FOR CANADA'S CHILDREN
The Canadian Commission for the International Year of the Child 1979 dedicates this report to the children of Canada and presents the recommendations contained herein to the people and Government of Canada.
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ACKNOWLEDGMENTS

The Canadian Commission for International Year of the Child acknowledges with gratitude the dedication and enthusiasm of Tom Schatzky and Diane Ponee and each and every member of the Secretariat staff.

We wish to thank the generous volunteers who assisted us in the office, particularly Carol Armstrong and Charlotte England, and those who contributed their expertise and experience to the work of our task forces, particularly Julyan Reid, Howard Clifford, Audrey O'Brien, Dr. John Moore, Dick Weiler, Sally Arsove, Claire Miller and Jim Moore.

The Canadian Commission is grateful to the International IYC Secretariat for its encouragement and for making its resources available to us throughout the year. We also thank members of the press and the media for their interest and help.

We would like to acknowledge the tremendous contribution made by various federal government departments and federal agencies, notably Health and Welfare Canada, Canada Mortgage and Housing Corporation, Statistics Canada, Secretary of State and the Canadian Human Rights Commission, in services and in kind. Their contributions included office space, conference facilities, translation, printing of posters, distribution assistance, the secondment of a full-time administrator and many other essential services. We owe special thanks to Micom Company Limited for the use of a Micom machine. We would like to thank Carleton University for the support extended by the School of Social Work, and in particular, for the generous assistance of Mr. John Cushing in arranging and donating computer time. Also, special recognition goes to Mr. Doug Bullock for his research consultation.

The Commission owes a great debt to financial and legal companies that made their services available. Without John Lisowski, partner at Coopers and Lybrand, Ottawa, Erik Zavershnik, tax partner at Peat Marwick Mitchell and Company, Ottawa, and Peter Boomgaardt of Price Waterhouse and Co., Ottawa, who advised the Commission and supervised our financial records in conjunction with Stewart Sutcliffe, senior administrative partner at Clarkson & Gordon, Ottawa and chairman of the Finance Committee, it would have been impossible to manage properly the public money with which we were entrusted. Paul Kane of Perley Robertson Panet Hill and McDougall was absolutely invaluable in dealing with the many legal matters that required attention during the course of the year, as were Commissioners G.A. Macklin and Tom McDougall. We thank them all.

We want to acknowledge with particular gratitude the leading role that the Canadian Council on Children and Youth took in bringing the Commission into existence and the generous offer it has made to co-ordinate follow-up activities to the Commission's work as well as to complete some of our housekeeping tasks.

Finally, we thank the children and young people who contributed their ideas to this report. We hope that For Canada's Children leads to solutions for the problems they helped us to identify.
PREFACE

On November 20, 1959, the United Nations General Assembly declared that "Mankind owes the child the best it has to give" and unanimously adopted a resolution setting out the Rights of the Child.

On December 21, 1976, this same body adopted a resolution proclaiming 1979 International Year of the Child, and it decided that International Year of the Child should have the following general objectives:

1. to provide a framework for advocacy on behalf of children and for enhancing the awareness of the special needs of children on the part of decision-makers and the public;

2. to promote recognition of the fact that programs for children should be an integral part of economic and social development plans, with a view to achieving, in both the long term and the short term, sustained activities for the benefit of children at the national and international levels.

In Canada an International Year of the Child committee was formed for the purpose of setting up a Canadian Commission for International Year of the Child. The committee was composed of members from voluntary organizations, various levels of government, labour, business, churches and interested individuals. As a result of the efforts and dedication of this committee, the Canadian Commission for the International Year of the Child was established in September 1978, with the objective of promoting observance in Canada of 1979 as International Year of the Child through the encouragement of the widespread involvement of individuals, communities and organizations in activities designed to advance the rights, interests and well-being of children in the context of their families and society.

The forty-five Commissioners of the Canadian Commission came from all regions and sectors of our country—from government, business and labour, from voluntary organizations and the churches, from education and sports, from the media and the arts, from the oldest to the newest of our people. Each one served on the Commission as a volunteer. I believe that I speak for all Canadians when I express a profound gratitude to the Commissioners for their dedication and expertise and for their contribution of hundreds of hours carved out of busy schedules. A special mention of appreciation is due to those who served on the working committees throughout the year.

Health and Welfare Canada was designated by the Prime Minister as the department responsible for IYC in Canada. We thank the Honourable Monique Begin for her help and encouragement and for her efforts in securing $1-million for IYC projects, and we are grateful to Health and Welfare Canada for its interest, support and resources throughout the year.

A year is a short time to carry out the objectives of the United Nations, the objectives and specific aims of the Canadian Commission and also to set up criteria and distribute $1-million for IYC projects. To carry out this work, a Communications Committee was established to tell people about International Year of the Child. This committee received and dispersed information throughout the year, primarily through posters and bulletins. The last of the bulletins (no.5) gives an overview of IYC activities in Canada. To augment the work of this committee, the individual Commissioners had speaking engagements to meet with children, adult
groups and the media across the country. I had more than 125 such engagements, and other Commissioners were as busy as I was. Our communication with those who care for, or work with children was further strengthened by our contact with thousands of individuals and organizations who wrote to us sending reports and information and telling us about the things they were doing for children in their communities. This correspondence made a major contribution to our perception of the progress of the year and the needs and aspirations of Canadian children.

To administer the $1-million for projects, a Project Funding Committee was established. Its task was to set up criteria and distribute information and application forms. Over the year the committee members examined some 4000 applications to select the 500 that were funded. The Commissioners who formed this committee worked with extraordinary diligence and efficiency and were ably assisted by the Secretariat staff.

Although the Canadian Commission for International Year of the Child was not established as a commission of inquiry, and the United Nations objectives stressed promotion and advocacy, the Commissioners found it impossible to ignore the strong messages we received during the year. These messages taught us certain things. We learned that we must help families if we are to help children. We learned that changes in our way of life have resulted in a lack of kinship support for families and that all adults must accept responsibility for all children if mankind is to give to children the best it has to offer. We learned that a multidisciplinary approach is necessary. And we learned that institutions and attitudes must change to accommodate the evolving status of the child as citizen.

The recommendations contained in For Canada's Children represent the response of the Commissioners to the concerns identified in 1979. My own concern for children has evolved over fifteen years in juvenile and family court. I know that childhood should be a happy time and that children should bring joy to their parents, but I have met many children who are troubled and many parents who are troubled.

Has IYC helped children throughout the world? The experience of the 168 IYC Commissions around the world is that the response has been tremendous—that there is a momentum which must be sustained and increased. Ironically, the most dramatic awakening occurred in industrial or developed countries: although the more affluent countries have usually been aware of the plight of children in the third world, they have not always directed their attention to the problems of children in their own society.

The ultimate success of IYC will depend on the continuation of the spirit of the past year. We hope that the recommendations contained in For Canada's Children will ensure that the awakening of concern in Canada will be translated into action on behalf of children so that the objectives of the United Nations and the Canadian Commission will be achieved.

The Canadian Commission for International Year of the Child represents a coming together of the private and public sectors for a common cause—the well-being of our children. A great deal of hard work was contributed by everyone concerned. I would like to urge everyone who reads this report to share with us in the continuing task because our children need us and we need them.

Judge Doris Ogilvie,
Chairperson, Canadian Commission
International Year of the Child 1979 was a special year for children all over the world. Did it have any effect on the lives of today's children? Will it have any impact for future generations?

The forty-five members of the Canadian Commission for the International Year of the Child believe that in Canada, at least, the Year has made a difference. We believe that IYC has created a new awareness of the issues and problems facing Canadian children, and that the recommendations contained in this National Agenda for Action are an important first step towards improving the quality of Canadian children's lives.

The Canadian Commission stretched its original mandate to put together the National Agenda for Action. Initially, the Commission was created to take action; our mandate included advocacy on behalf of children, promotion, public awareness and celebration. Amongst our first tasks was the difficult job of distributing $1-million—in response to a need for far more—to assist community involvement on behalf of children. We chose to make each grant small in order to spread the money as widely as possible, and the first part of 1979 was devoted to this activity.

But as the Year progressed and our focus on children sharpened, it became apparent that our broad representation, our special status and the unique characteristics of the International Year of the Child itself had presented us with a once-in-a-lifetime opportunity to review the situation of children in Canada in a way that no other group has ever been able to do before. Our broad representation meant that we could share knowledge and experience from all of the major areas that affect children. The Year and our mandate to do something about it enabled us to enlist the willing assistance of countless individuals and groups from across the country. We had a chance to speak out for, and with children and we took it.

The United Nations' terms of reference for International Year of the Child defined as "children" all those who, because they have not reached voting age, require others to speak on their behalf in the political process. In most countries this means everyone under the age of eighteen. Children may not be able to vote but they can speak out for themselves in many other ways. They can be heard and they should be listened to. It is because of the countless conversations we had with reflective and concerned young people that we felt so strongly the need to speak out for them in this report. Our children are so full of promise, and Canada must respond to that promise much better than it does now.

The Commission examined the situation of children in our country and assessed it against the ten principles of the United Nations Declaration of the Rights of the Child. The results confirmed what many of us had already learned from our personal experiences with children. In a country as affluent and fortunate as Canada, there are far too many children who are being hurt, deprived, ignored, neglected.

At the root of the problem is the social revolution that has taken place in Canada and the Western world in recent decades. Ironically, the changes that have occurred within our society have been ignored by many of our institutions and laws. As they relate to children, our major economic, political and cultural structures continue to reflect a mythical period when families were intact, human resources abounded and childhood was a glorious time. The fact that childhood very often was far from carefree did not seem to matter much then. Now we know that it does. And furthermore, we have the information to make the necessary changes.
During the last twenty years, we have acquired a great deal of research knowledge about the interaction of children and the contexts in which they live. This knowledge has not only made institutional change imperative, it has also given us clear guidelines as to how to go about it. In certain instances this has already happened. Thus, for example, findings about attachment and separation with respect to children and their families have been taken into account by designers of new health care settings and services. But all our institutions that profoundly affect the lives of children such as education, the child welfare system, the courts, municipal and community services, must change to accommodate the social revolution that is still in process and the new knowledge we possess if Canada's children are to develop in ways that will benefit themselves and society as a whole.

