

RESEARCH PROPOSAL

AN INUIT HISTORY OF NORTHERN QUEBEC

Submitted to:

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en Milieu amérindien et inuit
(SAGMAI)

Submitted by:

- Avataq Cultural Institute
- Kativik School Board
- Makivik Corporation

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PROJECT OVERVIEW

The Inuit Perspective

We, the Inuit of northern Québec, must take whatever actions necessary to ensure our cultural survival. We must take these actions so that both present and future generations will have the opportunity to possess full knowledge and awareness of our unique heritage as original people of northern Québec and of the circumpolar world. Only if we maintain a deep appreciation and understanding of our cultural origins will it be possible for us to continue to evolve in a manner that will foster the growth and development of our people as a distinct society. Our cultural identity reflects 4,000 years of occupancy within northern Québec and it continues to survive and grow in spite of more than 100 years of intense contact with the outside world.

In recent years the Inuit of northern Québec have taken important steps to overcome the negative impacts that have resulted from this long period of contact and cultural change. It is our intent to gain effective control over the policies, programs, and institutions that affect our society and shape our future. Inuit are increasing their participation in the decision making process and in the running of day to day affairs related to education, health services, economic self sufficiency, appropriate resource utilization, and cultural identity. As well, we are involved in political development at all levels of our society, and with major constitutional reforms, with the formation of self government and with the creation of Inuit cultural, economic and political solidarity within Canada and the circumpolar north.

Effective participation in all of these activities and issues requires us to incorporate traditional knowledge and perspectives with new skills and ways of proceeding. In order to carry out this integration it is absolutely essential for us to have a better understanding of our past and to apply this historical knowledge and perspective to many of the choices we are now required to make. This need, however, is frustrated by an almost total lack of historical materials and information that we can use. The situation affects everyone in our society, but it is the population now in school that suffers the most. The time has come to change this situation. We have the right to acquire full knowledge about our past, so that it can be used to help us understand the present and plan for the future. This process will be started by undertaking a major research project on our history.

In Inuit society, oral tradition has been the primary means by which knowledge and interpretations of the past were transferred from generation to generation. To Inuit, the oral tradition is a social as well as an educational process. It is a method of learning that is valued by both literate and non-literate societies, and it creates a special system for collecting, interpreting, storing and communicating the information and interpretations that form history. The accumulating impacts from

cultural change, however, have eroded the effectiveness of our oral tradition, and formal schooling has created new structures for learning and for exchanging information.

The continuing use of oral tradition must be encouraged, but new forms of presentation are also necessary. The creation of a written history that is produced by Inuit and which is supported by photographic and other types of audio or visual materials will provide a permanent and widely accessible record of the major events and forces that have had an impact on shaping our early and more recent history. Without such a record, our children are denied a basic right to acquire knowledge about, and an appreciation of, their heritage. The heritage is not a collection of museum pieces, or a static view about life long ago. It is a dynamic force that unites the present with the past, and it is this force which enables history to be applied to solving both the practical and ideological problems that arise as our people take control over the decisions that affect their future well-being. The production of a relevant history of our society is, therefore, an urgent need that calls for immediate action. Each year, another group of students encounters a school curriculum that does not provide an Inuit perspective on the history and development of our culture, and this situation cannot be allowed to continue.

Although the accumulated knowledge of the Inuit population far exceeds simple statistics on the number of elders still living, this older generation is a keeper of critical information that will be lost from the record of Inuit and therefore of human history if it is not systematically recorded as soon as possible. For each year in which another generation of Inuit students does not have an opportunity to learn about their history, the survivors of earlier generations may pass from this life without an opportunity to contribute their knowledge of the past in a form that will make it available to future generations. Thus, the total amount of available historical and ethnographic information declines with the passing of each elder and this process adds to the collective forgetting of Inuit society. Oral history, however, does not simply involve contact with the elders. Younger Inuit play a vital part of recent history and they also have knowledge and ideas about the past. It is expected that younger individuals will contribute significantly to the project, especially in terms of the formation of present day organizations and the rise of new political leadership. This information must also be recorded before it is forgotten by those who played such a vital role in the process of Inuit inspired change.

The process of forgetting can be slowed through a system of preserving information and this knowledge can then be built into the process of learning. If forgetting is not balanced with learning, the capacity to survive as a unique people decreases. It was thus appropriate and timely that on March 19th, 1981, Makivik passed a resolution at its Annual General Meeting calling upon the Kativik School Board:

"to develop and implement a comprehensive Inuit education program relating to the history and evolution of social,

economic, cultural and political aspects of Inuit life at all levels of both primary and secondary education in Northern Québec".

This initiative was reinforced by the Elders' Conferences at Kangirsuk in April 1981 and at Povungnituk in September 1982. The elders urged Avataq Cultural Institute to initiate cultural programs and activities that would preserve and promote Inuit culture and history.

The importance of writing a northern history from the native perspective was formally recognized by a southern-based institution in 1971 at the Conference on Community Development that was held under the auspices of the Arctic Institute of North America and its program of Man in the North. A resolution passed at this conference created a research project that had as its result the 1974 publication of a book on the history of the Original Peoples in northern Canada. The Man in the North Program was an important first step in creating a native people's history, but the Inuit of northern Québec must now continue and expand this early initiative. To this end, a major research project on Inuit history has been proposed. The basic principles underlying this project were first presented to SAGMAI on February 9th, 1983, in a document entitled "Funding Proposal for an Inuit History of Northern Québec". The present document is intended to complement and expand the February 9th submission, and it incorporates the comments and suggestions that were raised in a meeting with representatives of SAGMAI and other government and northern bodies, on June 1, 1983.

The Inuit History Project is a joint effort of Avataq Cultural Institute, Kativik School Board and Makivik Corporation. These three bodies are initiating the funding proposal, but other organizations in northern Québec with Inuit cultural responsibilities have also been consulted and they will be represented on a Steering Committee that will oversee all phases of the project.

Avataq Cultural Institute is an Inuit association created under Québec law in 1981. Its objectives provide that it promote and protect all forms of Inuit culture and education. Avataq obtains much of its direction from the Inuit elders, and it planned and organized the Inuit Elders' Conferences in 1981, 1982 and 1983.

Makivik is an Inuit association created under Québec law in 1978. Its membership is composed solely of Inuit beneficiaries under the James Bay and Northern Québec Agreement signed in 1975. Makivik has the legal responsibility to implement and protect the various rights and benefits of Inuit under the Agreement. In addition, its objectives provide that it promote "the advancement of education of Inuit" and "foster, promote, protect and assist in preserving the Inuit way of life, values and traditions".

The Kativik School Board is a school corporation established under the Québec Education Act and has jurisdiction and responsibility for elementary, secondary and adult education in the territory north of the 55th

parallel in Québec. The Kativik School Board also has a responsibility to create a school curriculum based on Inuit culture and language.

Project Scope and Objectives

Funds are requested for a research program on the Inuit history of northern Québec. The study will stress the Inuit perspective about our past and about the events, personalities and conditions that influenced the development of our society within Québec and the north. The primary objective of the research program is to produce a textbook and related educational material for use by the Kativik School Board.

The textbook that will result from this study will be designed for secondary and post-secondary students, but the research program will also provide essential information for educators concerned with curriculum development in the primary grades. In addition, the project will present our history in a form that is accessible to the non-school population. In the process of carrying out the history project, Inuit will be trained in research methods, and an invaluable collection of historical materials will be assembled for use at the community level and for a centralized northern documentation centre.

In this study design and funding proposal, the approach, content and organization of the history project will be described. The proposed research themes, sources of information and appropriate methodology for obtaining this information, will also be specified along with a suggested schedule of activities, and project costs. The Inuit history project is an ambitious undertaking that must be completed within a greatly restricted time frame. The project involves the collection, analysis and integration of information from many sources and this information must be interpreted and organized in a manner that expresses the Inuit perspective on the history of northern Québec. The research design presented in this document provides a coherent yet flexible structure for organizing the study, and it suggests an appropriate association between the methodology required for the collection and analysis of ethnohistorical data and the need to express an Inuit perspective in the interpretation and presentation of this information.

The collection of oral history from our elders will provide the primary source of information for this research project. This information will be expanded through the use of earlier studies that were undertaken in the region by anthropologists and other researchers. The data collected from these two sources will be integrated with information derived from archival sources, and with journals, published material and oral recollections of outsiders relating to the history of northern Québec Inuit. Photographs and other special types of documentation will also be collected and used in the organization and presentation of our history. Although the Inuit history will include a perspective on the entire timespan of our occupation in northern Québec, the period from 1920 to the present will be stressed.

The Inuit history project represents a critical need that must be met with minimal delays. Nevertheless before a program of this scope could be initiated important questions about the primary objectives, subject matter, methodology, and point of view had to be resolved. The ideas and the structure represented in this proposal have been developed after a year of discussion and debate. In these discussions, there have been frequent consultations with Inuit and professional ethnohistorians, and small research projects and data analysis have also been undertaken on an experimental basis. Although one project can never satisfy all of the requirements and expectations of the different groups involved in such an important study, we are satisfied that the essential questions have been answered and that a framework for organizing and carrying out the study has been established.

The perspectives and specific expertise of these interested professionals have been incorporated in this document, and it is expected that they will work in close cooperation with the project personnel over the next three years. In a project of this scope, however, some questions must remain unanswered until the project is underway, and certain revisions in the approach and subject matter are inevitable as new ideas arise. Experts on curriculum development will be consulted, and it is obvious that Inuit will have much more to say as they become fully involved at both the community level and through the Steering Committee. The knowledge and particular skills of each of these groups will be important for the successful completion of this study, but it is the Inuit themselves, "the day to day people of northern Québec", that must have the greatest say in shaping the contents and style of the study and for interpreting the material that will be presented.

The program of research and writing that is defined in this proposal represents an enormous undertaking, and it must be clearly understood that a study such as this is only the starting point for a much longer process that will place the Inuit at the center rather than at the periphery of our history. It is hoped that the project itself will offer encouragement for future Inuit historians, and that the documentation centre will provide the basic information needed for their work.

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1. OBJECTIVES AND APPROACH OF THE HISTORY PROJECT

In this section, the primary objectives of the History Project are stated, the rationale underlying each of these objectives is explained, and the priorities represented by these objectives are organized into short term, medium term and long term goals. This section will also describe the methodological approach for the study, indicate the specific techniques and equipment to be used in the collection and analysis of data, and it will present a brief summary of the present state of knowledge about the ethnohistory of northern Québec and identify the work presently underway.

1.1 Project Objectives

The Inuit History Project has six primary objectives:

- 1) To undertake the research and writing necessary to produce, on behalf of Kativik Schoolboard, a textbook and atlas and related educational material on the Inuit history of northern Québec. The documents and other educational material produced by the project will incorporate the Inuit perspective, and it will be targeted for secondary and post-secondary students.
- 2) To conduct a systematic collection of oral history and of ethnographic information relevant to this history, from the elders and younger Inuit now living in northern Québec, and to support this vital data source with information made available from oral history and ethnographic studies of northern Québec Inuit that have been carried out by anthropologists and other researchers;
- 3) To systematically locate and, when appropriate, utilize additional historical information in the form of documents, correspondence, journals, photographs, maps and tapes that are available from archival sources and publications, from interviews with non natives who have been or are involved in the north, and from special collections of researchers or organizations;
- 4) To develop training programs that are appropriate for Inuit participation in this project and for their continued work in historical research after its completion, and to systematize

all of the material collected for this study so that it can be used as a historical data bank that will be accessible through a northern documentation centre.

