

## Learning Objectives

Students will...

- Appreciate the length of time that the Inuit, as the original inhabitants, have occupied Arctic North America and the role they have played in maintaining Canada's Arctic sovereignty.
- Understand the difference between voluntary migration, subjugation, forced relocation and self-government.
- Recognize different sources of information and their distinctive features.
- Assess information extracted from primary, secondary and tertiary sources.

## Time required

Two 60-90 minute periods

## Suggested Grade level

Secondary (Grades 9-12)

## Materials

- Passage from *Polar Imperative* and *Canadians First, First Canadians* (Appendix A)
- Arctic Peoples Timeline (Appendix B)
- Timeline Matching Activity Sheet (Appendix C)

## Documents

- Inuit Relocatee Testimony (Appendix D)
- List of families selected for relocation in 1953 (Appendix E)
- List of families selected for relocation in 1955 (Appendix F)
- Minutes of a meeting held 1953, to discuss the transfer of certain Eskimo families from Northern Quebec to Cornwallis and Ellesmere Islands. (Appendix G)
- Press release, 1955 from the Department of Northern Affairs and National Resources (Appendix H)
- Memorandum for the Director: Eskimo Settlements at Resolute and Craig Harbour, 1956 (Appendix I)

.../continued

## Introduction

Project the Indigenous Arctic Peoples map for the class to examine. (Students will already be familiar with the map if they have completed the introductory lesson in this resource package.) Discuss the location and diversity of indigenous communities in the Arctic. Ask if they know how long Inuit have lived in North America. Ask if they are aware of the relationship between Inuit and the Canadian government (past or present).

Inform students that they have the opportunity to test their knowledge by completing a timeline-matching activity of events related to indigenous Arctic peoples. Distribute the timeline-matching activity. Read the instructions and events together and provide a brief explanation of the terms migration, subjugation, forced relocation and self-government. Explain that these terms relate to experiences faced by Inuit that will be explored in the lesson.

Allow students 5-10 minutes to complete the activity. Briefly discuss choices, but do not provide the answers. Students will revisit the timeline at the end of the lesson.

## Development

Activity: Explaining the nature of various sources (inspired by *Teaching about Geographical Thinking*, 2008, p.30)

Present students with the following geographical question: "How were Inuit affected by the relocation to remote areas of the High Arctic in the 1950s?" Tell them that they are going to examine documents from several time periods to form their answer. Divide the class into small groups. Assign each group a document (there are 9 documents in total). The documents represent various types of geographical information: primary, secondary and tertiary (review as necessary). Ask each group to review their document, identify what type of geographical information is presented and assess how useful this source would be in answering the question. Invite students to examine the accuracy, precision and reliability of the data sources. Encourage them to scrutinize the information found in these sources and to think carefully about the interpretations made from the available evidence. Ask each group to briefly present their findings to the class.

New perspective: Share the passage from *Polar Imperative* that describes the Inuit Relocation Program of the 1950s (Appendix A) and the passage from *Canadians First, First Canadians* by Mary Simon which outlines current education policy initiatives by the National Committee on Inuit Education. The complete document can be found at <https://www.itk.ca/publication/national-strategy-inuit-education>.

## Conclusion

Ask students to return to the timeline-matching activity and make changes according to any new information gleaned from the document activity (remind students to apply the same level of scrutiny to information from present-day media reports and Google searches.) Share the detailed Arctic Peoples Timeline (Appendix B) which includes contemporary self-government initiatives by Inuit organizations and territories and the leadership role they play in current Arctic sovereignty policy. Project the graphic organizer that shows 10 Core Areas of Investment in education required to close the gaps in Inuit education. Ask students to rate the importance of each on a scale of 1-10 and explain why they feel that way. How are these priorities similar or different from their communities?



- Press Release, 1951, Opening of the Craig Harbour RCMP Detachment (Appendix J)
- Memorandum for Mr. Stevenson, Relocation of Eskimo Groups in the High Arctic, 1960 (Appendix K)
- Map showing The High Arctic Relocation, 1953 and 1955 (Appendix L)
- Graphic Organizer: A National Strategy on Inuit Education, Core Areas of Investment (Appendix M)
- Indigenous Arctic Peoples Map (Appendix N)

## Set-up

**Teacher Backgrounder:** Read the passage from *Polar Imperative* to understand the context of this lesson in relation to the topic of Arctic sovereignty. Consult the Indigenous Arctic Peoples Map, Timeline and the Glossary to equip yourself with the spatial relationships, facts and vocabulary used in the lesson. Make copies of the timeline activity as necessary.

**Optional:** Many educators are finding the practice of ‘front-loading’ and ‘flipped’ teaching to be very effective as a way to make the most of class time together. This could be attempted with this lesson by making the passage from *Polar Imperative*, Map, Timeline and Glossary available to students **before** the lesson activities. They would be responsible for reading and reviewing the material and come to class ready to participate in activities and discussions.

## Links to Canadian National Standards for Geography

### Essential element 6: The Uses of Geography

- Influence of geographical features on the evolution of significant historic events and movements
- Local, regional, and world policies and problems with spatial dimensions

How does this document reflect the changes in Inuit governance and their relationship with the federal government? Ask students to record their final thoughts about future Arctic sovereignty initiatives. It might be valuable to produce a question that could begin with: “I wonder....”

