse, Lisa," Shaina told her. "I'm scared because... I think I'm beginning to believe them. Demon says -"

"You give them names?" Lisa asked incredulously.

"So I can tell them apart," Shaina explained.

"Oh," Lisa wasn't sure that was a good idea.

"Anyway, Demon said I'm ugly and poisonous." Shaina's eyes were shiny and sparkling. "Lisa, when someone tells you that day after day it's hard not to agree!" She sighed. "I can't sleep anymore because Demon keeps me up. He says I shouldn't sleep or I'll be murdered. I want them to go away!"

Until today, Lisa hadn't once doubted her ability to help Shaina. Now she wasn't so sure.

"Shaina, you've got to be strong," Lisa told her firmly. "I just need a few more days till I can get you the medication. Would your parents consider the hospital again, do you think?"

"I doubt it."

"I can always get a court order to admit you, but that would take longer. Just a few more days for the medication?"

Shaina sighed again. "I think I can handle it. But honestly, Lisa, some times I just want to get away

from all those voices and end it."

"No, Shaina." Lisa hugged her. "We're going to make it."

However, it somehow wasn't surprising to Lisa when she went to visit Shaina in the hospital three days later. Lisa mentally cursed herself for not forcing Shaina's parents to admit her to a hospital. She would have been safe. Lisa tried to push her guilt away. She'd simply overestimated Shaina's strength.

Lisa sighed and entered Shaina's room.

Shaina had a private room with off-white walls and her own TV. Her arms lay limply outside the covers of her bed, bandaged from the wrists almost to the elbows. Shaina smiled weakly when Lisa walked in.

"Hi, I thought you'd never get here."

"I'm here." Lisa pulled a chair up next to the bed. "You're going to be all right, I hear."

Shaina nodded and closed her eyes briefly. "I lost a lot of blood they say. I'm still a little shaky."

Shaina spoke in a low voice. "I was so scared, Lisa. I just lost control. I took a razor blade and slashed both wrists. It was awful. I've never seen so much blood. It didn't really hurt, though. I felt so numb... But for once the voices were gone! It was so quiet, Lisa!" Then she frowned.

"Demon was angry, though, because it didn't work. Mom found me in the bathroom within a few minutes. That's all I remember before I passed out."

"That's enough," Lisa said feelingly. "Is Demon here now?"

"No, I think he's afraid of you."

Lisa smiled. "He'd better be. We're gonna fight, Shaina," she added softly. "I'm glad you're still here."

"So'm I." Shaina smiled, too. "Hey, more good news. My parents said yes to the hospital but they're not happy about it. We didn't realize it was so serious," she mimicked. "No, really?" Shaina said sarcastically.

"Well, they do now," Lisa said firmly. "And at least now you'll be safe."

"Yeah..." Shaina wiggled her toes under the sheets. "Maybe now they'll listen to me."

"They will, kiddo. I'll make sure of that." Lisa stood up. "Listen, I've got to go now. Want me to stop by later?"

"Yeah, if you can Lisa?" She turned around at the door. "Demon's back." Her voice shook. "I'm so scared."

"It's okay, hon. You're not the one who should be scared. Demon's not going to be here for long. Quick, what am I thinking?"

Shaina closed her eyes, then opened them. "See you in the hospital," she said smiling.

"Right. You'll be safe."

"Bye."

"G'bye."

Walking down the hall, Lisa felt lighter and happier than she had in months. Thank God, Shaina would be safe. She shuddered to think about what would have happened if Shaina's mother hadn't found her in time. Think how much work we'll get done when she comes to the psych hospital, Lisa thought.

The question of schizophrenia was debatable. Who knows - it might be a part of her power gone haywire. Like a kind of short circuit, so to speak. Lisa smiled. They'd have fun trying to find out, although it wouldn't be easy. Shaina would finally get real help, almost a year to the day since they started therapy. Shaina was no longer alone.

## Writers!

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# Cultural Perspective

## Teens choose 'black' over 'African American'

**"I just want to be called black. I don't feel any ties with Africa."**

**--Andrea Ducksworth**

By Vladimire Herard

For Alfonso L. Davis there is no debate. Just call him "black."

"I choose to be called black," said Davis, a junior at Kenwood. "I don't find the term discriminating. I'm used to being called that. 'African American' is good, too, because it implies a heritage."

According to an informal survey of 50 black teens from across the city, many feel like Davis.

Recently, the Rev. Jesse Jackson said blacks should be called "African American." Jackson said the name change would give blacks a stronger cultural base.

