

*"Many of our students come from houses where the conditions are such that they don't have a room or a space of their own. As we go into high school programs, we're finding that high school students don't have a private place where they can do homework. The crowded situation is manifesting itself in attendance problems. Attendance patterns in some students is very erratic. This affects their ability to learn and to achieve in a school setting. I think it also affects their performance down the road at the high school level. We certainly have an extremely high drop-out rate, one that we're*

*certainly not proud of but that we're trying to deal with. . . we find that for some of our students, the intense crowding they face affects how they look at things. I think they find coming to school difficult. They often come from having spent the night being up very late, and we have a number of behavioural and learning problems that could be attributed to the housing situation these kids face."* (Mr. Chuck Tolley, Director, Baffin Divisional Board of Education, *Minutes of Proceedings and Evidence*, Issue No. 28A:94)

## RECOMMENDATIONS

**The Committee recommends that the Government of Canada address immediately the health and safety deficiencies of Aboriginal and northern housing. These communities must have indoor water supplies, indoor plumbing, adequate sewage disposal systems, and adequate fire protection services.**

**The Committee recommends that the Government of Canada address immediately the housing related infrastructure needs of Aboriginal and northern people.**

## NOTES

- <sup>1</sup> Department of Indian Affairs and Northern Development, Northern Health Research Unit, *The Health Effects of Housing and Community Infrastructure of Canadian Indian Reserves* Ottawa, 1991, p. 29.
- <sup>2</sup> *Ibid.* p. 83.