

preamblings

The first term of our year, with its new enthusiasms and new students on which to practice them, has settled into a routine after all. Fall has passed almost without our knowing it. The snow has finally chosen to fall on us, and we can foresee a winter so long as to seem endless.

The editor of the MEJ is missing all this. She left Northfield last September for a year's stay in Italy, where she is now enjoying sun and well-deserved peace, except for our letters to her. We hope she misses the MEJ. We certainly miss her. But in spite of the moments when nothing, including mail to Italy, seemed to go as it should, we are enjoying the task of discovering how to run a journal.

This issue focuses upon the problems and the solutions found in new methods of teaching, and upon the excitements and qualms of the teachers who must implement them. John Maxwell, the editor of a book entitled On Writing Behavioral Objectives for English, published by NCTE, discusses the behavioral objective in terms of its usefulness for English teachers. Dorothy Dalsgaard, a teacher at John Marshall High School in Rochester, tells of ways to make English teaching better without extensive revisions of curriculum or rearrangements of schedules and classes. Kent Bales reports the results of a conference designed to bring college and secondary school English teachers closer together. And Mary Beth Boosalis, a former student at Carleton College, relates her experience in putting her ideas about teaching to work.

We plan for one of our next issues to focus on the life and writings of O. E. Rølvaag. Although Giants in the Earth was published almost fifty years ago, there has been little criticism of it written, and Rølvaag's other work has almost been ignored. We hope that the MEJ will contribute some interesting views of his writing.