Many in the black community agreed, but 48 percent of the teens *New Expression* interviewed said they do not want to be called black.

However, 34 percent would welcome the new term "African American," the survey shows.

Another 18 percent said they didn't mind what they are called as long as it isn't insulting.

"I've been here in Chicago all my life," said Stephanie Carroll, a senior from Cathedral. "My parents and grandparents were here. All my ties are here so I don't have ties to African Americans. I'm black."

Andrea Ducksworth, a junior from Robeson, agreed. "I just want to be called black. I don't feel any ties with Africa."

Brea Douglas, a senior from Cathedral, asked, "What about the Caribbean people like Jamaicans and French speaking islanders? How do you know that a black immigrant or resident was born in Africa?"

Those who support the name "African American" say the new term gives them a special place in society and a cultural link to Africa.

Said Shereese Hobson, a senior from Fenger, "The name African American is just a form of recognition for us blacks. It would help Asian Americans, Irish Americans or whomever else identify us - that we came from Africa."

"I prefer African American," said Chris Radcliffe, from Luther South. "I look at some blacks and they can swear that they're white. If you bring up the subject of black history, they look at you as if you were crazy."

"We mustn't forget where we came from, Africa," he said. "For example, right now at my school we're doing a skit for Black History. Other schools should do things like this during the whole month of February. It's the only month or time that we can celebrate who we are."

Renee Coleman, a junior at Hyde Park, doesn't believe color should be a means to identify a group of people.

