

himself to write well independently of the teacher.

5) Stress that learning writing is a process in the same way that writing itself is. The student must see the development of his writing skill as a gradual process so that his goals and standards rise as his competence does.

We have simply extended Mr. Zoellner's idea of process from writing itself to the learning of writing. Just as thinking is not the same as writing, learning to write is not the same as learning how to learn to write. Teaching a student how to write will not necessarily help him to learn the process of learning how to write. So if a student's writing is to improve throughout his lifetime instead of just in the classroom, he must be taught how to learn to write, instead of merely the process of expressing thoughts clearly on paper.

Many others will, no doubt, add more extensive speculation to the foundations laid by Mr. Zoellner. His article will be read often. It is not as clear and straightforward as it might be, and its extensive use of Skinnerian psychology may cause it to be unnecessarily narrow and misunderstood. But the perspectives offered by "A Behavioral Approach to Writing" are new, valuable and worthy of further study.

Cinquains

By DORTHINE BLASCH

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"How far
is Camelot,
that shining citadel?"
Merlin replied, "It's just beyond
the soul."

Alone,
fettered, earth-bound
am I...while silver gulls
soar and swoop above a sea of
turquoise.

To long
for yesterday
or yearn for tomorrow
is to renounce all that we have:
today.