

- 449 -

The Quinnuyooaq Society School exists now because it is being funded by federal programs as a way of preventing juvenile delinquency. It is a school for those children who, despite all the efforts of our educators, cannot fit into the existing school system with its emphasis on academics. However, it is much more than a school, it is recreation, it is child welfare, it is an education in survival on the land and a life. Where else could you learn how to read the weather in the Inuktitut ways and respect for parents in the traditional ways, Inuit legends as parables and methods of living? How to skin an animal for various uses. Mr. Speaker, this school will run out of federal funds this summer and will the territorial government, I want to know, be able to continue this school when funds run out? No one in the Government of the Northwest Territories wants to admit it exists because it is hard to fit in to a particular program. It may be social services, it may be corrections, it may be education but we have got to find a place for these things because they are important to a segment of our community.

Disposal Of Mine Wastes

Now, I would like to briefly address the few other concerns, Mr. Speaker, of mine. I am very much looking forward to the report of the Science Advisory Board this session as requested on the possible dangers of uranium mining and exploration. I know from my own studies that this mining produces very hazardous tailings or wastes, and the resultant radiation, some of it gaseous and some of it in the form of solids, causes cancer, birth defects and, most seriously, it will spread very easily in the Arctic environment by natural dispersal and through caribou and the food chain. I understand there are at present no regulations in Canada on the disposal of these tailings which result from mining, because there may be no safe way to dispose of them. This is a matter of great concern to me and my colleagues who live in the Keewatin which is now crawling with uranium explorers, and I very much look forward to that report because I think we need good advice at this point in time before we threaten our future generations with possible deadly poison.

I am a Member of this special committee on education, Mr. Speaker, and I urge Members to take our report seriously. We are going to recommend immediate relief for students who need it, and I urge that we take action at this session.

Mr. Speaker, some of these problems that I have addressed with regard to my own constituency, which is so far away from the western capital, can be solved. Now, some people say that the proposal for a Nunavut territory is an implied criticism of the present system, but this is not a denunciation of the present system, we are asking or proposing a territorial form of government. This is giving credit to what has been done by the existing territorial government despite these impossible burdens of distance. We are not asking for a new school system, or for an Inuit government or for an ethnic parliament or a new structure, a new structure for government, we are asking for the same public territorial form of government that all of us understand quite well.

English Language In Present Government

Now, many people feel, I know, Mr. Speaker, that we must wait until our own communities fully understand the proposal for a new territory. However, Mr. Speaker, particularly in this part of the world they do not understand the government very well now. One of the reasons is that in spite of the efforts of our interpreters and efforts at translating materials, this is a government that operates in English. The Nunavut territory, its first language will be Inuktitut and the Nunavut territory would be able to have

From Patterson's
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to Comm. Address
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