

April 1986

New Expression: April 1986 (Volume 10, Issue 4)

Columbia College Chicago

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Recommended Citation

Columbia College Chicago, "New Expression: April 1986 (Volume 10, Issue 4)" (1986). *New Expression*. 74.
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New Expression

The Magazine of Youth Communication
Chicago

Volume 10, No. 4

April, 1986

'I want to go to prom — alone!'

Are teens breaking tradition and going to prom without a date?

Is the prom "single" a new trend?

Reporters Kirby Britten and Lynn Steiner surveyed students to find out how they feel about teens coming to prom stag. Are they afraid of being teased? Or do they expect their classmates to approve? The answers might surprise you! You'll find the story on Page 5.

And don't miss the other stories on prom in our special six-page section. Can guys turn into gentlemen on prom night? Should girls be liberated for prom? When should you start planning for that special night? It all begins on Page 7.

Also inside

- Two Chicago principals have been charged with mismanagement of school activity funds. What happens to the money you pay in club dues? Who keeps it? Reporter Kathy Nash finds out on Page 2.
- Manford Byrd gave himself an "A" for his first year as Superintendent. How does **New Expression** grade his performance? Find out on Page 17.
- Thought about what to do during the summer? Why not attend a writing workshop? A dance class? Photography lessons? Read our special pullout **Arts Guide** to find out what you can do to make your summer richer.



Photo by Jim Rodd

Inside Track

CTA Battle!

Elders win; youth losing

Glibel Gomez, 18-year-old editorial director of **New Expression**, planned to attend the April 9 CTA Board meeting with 5,800 student signatures petitioning the CTA for lower student fares. She also requested the support of Alderman Marion Vollini, who was planning to represent the requests of senior citizens at the same CTA Board meeting.

Vollini agreed to include the student petitions along with the senior citizens petitions at the meeting.

But the night before the meeting, Gomez was told that the alderman's office had been told by the CTA not to include student concerns because "The CTA doesn't like teens. They cause the vandalism."

At the CTA Board meeting, CTA officials decided to allow senior citizens to "reverse ride" on their transfers. But Board members refused to consider changes in policy towards any other group.

When Gomez was unable to present her views at the meeting, she spoke to senior citizens who were protesting in the lobby of the CTA offices at the Mer-

chandise Mart. When told of student concerns and Gomez's plan, the senior citizens applauded.

Felicia Barts of the South Austin Community Coalition approached Gomez after the protest and offered a merger of student petitions with her coalition of the elderly.

When asked why the CTA had agreed to change policies towards seniors and not towards students, Jeff Stern, a CTA media coordinator, claimed that "something had to give." In this case, senior concerns had priority over student concerns.

According to Alderman Vollini's assistant, Vollini withdrew support from student protests because she "didn't want to confuse the issues."

"I think the CTA's action of reconsidering the fare issue for the senior citizens but not the students shows how much consideration they give to voters," said Gomez. "If students were as organized as senior citizens, this wouldn't happen. But I'm still hoping."

Tracey Deutsch

Who handles student dues?

The suspensions of two public high school principals last September on charges of mismanaging student activity funds in their high schools raises some questions about how money from school clubs is handled in the city's schools.

A **New Expression** investigation of six schools — Corliss, Lincoln Park, Jones Commercial, Dunbar, Whitney Young and Simeon — reveals that once club dues are collected, students have little, if any, knowledge of what happens to the money. All six schools maintain a policy that requires all club money, including dues, fund-raising and ticket-sales to be turned over to the principal or the clerk designated by the principal on the same day that the money is collected.

In the schools we evaluated we discovered that occasionally the policy is bent in different ways, usually for practical reasons. One club at Simeon lost its council funds because a student took the money home and claimed the next day that she had been mugged. Several teachers admitted that they hold money for a week during fund-raising events rather than go through a daily book-keeping transaction with the school clerk.

In one instance this year at Whitney Young, the principal transferred money from the Student Council Fund to an-

other account with the Student Council adviser's approval, according to the student Council Treasurer, Giang Tron. Later the principal returned the money to the Council account, but Tron says that the reasons were never explained to her nor was she allowed to know how much money had been withdrawn.

In order to avoid the mismanagement of funds, which happened at Marshall and Manley, the Board of Education is planning a three-year bookkeeping training program for school clerks so that good records are always available. At Marshall, Kimberly Caldwell, a junior, admits she wasn't sure about what happened to her prep club dues last year after they were collected.

"I thought it went to the fund to buy our sweatshirts, but we were told that the principal stole the money," she said.

Despite his suspension as principal of Marshall because of the almost \$60,000 missing from Marshall's student fund, Carl Van Kast has not been officially accused or excused on stolen money charges. According to a **Sun-Times** story on February 21, Chief Board attorney Patricia Whitten is seeking another former Marshall employee who hasn't shown up to work since the missing funds were discovered last July.

Kathy Nash



U.S. joins hands, May 25

Be a part of history



Last year, it was Live-Aid. This year it's Hands Across America.

On May 25, an estimated 10 million people will join hands across 4,000 miles passing through more than 30 cities between Los Angeles and New York. One of those cities is Chicago.

The money for Hands Across America will be used to help eliminate hunger and homelessness in the U.S., in contrast to Live-Aid's funds, which went toward alleviating hunger in Africa.

Chicago teens are already planning on the chance to join Hands Across America. "I want to do it just for the spirit of it," said Kwesi Mercurius, 17.

Shari Ellis, 15, is more excited about the financial goal. "After we helped the people in Africa, I think that it's time to help the poor in America," she said.

Teenagers are being urged to participate individually or in a group by making a minimum donation of \$10 to reserve a hand-holding space.

Kenny Rogers, Lily Tomlin, Bill Cosby and Pete Rose are pitching in to help organize this history-making event on a national level. Meanwhile, such local stars as Walter Payton and Oprah Winfrey have purchased a mile of people each as their contribution to the cause.

As of this writing, no information has been released on how participants will be picked to fill up Payton's and Winfrey's two miles. According to Hands Across America's Deputy Press Secretary Caroline Stein, Winfrey said, "I don't want any rich people to stand in my line. That guideline should make most Chi-

cago teens eligible.

Registration forms are available at various supermarkets and department stores throughout Chicago. For further information, Call 1-800-USA-9000.

Faith Pennick



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High school juniors interested in careers in photography or photojournalism — sign up for New Expression's Photography workshop. Participants will meet with professional photographers, learn to work with models and have their work critiqued by professionals working in the field.

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All participants must have a 35mm camera.

To Apply: Call 663-0543 after 3:30 and ask for Lisandro Resto. All applicants will be interviewed and will have to show samples of their work. A teacher's recommendation is also required. **There is no charge for this program.**

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Students' struggle ends in approval

Bulletin: April 16

The southside is the first high school district to go on record in favor of establishing a student council for the entire district.

Schools like Harlan, Hyde Park, Calumet and Bogan will begin discussing student issues together instead of being limited to the students in their own schools, if the council is finally formed.

According to a letter written by Southside District Superintendent Reginald Brown to Helena Heard of Carver, "High School District South is strongly committed to leadership activities and to focusing on strategies and solutions to improve the educational climate in our schools. We will

soon be identifying a teacher to work with your organization [the Task Force] and the student representatives from the district high schools."

Bulletin: April 25

Today, Dr. Jack Mitchell, Field Superintendent of High Schools, promised the Student Representation Task Force that all Chicago public high schools will elect student representatives in May to form the city's first district student councils.

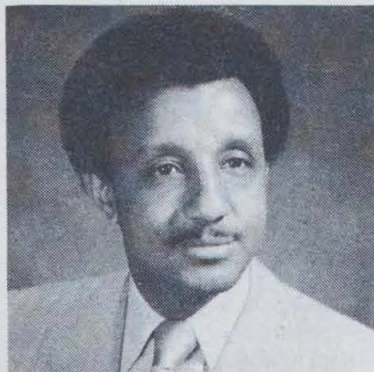
Superintendent Mitchell said that even if the district-wide councils have been a low priority from

this day on, according to Dave Ellerbrock, a Von Steuben junior, who was one of two student Task Force representatives who met with Mitchell.

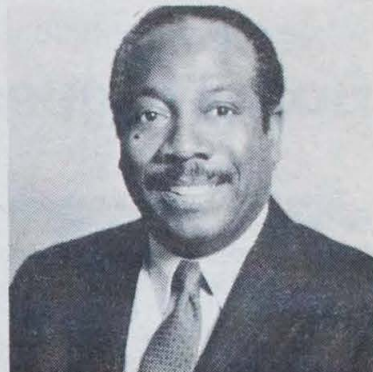
Ellerbrock said that Mitchell didn't see why student elections wouldn't work. Mitchell was especially interested in forming the councils because they are an objective of Dr. Byrd.

The student Task Force agreed to work with Mitchell's office to help with the election process. "Now I really expect to see the councils set-up by May," Ellerbrock said.

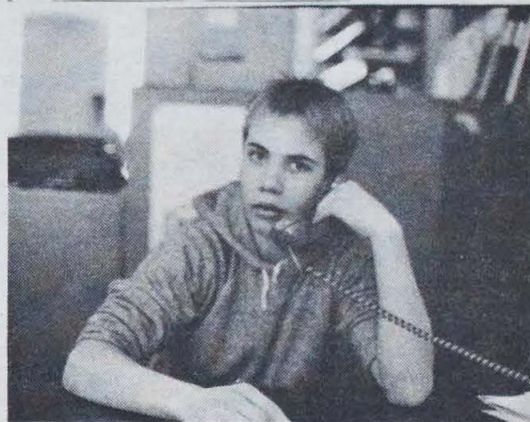
"Things are really coming together now," said Helena Heard of Carver, who was also present for the meeting with Mitchell.



"We will soon be identifying student representatives from the district high schools."
South District Supt. Reginald Brown



"I will institute a council of high school student leaders in each district."
Supt. of Schools Manford Byrd



"After meeting with Dr. Mitchell, I expect the district student councils to be set up by May."
Dave Ellerbrock, Student Representation Task Force

Photo by Jim Rodd

The 'Student Representation' Story

By Margot Crawford

This story begins last May when new School Superintendent Manford Byrd promised that students would have more input during his administration.

Supt. Byrd told *New Expression's* Education Editor, Lisa Moultrie, a senior at Hyde Park Career Academy, "I will institute a council of high school student leaders in each district. The three councils will be city-wide units that will meet with me to discuss the students' concerns."

During the summer, *New Expression* reporters called the three new district superintendents' offices to find out what each of them intended to do about Supt. Byrd's promise.

Reporter Adolfo Mendez, a sophomore at Kelyvn Park, interviewed Dr. Norman Silber, the newly appointed superintendent to high schools on Chicago's North Side. Dr. Silber told Mendez that "Students should be heard." Silber said that he expected students to make suggestions on school issues which he hoped the schools would seriously consider implementing, according to Mendez.

By October, when no further action had occurred in the three districts, Youth Communication sought a grant from the Woods Charitable Fund so that nine public high school juniors could be hired to work towards this student goal. These nine

students were named The Student Representation Task Force.

In February, the new student Task Force introduced themselves to the district superintendents and asked them for their plans for forming the three councils.

The South Side's council formation appeared to depend on how soon the South's parent councils would select student representatives who would then form the South District Student Council. This parent selection method was South Superintendent Reginald Brown's decision.

The North Side's council formation appeared to depend on how soon the school principals would select student representatives who would then form the North District Student Council. This principal-selection method was Supt. Silber's decision.

The West Side's council formation appeared to depend on how soon the local student council leaders and their advisers would select student representatives who would then form the West District Council. The student council selection method was Supt. Jordan's decision.

But April arrived and still no students had been named to a district council. By this time the Superintendents were telling the Task Force that a year-long Board of Education Student Leadership program would

have to precede the setting up of the councils.

The Student Task Force members see this delay as another way to put off the promise of student representation. Dave Ellerbrock, a North Side Task Force member from Von Steuben, is especially frustrated. "After two and a half months of letters, talks and reversals, I don't see any noticeable progress towards student representation," he said.

Helena Heard, a South Side Task Force member from Carver, says she doesn't understand why one program has to go before the other. "The student leadership program has nothing to do with the district student councils. In the leadership program, the students won't be given a chance to express themselves to the Superintendents or to make decisions."

On April 9 the Task Force decided to request a meeting with General Supt. Byrd with their proposal for student elections to the councils before the end of the school year. "Dr. Byrd made the promise in the first place, so, ultimately, when we plead our case, he'll have to agree with it," said Sean O'Connell, a West Side Task Force member from Metro.

As of April 15 the Task Force was still waiting for a response from Dr. Byrd. And that's where this story stands as the third quarter of the school year comes to a close.

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THE CLASS RING STORE

Update

A tale of two institutions

Board argues; DuSable responds

by Lisa Ferguson

Since the opening of the DuSable High School Clinic contraceptives in the schools has been a hot issue. The general DuSable community supports the clinic, but religious leaders condemn the school for allegedly promoting promiscuity.