- 5) To provide historical material in a form that is suitable for curriculum development in the primary grades of the Kativik Schoolboard, and to organize this information in a manner that will encourage student interest by emphasizing local and community history;
- 6) To produce additional historical information in a form that will be accessible and of interest to the non-school adult population;

The first two objectives, to produce a textbook for secondary and post-secondary students, and to systematically collect oral history and other pertinent information are the two most important goals of the Inuit History Project. The other four objectives flow from this essential core. In particular, objective 3 provides the necessary support for oral history and ethnographic information and objective 4 is fundamental to the operating philosophy of the Makivik Research Department which is to train Inuit in research methods, to involve Inuit in the design and execution of studies, and to make the findings from these studies available to Inuit. The objectives stated in 5 and 6, though important, will not dominate this project. The information collected during the history project will be organized so that it can be used by other individuals or groups to meet the needs of the non-school population and to support curriculum development for primary school students.

1.1.1 Objective 1: Textbook, Atlas and Educational Material

The secondary and post-secondary school population has been selected as the most important group for using the immediate results of the History Project. Two types of publications will be produced. The first is a well organized book on the history of Northern Québec and the second is an Atlas, which will use maps to illustrate the geographical pattern of historical events. These two major forms of publication will be supported by other audio and visual materials.

The decision to target the secondary and post secondary school population is based in part on the obvious fact that if this group is not considered immediately, they will have moved through the entire educational system without ever having had an opportunity to learn the factual knowledge and to develop a general perspective on their history. Consequently, it must be assured that as many Inuit students as possible will have at least one formal point of contact with learning about their past. This is best accomplished through a strategy that begins with secondary education and then works its way downwards to fulfill the need for historical information in the primary grades.

In addition to the secondary students studying in the North or the South, the number of post-secondary students enrolled in French and English C.E.G.E.P. is increasing each year. It is essential that this group also has access to historical materials since these individuals will have an opportunity to develop a more comparative point of view about their history and to learn the professional skills needed to carry out future research and writing.

Finally, an important reason for the focus on secondary and post-secondary school population is that the task of producing written and other material is not as difficult or specialized as it is for primary school students. Thus, the ability to produce the necessary material is within the capacity of the History Project staff if carried out in cooperation with curriculum development people from the Kativik School Board.

1.1.2. Objective 2: The Collection of Oral History

The most critical data base for northern historical research is the information drawn directly from the people through the recording of their oral history and related ethnography. There has never been a coordinated effort to collect this information and much of the material that has been collected over the past few years lacks a consistent theme, there was never a controlling methodology and what was collected is scattered in many different places and is not indexed.

A major research effort is required to correct the situation before it is too late and, therefore, time is an important factor for the collection of this information. A single, well organized and intensive field study based on individual and group interviews will be the primary source for oral, historical and ethnographic information. The results of this field study will be supported by interview data that was collected during the course of earlier anthropological studies carried out in the region, especially in the 1960's and 1970's. Although these earlier studies did not specifically represent Inuit interests or perspectives, they were very systematic in their organization and they now represent a valuable source for preserving the personal knowledge of individuals, many of whom are no longer living. In addition, an attempt will be made to locate and systematize oral histories and related information collected by local teachers, F.M. radio stations or by Avataq and its predecessor Tiki. Some of this data has been catalogued and its location is known, but much more is scattered and most probably difficult to identify and therefore use. The Inuit history program will try to obtain as much of this information as possible, evaluate its contents and source and establish a catalogue.

1.1.3. Objective 3: Consolidation and Use of Secondary Sources

There is a rich and important body of information about Inuit and about the historical events of northern Québec that is available from established archival sources, from personal collections and from a variety of unorganized sources. Although the problem of preserving certain types of historical information has been solved through the creation of specific archives, the problem of providing working access to these archives by Inuit is not yet resolved. This can only be solved by consolidating these sources and by training programs on their use. Archival material provides information on specific policies, programs and other activities that have taken place in the North and it can be used to create chronologies, to enlighten Inuit about how they were viewed by outsiders and to provide important background information about decisions and actions that have had specific impacts on the recent history of northern Québec. Certain

information about the North has not been recorded or placed in archives and this will only become available through interviews with non-natives who have been active in the North. The history project will provide an opportunity to preserve these observations and to create yet another important resource for future use by Inuit.

1.1.4. Objective 4: Training Programs and Documentation Centers

The training of Inuit in appropriate research skills is the most important task of the Makivik Research Department and it is also a serious objective of Avataq Cultural Institute. The History Project provides an opportunity for Inuit to learn the research skills to carry out many types of cultural studies. These skills should endure beyond the duration of the History Project itself and, hopefully, they will contribute to broadening the employment base for northern communities. The Research Department is involved in training people who have not had a formal education and in developing the more specialized research skills of individuals who have had formal education. Each of these groups has the capacity to make a unique contribution to the long-term objective of Inuit gaining full control over many aspects of northern research.

It will be impossible for Inuit to practice their research skills without access to information. The History Project will provide this access by creating an organized system of northern documentation centres. The primary centre will be housed in the new structure proposed for Inukjuak by the Avataq Cultural Institute. A central documentation source is necessary but since other communities should have easy access to historical information, it is proposed that each community school will maintain a smaller documentation centre for local historical material, including both oral history and archival data collected in the course of the study. In order to satisfy the needs of post-secondary students for culturally relevant information, it will also be important to keep copies of historical material in the South so that it can be made available for both class-room work and independent research for Inuit students in the C.E.G.E.P. or university system.

1.1.5. Objective 5: the Primary School Curriculum

The History Project will not be directly involved with the creation of special curriculum materials for the primary grades. This particular type of material requires a special expertise if it is to be effective. Although this expertise will not be part of the History Project staff, it is suggested that people skilled in this field of curriculum development could become associated with the project in a way that would promote the appropriate use of project materials for primary school teachers and students. The stress within the project will be on the collection and organization of materials that will emphasize local history.

1.1.6. Objective 6: The Non School Population

Individuals without formal education form a major component of the total Inuit population of northern Québec. If they are to have access to information from the History Project, they must be reached by means other than textbooks or curriculum material. The History Project will provide the materials needed to produce publications or other types of exhibits in order to make history accessible to the non school population. For example, the staff of Taqralik will have access to the findings from this project and they will be encouraged to pursue their interest in history through the presentation of a series of articles on northern Québec history. The project will also circulate exhibits of historical photographs and it is hoped to have photographic exhibits that will depict the local history of communities. A series of posters illustrating historical events has been planned and a calendar depicting historical themes has been suggested.

Other forms of communication will be possible by coordinating the work carried out in the History Project with the expertise and mandates held by Inuit radio and television broadcasting services.

1.2 Short, Medium and Long Term Goals

The six objectives described in Section 1 reflect priorities that are best organized according to short, medium and long range goals. These goals provide a logical sequence to the activities required for the project. Certain activities must be carried on in parallel, while others can only be developed on a step by step basis. Details of the short, medium and long term goals are outlined in the work plan for this project.

1.2.1 Short Term Goals

The short term goals involve immediate organizational and information needs required to initiate the History Project. This includes the establishment of the Steering Committee, the formalization of working relationships with technical advisors and the selection of a permanent project staff. Elders and other Inuit that will contribute information must be contacted, and a description of the History Project must be distributed to all northern communities and to Inuit organizations. Short term goals will also include the collection of certain types of information about the past, especially that information that does not require intensive field or archival work. In particular, this will involve the organization of workshops that will enable professional archeologists and ethnohistorians to summarize their knowledge about the prehistory and early contact period of northern Québec and to establish the broad outlines on the chronology of northern Québec history. The third element of the short term goals will involve the creation of appropriate methods for indexing and storing historical information obtained from field work or archival resources.

1.2.2 Medium Term Goals

The medium term goals of the history project involve two major research efforts. The first is the organization of the primary field work needed to collect oral history. The field research on oral history will be divided into three phases. The first phase will be a visit of approximately two weeks to every community. This visit will serve to introduce the project, to organize the people who will contribute and to establish an overview through brief interviews of the general history about the community and its region. The results of phase one will clarify the organization of phase two. Phase two is a major and intensive project to collect all of the oral history and related ethnographic material. This phase will last approximately three months and be carried on simultaneously in each community. Phase three will involve a return visit to each community in order to clarify certain points or to collect further information on other topics.

The second major research effort will be to obtain and incorporate the relevant archival information and, as well, to obtain oral history and ethnographic data from anthropologists or other individuals who have worked in the area. This aspect of data collection is not as complex in its organization as the oral history field project, but it does involve intensive contacts with a limited number of individuals and it requires the creation of an appropriate protocol that will enable the project, and therefore the Inuit of northern Québec, to have access to their work. Time requires that the field and archival research be carried out in parallel rather than sequentially, although decisions will have to be made in order to make sure that certain archival information and reference points are made available prior to the initiation of the oral history field work.

1.2.3 Long Term Goals

The long term goals are to create the secondary school textbook and related curriculum materials and to establish the documentation centres.

This involves the analysis needed to write about or to illustrate by other means the history of northern Québec. The vast amount of information that will be collected from the oral history and archival research can never be fully utilized in the writing of the textbook. The time required for full analysis of this material will far exceed the thirty months called for in this project. This must not be interpreted as a weakness in project design, but rather as a recognition of the long term nature of presenting, rethinking and revising the interpretation of northern Québec history. The creation of northern documentation centres will preserve the data base and the creation of expertise and interest will assure the continuing use of these resources.

1.2.4 Research Goals and Training

The short, medium and long term goals all incorporate the training of Inuit. For the short term goals, the emphasis will be on organizational skills and on the abilities required to formulate project objectives and to plan the appropriate means for accomplishing these objectives. There must be an active contact between the Inuit staff and northern residents and the appropriate cooperative working relationships between the Inuit staff and professional ethnohistorians must be established early in the project. In order to accomplish the medium term goals, the Inuit involved with training will focus on the research techniques for the collection and analysis of field or archival data. The medium term goals of the History Project require knowledge about interviewing and cataloguing field data and for interpreting the results. Training associated with the long term goals will stress writing and all of the associated skills needed to produce the material that is required for the formal presentation of this information. In addition to writing, there will be the audio and visual presentations of research findings, all of which will be developed in consideration of presently available Inuit expertise or through the continuation of training for the project itself.

1.3 The Time Frame and Geographic Coverage

1.3.1 Time Frame and Chronology

The Inuit history project will be organized according to a chronology that recognizes a four fold division of time from earliest origins to the present. The project does not wish to superimpose its own interpretation on the Inuit concept of time and history, yet a certain amount of structure is needed for establishing the occurrence of events and for expressing the progression of cultural change defined by these events. A chronological framework does not deny alternative views of time and change, nor does it imply that the material presented in this study will only be organized according to specific dates. Each historical theme has its own chronology, and while certain events build on those that precede to form processes, others are either independent or related in ways that do not involve chronology. Although the final decision on the role of chronology in the organization of the text can only be made as the project evolves, the following subdivisions of time are basic to the presentation of information.

