

Leslie Woodruff assists at children's play period.

Students Help In Child Care

By SHANNON BOWERS

Several girls from Albemarle Senior High are involved in the Child Care Services program with three elementary schools and Greenwood Center. These girls are Renee Cooper and Laurie Rogers-East Albemarle; Elisa Dickens, Dale Ivey, Sharon Johnson, Joanne Neel, and Leslie Woodruff-Central; and Laurie Thompson-Greenwood Center. The girls in this program work individually with the children with special problems they might have. They also help the children during PE and teach learning games in small groups.

Mrs. McIntyre, director of the Child Care Services program, requires her students to keep a

daily journal, making notes of any special problems they might have and also taking notes on the progress they have made. The girls also analyze and evaluate the behavior of the children. The supervising teachers give evaluations of the girls' work, and so far the teachers have been very complimentary. Mrs. McIntyre says, "I am very pleased with the group of girls that I have this year. Taking this course has helped them decide for or against becoming teachers."

The Child Care Services program is a very valuable course for those who enjoy working with children.

Studio 52 Brings 'Disco' To Albemarle

By SHANNON BELL

Disco became a part of teens' lives a little more than a year ago, with the great impact of Saturday Night Fever. Before that, they felt disco belonged to adults. With the musical impact of the Bee Gee's and the disco dancing of John Travolta, millions absorbed the movie's message - a teen-age dream where you could be somebody once you stepped onto the dance floor.

Adult discos have been on the scene for more than a decade, a history that goes back before WW II. The early discotheques, which means "record library" in French, emerged in France in the forties.

During the fifties listening was "in" and dancing was "out", but this pattern changed with the sixties and a dance called the Twist. The Twist caught the attention of everyone and the flow of the future began. The Slop, the Monkey, and the Mashed Potato followed.

Next came the many adult clubs or discos with chic names. One of the private adult discos in New York is Studio 54, which requires membership.

During the past few years, the number of teen discos has been expanding almost weekly. A few



WZKY disc jockey Lee Herbert manages the disco at Studio 52.

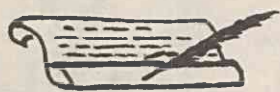
examples are Guys and Dolls in Long Island, in New York, Illusions in Boston, and Studio 52 in Albemarle.

Studio 52 is a teen disco for those ranging in age from 13-19. A membership of \$4.00 is required for 6 months and \$1.00 is charged for each admission. Like many of the other teen discos, Studio 52 contains an installed sound system and a DJ who operates his own booth.

Many of the larger city discos have dress codes. At Boston's

Illusions, no jeans are allowed, girls must wear dresses, and boys are required to wear dress slacks or suits. The editor of Discotheke, a monthly disco magazine stated that everyone dresses up and goes out to display themselves at discos.

Teen discos are an expanding industry. Most teen-agers will say that disco is a way to relax after hard work. If you enjoy disco dancing, shooting pool, or being with your friends, Studio 52 is the place to go!



A Letter To The Editor

Dear Editor:

For those of you who still do not know what Inside Track is, it is not the Inquisition revitalized; neither is it a sadistic attempt to "squell" the souls of hapless students. It is an opportunity for the college-bound student or those of such caliber to explore the four literary genre. At no point is Inside Track meant to be an in-depth study of each genre. It is intended, over a two-year period, to acquaint the student with background, terms, and techniques of each genre so that he can read, interpret, and analyze examples of each. However, as with any opportunity, it is only as valuable as the student will allow it to be.

At the beginning of each genre, a schedule of work due is given so that the student can plan his activities accordingly. The purpose here is to encourage students to utilize their time wisely. True, when an entire nine-weeks' worth of work is considered, it certainly appears formidable; however, when one uses his time constructively rather than critically, there is adequate time to complete all work on time. The amount of work is neither exorbitant nor overwhelming, unless the student waits until the night before. In that case, perhaps he deserves the anxiety he brings upon himself. Procrastination appears to be the current fad of our pseudo-intellectuals.

The second question concerning the "highly questionable aspect of the course" has yet to be established. Several recent education periodicals cited a "good teacher" as being one who is, "creative, innovative, and flexible." Perhaps in this case it is the student who is "highly questionable." At no time is the student at the mercy of the cold, calculating mercy of the tape recorder. The teacher is always present and spends a good bit of time working with small groups - a much more personal approach. Small groups also allow for greater individualization of

materials and assignments. As for confusion, any time a student does not explain that he is confused or ask for help leads one to believe that "his confusion" is merely a cop out.

