

CANADIAN JOURNAL OF NATIVE EDUCATION

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The *Canadian Journal of Native Education* is published twice yearly: in spring/summer a theme issue is compiled at the First Nations House of Learning at the University of British Columbia; and in fall/winter a general edition is compiled by the First Nations Graduate Education Program at the University of Alberta. Occasional supplements are also published.

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-
- | | | |
|-----|---|---|
| 193 | Guest Editorial:
What is an Indigenist Research Paradigm? | <i>Shawn Wilson</i> |
| 196 | Connecting Academics, Indigenous
Knowledge, and Commitment to
Community: High School Students'
Perceptions of a Community-Based
Education | <i>Tiffany S. Lee</i> |
| 217 | Mi'kmaq Children's Perceptions
on Education | <i>Kim A. Critchley
Vianne Timmons
Fiona Walton
Janet Bryanton
Mary Jean McCarthy
Jennifer Taylor</i> |
| 231 | Treaty 6 Education: In Search of Her
Majesty's Bounty and Benevolence | <i>Sheila Carr-Stewart</i> |
| 248 | First Nations Education: The Need for
Legislation in the Jurisdictional Gray Zone | <i>James B. Wilson</i> |
| 257 | Adaptation and Decolonization:
Unpacking the Role of "Culturally
Appropriate" Knowledge in the
Prevention of Fetal Alcohol Syndrome | <i>Amy Salmon</i> |
| 275 | Stories of School, Stories in School:
Understanding Two Aboriginal Children's
Competing and Conflicting Stories of
Curriculum | <i>Ann E. Murray Orr
M. Shaun Murphy
Marni Pearce</i> |
| 289 | The Ole Crab Story: Analysis of a Personal
Experience in Colonialism and Antiracism
Theory | <i>Barb Lateroute</i> |
| 305 | Native Language Education: An Inquiry
Into What Is and What Could Be | <i>Thecla Neganegijig
Mary Breunig</i> |
| 322 | Contributors to this Issue | |

Appreciation to Reviewers

We are grateful to the following scholars who were kind enough to review manuscripts for this edition of *CJNE*. Your feedback is very much appreciated by the authors and by the editors. It is your work that makes *CJNE* a scholarly journal.

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CJNE Guidelines for Authors

The *Canadian Journal of Native Education* will now be published twice yearly: in spring/summer and in fall/winter. The University of Alberta will publish *CJNE* with a theme issue originating from the University of British Columbia each spring. The theme issue is edited by Jo-ann Archibald. A general manuscript edition edited by the Indigenous Peoples' Graduate Education Program at the University of Alberta will form the fall/winter edition.

CJNE will accept manuscripts from practitioners, scholars, and researchers in Indigenous education. All pertinent manuscripts will be considered, but **in particular** *CJNE* welcomes contributions from Indigenous scholars whose work is initiated from within an Indigenous paradigm with a focus on Indigenous education.

The general edition of *CJNE* will be divided into three sections: research, teaching stories/essays, and book reviews.

All submissions to *CJNE* will go through an anonymous review process. Three referees will review each submission and will base their judgments on appropriateness, scholarship, originality, significance, and clarity.

Please follow these guidelines in preparing your manuscript for submission.

Research, Discussions, and Reviews of Theory and Practice

1. Authors must submit four copies of manuscript, including a 50-100 word abstract.
2. Research manuscripts, discussions, and reviews of theory or practice should be 5,500-6,250 words in length (including reference page).
3. Type must be double-spaced, in 12-point font with 1-inch margins on both sides.
4. Authors should refer to the *Publication Manual of the American Psychological Association* for reference and citation format.
5. Tables and figures should be submitted on separate pages in camera-ready format.
6. The author's name and affiliation must appear only on the title page.
7. If a manuscript is accepted for publication, the author will be asked to supply the final draft electronically with author's name and program used.
8. Evidence of adherence to ethical protocol must accompany research submissions.

Teaching Stories/Essays

The purpose of this section is to provide a forum devoted to the voices of those who have important knowledge about Indigenous education through reflecting on their own practice, philosophy, or world view. It is a forum to pass on generational knowledge through stories that readers can adopt and adapt to their own learning environments.

Teaching stories should be 2,000-2,500 words in length; typed, double-spaced, 12-point font.

The author's name and affiliation must appear only on the title page.

If a teaching story is accepted for publication, the author will be asked to supply the final draft electronically with author's name and program used.

Book Reviews

CJNE accepts reviews of recent publications about Indigenous issues. Book reviews should be 750-1,250 words in length; typed, double-spaced, and in 12-point font.

If a book review is accepted for publication, the author will be asked to supply the final draft electronically with author's name and program used.

Please submit manuscripts to:

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Edmonton AB T6G 2G5



Beatrice Medicine, PhD (1923-2005)

Dr. Medicine served as Academic Elder to both faculty and students in the First Nations Graduate Program at the University of Alberta from 1994 until her passing in 2005. She was one of the founding members of the program and took part as an active member at each selection interview. As well as teaching courses in the doctoral program, Bea was a tireless reviewer for the *Canadian Journal of Native Education*. Her assistance is sadly missed although we feel her presence as we continue both the Indigenous Peoples Education Program and *CJNE*.