

that experienced under more normal modern conditions. To the physical and mental problems which were inherent in native life, the white man has added new perils. Diseases against which the majority of Canadians have, over generations, developed a considerable power of resistance, find the northern natives without any comparable defence. Even the common cold, of which the average Eskimo is free in ordinary circumstances, strikes down whole communities following the visits of the annual Arctic patrols. In order to meet these new and old problems the Government is establishing or subsidizing small hospitals and nursing stations at many points throughout the North. Larger hospitals with facilities for long-term treatment, particularly of tuberculosis, have been set up near the northern railheads. Complete X-ray examination of the whole of the native and white population of the North is under way, and vigorous efforts are being made to isolate those who are found to be suffering from tuberculosis.

With the attempts that are being made to provide for the health of our northern compatriots goes the development of an educational system that has no counterpart in previous Canadian history. Permanent schools are being established in most of even the smaller communities, and teachers to develop the school as the vital centre of the community as a whole. It is used for meetings, for games, for social events, for health clinics, for the organization and activities of clubs, as well as for more conventional forms of instruction. Each school is provided with moving picture and film strip projectors, with a radio receiving set and with a gramophone. School programmes are broadcast regularly to the Mackenzie Valley area, and efforts are being made to duplicate this service in other parts of the North. In this activity members of the Royal Canadian Corps of Signals, working voluntarily, have made a most valuable contribution. Circulating film libraries are carried on a regular schedule from school to school, and records are supplied as part of the basic equipment of each of these community centres. The teachers who undertake this work are being enlisted as regular civil servants and work throughout the year (except for the normal three weeks' leave) instead of following the customary 9½ months schedule of the Canadian public schools. The successful welfare teacher is the symbol of the new day in the Canadian North.

In dealing with the more nomadic groups, particularly in the Eastern Arctic, still other educational techniques must be developed and many experiments are in progress or under contemplation. Travelling schools, seasonal schools, combinations of teaching and nursing centres, and other innovations are being tried in order to meet the unique conditions of this area and of these people.

Canadian social services, such as Old Age Pensions, special assistance to the blind, and Family Allowances have all been carried into the Arctic Circle. Often it is found to be impracticable to pay such allowances in cash, and in such cases the recipients are permitted to take the payment in kind. Thus, on occasion, the Family Allowances of an Eskimo group may be consolidated for the purchase of traps or a boat, or some other articles which can reasonably be expected to provide additional food or clothing for the children or the handicapped. The essence of the whole programme is flexibility - the effort to adapt the methods to the essential purpose.

VI

The North has been referred to as the frontier. But the frontier is more than a geographical area; it is a way of life, a habit of mind. As such, it plays a most significant role in the national life. The influence of the frontier on the intellectual, social, economic and political history of the United States has been a major theme in the historical records of that country. But the frontier in the United States disappeared about the year 1890.

The climax has not yet occurred in Canada. But whereas the frontier in American territory was a phenomenon of the West and its last