Now, 10 months after the clinic's opening, the press has died down and sensational headlines appear no longer. The outside pressure from religious leaders has forced the Board of Education to establish guidelines for future clinics, yet no real differences from the DuSable clinic are now in effect.

Has the clinic reached its goal of curbing the 1 out of 3 pregnancies rate of its students?

"It's too early to tell about a decrease in pregnancy," says Glenda Pickett, social worker at the DuSable Clinic. "The figures are done on a yearly basis. So we don't have those figures yet. But teachers have said that they've seen fewer pregnant girls in their classrooms so far."

"Pregnancy has gone down somewhat," says Paulette Camp, a junior at DuSable and a clinic student helper. "The best thing about the clinic, though, is that there is a feeling of being safe. When you come in here you don't have to worry about Tom, Dick or Harry telling everyone you're pregnant — unless you tell them yourself!"

Belief in the confidentiality of the clinic has been shown in the increased number of students seeking services for sexual and

other physical abuse, and for treatment of sexually transmitted diseases.

Pickett estimates that thirty students walk through the doors on an average each day. "We've seen an increase in family planning, yet general health related issues (such as the common cold, flu and asthma) are the primary concerns here in that more students come in for those problems than anything else."

"I had to go to the hospital one day," says Paulette. "I was real dizzy in school and I fell down the steps. I woke up in the clinic with everyone trying to help me. I had to be admitted into Rush Presbyterian (Hospital). They found a knot in my stomach. A couple weeks ago I had minor laser surgery and it helped." The school's clinic was able to run tests on Paulette, but couldn't determine what was wrong and understood she had to be taken to an emergency room.

"This place has a great program. It stops a lot of absences from school due to private doctor appointments. Besides, other places are too slow and not the best as far as medical care. (The clinic has two pediatricians, an obstetrician/gynecologist, a nurse midwife, a medical assistant, a health educator, a social worker and an executive secretary, plus student helpers.) The closest birth control clinic is 20 blocks away, which is too far. The clinic's here and accessible."

Another problem the clinic has helped is the drop-out rate. Better care for pregnant students means less absenteeism and fewer drop-outs due to health problems.

"We've had few high-risk pregnancies and no low-weight babies," says Louise McCurry, nurse practitioner at the clinic. "The students come back after delivery and we've made arrangements for many to have baby-sitters so that they can come back and finish their education."

School officials aren't vocal in their support for the clinics. The Board of Education recently voted on guidelines for school clinics.

One guideline called for no board funding of school clinics except for school space. Private funding is the sole support of DuSable and other proposed clinics, yet the board regulates school applications, requiring parental approval.

"Parents have to come in now to the clinics," says Pickett. "They have to fill out the forms in front of school counselors or officials. This doesn't affect us though, because the guidelines came after we opened." Also, McCurry says the new guidelines are the same as the ones the clinic already established for itself. Parents by and large have approved the clinic's birth control services, she says.

Other guidelines require that separate Board votes be taken for opening a school clinic and allowing the clinic to dispense birth control. Community support, which can be determined by a survey, must be given before birth control can be made available.

A general belief among clinic supporters is that the board does not want to cause trouble by supporting birth control in the school clinics. "It's a political game," says one professional health worker for the Board of Education. "The school board doesn't want to step on any toes. Certain members are seeking higher government offices and don't want to hinder their chances."

"The best thing anyone ever came up with," says Paulette, "is for 15- and 16-year-olds to be on birth control in general, not just poor black areas (such as the DuSable community). If you're curious, chances are you'll do it. How are you supposed to take care of another person when you can't take care of yourself?"

"I hate talking about birth control, though, because everybody talks about that," Paulette continues. "Kids come here for more than pills. And many are here because they're having emotional problems at home and so forth. This is a safe place. It gives you help and love. This place lets you know someone cares. They act like the good side of your parents all the time. They really care."

Are you next?

In 1984, 89 Chicago teens were blown away in gang shootings. Most of them were innocent bystanders. New Expression set out to find out how teen gang members are getting their guns and how they handle their guns after they get them. Read Jordan Marsh's story on Gangs and Guns on Page 3.



Juries sentence teens under weapons laws

By Mitzi Evans

Last February **New Expression** reported on the new "Safe School Zone Laws," passed January 1. Under this new law, students age 15 and older caught carrying weapons in or around school can be tried as an adult. Since this law was passed, four teens have been taken to trial under the law.

The crime: Dimitric Grant, 18, was shot in a car in front of Calumet High School, June 14, 1985 after he went to the aid of a student who has been beaten by a group of teen males, allegedly over a stolen hat. Erwin Daniel, 19, was accused of the murder.

The court decision: Daniel was convicted of murder on Jan. 16.

The sentence: Daniel was sentenced to 35 years imprisonment. He was charged under the new law.

The crime: Darryl Ridley, 15, was stabbed in the arm with a Bowie-type hunting knife in the halls of DuSable High School, Jan. 29, by a 15 year-old freshman. Ridley allegedly asked the freshman for his high school I.D. and the student showed Ridley a gang sign before attacking him with the knife.

The court decision: The 15-year old freshman was convicted of aggravated battery and unlawful use of a weapon.

The sentence: Still pending, but he will be charged under the new law.

The crime: Christino Garcia, 15, was across the street from Clemente High School where some high school students were playing football in the field next to Clemente. Garcia started shooting, hitting two of the students.

The court decision: Garcia was convicted of attempted murder, two counts of aggravated battery, armed violence, and unlawful use of a weapon.

The sentence: Garcia will be sentenced May 13, and will be charged under the new law.

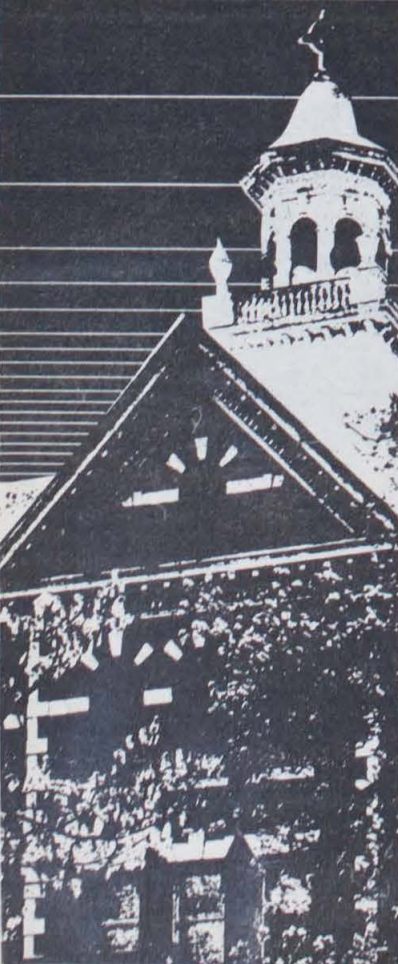
The crime: On Dec. 11, 1984, Santos Martinez, a sophomore at Clemente, was shot with a pump shot-gun while playing a video game at Max's Red Hot stand. Keith Hoddenbach, 22, was accused of murder along with his accomplice Rafael Maldonado, 20. Roberto Rivera and two other teens were also injured by the shot-gun fire.

The court decision: Hoddenbach and Maldonado were both convicted of murder on January 13.

The sentence: Hoddenbach was sentenced to 110 years imprisonment. Maldonado was sentenced to 35 years imprisonment.

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Summer of '86: Teens lose 5,000 jobs

By Mitzi Evans

In last month's issue of **New Expression**, we reported that the city would probably offer fewer youth jobs this summer because of the cuts in money from Washington due to the Gramm-Rudman Act. According to the most recent announcement from the Mayor's Office, the city will offer 20,000 jobs this summer, which is 3,000 fewer jobs than last year.

We also reported that the city's businesses such as Leo Burnett and **The Chicago Tribune** were unsure about how many teens they would hire this summer because Congress had not renewed a program called Targeted Jobs Tax Credit, which made it possible for businesses to share the teen's salary with money from the federal government. The businesses call their program Hire the Future.

So far the businesses in Hire the Future have pledged 2,000 jobs, which is 2,000 fewer jobs than last summer.

If these numbers stay this way, summer jobs for teens will be

down by 5,000.

The summer jobs will pay a minimum wage of \$3.35 an hour.

Job application centers for the 20,000 Mayor's Program jobs and the 2,000 Hire the Future jobs opened April 14 at the following locations:

- 5948 North Broadway, 1st Floor
- 1200 West Sunnyside, 1st Floor
- 5621 West Corcoran, 1st Floor
- 2778 North Milwaukee, 3rd Floor
- 2116 West Division, 1st Floor
- 1404½ North Sedgwick, 1st Floor
- 100 North Wood, 3rd Floor
- 806 South Kedzie, 1st Floor
- 4323 West 26th Street, 1st Floor
- 2876-78 West Cermak, 1st Floor
- 3918 South State Street, 1st Floor
- 507 East 47th Street, 1st Floor
- 6245-47 South Halsted, 1st Floor
- 2108 East 71st Street, 2nd Floor
- 8544-46 South Commercial, 1st Floor
- 11019 South Halsted, 1st Floor

33 East 111th Place, 1st Floor

At the time of applying youths must bring the following identification to determine eligibility: a drivers license or Social Security card, birth certificate and recent family utility bill as well as two or three current paycheck stubs from

your parent or IDPA green card.

Youths age 14-21 may schedule an appointment between 2-5 pm. Monday through Friday.

Youths age 18-21 may schedule an appointment between 10-1 pm., Monday through Friday.

Sexual abuse causes teachers to face finger-printing

By Cassandra Chew

In the past six months nine Chicago area teachers have been charged with sexually abusing their students. Because of this rash of charges, State Representative Lee Preston has proposed that all new and current teachers in Illinois be fingerprinted to prevent further abuse of students.

Along with finger-printing, he proposed that computer checks are run on all teachers every few years to see if they have a criminal record.

How do teachers feel about Preston's proposal? Three teachers at Lindblom are not en-

thusiastic, though they would comply.

Art Nachowitz, a drafting teacher, said, "It is unfortunate that a few bad apples have to spoil the general reputation of teachers to the point where measures such as this become necessary."

Carrie-Merle Smith, an English teacher is neutral but she thinks that finger-printing should be part of a teacher's record and that current teachers as well as new ones should be finger-printed.

Evan Bartlett, a drafting teacher, said, "I have nothing to hide. And if every one else did it I would also."

Seniors ask, 'Why not go alone?'

By Kirby Britten and Lynn Steiner

Students define '86 prom style 'It's a party!'

How would you describe what a prom should be? That's what **New Expression** asked over 200 Chicago high school students to do.

We discovered that today's prom-goers are not caught up in tradition. Only 20 percent want their prom to keep a traditional formula, like Cassandra Tate, a senior at Whitney Young, who said, "It's a time when young men can be masculine and young ladies can be feminine, and all those who go conduct themselves with elegance." She also commented, "(It can also be romantic!)"

But most of the seniors (82 percent) describe their ideal prom as an event that they plan together, an event that should change from year to year depending on what they want it to be. "Senior prom should be the way you want it to be, not the way your school's Prom Committee says it should be. Ten years from now I want to be able to tell my kids that my prom was planned for us and by us," said Kevin Jones, a senior at Farragut.

Freshmen, sophomores and juniors tend to see prom as "the last big social get-together." Carla Charles, at Near North Magnet, describes it as "a fancy get-together with your classmates for the last time." Kristin Henning, a junior at Lincoln Park, describes it as "the last event where seniors can reminisce about past events and look forward to the future."

Only five percent describe the prom "as just another school event." For Tijuana Murray, a junior at Whitney Young, the prom is "really dumb." She thinks it has become a time for teens to become sexually intimate or get high. "People parade around in their new dresses and tuxes and, afterward, talk about somebody. 'It's not what it's cracked up to be,'" Tijuana complained.

Lynn Steiner and Kirby Britten

This week Charles Washington will button his tuxedo jacket, adjust his bow tie, step into his rented limousine and head for the S.S. Clipper at Navy Pier, site of Farragut's Senior Prom, May 9.

Charles' limousine won't make the usual detour to pick up his date. Charles is attending his prom alone.

"I want to be able to be free in doing whatever I want with whomever I want at my own prom. I don't want to feel committed to just one girl," he said.

"If I bring a date, and then I see someone I would like to talk to or dance with, I might have problems," he added.

For other prom-goers who plan to go alone the issue is money. Couples often spend over \$200 on prom night. A single person can cut the costs to under \$90.

But for most, the problem is not having a date. And social pressure tells these teens that they must stay home — that Charles Washington's decision to go alone is not acceptable.

"It's not a rule that you have to bring a date, and so I would admire Charles because he chose to come alone," says Felicia Whitehead, one of Charles Washington's classmates at Farragut.

Another classmate, Kevin Jones, agrees. "I wouldn't want Chuck to miss out on his prom whether he's with a date or not. I wouldn't miss my prom for the world."

This liberal attitude of Farragut seniors is typical of the attitudes **New Expression** found in our survey of 212 high school students from 15 schools. Our survey reveals that 72 percent approve of males attending the prom alone, while a slightly lower number, 68 percent, approve of females attending alone.

