FOR THE RECORD

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EXECUTIVE COMMITTEE

FROM THE EDITOR'S DESK

Twenty-five students and a teacher share a classroom. Syllabus and lesson plans chart the course they are to follow for the term. But below the surface there are eddies of emotions and attitudes, currents of individual needs and pools of experience that can accelerate or impede their course. To teach most effectively, we must sound the depths to learn how we can use what lies below the surface to our own and our students' advantage. Contributors to this issue of The Record remind us of this.

Walter Sawyer suggests we might start by observing students' composing tempos in order to make inferences about their composing strategies. In "The Pause That Regresses," Sawyer examines research on pauses writers make as they compose. This research underpins the diagnostic instrument and the teaching strategies he argues may support writing instruction.

In "What It Means to be a Writer: Acknowledging the Affective Realm," Patrick Bizzaro briefly reviews research on writers' attitudes and self concept and their effects on writing achievement. His students' feelings about what it means to be a writer, about what is most rewarding and risky for them, illustrate the point Bizzaro makes in the research review: Understanding writers' feelings about composing will inform the assignments we make, the responses we offer, and the classroom environment we create.

The third article deals with a teacher's rather than students' feelings about evaluating essays. Howard Tinberg shares his experience as an ETS reader in "At Home on the Range." A series of journal entries, his article captures the frustration and fatigue as well as the collegiality and "collective concentration" Tinberg felt as one of 190 ETS raters who, together, scored some 90,000 college placement essays. You will appreciate the honesty and humor of Tinberg's account, especially if you have ever felt you were the only "uncalibrated" rater during a holistic scoring session.

Plumbing students' interests and experiences often leads to more effective writing assignments than does imposing teacher-selected topics on an entire class. The next two articles in this issue of The Record examine this contention. First, Nikki Lee Manos describes a method for teaching college students the research paper. Her five-step procedure encourages students to develop and refine a point of view. Original topics evolve from journal entries and talk with peers. Library research, in the context the author describes, is a meaningful search for information about topics students feel committed to rather than the patching together of photocopied sources that often constitutes "doing research."

Michael Callaghan, in the fifth article, echoes Manos' message about the importance of encouraging writers to pursue personally meaningful topics. Brief sketches of Thomas Merton's, James Michener's, and Frank O'Connor's lives and excerpts from their writings illustrate Callaghan's point.

And finally, Dan Miller offers a collection of quotations about writers and writing which he suggests will serve many purposes in the classroom.

One final note: My thanks to Harvey Wiener of the City University of New York who pointed out to me that the WANDAH word processing program mentioned in Fagan and Detterbeck's "Status Report: Micros for Word Processing" (Volume xxxviii, Third Quarter) is now called HBJ Writer.

Rita Pollard
THE GREATEST INSIGHT FROM THE FEWEST WORDS:
USING QUOTATIONS IN THE WRITING CLASS

Centuries ago Voltaire stated that "the multiplicity of facts and writings is becoming so great that everything must soon be reduced to extracts." Considering that we are now in an age of information glut, we have apparently arrived. Regardless of whether Voltaire was prophetic, there are a number of advantages to using quotations as a staple in the English classroom.

Quotations are short. Considering the fast-paced, video culture in which our students are immersed, a quotation ranging from five to six words to three or four sentences is readily acceptable to the adolescent in a hurry. As a change of pace from short stories, poems, and novels, it's refreshing to delve into the genre of the quotation to stimulate thought and focus on the development of communication skills.

Quotations also highlight original ideas, and according to Philip Hamerton, "we pay much more attention to a wise passage when it is quoted than when we read it in the original author." The essence of the quotation and its importance as an object of study and as a vehicle in the development of communication skills is stated best by Emily Morison Beck:

Quotations tell us of the inward thoughts and aspirations of men and women, of their struggle with life and death.

with ambition, misfortune, evil, grief, of their experience with love, joy, of their sense of humor. They reveal to us that people of ancient times, from the first written utterances, can speak to us today in ways that inspire, inform, comfort, entertain.

