

suggest that efforts be made to combat poverty by trying to break the cycle at this level. And since the pre-school years are so important in the formation of attitudes and habits and in awakening interest we RECOMMEND that although Education is constitutionally a provincial responsibility the Federal Government in co-operation with the Provincial Departments of Education channel energy, resources and tax dollars into the setting up of a programme for pre-school children up to the age of six years. Such a programme would include compulsory medical examinations with ready access to psychological and psychiatric services. This type of investment would pay off in early detection of physical handicaps and psychological disorders. Co-ordination with Day Care Centres and Head Start Programmes which we will mention further on. Counselling services for parents should be an integral part of such a plan. Follow-up and continuation of this concentration could be introduced year by year as the first group to be so treated passed through the school system with variations introduced at each level of their development.

We RECOMMEND the establishment of Head Start Programmes preferably as a part of the regular school system and that specially trained teachers be provided in this area. However we suggest that volunteer workers guided by an expert elementary school teacher should attempt to fill the void until such a programme can become a reality.

We RECOMMEND that through the co-operation of business and education courses be provided by which students not suited or attracted by the conventional academic programme may spend a portion of the day in a class-room designed for their needs and the remainder of the day in learning a marketable skill.

We RECOMMEND special orientation courses to prepare teachers to work in inner city schools where socio-economic conditions are poor. Very often the teacher and pupil coming from vastly different backgrounds suffer from what has been called "cultural shock" so that neither one profits from the experience of being together. We RECOMMEND also that teacher-pupil ratio be kept low in such situations especially during the first three years of school.

We would also RECOMMEND the establishment of homes for emotionally disturbed children where, if it has been deemed as an aid to the treatment of the disorder, children

may be removed from the home context for a period of time during which initial treatment may be begun and the child may be prepared to return and better cope with his environment.

We would stress the need of continuing adult education and retraining with special emphasis on teaching the illiterate adult to read by employing techniques suitable to his age and interests. Illiteracy not only reduces his job opportunities but deprives him of access to a wide body of knowledge.

Lest it be thought that the sole purpose of these recommendations is to provide workers for the labour market and thus decrease unemployment, we RECOMMEND that Provincial Departments of Education strive to see that children from all levels of society be given a "quality" education so that they may better adapt themselves to change and will be able to come to terms successfully with the future age of increasing leisure.

A more realistic approach to welfare needs must be sought. Those who cannot work (through sickness, age) and earn a living should be given the security of knowing that their "basic needs" will be taken care of through social assistance programmes. Those who are temporarily forced to seek welfare assistance should not have their initiative completely stifled by being penalized for attempting to earn something to supplement their welfare benefits. Serious consideration should be given by Provincial Departments of Welfare to the problem of how much a welfare recipient should be allowed before his benefits are reduced. The incentive to work must be retained, but at the same time families trying to break the vicious circle of the poverty cycle must be given a short period of time during which they can get "ahead" of themselves or they will be permanently trapped. It is in relation to the problem of helping families break the poverty cycle that we RECOMMEND the establishment of home-makers courses in communities or neighbourhoods at which the poor can learn how to get best value for dollars spent, how to get best value for food or clothing bought. Involvement of low income families who manage their resources well should be sought. In the same vein we RECOMMEND stricter regulation of credit buying for all consumers so that those who have already fallen victim to excessive credit buying will be restrained from making the same error and so that others will be prevented from doing so.