But most of these students who approve of going stag (52 percent) say that they themselves would be afraid of being teased or embarrassed if they announced they were going to the prom alone.

"People are insensitive. I'd probably be teased behind my back," said Elisha Santiago, a freshman at Lincoln Park.

"I think people would feel sorry for me. I'd be brave to do it. It's something people aren't used to. There would be some positive feedback, though," commented Michelle Inouye, a junior at Lincoln Park.

"I wouldn't mind (people going alone), but other people would say, 'Oh, she's going stag,' and give me dirty looks, I'm sure. Some people are not as open-minded as others," explained Marilyn Yee, a St. Ignatius junior.

This seems to be the case with most of the teens we interviewed — they don't trust other teens to be as open-minded about going stag as they are.

Is this embarrassment something that girls worry about more than boys? Not according to the survey results. A higher percentage of males (57 percent) admit that they would be embarrassed, while fewer than half of the females (49 percent) were worried about being



Photo by Kim Thompson
Modeled by Jackie Thornton

teased or embarrassed.

Tracy Allen, a senior at Near North, was not surprised by this result. "Boys have a macho image, and if they didn't have a date, I would expect people to talk," she said.

But Erica Smith, a Whitney Young junior, is surprised that social pressures affect males more than females. "A girl should be more embarrassed because she can't get a date. There's no problem with guys. They can find a girl easily. But a girl has to be asked for a traditional prom."

Anne Roston, a Highland Park junior, would like to end this social competition altogether.

"There are pressures, but not from the kind of people you'd care about," she said. "If your friends are supportive, it shouldn't matter what other people say."

So Charles will take the limousine alone, and he will meet his classmates at the S.S. Clipper. The dancing will begin, and Charles doesn't expect anyone to dwell on the fact that he's there alone.

"I wasn't teased when people found out I was going to my prom alone. The seniors at Farragut don't think it's right to plan someone else's prom, and I am going alone because I want to," he said.

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Guys become gentlemen at prom

Photo by Jim Rodd

"Denise silently prayed that John would learn how to act like a gentleman by prom night."

By Lisa Moultrie

John sat impatiently in his rusty '72 Chevrolet. He had already honked his horn three times for Denise, his girlfriend. John honked one more time. Still no Denise.

Tired of waiting, John got out of his car and screamed, "Denise, get out here. We're going to be late for the movie!" John muttered his disgust and got back into the car.

When Denise finally came out of the house and advanced toward the car, she decided to wait for John to get out and open the door for her.

"Well, get in," John shouted. Exasperated, Denise opened the door herself.

"We're probably late for the first movie. Now it'll cost double," John grumbled.

Denise looked over at him in his faded blue jeans and his wrinkled white shirt that hung out of his pants. She didn't have to look down to know what shoes he wore. He always wore the same Nike gym shoes with the torn rubber soles.

She rolled her eyes heavenward and silently prayed that John would somehow learn how to act like a gentleman by prom night.

During the weeks before prom, TV had an especially miraculous affect on John. He watched five Fred Astaire movies in a row. He noticed the manners of Richie Cunningham and the style of Don Johnson.

Luckily for Denise, her prayers had been answered.

On prom night, John got out of his newly washed and polished car. As he walked to the door of her house, he buttoned his tuxedo jacket.

"Hello, Mrs. Smith. How are you this evening?" John smiled when Mrs. Smith opened the door.

"Hi, John. I'm fine, thank you. Come in and sit down. Denise isn't ready just yet."

"No problem. I'm early anyway. Here, why don't you take Denise her corsage so you can help her with it," he suggested.

When Denise finally appeared, the couple took several pictures before they headed for the car together. John was conscious of Denise's long dress and was careful to follow her moves so he wouldn't soil her dress. He unlocked the car on the passenger side and held it open for her. He held her bag and helped her get into the low bucket seat without crushing her dress or her wrist



Photo by Greg Wiley

Modeled by Jackie Thornton and Eddie Castillo

corsage. John looked to see if all of Denise's dress was inside the car before he closed the door.

When they arrived at the hotel, John decided to park in a nearby garage. He realized that Denise might get oil or grease on her long dress if she were to walk to the hotel from the garage, so he dropped her off in front of the hotel entrance, allowed her to be helped out of the car by the doorman and asked her to wait for him in the lobby while he parked the

car. Denise smiled to herself. The rest of the evening had the same "gentlemanly glow."

John made sure he followed behind Denise when the hostess escorted them to their table. He pulled her chair back to allow her to sit down at the table, and he pushed her chair in as she sat down.

John asked Denise if she wanted a drink at different times during the evening, and he went

for the drinks and brought them back to their table. He urged her to wait in the lobby while he brought the car around.

As Denise stood in the lobby waiting for John, she thought about how wonderful it had been to be with John tonight. Now she felt that they both really respected each other, and their relationship was probably on new, solid ground. She hoped the change was more than a prom-night miracle.



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Gwen answers prom-panic letters

By Gwen Jones

Dear Gwen,

Normally, when I go to a party, I love fast music. But will I look ridiculous at my prom dancing to "house music" in a long formal dress?

Worried about looking stupid

Dear Worried about looking stupid,

Stop worrying! However inappropriate it may seem, there's nothing ridiculous about dancing to fast music at prom. The whole purpose of a prom is to have a good time. How much fun can you have holding up the walls all night? Relax and be yourself and you can't go wrong.

Besides, you won't be the only person who'll be dancing to the fast music at prom. The presence of other fast-dancers should make you feel a bit more comfortable and secure.

Dear Gwen,

I'm having a fight with our prom committee about the music. They've hired a DJ who plays nothing but "house music," and I don't think that's fair?

All housed-out

Dear All housed-out,

Instead of fighting, try organizing a meeting with the prom committee to voice your opinion. You and others who feel like you do must explain to the committee that prom is just as much your event as the prom committee's.

By paying your fee, you have a right to have a decision regarding what type of music will be played. The committee is more likely to listen to a group

of people that present themselves in an organized and orderly manner than one person complaining.

Tell the committee what you want. Suggest a combination of fast and slow music to please everyone. The DJ they hire will play the type of music that the committee requests. "I play whatever the person who hires me requests," says DJ Cinnell Hooper.

This solution worked for Whitney Young. There, the representatives took the students' requests of the type of music they wanted. "We decided to have a combination of fast and slow music," said Cassandra Tate, Vice-President of Young's prom committee.

Dear Gwen,

Is it proper at a prom when you're doing fast dancing to remove your high-heeled shoes or tuxedo jacket?

Biffy and Kip



Photo by Jim Rodd
Modeled by Angela Jackson

Dear Biffy and Kip,

Never!
First you must understand that prom is no one person's party. Therefore, no one person should set the tone to turn it from a formal event to an informal one. If it's your party, fine. You can

take off your shoes, jacket and set the tone. But it's not your party; it's everyone's prom!

Second, avoid sticky situations by preparing for them. If you plan to be on your feet for hours, don't wear high-heeled shoes that are uncomfortable.

Low-heeled shoes are more comfortable and are not noticeable under a full-length gown. As for tuxedo jackets, male dancers may need to take breaks between dances to reduce their own body heat.

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Should girls share prom costs?

"Why couldn't Karen act like Jane Fonda and offer to help with prom bills?"

By Gwen Jones

It was fifth period. George sat in trig class staring blankly out of the window listening to the angry cries of his empty stomach. He knew he would have to skip lunch again today. He knew that Karen would remind him of a dozen reasons why he should starve.

"Prom fee is due today," she would tell him. "Don't forget to pay it... and the car dealer decided that you'll have to put a deposit down on the Cadillac that I wanted you to rent... It's about time for you to rent your tux..."

George looked up to copy the trig assignment from the blackboard only to see a reminder that his graduation fee was due. He hadn't ordered his announcements either. But his biggest financial problem was surviving prom.

The walk home for George was long; he needed to contemplate his prom bills. As he walked into his house, the phone rang. It was Karen.

"I've been thinking about riding on those carriages downtown after prom. You know, the one with the horses."

Once again, George buckled under. "Sure, I think that would be nice," he said, gagging as he

spoke. He hung up, amazed at how stupid he had been.

George shook his head. Why wasn't Karen a liberated woman. Why couldn't Karen act like Jane Fonda or Sally Field and offer to help with these prom bills?

The next day he saw Karen on her way to her economics class. He avoided any conversation with her for fear she had another prom idea.

Her econ class discussion about working mothers developed into a heated argument on feminism.

"I think it's okay for a mother to work as long as she has no small children," said her good friend Sharon. "I agree," interrupted another, "it gives her a sense of independence."

Karen didn't agree. "Well, I think it's fine for a mother to work, but I think the father should still be responsible for supporting the family."

"Why shouldn't both parents share that responsibility if they're both able?" Sharon insisted.

"And what if something happens and father can no longer support the family. The mother should be prepared. Besides, times are too hard to place that much responsibility on one parent. Sharing is an important part

of a marriage or in any relationship," said another student.

"It seems today that there are no longer male responsibilities or female responsibilities, just responsibilities," said the instructor, ending the discussion.

I never looked at it that way, Karen thought.

The bell rang, and Karen went home feeling somewhat guilty. Shortly after Karen got home, the doorbell rang. It was George.

"I'm glad you stopped by. I think we ought to sit down and talk about prom expenses. We're both working..."

George sat in shocked silence. "Since it's a big event for the both of us, I suggest that we consider splitting the cost of the total expenses. We need to talk about what we really want, and what we can afford."

"I can pay for the carriage ride, since it was my idea in the first place" said Karen.

"I'd prefer going to a nice restaurant after prom. I'm willing to pay for that," said George.

They agreed to split the cost of the prom fee and pay for their own outfit. George, by his own will, agreed to cover the cost of a rent-a-car.

There was a pleasing feeling of relief in both George and Karen. "I'm really glad we talked about sharing prom expenses," said Karen. "What a load off my conscience."

"Yeah," thought George, "what a load off my wallet." He smiled. His dream of Karen as a considerate, liberated woman had come true.

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Countdown on prom reservations

Prom can be everything you've ever imagined, especially if you plan ahead. If you wait until the last minute, you might end up with a tight tux, a taxi, or an off-color corsage.

Here's a suggested calendar that will keep your prom plans on course. Since the date of your prom probably isn't the same as the one in our calendar, which is June 6, be sure to adjust dates according to your own prom date.

By Lisa Moultrie

May 12

Talk with your date about colors you'd both like to wear. If the girl's dress has already been purchased or designed, the girl should give her escort a small piece of material from the dress which he can use with the florist and the tuxedo rental store. Males should be looking in various catalogs for tuxedo styles.

May 16 (Three weeks to go)

Males should rent their tuxedos now to insure that they get exactly what they want. According to a Gingiss salesman, "If they wait any later than three weeks before prom, they might not get the tux they prefer." Be prepared to place a deposit on the tuxedo you choose, which averages \$20. The balance on the rental is due when you pick up the tuxedo.

May 23 (Two weeks to go)

If you're renting a limousine, you should put in for a reservation now. The average price for a limousine is \$35 per hour with a five-hour minimum. However, it is a good idea to call several different limo rental agencies to find the best price.

May 30 (One week to go)

Flowers should be ordered by this time. Be prepared to give the florist the color you and your date are wearing. The florist will usually suggest a type of flower that would best suite your specifications. Corsages this year range from \$8 for two carnations to \$20 for roses. If you're planning to stop at a popular restaurant, those reservations should also be made three to five days in advance.



Photo by Greg Wiley
Courtesy Coach Horse Livery

June 5 (The day before)

Reservations for car rentals should be complete. However, car rental agencies do not rent cars to people under 21-years-old. If a parent or older friend agrees to rent a car for a teen for prom, both the leaser and the teen driver should be aware that the insurance will be void if a teen is driv-

ing.

Tickets for a carriage ride can be obtained at Ticket Master in Carson Pierre Scott, Rose Records or Sport Mart. Prom season is an especially busy time for carriage services, so it is best to buy tickets in advance. Tickets are approximately \$25 for the first half hour. The carriage will hold one to four people.

June 6 (It's here)

Prom Night. It's still not too late for a carriage ride. You might be able to get a carriage if one is available; however, people with reservations are taken first. You can meet a carriage at the old Water Tower Place.



Photo by Jim Rodd
Courtesy Ribaldo Limousine Service



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Student anxiety? Try computer cure!

By Lisa Blackman
and Donald Jeanne

Psycho Sam sat on the couch inside the office of Dr. Peaceofmind.

"Would you like to tell me what happened?" the doctor asked.

"I did not sleep at all last night," Sam said. "All I heard was the constant explosions of the typewriter. Tick, Tick, Tick, Tick — that's all I heard. It's driving me crazy!"

Why don't you tell me what happened from the beginning." The doctor's voice was very calming.

"You see I had this research paper due for English and an essay for history and then a paper due for..." He started to run his finger through his hair and rub the back of his neck.

"It was crazy, doctor. I was up all night typing page after page. I stayed home from school the day before and typed page after page. My fingers are shorter. I see spots of White-Out wherever I look. I'm going crazy, doctor. I'm going crazy!"

The Doctor offered Sam a drink of water. "Then what happened?" he asked.