Thousands of thought-provoking quotations are at one's fingertips in such references as Burton Stevenson's Home Book of Quotations, George Seldes' The Great Quotations, Lawrence J. Peter's Peter's Quotations, Bartlett's Familiar Quotations, James B. Simpson's Contemporary Quotations, Edward F. Murphy's The Crown Treasury of Relevant Quotations, The Oxford Dictionary of Quotations, and Rhoda Tripp's The International Thesaurus of Quotations. These represent the most widely used sources of quotations and proverbs, but scores of additional quotation books have been published, many of which offer quotations in a specific area. Consider, for instance, A Teacher's Treasury of Quotations, Elaine Partmow's The Quotable Woman, or Anita King's Quotations in Black. Making use of the wealth of information available in numerous books of quotations, classroom teachers can effectively use quotations in many ways:

1. Introduce a New Unit. Quotations are particularly appropriate for introducing new units. Students often need to understand the value of what is to be studied, and teachers may accomplish that goal by presenting and discussing appropriate quotations at the beginning of the unit.

2. Display. Teachers can effectively display on signs or posters those quotations they consider most thought-provoking or inspirational. The quotations will serve as a constant reminder of the messages the teacher wants to get across. One can even feature a "thought of the day" on the chalkboard.

3. Lend Authority to Your Words. By using quotations teachers can lend authority to their words. Students will more readily accept particular views knowing that great thinkers and authorities from the past have also held those views. It is a plus when a particular quotation or proverb is familiar to students because those well-known sayings have already earned universal acceptance.

4. Summarize a Concept. Teachers can use a quotation to summarize an idea or define a concept it might otherwise take several paragraphs to adequately cover. Quotations make the greatest use of the fewest possible words and often provide the perfect phrase for that which one wishes to describe. By using quotations one can very well make a complete, concise statement about any aspect of literature, learning, or life.

5. Clarify. Teachers may be able to express themselves better and make their points more precisely through the use of quotations.

6. Enliven One's Own Words. Whether a teacher is preparing a lesson, writing a speech, or writing an article, the inclusion of quotations can enrich and enliven the content and more effectively deliver the message.
Quotations are particularly effective for getting the students' attention at the beginning of a lesson.

7. Motivate/Inspire. Students often need motivation to appreciate a particular subject or topic, and quotations can provide for students insight into the value of a particular topic. One particularly apt quote or one that strikes close to home with a student may truly inspire that student to profitable reflection or action of some kind.

8. Stimulate Thought. Through the presentation of quotations teachers can stimulate students to view a particular issue in a new light or to think about a viewpoint previously not considered. Quotations, for instance, may help students develop new ideas or form an opinion on the subject addressed. The presentation of opposing views in paired quotations is a particularly effective method of helping students clarify their thoughts on views previously unclear.

9. Distill Thought. Via the presentation of a series of quotations the teacher can present a distillation of virtually all aspects of a particular issue or concept. Those quotations may very well be the best that has been written or said about a particular subject. Also by presenting quotations chronologically from a number of ages one can show the changing views on a particular subject from age to age.

10. Reveal the Nature of the Author/Reveal the Nature of the Age. Whether taken from 200 B.C., Victorian England, or the Roaring 20's, quotations yield insight both into the nature of the age and also into the nature of the people who originated the quotes. Quotations embody habits of thought, customs, and moral values. By carefully selecting from the writings of one period, one can unfold, little by little, characteristics and values of that particular age. Similarly, by selecting passages from a particular authors' writings, a teacher can illustrate the style, techniques, values, and the unique traits of that writer.

11. Provide Pleasure. The entertainment value of literature is, perhaps, the single most important justification for reading. Teachers can provide students with a great deal of pleasure through the judicious selection of quotations that are humorous, that are a clever play on words, or that present a distinctly fresh view of life.