The Inuit history of northern Québec begins with the ancestral populations that first settled the region over 4,000 years ago as viewed by the prehistorian, and by Inuit knowledge and myth. This section will provide a general overview rather than specific archeological details. The founding population of northern Québec has antecedents that link them to Inuit settlements of the circumpolar world, and they are part of a larger nation of first people within North America. The second division of time refers to the formation of social and territorial units that evolved from the founding groups and which then experienced the first contacts with Europeans. The period of early contact and the subsequent change in the culture of northern Québec involves the time from sporadic contact with the outside world, through to the establishment of a trading economy and the expansion of missions in the early 20th century.

This period, coupled with the earlier antecedents, establishes the longevity of occupation and the direction of contact-induced change that gave rise to the critical period from 1920 to approximately 1965. It is in this period that what is considered by the Inuit of today to be traditional culture arose, and it is in these 45 to 50 years that northern colonization was fully established and entrenched. It is the period most vividly recalled by the elders of today. The fourth period represents the evolution of today's society and the formation of new forms of cultural, economic, social and political expression. It is the era when the need to take control over the progression of history finally emerged, but it is also a period of transition to the skills and attitudes required, and of confusion about the most appropriate integration between tradition and change.

1.3.2 Geographic Patterns

The map presented in Figure 1 illustrates the geographical areas that will be considered in the collection and presentation of information. Although this project is to produce a history of the entire region, it is also important to understand that the history of particular communities and regions will have the greatest impact on local people. Findings of earlier ethnohistorical studies indicate that northern Québec can be subdivided into smaller units, each with a distinct history and representing family groups or social units. If the importance of these subdivisions is confirmed by Inuit elders, they can be used to localize the presentation of historical detail. It is assumed that interest will be greatest when people are able to understand the special events of their own community and region. The subdivision of northern Québec into cultural or land use areas does not mean that the subregions were independent. There is a geographic coherence to the entire area and the nature of this coherence will be illustrated by the cartographic data presented in the atlas that will be produced from this project. It is only through a cartographic representation that the relationship between social and territorial organizations can be shown and linked to the ecological resource patterns and physical environment of the territory.

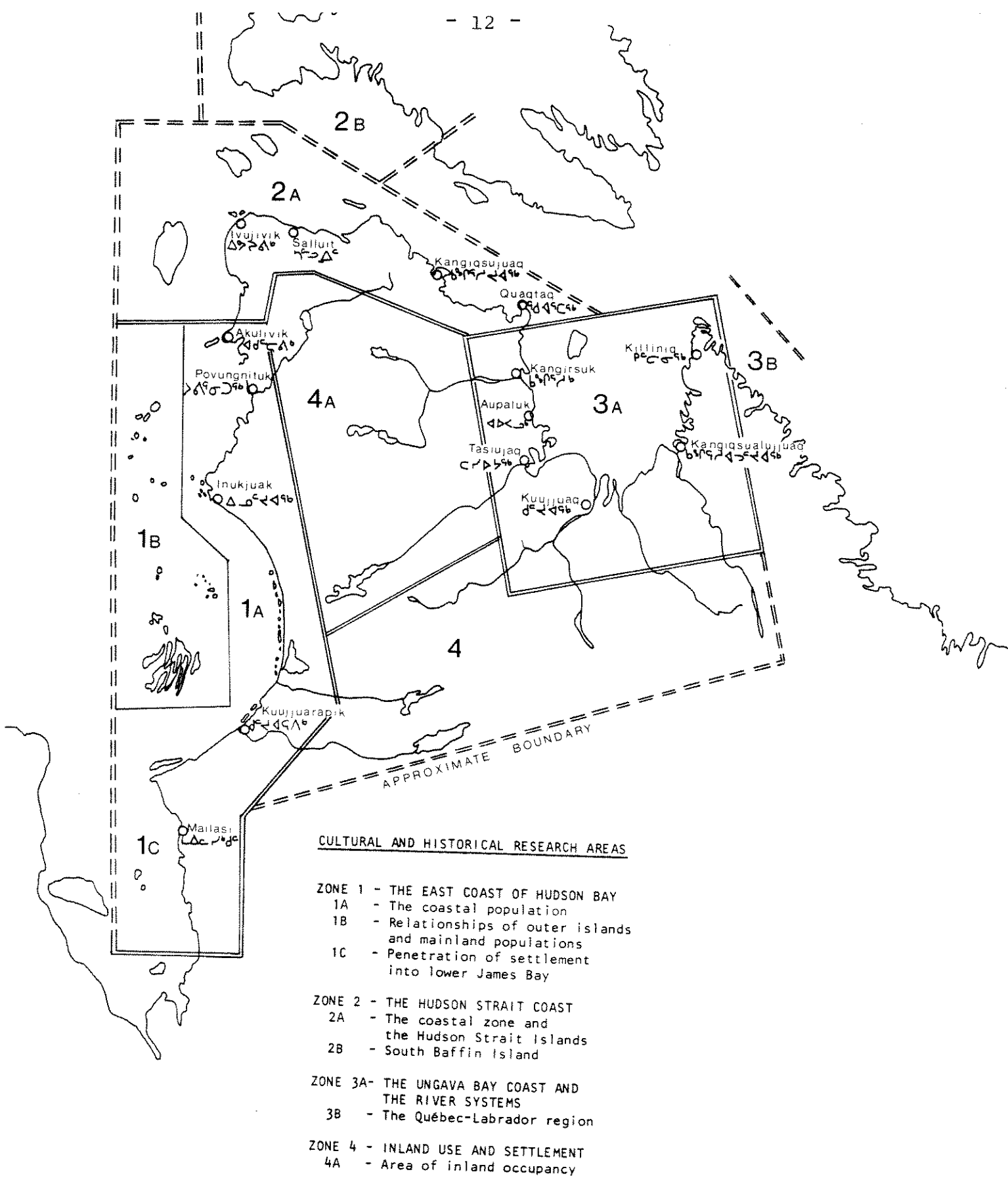


Figure 1 - The Study Regions

The geographical zones shown on Figure 1 will also provide the basis for organizing the intensive field study that will be carried out in order to collect the oral histories and other ethnographic information required for the project.

1.4 Current State of Knowledge

The ethnohistory of Northern Québec has never been fully researched and documented by a single researcher or research group. Nevertheless, an impressive number of studies have been carried out in the region, and much of the information collected during these studies is available for use in the Inuit History Project. Anthropological studies that included oral history, the specific details of individual life histories and detailed ethnographic records obtained from observations and interviews, were carried out from the late 1950's and continued until the early 1970's. The collections from these studies include field notes, which are supported by maps, photographs, journal entries and stories, legends and drawings produced by Inuit for outside researchers.

These general long term studies on the ethnohistory and ethnography of Northern Québec were complemented by short term studies of specific communities. A major research effort was carried out by Bernard Saladin d'Anglure, his students and fellow researchers. Other long term field studies that are a value for ethnohistory have been carried out by William Kemp, Louis-Jacques Dorais and Nelson H.H. Graburn. The community studies vary in their attention to historical details, but all of them must be considered of value to the History Project. In particular, there are the studies by Arbess, Honigmann, Robitaille, Roy, Savoie, Tremblay and Wilmont.

Many of the ethnographic studies that have been carried out are supported by archival investigations and a major archival research project for northern Québec is now being carried out under the direction of François Trudel of Laval University. Although the results of this study

have been finalized, all findings will be available to the Inuit History Project and the bibliographic references to the Public Archives and to the Hudson Bay Company Archives will be valuable sources of information. Makivik Research Department has produced a complete annotated bibliography of the Public Archives and of all photohistory archives in Canada and the U.S. In addition to the field and archival studies of ethnohistory, an archaeological data base is now accumulated. A major project was carried out in the Diana Bay region, and more limited projects have been carried out in the vicinity of Richmond Gulf, Salluit, Kangirsuk, Kangiqsualujjuaq and Killiniq. The work of Daniel Weetaluktuk in Inukjuak and the west coast region provides valuable details and overview of prehistory. An annotated bibliography and evaluation of archaeological knowledge of northern Québec has just been completed by a consultant working under contract for Cultural Affairs.

Almost all of the ethnohistorical and ethnographic information is available through the Association Inuksiutiit Katimajit or in the personal collection of the researchers. This vast body of information is of critical importance for the study, and for eventual inclusion in the northern data bank. In addition to this information systematically collected, are the numerous data units that have been collected by Inuit under the auspices of Avataq, Tiki and Kativik Schoolboard. Unfortunately, this information has never been catalogued or centrally stored. Its value can be assumed but is yet unproven.

This information forms a fundamental building block for the Inuit History Project. It will provide an important dimension to the project and enable the researchers to minimize the time involved in certain types of data collection and analysis. In addition, much of the ethnohistorical data was collected from individuals who are no longer living and consequently is an irreplaceable data base.

2. METHODOLOGY

In this section, the methods to be used in the collection, analysis and organization of historical information are described. The methodology for the study is extremely important since it facilitates the integration of traditional ethnohistorical research with new research methods developed by Inuit and this in turn enables Inuit perspective to be developed in a systematic manner.

2.1 An Appropriate Methodology

The successful completion of the Inuit History Project requires the creation of a methodology that will facilitate the systematic collection and analysis of the information required, and which will also allow for the Inuit perspective on the interpretation and integration of this information to be fully expressed. This research project provides an opportunity to develop a methodology that is compatible with the needs of Inuit and with the technical requirements of ethnohistorical research.

A major objective of Avataq Cultural Institute and the Makivik Research Department is to foster the creation of a working environment that will allow Inuit to participate effectively in all phases of ethnohistorical or related cultural research. The pattern to be followed will be similar to that of the program now underway within the Makivik Research Department through its northern research facilities at Kuujjuaq and Kangiqsujuaq. This program is concerned with collecting, systematizing and applying the vast amount of Inuit knowledge that is available on a wide range of topics.

In terms of the Inuit History Project, individual or collective knowledge of the people is the essential component. In the past, this information was collected by outsiders, interpreted according to points of view or schools of thought that were of interest to outsiders, and the

findings were then made available only to outsiders. Consequently, Inuit were expected to contribute information that was then used to build a system of knowledge that they could not benefit from. It is obvious that a researcher-informant relationship of this type is no longer acceptable. The methodologies governing the collection, interpretation and utilization of Inuit knowledge must change. Changes in the rules that control research does not necessarily mean that the methods and techniques presently used to collect and analyze information are inappropriate for studies conducted by Inuit.

This project will enable Inuit and non-native researchers to work together in the exchange of ideas, information and research techniques, but it will also allow for the development of new methods and procedures that will contribute to the continuing development of ethnohistorical methods. It is expected that important new methods of ethnohistorical research will be developed through the use of computer assisted analysis and computer cartography, and that the conceptual basis of ethnohistory will be enlarged in order to accommodate perspectives not presently included in the repertoire of southern based teaching and research.

