

too, through our organizations to put pressure on our Governments to release more experts for technical assistance work and where possible to spur qualified persons on to volunteer for this work. We can raise money to supplement the grants from Governments for the work of UN agencies and we can send our carefully considered suggestions — if we have any as to things we would like to see included in their programme.

### Through Understanding Each Other's Cultures

It was recommended that each Women's Institute or other constituent society should devote one meeting each year to the study of a book on another country; that records of the music of all countries should be on loan at libraries — these records, or records owned by members, to be used at institute meetings; that international festivals or "folk festivals" be promoted — and if possible an A.C.W.W. Choir Festival. It was suggested that consideration be given to publishing an A.C.W.W. song book containing songs of all countries represented in A.C.W.W. Reference was made to Canada's Tweedsmuir Competitions as an idea that might be used internationally; and to Ireland's "long playing" record of Irish songs, the idea being that other countries might produce such records to be loaned to A.C.W.W. groups. It was reported that an Institute in England produced a TV play with the result that they were asked to tour Germany where they were entertained in German homes. In Ceylon an educational institute has been set up to foster national arts, music, drama and crafts; Institute members are trained at this centre and the movement has spread over the country — there was no suggestion as to how this could be used internationally.

This group had an interesting discussion on the significance of various countries' national dress. (It would seem that this might be put into print and pictures which could easily be circulated among A.C.W.W. groups and that it might create special "understanding" among women.) The same might apply to the handicrafts of different countries.

Understanding each other through Homemaking and housewifery seemed to offer a special avenue of understanding for women of an organization whose first objective is better homes. Members told of how they are attacking this problem in their own countries and the group stressed the importance of working with the low income groups, teaching them to make the best possible use of their available resources.

### Through Understanding Youth

Our own F.W.I.C. President, Mrs. Keith Rand in an address to this group gave the following summary of what we must try to understand in young people:

1. Their boundless energy and need for activity — this applies to all youth but we must consider the especially bright who may acquire lazy minds.
2. The deep need for affection and understanding and security — all young people need this — here is the problem of broken or unsuitable homes and the fact that the retarded need this, too.
3. Related to the last is the need to be accepted by a group — the ill-effects from nonacceptance.

4. The desire to excel or at least achieve in some sort of activity.

5. Their inquisitiveness or desire to learn.

6. The lack of prejudice in a child.

7. Inherent differences in individual interests and abilities.

8. Differences caused by environment.

9. The need to try their ideas.

10. The complexity of problems facing the youth of today.

Some of the recommendations for creating a better understanding of youth and a better understanding among the young people of different countries were: An interchange of students; an exchange of visits of young people from one country to another; international youth clubs such as are common in Great Britain, Europe and U. S. A.; home hospitality to foreign students in the homes of the country where they are studying.

There was a good deal of discussion on educational systems, extension courses and education in family living, which we have not space to report here; but we believe our Ontario Institute members would be interested in these notes from the section on what is being done for the handicapped child:

The British Columbia legislation requires a doctor to register the child born with a physical or mental deformity. Any such child receives treatment and training for as long as it is necessary. In Ireland, teachers are provided to train parents and guardians or friends of the handicapped, enabling them to understand the problems confronting their afflicted children. In Canada and U. S. A. there are itinerant teachers who visit children in their own homes, also auxiliary classes in public schools for slow learners. In Sweden, children help children. Girl Guides and Boy Scouts spend much of their time with children who have some disability, teaching them to take part in games, camps and other childhood activities. In Rhodesia, funds for schools and homes for the Blind and Physically Defective, Spastics, Mental Deficients and the ineducable child were raised by voluntary effort. Many physiotherapists and other workers are on a voluntary basis. The Housewives' Guilds in the Netherlands are interested in teaching blind women in their own homes. In Denmark one well-known school cares for all types of maladjustment in one and the same building — each helps the other. The child is taught to face life as he must live it. Denmark assists in the prevention of problem children. Copenhagen has a club for children of working mothers, where the ten-year-old and over may go to play, read or work, quite voluntarily. In the summer the underprivileged children are taken to large holiday houses, staffed by voluntary helpers. A final comment was: A.C.W.W. members are taking a practical interest in work for these children, but perhaps they can make further efforts to educate parents, as there is an obvious need to encourage true family life so that the exceptional child does not become a misfit in the community. The child, normal or exceptional, needs love and security. Where better can he find it than in a good home? In Norway and Sweden, "Family Relations" is a subject taught in the schools.