

Journal of Aboriginal Health



Author Submission Guidelines for the Journal of Aboriginal Health

The following guidelines apply to authors writing articles for the National Aboriginal Health Organization's Journal of Aboriginal Health (JAH).

Authors should submit all proposed manuscripts and associated files to the JAH's Managing Editor.

Managing Editor, Journal of Aboriginal Health
National Aboriginal Health Organization
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All materials submitted to the JAH must be original and unpublished. The JAH considers published material any material that is made available to the public on an unrestricted basis. Material posted on the web is considered published, material disseminated externally from an organization or research institution in forms of hard copy, CD or DVD, is considered published.

This includes papers derived from larger bodies of work that contain the same analysis, agreements, and data. Articles naturally can be based on larger research findings and data but this work must present a new argument of that research. The only material exempted from this is work based on a Master thesis, Doctoral Dissertation or Post Doctoral submission to the institution. However, if materials based on the following have been published in any of the forms above it is not exempted.

This is non-negotiable and any articles submitted found to be published will be automatically removed from the volume.

Materials should be submitted through the online journal system by the stated due date. The system is accessible from the Journal of Aboriginal Health Web site. Any articles received after the due date will not be considered for publication.

In addition to an electronic version in Microsoft Word format (sent as an e-mail attachment or mailed on CD), a hard copy (faxed or mailed) should also be forwarded to

confirm that the file transferred properly. The initial correspondence should include a statement indicating that the proposal's content is unpublished material that has not been submitted for publication elsewhere. An email confirming receipt of the document will be sent by the Managing Editor

Length and formatting

Articles are to be no longer than 5,000 words (excluding references). Succinct writing is encouraged and undue verbosity may be cause for rejection. Authors must write clearly and concisely using the standards established in NAHO's Plain Language Guidelines and Terminology Guidelines.

Text should be in 12 point Times New Roman on 21.6 x 27.9 cm (8.5 by 11 inch) pages with 2.5 cm (1 inch) margins on all sides. Double space text and print on one side of the page only. Pages should be numbered in the bottom right corner starting with the front page.

Do not tab or space the beginning of each paragraph. Do not have more than one space following end punctuation.

Papers that do not conform to the stated formatting guidelines will not be considered for publication.

Electronic format

The author should send all proposed manuscripts as Microsoft Word documents, with separate files for tables, captions, images, etc. Hard copies are required to ensure conversion in word processing programs.

Images should not be embedded into the word processor file, but saved as separate 300 DPI JPEG files in CMYK colour if applicable.

Electronic files can be e-mailed to managingeditor@nahoc.ca, or mailed on a CD to the address listed above.

Order of pages

Articles should be organized as follows:

Title Page

The title page should include the title of the article, the author's (or authors') full name(s), and the author's title or designation. Where applicable, academic degree(s), affiliation(s), and/or the name of the department and institution to which the work should be attributed, should be included. The complete address of the corresponding author—including address, telephone number, fax number and/or e-mail address—should also be included on the title page. This page will not be sent to peer reviewers.

Second Page

A one-paragraph abstract of 150-250 words should state the purpose of the study, basic procedures, major findings, and main conclusion emphasizing new and important aspects of observations. No abbreviations or reference citations should be included in this section.

List three to 10 key words for indexing purposes.

A glossary of terms may be needed. If so, it should be included on the second page. If the glossary is extensive, this section can be carried over onto a third page. Overuse of technical terms should be avoided. Acronyms included in the glossary should still be spelled out on first reference, with the acronym in parenthesis [i.e., National Aboriginal Health Organization (NAHO)].

Subsequent Pages

While the paper should be organized according to appropriate subheadings as indicated below, modifications to these are acceptable if they are consistent with the style and content of the paper.

The **INTRODUCTION** should state the purpose of the article and rationale for the study, but not the data nor any conclusions.

The main body of the article should include headings for **METHODS**, **RESULTS**, and **DISCUSSION** and **CONCLUSIONS**.

ACKNOWLEDGEMENTS should list all contributors who provided technical help, writing assistance, or general support, but were not authors. Financial and material support should also be acknowledged. Ensure those who are being acknowledged have given written consent as readers sometimes infer their acknowledgement as endorsement of the data and conclusions.

REFERENCES should be numbered consecutively in the order in which they first appear. References that are repeated identically, including the page number, can re-use the original reference number. Use superscript Arabic numerals without parenthesis immediately following the item being referred to and after all punctuation except the dash. See the section on References for specific style.