"I think we should be called Af-

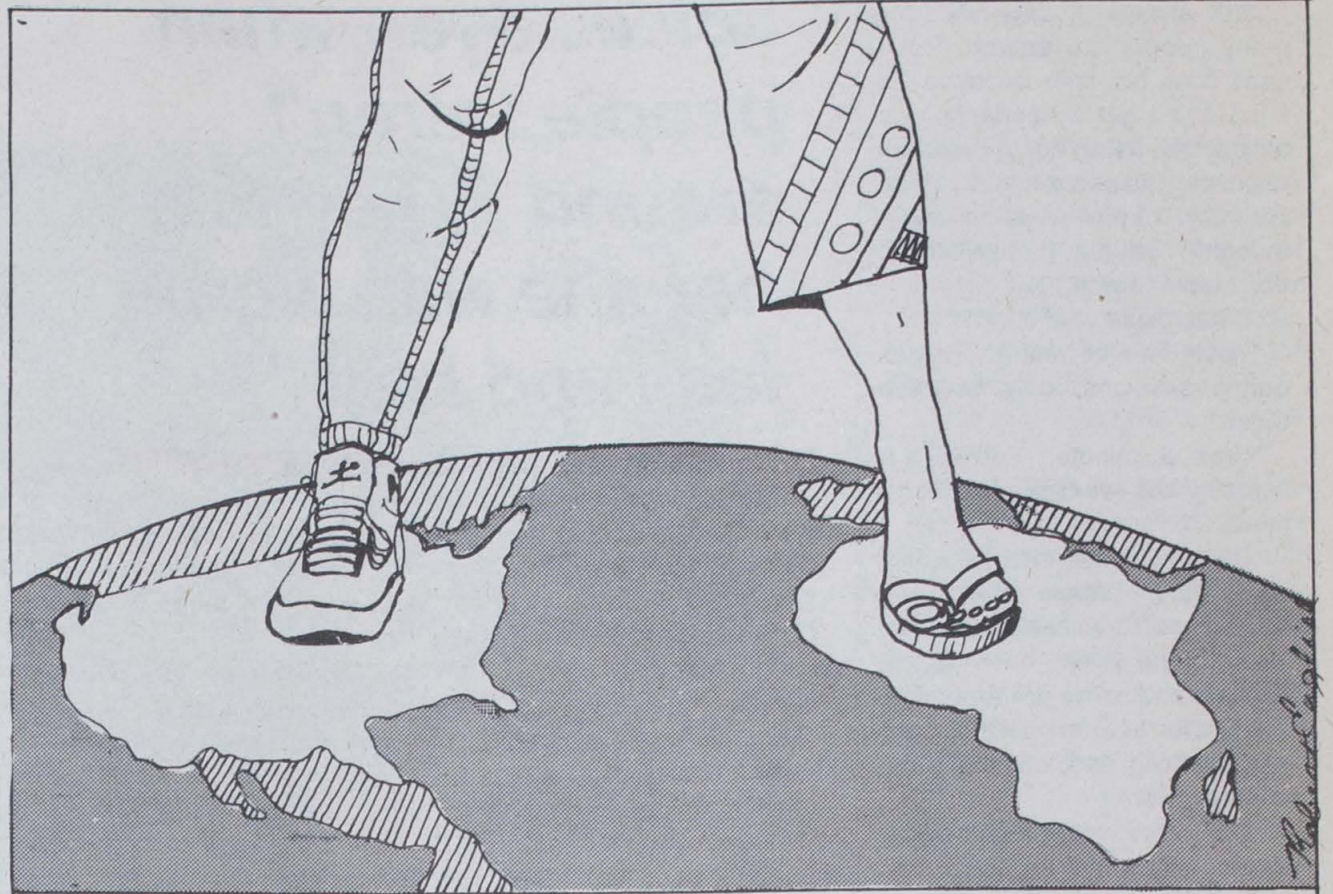


Illustration by Robert English

rican American because we originated from Africa. I wasn't born there, but I did, in a sense, come from there too. Black is a color. African American implies a background."

Leon Forrest, head of the African American Studies Department at Northwestern University, said, "Just as the proud use of 'black' affirmed that white supremacists were wrong, the proud use of African American similarly affirms a link to Africa and helps define the position of African Americans in the larger world."

Forrest said, "The term has yet to be accepted."

"I don't think it is settled yet," he said. "In fact, the supreme irony may be that, as their efforts to identify with the Third World intensify, we eventually may come back to 'colored.'"

"These days, you hear more and more references to 'people of color' in various discussions about people from various cultures around the world, just as the great black thinker, W.E.B. DuBois talked about 'people of

color."

Forrest warned, regardless of which name teens prefer, other issues will affect young people.

"If you place too much emphasis on names and style, you neglect more important issues that undermine black progress," he said.

"The shortage of businesses in the black community, for example, and our relationship in general to the larger society will always have a greater impact on what it means to be black."

## News Briefs

### Hitachi Foundation sponsors award program

If you are a high school senior who's active in community groups, ask an adult to write a letter of recommendation so you can compete for the Yoshiyama award.

The Hitachi Foundation, a non-profit, philanthropic organization, sponsors this award. Five thousand dollars is given to the winner to use for college expenses.

The Hitachi Foundation will announce the 1989 winners in September and host a Washington luncheon in their honor.

For information on the Hitachi Foundation, call (202) 457-0588 or write the foundation at 1509 22nd Street N.W., Washington, D.C. 20037.

### Film Festival competition offers prizes for best film, video projects

The Department of Film and Video of Columbia College and the Illinois Arts Council are looking for applicants to participate in the 14th Annual Festival of Illinois Film and Videos.

The festival encourages professional or student filmmakers and video producers to enter their work in the contest.

Ten to 20 contestants can enter. If your film is named "Best Film" or "Best Video," you can split prizes totalling \$600.

The winning works will be shown Saturday, May 20 at the Music Box Theatre, 3373 N. Southport.

Entries must be a half-hour long and recorded on 16mm film or 1/2" or 3/4" videotape. Include a \$10 fee with each film entry.

For specific rules, entry forms or more information, call Sue Mroz at (312) 663-1600, extension 300. The deadline for entries is Friday, April 21.

Vladimire Herard

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## Abortion: A woman's right to decide

If people never engaged in sex until they were emotionally or financially ready to raise a child... If birth control always worked and if people actually used it... If women were never forced to choose between giving birth to a child or sacrificing their career goals... We wouldn't have any abortions.

But those are a lot of "ifs." The fact is, close to one-tenth of American teenage girls become pregnant each year. For these women (and men), it is not an option to simply decide that people shouldn't have sex until they are married or can handle a baby. They do it anyway.

In 1971, Jane Roe (her legal name) sued the state of Texas for her right to have an abortion. Her case went before the Supreme Court, which in 1973 decided that states have no right to make laws denying women the option to have an abortion during the first six months of pregnancy.

Now the case has gone back before the Supreme Court, and the court is different (some say less liberal) than the one in 1973. Now the court may decide that abortions should become illegal again.

Some say the unwanted babies could be put up for adoption. In their ideal world, these kids would then be raised by, loving, mature parents.

This ignores the fact that there are unwanted babies around who



Illustration by Kelly Benjamin

no one is adopting. It seems there aren't enough adoptive parents to go around.

Technically, the Supreme Court decides only what is "legal." It has no actual power to prevent women from having abortions.

Changing the law will not save fetuses. Changing the law will only promote illegal activity, and drive abortions back underground.