"Well, I finally closed my eyes at four in the morning. But then my mother was calling me for breakfast at six o'clock. She wanted me to eat before I took my ACT



Art by Corin Rogers

exams. The ACT. Doctor, the ACT!"

Dr. Peaceofmind stood, shook his head and offered Sam a tranquilizer to stop his twitching.

"I know exactly what you need, Sam. A home computer!"

"A word processor will cure your research paper ailments!"

"Some college test preparation software will lower your anxiety about your ACT scores."

"I'm going to prescribe a good dosage of software that will help you survive high school — and make things easier in college too."

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Voted best software of 1985 by readers of A (plus), a popular Apple Computer magazine.

Includes finger-positioning drills, sentence-typing lessons and good ways to score accuracy. The system allows the user to create custom drills for your own special interest, such as letter-writing, or for skills areas that are a weakness.

Keyboard Training

by Prep, Inc

Keyboard training will help the user to develop keyboard skills through 14 lessons. The publishers claim that within six hours of training, the user will be able to develop a rhythm, know where the alphabet and numeric characters are, and be able to type 12 words a minute.

Two others programs called the "Keyboard Speed Development Program" and "Production Typing Program" are supposed to help the user type up to 60 words per minute. The Production Typing Program is an audio program that will help the user with "on-the-job" typing skills.

Typing Tutor

by Simon & Schuster
for IBM, Apple and Commodore

Through the Time Response Monitoring process, this program analyzes the results of each lesson and each practice test to show the student his speed, accuracy, strengths and weaknesses.

It actually graphs the student's progress. And the "Letter Invaders" arcade game sharpens speed skills. As the student gets better, the program runs faster.

Math

Success With Math

by CBS for Tandy 1000

Success with Math works with students every step of the way, just like a private tutor. Easily understood, on-screen explanations illustrate the step-by-step process of problem solving used throughout each program.

Errors are identified as they occur, and students are directed to the source of the mistake before continuing the program. After each problem an error analysis helps the user to monitor overall progress. Once a student indicates the difficulty level of math, the computer creates problems for him at that level. These problems are generated at random, with new ones appearing each time the program is run.

Linear Equations 7 to 11 Quadratic Equations 9 to 12

Both programs help build knowledge of algebraic principles and basic operations used in the solving of linear equations and the factoring of quadratic equations. The student is told his procedural errors and his computational errors.

Alge-Blaster!

by Santa Barbara Softworks
for IBM PC and PCjr.

A good program for students who want to qualify for algebra class. By the time you're through you'll have solved 670 problems. What a blast!

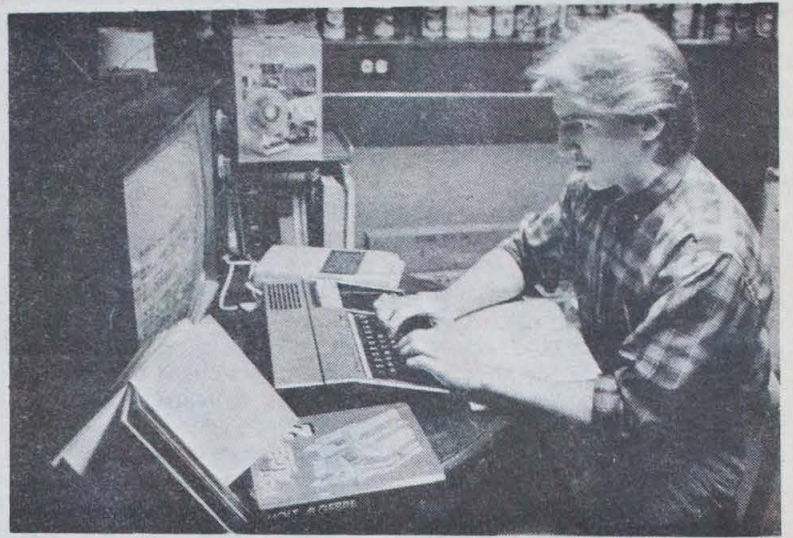


Photo by Jim Rodd

College Test Prep

Lovejoys Guide to SAT

by Simon & Schuster
for Apple and IBM

A complete tutorial for the verbal and math sections of the SAT test, with sample tests and techniques for test-taking.

In addition, this new program also offers a shorter form of Lovejoy's reference book on college and offers you a way to select colleges that satisfy the qualities you want in a college but that also fit your budget and your test scores.

Computer Study Program for the ACT

by Barron's for
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Higher ACT scores are now possible with the Barron's Computer Study Program for the ACT. This program consists of three double-sided disks, complete with color, sound, and graphics; the Barron's ACT study test, which includes four practice exams, including an actual ACT test, and

the step-by-step user manual.

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If you are having problems in a specific area, the computer tutoring is helpful. As you answer questions in the "learning mode," the computer will: 1) tell you if you are right or wrong; 2) explain why; 3) offer hints and strategies; and 4) give the test-taker a second chance. The computer also analyzes the test results. After each test, the computer tabulates scores, pinpoints strengths and weaknesses in 38 skill areas and prescribes a study plan based on the test-taker's needs.

The on-screen drills include unlimited math drills, over 550 English questions and nearly 500 questions based on social studies and science. The program and book sell for \$79.95.

Computer Software Prescription

Here's the Peaceofmind computer prescription for:

1. **Frantic, behind-on-assignment patients.**

2. **Frustrated, "I can't keep up with what I need to know in this class" patients.**

3. **Frustrated, "I'm bored with the slow pace of this class" patients.**

New Expression doesn't have enough room this month for all of Dr. Peaceofmind's prescriptions, so we're printing four categories: word processing, math, college test preparation and typing, and we're leaving some prescriptions for later issues.

Word Processing

The best medicine in the world for term papers, essays and other writing assignments is a word processor. It's fast, easy and an efficient way of saving time. No more re-typing because of errors and last minute changes because with the computer you are writing on a computer memory instead of onto paper.

The process of changing and correcting is simple, and when you change one word or one sentence, the computer program adjusts the spacing of the entire manuscript to match the change.

Once a rough draft is typed, it never has to be totally re-typed. The first draft is stored on a computer disk and recalled into the computer each time you are ready to add to it or change it. Paragraphs can be moved, words can be deleted and inserted. If a word is spelled wrong all the way through, no problem. The word processor can find each place where it was misspelled and replace it with the right spelling.

Changes can be made right up to the morning the assignment is due. Afraid your teacher is going to lose your assignment, don't worry - with the computer memory, the paper can always be retrieved.

All that is required to use a word processing program are basic typing skills and learning the functions of the program so you can give the computer proper commands.

Here are some sample descriptions of word processing programs from Dr. Peaceofmind:

Homework Helper Writing

by Spinnaker for Commodore 64/128

A three-part method that guides the user from beginning to end, which allows users to create ideas, organize them into an outline, and then write them. After choosing which format to use, book-report or essay, the program will ask you a series of thought-provoking questions. Offers a "help" file, a spelling checker, and the capability to save your work at any point.

AppleWriter

by Apple

AppleWriter is a powerful word processing program, but the basic commands are relatively easy to learn. One of its special features is a glossary which allows you to enter entire words, sentences and even paragraphs by pressing just two keys. Another is the split screen which allows you to look at two files at once. AppleWriter has many special commands for formatting, including those for creating footnotes. One disadvantage is that the screen does not display text exactly as it will appear when printed.

Bank Street Writer

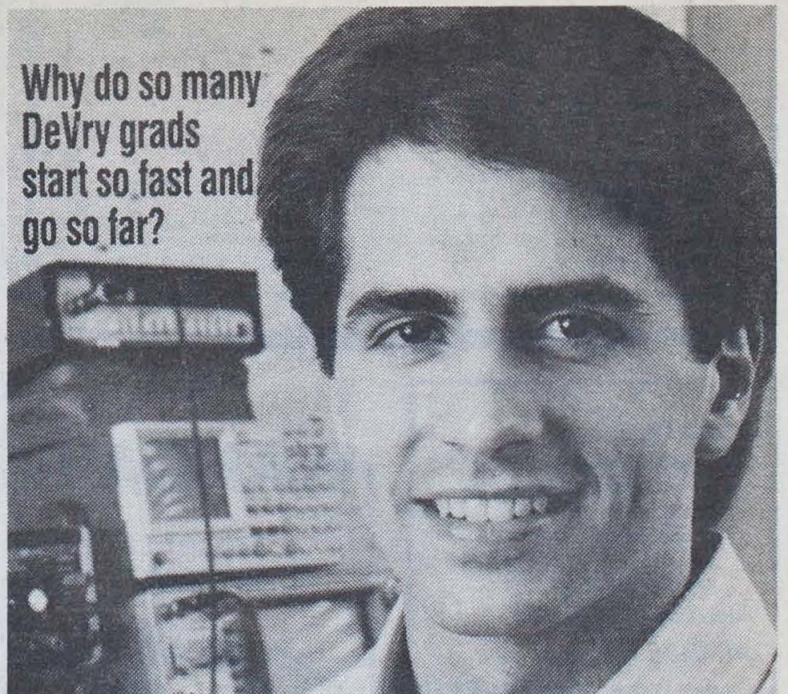
by Broderbund Software for IBM and Commodore

Bank Street Writer is a best-selling word processor for the home. It is both simple to learn and inexpensive. Bank Street Writer is used in many elementary schools because it is so easy to use. Like PFS:Write, it is Menu Driven: the computer asks you what you want to do and lists all your options. You simply have to choose. Bank Street Writer is also one of lowest-priced word processing programs on the market. Separate spelling checker and mail merge programs (for creating labels and personalized form letters) are also available.

PFS:Write

by Software Publishing Corporation for Apple Family

PFS:Write is a menu-driven word processing program. This means you don't have to memorize a lot of commands. Your options are listed on the menu. You simply have to make a choice and follow the instructions that appear on the screen. With PFS:Write the



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46-24-13

News Briefs

By Lawrence Smith

A woman engineer can!

The Technological Institute at Northwestern University will present a career workshop "Who Can? A Woman Engineer!" on May 10 from 9 to 4pm. This event is open to high school and junior college women who are interested in engineering. The registration fee is \$2.50, which includes conference materials and lunch. Contact Carolyn Krulee at 491-7379 for more information.

Apply for summer reading help

The Department of Human Services will sponsor the Summer PATH program, June 23 through August 29. The program is designed to assist teens aged 14 and 15 to increase their reading and math scores. Participants will be pre-tested in both of these areas.

For more information and to apply, call the PATH hotline at 744-0896. All PATH participants will be paid.

Rate movies on drug portrayal

The Motion Picture Association of America recently announced that any film that contains a scene depicting drug use or the expression of a "sexually derived word" will automatically receive a PG-13 rating. The Motion Picture Association will also rate any film containing a graphic drug scene as "R" or "X."

The MPAA and the National Association of Theater Owners said changes in the industry's voluntary rating system will take effect immediately. They also believe the tougher rating system will

be well applauded by parents. The MPAA didn't indicate whether the ratings would be enforced any better at the box office.

Possibility for students to drop PE

The Board of Education is considering a proposal that would allow high school juniors and seniors to drop physical education next year if they need the class time to take courses required for graduation or enrollment in college or trade school.

The proposal is now lawful due to a state law passed last year which gives Illinois school districts the right to permit students to drop PE.

The Chicago Teachers Union is seeking to prevent this change in order to protect members, and some PE teachers have protested by distributing petitions to students and wearing buttons announcing, "We're for four; two just won't do!"

Talk about parenting!

A Teen Conference will be sponsored by the Chicago Boys and Girls Club at 1207 W. Taylor, May 14 from 9am to 3pm for West-siders ages 14 to 21, especially those who are pregnant or who are already parents. This program offers a forum for sharing and discussing pressing issues such as sexuality.

The conference is free. Transportation and lunch is included. West side students can obtain registration forms from their school principals' office. Non-students can call Ann Cavanaugh at 243-7422 for more details.

NAACP announces Academic Olympics

Black Chicago high school students can compete in the NAACP ACT-SO (Afro-Academic, Cultural, Technological and Scientific Olympics) contest, conceived in 1977 by *Sun-Times* columnist Vernon Jarrett to recognize excellence and the achievement of students in other areas besides sports.

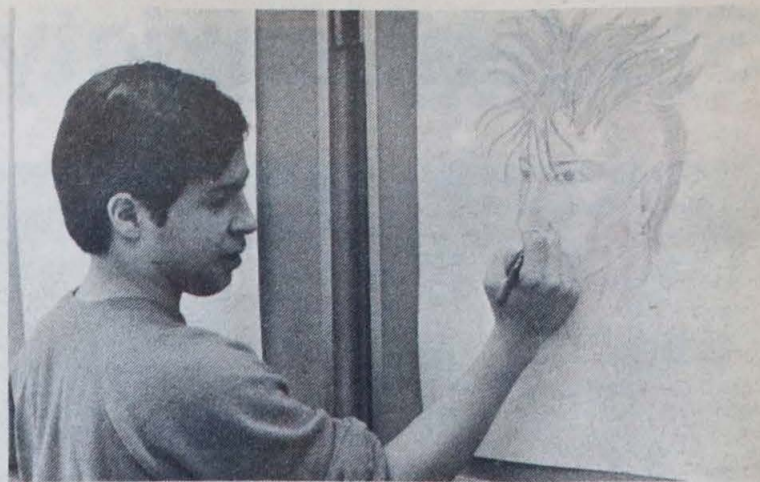
Teens may compete in 22 categories under four disciplines: humanities, performing arts, science and visual arts. The first place winner in each category will go to the National Convention in Baltimore to compete in the national contest.