APPENDICES, if required, should follow the references.

TABLES should be numbered consecutively with Arabic numerals with the table number and heading at the top followed by the column headings. While they should be self-explanatory and not duplicate the text, explanatory matter, including abbreviations, should be footnoted sequentially using superior letters and listed at the bottom of the chart. Tables should be double spaced with single tabs between columns (not multiple spaces or cells) with no rules applied.

Table 1. An example of a table

Column One	Column Two	Column Three
Row Heading	Data to be inserted here.	Data to be inserted here. ¹

Indicate where the table should go within the document (i.e. Insert Table 1), so that the file is placed appropriately when going to layout, but save all tables as a separate document.

CAPTIONS should begin with the figure number. The brief description should not duplicate information in the text.

If your paper is divided into sections and subsections, please use the following format:

- First-level headings are in all capitals, bolded, and centred on the line.
- Second-level headings should be lower case (initial capital), bolded, and aligned left.
- Third-level headings should be placed at the beginning of a paragraph. Capitalize the whole subhead (if possible, make the subhead italic).

Illustrations

The number of illustrations in submissions should be kept to a minimum. Previously unpublished illustrations are preferred. If illustrations have been previously published, the author is responsible for obtaining written permission to reprint them. The written permission should be submitted with the article and the source cited in the caption.

Photographs and other original artwork are preferred and will be returned to the author after printing. Laser quality copies will also be accepted and returned upon request only. Line drawings and graphs may be prepared in black/white/grey shades or colour as best suits the clarity of content. They should be prepared to high quality resolution using a good drawing program. Illustrations should not be smaller than 8.9 by 12.7 cm (3.5 x 5 in) and no larger than 20.3 by 25.4 centimetres (8 x 10 in).

Images should not be embedded into the file but saved as separate 300 DPI, CMYK colour (if necessary), JPEG, GIF, or TIFF files. If images are not suitable for publication, originals will be requested and returned to the author after printing is complete. Figures should have a label on the back indicating author, article title, figure number, and, if necessary, an indication of which way is up. Do not write on the back of illustrations, use paperclips, or mount them on cardboard as this may damage the images. However, when mailing, secure between two sheets of heavy cardboard.

¹ Explanatory matter

Each figure should have a descriptive caption that does not repeat information found in the text. Figures should be numbered consecutively in the text. Refer to figures in the text as “Figure 1,” etc., at the beginning of a sentence.

Photographs of people should be accompanied by written permission to publish the photograph, unless the person is unidentifiable.

Illustrations and tables will be placed close to their reference in the text, but not necessarily directly above or below, therefore authors should not include phrases like “the image below” or “the above chart” as this may not be the case.

References

The Journal of Aboriginal Health follows the citation and reference style outlined in the *Publication Manual of the American Psychological Association*, sometimes referred to as the APA style manual.

APA style uses the author-date system of parenthetical documentation:

Example:

She stated, “The ‘placebo effect’ ... disappeared when behaviours were studied in this manner” (Miele, 1993, p. 276), but she did not clarify which behaviours were studied.

Note: APA style calls for references to author, date and page to be separated by commas. References to page numbers are preceded by the abbreviation “p.” or in the case of multiple pages, “pp.” (This is different from MLA style, for example).

According to APA style, information cited in the text is omitted from the parenthetical reference.

Example:

Miele (1993) found that “the ‘placebo effect,’ which had been verified in previous studies, disappeared when [only the first group’s] behaviours were studied in this manner” (p. 276).

Bibliographic Information, or a list of Works Cited, is documented in the following manner:

Examples:

Anderson, J. E., & Valentine, W.L. (1944). The preparation of articles for publication in the journals of the American Psychological Association. *Psychological Bulletin*, 41, 345–376.

Note: Only the initials of the author's first and middle names are given. The year of publication, in parentheses, follows the authors' names.

Tannen, D. (1985). Gender and conversational interaction. New York: Oxford University Press.

Note: For a book, only proper nouns and the first word of the title and of the subtitle are capitalized. The names of some publishers, such as university presses and associations, are spelled out. The first line of the entry is indented, while the second and subsequent lines are flush with the left margin.

Units

Authors should use the International System of Units (the SI system or the modern metric system of measurement). SI base units include metres (length), kilograms (mass), seconds (time), amperes (electrical current), kelvins (temperature), moles (amount of substance), and candelas (luminous intensity).

