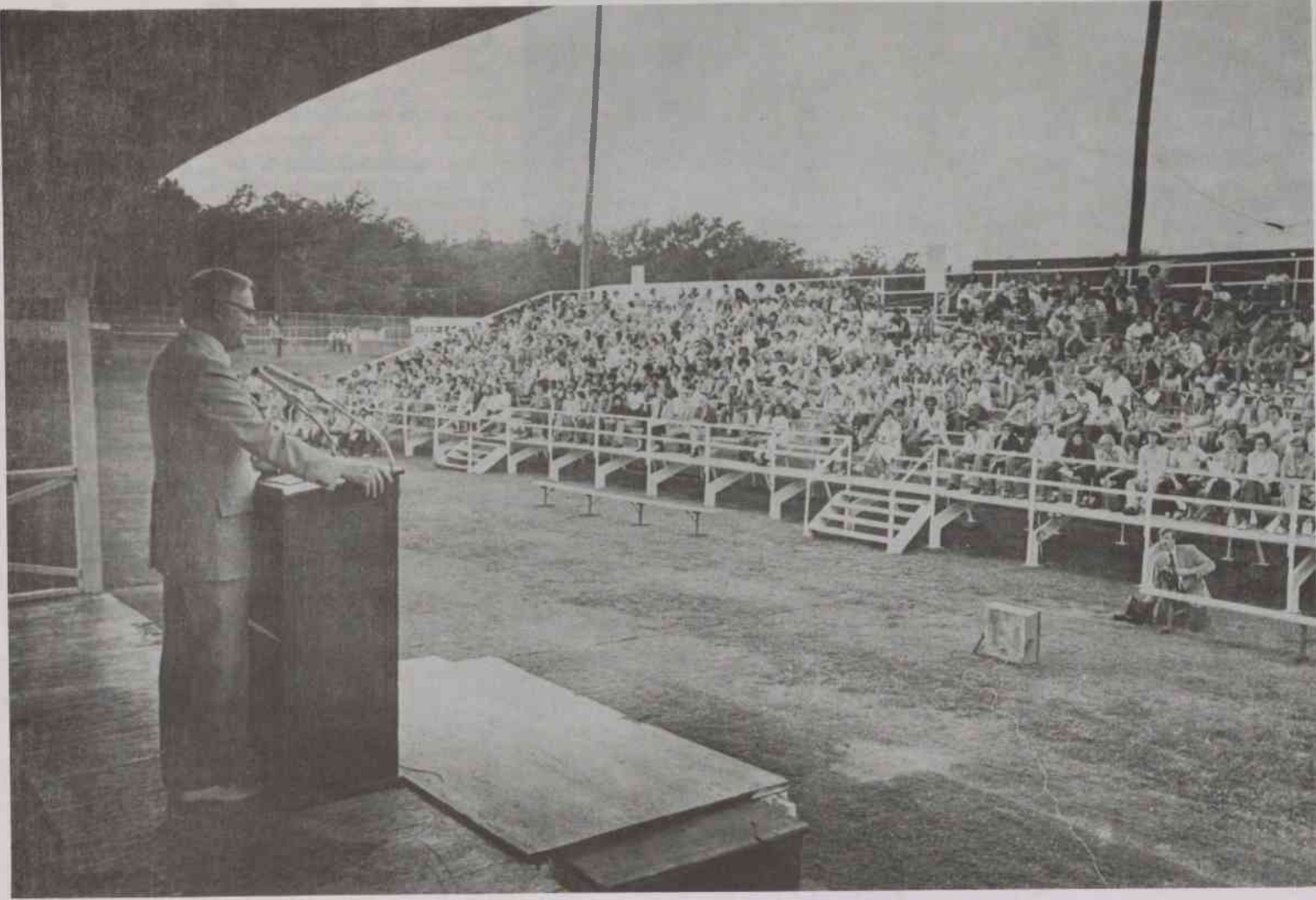
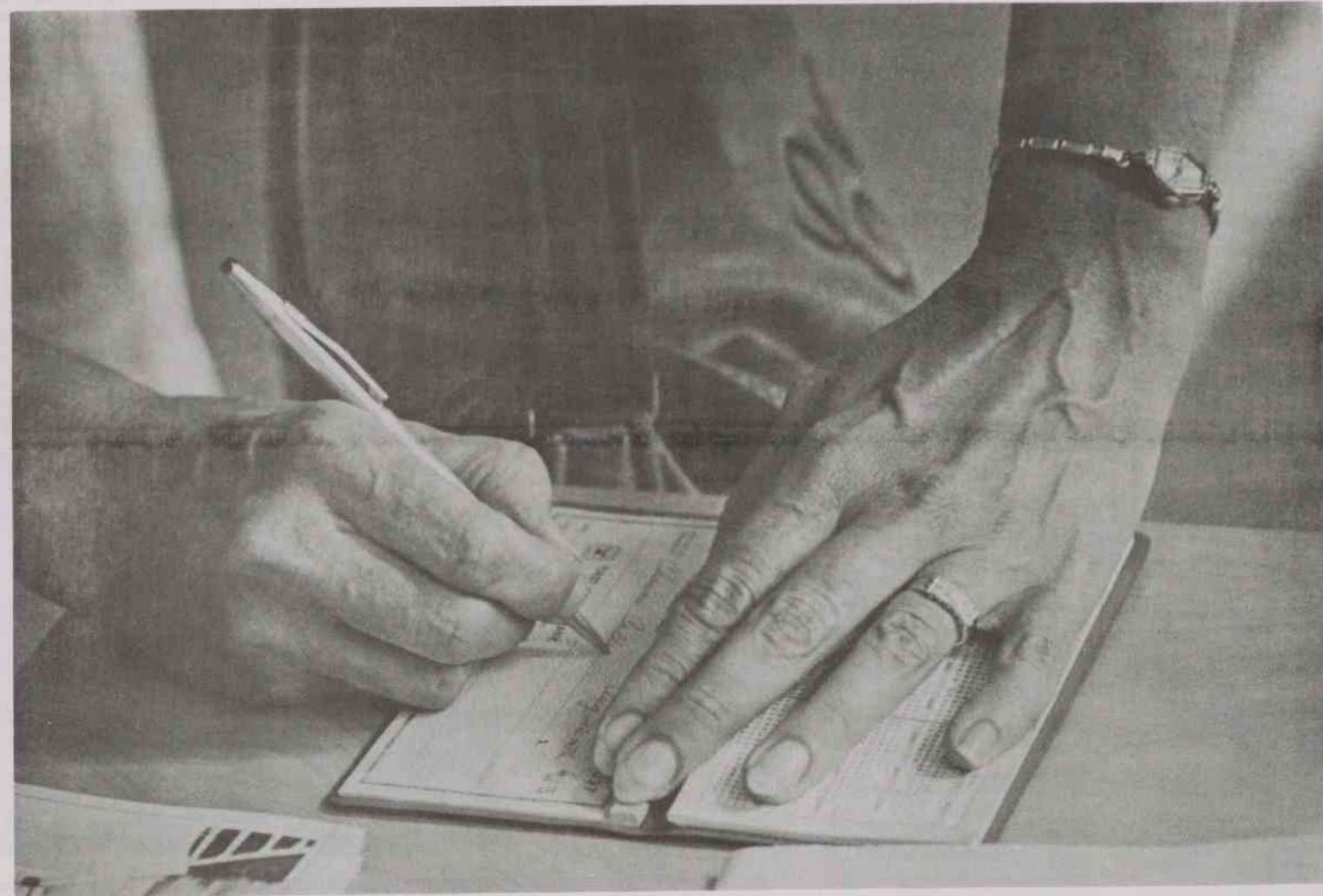