To obtain an application and for more details, contact your high school counseling office or call 684-4500. The local competition will be held on Saturday, June 7 at Kennedy-King College, 6800 S. Wentworth Ave, from 8:30 to 4 pm.

Teen designs city sticker

Juan Baez's project for his Clemente art class will appear on car windows all over the city. Juan's art teacher assigned his class to design a 1986-87 city car sticker for a contest held by the Chicago Department of Transportation.

The senior will be awarded a \$100 savings bond at an upcoming ceremony at City Hall.



Clemente artist Juan Baez designs '86-'87 City sticker

Photo by Oscar Carrea

Dolphins sink in L.A.

Shishir Sheth and Young Lee of the Whitney Young Academic Decathlon Team were cited for individual achievement in the national decathlon competition in Los Angeles. Sheth won top honors in the essay competition and Lee won second place in the math competition.

The entire Whitney Young team, however, placed 20th in the nation. The State of Texas won. Whitney Young defeated six other Illinois high schools to reach the finals.

Drinking age up, accidents down

A federal safety study reported that in the 13 states, including Illinois, that raised their legal minimum drinking age to 19, 20, or 21 the number of young drivers involved in fatal auto accidents has declined 13 percent.

The federal agency said that the

13 states saved about 700 lives. The newest state to join the 21-year-old limit is Wisconsin, which will probably affect the flow of Weekend teen drivers from Illinois.

Teen sues mom

Scott Esterling, a 17-year-old male from Muskegon, Mich., is suing his mother, Earline Noffsinger in order to be given the right to decide which church and school he will attend.

Esterling contends that his mother's religious beliefs require him to attend a church school and to attend several weekly religious programs each week. He wants to attend the local public school. The teen's lawyers said his client merely "wants to be a teenager, to do things teenagers do."

The court's decision in this case could set an important precedent for teen's rights nationwide.

MYTHS & FACTS

ABOUT YOUR FUTURE

As a high school student with hopes of graduation, you are poised on the brink of a vast, unknown territory waiting to be explored—the adult world. You won't really know what it's like until you're out there, but you already have many ideas (and probably some misconceptions) about the working world.

You can make the most of your opportunities and skills if you operate from facts, and avoid misconceptions. Here are some tips.

MYTH #1—THERE IS ONE RIGHT JOB FOR EVERY PERSON

FALSE. Career planning isn't like an algebra problem, with one "right" answer. Good career planning is a lifelong process, with many "right" answers.

The old pattern of one occupation per lifetime is gradually changing. According to the U.S. Dept. of Labor, the average person changes fields or occupations three to five times during her lifetime.

That's because the economy changes, and because your goals, interests, and skills often change over time. Here are some well-known "career changers":

- Congresswoman Barbara Jordan gave up public office at age 43 to become a college professor.
- Actress Jane Fonda started an exercise studio and became famous for her exercise videos.

MYTH #2—WHAT YOU STUDY IN HIGH SCHOOL HAS LITTLE TO DO WITH YOUR FUTURE CAREER.

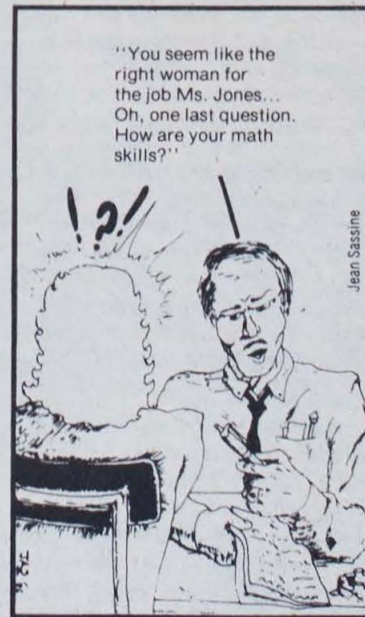
FALSE. What you study—or don't study—in high school not only can but will affect your career options. The skills you learn and refine in high school—reading, writing, math—will be the basis for all your future educational and vocational training.

High school can help you test career interests as well. If there's a subject you love and do well in, it's probably worthwhile to explore occupations that involve that subject.

What you don't take in high school can also affect your future career options. Suppose you absolutely hate math, have trouble with it, and are thinking of

dropping it next semester. Don't be too hasty.

If you're planning to go to college (or into a trade or apprenticeship program), math is often necessary just to gain admission. And lack of math skills can stop you from advancing, even in secretarial jobs.



"You seem like the right woman for the job Ms. Jones... Oh, one last question. How are your math skills?"

MYTH #3—IF YOU DON'T GO TO COLLEGE, YOU WILL NEVER GET A GOOD JOB.

FALSE. Being highly skilled doesn't necessarily mean having a college degree, although such a degree is a minimum requirement for entry into many occupations.

The Bureau of Labor Statistics predicts that many of the most favorable job opportunities in the coming decades will be for highly skilled workers such as plumbers, electricians, and mechanics. Many tradespeople earn more money than college-educated office workers.

The key is for you to decide early what occupation you are interested in, and then seek the best training for that occupation. But remember, a solid high school education, which develops adequate reading, writing, and math skills, is a requirement for almost any job.

MYTH #4—WOMEN DON'T HAVE TO WORRY ABOUT WORKING BECAUSE THEY END UP GETTING MARRIED.

FALSE. The Bureau of Labor Statistics predicts that by 1990, 80% of women aged 25-34 will be working. And they'll keep working for most of their lives.

Regardless of whether women are married, single, divorced, or with or without children, most work because they need the money. Unfortunately, the fantasy of Prince Charming bringing home the bacon while his Princess lounges around the castle is still alive in the minds of some young women.

One study of 32,000 11th graders found that almost half of them believed that women never work after marriage. If you believe that, you are likely to avoid essential career planning and are in danger of being unprepared for the realities of the working world.

MYTH #5—SEXISM IS A THING OF THE PAST.

FALSE. "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex."

—The Equal Rights Amendment
This basic constitutional guarantee of women's equality was rejected in 1982, but the struggle continues today to gain the same rights for women as men.

In spite of gains made during the past 20 years, sexism hasn't been eliminated.

For example, fewer than one in five elected representatives are women, and fewer than one in 10 judges are women.

According to BLS, one-third of all women are concentrated in 10 occupations (out of over 400 categories). Those are mostly low-paying jobs, which explains why women earn only 64 cents for every dollar men earn, on the average (about the same rate as 40 years ago!).

As more young women move into fields previously dominated by men and accommodations are made for things like child care and parental leave, the gap between men's and women's wages will narrow.

[This excerpt from *It's Your Future: Catalyst's Career Guide for High School Girls* was made possible by a grant from The Shell Companies Foundation, Inc.]

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Teen Guide to Summer Arts Programs



Photo by Greg Wiley

Take a chance on art this summer!

What a difference a summer can make in the life of a teenager. "A year ago I couldn't tell the 'F-stop' from the shutter speed, and now I'm planning to become a professional photographer," said 17-year-old Yolanda Watts. For Yolanda the summer difference was the Columbia College Introductory Photography Workshop.

As a Junior at the Academy of Our Lady, Yolanda felt frustrated as a member of the Journalism Club because she couldn't take photos. The yearbook interested her, but she couldn't print

photos.

"Wait, don't panic," she said to herself. "There must be some way that I can learn photography." A friend heard her, smiled, and handed her a brochure on the Columbia College workshop.

After the month-long, hands-on experience at Columbia, she was able to shoot, develop and print her own photos. In September she joined the yearbook staff. And now, she's deciding between two college film programs at the University of Kentucky and Jacksonville University (Alabama).

Elizabeth Carroll, 15, had a different experience in dance. She was already a trained dancer, but she decided that the Chicago City Ballet's summer program would give her the preparation she would need to audition for the company. Receiving the "same kind of training in the style of dancing that the professionals use" would help to make her audition more competitive, she said.

For Yolanda and Elizabeth, their summer arts programs made a big difference. That's why **New Expression** is providing all the teens in Chicago with this Guide to Summer Arts Programs in drama, painting, photography, dance, music and writing. Around the city, there are opportunities for talented youth to expand their artistic experience. Why not let this summer make a difference in your life?

Teen Guide to Summer Arts Programs

Editor: Nancy Wallace; St. Ignatius.

Staff: Lisa Blackman, Young, "Music." Tanya Bonner, Young, "Dance." Roberta English, Von Steubon, "Drama." Wendell Hutson, Julian, "Writing." Faith Pennick, Young, "Photo/TV/Radio/Film." Karriema Thomas, Metro, "Drama." Stephanie Walters, Lincoln Park, "Drawing/Painting/Sculpting."

Photography: Brent Iyata, Kenwood; Greg Wiley, Young.

This arts guide was made possible by a grant from the Illinois Arts Council.

Drama

Television Performing Experience

Youth Communication
207 S. Wabash
663-0543

July-August

• An opportunity to perform in cable television programs that will air this summer: news anchorpersons, talk show hosts, improv actors. Free.

To Apply: Send applications by May 15 (See advertisement on page 16.). Must be available in the morning during late July and August; auditions will be held in June.

Improvisation for teens

Second City
1616 N. Wells
664-4032

Tuesdays, May 2-July 1; Saturdays, June 7-July 19; Tuesdays, July 8-August 12; Saturdays, July 26-September 6; Tuesdays, August 19-September 23.

• Basic school for improv, developing skills in listening, focus, object handling, vocal skills, scene development and character work. \$90 for 6 weeks.

To Apply: Call Carol Beldring or Cheryl Sloane at 664-4032.

The Pitt Players

Beverly Art Center
2153 W. 111th St.
445-3838

May 19-August 3.

• Will be putting on a production of "My Fair Lady" during the first week of August. Auditions will begin on May 19.

\$5-\$15.

To Apply: Call 445-3838 for more information about auditioning.

Acting and improv

ETA Creative Arts Foundation
7558 S. South Chicago
752-3955

\$75.

The Creative Arts Foundation classes are as follows:

Scene Drama

June 15-August.

• Students will learn basic acting techniques.

To Apply: Come in 20 minutes before the classes starts and talk to the instructor. Call 752-3955 for more information about time. Ages 13-18.

Drama Workshop

June 16-July 31.

• Students will be taught improvisation, oral interpretation and scene study.

To Apply: Call Runako Jahi at 752-3955.

Drama Classes

Center Theater
7001 N. Glenwood Chicago, IL 60626
508-0200 for information.

July 29-August 24.

• One or two sessions. Will study technique, scene study, Chekhov, monolog, advanced improv and script material. Ages 15-18. \$100.

To Apply: Come in for interview and then you will be assigned to class.

Theater Workshop

Steppenwolf
2851 N. Halsted
472-4515

June-July.

• Students will learn show dance, stage, voice, movement, and how to audition for films and plays.

\$495.

To Apply: Call 472-4515.

continued on page 14

Drama Workshop

African American Cultural Center
5420 N. Kenmore
878-0735

May-July.

- Students will learn basic performing and interpretation. Placement will be based on background. Furnish your own costumes. \$80.

To Apply: Call Roseline Brown at 721-5602.

Acting I, II, Shakespeare

The Chicago Academy for the Arts
718 W. Adams
454-9577

June 30-August 1.

- Acting I is an introduction to basic principles. Acting II concentrates on the development of acting technique. Shakespeare focuses on analysis, interpretation and performance. Admission by audition.

Before June 1, \$200 for 1 class and \$350 for 2; after June 1, \$250 for 1 and \$450 for 2.

To Apply: Call 454-9577.