Uncertainties

A disclaimer, or quantitative statement of uncertainties, should be provided in articles reporting new experimental results. An assessment of numerical errors should be provided in articles containing numerical solutions.

Letters, numbers, and symbols should be used for mathematical material. Numbers or symbols that identify mathematical expressions should be enclosed in parentheses and should be numbered consecutively in the text. Refer to equations in the text as "Equation 1" at the beginning of a sentence.

Copyright

Upon acceptance, the author(s) will be asked to transfer copyright of the article to the National Aboriginal Health Organization.

Plain Language Guidelines

What is plain language?

Plain language writing sets out important information in a way that a person with an average reading level can understand quickly and easily. It uses straightforward words and sentence structure to avoid misunderstandings and confusion.

Before you start

Make sure you know the following:

- Who is your reader? You can customize your message to suit their needs. Consider your reader's background, experience, education, and reading levels.

- Why are you writing this document? It is easy to determine if you have met the goal if it is clearly defined from the start.
- What do you want to say? Focus on what the reader wants and needs to know. Have the most important information early in the document to get your reader's attention and interest.
- How will the reader use the information? Will a reader keep the document as a reference, read it cover to cover, or skim through it to read only certain sections? This should determine how you organize your work.

Speak to your readers

- Write the way you speak and speak directly to your reader. Read what you have written aloud to hear how it sounds. Do people talk that way?
- Remember that the reader cannot ask questions. Try to answer possible questions before they arise.
- While it is important to remember proper grammar, do not change well-known phrases and expressions because they seem to go against a grammar rule or some other convention. (e.g., not: "This is the sort of English up with which I will not put." — Sir Winston Churchill. But: "This is the sort of English I will not put up with." This may end with a preposition, but it is clearer.)
- Practical descriptions are more useful than the theory of the research, policies, and programs. However, it is important to mention research goals and how the findings relate to those goals. Telling the reader how it is relevant to him/her is even more important.
- Write in the active voice (subject does an action, not object has an action done to it). It is best to keep the subject and verb close together and near the front of the sentence.
- Write in a positive tone. Readers respond better to what they can and should do rather than being told what they cannot or should not be doing. (e.g., not: "If you fail the exam, you will not qualify." But: "You must pass the exam to qualify.") However, use the negative form to emphasize a warning of danger or laws. (e.g., "No smoking.")
- Don't say more than you have to, and get to the point quickly.
- Remember to include all useful information that could clarify an idea. Depending on length, the interest is sometimes in the details.

Choose your words wisely

- Remove unnecessary words. (e.g., "He said ~~that~~ the ~~cutbacks~~ in the ~~health care~~ ~~field~~ have put hospitals in a crisis ~~situation~~.")
- Use several short, simple, everyday words instead of one complicated one.
- Avoid French, Latin, or other languages in English text.

- Avoid jargon. Consider alternative expressions for technical terms. However, if the technical term must be used, explain it.
- Be consistent in what you call something. Two or more names for the same thing can be confusing.
- Keep acronyms to a minimum. When needed, spell them out in full on first reference followed by the acronym in brackets. The acronym can then be used in subsequent references throughout the document. Some acronyms such as USA or AIDS are well known and do not need to be spelled out. If in doubt, spell it out.

Keep paragraphs and sentences simple

- Limit each paragraph to one idea unless you are linking related points such as comparisons.
- Sentences should be simply constructed and not overloaded with information. Related points should be in separate sentences.
- Varying sentence structures and lengths adds interest. If you must write a long sentence, follow it with a short, simple one to give the reader a break.
- Avoid using conjunctions (and, or) to join multiple clauses together to form longer, more complex, sentences. This can break up the flow of sentences. A simple and concise sentence is usually best.
- In sentences, keep introductory phrases and clauses short and simple, if they must be used at all.

Checks and tests

- Use your computer's spelling and grammar checks, but only as guides. They will not catch misspelled words that spell another word correctly. They will also often want to change Canadian spellings to American. For correct spellings, consult the *Oxford Canadian Dictionary*.
- The grammar check should be set to mark incomplete and run-on sentences, passive and negative voice, and provide readability information.
- It is important to have somebody else read what you have written to ensure clarity. Sometimes writers know what they meant to say, but do not always clearly get there.
- If possible, get somebody who would be an intended reader to read it before print to ensure it is understandable. Ask if it is useful, if it makes sense, and if they would have read it if not specifically asked.