Convinced of the need and the possibility for change, the Commission set about to draw up a "national agenda for action". Commissioners identified twelve areas of concern about children and formed themselves into separate task forces to collect information in each area and develop recommendations for the Commission as a whole. Each report was examined and debated, and then the recommendations were voted on one by one. In addition to the recommendations of the task forces, the executive of the Commission was responsible for bringing forward certain general recommendations and a plan for future action. These were ratified at the January 1980 Commission meeting.

Since, in such a varied group of individuals, there were many divergent points of view, the Commission allowed for the inclusion of minority statements in the final report. Nevertheless the degree of unanimity shown in most of the votes reflects the fact that people with many different perspectives can still come together through a common concern for children and agree on what should be done. Not every Commissioner is in accord with the final result, but the unanimous and near unanimous votes are on the record for all to see.

It will be noted that there is an uneven quality to the recommendations. Our collective expertise was greater in some areas than in others, and certain problems have easier solutions. However, all of our recommendations have been constructed on a solid base of information drawn from a number of sources. To begin with, as members of the Commission we brought to our common task a collective expertise and experience which is considerable with respect to children. To this we added the results of a systematic study of the 4000 submissions we received from every part of Canada in return for the $1-million we had to give out. We were able to incorporate into our deliberations the ideas which children and young people communicated directly to us in a variety of ways, including by letter sent to our special children's box number. We solicited and received input for consideration from individuals and community groups. These people claimed no special expertise, but they had a great deal of practical life experience. In addition we obtained contributions from

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1. It was agreed at that time that the final version of the National Agenda should be edited by a professional editor. The sense of every voted recommendation was to be retained in full and the wording to be changed only for grammatical or stylistic reasons. The editing has been done in accord with the directives of the Commission.
experts and specialists throughout Canada and read the recent Canadian reports and studies on children as well as the international research material provided by the IYC Secretariats in New York and Geneva and by the other national IYC commissions. Finally, we were able to consult the members of the federal government's Interdepartmental IYC Committee and through them the departments which they represented.

Our sources were extensive. The information was abundant. What did it all add up to? How did it lead to the recommendations we have made? From our own experience and early discussions we had formed a vague picture. Every additional source of information clarified and reinforced this picture. The patterns of need that emerged from the formal analysis of our well-documented submissions were similar to those that could be discerned in the information we received from the provincial and regional IYC committees and from the members of the general public. The same patterns ran through the comments and writings that came to us from children. The young people gave their own emphasis, but altogether the patterns merged to provide a clear picture of the major problems that now face Canadian children.

What are these problems? Needs Analysis revealed

- that poverty and isolation are much more extensive than most Canadians believe;
- that adequate and appropriate community support systems do not often exist for children;
- that parents need help to be better parents and that this help is not readily available;
- that everywhere in Canada existing child-care facilities fall far short of the expanding need for them;
- that services for handicapped children are far from sufficient;
- that opportunities to take responsibility and to learn the skills of citizenship are rare;
- that age-group segregation often creates impenetrable barriers between children and older people and that programs to help people cross them are needed;
- that the battle against prejudice and racism with respect to children needs reinforcements;
- that the situation of Canada's native children is acute;
- that creative approaches are required to break through the sense of alienation felt by so many young people;
- that there is a surprising ignorance of the child's need and right to play;
- that there is a great need for enriching experiences, a need which reflects the impoverishment of many children's minds and spirits; people are too busy, too preoccupied, too disinterested to pay attention to them.

IYC committees and the general public focused on

- the multiple difficulties experienced by families everywhere;
- the need for support services—material and moral, formal and informal, child-care provisions of various kinds, parenting courses, family drop-in centres;
- the growing evidence of destructive behaviour directed at children—child abuse and neglect, child pornography, commercial exploitation, violence on prime-time television;
- the growing evidence of self-destructive behaviour in young people—suicide, alcohol and drug abuse, sexually transmitted disease;
- the inadequacy of existing child-welfare services, the lack of coordination, the absence in many parts of the country of a government focal point for an overall policy relating to children and young people;
- the need for young people to accept responsibility for their own actions;

This last need was given a different emphasis by the young people themselves. In their comments to us they concentrated on

- their great need to be trusted and respected and offered opportunities to demonstrate their capacity for responsible judgment and to learn the skills of community action;
- the problems of communication between themselves and their parents and other adults, and the increasing withdrawal of older people from their lives;
- family instability and its effect on them and their friends;
- the lack of recreational, cultural and public transportation facilities appropriate to their particular needs, especially during adolescence;
- violence in sport and the degree to which it is supported by adults;
- their desire that schools be prepared to teach them more of the skills needed for living in our complex society—a task which young people see fewer and fewer families undertaking with respect to their own children—with a particular emphasis on family life education;

The future. It appears that young people are much more concerned about the future than is the general public. Naturally employment is an issue with them, but they also feel great anxiety about the deteriorating global environment, the plight of children in other parts of the world and the threat of nuclear war.

The Commission has developed its recommendations to respond to these concerns. They have been drawn up in accordance with the principles of the United Nations Declarations of the Rights of the Child. The first principle we support is the child's right to be respected as a person, regardless of age, sex, race, colour, religion, political or other opinion, national or social origin, property, birth or other status whether of him or herself or of his or her family. Throughout the recommendations which follow, we insist on personhood for all children.

Fundamental to the United Nations Declaration is the recognition of the family as the best environment for the healthy development of children and of the need for social policies and programs to provide the support that families need—support that fewer and fewer families are finding in their disintegrating kinship networks and their impermanent and unstructured neighbourhoods. We have translated the child's right to love,
nurturing and support into our recommendations in The family, Child care and Economic issues as they affect children.

The child's right to education should be inviolable if the child is to develop his or potential in a fully human manner in conditions of freedom and dignity. We defend this right in Life skills and education and in International and intercultural understanding, with particular emphasis on the "right of the child to develop his or her abilities, individual judgment, sense of moral and social responsibility and to become a useful member of society" (Principle 7). Education is a basic right stressed in Native children too, as are the rights to a name and nationality and to the special care needed because of the native child's special circumstances.

The child's right to play is often not recognized as essential to his or her development as a human being but, of course, it absolutely is. We have defended this in Play and recreation. The need to understand nature and the environment and to preserve the natural world for future generations of children is addressed in our recommendations in Nature and the environment. The same positive approach is taken in Children and health. In that section, the emphasis is on the prevention of problems, the support of normal development and the fostering in young people of a sense of responsibility for their own health.

The right of children to live up to the promise of their humanity in all its richness is an ideal we strive towards in the recommendations in Children and culture and Television and the media. We recognize in these two sections our responsibility to transmit our cultural heritage to future generations and the need for the new solutions that creative young people can contribute.

Finally, in Children and the law we recognize the central role of the legal system in the promotion of justice for children and recommend changes that would make "the best interests of the child" not only the paramount consideration in laws affecting children, but also bring about a greater consensus throughout the country as to what those "best interests" are.

While the ten principles of the United Nations Declaration of the Rights of the Child underlie every one of the twelve areas of concern in which we have made recommendations, Principle 2, referring to the spiritual rights of the child, is given particular emphasis in General recommendations. In addition, there are certain general needs that relate to children's issues rather than to children themselves that require attention: research, information sharing, the problems of representation, advocacy and so on. Recommendations that address these needs also fall into the general recommendations which are placed towards the end of the agenda.

The United Nations Declaration of the Rights of the Child is a statement of ideals. It has been supported by all the member states of the United Nations. However these ideals can never be realized until each nation incorporates the principles of the Declaration into its political institutions in specific, practical ways. The Canadian Commission for the International Year of the Child firmly believes that in Canada this must be done. In our Recommendations for future action the Commission has designed a plan for action for children following the International Year of the Child which provides a framework for implementing our recommendations and ensuring an on-going recognition in Canada of the Rights of the Child. The responsibility for Canada's children falls upon us all, and we must act now. Childhood is a very short time.

Landon Pearson
Landon Pearson
The family

Audrey O'Brien
"[The answer to the problem of the family] is not so much to re-educate parents but to make available the help they need and to give them enough power so that they can be effective advocates with and coordinators of the other forces that are bringing up their children.... The parents are still the world's greatest experts about the needs of their own children."

--Kenneth Keniston, All Our Children

As we enter the 1980s, the consequences of the tremendous social changes of the last two decades are beginning to be visible in family life. Not that the family is dead, but rather it has changed so much that it no longer fits the stereotype of the providing father, the home-bound, nurturing mother and, ideally, a pair of healthy, happy children. In Canada, our family laws and institutions are largely the product of this vision of the family, but the reality of modern family life has changed drastically.

Today, many of the former functions of the family have vanished. No longer is it a unit of production in which the child can acquire the necessary life skills under the direction and authority of the parents. Rather, it is a unit of consumption bombarded by the forces of the market, challenged by changes in the status of women, the influence of the mass media, the democratization of human relations and other major social movements of the past two decades. While many of these changes may be positive in the long term, they have temporarily shaken the foundations of the family and sapped its confidence in its ability to look after its members, specifically its children.

Given the reality of modern family life, governments and laws, institutions and professionals must discard the old stereotype and become more accommodating to the real needs of families in the 1980s.

For, ultimately, it is the child's well-being that is at stake. Every child needs nurturing and support to grow and become fully realized as an individual, to relate harmoniously and creatively with others and to act with responsibility and commitment in society. And nurturing and support start in the family.

Principle 6 of the United Nations Declaration of the Rights of the Child reads: "The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have

the duty to extend particular care to children without a family and to those without adequate means of support." While the family may vary in different societies at different times, the form it takes is less important than its capacity to nurture, protect and support its children.

What concerns us for the future of our country are the difficulties and stresses under which so many Canadian families labour. These are often the result of societal attitudes, laws and socio-economic forces beyond the family's control. We need to restore to families confidence in their natural capacities. And we need to reduce the excessive stress which weakens so many of them.