## Extend your geographic thinking

- Canada Post would like to recognize the contributions of Inuit in Canada’s efforts to preserve Arctic sovereignty with a new stamp. Draw the artwork for the stamp and write an explanation (50 words or less) that demonstrates how your stamp illustrates Inuit as “*Canadians First, First Canadians*”..
- Visit *Polar Lines: The Inuit Editorial Cartoon Exhibition* for a visual gallery of political cartoons that illustrate past and present relationships between Inuit and the Federal Government of Canada.

Link: <https://www.itk.ca/polar-lines/polar-lines-inuit-editorial-cartoon-exhibition>

**Annotation:** Inuit Tapiriit Kanatami (ITK) is the national Inuit organization in Canada, representing four Inuit regions – Nunatsiavut (Labrador), Nunavik (northern Quebec), Nunavut, and the Inuvialuit Settlement Region in the Northwest Territories. Inuit Tapiriit Kanatami worked with Terry Mosher - Aislin - of the *Montreal Gazette* to create an exhibition of editorial cartoons. The 100 cartoons are organized in 10 thematic panels, and span 50 years of Canadian history.

## Appendix A: Passage from *Polar Imperative* and *Canadian First, First Canadians*

### Inuit Relocation (S. Grant, *Polar Imperative*)

In February 1953, the Advisory Committee on Northern Development was reactivated, with the secretariat given specific instructions “to examine all defence projects and, wherever Canadian participation is considered insufficient, to so advise the Deputy Minister” with the option to employ Inuit where possible. As a result, plans were made to send five Inuit families to the Resolute air base from Fort Chimo, where they had previously been employed at the wartime airfield. Seven other families from Port Harrison, Quebec, were to be resettled on Ellesmere Island near a proposed radar site on Coburg Island, along with three families from Pond Inlet to help them adapt to a completely new environment. Plans were abruptly changed after the RCAF at Resolute sent notice that the Inuit would require separate quarters such as they were accustomed to at Chimo and that neither the RCAF, the USAF nor the Canadian Weather Bureau was prepared to foot the bill. Instead the seven Inuit families assigned from Port Harrison and three from Pond Inlet were divided between camps set up near the Resolute air base and at Grise Fiord near the Craig Harbour police detachment. To ensure that they did not become dependent on assistance while they adapted to the new environment, their camps were located several miles from police posts.

Although other families were allowed to join the original relocated families in following years, the hardships endured and the government’s refusal to allow them to return home led to a Royal Commission of Inquiry in the 1990’s and eventually an award of compensation. Unlike the Russian government, which resettled indigenous peoples on Arctic islands to assert sovereignty claims in the late nineteenth and early twentieth centuries, the Canadian government made no attempt to provide housing or basic services at the time of transfer. Coincidentally, the Canadian relocation took place within weeks of the evacuation of Greenland Inughuit families from their homes near the Thule Air Base, a resettlement which was also later protested and for which reparations were made (Grant, 2010, pp.320-321).

## Passage from Canadians First, First Canadians:

National Strategy on Inuit Education, 2011 (M. Simon, *Canadians First, First Canadians*)

*“Do Inuit see themselves as Inuit first or as Canadians first? I have always thought those two sentiments were one and the same. After all, during our many meetings with Inuit from countries such as Denmark, the United States or Russia, we have always been Canadian Inuit.”*

– Jose Kusugak (Simon, 2011, p.1)

As I travel through communities stretching from the Beaufort Delta to the Labrador coast - the vast Arctic region that we call Inuit Nunangat – I am greeted by children full of curiosity and dreams. More than any previous generation, they will need education systems that are high-reaching if they are to participate in the unfolding prosperity of this country.

Yet the reality of Inuit education in Canada is that too many of our children are not attending school, too few are graduating, and even some of our graduates are not equipped with an education that fully meets the Canadian standard.

This is the greatest social policy challenge of our time. Some 56% of our population is under the age of 25, so improving educational outcomes is imperative (Simon, 2011, p.3).

Inuit leaders have called for major reforms in education since the 1970’s. They have argued that public education systems, with their origin in the residential school era, had to be replaced with an Inuit-centred system based on Inuit history, culture and worldview.

Today, Inuit education in Canada is delivered by four separate public education systems, operating across two provinces and two territories built from different historical contexts, legislation, systems of governance, and accountability. The governments, school boards and education councils responsible for delivering education are at varying stages in transforming their education systems.

Prime Minister Stephen Harper’s 2008 Apology to former students of Indian Residential Schools drew national attention to the destructive legacy of residential schools and, for Inuit, opened the door to the creation of national goals. Inuit had already begun a process to examine what was working in Inuit education in 2006, with the launch of an initiative led by National Inuit leader Mary Simon, President of Inuit Tapiriit Kanatami (ITK). The objective was for Inuit from all four regions of Inuit Nunangat to work together to define a vision and desired outcomes for Inuit education through the development of a National Strategy (Simon, 2011, p.67).