12. Use Quotations as the Basis for Assignments. Use a particular quotation or a pool of quotations as the basis for theme topics, small group discussions and reports, research papers, or as the basis for poster or collage projects.

13. Sharpen Analytical Skills. Students can be asked to identify in quotations ideas and values and compare and contrast them with ideas and values already discussed in class.

Outside the classroom setting itself quotations can also serve a valuable purpose for the teacher or activity sponsor.

14. Capture Interest in Correspondence. Quotations can also be used as fillers or picture captions in newsletters, as part of the content of letters or memos teachers write, as part of a department or personal letterhead, or in department or school handbooks.

Quotations can function in any number of effective ways in the writing classroom, and because of their brevity, the impact of the message, and the utility of their use, each teacher should consider quotations as a staple of the unit lesson plan.

Presented below are examples of particular appropriate quotations for use in composition classes. They may encourage you to discover the hundreds more that exist and they may inspire and inform your students and provoke within them serious thought about the many aspects of writing.

THE SIGNIFICANCE OF WRITING

The chief glory of every people arises from its authors.

—Samuel Johnson

Achilles exists only through Homer. Take away the art of writing from this world, and you will probably take away its glory.

—Francois Rene de Chateaubriand

Cesar had perished from the world of men had not his sword been rescued by his pen.

—Henry Vaughan

Literary fame is the only fame of which a wise man ought to be ambitious, because it is the only lasting and living fame.

—Robert Southey

Every animal leaves traces of what it was; man alone leaves traces of what he created.

—J. Bronowski

THE WRITING LIFE

Writing is the hardest way of earning a living, with the possible exception of wrestling alligators.

—Olin Miller

Writing is the only profession where no one considers you ridiculous if you earn no money.

—Jules Renard

The only sensible ends of literature are, first, the pleasurable toil of writing; second, the gratification of one's family and friends; and lastly, the solid cash.

—Nathaniel Hawthorne

No man but a blockhead ever wrote except for money.

—Samuel Johnson

If it were not for a rainy day, a drunken vigil, a fit of the spleen, a course of physic, a sleepy Sunday, an ill run at dice, a long tailor's bill, a beggar's purse, a factious head, a hot sun, costive diet, want of books, and just
contempt for learning — but for these...the number of authors and of writing would dwindle away to a degree most woeful to behold.

—Johnathan Swift

There is probably no hell for authors in the next world — they suffer so much from critics and publishers in this.

—C.N. Bovee

You have to throw yourself away when you write.

—Maxwell Perkins

Writing is a solitary occupation. Family, friends, and society are the natural enemies of a writer. He must be alone, uninterrupted and slightly savage if he is to sustain and complete an undertaking.

—Laurence Clark Powell

Writing can be, like the practice of any other art, a way of life. It is what we all want, to find a way to live.

—Sherwood Anderson

Writing is not a profession but a vocation of unhappiness.

—George Simenon

It's a crazy business, anyway, locking yourself in a room and inventing conversations, no way for a grownup to behave.

—John Leonard

The pressure of writing is tremendous. The pressure of invention, the pressure of moving forward, the pressure of being original...It's not only daily pressure but hourly, every minute. It's every second, really. Sentence by sentence. It's hard to think of another profession where you are constantly starting from scratch.

—Philip Roth

Three remarks about books one should never make to a writer: "How's it doing?" "I couldn't find it anywhere," and "Haven't you finished it yet?"

—Judith Martin

THE AUTHOR

The writer's only responsibility is to his art. He will be completely ruthless if he is a good one. He has a dream. It angushes him so much he must get rid of it. He has no peace until then. Everything goes by the board: Honor, pride, decency, security, happiness, all to get the book written. If a writer has to rob his mother, he will not hesitate; the "Ode on a Grecian Urn" is worth any number of old ladies.

—William Faulkner

I think the whole glory of writing lies in the fact that it forces us out of ourselves and into the lives of others.