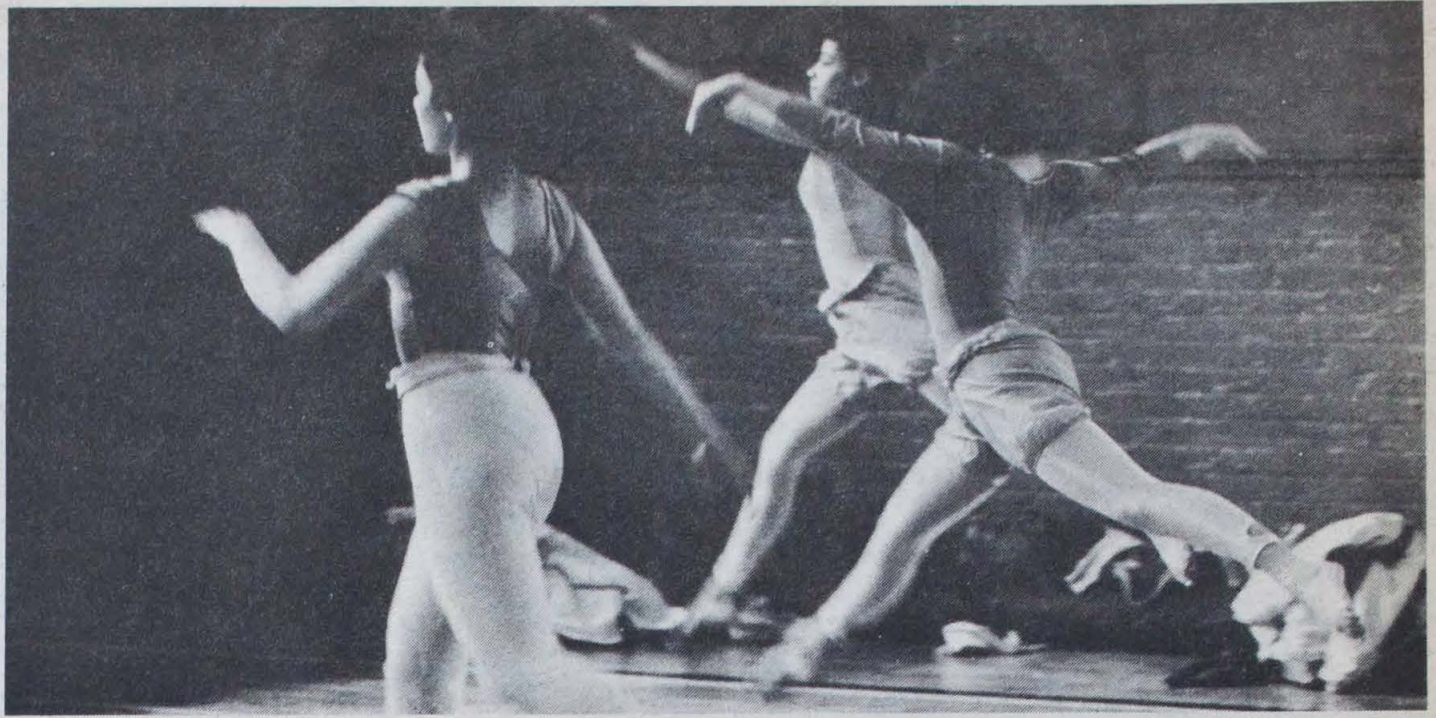


Photo by Brent Iyata

Dance

Ballet, Jazz and Modern

Chicago City Theater
3340 N. Clark
880-1002

June 2-July 12 and July 14-August 23.

- Each class 90-min. long; from 4:30-9pm. on week days and from 10:30-12 and from 12-1:30pm. on weekends; beginning through advanced levels.

\$5 registration fee. Each class costs \$5.

To Apply: Call 880-1002.

Tap, Modern, Ballet and Jazz (Beginner & Advanced)

Mayfair Arts Academy
1025 E. 79th St.
846-8180

July-August

- Morning and afternoon classes, ages 3-18.

\$45 per course.

To Apply: Call for an application on June 15.

Chicago Entertainment Co.

6272 W. North Ave.

- Can audition for dance companies.

To Apply: Call 637-4695.

Modern technique, improvisation, ballet (beginners and intermediate)

Columbia College Dance Center
4730 N. Sheridan
271-7804

Session 1: June 9-July 3; Session 2: July 7-August 15.

- Session 1: Intermediate classes in modern technique from 11am, Monday thru Friday. Beginning classes 11am-12pm, Monday thru Friday. Session 2: Beginning classes in modern technique Tuesdays, Thursdays and Fridays, 10-11:30am. Beginning ballet, Tuesday thru Thursday, 11:30-1pm.

Session 1: tuition is \$70 for five classes a week, \$64 for four, \$54 for three to two. Session 2: tuition is \$105 for five classes a week, \$96 for four classes a week, \$81 for 3 classes a week, \$90 for two classes.

To Apply: Register after May 26 (271-7804).

Modern, Ballet and Jazz

Joseph Holmes Chance for Dance Program.
735 W. Sheridan.

July 7-August 16.

- Modern ballet and jazz choreography. For beginners, 75 minutes of class and 75 minutes of choreography.

\$100-\$125

To Apply: Call 975-3505.

Ballet, Jazz and Tap

Ruth Page Foundation School of Dance.
1016 W. Dearborn
337-6543

June 23-August 1.

- Classes are offered at beginner and intermediate levels; classes are Monday-Friday, hours are to be determined.

Cost to be determined.

To Apply: Register week of June 16; call 337-6543.

Jazz, Ballet and Modern

The Chicago Academy For the Arts
718 W. Adams
454-9577

June 30-August 1.

- 8:15am to 10:15am and 10:30am to 12:30pm. Paid before June 1 for 1 class a week, \$200; 2 classes, \$350. Paid after June 1, 1 class, \$250; 2 classes, \$450.

To Apply: Call 454-9577 for an application.

Ballet

Chicago City Ballet
223 W. Erie Street
988-4233

- Aspiring professional ballerinas can audition for advanced level summer session on May 14.

Modern, Ballet and Jazz improvisation

MoMing School of Dance
1034 W. Barry
472-7662

June 30-August 23.

- Classes are offered at all levels plus improvisation and composition workshops. Monday thru Thursday; times vary. \$6 per class.

To Apply: Call 472-7662 to register.

Traditional African Dance

"Sure nuff" Music and Dance Studio-Muntu
Dance Theatre.
6740 S. Stony
285-1721

- Traditional African dance 3 to 5:30 on Tuesdays; classes are from beginners thru advanced levels.

\$4 a class

To Apply: Call 285-1721

Music

Piano, All Orchestra Instruments, Voice

The Merit Program
410 S. Michigan, 8th floor
786-9428

July 6-August 1.

- Classes (lesson & theory) are offered in all orchestra instruments and voice. Placement consists of a theory test and an audition.

\$30

To Apply: Appointments must be made for auditions by June 1; the theory test and auditions will be held on June 21.

Synthesizer, Chorus, Instruments, Keyboard, Studio Techniques

American Conservatory of Music
116 S. Michigan
263-4163

To Apply: Call 263-4163; ask to speak to Ann Newman, limited enrollment.

The American Conservatory offers the following classes:

Recording Studio Techniques, Synthesizer Class, Theory of Musicianship

June 2-July 7.

- Private lessons in all instruments are offered. Classes are approximately a half-hour. Bring your own instrument.

\$12-\$20 for half-hour instruction depending on instructor.

Centennial Community Chorus

July 2-July 7.

- Meet Monday evenings from 6:30-8:30. Special chorus designed to perform at the Centennial Program for the Conservatory of Music. Directed by the Dean of the American Conservatory.

Tuition not yet determined, flexible to need.

Music Camp on the Lake

June 23-July 10; Monday-Friday 9am-3pm.

- Three-week music program for high school juniors and seniors and junior college students. Designed to give students an opportunity to work with professional music faculty in a curriculum that reflects college level keyboard training, musicianship, applied instruments classes, ensembles, performance, field trips and guests artists; private applied instrument lessons on 2 levels: beginning and intermediate.

Tuition not yet determined, flexible to need.

Piano, Organ, Harpsichord

Mundelein College
6363 N. Sheridan Rd.
262-8100

June 12-August 10.

- Applied music courses offered in piano, organ and harpsichord on beginning or advanced level. Equivalent to 3 credit hours.

\$564 and \$10 for books.

To Apply: Call admissions office at 262-8100.

Music Theory, Music Composition, Keyboard Literature, Musical Awards.

The Chicago Academy for The Arts
718 W. Adams

June 30-August 1.

- Meets every day from 8:15-10:15 and 10:30-12:30. Depends on course selection for private lessons; own instrument is needed, except piano.

\$200 (1 class paid before June 1); \$250 (1 class paid after June 1). Two classes: \$350-\$450.

To Apply: Call the Academy at 454-9577.

Writing

Summer Journalism Workshop

Youth Communication
207 S. Wabash, 8th floor
663-0543

June 24-July 30; 9:30-noon, afternoon field trips optional.

- Learn to conduct interviews; analyze evidence, write news articles for publication, visit radio, TV and newspapers; use a computer and work with a journalism pro.

Free for those accepted.

To Apply: Pick up application at Youth Communication between 9:30-6pm; application includes a letter of recommendation, a sample of writing and a short essay about your interest in journalism. For more information call 663-0543, ask for Bonnie Hernandez.



Photo by Brent Iyata

continued from page 14

Television Writing Experience

Youth Communication
207 S. Wabash
663-0543

June 22-August 15, times will vary but most meetings will be late afternoon.

• Students will be able to write copy for six cable TV programs to be produced this summer, working with professional TV reporters and writers.

Free for those accepted.

To Apply: Send application by May 15. See advertisement on page 16 for application information.

Classes in Fiction-Writing, Mass Media, Communication and Radio Broadcasting

Columbia College/Summer Institute
600 S. Michigan
663-1600

June 30-July 31

All Columbia College summer classes listed here are \$175 a course.

To Apply: Applications will be given out June 26 and 27 from 10am-5 pm, and June 28 from 10-2pm at the college.

Columbia College is offering the following classes:

Fiction-Writing

• Students will work with a professional writer to develop their fiction-writing skills; read literary models, do word exercises. This course is intended to help students develop writing ability for scriptwriting, journalism and advertising and to strengthen basic writing skills.

New frontiers in the mass media

• Students will examine technological developments, such as satellite communications, electronic editing and other space age advances to learn new challenges and opportunities for journalism.

Fundamentals of Communication

• Introduction to college life and the communications skills needed to succeed in college. In addition to strengthening writing, reading and public speaking, the course will emphasize listening skills.

Introduction to Radio Broadcasting

• Provides a capsule on-air experience for students interested in the talent aspect of broadcasting. Emphasis is on the broadcaster's responsibilities at a commercial radio station, including organizing and performing the D.J. show, writing, timing and reading commercials, and preparing and airing newscasts.

Summer Junior Program (Journalism: News Writing and Reporting)

St. Xavier College
3700 West 103rd Street
779-3300 Ext. 281 (Ask for Debora Pitlik)
July 8-August 8

• Will cover basic writing skills, reporting, and analyzing facts. Students will be required to write various essays, compositions of different events, as well as a news story for a final grade. In addition, students will meet and talk to a professional journalist.

Free of charge; students will have to purchase books.

To Apply: Applications can be sent to you through the mail, or you can pick one up at St. Xavier. Call to have one mailed. Deadline for all applications is Friday, May 16. **Note:** To be eligible a student must have a 3.0 G.P.A. or better and have fulfilled all H.S. requirements for completing your junior year prior to summer course.

Summer Fiction Workshop

Youth Communications
207 S. Wabash
Chicago, IL 60604
663-0543

June 23-August 15

• Meet one afternoon each week (time will be determined by the group). Learn basics of fiction writing; share your work with other students; read high quality published fiction. Workshop conducted by a fiction writer/editor, stories will be published in **New Expression**.

To Apply: Send a writing sample (fiction preferred), name, address, phone and name of school to Youth Communication, (Fiction), 207 S. Wabash, Chicago, 60604; by May 30, 1986.

No fee; notification by June 13.

Short Fiction Award

Long Meadow Foundation
876-9789

• Writers under age 20 can submit short fiction pieces for publication and awards. Send stories to: Long Meadow Foundation, c/o Robert and Rita Morton, 6750 N. Long Meadow Avenue, Lincolnwood, IL 60466.