To achieve this, we must outline a new relationship between the family and society—one in which families are encouraged first, to take back the prime responsibility for fundamental functions which has shifted, in so many cases, to institutions and professionals and secondly, to work out with society, from a position of strength, an interdependence of mutual benefit. Enhanced family life will strengthen all aspects of Canadian society.

TO STRENGTHEN THE FAMILY

Policy Recommendations

The objective of these recommendations is to create a climate of support for the child and the family. To strengthen the family by assuring that the family takes precedence for governments, institutions and professionals, we recommend that:

1.1a governments and social organizations recognize the primacy of the family as the centre for the creation, nurturing and protection of children. Target Groups governments at all levels

1.1b governments at all levels issue policy statements regarding the primacy of the family in social policy.

1.1c government commitment to the primacy of the family be demonstrated by the establishment of a central agency to co-ordinate existing and proposed government programs related to children and families so that these programs are integrated in a way that is favourable to family life. This agency may be a government body, such as Children's Services in Ontario, or an outside agency, such as the British Columbia Council for the Family. The Commission commends the initiatives taken by Ontario and British Columbia in this regard.
1.2 recognition be given to families in every significant institutional or professional decision regarding children. Where the institutional contact is direct, as in schools and hospitals, families must be involved in the decision-making process whenever possible. Without exception, families have the right to be informed of, and involved in decisions affecting their children. Without exception, families, including children, have the right to be informed of the nature of programs and treatment plans proposed for individual children. Without exception, family permission must be obtained before any procedures of an experimental nature are undertaken, and on balance, the children involved must benefit more than anyone else.

1.3 a major public awareness campaign be undertaken to raise public consciousness regarding the role of the family, its value for the individuals within it and for society and its rights and responsibilities. People who care for children must feel greatly valued by society.

Access to Knowledge: Parents, Young People, Educators

For Parents:

A comprehensive educational program is essential to assist families and young people who are planning families. For this to be effective, several things are necessary: good programs, trained educators, accessibility to material resources, reliable and accurate information, community co-operation and individual responsibility. To this end, we recommend that:

1.4 new parents be encouraged and assisted to learn about parenting and to meet in groups to share their problems and successes.

1.5 churches, schools and community centres make space available for such groups, and that funds be available to cover material costs.
1.6 good courses in parenting be available to all parents who wish them, and that special attention be given to courses for unmarried adolescent mothers.

1.7 the reliable scientific information about child development that is already in existence be made readily available and easily accessible to all who require it.

1.8 resource centres be developed and maintained in every community to provide this material.

1.9 the central agency recommended in 1.1c be adequately funded and charged with the dissemination of educational material and information on programs.

For Young People:

We accept in principle that all young people have certain rights: the right to knowledge about human physiology in general and, in particular, how their own bodies work; the right to knowledge of the psychology of human sexuality, given in a medical or public health setting or in an appropriate agency by qualified people; the right to be protected from premature exposure to, or erroneous information about human sexuality and from degrading and debased images of sexual behaviour in human beings. As well, young people have certain needs: the need to learn about child development, life cycles and the sociology of the family; the need for practical experience in child care in an appropriate setting. To respond to these rights and needs, we recommend that:

1.10 all elementary schools teach children the physiology of the human body and provide an introduction to the meaning of human sexuality in a psycho-biological perspective.

1.11 all secondary schools offer courses in physiology, the psychology of human sexuality, the sociology of the family and child development, as well as courses in other phases of the human life cycle, including aging.

1.12 structured opportunities be offered throughout the whole educational spectrum for children and adolescents to discuss feelings, relationships and values.

1.13 qualified people be available to every school to assist teachers and parents to fulfill this function as well as possible.
1.14 School counsellors be prepared to advise young people as to where they may obtain the information they seek regarding human sexuality.

1.15 Community agencies, hospitals and public health centres be adequately staffed and prepared to offer information on human sexuality.

1.16 Parents be fully involved in the planning and implementation of every program of this nature being offered. Parents should be invited to take part, and educators should be responsive to any reservations or uneasiness parents express.

1.17 Parental involvement be assured by the establishment of parent-school committees where these do not already exist.

1.18a Courses be available to help young men and women make informed decisions on the responsibilities of families.

1.18b Marriage preparation courses be available through churches and community agencies.

For Educators:

In order to prepare qualified educators and reliable programs, we recommend that:

1.19 Universities establish multidisciplinary departments of family studies with ample research capacity.

1.20 That faculties of Education, universities and community colleges and all other professional schools, such as Medicine, Law, Nursing, Social Work and so on, offer compulsory courses in child development and human relations in order to equip professionals to help their clients with confidence and skill.

Reducing Stresses on the Family

Recommendations designed to strengthen the family would be ineffectual
without complementary recommendations to reduce unnecessary stresses placed on the family by our institutions and social systems.

With respect to the legal system, we commend the initiatives which several provinces have taken to introduce new legislation protecting children. And we commend the new provincial legislation which establishes family courts to integrate all jurisdictions concerning the family. In "Children and the law" (section 12) we recommend that similar legislation be introduced in all provinces.

With respect to the economic system, we support the recommendations in "Child care" (section 2) and "Economic issues as they affect children" (section 3), which are directed towards reinforcing the economic security of the family.

Support and Protection of the Parent-Child Relationship

Society has a special responsibility to support and protect the parent-child relationship. This must be done from the very beginning of the child's life, and we commend the initiatives that many hospitals in Canada have taken to facilitate early bonding between parents and children. We further recommend that:

1.21 all doctors and hospitals encourage prenatal courses for mothers and fathers, father participation in the birth process, rooming-in procedures, more access to the newborn for fathers and other family members and continued post-natal support when necessary.

1.22 formal and informal community support systems be strengthened by any means possible to assist parents under stress. All organizations which serve the family should be made a priority for government funding. We particularly recommend strengthening the Block Parent program and more emphasis on prevention by police forces.

1.23 recreation and social planners focus attention on activities promoting family participation, rather than on activities that segregate people by age.

FAMILY BREAK-UP: THE CHILD'S NEEDS

Divorce

We are concerned about the increasing number of children who suffer
emotional pain and turmoil as a consequence of divorce. To minimize the children's suffering, we ask parents contemplating divorce to make an honest effort to ensure that the child is able to benefit from continuing association with both parents. We ask parents who are unable to resolve child custody without hostility to seek professional help.

With respect to the law, we deplore the adversary situation built into divorce proceedings, because it often amplifies the distressing effects of family break-up for the child. Therefore we recommend that:

1.24 no-fault divorce and procedures be adopted which emphasize reconciliation or, failing that, conciliation.

1.25 judgment on the divorce and the separation of goods be withheld until decisions have been made with respect to the custody, support and education of the children.

1.26 current custody practices be re-evaluated to establish the principle of the co-responsibility of the parents in every case where circumstances permit.

1.27 fast, efficient enforcement mechanisms be established for default of child-support payments.

1.28 steps be taken to provide procedures to prevent "kidnapping" by non-custodial parents.

We also support the efforts of international agencies to devise methods of preventing kidnapping on an international level.

Family Break-ups due to Illness, Handicaps, Imprisonment, etc.

Sometimes family break-ups are caused by factors other than divorce, and as a result, the parent-child relationship undergoes great strain. We hope that in the case of family break-ups, professionals and institutions will attempt to assess the needs of the child and give priority to those needs. Therefore we recommend that:

1.29 all institutions make every effort to maintain the parent-child relationship by whatever means possible. With respect to children in care, particularly the handicapped, we urge the best possible care marked by continuity and affection.

Target Groups
Uniform Law Commission, Law Reform Commission

Target Groups
hospitals, childcare institutions, prisons
FAMILY BREAKDOWNS

If the prevention methods detailed above are not adequate and the child must be removed from the home, we recommend that:

1.30a adequate, qualified foster and group homes be immediately available for the child.

1.30b that foster parents be trained and given adequate professional support, and that they also be given the community support and compensation they deserve for their difficult task.

1.31 the situation of the child be reviewed continually, and that the contact between the child and his parents be maintained as much as possible with the view to returning the child to his family as soon as desirable.

1.32 multidisciplinary child-abuse teams be available in every community.

1.33 increased financial support be available to expand homes for abused and battered women and their children.

1.34 a children's crisis telephone line, such as those in British Columbia and Alberta, be made available in all provinces.

1.35 self-help groups for disfunctional parents be encouraged and funded.

THE UNMARRIED, ADOLESCENT MOTHER

There is a special type of family that is particularly in need of support—the young, unmarried mother and her child. We recommend that:

1.36 recognition be given to the work of special homes that assist adolescents who must make the difficult decision to keep their child or give it up for adoption; prepare them for their new responsibilities if they do decide to keep the child; help them to continue their education; and assist them to return to the community. These homes are always in need of financial support from governments.
1.37 a concerted attempt be made to encourage the education of unmarried mothers so that they have a better chance of becoming responsible, valuable citizens.

Little research is being done with regard to adolescent mothers and their children, even though statistics suggest that a greater number of children are born to unmarried, adolescent mothers every year. We recommend that:

1.38 funds be made available to study the problems of these young mothers and their children.
Child care
The most critical factors determining a child's fate are the family and the circumstances of the family. Traditionally, parents have borne the major responsibility, including the expenditure of time and money, for the care of their children. Yet different families have varying amounts of time and money to spend on that care. As a result, children have not had equal access to care the way they have had equal access to education. Since healthy, well cared for children are a joy and an asset to their society, the care and well-being of our children should be a responsibility and trust shared by society as a whole.

Child care, as we define it, does not simply signify custodial care: it encompasses a wide range of alternatives to help children develop and flourish as human beings. Among the alternatives now available in child care are support services to supplement, enhance or replace parental care at home such as day care in a child-care centre, family day care in a supervised family setting, extended day programs including lunch-time and after school programs and other programs that allow working parents to provide essential care for their children at crucial times in the child's life, e.g. birth and illness. Yet despite this wide variety of options for child care, only the very poor and the very rich have access to many of these alternatives--the poor because child-care programs originated in welfare programs and continue to be subsidized by them; the rich because they can afford to pay for them. The vast majority of children who need care come from families who cannot afford the full cost.