—Sherwood Anderson

There is excitement in the very act of composition...a deep satisfaction when the thing begins to take shape. Actually, I wonder if life holds a deeper satisfaction.

—Catherine Drinker Brown

Writing is finding out what you really know.

—William Sloan

Ideas won't keep: something must be done about them.

—Alfred North Whitehead

How can you write if you can't cry?

—Ring Lardner

A writer and nothing else: a man alone in a room with the English language, trying to get human feelings right.

—John K. Hutchens

When once the itch of literature comes over a man, nothing can cure it but the scratching of a pen.

—Samuel Lover

When I want to read a book I write one.

—Benjamin Disraeli

A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be.

—Abraham Harold Maslow

A novelist is a person who lives in other people's skin.

—E.L. Doctorow

Anyone can make history. Only a great man can write it.

—Oscar Wilde

One man is as good as another until he has written a book.

—Benjamin Jowett

Every author, however modest, keeps a most outrageous vanity chained like a madman in the padded cell of his breast.

—Logan Pearsall Smith

Every writer without exception, is a masochist, a sadist, a peeping Tom, an exhibitionist, a narcissist, an injustice collector and a depressed person constantly haunted by fears of unproductivity.

—Edmund Bergler

Writing can get harder rather than easier as you get better at it. The competence a good writer acquires is not so much facility as it is staying power.

—Sheridan Blau

It is the task not only of the actor but of the artist as well to find the sort of expression that will arouse in others what is going on in himself.

—George Herbert Mead

An author really hasn't made it until he no longer shows his books to his friends.

—Dorothy Parker

There is no justification for being a writer. You have to give yourself a reason to write every day. You have to say to yourself, "No matter what, I deserve to write for one more day."

—Norman Mailer

Novelists tend to be hard working people. Writing is not a mystery; it's a job.

—Reynolds Price

The two creatures most to be pitied
are the spider and the novelist — their lives hanging by a thread spun out of their own guts.

—Katherine Patterson

There's a story in every man. The challenge is to find it. Then the problem is to tell it without putting the customers to sleep.

—Jim Murray

THE WRITING PROCESS

I learned to write on top of the dining-room table, despite radios blaring, telephones ringing, and people coming, going, talking loudly. It tremendously sharpened my powers of concentration.

—Ruth Whitman

I always write the end of everything first...Then I go back to the beginning...It's always nice to know where you're going, is my theory.

—Truman Capote

I like to have a certain amount of time alone every day...Solitude is blankness that makes accidents happen.

—Robert Penn Warren

I write in a cork-lined room and have two books pinned to the wall at all times. When I hit a snag on one, I go on to another.

—Theodor Seuss Geisel

I type with my back to the window. ...Can't afford to be distracted all the time by looking out the window.

—Hal Borland

If I put a plain paper in the machine, all ready for the final copy, I'll do it better than if I'm using yellow paper for the draft. You expect more of yourself then.

—Hal Borland

I am fortunate as a writer in not being dependent on my surroundings...I have written quite happily on ocean liners during gales, with the typewriter falling into my lap at intervals, in hotel bedrooms, in woodsheds, in punts on lakes, in German intern-

ment camps.

—P.G. Wodehouse

Hemingway in the late years worked with painful slowness. He wrote mostly in longhand, frequently while standing at a bookcase in his room.

—Robert Manning

I type every day...I start early each day and continue typing till the number of typographical errors reaches an unacceptable concentration.

—Isacc Asimov

What no wife of a writer can ever understand is that a writer is working when he's staring out the window.

—Burton Rascoe

The more a man writes, the more he can write.

—William Hazlitt

As for my next book, I am going to hold myself for writing it till I have it impending in me: grown heavy in my mind like a ripe pear, pendant, gravid, asking to be cut or it will fall.

—Virginia Woolf

Writing is like driving a car at night. You can see only as far as the headlights, but you can make the whole trip that way.

—E.L. Doctorow

Good writing is a kind of skating which carries off the performer where he would not go.