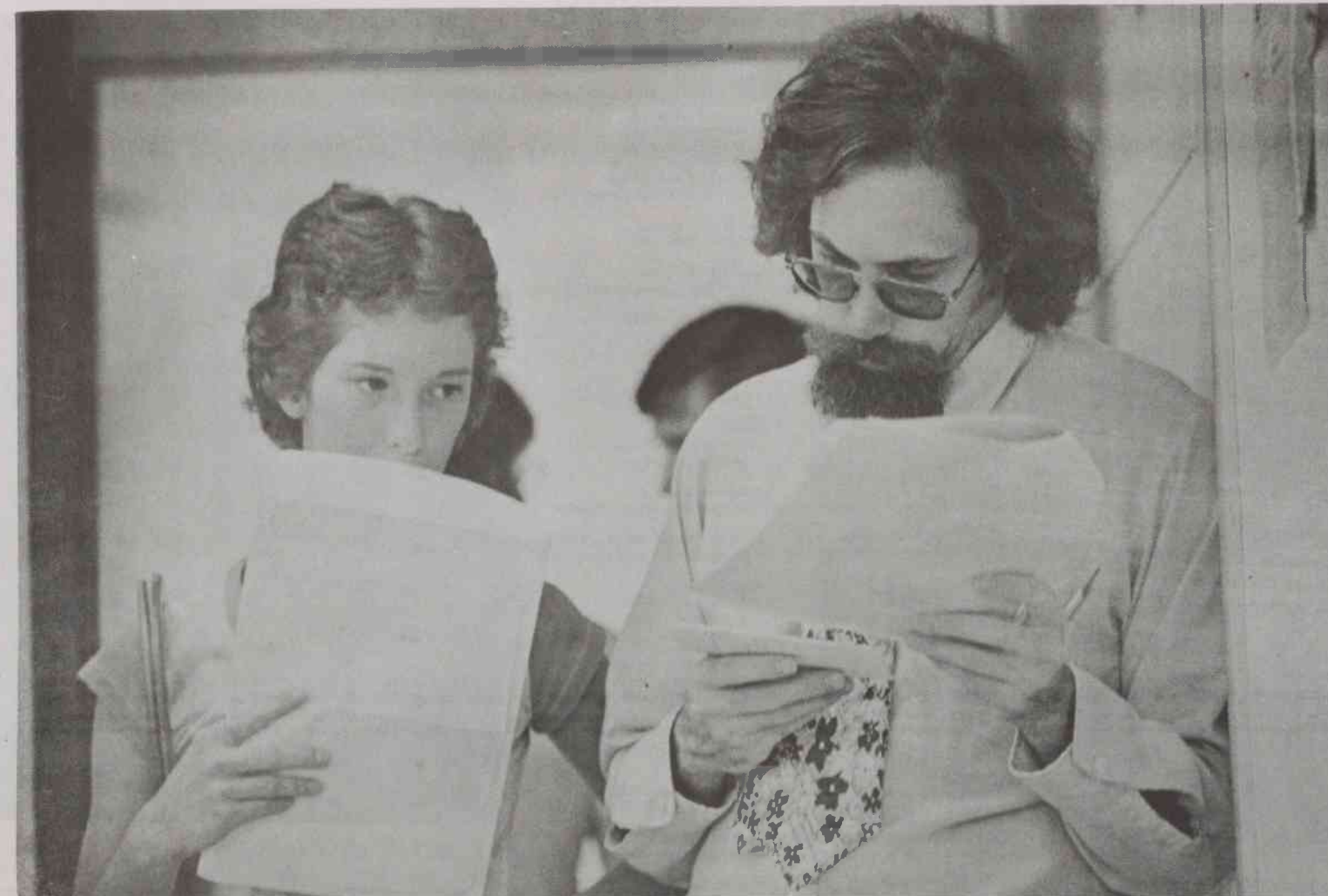
Getting Started is Half the FUN!