Formatting for easier reading

The way the information is presented on the page can be just as important as the words. Large blocks of text are dull and can be intimidating to some readers.

- Use an introduction to discuss what the document is and how it is organized. This is sometimes easier to write after the draft is finished.

- Use a table of contents for larger documents for easier reference.
- Use headings to break up blocks of text to make it easier to reference.
- Consider leaving a blank line between paragraphs instead of indenting them to create white space.
- A blank line before headings, lists, boxes, and other visual elements draws attention to them.
- While justified (flush left and right) is good for shorter pieces, such as newspaper or magazine articles and brochures, larger documents should be left aligned or jagged right for ease of reading.
- Use bullets or point form lists that are easy to grasp. Keep the lists short and to the point, grouping similar items together.
- Be careful using charts and graphics to explain information. Some people find charts difficult to understand.
- Save bold for headings.
- Avoid all caps. Words in lower case are more easily recognized. Sentence case or title case are preferred for headings. All caps can also be used to add emphasis to some headings.
- The “Guidelines for Producing Documents” requires 12 point Times New Roman body text (headings should be 16 point) with margins set at 1” on the top and bottom and 1.25” on the left and right sides.

Plain language sample

Instead of:	Use:
accomplish.....	do
adequate number of	enough
advance planning	planning
after this is accomplished	then
ahead of schedule	early
approximately	about
ascertain.....	find out
at an early date	soon
attempt	try
at this point in time.....	now
by means of	by
carry out an examination of	examine
consequently	so
despite	although
disseminate	send out, distribute
due to the fact	because, since
during such time.....	while
endeavour	try

excessive number of	too many
facilitate	make easier, help
formulate	work out, devise, form
give consideration to	consider
held a meeting.....	met
initiative	plan
in lieu of.....	instead of
in order to	to
in respect of	for
in the absence of.....	without
in the event that.....	if
in the majority of cases.....	usually
in view of the fact.....	because, since
it is probable that.....	probably
it would appear that.....	apparently
locality	place
notwithstanding the fact that.....	although
on the part of.....	by
optimum.....	best, greatest, most
strategize.....	plan
subsequent to	after
substantiate	prove
take into consideration.....	consider
under the provisions of	under
utilize.....	use
until such time.....	until
with a view to.....	to
with regard to.....	about

Terminology Guidelines

The National Aboriginal Health Organization Terminology Guidelines is a glossary of terms describing or relating to Aboriginal Peoples in Canada. Readers should keep in mind that there is no single term to describe Indigenous Peoples. In Canada, Aboriginal Peoples is often used. In the United States, American Indian and Native American are commonly used. United Nations documents and organizations (and some Aboriginal scholars and advocates) use the term Indigenous People. This guide gives the recommended usage. Regardless of the term you choose to follow, try to use it correctly and consistently.

The authors of this guide have tried to use current names and definitions that have been selected and defined by Aboriginal Peoples themselves. However, some of the terms listed here have strict legal definitions. They may seem outdated, but they are still necessary in certain contexts.

This guide does not list the names of individual Aboriginal nations. Rather, it provides inclusive terms that describe them collectively. Whenever possible, try to characterize Aboriginal people through their specific identities (e.g., a Haida painter, a Mohawk school, a Blackfoot publication). These types of identifications more accurately capture the unique aspects of people or things.

If you are unsure about names and terms, contact the Aboriginal person or organization you are writing about to learn which terms they prefer. Also note that many Aboriginal Peoples are using

English transliterations of terms from their own languages to identify themselves (e.g., the Mohawk Nation is also called Kanien ‘Kaha:ka; the Blackfoot, Sisika; the Chippewas, Anishinabeg; and the Swampy Cree, Mushkegowuk).

Words like Aboriginal Peoples, First Nations Peoples, Indian, Inuit, Métis, and Native should be capitalized as they are proper names of nations of people.

Avoid phrases such as “Canada’s First Nations,” but rather use “First Nations in Canada” to avoid the possessive nature of the first phrase.

ABORIGINAL PEOPLES

“Aboriginal Peoples” is a collective name for all of the original peoples of Canada and their descendants. Section 35 of the *Constitution Act* of 1982 specifies that the Aboriginal Peoples in Canada consist of three groups – Indian (First Nations), Inuit and Métis. It should not be used to describe only one or two of the groups.