Finally, there are the tests. No test has more than 25 questions. The first comment of students is usually, "Is this all?" As for taking "so long," that answer lies with the student. When the student knows the material well and does not waste time with unnecessary material, the test can be completed in the required time. Again, using one's time to

study along the way rather than complaining about a test (a necessary evil in our society) makes a tremendous difference in the need to complain.

Inside Track is a set of keys which can help the serious student to open some of the doors into knowledge. Only the student can determine what he will do with these keys. Inside Track is not a panacea; it is an opportunity which the serious, mature student has the wisdom to see as an effort to help him, not to destroy him.

MRS. SUSAN ALMOND

Spanish Classes Sponsor Latin-American Dinner

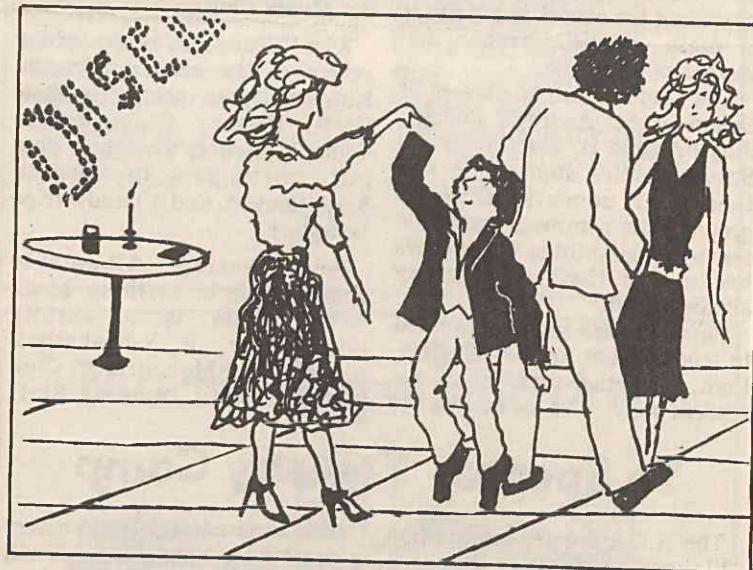
Where in Albemarle can you get real Latin-American food? Well, April 2 at 7:00 p.m. you can eat all you want in the Senior High cafeteria. Question: Since when did the cafeteria start offering Latin-American food? Answer: It's not the cafeteria staff. It's the Spanish classes' annual Latin-American Dinner.

Each year the Spanish classes, directed by Mr. Harvey Morrow, sponsor this dinner to familiarize every student with Latin-American food and customs. The menu will include arroz, or rice, papas, or potatoes in English, chili, hornado, which is pork, coffee, and tea. Also being served will be vegetables with sauce and

dessert, colada morada - a pudding made from the juice of blackberries and blueberries.

After the dinner, Latin-American speakers will talk about their customs and practices to small groups of students. Many of the guests do not speak English so Mr. Morrow's students will have a chance to try out their Spanish ability as translators.

The cost per ticket is \$3.25 and teachers and students are invited. So if you like Latin-American food or if you just want to give it a try, come to the Senior High cafeteria April 2 at 7:00 p.m. for a great dinner - Latin-American style!



To Benefit Whom?

By PAM COX

Prestige is a word, according to Webster's Dictionary, that means "a reputation based on high achievement, character, etc." Because of competition found in today's society prestige is highly sought after. Everyone is out fighting for himself either to gain power or wealth. With the help of these two, prestige occurs instantly.

Within our school, or any school for that matter, competition is always present. Whether in athletics, student body offices or cheerleading, some people are out to gain for themselves. The more involved a person seems to be the more popular and prestigious he or she becomes. In my opinion some of the students in our school that hold an office or are members of a team are only there for the title that comes with it. Many possibilities exist in our school to gain a "title" of importance.

One position often made into a status symbol is that of an office in a particular club or in the student government. Office

holding could prove to be worthwhile if a person used this position to better the school. The student who usually gains a duty like this is the one with leadership ability. Office holders could work to help the student body, but more often they use their position to attain prestige and are concerned only with the title not with the job itself. This fact pertains also to cheerleading and sports.

At different times in my life I have heard many of my fellow students make comments such as, "I think I'll run for president because it would look good on my school record" or "I'm going to join that club because all of the popular crowd belongs." In my opinion this is the wrong attitude to take.

I'm not insinuating that all students who are involved in a school activity are only in that position for the popularity, because the majority of our students aren't. I'm just pointing out that a person who is striving for their own reputation is definitely doing more harm to the school than good.

The Full Moon

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