Inuit want education to be delivered by Inuit educators, through quality bilingual programs based on Inuit-centred curriculum. The education system should inspire young Inuit to stay in school longer and advance the process of restoring confidence lost during the residential school experience. Success will mean equipping young Inuit with the skills and knowledge they need to contribute to, and benefit from, the emerging economic and civic opportunities in Canada’s northern regions. (Simon, 2011, p.69)

## Appendix B: Arctic Peoples Timeline

3000 BC – 1000 AD	Migration of Palaeo-Eskimos originally from Siberia across the North American Arctic.
1100 -1250 AD	Thule Inuit move through what is now the Canadian Arctic from Alaska to northwest Greenland and eventually displace prior Eskimo populations.
1493	Papal Bulls of the Catholic Church signify that indigenous peoples have no rights to their lands.
1763	Royal Proclamation recognizes limited Indian rights to their lands and recognizes their right to inhabit lands in unsettled British territory. The concept of limited or “usufructuary” title later becomes the basis of aboriginal land claims settlements in Canada.
1857	The first Indian Act is passed by the British Colonial government. The Inuit are not included in the act.
1869	The Indian Act comes into force.
1876	The first Canadian Indian Act is created and consolidates previous acts established by the British. The Inuit are again not covered in the act.
1922	Canadian Government expeditions to the eastern Arctic resume on an annual basis and new RCMP posts are built on Ellesmere, Devon, and Baffin Islands to provide evidence of “effective occupation.”
1923	Following outbreaks of Inuit violence, two murder trials are held; one at Herschel Island in the western Arctic; and one at Pond Inlet on northern Baffin Island. This was considered critical to show that Canada was able to enforce its laws and justice in the remote regions of the Arctic.
1953	U.S. government annexed land adjacent to the Thule Air Base in Greenland and 116 resident Inughuit are evacuated to Qaanaaq 120 kilometres north. Since the relocation is in accordance with the 1951 defence agreement and has Danish approval, responsibility for the move is attributed to Denmark.
1953-55	The Canadian government decides to relocate Inuit from northern Quebec to Resolute Bay and Craig Harbour, partly for sovereignty reasons to establish an Inuit population in otherwise uninhabited lands.
1959	All indigenous people in the Northwest Territories, including the Inuit, have the right to vote and elections to vote in.
1971	Alaska Native Land Claims settlement allows pipeline construction to go forward. The agreement encourages Canadian Inuit to seek similar benefits. Unlike Canadian Indians, the Inuit had never signed a treaty releasing ownership of their lands.
1975	The James Bay and Northern Quebec Agreement is signed with the Cree and Inuit of northern Quebec. It is the first aboriginal land claim agreement in Canada.
1977	The Inuit Circumpolar Conference (ICC) is created bringing together Inuit from Alaska, Canada, Greenland and Siberia to advance their rights and protect the fragile environment. The Official charter was approved in 1980.
1982	Canada’s Constitution Act of 1982, affirms the legitimacy of Aboriginal rights within the new Canadian Charter of Rights and Freedoms.

- |      |  |
|------|--|
| 1984 | The Inuvialuit Agreement (IFA) is the first comprehensive land use settlement agreement north of the 60th parallel.  |
| 1993 | Nunavut Land Claims Agreement Act is signed May 25, followed by the passage in the Canadian Parliament in June of both the Nunavut Act and the Nunavut Land Claims Agreement Act. Both would require years of negotiating the implementation of the terms. |
| 1999 | On April 1, Nunavut officially becomes Canada's third territory, with a duly elected territorial government. Other forms of Inuit self-government within the NWT, Northern Quebec, and NFLD and Labrador have since been negotiated.                       |

**FROM:** POLAR IMPERATIVE, BY SHELAGH GRANT

## Appendix C: Timeline Matching Activity

1. Write the letter of the event beside the date that corresponds to it.
2. Identify each event as an example of migration, subjugation, forced relocation or self-government.

Date	A-F	Event	Type
3000 BC – 1000 AD		A. Following outbreaks of Inuit violence, two murder trials are held; one at Herschel Island in the western Arctic; and one at Pond Inlet on northern Baffin Island. This was considered critical to show that Canada was able to enforce its laws and justice in the remote regions of the Arctic.	
1100-1250 AD		B. Thule Inuit move through what is now the Canadian Arctic from Alaska to northwest Greenland and eventually displace prior Eskimo populations.	
1493		C. On April 1, Nunavut officially becomes Canada’s third territory, with a duly elected territorial government.	
1923		D. Papal Bulls of the Catholic Church signify that indigenous peoples have no rights to their lands.	
1953-55		E. Migration of Palaeo-Eskimos originally from Siberia across the North American Arctic.	
1999		F. The Canadian government decides to relocate Inuit from northern Quebec to Resolute Bay and Craig Harbour, partly for sovereignty reasons to establish an Inuit population in otherwise uninhabited lands.	

## Appendix D: Excerpts from *Out in the Cold: The Legacy of Canada's Inuit Relocation Experiment in the High Arctic.*

Testimony of Inuit Relocatees before a Parliamentary Standing Committee on Aboriginal Affairs, 1990

### Idea of Relocation:

**John Amagoalik:** “[My parents] first reaction was no we cannot leave our home, we cannot leave our families. We just cannot agree to this. The RCMP went away but they came back, they came two or three times as I remember and they were very, very persistent...Now you must also remember, understand that in 1953 the white man was viewed almost as a God by our people. They were feared. I mean we were afraid of them. We were afraid to say no to anything they wanted” (Canada, 1990).

The division of families made a lasting impression on John Amagoalik:

“When we got near [Craig Harbour] the RCMP came to us and they told us: half of you have to get off here. And we just went into a panic because they had promised that they would not separate us...I remember we were all on the deck of the ship, the C.D. HOWE, and all the women started to cry. And when women start to cry, the dogs join in. It was eerie. We were dumped on the beach – and I mean literally dumped on the beach” (Canada, 1990).

### Environmental Conditions:

Officials have maintained that the Inuit were told in advance what the conditions in the High Arctic were going to be like. But the high mountains behind Grise Fiord, the dark-period and colder temperatures clearly came as a shock (Marcus, 1992, p.27).

