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The Minnesota English Journal solicits manuscripts from teachers of English at all grade levels. Submissions may take the form of

- "Best Brief Strategies" -- 50-200 word descriptions of successful teaching techniques
- Original poetry or prose by Minnesota teachers and students
- Articles discussing any aspect of teaching of or research in language arts
- Reviews
- News items of interest to teachers of English language arts
- Graphics by Minnesota teachers and students
- Letters to the editors
- "To Air is Human" -- humorous or thought-provoking examples of misspellings or unexpected language use from student or teacher writing

Manuscripts should be written in MLA style. In addition to a printed or typewritten copy, the editors greatly appreciate a copy of your article on a 3.5" diskette labeled with your name, article title, and software used.

**DEADLINE FOR THE SPRING ISSUE:
January 15, 1997**

Please address all manuscripts for and comments on this Journal to

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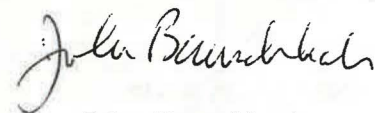
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"Patiently he awaited the end of winter and the coming of the little spiders. Life is always a rich and steady time when you are waiting for something to happen or to hatch. The winter ended at last." (Charlotte's Web)

One of the pleasures and the lessons of literature is the experience of patient expectation. The phrase "a rich and steady time" aptly describes the re-reading of a favorite story, as we anticipate the funeral of Tom Sawyer, Huck Finn, and Joe Harper, the return of Odysseus, the reconciliation of Elizabeth Bennet and Fitzwilliam Darcy, the reconciliation of Miss Binney and Ramona Quimby, and, perhaps, even the start of the school year.

In this issue there is literature, composition, pedagogy, popular culture, drama, and landscapes. David Glaesemann argues that, despite Eliot's disclaimers, The Waste Land is very much a "generational" poem. Joseph Ng demonstrates the promise of case grammar for helping students respond to literary style. Sarah Coprich Johnson describes the challenges of cultural differences for the composition teacher. Paul Carney explains his success evaluating essays with audiocassettes. Lee Glaesemann surveys current research on collaborative learning in reading and writing, a teaching strategy that remains both popular and intricate. George Ashe suggests activities for introducing drama. And there are poems by Elmer Suderman and Galee Erickson, and a review of Landscape and Memory by Lee J. Woolman.

A special feature of this issue are essays by undergraduates on extending the literature curriculum. Robert St. Pierre "merges" Wordsworth and Thoreau. Kirsten Pettersen and Lisa Koehler suggest teaching activities for world literature, and Chris Radke for science fiction.



John Banschbach



Gwen Griffin

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