We will not enter the debate on when life actually begins; whether

the fetus is a part of the mother, or a separate human being with its own rights.

We can't decide whether abortion is right or wrong for anyone other than ourselves - and neither can the Supreme Court. We feel a person should have the right to choose for themselves.

We believe the law should reflect the right of pregnant women to choose (whether responsibly or irresponsibly) for themselves and

their unborn.

Education should be stressed so that teens (and adults) accept responsibility for their sexual acts. But we can not impose our morals on people through anti-abortion laws.

We empathize with those who place importance on children not yet born, but we suggest this caring is better placed in love and education for those already here.

# Opinion

## Guest View:

### Women take the easy way out on abortion issue

By LaTanya Thompson

Abortion is a problem among women who find themselves in a situation they think they can't control. Some of these women go to the extreme to solve a problem which has other solutions.

Many choose to have abortions because of their financial status, age and position. The main reasons I always hear from people considering abortions are "but

what if you can't take care of the baby," "I am too young," "I don't have a job" and "I don't want to be on welfare."

From my point of view, there is no logical explanation for having an abortion, unless the pregnancy threatens the life of the mother or in cases of rape and incest.

In my eyes, abortion is "murder" and I think it should be illegal because a woman is terminating a fetus that in nine months would be

a child.

True, a woman has the right to do what she wants with her body. We all have rights. But do we have the right to kill a child because we feel that the time is not right to have a baby?

I have talked to many women who say they wish they hadn't had an abortion because of the effect it had on them mentally and physically.

On the other hand, I have talked

to some women who say abortion had no effect on them at all. Apparently, the way a person feels about abortion comes from moral standards.

We can argue that if abortion is made illegal then people are going to find ways of getting one anyway. But does this make it right?

Abortion is nothing to me but a woman trying to solve her problem fastidiously instead of working to take care of the child.

# Letters

## Articles are informative

I attend Cathedral High School where I am presently a junior. I read **New Expression** everytime it is available at my school.

Since I have been reading the magazine, I have found articles that have interested me in many ways.

For example, your articles on teenage pregnancies, drinking and driving, abused kids and others have been helpful to many teens.

**New Expression** gives teens a chance to relate to each other. It gives us an opportunity to voice

our opinions on topics that influence our lives.

Frances Serine

## Keep on publishing!

I am writing to you because I would like you to continue publishing this newspaper. It is very informative and what's great about it is that it deals with everyday problems that face teens. It would be a great loss if the paper is pulled out of circulation.

Rodolfo Ramirey

## Keep up good work

I just wanted to tell you to keep up the good work with your newspaper, because it contains many interesting topics and stories. I enjoy reading the paper.

Ron Jarrett

## 'Rap' editorial interesting

I found the editorial of the January issue interesting. It made me more aware of the kind of "garbage" or music that kids listen to these days. This is the kind of corruption that we don't need in

this society. I'm glad your editorial made many people aware of that.

Blen Munoz

## 'Motivation' on target

I am writing to let you know I agree with your article last month on "Teaching Methods Affect Motivation."

There are many teachers who will assign homework they have never explained. They will teach something all period and assign something different.

Dora A. Jimenez

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Come to **New Expression's** All City meeting on March 29th at 4pm  
 207 S. Wabash 8th floor  
 Call Nancy Johnson at 663-0543 for more information



## Public Enemy makes fast friends in recording industry

When you think of the rap group, Public Enemy, you suddenly get a picture of army fatigues, combat boots, red berets and Black militancy.

Some people have even compared the group to the late Black Panthers, a Black activist party of the late 1960's, because of its musical messages expressing Black America.

Public Enemy's first album, "Yo! Bum Rush the Show" gained public acceptance with little or no air-play. It sold more than 500,000 units, giving the record gold status in the recording industry.

Public Enemy's second album, "It Takes A Nation Of Millions To Hold Us Back" is holding a comfortable position on Billboard's Top Black Albums chart.

The demand for Public Enemy's music has placed them on radio programmer's playlists around the country and the group's innovative video has been shown in major market music video networks.

New Expression caught up with two members of Public Enemy, Chuck D and Flavor-Flav, while they stopped in the Windy City to do a benefit concert for the Nation of Islam.