OPENING DAY ADDRESS — Dr. Whitaker addresses the freshmen (Bill McAllister)



A VITAL PART OF REGISTRATION — Paying the piper. (WHMc)



LAST MINUTE COUNSELING — Paula Touchberry gets some last minute advice on registration from Bill McAllister, professor of Photography. Ms. Touchberry's schedule was eventually corrected. (WHMc)

Observe the rules

Build Your Writing Skills

E.B. White has said "Writing is an act of faith". Undoubtedly he means that to express yourself well you must have faith in yourself, and in your thoughts and in your ability to express them. The key is to be confident and competent enough to convey those thoughts to the reader.

Admittedly, that is easier said than done. Writing, like any skill worth mastering, takes practice and work. But the process of improving your writing can be fun and challenging, and the benefits well worth the effort. After all, in tests or exams you should be able to write clearly about what you have learned. Or, when your friends are away, you should be able to write them interesting letters. And later, when you are working, the ability to express yourself will be invaluable—in a letter to a prospective employer, for example, or in office correspondence, business reports, or sales proposals.

This article from the Association of American Publishers is an overview of techniques of writing. It reviews the main elements of grammar and the principles of good composition—the framework upon which you build your skills.

1. Choose words carefully
2. Punctuate, capitalize, and spell correctly.
3. Construct sentences and paragraphs clearly
4. Appraise and outline each assignment
5. Write, review, and revise

Choose Words Carefully
"To understand others and be understood by all, know the big words but use the small."
Anonymous
Have you ever thought of yourself as a wordworker? Actually we all are. It is through words that we express our thoughts or emotions. Without words we would be unable to record, preserve, explain, or enjoy the learning of the ages. Man's unique ability to communicate effectively depends upon a familiarity and facility with words.

Imagine carpenters, whose livelihood depends upon the ability to work with wood. Before they can build anything they must learn how to handle the raw material of their trade. First, they study the different kinds of wood: their uses, their textures, and their weaknesses and strengths. Through practice they learn to cut, shape, and smooth their work so that it serves the purpose for which it is intended.