2.2 Research from the Inuit Perspective

The active and informed involvement of Inuit is central to the successful conclusion of this project. This involvement is based on three elements. The first, that of project direction, will be carried out through the steering committee. This committee is mandated to oversee the entire project and to assure that the Inuit perspective is developed and presented. The second element, that of project development, involves more technical aspects of the study. This will be carried out through consultation with elders and other Inuit and it will include the coordination of project goals with the understandings of local people and the specific requirements of people involved with curriculum development. The third element is based on the utilization of Inuit as researchers as well as participants. For those individuals who have a desire to learn the skills

required for various phases of ethnohistorical research, training programs will be developed. As well, Inuit that have already acquired the intellectual or technical skills required for the project will be encouraged to participate in order to utilise their expertise and to pass it on through training.

Participation, however, goes far beyond the mere hiring of Inuit staff or the training of researchers. For example, an Inuit staff does not assure that there will be effective Inuit control over the study and training programs. Further, while important for transferring certain research skills in ethnohistory, training programs may also create a situation that will compel Inuit to conceptualize and execute ethnohistorical studies in the manner of non-native researchers. This history program calls for an approach that will require time and effort to be expended towards defining the Inuit point of view about their history and about the principles, procedures, information and interpretations required to write this history.

In order to fully define the Inuit perspective, both older and younger people will be involved in providing information. Although the Elders possess a great deal of insight and knowledge about Inuit history, younger Inuit must also be consulted about their involvement in recent events and about their perception of earlier events. In order to assure that the history project and its methodology are fully understood and accepted in northern Québec, several steps will be taken. First, an information program to explain the project and encourage the active participation of all Inuit will be established. Second, after Inuit are informed about the project, particular individuals will be consulted to discuss the research themes and general orientation of the project. Third, the specific techniques for interviewing and the procedures used to structure these interviews will be reviewed with Inuit and areas that are potentially sensitive will be identified. After the field research is completed, the final product will be prepared and reviewed with Inuit.

Consequently, Inuit will be directly involved in the process of editing and organizing the material. This process will also require consultation with individuals who are involved in curriculum development to assure that the history textbook and related educational materials meet the requirements of the Kativik School Board and its teachers.

2.3 The Ethnohistorian's Perspective and Cooperative Research

A basic principle that has governed the development of appropriate methodologies for biological, environmental and socio-economic research in the north has been the creation of a cooperative framework that integrates the knowledge and research skills of Inuit with those of southern professionals. Such an association is essential to successful completion of the History Project. There is within Québec an active group of ethnohistoric researchers that have had a longtime interest in Inuit history. Many years of individualized study by these outsiders have created an important data base and resulted in the development of particular perspectives and technical skills that are of value to the Inuit history project. The idea is not to superimpose an outsider's perspective on the Inuit, but rather to incorporate the skills of ethnohistorians into the process of Inuit controlled research. Both groups have the capacity to act as teachers rather than lose themselves in endless arguments over "who knows best". Cooperation in ethnohistorical research will provide a catalyst for creating a new integration between northern and southern researchers and their frames of reference for interpreting data. It is important, however, to understand that cooperation involves a selective sorting by Inuit of both the information base and techniques utilized by ethnohistorians. Inuit historical knowledge and its interpretation will only assume its rightful place in a larger framework of explanation if the rules that govern the conduct of inquiry and the hierarchy that controls these rules are modified to accommodate and give equal value to the Inuit way of viewing and understanding their past.

The use of ethnohistorians in an advisory capacity will assure an exchange of ideas between both groups and this exchange will be of greatest value in the training program. In certain instances, specific bodies of data, now available to ethnohistorians but not to Inuit, must be utilized and made available while in other instances the concern will focus more on techniques associated with data gathering and analysis. Many questions that interest ethnohistorians will not be of interest to Inuit, but it must be realized that it takes a long period of time for formulating appropriate questions and, consequently, Inuit should not be expected to specify their own definitions of appropriate topics or subject matter at the outset of this research project.

2.4 Information Collection, Processing and Analysis

This section on research methodology has stressed the need for a systematic collection and analysis of field data. An appropriate set of research methods and techniques need not duplicate those that have been developed in traditional ethnohistorical research, yet it is also not necessary to negate or reject these methods simply because they did not directly involve Inuit in the research process. This project will collect a vast amount of information from several important sources. Success in this endeavour involves a rigorous design for the study and a well developed set of techniques for data collection and processing.

In order to assure that the study is systematically carried out, several conditions must be met. To begin with, all of the field researchers must be aware of every important element of the project and they must undergo a rigorous training program in interview and recording techniques. A system of indexing field information, of coding cartographic data and of transcribing taped interviews will be used by all the community researchers. A rigorous methodology will not inhibit some flexibility but it will not allow for each researcher to develop a personal system. Once information is collected, it must be safely stored and shipped.

The techniques of the community fieldworkers will be enhanced if the individuals who provide the interview data also understand the study and accept the methods that will be used. This will be accomplished by careful explanation of the project in written and verbal form and prior to community field work, meetings and discussions will be held. The community will be responsible for establishing the schedule and structure of the field work and it is hoped that each individual field researcher will feel directly responsible to the elders of each community.

One of the persistent problems in a project of this scope is the ability to catalogue, store and retrieve information. Data analysis will utilize a computer facility that is now being created within the Makivik Research Department. This facility is based on a Hewlett-Packard Model 9817H computer. This computer system has the capacity to analyse cartographic data and to produce maps and other graphic material. The system to be used for this study is as advanced as can be found in Québec and it will mean that all information processing will be computer assisted and that much of the output will be produced through the use of computers and word processors. Training programs now in operation, coupled with those developed for the History Project, must assure that this new technology is directly available to Inuit and that they have the skills required for its operation. The utilization of Inuktitut word processors will also simplify the process of text development and in the storage and editing of information. In conjunction with computer facilities, there is also the capacity for advanced cartographic presentations and graphic designs through the Kangiqsujuaq Research Centre that has been created for cartography.

In order to maintain compatibility with other ethnohistorical research, the Inuit History Project will attempt to use the computer assisted system of indexing that has been developed at Laval University and which is presently being used in archival work now carried out within the Department of Anthropology.

Finally, it must be realized that all of the information collected in this study can never be fully utilized in the production of the final product. The data is vast, its interpretation can be complex, and its full understanding and use must involve the long term development of Inuit histories by Inuit historians.

3. ETHNOHISTORICAL INFORMATION AND RESEARCH THEMES

This section describes the primary sources of information, explains the methods of collecting data from each of these sources and establishes some of the primary themes of Inuit history.

The collection of ethnohistorical information involves two categories. The first (3.1) provides a description of the primary sources of information that will be used to establish the data base for this study. Six primary sources of historical information have been identified as essential. This section also defines the methodology that will be used to collect information from each of these data sources. The second category (3.2) provides a description of the research themes that can be used to structure the collection and organization of oral history and to integrate this data source with information obtained through archival or other sources. Twelve major themes are suggested, but this number may be altered and the specific themes revised once the entire project is discussed with Inuit.

3.1 The Information Base and Methods of Collection

Information on the history of northern Québec Inuit will be drawn from six primary sources. The direct collection of oral history and related ethnographic information from the elders and younger members of the population will be emphasized throughout the study. This information will be supported and expanded by general descriptions and specific data from five other sources. The most important of these sources will be the "indirect" collection of oral history and ethnographic information through the use of field data obtained by anthropologists and other researchers in their earlier studies of northern Québec society. These two units are absolutely essential since they comprise the unique data base that must first be preserved and then utilized. If the Inuit history project does little more than systematically collect and preserve a major segment of the oral history of northern Québec, then a significant goal will have been accomplished. Archival information will be utilized in order to create a chronology of events, to describe certain activities of both

natives and non-natives within northern Québec, and especially to clarify the role of the personalities, agencies, events and policies of non-natives on the course of recent Inuit history. Photographic records of northern people, places and events will be collected and integrated into the history, and the popular writings and observations of non-natives will be collected and used when appropriate. Although the research project will stress the last 60 years of history, archeological information for both the prehistoric and early historic times will be utilized in order to relate the events of the twentieth century to the long term occupation and use of the region by Inuit.

3.1.1 Oral History

The most important body of information will be derived from the direct collection of oral history through interviews with elders and younger Inuit. Two basic types of information will be collected. The first type records individual life histories. These provide a series of biographies. A second type of information consists of an individual's specific knowledge and perceptions about historical events or situations. While life histories will allow the freedom for each person to tell their story, they may not provide a systematic body of data. Therefore, interviews structured around the major historical themes of the History Project will also be conducted. Through these two types of interviews, it will be possible to distinguish both the impact of history upon an individual, and the impact of an individual on the course of history.

Life histories need not be dramatic to be important. The knowledge of people is best expressed when they are encouraged to talk about their life and to provide the rich details of day to day existence. The recording of life histories will give each Inuk interviewed an opportunity to present facts that have affected his or her life and to control the presentation of history. The accumulation of this material and its transcription will provide a fundamental body of knowledge about the history of northern Québec. Through the recording of life histories, the relation-

ship between an individual and the changing events of Inuit history can be established. In contrast, the second type of information is derived from probing in a more structured way a particular individual's group's knowledge and opinions about the events, conditions or processes that have influenced Inuit society in northern Québec. In the following section of this proposal, some major research themes are suggested as topics of the oral history interviews.

3.1.1.1 Collection of information. Oral history can only be collected by interviews with individuals or groups. The interview methods to be utilized in this study have been developed and applied extensively in northern Québec. The interviews will be recorded on cassette tapes using a Sony TC-5000 system. Since all tapes are to become part of an archival collection, an attempt will be made to maintain quality in the recording.

General information will be obtained by asking people to relate their life history and to comment on the major events or conditions that affected this history. The information on specific topics will be governed by a more precise set of questions. Although it will be necessary for each individual to express his own perception about a particular event, some structure is needed so that there can be continuity between the different respondents that are asked to comment on the same topic.

Prior to the start of interviewing in a community, a meeting will be held with the elders and other interested individuals in order to explain the project and to discuss as a group, the research themes. The community will be asked to expand or modify these themes and to present any other points of view or topics that they think should be included. After discussion of the information desired, the individuals will be asked what particular area of history they would like to discuss. A general format for collecting individual life histories will be established at that time. The idea is to encourage people to present their knowledge according to their own ideas but not without some structure.

In addition to individual interviews, group discussions will be carried out. In other research situations, it has been found that the group interview creates a dynamic that allows for a broader perspective to be developed and for particular problems to be clarified through internal discussion and debate. Group interviews will be used in order to pool the community expertise about their local history and to expand information on specific research themes.

3.1.2 Ethnographic Information

In order to understand the history of northern Québec society, it is also necessary to establish the general cultural patterns that characterized northern Québec society. The emphasis of this project is on the history of a culture rather than on the characteristics of the culture itself, yet in many instances, the meaning and impact of historical events are clearly reflected in changes in cultural patterns. The ethnographic information that is important to this study includes the basic elements of social relationships and interpersonal behaviour; the economic relationships involving resource exploitation, technology and systems of exchange; and the ideological relationships that involve myth, religion and world view. In the History Project, it is not possible to collect all the relevant ethnographic information on these topics. The study will, however, attempt to identify the important elements of each of these topics and illustrate how they both affected and were affected by the course of northern history.

For example, the study will attempt to identify the importance of major family units to illustrate how family units were interconnected and to define some of the primary ways in which social structure influence the behaviour of individuals and groups. This in turn helps explain the utilization of territory; changes in settlement patterns over time, local and long distance movements of Inuit; and it provides insight for explanations about the way in which present-day communities came into existence and how they relate to other communities and particular hunting territories.

