

SOCIAL WELFARE

The social, moral, and economic future of any community depends upon the welfare of the children. Thus does it become the duty of society to protect that welfare. The physical, mental, and moral welfare of children must be safeguarded if we are to be actively concerned about the quality and character of our citizens. We must not lose sight of the health, happiness, education, and religious training of the youth of our country, if we are to maintain the democratic form of living that we are striving so hard at the present time to preserve. In our zeal for war-work, let us not forget the needs of the destitute children within our own borders. Adequate food, clothing and shelter for the unfortunate children in our own community must be provided and our own Child Welfare work must go on.

Children are very much the product of adult attitudes of mind. Even though each child is an individual and each has a separate personality and each personality presents individual needs, children must accept what we as adults provide for them. Thus does our responsibility become the greater.

Public Health

Keeping the health of a nation at a high level is a very essential part of our war effort. It is impossible to work or live to the full without good health. Individually we are always concerned about this matter but, from a community standpoint, it is even more necessary to maintain a high standard of health. Physical unfitness is keeping approximately 20 per cent. of the young men who have volunteered for Active Service from entering the Army. From a national standpoint, this is not only deplorable but also tragic.

The rate of maternal mortality is high in Canada. Pre-natal health clinics would do much to relieve this situation and certainly the value of prevention has been well exemplified by the control that has been gained over tuberculosis, diphtheria, scarlet fever and many other communicable diseases.

Subjects for Study

Each locality has its individual requirements and it would be advisable that the Social Welfare convener of each Institute centre her attention upon the needs of her own particular community before deciding which subject should be studied. Study and discussion should be followed by definite action in the proper direction or much of the time and energy spent will be wasted.

Some subjects for study and discussion are Sanitation and Health, Soils and Health, The Municipal Doctor, Hospitalization, State Medicine, Dental Health in Schools, Dental and Tonsil Clinics, Mental Health Clinics, Immunization, Prenatal Care, Local Boards of Health, Health Supervision and Medical Examination in Schools, Value of Cod Liver Oil and provision of same for underprivileged children.

Health Insurance

It will be necessary that Institute members make a very careful study of the various phases of health insurance during the following year. The fundamental concept of health insurance is the co-operative association of a large number of persons who agree to share amongst themselves the burdens caused by sickness, death, unemployment, etc., by the payment of the necessary contributions into a common fund. Insurance is a device for sharing burdens and not for shifting them. The Municipal Doctor System, Hospitalization and State Medicine are separate schemes and should not be confused. It would be advisable that Institutes make a careful study of each.

The Municipal Doctor

The Municipal Doctor System has proven efficient in Western Canada. St. Joseph's Island, near Sault Ste. Marie, is the only community in Ontario that is being served by a municipal doctor.

The municipal doctor gives the care that is ordinarily given by a general practitioner. This includes general medical services, obstetrical care, and minor surgery. He acts as medical health officer for the municipality. He conducts immunization clinics, inspects school premises, and examines school children. He equips a suitable office, supplies his own car and supplies patients with ordinary drugs for temporary relief on his first visit. The municipal doctor system does not include hospitalization. The municipal doctor's salary is obtained by direct taxation of property and the doctor receives a salary varying up to \$5,000. Conditions in Ontario may demand a salary varying up to \$7,000.

During a five-year period in Manitoba, the cost of hospitalization for relief patients was cut in half in areas that employed a municipal doctor.

Hospitalization

There is a voluntary hospitalization service which is open to the public whereby a member pays to the Hospital Association 50c. to 75c. per month which gives him the right to three weeks hospitalization in a public or semi-private ward.

State Medicine

State Medicine involves a plan altogether different from that of "insurance" and care should be taken that it is not confused with the latter. State Medicine is a system whereby the state provides medical services for the entire population or a part thereof, and under which all practitioners are employed, directed, and paid by the state. The true meaning of the system is state compulsion and control. Further study of State Medicine is being carried out by the proper authorities and more will be heard about this system later.

One proposed plan is Compulsory Health Insurance whereby all people having an income up to \$2,400 will be compelled to belong to the system. It is proposed to make contributions by a three-way method. Employee, employer, and government are the contributors! This would eliminate all present health insurance systems.

Cod Liver Oil Fund

A very valuable piece of Social Welfare work that can be carried on by Women's Institutes is the establishment of a Cod Liver Oil Fund to be used for underprivileged children. Care should be taken to make certain that these cases are bone fide and administration should be by direct co-operation with the Social Welfare agencies that may be functioning in your own particular locality.

The work of prevention is greater than the work of cure and I hope the Women's Institutes of the Province of Ontario will make the coming years banner years in the promotion of Public Health measures and make certain that our Child Welfare work becomes more intensive and effective.

(Contributed by Mrs. L. E. Haney, Provincial Convener).

JUNIORS MOBILIZE

(Continued from page 1, col. 4)

unit has been undertaken during the club year.

Nutrition Clubs everywhere report improved food habits of members and members' families, and adoption of approved practices in food preparation. For them, being well fed means more than freedom from hunger. It is having each day and every day the kind of diet that will build a healthy and strong body. Training schools are now being held in eight counties in a new Nutrition Club "The Cereal Shelf".

Juniors! You have work to do—a part to play in winning this war. This will require preparation, training, clear thinking, acquiring skills, developing resourcefulness, self-reliance, dependability and ability to cooperate with others.

(Contributed by Florence P. Eadie, Women's Institute Branch).