The major problems in the provision of accessible, available and affordable day care in Canada are cost, jurisdiction and attitudes. Although child care is a provincial responsibility, the federal government could participate to a greater extent and relieve some of the funding problems. The reality is that over 600,000 children under the age of seven have no access to day care, and there are probably over one million "latch-key" children in Canada. This situation has worsened since it was examined by the Royal Commission on the Status of Women in 1970, and if the present trend continues, it could become a major crisis in the future.

Attitudes towards day care have also lagged behind reality. With working parents now the norm, the need for child-care programs is more acute than ever. And with the cost of child-rearing rising, it is unrealistic to expect parents to shoulder the full financial cost of raising the next generation.

Parents who work should be able to provide the best possible care for their children while fulfilling their provider role. And parents who stay at home should have the support they need to best fulfill their caring role. Governments and industry have the means to provide adequate child-care support programs for Canadian children and to ensure that children have equal access to care. Therefore, it is to government and industry that the following recommendations are directed.

Standards and Funding for Child Care: The Government Role

The federal government has an important role to play both in directing more
funds towards the building and staffing of child-care centres for the provinces and in giving parents help in the enormous financial commitment they make raising their children.

Probably the most critical problem facing day care today is the current financial arrangement. The real costs of day care are beyond the means of most families, even those with a second wage-earner. Yet these families do not qualify for subsidies under existing criteria.

This arrangement has an effect on the day-care centre, which must depend on enrollment from low-income, predominantly single-parent families, often transporting these children in from other neighbourhoods, if it is to survive. Because it therefore discourages a normal socio-economic mix of children in a day-care centre, the current financing arrangement tends to result in a segregation of children in the centre. The children of low-income families tend to be the mainstay of the day-care centre, while the children of middle-income families are placed in casual day-care arrangements which are proving to be unsatisfactory and sometimes hazardous to the child's development. Families who fall between these two groups have few or no options when it comes to day care.

If the day-care centre wishes to lower costs to avoid this segregation, it often has to lower its standards of care as well, paying its staff poorly and limiting the resources available to the staff for programming. While this may result in affordable day care for an area, it also means lowering the standard of care at the expense of the children's well-being.

The obvious solution to the problem is to encourage financial arrangements which permit quality child care to be available to all socio-economic groups in our society at a reasonable, affordable cost.

The main purpose of the following recommendations is to increase the quality of child-care centres of all kinds through cost-sharing; to offset the parents' cost of caring for their children; and to enable the parents of exceptional children to provide care for them at home. Therefore we recommend that:

2.1 the federal government immediately take steps to enter into an agreement with the provinces leading to the adoption of a national child-care act under which:

a. federal funds are made available on a cost-sharing basis for the building and running of non-profit day-care centres meeting specified acceptable standards set by the provinces. National agreement on acceptable standards should be established for child care outside the home;

b. special grants are available to schools and other institutions wishing to adapt their facilities to provide for all-day child-care programs;

c. federal subsidies are provided to day-care agencies based on a sliding scale, whereby the parent pays according to...
ability up to a reasonable amount, and at least one-third of the additional cost is provided directly by the government.

2.2 the Income Tax Act be amended to provide tax incentives for all homes and institutions offering properly supervised, quality child care. This would include family day cares, day-care centres and child-care facilities located in the work place, etc.

2.3 the Income Tax Act be further amended to allow parents to deduct the full cost of child care up to $3000 per child. This would provide an incentive for parents to seek out the best care and to pay child-care personnel a fair wage.

2.4 taxable Family Allowances be raised to the level suggested by the Royal Commission on the Status of Women in 1970. In 1979 dollars this would be approximately $1000 per child. The payment should be indexed to the cost of living.

2.5 increased financial subsidies be given to parents of exceptional children who require special care because of physical or mental disabilities, in the form of:

a. full tax exemptions for all child-care costs, whether the parents are working or not;
b. additional funding, beyond the parent fees, for child-care centres providing care for exceptional children.

Excellent and uniform quality of child care is dependent upon adequate financial and other supports for the individuals who are responsible for the care, whether they are remunerated for their services or not.

At present, child-care workers and other care-givers are chronically underpaid, largely because they replace parents who are paid nothing for their work as care-givers. A mother's work in the home is not counted in the gross national product, she receives no pensions or benefits, and her experience counts for little in the job market. Society expects a mother's reward to be her joy in her work, and this attitude extends to child-care workers. But child care is important work, and those who care for children should be valued accordingly.

In addition to the remuneration of care-givers, good child care is dependent upon well-developed programs and services provided by competent, trained personnel working under reasonable conditions.

To ensure adequate financial and other supports for child care-
givers and, therefore, to ensure high standards of care for Canadian children, we recommend that:

2.6 a five-year plan be developed in each province to ensure a balanced development of child day care. Each province should establish a child-care board to be responsible for the establishment and supervision of day-care centres and other child-care programs, which would:

a. plan a network of centres, their location, type, etc;
b. set and enforce standards and regulations;
c. provide information and consultants;
d. promote the establishment of new day-care services;
e. approve plans for future day-care services.

2.7 persons offering family day care in their own homes be given regular training by travelling consultants, if necessary, and that they be given fringe benefits. This would include professional development opportunities and holidays, during which time a substitute worker should be provided.

2.8 persons providing care for children but not receiving payment for their services have access to the Canada/Quebec Pension Plan, and that special credits for CPP be provided by the federal government for all parents who care for a child under the age of seven at home.

2.9 household help and child-care help be made available for parents and children who are sick, convalescing or who are temporarily over-burdened and requiring respite. Such services would require that:

a. a realistic number of workers be trained for this purpose;
b. all families have access to this service;
c. doctors and social workers be able to arrange for this kind of help, including as a preventive measure:
d. basic costs be paid by hospitalization insurance and/or provincial ministries.

At the present time, there are a few workers
of this kind available and the cost is prohibitive. We believe that support to a family at the right time could prevent serious problems and greater costs later on. The present services generally are available only when the crisis has already occurred. We believe that these services should be extended to serve a preventive function and to support families in their on-going child-care role.

The Location of Child-Care Facilities

Ideally, child care should be available near the home or place of work and easily accessible by public transportation. Large employers should be encouraged to provide child care in the workplace. Municipalities should consider neighbourhood schools and other neighbourhood-based facilities, which offer a practical location for child care: siblings can stay near each other; play, medical and other facilities can be rationalized; and older children can learn responsible parenting and caring as a natural and basic function of life skills. Therefore we recommend that:

2.10 municipalities and industry give special preference to the establishment of child-care facilities in locations easily accessible to families.

The Employer’s Role

The workplace and the family should not be in conflict. Parents who work as bread-winners should have the right to fulfill their family responsibilities when the need arises. Mothers and fathers have equal rights and responsibilities. Based on these tenets, the Canadian Commission has adopted the following principles:

a. that no distinction be made between male and female parents when considering those benefits which provide for the care and nurturing of a child or children;

b. that no distinction be made between natural and adoptive parents.

We recommend that:

2.11 all employers provide two weeks of paid maternity leave. This would provide income protection for employees during the days leading up to and immediately after childbirth or during the Unemployment Insurance waiting period.
2.12 One week of paid leave be available to all employees on the occasion of the arrival of a child. This would include natural fathers and male and female parents of adoptive children. In the case of adoptive parents, the one week could cover the first week the adoptive child is in the home.

2.13 Either parent be able to take unpaid leave of up to fifteen weeks following the birth of a child or the placement in the home of an adoptive child, the entire period to be covered by Unemployment Insurance. The employee should be able to take paid vacation leave equivalent to existing leave credits instead of Unemployment Insurance parental leave or take it as a means of extending the parental leave. An employee should also have the option of returning to work earlier than the full fifteen weeks, should loss of income during unpaid leave or job security be a problem.

2.14 While on maternity/paternity leave, an employee accumulate all benefits, such as seniority and incremental pay increases.

2.15 In the case of unpaid leave for adoptive parents, the employer continue to pay the employer's share of superannuation and other benefit contributions as it now does when a natural parent takes unpaid leave.

Although pregnancy is not an illness, it should be recognized that sickness can occur during pregnancy. Therefore we recommend that:

2.16 Paid sick leave for illness during pregnancy be allowed, with only the normal proof of illness required.

We also recommend that:

2.17 Sick leave cover complications, such as drug reactions and caesarian section, that may occur during childbirth. These complications should be covered by paid leave just as elective surgery is.

2.18 An extension of unpaid leave up to a maximum of one additional year be allowed when a
doctor's certificate is provided stating that a longer period of maternity leave is required for health reasons.

2.19 the need for medical certificates to demonstrate capability to work be dropped in line with the Canada Labour Code. 

In the event of the illness of a child we recommend that: 

2.20 a fixed number of paid days be allotted to employees so that parents can stay at home during the illness of a child. We suggest that a paid leave package of ten days be adopted, consisting of up to three days' leave without a certificate and seven days with a medical certificate. These parental leave days would be for emergencies, not for long-term care, and employees would not be able to carry them over from one year to the next, as in the case of paid sick leave.

In recognition of the importance to all concerned of the nurturing of young life we recommend that:

2.21 one year's leave of absence without pay be allowed for all employees for "family responsibilities", especially for those responsibilities related to the caring role. Job security should be guaranteed in such situations.

2.22 a parenthood insurance scheme, similar to that already in place in Sweden, be established as the long-term strategy which best enables both men and women to participate in the paid labour force, while at the same time fulfilling their responsibilities as parents. Following the birth or adoption of a child, parents should be entitled to nine months of "child leave", which they could split between them if they so wished. The parent choosing to stay home on child leave should receive 75 per cent of his or her regular income. Coverage should be universal within the paid labour force.

2.23 employers provide alternative work arrangements for all employees, such as flex-time, job sharing, part time, etc., and that such arrangements include all the benefits of the full-time work arrangement, prorated. Unions
should be encouraged to bargain for these alternatives and to see them not as a threat to union strength, but as the work pattern of the future. Shorter hours for all employees should enable them to spend more time fulfilling family and community responsibilities.

