considered all those factors of deprivation—such as those which were listed in the Canadian Medical Association's brief to this Committee—economic, social, political, judicial, educational, informational, intellectual, moral, emotional, and perceptual—which render people less free to choose, less capable of controlling their own lives.

We interviewed and talked with as many residents of our area as possible—welfare recipients, land-owners, young, old, alcoholics, recently-released prisoners, those on marginal incomes, and community workers—in order to ascertain the true needs of the poor and to give them a medium through which they could express their opinions and make others aware of their plight.

It was difficult to compartmentalize the conditions which contribute to and aggravate the problems of the poor since those conditions are interdependent and inter-related.

We can broadly divide the subject matter of our brief into six main areas:

1. Education
2. Economic security and welfare benefits
3. Housing
4. Law
5. The family
6. Attitudes of society

Since it is the children who suffer most severely when poverty is present we feel that it is at this level that attempts should be made to break the poverty cycle and to forestall even greater problems which cannot help but present themselves with advancing technology. Taking into consideration that education is constitutionally a Provincial jurisdiction, but realizing that such a limitation should not be allowed to completely govern the methods or means for solving the problems at hand, we have recommended:

That all levels of government channel energy, resources, and tax dollars towards the implementation of a programme for what are now pre-school children, so that they, through access to free compulsory medical examinations and ready availability to psychiatric services, will be given an opportunity to early overcome physical, perceptual, attitudinal, and psychological handicaps which start them early along the poverty road.

That Day Care Centre and Head Start Programmes be made an integral part of the previous recommendation.

That Head Start programmes be set up as an integral part of the regular school system, but that volunteer groups make an effort to fill the gap in the meantime.

That apprentice training programmes be set up to meet the needs of students who are dropping out of ordinary academic programmes.

That teachers in inner city schools be specially prepared to teach in areas of material or cultural deprivation.

That teacher-pupil ratios be kept low during the first three years in areas suffering from a great deal of poverty.

That homes for emotionally disturbed children be set up to better facilitate their treatment in neutral surroundings and thus enable them to return to their home environment.

That the need for continuing adult education be stressed and that emphasis be placed on teaching illiterate adults to read.

That children be given a quality education that is to say we must remember that those children who enter school in September of this year will face a very different world twelve years from now.

In all our discussions we realized that a more realistic approach to welfare needs must be sought. We have recommended:

That those on welfare be allowed to earn a reasonable amount to supplement their welfare income.

That although the incentive to work must be retained, families and individuals should be given a short period of time to "get ahead" of themselves.

That those permanently incapable of work be given the security of knowing their needs will be met.

That home-making courses be set up to rehabilitate the living habits of those who need it and to provide those who wish a means by which they may learn to better manage their resources.

That credit buying be strictly regulated.

That cost of living clauses be included as an integral part of all welfare schemes.

That consideration be given to re-evaluating the concept of "basic needs".

That low-income families be involved in solving their problems.