—Ralph Waldo Emerson

The brain is better for a writer than a computer.

—N. Wiener

For a dyed-in-the-wool author nothing is as dead as a book once it is written.

—Rumer Godden

JUDICIOUS IMITATION

Keep your hands from literary picking and stealing. But if you cannot refrain from this kind of stealth, abstain from murdering what you steal.

—Augustus Toplady

When you steal from another author, it's plagiarism; if you steal from many, it's research.

—Wilson Mizner

Originality is nothing but judicious imitation. The most original writers borrowed from one another. The instruction we find in books is like fire. We fetch it from our neighbors, kindle it at home, communicate it to others, and it becomes the property of all.

—Voltaire

Authors are magpies, echoing each other's words and seizing avidly on anything that glitters.

—Bergan Evans

The writer who draws his material from a book is like one who borrows money only to lend it.

—Kahlil Gibran

Nothing is new except arrangement.

—Will Durant

"Making use of the wealth of information available in numerous books of quotations, classroom teachers can effectively use quotations in many ways."

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WRITER'S BLOCK

Writing is easy: all you do is sit staring at the blank sheet of paper until the drops of blood form on your forehead.

—Gene Fowler

Talent is like a faucet; while it is open, one must write. Inspiration is a farce that poets have invented to give themselves importance.

—Jean Anouilh

A man may write at any time, if he will set himself doggedly to it.

—Samuel Johnson

The idea is to get the pencil moving
quickly... To write a scene, work up feeling: ride in on it.
—Bernard Malamud

There seems to be no physical handicap or change in environment that can hold a writer down.
—Kathleen Norris

Just get it down on paper, and then we'll see what to do with it.
—Maxwell Perkins

I don't think anyone gets writer's block. I think fear takes over.
—Neil Simon

When the thought is there, the pen is not; with the pen in hand, the thought's forgot.
—J. Griffin Pitts

You beat your pate, and fancy wit will come; Knock as you please, there's nobody at home.
—Alexander Pope

STYLE

The difference between the right word and the almost right word is the difference between lightening and the lightening bug.
—Mark Twain

No style is good that is not fit to be spoken or read aloud with effect.
—William Hazlitt

In composing, as a general rule, run your pen through every other word you have written: you have no idea what vigor it will give your style.
—Sydney Smith

He that uses many words for the explaining of any subject, doth like cuttlefish, hide himself for the most part in his own ink.
—John Ray

Less is more.
—Robert Browning

As for style of writing, if one has anything to say, it drops from him simply and directly, as a stone falls to the ground.
—Henry David Thoreau

Think like a wise man but comminicate in the language of the people.
—William Butler Yeats

If you would be pungent, be brief; for it is with words as with sunbeams — the more they are condensed, the deeper they burn.
—Robert Southey

I hate anything that occupies more space than it is worth. I hate to see a load of band-boxes go along the street, and I hate to see a parcel of big words without anything in them.
—William Hazlitt

When we encounter a natural style, we are astonished and delighted; for we expect to see an author, and we find a man.
—Pascal

Write tight.
—Helen Newton

Grammar "rules" are to be obeyed only when they contribute to the sense and rhythm of the prose...A well-split infinitive, produced for a purpose like honest cordwood, is much more effective than any number of sapless "correct" sentences.
—Paul Darcy Boles

Every style that is not boring is a good one.
—Voltaire

REVISION

Half my life is an act of revision.
—John Irving

In composition I do not think second thoughts are best.
—Byron

I keep poems for months at a time before I let them go. I rework them a lot... Even to change a line a day, that's something. And I have kept poems for thirty years back.
—Robert Penn Warren

The waste basket is a writer's best friend.
—Isaac Bashevis Singer

Too much polishing weakens rather than improves a work.
—Pliny the Younger

Writing is one of the few areas in life where "Do it right the first time or don't do it at all" doesn't apply. If we tried to do it right the first time, most of us would never finish a sentence.
—Ronald John Donovan