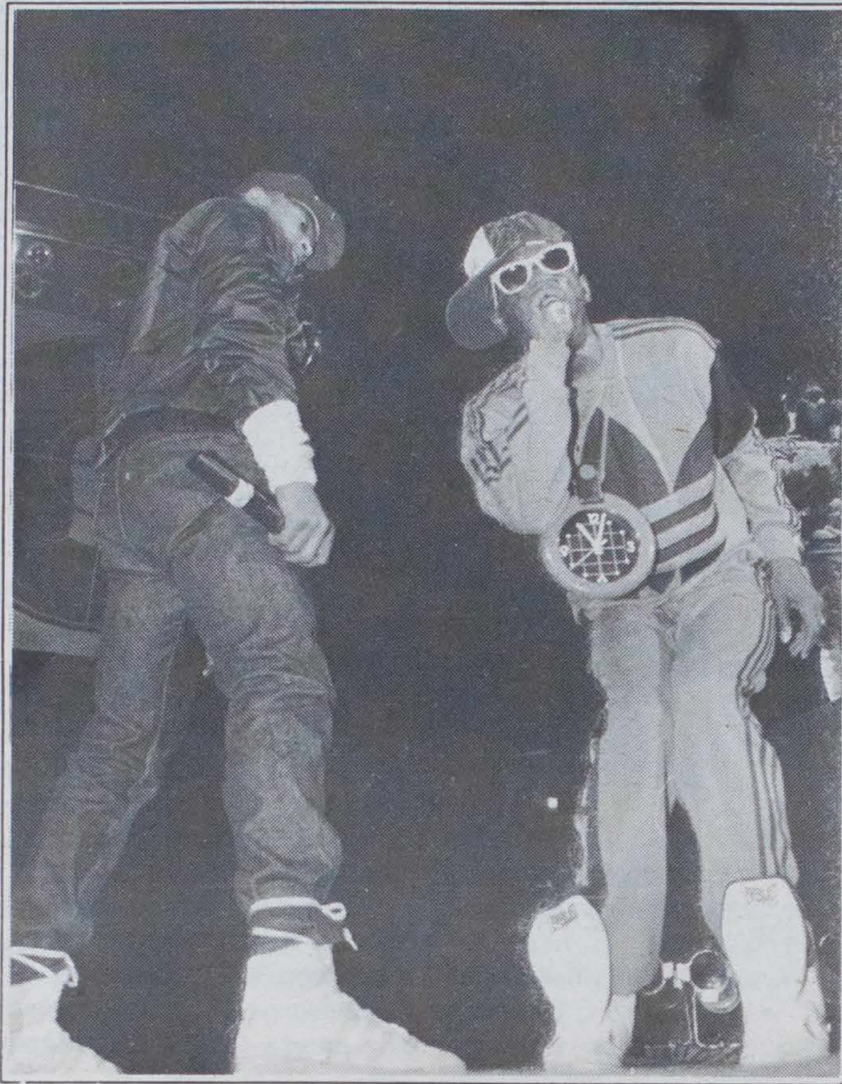


Photo courtesy by Ramond Boyd

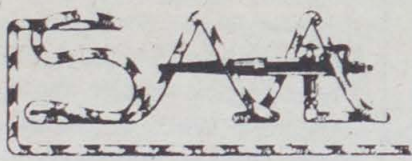
**NE:** What future projects are in the works for Public Enemy?

**CD:** "There's a Spike Lee project coming up in July, the track for his

movie "Do the Right Thing." We're releasing a mini-movie later that month and we're also planning for our album in October. Right now Public Enemy is basically going

around to the people in the communities and brushing up on as many things as possible."

**NE:** What are your favorite rap songs that are out right now?



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and the Tribune Tower.

**CD:** "I like "Jack of Spades" by KRS-ONE and "Wrath of Kane" (by Big Daddy Kane) and "Straight Out Compton" by NWA is my favorite album about right now because of the album's attitude, musical innovation, all of the above. It's a total album with the words delivered by the rappers Easy-E, MCRen, IceCube and Doctor Dre, it's just so picturesque."

**NE:** How would you describe Public Enemy's style of rap?

**CD:** "It has no style, it's just that whatever is good for the time I take all of the above and just mash them into something I think the people will like. An example, my first album is totally different from the second album and my next album is going to be different from my last album. A lot of people say there's a Public Enemy style but they can't put their finger on it. They can put a finger on what's out at the time or what has been previously released."

**NE:** What is your opinion of a rap category being added to this year's Grammy awards?

**F:** "I think right now there's a lack

of knowledge in the Grammy awards as far as rap music is concerned. At this moment they don't understand us so much and they're so much in tune in not liking rap music to the extent where they kind of hide us behind closed doors. Whatever is in the dark is going to come out in the light."