Information on technology and resource exploitation will facilitate the explanation of how new technology affected the economy and the resource base and it will show the historical roots of present day resource problems and technological change. Descriptions of the traditional economy will also help clarify the impact of trade, money and employment to have affected Inuit and all of these factors had a direct impact on the state of health. The measurable impacts of change on economy, technology, settlement and social relations were reflected in changes in world view as expressed in myth, legend and the factual recounting of events.

3.1.2.1 Collection of information. Ethnographic information will be collected from two sources. The first will be derived from group discussions with the elders in each community in order to establish the primary ethnographic facts for the topics stated above. General information on all of these topics will be derived from the unstructured telling of life histories but specific information must be obtained through more structured interviews.

The second method to be used will involve discussion with anthropologists who have carried out more intensive ethnographic studies in the region. This information will be particularly significant for drawing regional generalizations about social groups, and on the social, economic and political behaviour of individuals and kinships groups, and it will also provide descriptive information on technological change and on the myths and legends that comprise the world view.

3.1.3 Cartographic Information

The determination of cultural territory is a basic element along with life histories and genealogies that can be used to structure information on the historical development of Inuit culture. This information refers to the patterns of land use and settlement that have developed, persisted and changed over time. Inuit culture remains closely tied to

the recognition of social groups and local territory and this factor is reflected in both the regional and in the local histories.

Land use information will show the extent of occupancy within northern Québec and it will show shifts in hunting territories and community location over time. It will also provide a larger framework for describing the movement of people between Baffin Island and northern Québec. Land use information will also provide a basis for mapping of cultural sites, routes for travel and it will be the basis for defining areas that are of special historical interest to Inuit.

3.1.3.1 Collection of information. Information on land use and territory has already been collected for much of the northern Québec area within a project entitled "Inuit Land Use and Ecological Knowledge". In this project, interviews have been held with both older and younger hunters and their life history has been defined in terms of points, lines and areas on a 1:500,000 map series. For older Inuit, specific details on historical land use patterns and hunting territory has been collected in anticipation of the history project. The computerization of this information will facilitate analysis since it will enable maps specific to the history project to be easily produced.

The second source of information for this topic will be derived from cartographic information collected by anthropologists. In particular, trap line information, the location of specific camp sites, cultural features, and the identification of areas of importance in myth as well as in real situations will be established and mapped in a manner compatible with the computerized data base that has been derived from individual interviews.

3.1.4 Anthropological Records and Collections

This body of data refers to material about Inuit that has been collected in northern Québec by non-native researchers, especially those who

visited the area in the 1960's and 1970's. The importance of this information has already been mentioned for several topics, but this information is also important for other reasons. The most critical contribution of this data source is that it often represents oral history and other data that have been drawn from informants who are no longer living. The most important information is that which represents the life histories of individuals, or their recollections of particular events. Much of this data has been derived through oral histories, collected from careful informant interviews, but the information derived from these interviews was often used to develop arguments and advance theory that is not relevant to a people's understanding of themselves and their history. Today, much of this vital information is contained in the private collections of the southern researchers and institutions, and in the published record of reports, journals, books and other documents.

3.1.4.1 Collection of information. The only successful strategy for collecting this information, especially that contained in personal field notes and unpublished material, will be to gain the support and understanding of individual researchers. Steps must be taken to inform these researchers of the need for their cooperation and to establish a system for obtaining access to this information. This will involve the establishment of a protocol for collecting and using the work of others. The primary work is housed in the Department of Anthropology at Laval and in the Department of Geography at McGill, and the individuals who have carried out major research projects in the region are known. An attempt, however, must also be made to locate other studies, some of which may be very important for completing the information base on the history project. A search for published material will be carried out and the Arctic bibliography will be an important beginning of this process since it contains descriptive references to many little-known studies that have taken place within the territory.

All special collections that incorporate historical photographs, drawings, maps, or personal journals or recollections written by Inuit or

non-Inuit and collected in the course of northern field work should be identified, and both their usefulness and availability to the project must be established.

3.1.5 Archival Information and Special Documentation

It is not possible to have a clear understanding of the last 60 years of cultural history unless reference is made to the data now contained in various archives. Archival material on Inuit society is available from two primary sources. One is the Public Archives in Ottawa, which contains the documents that are pertinent to the interrelationship between Inuit and non-natives. Another major archive is that of the Hudson Bay Company in Winnipeg, which houses an almost daily record of events associated with the fur trade and other Company activities. Relevant material is located in the smaller archives such as that of the Anglican and Roman Catholic Churches, and certain events important such as the negotiations that led up to the James Bay and Northern Agreement, have important documentary material which has probably not been consolidated in any particular collection.

Although it is not the main purpose of this project to exploit the archival materials in detail, it is not possible to write a history of northern Québec Inuit society without some reference to and utilization of this vast body of historical documents. For example, much of the oral history collected from elders will refer to events and conditions that must be clarified by the inclusion of descriptions from such materials.

3.1.5.1 Collection of Information. The sources of archival information are vast and they are scattered. This project cannot possibly obtain all of the pertinent data contained in archival sources yet it will be necessary to select particular topics that require archival investigation. The collection of archival data will be aided significantly because of the expertise that is available from research projects now

being carried out through Laval University. The Laval Research Project has investigated in detail the collections from the Hudson Bay archives and the Public Archives of Canada. The material found in these archives is being systematically collected and indexed for computer retrieval. This research project will not be able to provide all of the information required for the Inuit History Project but it will greatly reduce the burden of archival searching and data recording. The archival information that will be collected under the Inuit History Project will be directly linked to the topics that are defined in section 2.2 of this proposal. Retrieval of information will be done through the use of tapes that will then be transcribed. The search for pertinent information from the public archives will be aided by a bibliography of archival documents that has been compiled by the research department.

3.1.6 Non-Native Observations and Writings

Information that may prove important for the Inuit history is descriptions and observations of Inuit life by outsiders. Some of this material is contained in the reports and other documents found in the archives. Published materials also provide that type of information. In addition, some of the non-natives that are still living and who have knowledge about the history of northern Québec, especially those such as missionaries or traders who had special associations in the region, should also be approached to provide an oral history of their observations.

3.1.6.1 Collection of Information. This information will be collected in three ways. First, there will be a bibliographic search for published information in the form of books and articles. The second source of information will be derived from smaller archives such as the church archives that may contain private collections of descriptive information. The third, and perhaps the most important source of data will be through interviews with individuals that are still alive and who have played an important role in the recent history of Northern Québec. These individuals range from early missionaries, traders, and government

personnel to more recent politicians and others that were involved in the negotiations for the James Bay Agreement or who are presently involved in the many activities and negotiations that Inuit are now directly involved with.

3.1.7 Historical Photographs

Historical photographs provide a rich source of illustrations for the history textbook and educational materials. Photographs represent one of the most realistic expressions of earlier times; they serve to illustrate historical periods, events and personalities. Major photographic collections can be found in several archives. These photographs will be utilized to introduce cultural themes in the history of northern Québec.

In addition to these archival photographs, a search should be made to locate interesting photographic collections that have been made by Inuit. Over time, some of these have been collected by researchers and should be located and retrieved. More recent photographs depicting political and other events of the past decade should also be collected and preserved.

3.1.7.1 Collection of Information. The search for historical photographs must be complete since this form of information is extremely important to such successful development of the history project. The methods for collecting photographic data involved the search of known archival sources and the detailed recording of each specific photograph contained in these archives. Depending upon the particular archival source, duplicate photographs or xeroxes can be made available in order to aid in the cataloguing of photos and description of their time, place, and subject. Private sources of photographic information are also important, and these sources are being located through personal contacts and by following the suggestions of people concerning the location of private collections. The third source of photographic information is from col-

3.2 Research Themes

The following research themes and topics suggest the range of historical material to be obtained within the history project. This list is not exhaustive, and is intended to animate the discussion and decision making about the most appropriate topics. These themes will probably be greatly expanded and redefined once the details of the History Project are fully discussed by the Inuit.

3.2.1 Inuit Origins and Prehistoric Development

This theme is vital for establishing the earliest origins of northern Québec Inuit and to illustrate the fact that there has been a continual occupation and use of the land and its resources for approximately 4,000 years. The material in this section will rely on two types of interpretations. The first will be the Inuit concept of origins as expressed through stories and myths. The second will be based on archeological information. This topic will enable the Inuit of northern Québec to view their history in terms of a "founding population" and to understand their relationship to other Inuit and circumpolar groups. In this section it will be possible to define the earliest territories, to describe patterns of prehistoric land use and to define the changes in technology and in adaptation that occurred prior to contact with the Europeans.

3.2.2 The Social Basis of Inuit Life

In order to understand the history of northern Québec society, it is also necessary to establish the general patterns of social structure and organization that characterized the occupation of this vast territory. All aspects of Inuit life within northern Québec function in terms of social relationships. The essential core of these social relationships is defined through genealogies and through the kinship structures they repre-

sent. In the history project, it is not possible to collect all of the relevant genealogical or kinship information. The study will, however, attempt to identify the importance of major family units, to illustrate how family units were interconnected and to define some of the primary ways in which the social structure influenced the behaviour of individuals and groups.

The identification of social groups provides a means for defining changes in settlement patterns over time; it helps explain local and long distance movements of Inuit; and it provides insight for explanations about the way in which present-day communities came into existence and how they relate to other communities and particular hunting territories.

Information on social groups and the relationship of individuals must, at some point in the near future, become a specific topic of Inuit cultural research. The time available for both field work and data analysis in the history project will not permit detailed information on genealogies and the specific structure of social groups to be collected. Nevertheless, it is important to identify areas of long term intensive settlement, the size and persistence of social groups and the basic features of social allegiance and behaviour that determine the functioning of these groups.

3.2.3 Myth, Legend and Inuit History

The collection of oral history will stress facts and interpretations of the past by Inuit and these will be coupled with facts and perceptions derived from archives, anthropologists and prehistorians. This emphasis, however, does not negate the fact that both facts and interpretations also involve myths and legendary accounts about the origin and development of Inuit society. The importance of myth in historical explanation must be recognized and its contents presented. This presentation may stand alone or it may be placed in the context of more factual explanation of events and processes.

3.2.4 Territory and Land Use

This theme will show the importance of cultural territory in the history of northern Québec society. It refers to the patterns of land use and settlement, some of which have persisted and others which have changed over time. The relationship between social groups and local territory is fundamental to Inuit culture, and must be recognized in recording local and regional history.

Territory and land use information will illustrate the movement of people through northern Québec and the creation of hunting territories and communities. It will also show how the Inuit of northern Québec use islands in Hudson Bay and Hudson Strait. The movement of people between Baffin Island and northern Québec is also an important aspect of history. Moreover, land use information will describe the distribution of cultural sites and routes for travel, and define areas that are of special historical interest to Inuit. The analysis of territory and land use information will underline the fact that northern Québec Inuit society was based on a rich diversity, and that this diversity still persists and must be recognized.