So it is with words, the raw material of language. First, we must recognize the eight types, or parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. The more familiar we become with each of these—and with their particular function and their qualities—the easier it is to use them correctly.

Through practice you will learn how to use words accurately and effectively. You will know, for instance, to rely on concrete nouns and on strong, active verbs for impact. You will use passive verbs less frequently since they can lack strength and character. You will come to understand that if you are precise in your choice of nouns and verbs, you will have no need to add qualifying adverbs or adjectives to make yourself understood.

A competent writer is one who uses qualifying words or phrases sparingly. Sentences built with strength and precision require no patching or additional support. More forceful writing uses the rather positive rather than negative. It is also better to avoid colloquial, foreign, or slang expressions because they can interrupt the smooth flow of English.

One of the best ways to improve your facility with words is to keep a dictionary nearby. You will find in it not only definitions and spelling, but derivations, synonyms, pronunciation, and word usage. If you acquire the habit of looking up new words, you will expand your vocabulary and will better understand the subtleties of meaning. Accuracy in the use of words is a very important aspect of a writer's skill.

If you look again at some of the good books you have read you will probably notice that the words used are exact in their meaning and that the language carries you forward without interruption. Long descriptions can be boring. Clear concise writing makes for more interesting reading. When you write, keep your readers in mind.

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 of 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 join 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 inhuman 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 more 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 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.

Writing is more interesting if the length and style of the sentence 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 develop a unified thought. The lead sentence presents the topic that is to follow. Then, subsequent sentences detail in logical order its substance.

Regulations Concerning Title IX Compliance Are Announced

Title IX of the Education Amendments of 1972 states that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . . ."

Final regulations implementing Title IX were issued by the U. S. Department of Health, Education, and Welfare, with an effective date of July 21, 1975. Institutions were granted one calendar year from the effective date to prepare a Self-Evaluation, whereby the policies and practices of the institution are evaluated in terms of the regulations, with the further requirement that institutions modify any policies or practices found not to meet the requirements of the regulations.

Consequently, Dr. Bruce E. Whitaker, President of Chowan College, appointed Dr. B. Franklin Lowe, Jr., Dean of the College, to coordinate the required Self-Evaluation for Chowan College. Dean Lowe worked with a number of the college personnel over a period of several months in conducting the Self-Evaluation. This evaluation was completed and on file prior to the July 21, 1976 deadline.

One of the requirements set forth in the Title IX regulations is that, "A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited. . . ." by the Title IX Regulations, as such regulations are applicable to Chowan College.

Accordingly, as required by Title IX regulations, Chowan college has adopted the following procedure whereby any person (student or employee) alleging any action by the college as prohibited under Title IX shall be able to present such complaints for resolution:

1. An employee of the college shall first register his-her grievance with his-her immediate superior.
2. A student shall first register his-her complaint with either the Dean of Students or one of the Associate Deans of Students.
3. In the event that the complainant feels that his-her

grievance has not been resolved by these means, he-she may submit the grievance in writing to the Dean of the College. The Dean of the College may then attempt to settle the grievance through his office, in consultation with appropriate college personnel. If the grievance cannot be resolved in this manner, the Dean of the College will appoint, subject to the approval of the President of the College, a representative panel to hear the grievance. This panel, upon hearing the grievance, will recommend to the President of the College such resolution of the grievance as it deems appropriate and consistent with Title IX regulations, and with the purposes of this institution.

4. Any appeal from the action of the panel, as specified in item 3, shall be to the President of the College. Any appeal to the President of the College shall be submitted in writing by the complainant to the President, through the Dean of the College. After reviewing the grievance, the President may decline to hear the grievance if he feels that appropriate action and resolution have been offered by the panel. In the event that the President elects to hear a grievance personally, he will notify the complainant of the time and place where the appeal will be heard. The action of the President with reference to grievances registered under Title IX shall be final.

This policy as outlined above is effective immediately. Further, it should be noted that Chowan College, by action of its Board of Trustees, operates on a non-discriminatory basis with respect to race, color, sex, and national origin.

As a matter of information, the office of the Dean of the College is located on the third floor of McDowell Columns Building, and his telephone number is (919) 398-4101, extension 211.

"While the United States still frets—and rightfully—over its manifold shortcomings, the American economy is the envy of the world. After so many years of problems and doubts, it is perhaps pardonable to take pride in a re-apparent truth. We're Number One."
—John M. Lee