Public Information

With the trend towards childlessness in Canadian society, there is a danger that those citizens without children will have less tolerance and understanding of the needs, especially the financial needs of children. The current artificial separation of home and work may also lead to the work environment being unresponsive to the needs of the parent-as-worker and to the needs of the child. Therefore we recommend that:

2.24 information programs and contacts between adults and children be encouraged, in order to bridge the gap between home and work and make the adult world more responsive to the needs of the child.

As an example, employers should be encouraged to involve their personnel in child-oriented community and school activities, and to offer information and educational activities for children at the workplace.

Target Groups

all employers, labour unions
Economic issues as they affect children
"Canadians like to believe that ours is a society in which all children are born with equal chances to rise as far as their abilities will carry them. Though they begin their lives in very disparate circumstances, we comfort ourselves with the belief that success is as attainable for the child of humblest origins as for the most affluent. The facts, however, are otherwise. To be born poor in Canada does not make it a certainty that you will live poor and die poor—but it makes it very likely.... "The tax system and the income security system together determine the patterns of income redistribution in this country. The changes that are made in these systems as a result of the present federal-provincial review will affect the lives of every one of Canada's poor kids. New programs that are adequate to raise Canada's poverty families out of poverty will transform the futures of these poor kids. Inadequate programs will leave them facing the grim prospects that mark the landscape of their lives today."

---Poor Kids

Success in affluent, industrialized societies is seen as growth in the gross national product, profits and other primarily financial measures. Long-term considerations for a pollution-free environment, for the development of health-abiding lifestyles and for humanitarian aspirations have been eroded in favour of more immediate material gratifications. The standard by which we measure the progress and growth of a nation's economy should be governed by respect for the human being. In light of this belief and the above statement from Poor Kids, we recommend that:

3.1 human and social values be central, determining factors in establishing the direction of our economy.

It is often difficult to preserve humanistic values in our affluent society. All those who come into contact with children, especially in a professional capacity, should keep in mind the importance of a holistic and balanced socialization of children. Therefore we recommend that:

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3.2 Educational authorities assume responsibility for conveying to children a balanced set of social and economic values based on concern for others, the accomplishment of personal objectives by non-violent methods, cooperation, generosity, and in general, the balancing of the "I" and "we".

ECONOMIC ISSUES

Children are not independent economic entities: they depend on the family for their economic welfare. The normal working of the economy and the economic policies of government therefore tend to affect the child indirectly through the family. The effect of government economic activities on the family is felt in two main ways; through government's impact as an economic decision-maker and through its impact as an employer.

Federal and Provincial Policies

Federal and provincial governments set economic objectives and determine and execute policies to achieve these goals. In their policies to regulate economic factors such as unemployment, inflation, income levels and the balance of payments, governments affect the real income of families and, as a result, the welfare of children in the families. Since the quality of life of Canadian families is inextricably linked with the economic decisions made by governments, a concerted effort should be made to ensure that the economic decision-making process takes into account the well-being of the family and the child. Therefore we recommend that:

3.3 the federal government prepare a comprehensive study of the fiscal measures that have a direct impact on child welfare. This should be done in co-ordination with the provincial governments, who should also study their own child welfare measures. These studies could form the basis of a comprehensive national family policy.

A study to compile and analyse the overall effect of fiscal measures on child welfare, both on the long term and short term, is sorely lacking. As a result, fiscal measures are developed in isolation of many factors and often provide only stop-gap measures to alleviate temporary financial stress on families rather than strengthening family life through adequate support programs.
Fiscal measures to strengthen the family are available through taxation, major programs such as Family Allowance, matching grants to day-care and health programs and income support programs. But before fiscal programs can have a positive impact on the family, adequate budgetal allowances are necessary at the outset. Therefore we recommend that:

3.4a the federal government, in the determination of expenditure envelopes by Cabinet committee, ensure that adequate resources are available for expenditure on measures related to child welfare through the setting of adequate envelopes for the Social and Native Affairs Policy Subcommittee.

3.4b the federal government, through its approval of the five-year envelope framework tabled by the Minister of Finance at the time of the Main Estimates, recognize the importance of growth in expenditures on child welfare-related programs, through the approval of adequate envelopes for the Social and Native Affairs Policy Subcommittee.

Income Support Programs

We recommend that:

3.5 current income support programs be re-examined with a view to their consolidation into one comprehensive program that would ensure every Canadian family an income adequate for its basic needs.

At present the child tax exemption is an inequitable deduction because it returns more to the rich than to the poor. For poor families who pay no income tax, nothing is returned. Therefore we recommend that:

3.6 in accordance with the recommendations contained in the National Council of Welfare report, In the Best Interests of the Child, the child tax exemption be examined, and if it is abolished, that the monies saved be redirected in their entirety through increases in the child tax credit.

Target Groups

- federal government,
- Minister of Finance,
- Members of Parliament

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Target Groups

- federal government,
- provincial governments,
- labour unions,
- corporate sector

Family Allowance is not as equitable as the child tax credit because all families receive it regardless of income (although it is taxable once received), but its strength is that it is paid to the mother and recognizes her special role in the family. Since this monthly reminder of our collective concern for all children in the country has an inestimable psychological value, we recommend that:

3.7 the universal Family Allowance scheme be maintained in recognition of the special role played by the mother in the family unit and in recognition of the state's responsibility to all children.

**Employment**

Poverty is the single most important factor in problems of health, behavioural disorders and learning and developmental delays among children. Poverty is often linked to unemployment and tends to prevail in families where the head of the household is female and the number of children is higher than average. To alleviate poverty and the negative effects it has on children, we recommend that:

3.8 the right to full employment be recognized for all. In working towards this goal, we recommend that an interim target be the provision of jobs for every household.

The role of government and industry as employers also affects child welfare through practices regarding the remuneration of employees, employment of women, flexibility of working hours and other practices affecting family income and work options. The role of government is doubly weighted in this respect, as it also serves to legislate and regulate some of these practices. Therefore we recommend that:

3.9 the federal government as an employer continue to place high priority on employment opportunities for women through the equal employment opportunities program and other means. Increased employment opportunities for women should be complemented by increased facilities for child care.

3.10 action be taken to reduce negative work-related stress that affects the quality of life for children and their families.

Because half of the employee's waking hours are spent in the workplace, it is in the interest, as well as the responsibility of the employer to provide an environment in which stresses are kept to a minimum.
3.11 the federal government as an employer increase the institutional options regarding work for its employees. The feasibility of shorter work weeks, job-sharing and flexible work hours should be considered, and increased options should be made available. Also, existing disincentives to part-time work in the federal Public Service should be eliminated.

International Policy

Economic issues touch the lives of children through the financial activities of governments and industry. But many indirect dimensions of economics also come into play at the international level to mould our lives. Keenly aware of these dimensions, we therefore recommend that:

3.12 utilization of world resources occur in a manner that narrows rather than exacerbates domestic and international economic disparities.

Today's resources belong to the children of today and tomorrow and should be developed in a way which will benefit both present and future generations.

The Child as Consumer

Current manufacturing and advertising practices are frequently at odds with the best interests of children, as evidenced by violence-oriented toys, massive television advertising campaigns using sophisticated marketing techniques and so on. In general, vigilance in overseeing the marketing of child-related merchandise is essential in order to ensure quality products. Therefore we recommend that:

3.13 strenuous efforts by both the public and private sector be encouraged and exerted to ensure and enforce consumer protection laws and to protect children from unscrupulous business practices.
Reference Material

The Canadian Commission, cognizant of the extensive work conducted by many agencies on matters of economics as they affect children, wishes to commend:

3.14 the recommendations of the following reports:


Life skills and education

Birgitte Nielsen
LIFE SKILLS AND EDUCATION

We can best help children and their families in their own neighbourhoods by making available to them the resources and expertise, the information and experiences they require for full lifelong education.

The neighbourhood community, which is being challenged by increasing alienation and mobility, urban renewal and a faster pace of life, must be supported, for it is one area where people are valued for what they are rather than for what they do.

As the school is the only structure situated within each and every neighbourhood that is accessible to all children and their families, it is thus the most appropriate facility to develop as a community-based centre for lifelong education.

Working together, social agencies, medical and dental personnel, nutritionists, recreation consultants, members of the local business community and education personnel can meet with local residents to develop a neighbourhood plan for the use of school facilities.

Community Schools

We recommend that:

4.1 the school serve as a neighbourhood centre for lifelong education.

The local school could serve as a central resource for formal and informal education up to secondary graduation, providing a lifelong education centre serving all ages and offering both certificate and ad hoc courses which would enable people to resume their education at any time in their lives. To do so, the school should work with other community agencies.

4.2 community-based centres, established on a multidisciplinary model, be developed within, or adjacent to neighbourhood schools where children and their families could receive immediate, non-judgmental support.

Imparting all the necessary life skills to a child is a task beyond the ability of any family alone. The need for assistance of various kinds to families is becoming greater as a result of changes in the family structure and the increasing complexity of society. This does not mean simply providing families...
with more "experts"; it means making resources available so that parents have access to courses and information on such things as parenting, food preparation and medical or health concerns. Community-based centres would also allow parents to use library materials, to take advantage of a creative play area for preschoolers, or simply to meet with other neighbours within structured and unstructured programs.

4.3 life skills and cultural and recreational programs be developed so that children and young people can explore new ways of discovering their diverse heritages, of learning their own value systems and of expressing their thoughts.

We are rediscovering the value of fitness programs, participatory theatre and art classes as ways of becoming more familiar with ourselves and others, as well as for integrating the whole person. These activities should not be restricted only to those designated as "gifted" but should be available to all children who want to participate, including the mentally and physically disabled.

4.4 programs be offered within the community-based school at times which coincide with family needs.

At present, school timetables do not coincide with the workdays of parents. The community should offer care programs for children before and after school hours—programs that are enriching experiences for young people, conducted by qualified staff. When necessary, programs of this nature should be extended to include serving nutritious meals and providing for medical and dental appointments at the school, which might be difficult for parents to schedule during working hours.