Aboriginal people – When referring to Aboriginal people with a lower case people, you are simply referring to more than one Aboriginal person rather than the collective group of Aboriginal Peoples.

Non-Aboriginal people (not peoples) – This term refers to anyone who is not an Aboriginal person. Note that the non stays lowercase.

Aboriginal nations – The Royal Commission on Aboriginal Peoples (RCAP) used this term in its final report. RCAP defines Aboriginal nations as “a sizeable body of Aboriginal people with a shared sense of national identity that constitutes the predominant population in a certain territory or collection of territories.” The term has gained acceptance among some Aboriginal groups.

Despite the wide use of Aboriginal as a proper noun by many Canadian and Aboriginal media, only use the term as a modifier.

- X The government’s new strategy will support increased business with Aboriginals.
- √ The government’s new strategy will support increased business with Aboriginal Peoples.

AMERICAN INDIAN

American Indian is a commonly-used term in the United States to describe the descendants of the original peoples of North America (see also Native Americans). Some people are dissatisfied with this term because it retains the misnomer Indian in its name and covers peoples who consider themselves distinct from Indian Peoples, namely the Inuit, Yupik and Aleut Peoples in Alaska. The term is not popular in Canada.

BAND

A band is a community of Indians for whom lands have been set apart and for whom the Crown holds money. It is a body of Indians declared by the Governor-in-Council to be a band for the purposes of the *Indian Act*. Many bands today prefer to be called First Nations and have changed

their names to incorporate First Nation (e.g., the Batchewana Band is now called the Batchewana First Nation).

BAND COUNCIL

This is the governing body for a band. It usually consists of a chief and councillors who are elected for two or three-year terms (under the *Indian Act* or band custom) to carry out band business, which may include education, health, water and sewer, fire services, community buildings, schools, roads, and other community businesses and services.

Unless you are naming a specific band (e.g., the Bonaparte Indian Band), the word band should remain lowercase.

ESKIMO

Eskimo is the term once given to Inuit by European explorers and is now rarely used in Canada. It is derived from an Algonquin term meaning “raw meat eaters,” and many people find the term offensive. The term still is frequently used in the United States in reference to Inuit in Alaska.

FIRST NATION(S)

The term First Nations came into common usage in the early 1980s to replace band or Indian, which some people found offensive (see Indian). Despite its widespread use, there is no legal definition for this term in Canada.

First Nations People – Many people prefer to be called First Nations or First Nations People instead of Indians. The term should not be used as a synonym for Aboriginal Peoples because it doesn’t include Inuit or Métis. Because the term First Nations People generally applies to both Status and Non-Status Indians, writers should take care in using this term. If they are describing a program that is only for Status Indian youth, for example, they should avoid using First Nations youth as it could cause confusion.

First Nation – Some communities have adopted First Nation to replace the term band. Many bands started to replace the word band in their name with First Nation in the 1980s. It is a matter of preference and writers should follow the choice expressed by individual First Nations/bands.

The term First Nation is acceptable as both a noun and a modifier. When using the term as a modifier, the question becomes whether to use First Nation or First Nations. Note the different uses in the following examples.

(plural modifier, plural noun) The number of First Nations students enrolled at Canadian universities and colleges has soared over the past 20 years.

(singular modifier, plural noun) The association assists female First Nation entrepreneurs interested in starting home businesses.

(plural modifier, singular noun) Containing recipes from across the country, the First Nations cookbook became an instant hit at church bazaars.

(singular modifier, singular noun) Many people have said that *North of 60* and *The Rez* were the only shows on television that depicted life in a First Nation community with any realism.

There is no clear right or wrong in this area, provided that writers are consistent about the way they choose to use modifiers.

FIRST PEOPLES

First Peoples is another collective term used to describe the original peoples of Canada and their descendants. It is used less frequently than terms like Aboriginal Peoples and Native Peoples.

Some use lowercase peoples, but both words uppercased appear to be the dominant spelling.

INDIAN

The term Indian collectively describes all the Indigenous People in Canada who are not Inuit or Métis. Indian Peoples are one of three peoples recognized as Aboriginal in the *Constitution Act* of 1982 along with Inuit and Métis. In addition, three categories apply to Indians in Canada: Status Indians, Non-Status Indians and Treaty Indians.

Status Indians – Status Indians are people who are entitled to have their names included on the Indian Register, an official list maintained by the federal government. Certain criteria determine who can be registered as a Status Indian. Only Status Indians are recognized as Indians under the *Indian Act* and are entitled to certain rights and benefits under the law.

