

technical advancements. This record of history continues to the postcolonial period.

The second part of the book provides an insight into the frustrations faced by Indigenous researchers. It validates many of our problems. It is written in a Maori context, which has numerous applications and similarities to Indigenous Australia. Linda Smith illustrates with numerous examples the problem of

Indigenous research within Western paradigms. To the Indigenous reader it provides an insight that allows the Indigenous researcher to reclaim control over Indigenous ways of knowing and being.

This book should be compulsory reading to both Indigenous and non-Indigenous research students. □

Call for Submissions

The Editors of *The Australian Journal of Indigenous Education* welcome submissions such as:

- ◆ articles of 2,500 to 3,000 words on issues relevant to Aboriginal and Torres Strait Islander education
- ◆ research reports
- ◆ news items
- ◆ book reviews
- ◆ notices of forthcoming conferences, seminars, etc.
- ◆ reports on relevant conferences
- ◆ information about resource centres and how to access them
- ◆ resources and materials for teachers and students.

Please see inside back cover of this issue for **Guidelines for Contributors**.

All material should be sent to:

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Aboriginal and Torres Strait Islander Studies Unit

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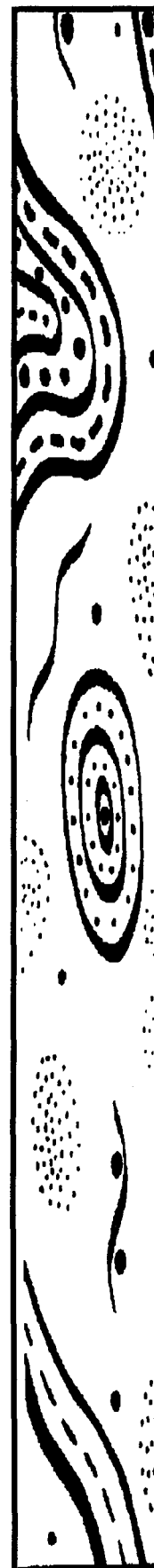
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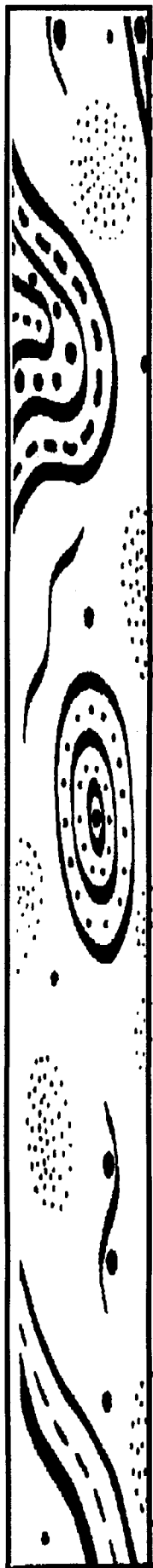
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THE AUSTRALIAN JOURNAL OF INDIGENOUS EDUCATION

GUIDELINES FOR CONTRIBUTORS

Articles accepted for publication in *The Australian Journal of Indigenous Education* should:

- be approximately 2,500-3,000 words in length, although longer manuscripts will be considered. As the Journal is aimed at a broad audience contributions should be written in plain English that is easily understood. Consideration will be given to quality assignment papers, but more acceptable would be papers developed on assignment themes;
- include author's name, short (no more than 100 words) biographical information, current location, and contact details — Telephone and Facsimile numbers;
- where possible, be submitted on 3.5" floppy disk, formatted in Microsoft Word or Word Perfect together with one hard copy of the paper;
- in instances where school projects/programs are being described, demonstrate that approval to publish has been received from the school principal;
- in instances where students' work is to be cited, demonstrate that approval to publish has been received from parents/caregivers;
- have value for teachers, at either preschool, primary, secondary or tertiary levels of education;
- relate to either education *for* Aboriginal students and/or Torres Strait Island students; or *about* Aboriginal or Torres Strait Island topics within an educational context;
- discuss current issues or programs;
- reflect knowledge of contemporary policies and practice in education and/or Indigenous Affairs;
- recognise, where appropriate, the cultural, social and political implications of subject, educational policies and programs;
- take care with the following:
 - **Restricted Information:** Aborigines and Torres

Strait Islanders have the right and obligation to say who may receive information and how it may be used. Endorsement should have been received from the Aboriginal or Torres Strait Island group(s) concerned for the use of such information;

- **Terminology:** that derogatory terms and abbreviations (e.g. ATSI) that may offend Aboriginal, Torres Strait Island or non-Indigenous people are not used. The terms for Aborigines and Torres Strait Islanders should be applied as follows:
 - Aborigine – as the noun
 - Aboriginal – as the adjective
 - Torres Strait Islander – as the noun
 - Torres Strait Island – as the adjective.

Avoid the expressions '**the Aborigines**' and '**the Aboriginal culture**' etc., as these indicate, incorrectly, that there is a single group of Aborigines or a single Aboriginal culture.

- **Exotic emphasis:** that the material presented does not emphasise what may be termed the 'exotic' aspects of Aboriginal life without any attempt to show how these form part of the social, physical and spiritual environment of Aboriginal groups, as this leads to the entrenching of an 'exotic' stereotype of indigenous people. These include, for example, styles of body ornamentation, performance of religious ritual, religious belief systems, concepts of family obligations, food preferences and methods of preparation and social organisation.
- **Thematic studies:** material that presents aspects of Aboriginal and Torres Strait Island cultures in isolation in thematic units needs to be mindful of social, environmental and spiritual relationships, as it would be wrong to isolate one facet of Aboriginal life from these related aspects of culture.