4.5 children and young people have daily access to reliable information to enable them to make decisions in such areas as sex education, birth control, rights and grievance procedures, the court system and so on.

The potential of the school to offer such information could be expanded through courses.
such as law and consumer education. Community groups knowledgeable about specific areas could provide current information on a year-round basis, using the facilities and resources offered by the school. These services could be co-ordinated by a youth worker based in the school.

4.6 school buildings provide a safe and healthy environment for all children.

Children must be assured of a clean environment with proper sanitary facilities, good ventilation, adequate lighting and low noise levels. Since children spend so much time in school, cheerful lunch rooms and proper recreational facilities must be provided. The school structure should permit disabled youngsters to move freely through the building.

4.7 financial support to schools be maintained at the present level of funding, with the rate being adjusted for inflation. Extra services which are provided through the schools should be charged to the appropriate government department.

If schools are to function as community centres, the demands and costs of services such as mental-health counselling, medical and dental screening must not be at the expense of the education budget and personnel.

4.8 co-operative recreation be encouraged as an alternative to higher cost competitive sports.

Community sports facilities should be designed with co-operative games in mind—games in which everyone can win, regardless of sex or size. Activities that could be pursued into adulthood would allow for the participation of whole families, as well as establishing positive recreational habits in young people.

4.9 children, their parents or guardians and concerned adults be involved in the determination of school and community programs.

Children as consumers and their parents as tax-payers should have the opportunity to discuss school programs and contribute sugges-

Target Groups
ministries of Education, boards of Education, parent-teacher organizations, advocacy groups for the disabled, community health officials, school architects

provincial ministries of Education, Health and Social Services, boards of Education, municipal health and social services

municipal recreation departments, boards of Education, faculties of Education, instructors of Physical Education and Recreation

parent organizations, ministries of Education, boards of Education, municipal recreation planners
tions for curriculum, discipline, extra-curricular activities and community recreation programing.

Personnel

We recommend that:

4.10 children and young people have access to trained counsellors and youth workers within their own communities.

Young people should have access, on an informal basis, to professionals who are informed and understanding in order to sound out ideas and develop plans of action to deal with, for instance, crises which arise in their personal relationships. Counsellors should be accessible, supportive and prepared to advocate on behalf of the young person or to link him or her up with other support systems if necessary. As well, an ombudsman or some other channel especially reserved for children and young people, should be available within provincial and federal human rights commissions.

4.11 all children be taught or cared for by personnel appropriately qualified for the task. The needs of children should be the priority of decision-makers in the area of educational services. Often, however, efforts towards cost efficiency induce educational systems to place inadequately trained volunteers or para-professionals in teaching situations.

Education Programing

We recommend that:

4.12 children be offered a balanced curriculum containing intellectual, cultural and social pursuits, including life-skills education, moral education, the creative and performing arts and physical education.

Because of social considerations or economic pressures, school curricula often concentrate
on only one aspect of children's needs, ignoring other areas which would help children in their development. For example, at times of financial cutbacks, cultural and artistic programs are reduced in quality and quantity; at times of high unemployment, vocational or job-related courses are given high priority, sometimes to the detriment of other, equally useful programs and courses. A balanced curriculum would, on the other hand, give students the knowledge and skills needed to cope with all aspects of adult life.

4.13 a much wider use be made of moral education programs.

Attention should be paid to the solid work done in recent years in moral education, based on extensive research on the moral and spiritual development of children. Courses in moral reasoning, logic, ethics, language and the pursuit of truth should be integrated into school curricula.

4.14 the school offer within its curriculum an education for economic life by providing opportunities for young people to learn how to function effectively as producers and consumers in the marketplace, in social services, the legal system and the educational system.

Learning to survive with integrity within an increasingly complex and money-oriented society requires skills. Young people need to learn money management, how to budget, how to assess needs versus wants and how to cope with bureaucracies. When requiring outside support or paying taxes and insurance, they must have a knowledge of the agencies and bureaus which exist to assist them. Finally, they need an understanding of the ways in which they can influence decisions made at planning levels about such critical topics as environmental protection and the energy crisis.

4.15 the school take a lead in establishing education about democracy by recognizing participation and consultation as rights of children, and that participation and consultation be incorporated into the teaching process, the curriculum and co-curricular activities.
Responsible participation in democracy is a process which must be learned. The child of today may become a worker within a bureaucracy or a member of a union and will certainly be a voting citizen and a participant in government. Participation could be adopted as a method of a pedagogy, even in the primary grades, and courses could emphasize not only the structures of government but also the means by which an individual can participate. Student councils could become mechanisms for young people to participate in the decision-making processes that affect the life of the school.

4.16 the school curriculum include education about unions.

Unions make positive contributions to the everyday lives of millions of North Americans. Most young people will become union members automatically upon entering the labour force. The contributions that they can make as union members, and the responsibilities that accompany membership, could be taught through courses within the curriculum.

4.17 driver education courses be available to young people during the school day.

Driving safely and responsibly on highways is a skill that should not be left to chance.

4.18 education on life skills, lifestyles and life cycles be seen as critical to education.

Current lifestyles are varied and dynamic. With the increasing participation of women in the work force, pairing and parenting roles are being rethought. An acceptance of people of other ages and other lifestyles, and an understanding of the capacities of individuals to adapt as they grow older and meet new experiences can break down old stereotypes.

Education and Employment

We recommend that:
4.19 the school system give young people time within the curriculum to pursue vocational interests through on-site community learning experiences which are supervised by school teaching personnel whose major responsibility is such supervision.

A balanced curriculum requires that young people have appropriate opportunities to bring together their interests and abilities with the potential that exists in the working world. Such career education requires that certain teachers be relieved of heavy classroom responsibilities to properly supervise field work.

4.20 the working community assist in the education of young people, especially those with a disability, by providing the opportunity for on-site community learning experiences for school students.

Teaching young people how the real world works cannot be done only in a classroom. Employers must take more responsibility to ensure that future workers are well-trained and satisfied with their jobs by providing potential workers with opportunities to experience the nature of employment.

4.21 vocational education counselling be geared to society's needs for skilled workers. Canada Manpower must be empowered to make projections on a five- to ten-year basis so that high schools and post-secondary education authorities can quickly implement courses to meet future employment needs.

The National Nature of Education

We recommend that:

4.22 free educational services, from preschool to the completion of secondary school, be available to all children in Canada, regardless of geographic location, socio-economic status or disability.

Preschool education is far from universal in Canada. Where the population is too small to
permit certain programs within present structures, school bussing, correspondence courses or use of the electronic media should be developed. Health, recreation and cultural experiences should be included in education programming for the full development of children.

4.23 a national bureau of education be established at the federal level to co-ordinate the activities of various federal government authorities, to study problems in Canadian society that affect the schooling of children (for example, mobility), to make recommendations to the appropriate authorities concerning research into education and to study the fiscal problems affecting education.

At present there is no central government agency to provide information on education in Canada or to recommend new approaches that would be relevant to today's society. In addition to advising on educational planning, such a body could also develop national standards for health and safety or encourage the teaching of both official languages in all schools.

4.24 native children be assured of instruction in their native language, customs and heritage, as well as in the official language of their parents' choice.

The education system must ensure the flowering of the native culture by providing support to the teaching of native languages and customs in schools. At the same time, native children should be able to function in Canadian society along with their non-native peers.

4.25 all parents have the right to choose the official language of instruction for their children where the number of students warrants it.

4.26 all children have the opportunity to learn the second official language.

If Canada is to fulfill its ideal of being a bilingual country, a commitment must be made to ensure that schools can provide effective education programs in second-language learning.

Target Groups
federal government,
the Prime Minister,
the Minister of Health and Welfare, the Secretary of State, ministries of Education

native rights groups,
Indian and Northern Affairs, ministries of Education, boards of Education

ministries of Education, boards of Education, parent associations
International and intercultural understanding
INTERNATIONAL AND INTERCULTURAL UNDERSTANDING

When the International Year of the Child was first declared by the United Nations General Assembly in December 1976, one of the major areas of concern was the distressing state of children in the world's developing countries. It was hoped that International Year of the Child would produce a heightened awareness of the problems facing these forgotten children. And it was hoped that out of the year would emerge something of positive and lasting benefit to them. Thus the international aspect of the Year of the Child had two main thrusts: education--teaching our children about the disparities that exist in the lives of children around the world; and action--doing something tangible about these disparities.

During the last decade, more and more organizations involved with the developing nations have turned their attention to the educational process at home. However, it has quickly become evident that our own school systems are not adequately equipped to provide our children with an understanding of other cultures and the disparities that exist between these cultures. This, ironically, is at a time when varied lifestyles are so common in our own cultural mosaic.

The development agencies that have had access to the school systems have found an eager and receptive audience among young people for educational materials and programs relating to developing nations. For example, a major "development education" program, organized by UNICEF and the Red Cross, was adopted this year by schools across the country. This ambitious program was endorsed by all ten ministries of Education and co-ordinated around a nationally televised program, which in turn was keyed to printed material provided to all teachers and students in Canada. This team effort was a special project for the Year of the Child, but it need not end there. In Denmark, Sweden and the Netherlands, development education has been added to the curriculum and is strongly endorsed and supported by the educational system. In Norway, development education has been adopted by an act of parliament as a recognized course for credit study.

If we hope to equip our own children to face the realities of a rapidly changing world, we too must teach them about the world in which they live.

Statement of the Canadian Commission 1979

Recognizing that the future of Canadian children is inextricably linked with that of children in the rest of the world, this Commission goes on record as deploring the injustice to which millions of children are subjected, specifically apartheid and the exploitation of child labour, and urges the Government of Canada and the non-governmental community to continue their efforts to redress these injustices.