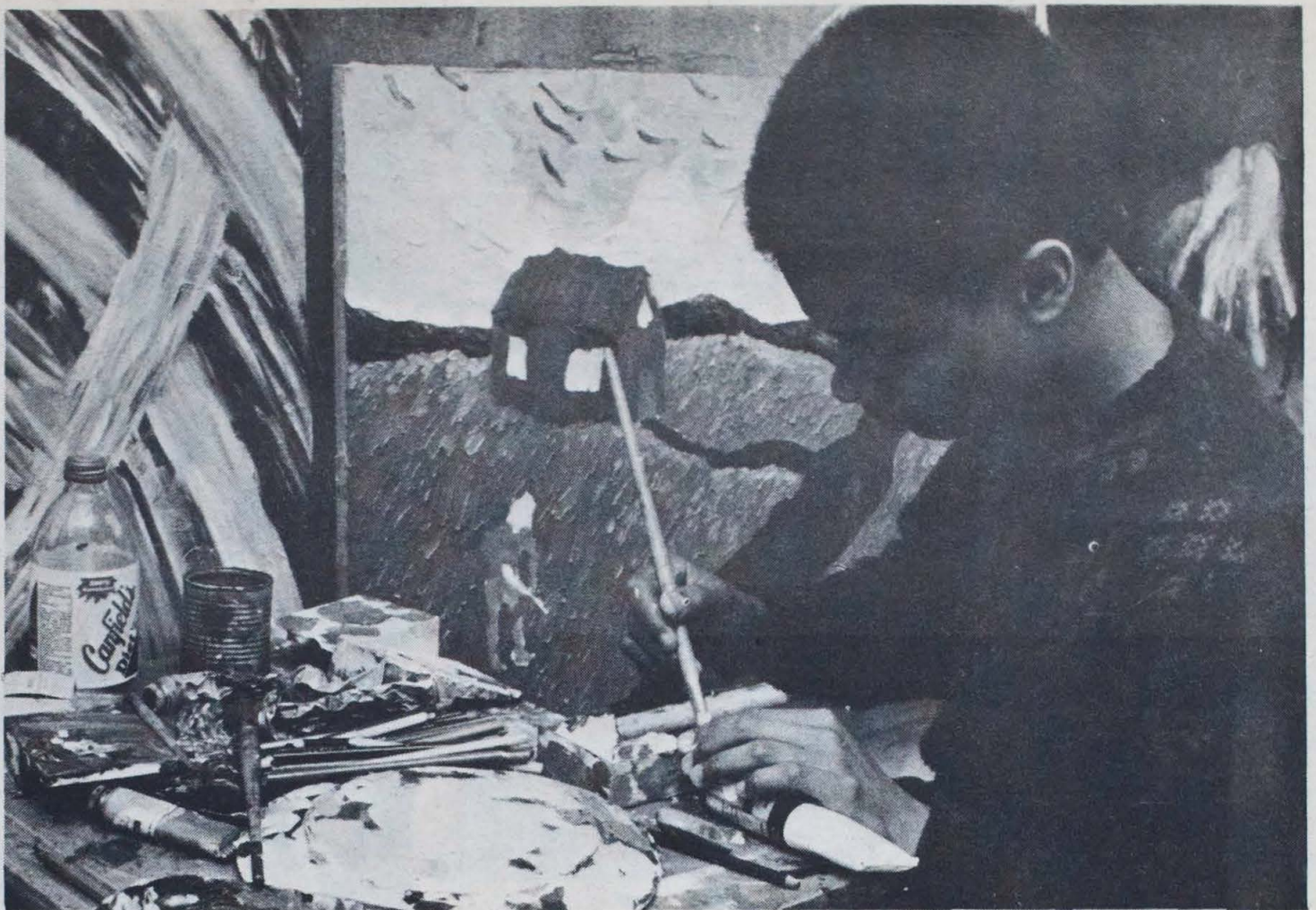


Photo by Brent Ibatu



Photo by Brent Ibatu

Apply now: sophomores - juniors!

Summer Journalism Workshop June 24-July 30

- Improve your writing.
- Learn to conduct interviews.
- Gain experience in analyzing facts.
- Use a computer for writing and research.
- Visit newspaper, Radio and TV newsrooms.
- Produce a major news article with help from a journalism pro.

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

How to apply:

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

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

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



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

Drawing, Painting

Classes in the Arts (beginners and advanced)

South Side Community Art Center
3831 South Michigan
373-1026

• Classes in painting, drawing, ceramics, print-making, jewelry-making, lithography, and photography.

\$10 Only members can enroll; cost of supplies depends on classes that are taken.

To Apply: Mail in a request for membership card, or drop by the Center.

School of the Arts

Beverly Art Center
2153 West 111th St
445-3838

Summer Session begins June 20.

• Figure-drawing, ceramics, jewelry and painting.

\$25 and up

To Apply: Pick up brochure at the Center which gives a more detailed description of what the Center offers.

Painting, sculpting, drawing, clay and figure-drawing

The School of the Art Institute of Chicago
Columbus Drive and Jackson Blvd.
443-3777

Non-college credit \$150, college credit \$220.

To Apply: Students may apply by mail or in person. Registration is on a first-come, first-serve basis. High school juniors and seniors should mail in for college credit applications. The program office is open from 9:30am-9:30pm. Tuition is due in full at time of application. Scholarships are available. The Art Institute courses are as follows:

Mixed Media

Saturdays, July 5-August 9; classes 10am-3pm.

• Painting, drawing and sculpture are media in this course. Visiting artists and trips to museum collections are also included.

Clay

Saturdays 10am-3pm; July 5-August 9; classes 10am-3pm.

• Course will include short field trips to make wax pressings and clay impressions.

Drawing and painting

Mondays and Tuesdays, June 30-July 28; classes 1pm-4pm.

• Visits to galleries of the Art Institute of Chicago and the Field Museum of Natural History are included with figure drawing. Materials included.

Painting, drawing, bookbinding and printmaking

The Chicago Academy for the Arts
718 W. Adams
454-9577

June 30-August 1.

Before June 1, 1 class costs \$200 and 2 classes, \$350; after June 1, 1 class \$250 and 2 classes \$450.

To Apply: Call the Academy for an application.

The Academy is offering the following courses:

Painting Concepts and Techniques

• Traditional and contemporary painting methods will be explored. Creative use of paint will be emphasized. Watercolors, acrylics, spray enamels and oils will be used on canvas and wood.

Basic Bookmaking

• Class includes how to marbled papers, sew a flat-back book, make a portfolio, an oriental accordion book and a side-stitched book.

School of the Chicago City Ballet

Summer Session: July 7-August 15

Intensive program by audition only. Open classes for teens.

Monday, Tuesday and Thursday, 6:30 until 8 p.m.

Call 988-4233 for further information.

Photography, TV, Film

Photography workshop

Youth Communication **New Expression**.
207 S. Wabash
663-0543

July 2-September 5.

• Classroom training in photojournalism; chance to meet professionals from local newspapers and magazines working in the field of photojournalism. *Workshop participants will produce photography for September, 1986 issue of **New Expression**. Must have 35mm camera. Free; film, darkroom supplies provided.

To Apply: Call 663-0543 afternoons after 3:30 and ask for Lisandro Resto.

Video and Photography

The School of the Art Institute of Chicago
Columbus Drive and Jackson Blvd.
443-3777

The Art Institute offers the following courses:

Multi Age Course in Video

July 5-August 9.

• Introductory video course providing hands-on experience with camera, tape deck and monitor. Students produce short, non-edited video tapes.

Non-College credit, \$150; college credit, \$220; supplies are included.

To Apply: Either by mail or in person between May 27 and June 27.

Multi-Age Courses in Photography

July 5-August 9.

• Students construct pinhole cameras; acquire first-hand understanding of early photography and the basic mechanics of the camera; work a photo booth; do hand-coloring, blue-printing; design photobooks and maintaining a visual diary.

Non-College credit, \$150; college credit, \$220; supplies are furnished.

To Apply: Either by mail or in person between May 27 and June 27.

Early College Course in Advanced Photography

July 7-August 11.

• Explores technical and conceptual aspects of color photography. Designed for students with previous experience in black and white photography. Study techniques of color printing. Only for college credit; advisable to have your own camera.

\$220; additional supplies cost \$60.

To Apply: Either by mail or in person between May 27 and July 3.

Early College Program in Time Arts

July 21-August 8.

• A concentrated workshop for high school juniors and seniors to obtain college credit. Students investigate the potential utilization of video, sound, projection system and video performance. They are introduced to sophisticated equipment and workshops in holography.

\$660.

To Apply: Either by mail or in person between May 27, and July 3.

Film and Photography

The Columbia College Production Summer Institute of Communications.



Photo by Greg Wiley

600 S. Michigan
663-1600

\$175, equipment is provided.

To Apply: Call or write the Director of Admissions for an application. Must be returned by June 16. Class registration is on June 26 and 27; 10am-5pm, and June 28, 10am-2pm.

Columbia College offers the following courses:

Film Techniques: An Introduction to 16mm

June 30-July 31; Mondays, Tuesdays and Wednesdays.

• Learn processes of screen-writing and story-boarding; students learn to communicate ideas visually. Learn to use a light meter, a 16mm Bolex camera and film editing equipment.

Introduction to Radio Broadcasting

June 30-July 31; Mondays or Tuesdays.

• Provides on-air experience for students interested in the talent aspect of broadcasting. Includes organizing and performing the DJ show,

writing, timing, reading commercials, and preparing and airing newscasts.

Introduction to Photography

June 30-July 31; Mondays and Tuesdays or Tuesdays and Thursdays.

• Deals with basic problems of photography, and provides a critical and historical context for looking at photographs. Also includes experience in working in a darkroom. Students must supply their own cameras and other necessary equipment.

Cable TV Production Workshop

Community Television Network

June 22-August 15.

• Teens in Chicago will be given the opportunity to produce and broadcast six cable TV programs this summer. Studio experience with editing, mixing, audio equipment, and portable cameras will be provided. Applicants must be eligible for summer JTPA positions, and have some previous experience in television production.

Free.

To Apply: Complete the application form printed on this page and return by May 15.



Try Television this summer!

Community Television and Youth Communication are cooperating to produce six TV programs over the summer to be broadcast over cable TV.

If you are interested in writing scripts, performing in front of the camera or working behind the scenes as a producer or technician for these programs, fill out the application below and send it to **New Expression** by May 15.

Yes! I am interested in working on the TV programs for and by teens. I am interested in the following areas:

- Script writing
 News anchor
 Talk show host

- Classes in production (includes editing, sound and audio direction) Must be eligible for summer JTPA and have TV production experience to apply.

Name: _____

Address: _____

Age: _____

Phone: _____

Finish your project for an 'A,' Dr. Byrd

In a small classroom at a Chicago Public High School sits schoolboy Manford Byrd waiting to receive his grades for the year.

The teacher sits behind her desk while Manford sits with folded hands behind his.

"I think I deserve an 'A' for the year," Manford said.

"That's fine, Manford," the teacher says. "But remember in the beginning of the year you promised to do several independent projects to earn your 'A'. Let's look at what you did with those projects."

The teacher opens the folder in front of her.

"You said you would try to figure out how schools were cheating on their testing scores so you could put a stop to the cheating."

She checks her Green Book. "I gave you an 'A' for that one. Those colored graphs you turned in really showed how the test scores were lower this year when the testing was run more honestly."

Manford sits a little straighter.

"Now, that second project on preventing more teacher strikes was one of the best I saw all year."

Again she turns to the Green Book. "For that project you deserved an 'A'. I was proud of the way you got all your classmates sitting around the table. Keeping them calm enough to reach a compromise in the end must have been hard, Manford."

Manford nods, sitting a little straighter.

"All right, now let's look at the third project. You said you were going to create three separate high school districts and establish a student organization in each district so that students would have input to the Superintendent's decisions."

"I remember the three boxes you built for each district, Manford, but where are the student organizations? How can I give you an 'A' until you've completed your project?"

Yes, Dr. Byrd, this is the question that the Student Representation Task Force is asking. You promised to have District Student Councils set up during this school year, but we are now into the last part of the year and still no plan has been established.

The students on the Task Force are not seeking positions for themselves on the Student Councils. What they want to do is bring district student representation into existence.

New Expression agrees with the three challenges that the Student Task Force has issued to Dr. Byrd.

1. Prove that you really value student input.
2. Keep your promise to organize district student councils.
3. Meet this goal during your first school year in office.

Really, Dr. Byrd, we all want to see you get that "A".

because I had known absolutely nothing about computers. This year I was supposed to learn to write programs in Assembler language, but I have learned nothing at all. The teacher just gives us the program. We then type it into the computer, put it on our disks, and get an 'A' out of the class.

This is great for those who want to get an 'A' out of the class, but it is not so good for those who want to learn something out of it, like me. I am presently trying to buy a computer, and, hope I will learn something on my own.

Cynthia Louie

I'm taking computer this year and I took a class last year, computer programming with math science application. And all of my classmates and I learned many useful skills. I've written some of my own games, and I write most of my papers on a computer. So I think it all really depends on where you take the class and who your teacher is. You should also want to take the class because you think you will enjoy it and not just because you have to take it. Besides, computers are logical and that makes them easier to use.

Carlos Suastegui

You deserve a movie break today

In response to the article written about showing movies in school, I feel that they should be shown, but only at certain times. Last year I was shown "The Outsiders" and "The Motorcycle Boy" in school, but we had to get permission first. The movies weren't shown for recreation, but because of their symbolic meanings.

Movies should be shown for fundraising because it is a fun way of making money, but not during school hours. They should be shown on half days or after school on Fridays. They should also be shown as a treat for students with perfect attendance or students on the honor roll or principal's list. Movies can also be shown after students take their mid-terms or finals as a break or a way to unwind.

Susan Ing

We urge Dr. Byrd to form student representation bodies for the public schools.

Imyga Hallegos Clemente
Melissa L. Buzge
 LANE TECH
Anthony Williams
Marley H.S.
Marley Denzell Wilson
Near North Carey Magna
Johnathon Moore
Subale High

Art by Reggie Wright

Wish list from our editors for city-wide student voice

By Glibel Gomez

The editors of **New Expression** had an "imagination" session one afternoon. They dreamt about the good things that could happen if the city schools had student representatives working with the Superintendents' offices. Here are a few of their dreams.

1. To provide every student in the district with a Court of Appeals in discipline matters. We would like the District student representatives to establish an appeals court — possibly made up of a district administrator, counselors and students — who would listen to appeals about suspensions, expulsions, fines or other punishments.
2. To provide teacher-student intervention in every school to help students who are unable to solve

problems with their teachers by themselves — problems such as, "The teacher expects me to do things I don't know how to do" or "The teacher won't let me make up my work."