“I assumed that the far north had the same terrain as the Inukjuak area. It turned out that the land was not the same, and the sun behaved differently at those latitudes...It got darker and eventually disappeared for good in November...We couldn't get used to the never-ending darkness” (Elijah Nutaraq, 1989).

Finding sources of drinking water at Grise Fiord and Resolute Bay became an initial difficulty for the relocatees. Inukjuak is in a region where streams, rivers and lakes provide drinking water all year round. Land-sited water is more difficult to obtain in the Grise Fiord and Resolute Bay areas, and the families had to obtain fresh water from ice floating in the sea.

**Elijah Nutaraq** (1989) recalled that Grise Fiord “did not have much greenery, and there were no lakes or rivers to draw water from. We had to get ice from icebergs for drinking water”. The annual precipitation at Grise Fiord and Resolute Bay averages only 5.28 inches, while at Inukjuak the average is over twice as much at 13.60 inches. As Elijah Nutaraq observed: “We used to come across the same polar bear tracks that we had seen the year before, looking just as new as the day they were made” (Marcus, 1992, p.27).

## Food/Diet:

In Inukjuak the Inuit had a diverse diet consisting of three types of seal, three main fishes including whitefish, Arctic Char and trout, walrus, white whales and some caribou. They hunted Canadian and blue geese, ducks, sea pigeons, gulls, terns and gathered eggs and berries. But at Grise Fiord and Resolute Bay there were few birds or caribou or fish; instead their diet was restricted to mainly seals, walrus and polar bear.

The High Arctic Archipelago was within the Arctic Islands Preserve, created in 1926, and special game regulations applied. Accordingly, the RCMP forbade the Inuit to hunt musk-ox, and strictly regulated the killing of caribou (Marcus, 1992, p.28). “There were a lot of musk-oxen, but we were forbidden to kill them” (Elijah Nutaraq, 1989).

Martha Flaherty (1986) remembers that her father “...used to go hunting in -40 degree to -60 degree weather in the dark for days at times without eating...I don’t think I even had a childhood between the ages of 7 to 12 because I had to hunt with my father for food, in very cold weather, with absolutely no daylight...Sometimes I used to cry knowing how cold it was going to be, but then my father would just say, ‘Do you want us to starve?’”.

John Amagoalik remembered “being very excited when any military airplane arrived at Resolute, because we knew that the people on those airplanes had box lunches, food. We used to rush to the dump five miles away in the middle of winter to go to the dump and get those boxes of half-finished sandwiches” (Canada, 1990).

Lizzie Amagoalik (1989) agreed that they “...were always hungry. We had to look through the white man’s garbage for food for our children. We had to take clothes that had been thrown away, for our children. When the policemen found out that we were living off their garbage, they got very angry at us and told us to stop. We asked, “How are we going to eat?”

## Housing:

The snow conditions surprised the officers and the cold caused hardship for the families.

“We had to live in tents all winter because there was not enough snow to build a snow house. I remember waking up every morning rolled up like a ball because it was so cold!” (Elijah Nutaraq, 1989).

## Reference:

Marcus, A. *Out in the Cold: The Legacy of Canada’s Inuit Relocation Experiment in the High Arctic*. International Work Group for Indigenous Affairs (IWGIA), Document 71, Copenhagen 1992.

## Appendix E

*List of Port Harrison families selected for relocation to Craig Harbour, Alexandra Fiord and Resolute Bay in 1953.+*

### **Relocated to Craig Harbour (Grise Fiord):**

*Paddy Aqiatasuk	E9-713	head
*Mary	E9-909	wife
Anna	E9-910	stepdaughter
Elijah	E9-912	stepson
Samwillie	E9-913	stepson
Minnie	E9-914	stepdaughter
Larry	E9-1905	son
*Joadamie Aqiatasuk	E9-715	head
Ekoomak	E9-1525	wife
Lizzie	E9-2223	daughter
*Philipusie Novalinga	E9-718	head
*Annie	E9-719	wife
*Pauloosie	E9-720	son
Elisabee	E9-721	daughter
*Thomasie Amagoalik	E9-1589	head
*Mary	E9-1590	wife
*Alle	E9-1513	son
*Salluviniq	E9-1846	son
Charlie	E9-2215	son

## Appendix E

### Relocated to Resolute Bay:

Simeonie Amagoalik	E9-899	head
Sarah	E9-1637	wife
Jaybeddie	E9-900	Simeonie's brother
*Nellie	E9-897	mother
*Daniel Salluviniq	E9-1765	head
*Sarah	E9-898	wife
Allie	E9-1860	son
Louisa	E9-1993	daughter
*Jeannie	E9-747	single woman
*Alex Patsauq	E9-723	head
Edith	E9-724	wife
Markoosie	E9-725	son
*Lizzie	E9-727	daughter
Johnny	E9-1512	son

+ *Alexandra Fiord colony not established*

\* *now deceased (1991)*

*List of Pond Inlet families selected for relocation to Craig Harbour, Alexandra Fiord and Resolute Bay in 1953.*

### Relocated to Craig Harbour (Grise Fiord):

Simon Akpaliapik	E5-834	head
Tatigak	E5-835	wife
*Oorootke	E5-836	daughter
Tookahsen	E5-993	daughter
Iseegee	E5-1039	son
Samuel Anukudluk	E5-787	head
*Qaumayuk	n/a	wife
*Mukpanuk	n/a	grandmother
Tamarisee	n/a	daughter
Rhoda	n/a	daughter
Jonathan	n/a	son
Phoebe	n/a	daughter

