

1976 Edition of Who's Who

**Thirty-four
Students Selected**

Thirty-four Winston-Salem State University students have been approved for listing in the 1976-77 edition of "Who's Who Among Students in American Universities and Colleges".

Students are selected on the basis of their academic and extra-curricular achievement and for their contributions and service to school and community.

Selectees are: WINSTON-SALEM - Cheryl Brandon, Fredda Cardwell, Deborah Daniels, Kathleen Edwards, William R. Hairston, Earline M. Parmon, Mary L. Pearson; ATKINSON - Belinda M. Moore; CHARLOTTE - Marsha Graddy, Donald R. Henderson, Katrena V. Mills, Joli D. Robinson; FAYETTEVILLE - Darlene Brown, Lena McKinnon; GREENSBORO - Denise Crews; HAVELOCK - Ronald Nolen; KINSTON - Dimitri Belmont, Ethel L. Smith, Della M. Wiggins; LENOIR - Sharon R. Dixon; LEXINGTON - Danita Y. Mock; MADISON - Brenda K. Richardson; NORLINA - Karen Coleman; RALEIGH - Montez Bates; ROCKY POINT - Gwendolyn Moore; SALISBURY - Fred Gibson; SILER CITY - Eva Alston; SPRING HOPE - Vickie A. Walker; STATESVILLE - Edward L. Patterson, Tony M. Scott; WILLIAMSTON - Emma Andrews; WILSON - Henry Edwards, Julian E. McIntyre; and CASCADE, VIRGINIA - Sterling L. Eggleston.

**Sigma Tau Delta
Induction Held**

On Tuesday, November 9, the Theta Mu Chapter of Sigma Tau Delta National English Honor Society held its induction service in the Red and White Room of Kennedy Dining Hall. All English majors and professors of English were invited to attend and bring guests. Approximately 60 people attended the service. The inductees were Beverly Blackwell, Cheryl Brandon, Patricia Eubanks, all of Winston-Salem, and Frances Simmons from Charlotte, N.C.

The service began with a buffet style dinner and was followed by the history and purpose of organization which was presented by Sonya McLaurin. McLaurin also assisted the President, Jackial Herring with the introduction of students.

Dr. Callie B. Coaxum, an associate professor of English, and Dr. James Dervin, assistant professor of English, provided entertainment. They added a little variety to the induction service by singing

several selections which included "Moon River," "Smile," "Sweet Little Jesus Boy," and several others.

Induction of members followed the entertainment. The inductees were called forward by Herring and brief comments were made about each one regarding their classification and qualifications. Each one was asked to repeat the oath after the president. The final part of the actual initiation was the signing of the membership book by the newly inducted members.

Remarks were given by Mrs. Wilma L. Lassiter, chairman, Department of English. She acknowledged the members of Sigma Tau Delta along with their parents and the members of the Society of Literary Arts.

Dr. Hazel J. Harvey is the advisor of the Theta Mu Chapter of Sigma Tau Delta. Faculty members are Dr. Charles Gray, Dr. Rosetta Hauser, Mrs. Wilma Lassiter, Mr. William R. Phillips and Miss Carrie Robinson.

-Phyllis Battle

**Dr. Williams
Receives Gift**

The students and faculty of the School of Nursing gave Dr. Kenneth R. Williams a gift of \$500.00 on November 5, 1976.

The presentation was made during intermission at the Alumni Ball by Mrs. Mary Isom, Dean of the School of Nursing. The \$500.00 was given to begin a vacation fund for Chancellor and Mrs. Williams upon his retirement June 30, 1976.

Commenting on the gift, Mrs. Isom said, "It is the hope of the students and faculty of the School of Nursing that other faculty and students will join us by making a contribution to the fund, so that Chancellor and Mrs. Williams may have an extended vacation upon his retirement." Contributions will be received in any amount. Checks should be made to the Kenneth R. Williams Vacation Fund.

Build Your Writing Skills-Part II

**PUNCTUATE, CAPITALIZE,
AND SPELL CORRECTLY,**

"It's not wise to violate rules until you know how to observe them." - T.S. Eliot

We use punctuation, capitalization, and correct spelling to make our writing as readable and clear to others as possible. These visual aids are integral parts of our written language, and it is important to know the basic rules that govern them.

Punctuation clarifies meaning and gives expression to writing. Properly used - not overused - punctuation marks help readers understand what is before them by separating or setting off related words, phrases, or clauses. The nine main punctuation marks might be compared to the glue or nails carpenters use to joint their work. A writer uses marks to cement or to separate related words and phrases. They identify the point at which one complete thought, or part of one, begins or ends.

Capitalization is another visual aid to a reader's understanding. Capital letters denote, for instance, a proper name or title, or the beginning of a sentence, a line of poetry,

or a quotation. They help to reinforce the purpose of punctuation marks such as periods or semicolons. Some accomplished poets and authors take the liberty of ignoring the rules, but most of us should not. The omission of punctuation marks or capitals, in non-fiction writing especially, is incorrect and an indication of bad composition. If you have a doubt, you can find the answer quickly by referring to a basic grammar or a book of rhetoric.

Spelling, of course, is also vital to correct word usage. Most English words are derived from Latin or Greek words, or roots. A spelling error, therefore, might indicate carelessness or inaccurate knowledge of a word. If you do not understand the meaning of the prefixes **un** and **in**, for example, you might distort the use of a word in a sentence. The thought **The person who beats a dog is inhuman** would be incorrect if the word **unhuman** were used. Uncertainty about a word can usually be quickly resolved by referring to a dictionary. **CONSTRUCT SENTENCES AND PARAGRAPHS CLEARLY**

"Word carpentry is like any

other kind of carpentry: you must join your sentences smoothly." -Anatole France

A sentence is a unit of thought expressed by a word or related words. The clearer the sentences are and the smoother their sequence, the most interesting they will be. You want to make sure that your reader knows what you are writing about (the subject) and what you have to say about it (the predicate). Each sentence must have a main idea. Through the use of phrases and clauses you introduce other subordinate ideas.

Depending upon the amount of detail and explanation it presents, a sentence can vary in construction. It will be what grammarians refer to as a simple, compound, or complex form of sentence. But, whatever the style, related words should be kept together. Misplaced modifiers are often the culprits in obscure writing because it is not clear which word or phrase they modify. For example: **The girl went walking in the blue hat.** The phrase **in the blue hat** should be placed after the word **girl**, which it modifies.

You should always keep your readers in mind and make it possible for them to understand you easily. Keep the verb close to the subject. Try to avoid unnecessary words that might detract from the main verb or action of the sentence. Also, take special care with pronouns. Place them in the sentence so that it is clear to which noun or pronoun they refer. For example: **Mary and Polly were reading her poem.** Whose poem is being read? To clear up the confusion you might write: **Mary was reading her poem with Polly.**

Writing is more interesting if the length and style of sentences vary. After a number of long statements, make a point of using a short one. Your composition will make better reading and will be neither boring nor overly complicated.

A paragraph is a series of sentences that develops a unified thought. The lead sentence presents the topic that is to follow. Then, subsequent sentences detail in logical order its substance. The last sentence in a paragraph should conclude the topic.

Sentences within a para-

graph should build one upon another. A completed composition will have continuity and style in each sentence, and then each paragraph, is smoothly joined to the next.

This article on "How to Build Your Writing Skills" is provided by the PUBLISHERS STUDENT SERVICE and will be continued.

Solution:

Camouflage