3. To work with the School Board and Teachers Union to work out a method of District-wide evaluation of teachers, administrators and staff by students, an evaluation that would be used — perhaps to offer pay raises to those with high evaluations and to require further training for those with very low evaluations.
4. To conduct surveys of student bodies to find out what student services are needed and what student services are poorly run and to discover what student services or organizations are well liked and well run so that those services could be shared with other schools.

Letters

College Contact

I read your article about "Seniors want college contact." I am a sophomore, but I sure can understand what these seniors are looking for because I want to go to college, and I would really like to know if I'm doing the right thing or what the colleges expect from me.

Maybe the colleges should just allow kids to come in for one day and the college places you with someone and you go through all the classes with that person.

Anna Principato

No More Bad News

I am a freshman at Von Steuben and have been reading your paper for some time now. However, I am a little disappointed about the variety in your newspaper. One thing that I have noticed is that almost all of your stories or articles deal with problems, or just plain bad news.

Such articles as "Schools Ignore Sex Offenses" and "Depression: When Friendships Counts" make schools seem like a dreary place to be. Personally, I feel that school can be fun. Even your fictional story, "The Junkie," put a damper on the paper. I would enjoy reading the paper more if it contained more positive articles.

I do feel that you are doing a great job of reporting the news, but if it had more articles like "The game plan for a 'winning' club." I would be attracted more to your newspaper.

Karl Soderstrom

Practice doesn't make perfect

I read your article "Computer Class: Theory Not Practice," and I agree with it one hundred percent. I am presently enrolled in my second year of computer class. I had learned a great deal in my first year

New Expression

The Magazine of Youth Communication
Chicago

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Chicago Youth News Service Bureau Chief: Stephanie Walters, Lincoln Park.

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New Expression is published once a month except June through August and December by Youth Communication/Chicago Center, a not-for-profit agency. **New Expression** is a member of the Youth News Service. Editorial offices are at 207 S. Wabash (8th floor), Chicago, IL 60604. Phone: 663-0543.

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Entertainment

MOVIES

Police Academy 3

Those zany recruits from the "Police Academy" are back and the laughs never end.

This time, because of insufficient funds, an evaluation committee must decide which of the two police academies remains open. This leads to heated competition, setting a good atmosphere for comedy. The academies sabotage one another, but it's almost enough fun watching the original academy trying not to sabotage itself.

This movie is a good comedy.

The actors are great. Tim Kazurinsky of "Saturday Night Live" plays a fearful, wimpy recruit who is being driven crazy by his ex-con, animal-like bunking mate, Bobcat Goldthwaite, who has a hard time pronouncing words through his screaming and screeching.

Bubba Smith is also great portraying a big, fearless, tough cop whom no one dares to push too far. Steve Guttenberg's character is delightful as an innocent yet courageous cop. All of the characters combine to give viewers a variety of humorous personalities.

"Police Academy 3" accomplishes exactly what it sets out to do, make the viewers laugh. And if viewers have an open mind and just let themselves have a good time, they can laugh with those wacky recruits from the beginning to the end.

Tanya Bonner

My Beautiful Laundrette

This British movie is a good portrayal of England under Margaret Thatcher and the forces that pull at English society. The entrepreneurial Pakistani community and the racist English punks are two of the competing forces. Caught in the middle is Omar, a young, ambitious Pakistani, and Johnny, an ex-Nazi punk.

The characters go through much questioning of their values. Omar goes

against his leftist father to work for his rich uncle. Johnny goes against his racist friends to work for the "Pakis." And both go against society by having a homosexual and, what their friends consider worse, an interracial relationship.

The film is interesting to watch, but the concept doesn't work that well. The jokes aren't that funny. The parts that are supposed to be suspenseful aren't. And the movie is confusing in parts.

Overall, I recommend it only for very patient people with long attention spans.

"My Beautiful Laundrette" is showing at the Fine Arts Theater.

Jack Stoller

Lucas

At some point in a person's life there finally comes along someone who appreciates them for everything they are and everything they're not. And love comes along and messes up just about everything.

Love is what happens to Lucas (Corey Haim), the fourteen-year-old, lovable nerd going on fifty.

One summer he meets a girl named Maggie who changes his outlook on the world as he changes hers. Lucas falls in love with her, but she doesn't fall in love with him. When Lucas asks Maggie what she thinks about him the first time they meet, she replies, "I thought you were... interesting." He replies, "I thought you were beautiful."

Love for Lucas happens in the most curious places as he and Maggie hold a conversation under a manhole cover while they listen to a symphony orchestra play Beethoven overhead.

Corey Haim's portrayal of Lucas is fantastic. It epitomizes a teen's first love. He isn't the usual stereotype of a nerd, the underclassman who bungles everything. Instead he is honest, witty, sarcastic and vulnerable—in short, human, which makes the movie believable and laughable. Haim's supporting actors are Kerri Green, the shy and pretty Maggie who discovers herself and her niche as she attends a new high school. Then there are the stereotypical characters of Cappie, the soft-hearted, handsome, wide-receiver who falls for Maggie, played by Charlie Sheen, and his girlfriend, Jill, a cheerleader played by



Lucas

Courtney Thorne-Smith.

An old friend of Lucas', Rita, played by Winona Ryder, also has a soft spot—for Lucas. Rita epitomizes beautifully the longing for recognition that the lovesick heart never receives. Together all these people make up a pentagon of rivals.

In the end, the movie doesn't turn out to be another teen first love story. I found "Lucas" was also about having respect for yourself and learning the strength to fight the scorn of others, about not being accepted for who you are and finding the courage to go beyond your own set limits to accomplish something no one thought you could, including yourself.

At first I underestimated the power and perception of the characters. Lucas is that self in all of us that we hide away because we believe our vulnerability combined with our resilience enhance what we feel and who we really are. Sometimes it takes a fool to fall in love.

Faith Tucker

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The Money Pit

When you hear the names Steven Spielberg, Richard Benjamin, Tom Hanks and Shelly Long connected with the same film, the first thought that comes to mind is something that's going to be hilarious and a big hit.

The "something" is the new comedy "The Money Pit." It's about a young couple (Tom Hanks and Shelly Long) who decide to purchase a million-dollar house for only \$200,000. Not knowing the house will eventually fall apart, piece-by-piece, they move in, setting off a chain reaction. Stairways fall apart, fires break out, water pipes have no water. The entire house seems to become rubble.

The movie plot seems very interesting and funny, but the film itself isn't. Every scene in the movie seems exaggerated. The writers of this movie seem more involved in getting laughs than focusing on the plot.

Though Tom Hanks and Shelly Long portray their characters convincingly, they don't carry this film. Tom Hanks acts a bit too silly, but you expect that from him. But it is the portrayal of Alexander Godunov's character that I can't accept. He just isn't good in his role as the rich ex-husband of Shelly Long.

Although I did laugh a couple of times throughout this movie, the majority of the film is simply uninteresting. I had to force myself to stay awake, so there's no way I could recommend this film unless, of course, you're a devoted Tom Hanks or Shelly Long fan.

Mark Maynard

MUSIC

Husker Du

Candy Apple Grey



The Money Pit

This is Husker Du's first album on a major label (Warner Bros.) and some changes have been made. The pain-ridden, shrieking vocals of Bob Gould that made you wonder about his childhood have been greatly modified. The frenzied energy and thrashing guitar has also been softened. The group's grainy quality is gone and anyone could be led to believe they have sold out.

A second listen to this album shows they have not. Their act is just polished a bit and made more intelligent, but they are still far, far outside mainstream tastes.

Some songs, such as "Crystal," "Eiffel Tower High" and "All This I've Done for You," still retain the hardcore style of their previous records.

Most of the songs, however, are tempered with folk-like qualities (slow melodies, acoustic guitars) which make them sound like an unusual collaboration between the Dead Kennedys and Bob Dylan. These songs include "Sorry Somehow," "Too Far Down" and "I Don't Know for Sure."

Unlike most hardcore bands, Husker Du's lyrics often avoid political themes

and, instead, concentrate on personal ones. This album follows that pattern. Most of the lyrics, particularly in "Don't Want To Know if You are Lonely," "Sorry Somehow" and "No Promise Have I Made" concentrate on guilt, happiness, and assorted stream-of-consciousness reactions to life's situations.

The album will probably appeal only to a very small audience. However, the music is too toned-down for hardcore punk tastes, too abrasive for fans of folk music and certainly much too different for any hope of commercial success. This is too bad because "Candy Apple Grey" is interesting and exciting to listen to.

Jack Stoller

Jermaine Jackson Precious Moments

Jermaine Jackson faces a rare problem. Not only must he fight to escape the ever looming shadow of the success of his younger brother Michael, but he must also live within his family image, which is largely dictated by Michael's personality. Not surprisingly, then, Jer-

maine is trying to establish a clear separation between himself and Michael in his music.

For an artist without the natural vocal abilities of Jermaine, the combination of these tasks might be overwhelming. But Jermaine not only proves he can co-exist with Michael, but also thrive and produce distinctive, quality music for himself and others.

The most distinctive quality of this album is the combination of European, Caribbean and soul flavors that flow through it. There is no "set" instrumental pattern that repeats itself on every song. The only thing that stays the same is the super smooth vocal style that is now considered Jermaine's trademark.

A few tracks on this album have the potential to become hits on many different charts. The clear highlight of the album, however, is a duet with Whitney Houston entitled "If You Say My Eyes are Beautiful." The chemistry between the vocal styles and interpretations of Jermaine and Whitney is undoubtedly one of the best to hit the music scene in a long time. The combination of the vocals, lyrics and simple instrumentalization inspires me to try to write a love story around it.

Other noteworthy tracks include "Give A Little Love," which sounds like something the Temptations might have done ten years ago and "Lonely Won't Leave Me Alone," which has a sound similar to a combination of the styles of John Lennon, country and western and pop.

Now that Jermaine has proven that he is not Michael and that he is a versatile recording artist in his own right, he should use his next album to concentrate strictly on his Motown roots and soul ballads, simply because that is what he does best and there is a great demand for it right now.

Kevin Davy

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Entertainment



Janet Jackson Control

"This is the story of control. Control of what I say; control of what I do, and this time I'm going to do it my way." This opening statement on Janet Jackson's latest album is apparently there to prepare listeners for what is to come.

Nothing, however, could prepare us for this.

Michael's little sister, after what everyone considered a "puppy love" marriage that ended in annulment, is apparently all grown-up and funky. With the help of producers Jimmy Jam and Terry Lewis, who have produced albums by Chelle, Alexander O'Neal, The SOS Band and Jesse Johnson, she has produced a third album that is by far her best.

She appears to have broken the chains binding her to the success of her brothers and is establishing an identity all her own.

This album works because it creates a style that is clearly in perspective with Janet's personality, which meshes very well within the musical concepts of Jam and Lewis. Because of this, every number on this album is attacked in a spirited, almost cocky fashion. All of the numbers have lyrics that are much more mature than anything that Janet has attempted in the past.

The first single from this album is a perfect example of this maturity. "What Have You Done for Me Lately" has lyrics that bite, and it has extraordinary vocal and rhythm arrangements that range from a funk rap in the middle of the song to synthesized-laden bass and percussion accompaniment.

Jam and Lewis even help Janet round out this album with two semi-enjoyable ballads, despite the fact that Janet's voice lacks the depth and maturity for soul ballads. On both, Jam and Lewis use the same method that they used for Morris Day's ballads with The Time by doing everything within their power to take the focus off the lead vocal and place it on the background vocals, lyrics and instrumentalization.

They also diversify Janet's singing style. "Funny How Time Flies" even goes to the extreme of having Janet moaning lewd sounds and reciting sexy lyrics in French.

In short, "Control" will finally establish Janet Jackson as a talented recording artist and not just another person trying to capitalize on a famous family name. With this album, producers Jimmy Jam and Terry Lewis have to be considered two of the hottest producers around today.

Kevin Davy

Prince

Prince and The Revolution Parade

This album, from the upcoming Prince movie "Under the Cherry Moon," is a distinctive change in Prince's musical style. "Parade" has more of a pop-rock sound.

Prince has added an orchestra. Sometimes it doesn't work, as in "Christopher Tracy's Parade." This song uses too many instruments and sounds like a bunch of people getting

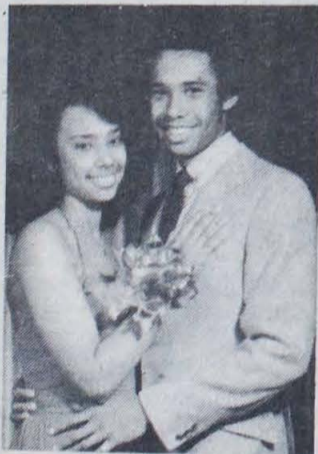
together and banging their instruments around.

Only one song, "Kiss," sounds like it could belong on an old Prince album because of its funky beats and smooth rhythm.

Other treats on the album are "Girls & Boys" and "Anotherloverholenyohead." These two songs are playful and have great lyrics.

The album as a whole is good. Prince's music has matured since "Purple Rain."

Karriema Thomas



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OFF**
ALL 18K
GOLD

**\$14
OFF**
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OFF**
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