The quality of the applications was extremely high, and the judges faced a very difficult decision.

**Winner: Philip Adgemis**

The 2013 Minoru Hokari Scholarship has been awarded to Mr Philip Adgemis.

Mr Adgemis is a doctoral student in Arts and Australian Indigenous Studies at Monash University. The award will assist Mr Adgemis to undertake fieldwork in and around the Northern Territory town of Borroloola as part of his research project, ‘Yanyuwangala: change, resilience and identity.’

Mr Adgemis has been invited by the community to work primarily with Yanyuwa language speakers and to a lesser extent Marra and Garawa people who are interconnected by marriage with Yanyuwa families. His focus is the rapidly changing modes of ancestral knowledge transmission and continuing expressions of cultural resilience in present generations of younger and middle-aged Yanyuwa. The adaptation of Yanyuwa historical practice, expressions of agency and capacities for social change in the formation of contemporary Yanyuwa identity provide overarching themes for observation, interviews and analysis in his project.

Mr Adgemis’ proposal stood out from an unusually strong field by virtue of his emphasis on working with younger members of the community, a willingness to engage new technologies in the transmission of cultural knowledge and his finely nuanced appreciation of strategies to repatriate cultural materials, material and non-material. As his application stated, ‘cultural knowledge as emanating from past ways of being, often termed as ancestral knowledge, is communicated in vastly changing ways, in vastly changing social contexts.’

The panel was impressed by his aspirations to build on pre-existing relationships with community members and his understanding of the challenges and rewards of fieldwork in an Indigenous community setting. The panel saw much in his application that might have resonated with Mino Hokari, not only in his willingness to watch, listen and learn from Yanyuwa intellectuals, but his appreciation of his teachers as historians, ‘in that they re-narrate past incidents and experiences in the present, re-enact them, apply their moral, political, spiritual and philosophical analyses and thereby try to learn something from history and communicate that something’ (Hokari, p. 47).