Non-Status Indians – Non-Status Indians are people who consider themselves Indians or members of a First Nation but whom the Government of Canada does not recognize as Indians under the *Indian Act*, either because they are unable to prove their Indian status or have lost their status rights. Non-Status Indians are not entitled to the same rights and benefits available to Status Indians.

Treaty Indians – Treaty Indians are descendants of Indians who signed treaties with Canada and who have a contemporary connection with a treaty band.

The term Indian is considered outdated by many people, and there is much debate over whether to continue using this term. Use First Nation instead of Indian, except in the following cases:

- in direct quotations
- when citing titles of books, works of art, etc.
- in discussions of history where necessary for clarity and accuracy
- in discussions of some legal/constitutional matters requiring precision in terminology
- in discussions of rights and benefits provided on the basis of Indian status or
- in statistical information collected using these categories (e.g., the census)

The term is acceptable as both a noun and a modifier.

INDIGENOUS

Indigenous means “native to the area.” In this sense, Aboriginal Peoples are indeed indigenous to North America. Its meaning is similar to Aboriginal Peoples, Native Peoples or First Peoples.

The term is rarely used, but when it is, it usually refers to Aboriginal people internationally. The term is gaining acceptance, particularly among some Aboriginal scholars to recognize the place of Aboriginal Peoples in Canada’s late-colonial era and implies land tenure. The term is also used by the United Nations in its working groups and in its Decade of the World’s Indigenous People.

Indigenous/indigenous – As a proper name for a people, the term is capitalized; otherwise, it is lower case.

INNU

Innu are the Naskapi and Montagnais First Nations Peoples who live in Quebec and Labrador. They are not to be confused with Inuit or Inuk.

INUIT

Inuit are a circumpolar people, inhabiting regions in Russia, Alaska, Canada and Greenland, united by a common culture and language. There are approximately 55,000 Inuit living in Canada. Inuit live primarily in the Northwest Territories, Nunavut, and northern parts of Quebec and coastal Labrador. They have traditionally lived for the most part north of the treeline in the area bordered by the Mackenzie Delta in the west, the Labrador coast in the east, the southern point of Hudson Bay in the south, and the High Arctic islands in the north.

The Indian Act does not cover Inuit. However, in 1939, the Supreme Court of Canada interpreted the federal government’s power to make laws affecting “Indians, and Lands reserved for the Indians” as extending to Inuit.

Inuk – Inuk is the singular form of Inuit. Use Inuk when referring to one person. When referring to two people, the correct term is Inuuk. For three or more people, it is Inuit.

Inuktitut – Inuit have a strong cultural identity, including usage of traditional languages. For example, 70 per cent of Inuit can carry on a conversation in Inuktitut—the Inuit language. In the eastern Arctic and Nunavik, Inuktitut is the language people read, speak and use on a daily basis.

Languages spoken by Inuit comprise a number of dialects, some of which are not easily comprehensible by Inuit in other regions.

Written Inuktitut utilizes either a system of syllabics (called Qaniuyaapiat) or, in the western Arctic, the Kitikmeot region and Nunatsiavut, Roman Orthography (called Qaliuyaapait). The dialect of Inuktitut in the Inuvialuit region is called Inuvialuktun. In the Kitikmeot region, Inuinaqtun is spoken.

The word Inuit means “the people” in Inuktitut and is the term by which Inuit refer to themselves. Avoid using the term ‘Inuit people’ as it is redundant. The term Eskimo is considered derogatory and should not be used. In Alaska, Inuit are referred to as Alaska Natives.

Inuit is acceptable as both a noun and modifier. According to the Inuit Tapiriit Kanatami, the preferred use of Inuit as a noun is simply Inuit, not the Inuit.

- X As hunters, the Inuit people led a seasonal existence, living according to nature’s schedule.
- √ As hunters, Inuit led a seasonal existence, living according to nature’s schedule.

Communities and Settlements – Inuit live in communities and settlements. Inuit never lived on reserves, therefore the terms on-reserve and off-reserve do not apply to Inuit, only to First Nations. Wording that is supposed to cover all Aboriginal communities—for example, a reference

to people living on a reserve, off a reserve or in urban areas—must add in Inuit communities in order to be inclusive of Inuit living in the North.