Recognizing that the future of our world is at stake, the Commission also encourages the Government of Canada in its efforts to bring about arms control, and we urge the Government to redirect funds currently used for arms towards improving the situation of children.
The Commission commends the efforts of non-governmental organizations to protect the children of the world from "commerciogenic malnutrition" due to the abandonment of breastfeeding. These efforts contributed greatly to the success of the WHO/UNICEF meeting on Infant and Young Child Feeding in Geneva at which the members of the International Council for Infant Feeding Industries agreed to stop all advertising and promotion of breast-milk substitutes. However the battle is not yet over. We support all continued efforts required to reduce infant mortality and morbidity due to inappropriate commercial practices.

Development Education

We recommend that:

5.1 a national development education program be encouraged through the Council of Ministers of Education as a follow-up to the effective national program that took place during the International Year of the Child.

As a follow-up to the 1979 program, we urge the Ministers of Education to look at formalizing this proposal in 1980 in order to maintain momentum generated during the International Year of the Child. Although students are the primary target group, many other groups must be involved in order to make this program successful.

5.2 the provincial ministers of Education and others consider the proposal to make development education a formal part of the curriculum.

Each ministry of Education should review its activities in the area of development education and work with the interested organizations both to create a program that responds to provincial needs and to ensure basic standards as to scope, content and quality.

Development Action

We recommend that:

5.3 the Canadian government re-emphasize, through
the Canadian International Development Agency, its commitment to the development strategy of basic needs with minimum disruption to the social structure of the country being helped. This commitment should manifest itself not only in CIDA's own projects but also by a significant increase in the amount of aid channelled through voluntary agencies.

Millions of children in developing countries are living in absolute poverty. They are sick, malnourished and illiterate. The world may have become a global village, but these children are living in its gutters. Money is not the only solution, but it is a major and a necessary part of that solution. Only a significant increase in the aid being expended on the poor of the world will improve the lot of children internationally.

**Promoting International and Intercultural Understanding**

We recommend that:

5.4 those involved in media programing provide many more programs which are sensitive to the aspirations of other cultures and other peoples. Technology has made the world a smaller place but we still do not know each other any better. As long as we continue to think that our fellow humans are different, prejudice, fear and hostility will characterize our relations with them. The media, particularly television, have a significant influence and therefore a significant opportunity to shape attitudes and promote international understanding.

5.5 programs be developed to create awareness, understanding and respect for cultural diversity in Canada and in the international community. Curriculum units that discuss different social customs, value systems and comparative religions should be offered at all levels of education.

It is of great importance that children in
Canada come to appreciate and cherish the extraordinary richness and variety of the cultural traditions of our country. The unique quality and promise of Canadian life comes from the strength of our two major cultural traditions with their intertwined history, and from the contributions made over many generations by our native peoples and other ethnic groups. Programs stressing Canada's cultural diversity would help to create a society based on tolerance and understanding, a society in which each new group would be welcomed as a positive element.

It is our goal to hasten the process that will eliminate racial, religious or any other form of prejudice, to achieve harmony, tolerance and friendship among people with equality for all.
Native children
NATIVE CHILDREN

In analysing the state of affairs affecting native children in Canada today, six things immediately stand out:

a. Members of the native community believe that there has been virtually no progressive change for native people of Canada, despite countless research projects which have involved thousands of dollars and have funded many non-native researchers;

b. It is the opinion of many native people that the happy and healthy development of native children has been indirectly interfered with by the non-supportive and ignorant attitudes of many Canadian people, and that most Canadians, in particular those in positions of power within the bureaucratic system, are either consciously or unconsciously ignorant of native culture or possess racist tendencies;

c. Native people themselves are usually not centrally involved in administrative and judicial decisions which affect native children;

d. Native people have barely adequate or non-existent child-care resources of their own at the community level;

e. Third and fourth world poverty conditions describe the environment of most native children and result in a high ratio of family break-ups, suicide, alcoholism, severe depression and criminal behaviour. This fact stands in tragic contrast to the higher standard of living experienced by most other Canadian children;

f. Actual native involvement in the political process by holding elected office (except now in the Northwest Territories and to some extent in the Yukon) is virtually non-existent, contributing to a lack of financial and other resources being available to develop real approaches to the problems of native children and their families.

The interaction of these six factors affecting native children in Canada and their families creates a situation which can only be alleviated by radically altering the civil status, economic conditions and political power of native people in this country.

The recommendations outlined below therefore have as their basic objective the effort to move comprehensively towards dramatically improving the conditions under which native children and their families must live. This will not be achieved overnight, but it will never be done unless the governments of Canada (municipal, provincial, territorial, federal) all strongly reaffirm the historical rights of native children, and at the same time, make it the highest priority to take concrete steps to improve the quality of life of native children and their families.

Justice and Administration

Long-term survival of native children as a distinct cultural entity requires a continuing commitment of the Canadian people to native rights.
Not only do native people regard these rights as inherent because of hundreds or thousands of years of occupation of the land of Canada, but we all must recognize the bargains made between Indian nations and the Canadian nation (represented by the British monarch). Large tracts of land, the extent of which is still the subject of dispute, were ceded in return for treaty rights. Therefore, acknowledging the treaty rights of Indian peoples and their children we recommend that:

6.1 the treaty rights of Indian peoples and their children be upheld, particularly rights to hunting, trapping and fishing, and furthermore that rights to land, hunting, trapping and fishing possessed by all native peoples in Canada be upheld.

Native Indian children must always have their special rights safeguarded to ensure their long-term survival. The Commission also encourages the early settlement of land claims throughout Canada (keeping in mind that some parts of Canada, eg. most of British Columbia, have never been the subject of treaties), in order to ensure that Indian families have the necessary resources to protect and support their children.

6.2 section 12 (1) (b) of the Indian Act be repealed.

Action on a well-publicized issue affecting Indian children is long overdue for solution. The issue has arisen in modern times out of the Lavall decision in 1971 of the Supreme Court of Canada. Many Indian women and their children have suffered injustice in Canada over the years because they have had their rights under the Indian Act taken away by marriage to non-Indians; this is unlike Indian men who do not lose their rights by marrying a non-Indian. The registered Indian man's non-Indian spouse is simply added to the Registry of Indians. The resulting social and economic repercussions (loss of kinship, land) are particularly devastating for children.

6.3 a native-controlled system of juvenile justice be developed in those cases affecting native children, beginning with native lay panels and community diversion committees, whose powers would be statutorily defined by provincial and territorial governments and eventually evolve into tribal courts.
The principle of involving native peoples themselves in the judicial decision-making process is of paramount importance. Recent statistics indicate that up to 60 per cent of the children currently in care are native children. To develop a system of juvenile justice and child welfare that is more appropriately designed to meet the needs of native youth, we urge the continued exploration and evaluation of successful native juvenile diversion programs and lay panels such as those described in legislation in British Columbia.

Legislative authority granted Indian bands in the Indian Act, Section 8 (c), to make by-laws involving "law and order" (subject to approval by the Governor-in-Council) provides a statutory basis for the development of native lay panels, diversion committees and even tribal courts.

6.4 all provincial/territorial departments of Education develop Indian studies as part of the school curriculum in elementary, secondary and post-secondary institutions. This should include:

a. the development of native teacher-training programs;

b. affirmative action teacher employment programs, developed and supported by local school boards;

c. the teaching of local native dialects, where numbers justify it, to be financially supported, and equivalent in content to French immersion programs now offered;

d. the composition of school boards that reflect the Indian/native population of the community, either by direct representation or by invited participation;

e. culturally relevant family life information be offered to native youth.

The teaching of native studies must reflect those aspects of native culture which historically have helped ensure survival. However, it is important that native studies take into account the realities of the 1980s so that native people can survive in today's work world. Most important, however, is to ensure
that native studies strongly support the concept that spirituality transcends material concerns and is a distinct way of life.

6.5a provincial/territorial departments of Education and the Department of Indian and Northern Affairs be required to support and provide adequate funding for innovative educational programs such as survival schools and other alternate schools.

6.5b equivalent funds be made available for the education of all native children, regardless of the type of school attended.

6.5c appropriate funding be agreed upon by provincial, territorial and federal governments to allow the establishment of native-controlled secondary and post-secondary institutions. The Indian Federated College at the University of Regina, for example, should receive adequate funding.

Whether or not education is "working" is sometimes difficult to measure, but one criteria is the drop-out rate. In some Canadian jurisdictions, and in U.S. states such as South Dakota and Wisconsin, native-administered "survival schools" seem to be able to increase native children's interest in schooling and reduce drop-out rates by reaffirming the native child's identity through education. This is a healthy development, but not the only innovative educational program which should be encouraged.

The particular gifts and sensitivities of native children should be valued, and their cultural heritage should be integrated in a positive manner into the learning experience.

6.6 payments to school boards on Master Tuition Agreements and Tuition Agreements with the Department of Indian and Northern Affairs (and its agents) should be based solely on the actual numbers of Indian children attending school on an on-going basis throughout the school year.

If tuition monies for native children followed the child, this would provide incentives to school boards to develop innovative programs to prevent Indian children from dropping out.
Under the current system, whether or not the child remains a student beyond September, the school board has the benefit of the tuition funds.

6.7 a more comprehensive system of schools for Inuit children be available in the North. And in those areas where there are not sufficient numbers of Inuit to warrant the building of a separate high school, the staggered use of existing schools be permitted.

It is recognized that the population of Inuit is small and scattered, but we cannot condone sending children far from their homes for schooling if any possible alternative can be found. There is growing lack of communication between Inuit parents and their southern-educated offspring. The assimilation of Inuit values and the Inuit lifestyle by the southern secondary educational institutions presently attended by Inuit youth is creating a real chasm between parents and children. Educational facilities are needed in the North now to preserve the vibrant Inuit way of life and to stem the assimilation of Inuit youth into the dominant culture.

6.8 a national first citizens fund, modelled along the lines of the British Columbia First Citizens Fund, be established by the federal, provincial and territorial governments in order to help Métis and non-status Indians obtain post-secondary education.

Though it is true that education is within the jurisdiction of the provinces/territories under the BNA Act, a fund for native children coast to coast to advance their education would be a sound idea. An educational fund is a particular need for the most disadvantaged group of children, the Métis and non-status Indian children. In the case of native children, many joint federal-provincial, cost-sharing, education-related projects exist in Canada. The B.C. First Citizens Fund model is an excellent example of the state helping "raise-up" the disadvantaged native minority by, among other things, providing financial support to needy students.

