

# CANADIAN JOURNAL OF NATIVE EDUCATION

## Aboriginal Englishes and Education

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## Canadian Journal of Native Education

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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 work focuses 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, Indigenous Education, 2125 Main Mall, University of British Columbia, Vancouver BC V6T 1Z4; e-mail jo-ann.archibald@ubc.ca

#### *All Manuscripts*

- Submit one copy of manuscript, double-spaced, in 12-point type, 1" margins on all sides; manuscripts not to exceed 5,500-6,250 words including references.
- To ensure anonymity, include author's name and affiliation only on the title page; repeat the title on the first page.
- Include a diskette marked with the author's name and program used. MS Word, Rich Text Format, and WordPerfect are preferred.
- Refer to the *Publication Manual of the American Psychological Association* (5th ed.) for style of references and citations.

#### *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;
- Tables and figures on separate pages.

#### *Teaching Stories/Essays*

This section provides 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 First Nations issues, 750 to 1,250 words in length.

Address manuscripts to:

*The Canadian Journal of Native Education*,  
Department of Educational Policy Studies  
First Nations Graduate Education Program  
7-104 Education North  
University of Alberta  
Edmonton AB T6G 2G5  
Canada



## INDIGENOUS EDUCATION INSTITUTE OF CANADA

### CALL FOR PAPERS

Canadian Journal of Native Education

2011 Theme Issue

*Indigenous Youth as the New Warriors*

The Canadian Journal of Native Education (CJNE) is pleased to announce a cooperative editorship for the 2010 CJNE theme issue with

- Jan Hare, University of British Columbia
- Jo-ann Archibald, Q'um Q'um xiem, University of British Columbia
- Graduate students

The Indigenous warrior has invoked unsettling images perpetuated by media stereotypes and educational rhetoric that has constructed the warrior as a violent, militaristic and male gendered. In his book, *Wasase, Indigenous Pathways of Action and Freedom* (2005), Kanien'kehaka (Mohawk) scholar, Taiaiake Alfred, disrupts for us the colonial myths associated with the warrior to put forward a culturally rooted and contemporary expression of the "new warrior." The "new warrior" is one who is deeply committed to resurgence and regeneration of Indigenous peoples' integrity by reconnecting to their sources of strength that include their lands, their spirituality, their cultures and languages and each other. Drawing on this metaphor of the "new warrior," the *Canadian Journal of Native Education* invites papers that highlight local and international perspectives, experiences and voices of Indigenous youth as they demonstrate the ethos of the new warrior, setting new directions and inspiring innovative opportunities as they lead change in such places as middle schools, secondary and post-secondary education, organizations and communities. Papers may focus on research or innovative methodologies, best practices and emerging trends that contribute to program, policy and research concerning Indigenous youth. We conceive of youth as broadly defined to include school age young people, early adolescents and those making transitions to adulthood.

Please send four titled hard copies with abstract: (one hard copy to include name and contact address info and three hard copies without name and contact info for blind review) to:

2011 Theme Issue - Canadian Journal of Native Education

Dr. Jan Hare, Indigenous Education

2125 Main Mall, University of British Columbia

Vancouver BC, V6T 1Z4

OR send a digital copy in Word format to: [indigenous.education@ubc.ca](mailto:indigenous.education@ubc.ca)

Please ensure that one digital copy does not include personal identification for review purposes.

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

**Deadline: November 1, 2010**