**NE:** What do you think of the video of Public Enemy's?

**FF:** "I think the video is are very hyped, not only that but the video has a lot of messages to it so that you have to rewind the video back over and over and over again to really understand exactly what we're trying to do."

**CD:** "When Public Enemy does a video we answer a lot of questions. As a matter of fact when we do a video, we involve a lot of people. Our next video which might be other people who the public follows or know. My whole thing is trying to get BET-Black Entertainment Television to be BETI-Black Entertainment Television & Information which gives the kids more information so they can learn to cope and deal with America in the future."

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# Teen Profile and Events Listing

## Acting offers student a chance to showcase talent, experience

By Sarah Karp

"I want to be a policeman, a doctor, a lawyer - everything. The only way I can be everything is through acting," said Dan Charles, when asked about his future plans.

Charles, a 17-year-old acting student at Lincoln Park High School, is well on his way to making his dream of becoming a professional actor a reality.

He has appeared in numerous commercials and films. But it was an appearance in an HMO commercial which launched him professionally.

Charles said he still remembers the excitement he felt after his agent told him about the commercial.

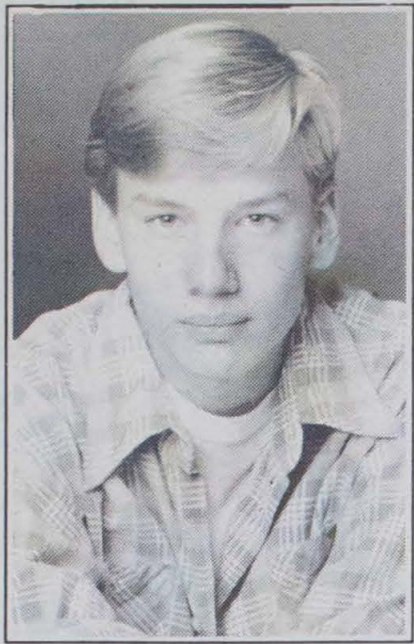
"I called my agent to see if she had the results and she said 'you're our boy' and I said, 'heeeeeey.'"

"Afterwards, I felt real good especially because the people who were producing the show were married and their son auditioned for the part, but they gave it to me."

His second acting job didn't end so successfully, however. A man saw Charles perform at improv night at Second City and asked if he would like to be in a commercial. Charles jumped at the chance.

That commercial played 10,000 times. But because Charles did not have an agent, he earned considerably less than most actors do after they film a commercial.

Charles said he learned through that experience the value



of having a good agent.

He also learned through experience the value of being prepared for auditions. After viewing his audition tape for "Stand by Me," Charles decided he needed training before plunging into "show biz."

"It (the audition) was so bad that I was embarrassed. That is when I signed up for classes."

Now that Charles has an agent, he has broadened his acting experiences to appearing in movies.

Many teens have seen him in the role as the Spector (Kate's ghost) in "Poltergeist III." Charles also had a minor role in "Midnight Run."

In addition, Charles has worked as a stand-in for the film "Men Don't Leave" which stars Jessica Lange. In addition, he has appeared in movies shot by Chicago-area film students.

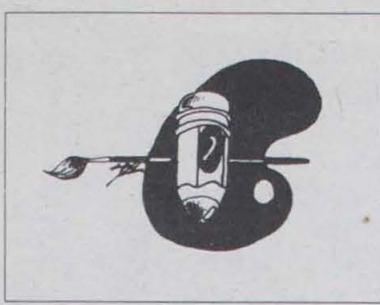
At Lincoln Park, he has acted and directed in a variety of productions.

Right now, Charles is experiencing his first brush with professional theatre at the Organic Theatre.

There he works with a mostly adult ensemble to create a script which has similarities to the Diary of Anne Frank.

As far as personal goals, Charles said he wants to try everything once. "I have a list of 3,200 things I want to do in the next 20 years."

This young star eyes the future with a good sense of humor and a smile. A smile which reflects a little bit of a lot of things - which just what Charles wants.



