



Inuit children were recruited to a school in Shingle Point in the Yukon in the 1920s. General Synod Archives, Anglican Church of Canada, P9901-589.

Prior to the 1950s, most of the students who attended schools in the Northwest Territories were either First Nations or Métis. As late as 1949, only 111 Inuit students were receiving full-time schooling in the North.¹⁵⁹ The hostel system that Northern Affairs established in the Northwest Territories in the mid-1950s did not restrict admission to First Nations students. It was only at this point that large numbers of Inuit children began attending residential schools. The impact of the schools on the Inuit was complex. Some children were sent to schools thousands of kilometres from their homes, and went years without seeing their parents. In other cases, parents who had previously been supporting themselves by following a seasonal cycle of land- and marine-based resource harvesting began settling in communities with hostels so as not to be separated from their children.

Because of the majority of the Aboriginal population in two of the three northern territories, the per capita impact of the schools in the North is higher than anywhere else in the country. And, because the history of these schools is so recent, not only are there many living Survivors today, but there are also many living parents of Survivors. For these reasons, both the intergenerational impacts and the legacy of the schools, the good and the bad, are particularly strongly felt in the North.