### Relocated to Resolute Bay:

Jaybeddie Amagoalik	E5-791	head
*Kanoinoo	E5-792	wife
Ekaksak	E5-793	son
*Sippora	E5-980	daughter
Merrari	E5-1014	daughter

\* *now deceased (1991)*

## Appendix F

### Family relocated from Port Harrion to Craig Harbour (Grise Fiord) in 1955:

*Josephie Flaherty	E9-701	head
Rynee	E9-1551	wife
Martha	E9-1900	daughter
Mary	E9-2101	daughter
Peter	E9-2139	son

### Families relocated from Port Harrison to Resolute Bay in 1955:

Levi Nungak	E9-1762	head
Alici	E9-1763	wife
Annie	E9-1532	daughter
Minnie	E9-1882	daughter
Philipusie	E9-1986	son
Anna	E9-2135	daughter
*Johnnie Echalook	E9-1635	head
Minnie	E9-1636	wife
Lizzie	E9-1638	daughter
Rynee	E9-1639	daughter
Dora	E9-1640	daughter
George	E9-1641	son
Mary	E9-1909	daughter
Leah	E9-2110	daughter
Andrew Iqaluk	E9-870	head
Martha	E9-872	sister
Emily	E9-873	sister
Jackoosie	E9-871	brother
*Mava	E9-868	mother
*Mary	E9-753	Jackoosie's wife

\* now deceased (1991)

### Families relocated from Pond Inlet to Resolute Bay in 1955:

*Joseph Idlout	E5-766	head
*Kidlah	E5-767	wife
Leah	E5-770	daughter
Mosese	E5-771	son
*Pauloosee	E5-772	son
*Noah	E5-976	son
Ruth	E5-1018	daughter
Susan	E5-1051	daughter
*Anknowya	E5-781	Idlout's mother
Erleloo	E5-782	a/son
Daniel	E5-783	a/son
Oodlaleetah	E5-768	head
*Estigytook	E5-779	wife
Philip	E5-1045	son

\* now deceased (1991)

## Appendix G Minutes of meeting held 1953

Minutes of a Meeting Held at 10:00 A.M.  
August 10, 1953, in Room 304, Langevin  
Block, to Discuss the Transfer of Certain  
Eskimo Families from Northern Quebec to  
Cornwallis and Ellesmere Islands.

*file*  
Deputy Minister's Records  
File No. 40-8-1  
checked off

Chairman -

Col. F.J.G. Cunningham - Resources and Development.

Those Present -

W/C W. D. Brodribb - A.F.H.Q., R.C.A.F.  
Mr. L. T. Campbell - Meteorological Division, Transport.  
Mr. Jns. Cantley - Resources and Development.  
Mr. Fred Fraser - Resources and Development.  
Mr. C. J. Marshall - Secretariat of the ACND.  
S/L P. E. O'Neil - A.T.C., R.C.A.F.  
Supt. J. A. Peacock - R.C.M.P.  
Dr. E. A. Procter - Indian Health Services, National  
Health and Welfare.  
Mr. B. G. Sivertz - Resources and Development.  
Mr. W. B. Smith - Telecommunications Division, Transport.

Col. Cunningham, Director of the Northern Administration and Lands Branch, Department of Resources and Development, opened the meeting with a resume of the duties and responsibilities of the Department towards the Eskimo of northern Canada and the policy of the Department in providing for their health and welfare. He pointed out that three different types of situations now have to be dealt with:

1. In areas where the natural resources will support the Eskimo inhabitants it has been decided that their basic way of life is to be maintained as far as possible.
2. In areas where permanent white settlements have grown up, the Eskimos will be educated to adapt them to this new situation.
3. In areas of the north which cannot continue to support the present Eskimo population, attempts will be made to move the Eskimo to areas with greater natural resources.

The Administration has found that the eastern coast of Hudson Bay cannot continue to supply the Eskimo there with a reasonable standard of living and, therefore, efforts will be made to re-settle some of the inhabitants in more prosperous areas. This year the Administration is carrying out an experiment in which it will transplant a small number of Eskimo families from the eastern shore of Hudson Bay to certain settlements in the High North to see if they can find a better living there.

Mr. Fraser, Chief of the Northern Administration Division, then took the chair and asked Mr. Cantley, head of the Arctic Services Section of the Northern Administration and Lands Branch, to explain the details of the Administration's experiment.

Mr. Cantley said that eleven Eskimo families in all were involved in this year's experiment. Most of these were taken from Port Harrison, Que. Three families were from Pond Inlet and would be used to help adjust the other families to conditions in the High North. All of the people involved were volunteers and each had been told of the type of

## Appendix H Press Release 1955



DEPARTMENT OF  
NORTHERN AFFAIRS AND NATIONAL RESOURCES  
EDITORIAL AND INFORMATION DIVISION

TEL 9-3133, 9-5663

FOR RELEASE

FOR IMMEDIATE RELEASE  
June 23, 1955.

It will be moving day this summer for 35 Eskimos in Canada's Arctic. And they are all moving further north.

The "moving van" for the Eskimos will be the Arctic Patrol vessel "C.D. Howe", which leaves Montreal on Saturday on the thirty-fifth Eastern Arctic Patrol to settlements and outposts in the far north.