### April

**1 Special Olympics District "D" Aquatics Meet**  
Springfield (Sangamon)  
Eisenhower Pool, 2351 E. Comell (1 to 4 p.m.) Special Olympics aquatics competition for mentally individuals. (217-789-2284)

**1-2 19th Annual International Kennel Club Spring Dog Show**  
McCormick Place (8 a.m. to 5 p.m.) Canine competition for breeding, obedience, and training. (312-237-5100)

**12-15 United States All-Star Hockey Tournament**  
Franklin Park Ice Arena, 9711 W. Waveland Avenue (Wednesday-Friday every two hours from 7 a.m. to 9 p.m., Saturday 10 a.m., noon, and 8 p.m.) The premier high school hockey event in the nation, featuring top high school players from all states. (312-671-4268)

### May

**1-31 Uniquely Chicago**



The Chicago Public Library Cultural Center, 78 E. Washington Street (call for times). Art forms and phenomena that are indigenous to Chicago, from films made in Chicago to kitchen sink theater, with accompanying works by Chicago artists. (312-346-3278)

**5-6 Fountain Fest '89**

Belleville (St. Clair) Downtown (Friday 9 a.m. to 8:30 p.m., Saturday 9 a.m. to 5 p.m.) A two-day festival celebrating spring with Maypole dancing, arts and crafts, exhibits, food booths and entertainment. (618-233-2015)

**6 Celebration of Poland's Constitution of May 3, 1791**  
Assemble at Wacker and Dearborn, march south on Dearborn to Van Buren (Noon). A parade depicting Polish history and culture. (312-286-0500 ext. 62)

**6-7 Civil War Days**  
Mahomet (Champaign)  
Early American Museum and Botanical Garden (10 a.m. to 5 p.m.) Union and Confederate soldiers return during the first weekend in May, including a full-scale encampment, demonstrations, and competitions. (217-586-2612)

**12-16 Chicago International Art Exposition**  
Navy Pier, 600 E. Grand (Friday-Monday, noon to 8 p.m., Tuesday noon to 6 p.m.) One of the finest exhibits of 20th Century art, featuring galleries from around the world. (312-787-6858)

**13 Living History Performance**  
Lockport (Will)  
Pioneer Settlement, Route 7 one block west of Route 171 (10 a.m. to noon) A live cast in historical reenactment of log cabin living, early trades and Indian habitation. (815-838-5080)

**17-21 8th Annual Village Fest Celebration**  
Richton Park (Cook)  
Governors Hwy. and Sauk Trail-Commuter Lot (Wednesday-Friday 6 to 11 p.m., Saturday noon to midnight, Sunday 1 to 10 p.m.) One of Illinois' finest small town celebrations with a carnival, rides, games, beer garden, entertainment, a parade on Saturday and exhibits. (312-481-8950)

**20-21 Japan Days Festival**  
Glencoe (Cook)  
Chicago Botanic Garden (11 a.m. to 5 p.m.) A festival highlighting the culture of Japan, featuring beautiful demonstrations and live

entertainment. (312-835-5440)  
**21 Fair Diddley**  
Woodstock (McHenry)  
Town Square (11 a.m. to 5 p.m.) Fair Diddley is an open-air juried arts and crafts fair featuring over 300 exhibitors, food, children's games and entertainment. (815-728-0865)

**25-8/17 United States Cycling Federation Races**  
Northbrook (Cook)  
Northbrook Velodrome, 1500 Maple Avenue (Thursdays, race check-in 6:30 p.m., races begin 7:15 p.m.) Premier cyclists from throughout the area and country compete in USCF cycling events. (312-291-2960)

**27-28 16th Annual Midwest Craft Festival**  
Schaumburg (Cook)  
Old Orchard Center, Old Orchard Road and Skokie Boulevard (10 a.m. to 6 p.m.) A juried exhibit of unique and contemporary applications of century-old crafts, ceramics, glass, wood, fibers, jewelry, leather, and basketry. (312-446-2870)

**27-28 The Kankakee Air Festival**  
Kankakee (Kankakee)  
Greater Kankakee Airport (Noon to 5 p.m.) Airborne excitement featuring aerobatic stunts, wing walkers, sky divers, hot air balloons, static displays, and much more at one of the fastest-growing air festivals in the Midwest. (800-74-RIVER)



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## Studio Highlights

By Mary Datcher

Hip Hop is hotter than ever as artists come off the road and venture back into the studios producing fresh new sounds for the months to come. **KRS-One** puts his philosophy in motion as he teams up with **Just-Ice** on a cut titled "The Desolate One" on Sleeping Bag. Expect it to hit the stores this month. Another team-player, **Stetsasonic's Daddy-O** is just putting the final touches on **Third World's** upcoming Polygram LP which is expected out in April. I'm sure we've all seen the Pepsi commercial featuring the

new single from rock star, **Madonna's** forthcoming album, "Like a Prayer." Hip Hopper **Hank Shocklee** had the honors of remixing the tune. He is also remixing **Big Lady K's** upcoming single. Well, for you **Cut Creator** fans, he will no longer be scratching for **L.L. Cool J.** A new jack, **D.J. Scratching**, has taken the reign. Super Producer **Hurby Luv Bug** is in the studio producing **Dana Dane's** next LP. Hurby is never content with just producing one act so he is reportedly producing a group called **KWAME**. Their LP titled "Boy Genius" will be released on the Warner Bros. label.

