

TO OUR READERS:

- * Complimentary copies of *Braided Lives*, the multicultural literature anthology developed by MCTE and the Minnesota Humanities Commission, were sent to all high school teachers in Minnesota in August, 1991. The anthology is the result of work by an editorial board of high school teachers, led by Deborah Appleman and Maggie Reed from MCTE and Jenny Keyser from MHC. The copies were sent to teachers in appreciation for their work with high school students and to make them aware of a resource which will enable them to better comply with the State Department of Education's multicultural, gender fair rule.

The reaction to this new anthology has been very positive. The seven regional conferences sponsored by MCTE and MHC, and designed to assist Minnesota teachers as they began using *Braided Lives* with their students, were well attended. Given this show of teacher interest and the anthology's timely focus we chose to solicit an extended review of the text. The review appears as the lead article in this issue. We think you will find Leo Hertzels evaluation and reflections both interesting and provocative. We look forward to hearing your response.

- * MCTE's 1991 Spring Conference, "Teaching the Rainbow: A Spectrum of Students; A Spectrum of Strategies," is scheduled for May 1 and 2 at the Sheraton Park Place Hotel in St. Louis Park. Keynote speakers include Carol Bly, David M. Johnson, Conrad Balfour, Cheryl Ostrom and Susan Marie Swanson. Besides the general sessions, there are special interest sessions planned for each day, including a presentation by members of the Minnesota Writers Project, a roundtable by the Minnesota English Educators on OBE and its implications, and a session devoted to *Braided Lives*. We encourage you to attend the conference and share ideas with your fellow educators. The experience is always enriching and enjoyable.

- * In our previous issue (MEJ, XXII, 1, Fall, 1991) we published "The Rhetoric of Cultural Diversity" by Donna Gorrell. Figure 1, which appeared on page 4, was printed incorrectly, and makes no sense in the context of the article. The figure which appears below is correct. We apologize for the confusion and/or frustration our error caused.

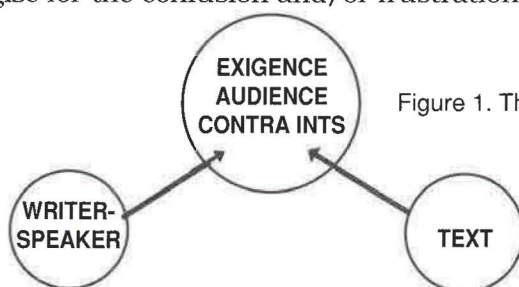


Figure 1. The rhetorical situation