There are four Inuit comprehensive land claims regions covering more than one-third of Canada: the Inuvialuit Settlement Region in the Northwest Territories, Nunavut, Nunavik in northern Quebec, and Nunatsiavut in Labrador. Nunavut has three subregions—Kitikmeot, Kivalliq and Qikiqtani—which are called regions. These are not referred to as Inuit Regions nor Inuit Territories.

MÉTIS

The word Métis is French for “mixed blood.” Section 35 of the *Constitution Act* of 1982 recognizes Métis as one of the three Aboriginal Peoples.

Historically, the term Métis applied to the children of French fur traders and Cree women in the Prairies, of English and Scottish traders and Dene women in the North, and Inuit and British in Newfoundland and Labrador.

The name Métis, in Canada, is constitutionally applied to descendants of communities in what is now southern Manitoba along the Red River Valley and Winnipeg. The name has also been constitutionally applied to the descendants of similar communities in what are now Quebec and Labrador, although these groups’ histories are different from that of the western Métis, as well as a community of Métis in Northeastern British Columbia on a settlement called Kelly Lake. There are also Métis Settlements recognized by the Alberta Government in the early 1900s through the Métis Settlement Act and are independent of any other representatives of Métis People in Canada.

Today, the term is used broadly to describe people with mixed First Nations and European ancestry who identify themselves as Métis. Note that Métis organizations in Canada have differing criteria about who qualifies as a Métis person.

Accent or no accent? – Many people and groups, particularly in the west and the North, have dropped the accent in Métis. In keeping with the Métis National Council, NAHO will use the accent. Nevertheless, it is best to check the names of individual Métis organizations before you publish them.

Métis Settlements – In 1938, the Alberta government set aside 1.25 million acres of land for eight Métis settlements, however, Métis never lived on reserves. Therefore the terms on-reserve and off-reserve do not apply to them, only to First Nations. Wording that is supposed to cover all Aboriginal communities—for example, a reference to people living on a reserve, off a reserve, or in urban areas—must add Métis settlements to be inclusive.

NATIVE

Native is a word similar in meaning to Aboriginal. Native Peoples is a collective term to describe the descendants of the original peoples of North America. The term is increasingly seen as outdated (particularly when used as a noun) and is starting to lose acceptance.

NATIVE AMERICAN

This commonly used term in the United States describes the descendants of the original peoples of North America. The term has not gained acceptance in Canada because of the apparent reference to U.S. citizenship. However, some Aboriginal Peoples in Canada have argued that because they are descendants of the original peoples of the Americas, the term Native American should apply to them regardless of their citizenship. Native North American has been used to identify the original peoples of Canada and the United States.

RESERVATION

A reservation is land set aside by the U.S. government for the use and occupation of a group of Native Americans. The term does not apply in Canada.

RESERVE

A reserve is the land that is set aside by the Crown for the use and benefit of a band in Canada. Many First Nations now prefer the term First Nation community and no longer use reserve.

Only capitalize reserve when used as part of a name, otherwise it should remain lowercase.

on-reserve/off-reserve: These terms are modifiers to qualify people or things that are or are not part of a reserve. Avoid moving the on-reserve/off-reserve modifier after the noun and removing the hyphen.

- X The government has announced a new approach to housing on reserve.
- X Businesses on reserve are eligible for the new training program.

Readers may have trouble interpreting these sentences. They are either grammatically incorrect or suggest that businesses and housing have been set aside for future use (i.e., they are in reserve).

- √ The government has announced a new approach to on-reserve housing.
- √ On-reserve businesses are eligible for the new training program.
- √ Businesses located on reserves are eligible for the new training program.

Another common usage is people who live on reserve and people who live off reserve.

- X Students who live on reserve are eligible for the summer employment program.
- X It can be a welcome place for First Nations people who live off reserve.
- √ Students living on a reserve are eligible for the summer employment program.
- √ It can be a welcome place for First Nations people living off reserve.

Do not write “off-reserve Aboriginal People” as neither the Métis nor Inuit live on reserves.

TRIBAL COUNCIL

A tribal council is a group made up of several bands and represents the interests of those bands. A tribal council may administer funds or deliver common services to those bands. Membership in a tribal council tends to be organized around geographic, political, treaty, cultural, and/or linguistic lines.

TRIBE

A tribe is a group of Native Americans sharing a common language and culture. The term is used frequently in the United States, but only in a few areas of Canada (e.g., the Blood Tribe in Alberta).