Al is doing it again. Expect a release from **Al B. Sure** and **Slick Rick** titled "Al B's Making It". Wow!

A group we haven't heard from in a while is those wild and crazy rascals, the **Beastie Boys**. Apparently the group has been signed to Capitol Records. Their new single will be produced by Mr. "Wild Thing" himself, **Tone-Loc**. The **Jamaica Boys** are in the studios working on their second album for Warner Bros. Label mate, **Jerry Harrison** of the **Talking Heads** was in Lake Geneva, Wis. working on his forthcoming project. **Jody Watley's** first single from her second solo album is titled "Real Love" and is produced by **Andre Cymone**. **Eric B. & Rakim** are helping Watley with a rap on another track from the album.

**The Cult** is working on a video for "Fire Woman" from their upcoming album "Sonic Temple" due out on Sire in April. On the same label **Peter Murphy** and **Gene Loves Jezebel** are finishing up LP's due out this summer. Producer **Nile Rodgers** is currently in the studios helping out the **B-52's**. There will definitely be some hot sounds on **Patti**

**LaBelle's** new LP. **Sheena Easton** and **Prince** have written a track for Ms. LaBelle's album. Look out for the remix of "Be A Man" by **Vanessa Williams**. The

**Eurythmics**, **Trouble Funk**, and **Grace Jones**, just to name a few, will appear on the Capitol soundtrack to "Rooftops." That's it for this edition of *Studio Highlights*.

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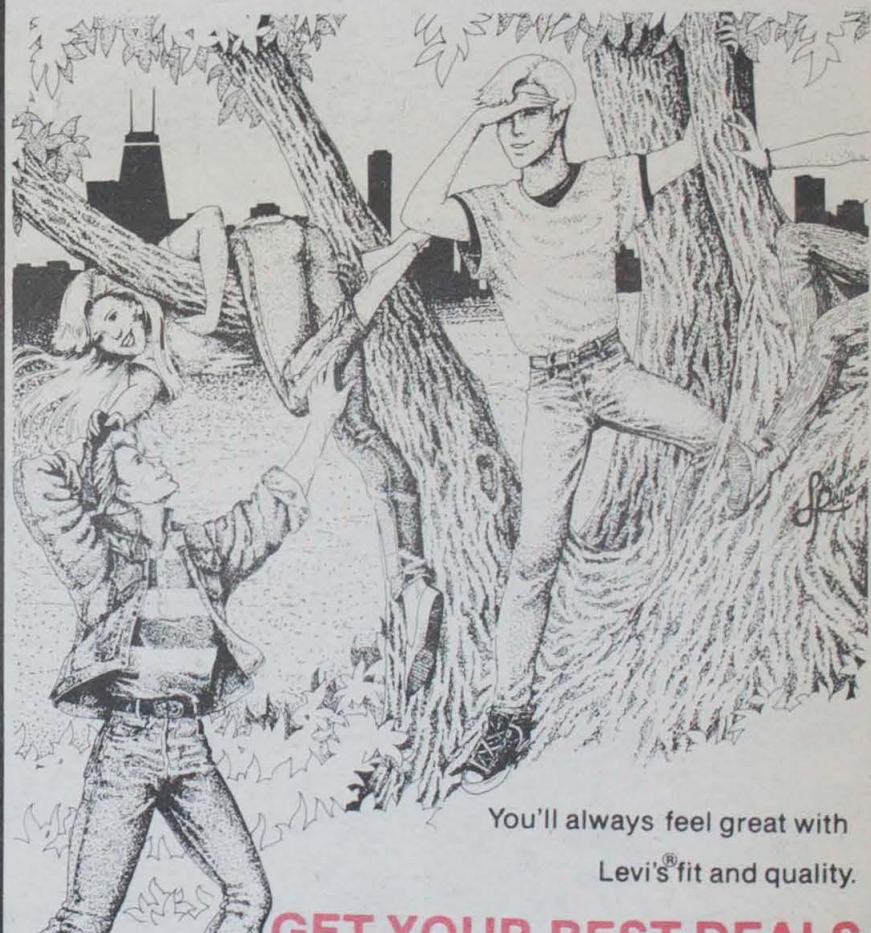
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