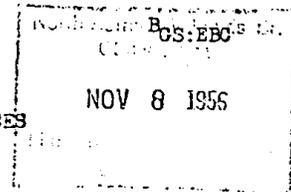
Moving Eskimos is just one of the many tasks which the "C.D. Howe" will undertake in the course of its 12,000-mile journey, mostly through Arctic waters. The ship is operated by the Department of Transport and the work during the patrol is the responsibility of the Department of Northern Affairs. From Montreal to Resolute, in the Queen Elizabeth Islands, the Officer-in-Charge of the patrol will be R.A.J. Phillips, executive officer of the Department of Northern Affairs and National Resources. There he will be relieved by Alex Stevenson, of the Arctic Division, for the journey back to Montreal.

In addition to studying the problems and needs of these remote settlements and their residents, the 30 government officials on the patrol will carry out many other jobs. A medical party of the Department of National Health and Welfare will give a complete medical and dental examination and x-rays to every one of the 3,200 Eskimos who can reach the ship in the 20 ports of call.

Eskimos will return to their homes from hospitals in the south and others will be brought out for medical treatment. The staffs of remote radio and weather stations will be relieved. Mail will be delivered and collected, in some places the only collection for a year.

## Appendix I Memorandum

Canada  
DEPARTMENT  
of  
NORTHERN AFFAIRS AND NATIONAL RESOURCES



Ottawa, October 22nd, 1956.

MEMORANDUM FOR THE DIRECTOR:

ESKIMO SETTLEMENTS AT RESOLUTE AND CRAIG HARBOUR

The comments of Bishop Marsh to you and Mr. Robertson as given in your memo of October 16th are all on the subject of our trading arrangements and handling the Eskimos' income.

It should be remembered that we are feeling our way in these projects. So far things have gone well, -- better than we could properly have hoped. After two years the people seem content to stay on, whereas they only agreed to go in the first place on condition that we promise to return them to their former homes after "two or three years".

The Trading was financed by the Eskimo Loan Fund, and freedom of action under loan fund regulations is circumscribed.

Bishop Marsh is perfectly right in suggesting that the trading should be reviewed and set up on a better basis. My plans for doing so have had to be set aside for lack of staff. We now have a new man in the Projects Section and I have asked Mr. Larmour to assign him to this job. When the new plan is elaborated in a couple of weeks or so, I shall present it to you for approval.

Not all of Bishop Marsh's points are well taken. You ask me what I think of his suggestion that the Eskimos should learn ordering their annual supply of goods the hard way instead of being given guidance by their mentor the R.C.M.P. member. This is rubbish. Bishop Marsh's views as given in your paragraph are in my opinion unsound pedagogically, psychologically, economically and practically. The procedure he suggests is also unkind.

On a previous occasion I have expressed to you my reservations with regard to the Eskimo Affairs Committee as advisers on policy. There is so much weight of special interest there. In a separate memo I am proposing a broadening of the committee. In any case, however, I wonder if it would not be preferable to make our own decisions rather than make recommendations to the Committee. The Committee can not be expected to produce forward-looking and soundly-based policy advice, and this particular group cannot even give us immunity from attack by its own members. As an example, you will recall

.../2

## Appendix J Press Release 1951

62 VCB/R C D HOWE CK 207 DH  
J G WRIGHT DALB OTTAWA

SEP 6 1951  
NORLITE BUILDING  
BY  
SEP 6 1951  
PM 4 10

7367  
7800  
Mr. [Signature]

PRESS RELEASE PRESS RELEASE THE FLAG WAS RAISED TODAY IN FINE  
COMMA CLEAR WA WEATHER THAT MARKED THE ~~THE~~ OPENING OF THE CRAIG HARBOUR  
DETACHMENT OF THE RCMP STOP THIS OUTPOST WHICH IS SITUATED ON  
ELLESMERE ISLAND NORTHWEST TERRITORIES OF CANADA COMMA IS SEVENTY  
SIX DEGREES TWELVE NORTH LATITUDE COMMA IS NOW THE MOST NORTHERLY  
ACTIVE ESTABLISHMENT OF THE RMP STOP THE CEREMONY ~~WAS~~ OPENED WITH AN  
ADDRESS BY ALEX STEVENSON OIC EASTERN ARCTIC PATROL STOP CAPTAIN  
CHOUINARD COMMA HOWE COMMA ARRIVED FROM SHIP BY HELICOPTER TO  
PRESENT FLAG ON BEHALF OF DEPARTMENT OF TRANSPORT TO INSPECTOR LARSEN  
FOR THE CRAIG HARBOUR DETACHMENT STOP FLAG PRESENTED BY INSPECTOR  
LARSEN TO CONSTABLE HAROLD A JOHNSON COMMA DARTMOUTH NOVA SCOTIA  
STOP THESE TWO CONSTABLES WILL MAINTAIN ESTABLISHMENT ASSISTED BY  
TWO ESKIMO FAMILIES STOP RA PRAYERS BY REV G A RUSKELL COMMA ARTLOW  
COMMA COUNTY WICKLOW COMMA IRELAND COMMA VISITING ANGLICAN MISSIONARY  
STOP SERVICE INCLUDED APPROPRIATE ANTHEMS STOP SHIP PASSENGERS  
COMMA ESKIMO FAMILIES IN ATTENDANCE STOP SNOW CLAD MOUNTAINS COMMA  
ICEBERGS COMMA GLACIERS TUNDRA AND WA WHITE CARIBOU ~~FORMED~~  
BACKDROP FOR IMPRESSIVE OCCASION STOP FILM BOARD UNIT COVERAGE STOP  
SOVEREIGNTY NOW IS A CINCH

STEVENSON.....230PM

## Appendix K Memorandum for Mr. Stevenson

C.M. Bolger:RB



NORTHERN ADMINISTRATION BRANCH

CANADA  
DEPARTMENT  
OF

NORTHERN AFFAIRS AND NATIONAL RESOURCES

YOUR FILE NO.