Only the hand that erases can write the true thing.
—Meister Eckhart

Think of and look at your work as though it were done by your enemy. If you look at it to admire it you are lost... If we look at it to see where it is wrong, we shall see this and make it righter. If we look at it to see where it is right, we shall see this and not make it righter. We cannot see it both wrong and right at the same time.
—Samuel Butler

The mere act of reading aloud put his work before him in a new light and, by constraining his attention to every line, made him judge it more rigorously. I always intend to read, and generally do read, what I write aloud to some one; any one almost will do, but he should not be so clever that I am afraid of him. I feel weak places at once when I read aloud where I thought, as long as I read to myself, that the passage was alright.
—Samuel Butler

A writer is unfair to himself when he is unable to be hard on himself.
—Marianne Moore

No passion in the world is equal to the passion to alter someone else's draft.
—H.G. Wells

Too much polishing and you spoil things. There's a limit to the expressibility of ideas. You have a new
thought, and interesting one. Then, as you try to perfect it, it ceases to be new and interesting, and loses the freshness with which it first occurred to you. You’re spoiling it.

—Leo Tolstoy

Revising is repugnant. I have to play for keeps on every page.

—Robert Penn Warren

The advice I would offer to any writer is that even when you think you have revised your book to the point where you cannot look at it again, it is time to sit down and revise it some more.

—Michael Korda

If it sounds like writing, I rewrite it.

—Elmore Leonard

CRITICISM

Enjoy good reviews for a day or so, but don’t believe them. If you do, you’re morally obliged to believe bad reviews, which is preposterous.

—Stephen Becker

I would rather be attacked than unnoticed. For the worst thing you can do to an author is to be silent as to his works.

—Samuel Johnson

Authors are judged by strange capricious rules, the great ones are thought mad, the small ones fools.

—Alexander Pope

If you’re not falling now and again, it’s a sign you’re playing it safe.

—Woody Allen

Pay no attention to what the critics say; no statue has ever been put up to a critic.

—Jean Sibelius

Nature, when she invented, manufactured, and patented her authors, contrived to make critics out of the chips that were left.

—Oliver Wendell Holmes, Sr.

To escape criticism — do nothing, say nothing, be nothing.

—Elbert Hubbard

ADVICE

It is only by writing ill that you can attain to write well.

—Samuel Johnson

All this advice from senior writers to establish a discipline — always to get down a thousand words a day whatever one’s mood — I find an absurdly puritanical and impractical approach. Write, if you must, because you feel like writing, never because you ought to write.

—John Fowles

A good many young writers make the mistake of enclosing a stamped, self-addressed envelope, big enough for the manuscript to come back in. This is too much of a temptation to the editor.

—Ring Lardner

Read, read, read. Read everything — trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You’ll absorb it. Then write. If it is good, you’ll find out. If it’s not, throw it out the window.

—William Faulkner

I think it’s a pretty good rule not to tell what a thing is about until it’s finished. If you do, you always seem to lose some of it. It never quite belongs to you so much again.

—F. Scott Fitzgerald

It is much easier to sit at a desk and read plans for a billion gallons of water a day, and look at maps and photographs; but you will write a better article if you have yourself out of a comfortable chair and go down in tunnel 3 and get soaked.

—Stuart Chase

Do one thing...imagine what you’re writing about, see it and live it. Don’t think it up laboriously, as if you were working out mental arithmetic. Just look at it, touch it, smell it, listen to it,

—Ted Hughes

Quantity produces quality. If you only write a few pages you’re doomed.

—Ray Bradbury

Mark Twain once said that the man who does not read good books has no advantage over the one who cannot read them...If you want to write well, then you have to read good writers. If you confine yourself to mediocre writers, then that’s the style you’re going to assimilate.

—William Least Heat Moon

If I had to give young writers advice, I’d say don’t listen to writers talking about writers.

—Lillian Hellman