3.2.5 The Arrival of Europeans

This theme will describe the early contacts between the Inuit and Europeans and illustrate how the Inuit culture was affected by the contacts. It is important to establish the chronology of events and contacts to determine the general pattern of cultural change from the early to more recent times. Who came, when, where and why they came can be established by the utilization of archival and other documents. Part of the interviewing process, and part of the search through the material available from anthropological studies will be used to determine the Inuit perception of, and specific reactions to this contact.

The theme of non-native contacts with Inuit suggests many topics that may be significant to Inuit and their history. Some of these contacts had a more significant impact on Inuit culture than others, and the history will attempt to determine the degree of such significance. For the most part, each event initiated a process that continues today, and many historical events are interrelated and thus difficult to separate. The following topics, however, must be considered as important: whaling and its impact on the people and resources; the development of the fur trade, and of an economy based on trapping and trading; the introduction of Christianity and the impact of missionaries on Inuit, including writing, education and beliefs; the introduction of medical services and non-native government and bureaucracy.

3.2.6 Economic Change

This theme will describe the nature of economic change, which has brought about significant modification in the culture of northern Québec Inuit. One of the major forces that has created change in the north has been interaction between Inuit and the economic institutions of European or Canadian society. This interaction began with the early explorers and then intensified, following the development of whaling stations and fur-trading posts. The presence of a non-native economy created fundamental impacts in material culture and patterns of daily life. Trading and the trapping economy produced new types of relationships within Inuit culture and between Inuit and non-natives. It also created an organization of economical and social life that was dependent on foreign goods and on the system of debit and credit needed to obtain these goods. The struggle for a successful trapping economy was followed by an intensification of economic activity in the areas of carving and wage labor. These basic elements must be explained to show the role of changing economies in the history of Inuit.

The more recent phenomena of wage labour and the creation of an economy based upon temporary and full time employment is also significant

in Inuit history. The changes in rates of pay, types of labour, control of the work force, and employment or training-inspired migration all form part of the more recent history of Inuit economies. In addition, the more recent phenomena of native operated enterprises, such as co-operatives, construction companies and regional airline, are yet another aspect of the Inuit economic history.

3.2.7 Technological Change

This theme will describe changes in the material culture and technology of the north. Technological change is probably the most visible form of cultural change and one that affects everyone. It is closely tied to changes in the economy, especially in the early part of the 20th century; that is, the economy is often defined in terms of the material items that could be acquired by Inuit and these in turn created needs that could thereafter only be satisfied by further reliance on outside economic interests. New technology was a leading edge of cultural change and it had an impact on every aspect of Inuit thought and livelihood. It is necessary to determine the Inuit attitude towards technological change and its positive and negative impacts. Particular attention should be paid to those times in which material items were scarce and consequently brought about a decline in the standard of living. Inuit reactions to such period form part of the discussion on technology. The more recent history of technological change involves the increasing impact of the cost for acquiring, maintaining and operating travel and hunting equipment. The recent history of technological change will review the introduction of communications and its impact on Inuit culture.

3.2.8 Health and Medical Services

This theme will describe the deteriorating health conditions and inadequate medical services that characterized much of the 20th century in northern Québec. The impact on the Inuit of specific diseases and chronic

disorders forms one of the most desperate chapters of Inuit history. The overall state of health as reflected in life expectancy and infant mortality provides an indication of the harsh reality that Inuit faced in earlier times. Illness had a number of significant impacts on Inuit life: it created imbalances in the population; it resulted in prolonged rehabilitation in southern medical facilities; it affected the capacity to survive as a people. The attitudes and reactions of people to sickness and the influence of disease on culture will be explored. The coming of medical assistance and the establishment of southern rehabilitation centres were an important turning point for the Inuit and led to the shift out of sickness to better health conditions.

3.2.9 Relocations of Inuit

This theme will describe movements of Inuit within the territory of northern Québec and in the Northwest Territories that were brought about by the decisions and policies of outsiders. The presence of whalers and fur trading posts generated some of the first relocations, as families had to move about the territory during the fur trade era in order to harvest available resources. Later relocations involved the planned movements by government of people out of northern Québec, especially to the high Arctic. This process has an important and unique history, the final phase of which is now in progress through the return of Inuit to northern Québec. Later, a different form of relocation involved the purposeful creation of permanent settlements in accordance with government policy and preferences. Inuit are now insisting on playing a more active role in this process as evidenced by recent Inuit government negotiations such as those concerning Umiujaq, a traditional hunting area. Nevertheless, government practice of forced relocation is still actively followed in recent times as evidenced by the closing of Killiniq.

3.2.10 Ecological and Resource Change

This theme will describe the way in which shifts in the amount and location of food resources affected Inuit society. The nature of shifts in the number of caribou, for example, is important for native peoples throughout Québec, as are smaller changes in the number and distribution of other resources. Part of the shift in resources is related to economic and technological change, but ecological instability is also a factor, especially in the last 100 years. It is also important to point out that harvest practices of the past, such as hunting white whale, had repercussions that are only now being understood in terms of harvest patterns and the management of resources.

3.2.11 Bureaucracy and Government

This theme focuses on the major impacts on Inuit society of government actions and policies since the early 1950's. The last thirty years of Inuit history have been dominated by programs and policies of a government that administrated northern Québec and defined the needs of its people from Ottawa or Québec City. The creation of settlements, the influx of northern service officers, the implementation of government social, educational and medical services, coupled with the government definition of what the north and its inhabitants should be, are all part of the recent history of northern Québec. Part of this history extends back to the turn of the century and involves the changes in jurisdictions over the territory stemming from agreements signed between Ottawa, Québec and Great Britain without Inuit consultation or consent.

3.2.12 Political History and Aboriginal Rights

This theme will explore the way in which Inuit were able to take over the control of their destiny in spite of active colonization. The increasing presence of government bureaucracy after the 1950's did not

deter the growing of a social awareness that gave rise to a political movement. This is one of the most significant aspects of recent history and its implications and roots have to be related to the Inuit earlier expression of territoriality, social grouping, decision making, leadership and self-government. The entire process is expressed through the existence and identification of aboriginal rights. The negotiations of the James Bay and Northern Québec Agreement is one recent manifestation of the growing political awareness of northern Québec Inuit. The dissension generated by these negotiations amongst certain groups of Inuit is also significant.

Recent effort by Inuit to obtain recognition and protection of aboriginal rights in the Constitution of Canada will also be examined. Consequently, the negotiations for both the James Bay Agreement and constitutional recognition of aboriginal rights will provide a rich documentation for describing the most recent political history of northern Québec.

3.2.13 History of Inuit Organizations

This theme will examine Inuit organizations and their place in the political, social and economic life of Inuit. The first important native organization to be developed in northern Québec was the co-operative movement which has a history of 25 years. The creation of a northern government, economic enterprises, the political organizations of Makivik and I.T.N., and the development of Inuit controlled organizations involving culture, communications and education will all be studied for their relevance to Inuit history.

4. ORGANIZATION AND WORK PLAN

This section illustrates the organization, personnel requirements, and schedule of activities of the project. In order to create an effective research organization an attempt will be made to integrate the staff required and the work to be carried out with other projects that are now under way within northern Québec. This integration should help prevent duplication of effort, it will reduce costs and it will lessen the pressure that these projects place on a community. Nevertheless, the importance and urgency of this project require that it maintain an independent mandate and that it rate as a high priority within the organizations involved.

4.1 Project Direction

The project will be developed under the guidance of the Makivik Research Department, and the study will be conducted within a new Makivik research and training centre that was opened at Kangiqsujuaq in September 1983. This centre is equipped to collect and process interview and cartographic information. Its staff is familiar with the Inuit perspective through studies being carried out on traditional ecological knowledge and patterns of land use and occupancy. This centre is designed to facilitate the transfer of research skills from south to north and to develop specific research expertise in the fields of cultural, social and economic studies. The Makivik Research Department also maintains a training and research centre in Kuujjuaq with experience in developing cooperative research programs with southern scientific bodies and with the production of Inuit written reports on the research findings.

4.1.1 Steering Committee

The Steering Committee will be fully responsible for project supervision and it will be the primary body for decision making with respect to all phases of the project and the functioning of its staff. It will consist of at least one representative from each of the following:

- Avataq Cultural Institute Inc.
- Taqramiut Nipingat Inc. (T.N.I.)
- Makivik Corporation
- Kativik School Board
- Kativik Regional Government
- Inuit Elders
- Fédération des Coopératives du Nouveau-Québec

The Steering Committee will meet at regular intervals as required.

4.1.2 Consultation with Technical Advisors

The methodology for this project calls for cooperation between Inuit and professional ethnohistorians. Cooperation is vital to the successful completion of the project for two reasons: first, there is the need to incorporate research techniques presently in use into the data gathering and information processes stages of the study. Second, there is the need to utilize much of the information already collected from Inuit and from archival or other sources by anthropologists. The project calls for establishing a working group of professional having either ethnohistory or ethnographic experience with the Inuit of northern Québec. This group will not have the formal status of the Steering Committee, but it will be necessary to maintain regular contact with these individuals throughout the project. The technical advisors will help establish guidelines for utilizing field interview and archival data that was not collected specifically for the Inuit History Project; they will be called upon to share

their knowledge about specific topics that are important to the project, and they will be asked to help establish and perhaps participate in training programs for Inuit researchers.

4.1.3 Consultation with Inuit

The second area of project supervision and advice that relates directly to Inuit participation, but not through the Steering Committee, involves consultation with Inuit. This consultation is required in order to be sure that the ideas of community Inuit, including both elders and younger people, are represented in the Inuit perspective. This consultation will be carried out in the form of small workshops and meetings. It will also help to assure that the findings and interpretations reflect the needs of Inuit, that the material is presented in a format that is interesting for Inuit and that the written Inuit text is correct.

4.2 Personnel Requirements

There will be a permanent and a part time staff for the project. The permanent staff for the project will be comprised of an Inuk project director, a project advisor, two Inuit researchers and a research coordinator.

The staff for the project will involve part time Inuit field workers in all communities as well as professionally trained researchers from the south who will be involved with the community field work, especially in training and helping with the organization of local studies. This position will be referred to as researcher-trainer.

4.2.1 Full Time Staff

- Project Director. This will be a full time Inuk position, situated in a northern community. The Director will oversee the project, including planning, research, analysis and writing. The Director will report to the Steering Committee, and he will ensure that the communities and the Inuit population are kept informed about the study. The Director, along with the Steering Committee, will be responsible for stressing the Inuit perspective and especially for establishing a coordination with the Kativik School Board.

- Inuit Researchers. This will be a full time position for two individuals. They will be responsible for coordinating the field research and for helping with the organization, analysis and presentation of the data from both the field and the archives. These individuals will work closely with the Director and they will participate in the writing and production of all materials for the project. In order to facilitate the capacity of the researchers to carry out this task, they will be involved in an on-the-job teaching program. At least one of these individuals will be expected to have translation skills, and one organizational and word processing skills in Inuktituk.

- Research Coordinator. This will be a full time position that will be held, at least for the first year, by a non-native who will work in the Wakeham Bay Research Centre. He shall have experience in ethnohistorical or related field research with the capacity to animate, and teach Inuit researchers and community field workers in a manner that is professional and which incorporates the Inuit perspective. It is expected that this job could be transferred to one of the Inuk researchers prior to the completion of the project. The decision for such a change would be the responsibility of the Steering Committee. This individual will work closely with the Project Director and with the Project Advisor.