OUR FILE NO.

OFFICE OF THE ARCTIC  
ADMINISTRATOR

Confidential

Ottawa, October 4, 1960.

MEMORANDUM FOR MR. STEVENSON

### Relocation of Eskimo Groups in the High Arctic

The Director has indicated to me orally that he would like us to give some thought to the possible relocation of small groups of Eskimos in certain areas of the High Arctic. He has been led to wonder about the advisability of this by the fact that the oil companies are now trying to obtain approval from the Air Force for the release of some of the Air Force Eskimo employees for oil exploration work next year.

I pointed out to the Director some of the problems we have had with Grise Fiord in respect of supply and of medical services, and his own feeling is that while Grise Fiord should be continued for sovereignty purposes, it should not be duplicated at other isolated locations. He considers, rather, that any new colonies to be established should be in the vicinity of established weather stations such as Mould Bay, Isachsen and Eureka. He also thinks that a logical development would be to start these colonies as satellites of the Resolute Bay community, since the Resolute Bay people now know the country and many of them have been to these points on labouring jobs.

The Director would like us to give this matter some thought and then send a paper to him outlining the history of the Resolute and Grise Fiord communities and defining the advantages and the problems of establishing additional colonies in the High Arctic. Our paper should ask if it is the wish of the Government to fortify our claims to sovereignty of these islands by establishing Eskimo groups on them and it should contain our best recommendation on

