

*Transformational Sites
of Indigenous Education*

CANADIAN JOURNAL OF
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Volume 28

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Numbers 1 and 2

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- hr/>
- | | | |
|-----|--|---|
| 1 | Editorial: Transformational Sites
of Indigenous Education | <i>Charles R. Menzies
Q'um Q'um xiiem Jo-ann
Archibald
Graham Hingangaroa Smith</i> |
| 8 | Forests for the Future:
The View from Gitksaala | <i>Wuyee Wi Medeek
(John Lewis)</i> |
| 15 | Putting Words into Action: Negotiating
Collaborative Research in Gitksaala | <i>Charles R. Menzies</i> |
| 33 | Researching Traditional Ecological
Knowledge for Multiple Uses | <i>Caroline Butler</i> |
| 49 | Opening Doors to the Future:
Applying Local Knowledge
in Curriculum Development | <i>Veronica Ignas</i> |
| 61 | Traditional Plant Knowledge of the
Tsimshian Curriculum:
Keeping Knowledge in the Community | <i>Edōsdi/Judith C. Thompson</i> |
| 66 | Educating About Aboriginal Involvement
with Forestry: The Tsimshian Experience—
Yesterday, Today, and Tomorrow | <i>Paul Orłowski
Charles R. Menzies</i> |
| 80 | The Tsimshian Protocols: Locating
and Empowering Community-based
Research | <i>James Andrew McDonald</i> |
| 92 | Hwunitum and Hwulmuhw
or
My Experiences in an Organizational
Change Project | <i>Ted Cadwallader</i> |
| 102 | Theories and Disciplines as Sites of
Struggle: The Reproduction of Colonial
Dominance Through the Controlling of
Knowledge in the Academy | <i>Michael Marker</i> |
| 111 | Aboriginal Learning and Healing
in a Virtual World | <i>John Hodson</i> |

123	Speaking From the Heart: Everyday Storytelling and Adult Learning	<i>Kim Anderson</i>
130	Tset Hikwstexw te Sqwelteltset: We Hold Our Language High	<i>Stelómethet, Ethel B. Gardner</i>
149	Contributors to this Issue	

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For Contributors

CJNE accepts manuscripts from practitioners, scholars, and researchers in Native Education and particularly welcomes contributions from Indigenous scholars whose works focus on First Nations education.

All submissions to *CJNE* are reviewed anonymously by three referees, who base their judgments on appropriateness, scholarship, originality, significance, and clarity.

Guidelines

Theme issue

For information about future themes contact Jo-ann Archibald, First Nations House of Learning, University of British Columbia, Fax (604) 822-8944.

All Manuscripts

- Submit four copies of manuscript, double-spaced, in 12-point type, 1" margins on all sides.
- Author's name and affiliation to appear *only* on the title page, title to be repeated on first page of manuscript.
- Refer to the *Publication Manual of the American Psychological Association* (4th ed.) for style of references and citations.
- For any manuscript accepted, be prepared to supply final draft on a diskette marked with author's name and program used. Word for Windows, Rich Text Format, and WordPerfect are the preferred software.

Research, Discussions, and Reviews of Theory and Practice

- Supply evidence of adherence to ethical protocol for research submissions.
- Include a 50-100 word abstract on a separate page; manuscripts to be 5,500-6,250 words in length (including references).
- Tables and figures on separate pages, figures in camera-ready form.

Teaching Stories/Essays

This section seeks to provide a forum for the voices of those who have important knowledge about Native education through reflecting on their own practice, philosophy, or world view. It aims to pass on generational knowledge through stories that readers can adopt and adapt to their own learning environments.

- 2,000 to 2,500 words in length.

Book Reviews

CJNE accepts reviews of recent publications about Native issues, 750 to 1,250 words in length.

Address manuscripts to:

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Department of Educational Policy Studies
First Nations Graduate Education Program
7-104 Education North
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Call for Papers

Canadian Journal of Native Education
Spring/Summer 2005 Theme Edition

Indigenous Education: Creating and Maintaining Positive Health

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The First Nations House of Learning at the University of British Columbia is pleased to announce a cooperative editorship for the 2005 *CJNE* theme issue with the British Columbia Aboriginal Capacity and Development Research Environment (BC ACADRE). The BC ACADRE is hosted by the UBC Institute for Aboriginal Health and the First Nations House of Learning. The BC ACADRE is funded by the Canadian Institute for Health Research—Institute of Aboriginal Peoples' Health and it is a provincial entity that supports community-determined research, promotes health research training for Aboriginal people, supports the development of community health assessments and ethical research practices inclusive of Aboriginal traditional knowledge, and promotes wholistic wellness in mental health and addiction. This theme issue of *CJNE* recognizes the interrelated need to bring education and health together in order to improve Indigenous education.

The theme of *Indigenous Education: Creating and Maintaining Positive Health* emphasizes philosophies, strategies, pedagogy, programs, and research that improve the well-being of Indigenous peoples. Submissions should discuss the relationship between health and education, as well as highlight matters related to Indigenous knowledge. Priority will be given to respectful research. However, stories, reflections, and critical essays are encouraged.

Please send 4 titled hard copies with abstract (1 with name, contact address info; 3 without for blind review) to:

2005 Theme Edition

Canadian Journal of Native Education

First Nations House of Learning

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CJNE uses APA style. Submissions should be no longer than 6,250 words in length.

Deadline: **January 31, 2005**