- Project Advisor. This position will be filled by a senior person within the Makivik Research Department and will be a full time position. This individual will provide counsel and advice to the Project Director and to all other members of the staff. He will be expected to have a continuing involvement in the project, especially in planning and executing research and in the production of materials. This Advisor, along with the Project Director, will also report directly to the Steering Committee.

4.2.2 Part Time Staff

- Researchers-Trainers. Four individuals will be hired for approximately three months in order to train the community field workers in interviewing techniques and other procedures associated with the collection and systematic organization of field data. These individuals will travel between communities and will also work closely with the two Inuit researchers who will also be involved in the supervision and training of the community field workers.
- Community Field Workers. An individual from each community will be selected because of their interest in the history project and their willingness to accept specific training. They will be expected to have a good knowledge of Inuktituk and to be able to work well in an interviewing situation with Elders. They will also be required, if possible to translate the Inuktituk interviews into English.

Each community will have their own field workers and it is hoped that these same individuals will conduct the interviews, and transcribe and translate the interview tapes. The field workers will be trained in the techniques of ethnohistorical research and interviewing and they will be provided with supervision throughout the time in which they participate in the project. The use of local people will ensure the proper use of place names and personal names that are particular to any one community and region.

- Cartographer. The cartographer will be responsible for designing, in cooperation with the Inuit researchers, the maps and other graphic displays that are associated with the development of an historical atlas.

4.3 Work Plan and Organization

In order to define and accomplish all of the specific tasks that are required to meet the six primary objectives of the Inuit History Project, specific organization and scheduling of activities is required. The project is to be completed in 30 months, which means that the schedule of work must be rigorous yet realistic. A project of this scope cannot be expected to always conform to a schedule planned far in advance of the actual work, but if priorities are not set and a logic of work established significant delays will occur. The general steps and schedule that follow represents this ordering of priorities and progression of tasks.

The calendar of project events must recognize the particular circumstances that influence northern field research. Although many logistical problems that plagued earlier researchers have now been resolved through improved communication and transportation systems, other problems still exist. The field work required for this project can only be accomplished during particular times of the year. This situation must be recognized and planned for when creating the calendar of activities, and it must be realized that small delays caused by administrative or other types of organizational problems could easily be translated into major delays in accomplishing the field work and therefore in meeting the 30-month time limit.

The number and complexity of the tasks associated with this project requires that several types of activity be carried on simultaneously. This is particularly important at the early stages since it will be necessary to negotiate funding, establish a tentative organizational structure, and explain the objectives and incorporate opinions about these objectives at

the same time. Once this is accomplished, these steps should follow a logical sequence of actions that is required for obtaining and processing the information and for producing the final products.

Step 1 - Funding and Planning

- submission and negotiation of revised funding proposal;
- meeting of steering committee to develop a project strategy;
- meeting with Avataq to explain and coordinate the research and training program;
- meeting with Kativik School Board on curriculum development and educational needs;
- meeting with southern ethnohistorians to present and discuss the finalized objectives and research methodology.

Step 2 - Project Organization

- initiate search for Inuit project director and research coordinator;
- establish formal commitments for sharing of staff members and services between northern organizations;
- formalize the membership, role and schedule of the steering committee;
- formalize the membership and responsibilities of southern technical advisors;
- preparation of training programs for full time Inuit researchers and part time community field workers;
- discussion of history project at 1984 Elders Conference and establishing appropriate mechanism for continual consultation with elders.

Step 3 - Project Publicity and Information

- descriptive information on the history project distributed to elders and other Inuit;
- notification to selected elders and other Inuit with respect to their personal contribution to the project objectives;
- notification of project to professionals who have worked in northern Québec with request for assistance and specific information;
- notification of project to non-natives who have been part of recent historical events in northern Québec;
- contact with Taqralik to outline series of articles on the Inuit history of northern Québec and with the Inuit Broadcasting Corporation for a series of broadcasts on the project and its findings

Step 4 - Formalizing Participation and Perspectives

- workshop with Inuit elders to discuss the perspective and research priorities of the project;
- meeting with technical advisors to institute safeguards for non-native individuals who will contribute material from their earlier field work;
- workshop with Kativik School Board to further define the curriculum objectives and needed materials for both secondary and primary educational purposes and to establish liaison with interested teachers and other staff members not directly involved with the project.

Step 5 - Establishing Southern Based Information Sources

- development of an index identifying available anthropological material from previous field studies and the start of a data bank for this material;

- contact with teachers and other northern organizations to determine the type, location and availability of information pertinent to the project that has been collected at other times for other purposes;
- review and bibliographic updating of pertinent archival material and its most accessible sources;
- review and final collection of photohistory resources;
- creation of bibliography on published information;

Step 6 - Chronology, Prehistory and Early Contact History

- research and production of a general chronology of prehistoric, historic and recent events that characterized the history of northern Québec;
- workshop on prehistory with southern archeologists for preparation of a preliminary text and other educational materials for the prehistory of northern Québec;
- workshop with selected ethnologists and ethnohistorians to summarize the events of early contact and to formalize the ethnographic information required for understanding cultural history, territory and social organization of Québec society.

Step 7 - Northern Data Collection

- phase one travelling field research team to all communities for establishing overview of community and regional history;
- phase two intensive, community based field research carried out simultaneously in all communities to collect individual life histories, and to carry out individual or group interviews on historical themes and specific questions;
- phase three selective field work in particular communities and with particular individuals to acquire additional information or clarify the findings from the phase one and two investigations;

- phase four interviews with non-natives in north or in south who have had a direct and important role in recent historical events.

Step 8 - Data Analysis

- review and evaluation of all field data;
- indexing and partial transcription of written and recorded data;
- collection and analysis of archival information in relationship to primary research themes;
- computerization of index and content analysis of interviews;
- computerization of cartographic information;
- creation of working files for all field and archival data.

Step 9 - Preparation of Text and Other Materials

- final design and layout of textbook;
- selection of appropriate photographs and other visual materials;
- production of computer assisted graphics and atlas;
- production of specific articles for publication in Taqralik and for presentation on radio or through northern television;
- production of an appropriate system of information for use in further development of a secondary school curriculum, and for the creation of appropriate historical materials at the primary level;
- workshop with elders and others to review the findings, interpretations, presentation and to assure that the Inuit language is properly used.

Step 10 - Creation of Northern Data Banks

- final indexing of all material collected and utilized by the project;
- creation of the data bank required for maintaining all project

- material and findings in the northern cultural centre that is planned to house Avataq headquarters in Inukjuak;
- creation of local repositories of community information in each northern community for use by the school board or other bodies;
 - development of a protocol for utilizing project materials in future historical research, especially that to be carried out by Inuit;

4.3.1 Organization of Fieldwork

The direct collection of information through interviews with Inuit has been noted throughout this study design to be the central core of the Inuit History Project. Field work comprised of individual and group interviews is the essential means for obtaining oral history and ethnographic descriptions and the methodology required for this activity has already been described in this proposal. The organization of the field work, however, is an important component for the successful completion of the project.

The approach which will be taken for field work is comprised of three units. To begin with, it is essential that the field work be scheduled for a time in which it is possible to interview, within a community, without serious delays caused by seasonal activity. This means that work be carried out either from early September to early December or from mid-January to the end of April. Spring, Summer and Christmas are important periods in which people are not present or do not have time for intensive interviewing. The study will begin with a field trip that will take a small group of researchers to all communities. At this time, the project will be explained and an intensive series of group interviews will be carried out over a period of two or three days. This will provide an overview of community and regional history, and it will enable the communities to participate in planning the project and in defining their individual contribution to it.

The second unit involves the intensive collection of oral history and ethnography that will be carried out in all communities simultaneously. The basic organization of this study is described in 5.1.1 which defines the budgetary requirements. This study will begin by community meetings in which the project will again be introduced and its goals defined. An organizational strategy will be worked out with the community and will include designating topics to be discussed and the individuals best suited for this discussion. All members of the community will be invited to participate and the field researchers will be introduced and their responsibilities and required methods of working will be described. Three types of interview data will be collected: individual life histories, specific question and answer formats, and group discussions. Tape recordings will be made of all interviews, and when required, maps will be used. Each community will be responsible for selecting the translators and field researchers, but the training will be the responsibility of project personnel. Local people must be used in order to assure familiarity with family names and geographic place names.

The third unit of field work will involve special community visits in order to collect specific information or to verify, expand or clarify findings from the intensive field study described above. This segment of field work will also allow each community to review the findings gathered in the earlier field studies and to discuss the interpretation of these findings.

5. BUDGET

The budget for the history project is designed to cover all costs associated with the planning and execution of the study, with the analysis of information and with the preparation of final products. It is expected that the project will result in a completed textbook translated into three languages; curriculum and teaching materials to accompany the textbook; smaller booklets and associated materials on local histories; an historical atlas of northern Québec; a series of photohistories with written or audio text; documentation of the life histories and the history of special events; and the establishment, but not the completion, of the encyclopedia of northern Québec history and of a northern archives. The budget does not include the reproduction or publication of material for distribution on a large scale.

The costs are presented by category and year for the 30 month period. The specific budget for the field interviews is explained in Section 5.11.

5.1 <u>BUDGET SUMMARY</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
Project Personnel	165,760	187,688	85,352
Steering Committee	17,940	22,440	14,200
Technical Consultation	6,775	4,018	3,067
Northern Field Research	36,749	48,232	33,141
Oral History Interviews	108,781		
Anthropological Data Review	26,300		
Archival Data Review		27,728	
Photo History	12,855		
Support Costs	<u>28,200</u>	<u>31,852</u>	<u>14,785</u>
Sub-Total	403,360	321,958	150,518
Administration and overhead costs (10%)	<u>40,336</u>	<u>32,296</u>	<u>15,052</u>
	443,696	354,254	165,570
GRAND TOTAL - <u>\$963,520</u>			

5.2 PROJECT PERSONNEL

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
5.2.1 <u>Directors and Research Staff</u>			
Project Director	31,000	32,860(1)	17,415
Project Advisor (½ time)	14,000	14,840	7,865
Research Coordinator	26,500	28,090	14,888
Researcher	22,425	23,770	12,598
Researcher	22,425	23,770	12,598
5.2.2 <u>Support Staff</u>			
Secretarial and Research Assistance (1½ time)	31,650	33,549	17,771
Cartography and Graphics	<u>Nil</u>	<u>10,700</u>	<u>5,671</u>
Subtotal	148,000	167,579	76,208
Benefits at 12 percent	<u>17,760</u>	<u>20,109</u>	<u>9,144</u>
TOTAL	165,760	187,688	85,352

5.3 STEERING COMMITTEE

5.3.1 Travel North-South			
Via Kuujjuaq (\$1,100)	6,900 (6)	7,300 (6)	4,250 (3)
Via Kuujjuarapik (\$1,110)	<u>4,640 (4)</u>	<u>4,900 (4)</u>	<u>2,700 (2)</u>
Subtotal	11,540	12,200	6,950
5.3.2 Accommodation South (\$140 per diem)	2,800 (20)	4,500 (30)	3,200 (20)
Accommodation North (\$55 per diem)	<u>1,100 (20)</u>	<u>1,750 (30)</u>	<u>1,250 (20)</u>
Subtotal	3,900	6,250	4,450
5.3.3 Honorarium (\$125 per diem)	<u>2,500 (20)</u>	<u>3,990 (30)</u>	<u>2,800 (20)</u>
TOTAL	17,940	22,440	14,200