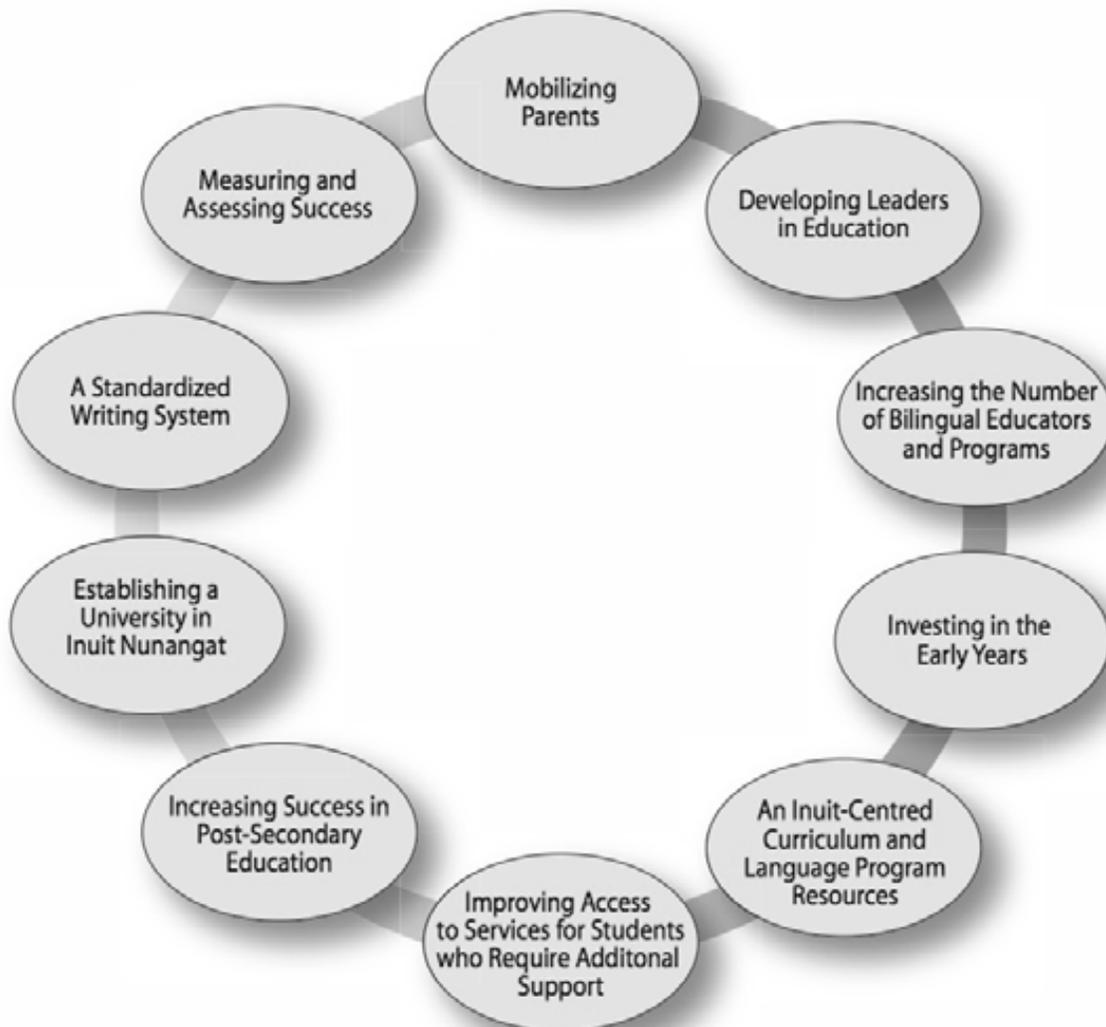


## Appendix M

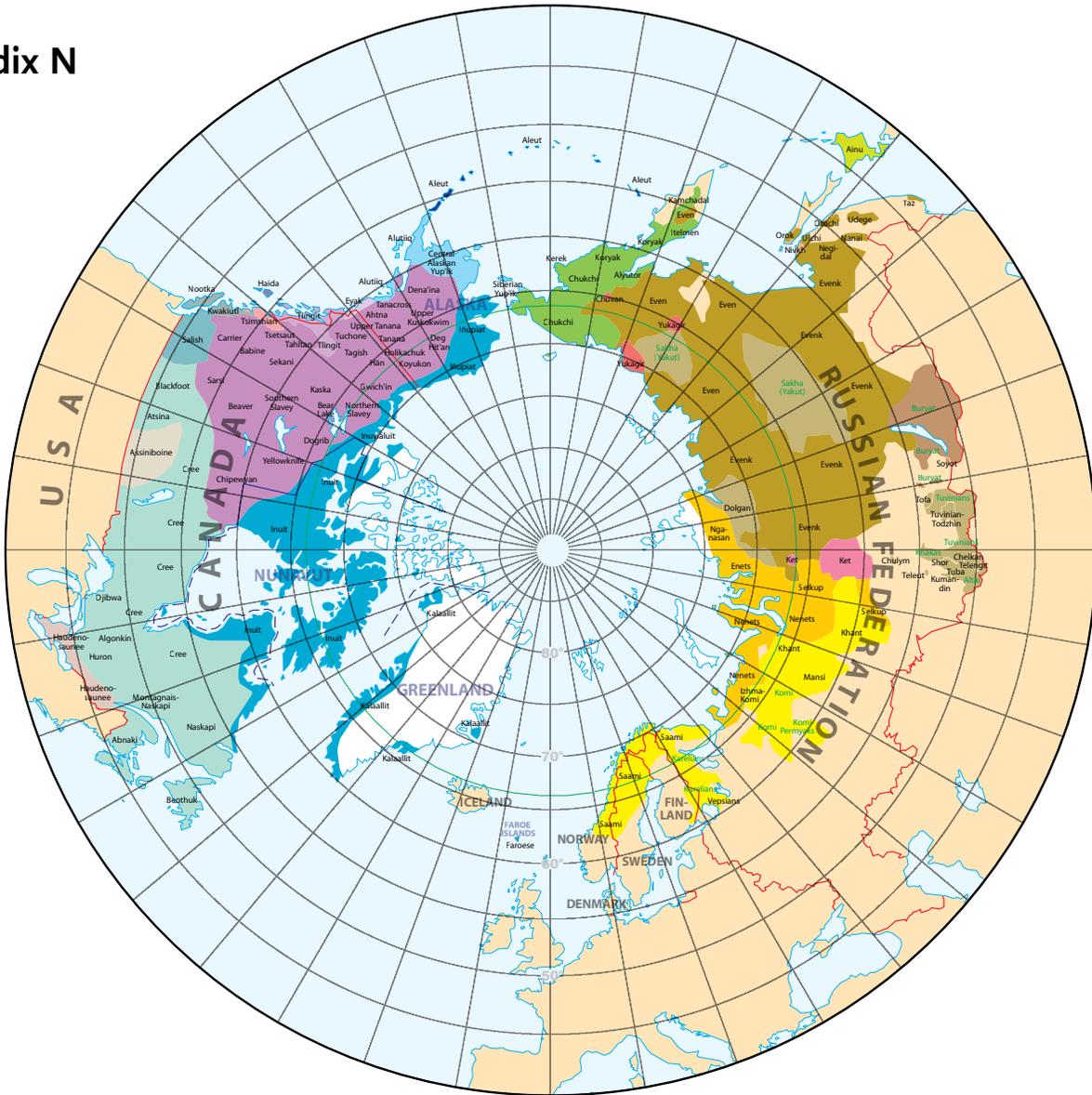
### A National Strategy on Inuit Education

The research and discussions of the National Committee on Inuit Education led to the identification of gaps in Inuit education that could be closed through 10 core investments:

#### Core Areas of Investment



## Appendix N



### Indigenous peoples of the Arctic countries

#### Subdivision according to language families

<b>Na'Dene family</b>	<b>Eskimo-Aleut family</b>
Athabaskan branch	Inuit group of Eskimo branch
Eyak branch	Yupik group of Eskimo branch
Tlingit branch	Aleut group
Haida branch	<b>Uralic-Yukagirian family</b>
<b>Penutan family</b>	Finno-Ugric branch
<b>Macro-Algonkian family</b>	Samodic branch
Algonkian branch	Yukagirian branch
Wakasha branch	<b>Altaic family</b>
Salish branch	Turkic branch
<b>Macro-Sioux family</b>	Mongolic branch
Sioux branch	Tunguso-Manchurian branch
Iroquois branch	<b>Chukotko-Kamchatkan family</b>
<b>Indo-European family</b>	Ket (isolated language)
Germanic branch	Nivkh (isolated language)
	Ainu (isolated language)

#### Notes:

For the USA, only peoples in the State of Alaska are shown. For the Russian Federation, only peoples of the North, Siberia and Far East are shown.

Majority populations of independent states are not shown, not even when they form minorities in adjacent countries (e.g. Finns in Norway).

Areas show colours according to the original languages of the respective indigenous peoples, even if they do not speak these languages today.

Overlapping populations are not shown. The map does not claim to show exact boundaries between the individual groups.

In the Russian Federation, indigenous peoples have a special status only when numbering less than 50,000. Names of larger indigenous peoples are written in green.