6.9 the Minister of Employment and Immigration and
the Minister of Indian and Northern Affairs, in conjunction with their provincial and territorial counterparts, immediately assign a new priority and allocate funds necessary to train all native children between twelve and nineteen years of age who ask for it in employment skills, and that departments and ministries of Education make room within the curriculum for the appropriate vocational training for native youth.

The Training on the Job (TOJ) and Canada Manpower Industrial Training Program (CMITP) ideas have not materially helped the native child who is a school drop-out. Nor have school systems adequately prepared young people to move directly into vocations. A fresh approach, directly involving Indian band councils and Métis and non-status local organizations is needed.

Before native people can improve their own economic situations, they must be trained for, and have access to the employment opportunities which exist near their settlements. Some major industrial projects have discriminating criteria which shut out natives who have not been able to acquire the minimum educational qualifications on paper. Further, it is the contention of native people that some firms are not hiring natives who are qualified. For example, the Alberta native tribes are preparing a case against Syncrude (Canada) Limited under provincial legislation.

Communications

We recommend that:

6.10 the Canadian Radio-Television Telecommunications Commission make a study as to the content of native culture in the electronic media, particularly television (specifically in relation to television violence).

Canadian and American-made school books give a distorted picture to native children of native peoples' place in Canadian history. For example, the now-recognized decisive contribution of Louis Riel to the Manitoba Act is largely ignored in many history books. Only
recently, in the television production of "Riel", was a more balanced viewpoint advanced. The study recommended here should explore:

a. media exposure of Indian, Inuit and Métis heroes, male and female;
b. development in the media of a positive image for Indian, Inuit and Métis people, male and female;
c. programs generated by Indian, Inuit and Métis, to be made available on regular national broadcast networks.

Health and Welfare

Good health and adequate nutrition are necessary before native children can aspire to other achievements. The desperate situation of the health of the native child prompts us to recommend that:

6.11 Indian peoples' right to free health services be legally upheld, and that the claim for free medical care for all native children be affirmed.

In some treaties a "medicine chest" provision is found, but more often the treaty language is silent with respect to medical care. Nevertheless, anyone who reads the official reports of the treaty commissioners sees again and again a promise of free medical care to Indians as part of the bargain for the ceding of vast tracks of land. Both law and morality require a clear reaffirmation of these promises. It is a national disgrace that this issue has been distorted and turned into a federal-provincial football, when it should be considered a right for Indian people, not a gift.

6.12 there be developed a better system of prenatal and postnatal counselling and health-care services for Inuit babies and their mothers to counteract the high Inuit infant mortality rate and to draw the attention of medical services to need of a better service.

6.13 the federal Minister of Health and Welfare accept the responsibility for creating with the provinces and territories a national task force on the health-care needs of Métis, non-

Target Groups

- Health and Welfare, provincial departments of Health
- Health and Welfare, territorial and provincial health authorities
- Health and Welfare, native organizations
status and off-reserve Indian and Inuit children, with special emphasis on all urban-based native people.

The state of health of the urban-based native people and their children is cause for serious concern. The proliferation of health services available in urban areas is not being utilized by natives, so, consequently, the level of their health is low. Many are simply not able to afford provincial health-care systems which they find themselves involved in as urbanites. Free health-care services to Métis and non-status Indians are never provided by government unless the individuals are on social assistance. Off-reserve Indians and Inuit away from the Territories are not eligible for free health-care services after a certain period of time.

The intent of this recommended study is to take action towards better health-care services to urban natives and to native people in general. One can look to the Seattle Indian Health Board as one example of a good, workable health-care service for urban native people.

6.14 there be an immediate examination by the federal, provincial and territorial governments of the diet of northern Inuit people, with particular focus on:

a. direct and indirect taxes now imposed on food sent to the North;
b. the effect of Inuit dependence on high-priced, southern-grown foodstuffs.

It is unfortunate that high food prices exist in the northern part of the provinces and in the Territories. This is partly because of direct taxes (e.g. on energy). The nutritional intake of native children who live in the North is directly affected by the price of food. Poverty and high northern prices hurt Inuit children. Therefore, some form of northern subsidy may have to be created.

The Berger Commission reported: "In testimony, the medical authorities gave particular attention to changes in diet: native people are eating less meat, more sugar, and mothers have been encouraged to bottle-feed rather than breast-feed their babies. Dr. Elizabeth Cass said the shift from country
food to southern food has resulted in widespread myopia; Dr. Schaefer associated the change in diet with extremely high rates of child sickness in general and with middle-ear disease in particular. Dr. Mayhall described an epidemic of dental disease and very high rates of tooth decay and gum disease in the North. We understand that a change in diet may cause such problems when we realize that local meat has a higher food value than meats imported to the North. Some changes in diet are plain to see, such as the consumption of great quantities of pop.¹

6.15a the federal government work with all native individuals and organizations to prepare an Indian child welfare act, which shall contain within it legal protections for all Indian children in Canada. Furthermore, we recommend that each provincial and territorial government prepare a native child welfare act, which would apply to all native children in the territory or province and contain legal protection parallel to the federal statute. Much discussion would have to occur to compile a list of protections, but they should include the right of a native child to grow up in a native environment. The first priority here should be given to the native child's natural home, with the role model/authority figure always being a native person. As well, if the natural parents' home is not available, a foster or adoption home run by native people should be the preferable resource.

Rather than getting lost in the complexities of the archaic Indian Act, which applies only to registered Indians, the federal Parliament should pass a new statute specifically aimed at the child-care needs of Indian children. Provisions of this proposed federal statute (which would include enabling provinces/territories) could parallel the American Indian Child Welfare Act. The passage of such a

federal statute, coupled with a request that the provinces and territories pass similar laws extending similar legal protection to all native children in the province or territory, would serve to alleviate an enormous problem—the inordinate number of native children in care and in custody. If similar legislation were passed, it would stop the "buck passing" between federal and provincial/territorial government departments. This is because a unified national approach for native child care would then exist.

The passage of a federal statute in this field should first assuage the constitutional concerns of Indian leadership (who also know of Section 88 of the Indian Act which makes all provincial laws of general application apply to Indians). As well, many Indian people and bands now make use of monies and programs from provinces/territories for another acute problem—economic development.

6.15b native people be trained in social work skills so that they may handle their own child welfare and social work. This should include:

a. involvement and invited participation of native workers in provincial/territorial social workers' in-service training programs;

b. the development of affirmative action programs in schools of Social Work to increase the numbers of native people in training programs in post-secondary institutions;

c. the offering of a native studies component as part of the required subjects in all Social Work training programs;

d. the development of a separate social work training program.

6.16 the cultural value of the native shaman as a deliverer of health services that will improve the well-being of native people be respected and recognized.

Studies made and reported to the Canadian Psychiatric Association show the usefulness of native shaman in native health care. Innovative health-care treatment can be provided to native people by using native specialists in the healing arts.

Target Groups

The Prime Minister, opposition leaders, Indian and Northern Affairs, provincial and territorial departments concerned with Health and Social Development, native organizations (national, provincial and territorial), schools of Social Work, Health and Welfare, provincial and territorial health authorities, Canadian Medical Association, Canadian Psychiatric Association, provincial, territorial and national native organizations.
Environment

We recommend that:

6.17a the right of native children to a clean environment be affirmed, and we condemn pollution in Canada of air, water and land.

6.17b the philosophy and expertise of native people be utilized at the policy and planning levels in areas of environmental protection.

6.17c the secondary consequences on the ecosystem as it affects native people be fully investigated prior to implementing new programs which react upon the general environment.

Some sectors of the non-native Canadian society are slowly becoming aware of the native Indian's philosophy of life and respect for the environment. This awareness developed through a confrontation with the results of the materialistic society's way of life. We have already witnessed the detrimental effects of acid rain, Minimata disease, floods, air inversions and other forms of pollution on native populations who are particularly vulnerable.

If man wishes to see the continuation of the human race on his base called planet Earth, he has no other recourse but to become aware of other ways of living, specifically, lifestyles that adopt more responsible attitudes towards environmental protection, as well as recognizing man's place in the cycle of nature.

Religion

6.18 the Canadian people recognize the sanctity of native spirituality in whatever form it takes.

The non-acceptance of non-native Canadians of native spiritual practices as a viable religion and the detrimental effects of this non-acceptance is today very evident.

Target Groups
Department of the Environment, departments of Fisheries (federal, provincial and territorial), wildlife and sports federation groups, provincial, territorial, and national native organizations

Target Groups
Council of Christians and Jews, departments of Corrections, Department of the Solicitor-General, provincial, territorial and national native organizations, Health and Welfare, ministries of Social Development
The litany of ills need not be restated here, as they are known.

It is the opinion of some native people that the aim of organized religion brought to Canadian native people by Europeans is assimilation. Indian spirituality is the very basis of a native person's being. To deny him/her this was, and is to deny "personhood".

Indian people in Canada do not comprise one tribe; there are many tribes. Each tribe has its way of practicing its religion. This is comparable to the non-native Canadian public which is comprised of many racial groups and many different religious practices.

What needs to happen now is a public acceptance of Indian spiritual practices as a religion by Canadians through their churches, governmental (provincial/territorial and federal) institutions and agencies and their laws. The generations of native children, those born and those yet to be born, need freedom to practice the spiritual practices (religion) of their choice. They need a recognized "personhood".

Conclusions

The rationales and eighteen recommendations listed above have as their purpose the furthering of the legitimate cause of all Indian, Métis and Inuit children in Canada.

The on-going work of concerned Indian, Métis and Inuit people and native organizations as it relates to children requires strong support for an action-oriented posture. These recommendations are meant to encourage action.

The on-going work of native people and native organizations as it affects children will undoubtedly be expressed in 1980 so that actual, as opposed to rhetorical programs, may be made to improve the quality of life for all native children in Canada.
Continued in part 2 (split for file size, not in original report)