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
5.4 <u>TECHNICAL CONSULTATION</u>			
5.4.1 Travel			
Québec City-Montreal (\$65 per trip)	650 (10)	690 (10)	365 (5)
Ottawa-Montreal (\$50 per trip)	<u>250</u> (5)	<u>265</u> (5)	<u>112</u> (2)
Subtotal	900	955	477
5.4.2 Accommodation and Meals			
Meals (\$40 per diem)	1,100 (25)	63 (15)	450 (10)
Accommodation (\$70 per diem)	<u>1,750</u> (25)	<u>1,050</u> (15)	<u>790</u> (10)
Subtotal	2,750	1,113	1,240
5.4.3 Honorarium (\$125 per diem)	<u>3,125</u> (25)	<u>1,950</u> (15)	<u>1,350</u> (10)
TOTAL	6,775	4,018	3,067
5.5 <u>NORTHERN FIELD RESEARCH</u> (Project Coordinator-Advisor)			
5.5.1 Travel-North/South Kuujjuaq-Mtl. (\$1,110)			
	8,880 (8)	9,416 (8)	4,992 (4)
5.5.2 Northern Research - Coordinator and researchers			
Hudson Bay Coast	5,502 (8)	5,832 (8)	4,120 (6)
Ungava Bay Coast/Nain	2,331 (4)	1,647 (3)	872 (1)
Wakeham Bay-Cape Dorset		382 (1)	405 (1)
Project Director - Travel	3,600	5,832	
Ungava Bay Coast (450)	3,600 (8)	3,816 (8)	2,200 (4)
Hudson Bay Coast (542)	<u>4,336</u> (8)	<u>4,592</u> (8)	<u>2,432</u> (4)
Subtotal	28,249	29,479	22,743

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
5.5.3 Accommodation North (\$55 per diem)	6,600 (120)	5,247 (90)	1,848 (30)
5.5.4 Translation and Informant			
Translation (\$15 per hr.)	4,500 (300)	2,550 (150)	1,000 (50)
Informant fee (\$20 per hr.)	<u>4,000 (200)</u>	<u>2,400 (100)</u>	<u>1,250 (50)</u>
Subtotal	<u>8,500</u>	<u>4,950</u>	<u>2,250</u>
TOTAL	36,749	48,232	33,141
5.6 <u>ORAL HISTORY INTERVIEWS</u> (1)			
5.6.1 Research Trainer (\$60 per diem)	16,260		
5.6.2 Inuk Community Researcher (\$12 per hour)	30,120		
5.6.3 Consultation to Inuit (\$20 per hour)	<u>27,000</u>		
Subtotal	73,380		
5.6.4 Travel			
North-South	2,759		
Northern Travel	1,992		
Freight	<u>300</u>		
Subtotal	4,751		
5.6.5 Northern Accommodation (\$50 per diem)	<u>30,650</u>		
TOTAL	108,781		

1. See Detailed Budget for each region (pp. 59-62).

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
5.7 <u>ANTHROPOLOGICAL DATA REVIEW</u>			
5.7.1 Consultation (\$125 per diem)	12,500 (100)		
5.7.2 Travel			
Montreal-Québec (\$65 per trip)	1,300 (20)		
Montreal-Ottawa (\$50 per trip)	500 (10)		
5.7.3 Accommodation and Meals			
Meals (\$40 per diem)	1,000 (25)		
Accommodation (\$70 per diem)	1,750 (25)		
5.7.4 Reproduction			
Tapes, photo, xerox	2,500		
5.7.5 Research Assistance (\$75 per diem)	<u>6,750</u> (90)		
TOTAL	26,300		

5.8 ARCHIVAL DATA REVIEW

5.8.1 Researcher (\$75 per diem)		6,570 (90)	
5.8.2 Consultation (\$125 per diem)		2,500 (20)	
5.8.3 Travel			
Mtl.-Ottawa (\$50 per trip)		500 (10)	
Mtl.-Winnipeg		578	
5.8.4 Accommodation (\$110 per diem)		9,900 (90)	
5.8.5 Data Processing (\$15 per diem)		<u>7,500</u> (500)	
TOTAL		27,728	

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
5.9 PHOTO HISTORY			
5.9.1 Consultation (\$125 per diem)	5,000 (40)		
5.9.2 Travel			
Mtl.-Québec (\$65 per trip)	325 (5)		
Mtl.-Ottawa (\$50 per trip)	150 (3)		
5.9.3 Accommodation and Meals			
Accommodation (\$70 per diem)	560 (8)		
Meals (\$40 per diem)	320 (8)		
5.9.4 Reproduction			
Photo reproduction	2,000		
5.9.5 Research Assistance (\$75 per diem)	<u>4,500 (60)</u>		
TOTAL	12,855		
 5.10 PROJECT SUPPORT COSTS			
5.10.1 Northern Facility Costs			
5.10.1.1 Office Rental and Maintenance (\$1,000 per month)			
	12,000	12,000	6,741
5.10.1.2 Northern Housing and Support (\$600 per month)			
	7,500	7,632	4,044
5.10.1.3 Freight			
	<u>2,500</u>	<u>1,500</u>	<u>500</u>
Subtotal	21,700	21,852	11,285
5.10.2 Data Processing			
Rental H.P. 160 mapping computer (\$30 per hour)	2,250 (75)	6,000 (200)	1,500 (50)
Rental Inuktituk word processing (\$20 per hour)	<u>4,000 (200)</u>	<u>4,000 (200)</u>	<u>2,000(100)</u>
Subtotal	6,500	10,000	3,500
TOTAL	28,200	31,852	14,785

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
PROJECT SUB-TOTAL	403,360	321,958	150,518
Administration and overhead costs (10%)	<u>40,336</u>	<u>32,296</u>	<u>15,052</u>
TOTAL	443,696	354,254	165,570

5.11 BUDGET DETAILS

REGION I - HUDSON BAY COAST

1) SALARIES

	Researcher/trainer (days)		Inuk Researcher		Consultation on Community History
	Interviewing I	Analysis	Interviewing II	Analysis and follow-up (hrs.)	
Kuujuarapik	10	5	70	115	100 hrs.
Inukjuak	15	8	105	175	150 hrs.
Akulivik	10	5	70	110	100 hrs.
	35	18	245	400	350 hrs.

70 days

Salary: \$4,200
 Accommodation: \$4,340
 \$8,540

Hours: 645
 Salary: \$7,740
 Consultation fees: \$7,000

2) AIR TRANSPORTATION

Kuujuarapik - Montreal (return): \$ 626
 Kuujuarapik - Inukjuak : \$ 154
 Inukjuak - Akulivik : \$ 142
 Akulivik - Inukjuak : \$ 142
 Inukjuak - Kuujuarapik : \$ 154
 \$ 592

3) GROUND TRANSPORTATION

\$ 50

4) FREIGHT

5.11 BUDGET DETAILS

REGION II - HUDSON STRAIT COAST

1) SALARIES

	Researcher/trainer (days)		Inuk Researcher		Consultation on Community History
	Interviewing I	Analysis	Interviewing (hrs.)	Analysis and follow-up (hrs.)	
Salluit	15	8	105	175	150 hrs.
Kangiqsujuaq	10	5	70	115	100 hrs.
Queqtaq	5	4	35	60	50 hrs.
	30	17	210	350	300 hrs.

64 days

Salary:

\$3,840

Accommodation:

\$3,200

\$7,040

Hours: 560

Salary: \$6,720

Consultation fees: \$6,000

2) AIR TRANSPORTATION

Montreal - Kuujuaq (return):	\$ 711
Kuujuaq - Queqtaq	\$ 144
Queqtaq - Kangiqsujuaq	\$ 80
Kangiqsujuaq - Salluit	\$ 97
Salluit - Kangiqsujuaq	\$ 97
Kangiqsujuaq - Salluit	\$ 97
Salluit - Queqtaq	\$ 135
Queqtaq - Kuujuaq	\$ 144
	\$ 794

3) GROUND TRANSPORTATION

4) FREIGHT

5.11 BUDGET DETAILS

REGION III - WEST COAST UNGAVA BAY

1) SALARIES

	Researcher/trainer (days)		Inuk Researcher		Consultation on Community History
	Interviewing I	Analysis	Interviewing II (hrs.)	Analysis and follow-up (hrs.)	
Kang Irsuk (Payne Bay)	15	8	105	175	150 hrs.
Aupaluk	5	4	35	60	50 hrs.
Tas Iujæq	10	5	70	115	100 hrs.
	30	17	210	350	300 hrs.

62 days

Salary: \$3,720

Accommodation: \$3,100

\$6,820

Hours: 560

Salary: \$6,720

Consultation fees: \$6,000

2) AIR TRANSPORTATION

Montreal - Kuujuaq (return):	\$ 711
Kuujuaq - Tas Iujæq	\$ 72
Tas Iujæq - Kang Irsuk	\$ 83
Kang Irsuk - Aupaluk	\$ 62
Aupaluk - Kang Irsuk	\$ 62
Kang Irsuk - Tas Iujæq	\$ 83
Tas Iujæq - Kuujuaq	\$ 72
	\$ 434

3) GROUND TRANSPORTATION

4) FREIGHT

5.11 BUDGET DETAILS

REGION IV - SOUTH AND EAST COAST OF UNGAVA BAY

1) SALARIES	Researcher/trainer (days)			Inuk Researcher		Consultation on Community History
	Interviewing I	Analysis	Interviewing II	Interviewing (hrs.)	Analysis and follow-up (hrs.)	
Kuujuuaq	25	12	8	175	290	250 hrs.
Kangiqsuatujjuaq and north	15	8	7	105	175	150 hrs.
	40	20	15	280	465	400 hrs.

75 days

Salary: \$4,500
Accommodation: \$3,750
\$8,250

Hours: 745
Salary: \$8,940

Consultation fees: \$8,000

2) AIR TRANSPORTATION

Montreal - Kuujuaq (return): \$711
Kuujuuaq - Kangiqsuatujjuaq : \$ 86
Kangiqsuatujjuaq - Kuujuaq : \$ 86
\$172

3) GROUND TRANSPORTATION

4) FREIGHT

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Inuit History Project

Agenda

Jan. 22, 1985

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ბილიბილი

22, 1985

- 1) Administrative Responsibility (Avataq)
Δ^c Δ^c Δ^c Δ^c ბილიბილი (Δ^c Δ^c)
- 2) Progress to Date
ბილიბილი ბილიბილი
- 3) Proposal to D.I.A.N.D.
ბილიბილი Δ^c Δ^c Δ^c Δ^c Δ^c Δ^c Δ^c Δ^c Δ^c Δ^c
 - A) Budget
Δ^c Δ^c
 - B) Staff
Λα^c Δ^c Δ^c
 - C) Others
Δ^c
- 4) Other sources for Funding
Δ^c Δ^c Δ^c Δ^c
- 5) Schedule of Meeting
ბილიბილი
- 6) Chairman
Δ^c Δ^c Δ^c