THE LARGER UNIT OF ADMINISTRATION

The Larger Unit of Administration is not the Consolidated School. Under the Larger Unit, the schools will continue as they are under a representative board of trustees which looks after several schools.

Procedure to be taken for the organization of a township school area is found in sections 15, 15a, 16 and 17 of the Public School Act of 1936. These sections are now named sections 15, 16, 17 and 18 of the Revised Statutes of Ontario 1937.

The summary of township school areas in Ontario to October 1941 were—

Areas Organized	Boards	Sections
Before 1938	15	83
In 1938	15	70
In 1939	43	213
In 1940	26	147
In 1941	31	153
	130	666

Reasons for Township School Areas:

1. "The present school section was intended only for the period of development when early settlements were taking place and when school sections were not geographically connected with each other."

Yet, in most cases, rural schools today are governed in the same way as in pioneer days at greatly increased cost per pupil, as the attendance at the average rural school is decidedly smaller than in 1871 when, under Dr. Egerton Ryerson, Ontario schools changed from the 'fee' to the free system.

2. The township area aids in giving equal school privileges to every child with equitable distribution of cost.

3. "In the countries forming the British Empire and in 45 per cent. of the states making up the American Union, the larger unit for school administration is proving to be a distinct success, e.g. Scotland has now 37 Education Authorities compared with some hundreds of parish boards formerly. In the United States, 22 states have the county or township board. England has only 317 boards. British Columbia has the municipality as its unit. Alberta has seven inspectorial areas, one board for each, in which they are experimenting with the larger unit. In South Africa, there is one board for every 40 schools. Australia and New Zealand have no local school authorities beyond advisory committees. Ontario has still more than 7,000 school boards".

Benefits to Trustees

The board of trustees of the larger area is elected by all the ratepayers of the area and much more care is likely to be taken than under the present system when only a few ratepayers attend the annual meeting and appoint the trustees. Only men and women interested in education will stand for trustees.

The board of trustees would meet more regularly and give more study to local school problems. "Inspectors would be able to meet the board more frequently to discuss current school problems and to formulate plans for the future". There would be more efficient secretarial work, better annual reports and more effective use of legislative, county and township grants.

Benefits to Teachers

The teaching staff would be more efficient as misfits could be transferred and poor teachers eliminated. The teacher's rights as an individual would not so likely be infringed and his or her tenure of office will be more secure. Frequent group conferences of trustees would ensure better conditions. Permanency of the teacher in a rural school would offset the present example which the average teacher sets of leaving rural communities for higher pay, usually in urban centres.

Benefits to Children

Pupils unable to reach high or continuation schools daily would be able to get a more complete course ending with Grade IX or Grade X. Pupils leaving school at sixteen years of age will be completers and graduates, not failures.

Sectional boundaries being removed, children can be connected with schools which are more convenient and better suited to their needs.

Athletic field days could be arranged for the area and rural school fairs would be more successful.

Courses in shop work, home economics, agriculture, music, business practice, etc., would be the privilege of every rural child, by means of itinerant teachers.

Medical and dental services, up-to-date libraries and general school equipment for the use of the pupils would be more general, as they could be secured more cheaply by a central board than by an individual board.

Benefits to the Ratepayer

There would be a uniform school rate over the area.

The Department of Education offers, as an increased grant over the regular legislative grant, the sum of \$100.00 per school section as an aid towards the equalization of school rates after the new township school area begins to function.

References

From Packet Loan Library, W. I. Branch, Dept. of Agriculture, Toronto: Publications from various sources.

From Canadian Association for Adult Education, 198 College St., Toronto:

Is it in the public interest to adopt Larger Unit for administration purposes? 10c.

How can the Larger Unit for rural schools be financed? 10c.

How was the change to the Larger Unit effected in the Province of Alberta and with what results? 10c.

(Contributed by Mrs. J. S. Gordon, Beaverton).

LETTERS FROM ENGLAND

Letters from England are opened with anticipation these days. The ties of friendship which unite English and Canadian women were never stronger. It is an inspiration to us, so far from the battle front, to read between the lines their stories of courage and faith.

Mrs. Charles Russell, Letter Friend secretary, writes, "Life goes on very normally still, in spite of the continued and further restrictions necessary, both for the increasing war effort and because of the spread of the war to the Far East . . ."

"I think you may be interested to hear the results of the work of preservation of surplus fruit in the villages last summer, undertaken by the Institutes. A total of 1,764 tons of fruit was preserved. In my county of Essex we had 200 centres and managed to preserve 102 tons, 1 cwt. of fruit. The jam we made actually provided a years ration for 13,013 persons. We are already preparing for the next season's work.

We are as well very busy preparing for discussions throughout the Institutes of all the Post War problems we must face and it is most interesting, and even exciting, to find, as we do, the real interest that members are taking in these discussions."

Seeds Have Arrived

Miss Edith Walker, Agricultural Secretary N.F.W.I., writes on January 26 to thank Ontario Institutes for seeds,—"I find it very difficult to convey to you how much these gifts of seeds are appreciated by people over here. The idea behind the gift of Canadian country people helping the country people of England to feed themselves, has captured the imagination of everyone. People enjoy saying, 'You must have some of our beans or peas to-day. The seeds came from Canada'; and so the food is doubly appreciated.

If it is at all possible, please continue to send us these seeds. In the meantime, will you please make sure that your Institutes know of our deep gratitude and appreciation of what they have already sent us."

A letter of March 3 from Miss Walker indicates that all the seeds have arrived in time for sowing.