

# Editorial: Closing the Circle

*Stan Wilson and Peggy Wilson*  
*University of Alberta*

---

We made our first attempt at editing the *Canadian Journal of Native Education* by compiling the presentations made to the First Indigenous Scholars Conference held at the University of Alberta in March 1995. At that conference the parameters of the First Nations Graduate Education Program at the University of Alberta were set. The courses that would form the core of the program were suggested, and the groundwork for development of the initial program was outlined. Since that time both the First Nations Program and the *Canadian Journal of Native Education* have grown and changed. It has been a challenge to work as a team with the graduate students as we proctored articles, established a network of reviewers, and then compiled their suggestions. We have insisted that each article be reviewed by at least two Indigenous scholars, and in this way an Indigenous world view has gradually made its way into many of the articles. A paradigm shift has occurred.

We have watched with delight as a number of Indigenous scholars have articulated an Indigenous paradigm in both their research and in their writings. No longer is Western academic discourse the only option that Indigenous students have if they wish to succeed in the academic world. They are gradually teaching the Western world that there are ancient, time-honored, and thoroughly tested research methodologies, writing styles, and patterns of discourse that are equally stringent and certainly much more culturally appropriate than what has been used by academe in the past when writing about or researching with and between Indigenous peoples.

Eighteen students have now graduated from the First Nations Program, five with doctoral degrees. Many of these students have chosen to learn about the uniqueness of their own world view and to center their academic lives on honoring this perspective. Others have felt safe and comfortable working within the dominant system. The *Canadian Journal of Native Education* has been our way of both contributing to and respecting the diversity of thought that makes up "Native" education.

After 10 years at the University of Alberta, and after having made the First Nations Graduate Education Program and *CJNE* a major part of our lives, it is now time to retire. In our retirement we hope to work on establishing a graduate program in Indigenous education that will assist students in understanding Indigenous peoples, their commonalities and differences, in a number of countries and places. We are working with Canada, Australia, New Zealand, Hawaii, and Alaska. We leave the journal in good hands. Cora Weber-Pillwax is now the Coordinator of the First Nations Graduate Education Program at the University of Alberta. In this role we are sure that she will also oversee the journal and keep it in good hands. We have enjoyed every minute of our work on *CJNE* and have learned so very much in the process.