

jects and taught in national schools, under the management of a Commission, the duties of citizenship, and the system of municipal and state government, independent of any sect or creed."

"Insist on obedience to constituted authority. As there is such a lamentable lack of discipline in home training, it should be given in the schools,—military training for all boys of between 16 and 20 years of age, also a modified form of military training for girls."

"Would teach children in school to co-operate with householders in making this a 'city beautiful.' Destruction of flowers, lawns, fences, etc., should be considered a serious offence."

"A school farm where pupils might be taken as students, not sent as prisoners, would mean the salvation of many misguided lads who finish their careers in bank-robbery."

Through the Community at Large

"Every facility and encouragement should be given to public discussion through the establishment of community centers or otherwise. Addresses on Citizenship should be delivered and instruction classes for those applying for citizenship papers should be organized."

"Proper and adequate areas must be supplied for outdoor sports, where citizens may mix. For instance, North Toronto in many square miles has no ball grounds. Buildings for clubs to keep boys off the streets ought to be built and properly supervised."

"If the alien (enemy or otherwise) is to continue in our midst, as he likely will, I would suggest the adoption of a very definite plan of compulsory education for him, whether he is young or old, in English and in the manners, customs and institutions of our country."

Would closer co-operation between the home and school make for the advancement of both agencies?

Could this be accomplished by greater use of our schools as community centers and an extension of the work being done at present by the Home and School Leagues?

EFFECTIVE CITIZEN CO-OPERATION

WHAT IS EVERYBODY'S BUSINESS SHOULD
BE EACH BODY'S BUSINESS

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EDUCATION IN CITIZENSHIP—Story No. 2

The Making of Citizens

- Through the Home
- Through the School
- Through the Community
at Large.

The Good Citizen—

"a person who habitually conducts himself with proper regard for the welfare of the community of which he is a member, and who is active and intelligent in his co-operation with his fellow members to that end."—U.S. Bureau of Education,

Bulletin, 1915, No. 23.

In response to Bulletin No. 75—"Education in Citizenship—Story No. 1"—many expressions of opinion and many suggestions were received by the Bureau as to steps which might be taken to improve our training in citizenship. A few of the comments and suggestions are listed below:

Citizen Opinion as to How Training In Citizenship Might be Made More Effective:

Through the Home

"Teach children that 'civility' does not mean 'servility.' Strict obedience should also be taught. Outside of the teaching of honesty and truthfulness, there are, to my mind, no things better that can be taught the youth to help him in making a good and desirable citizen than obedience and civility."

"Education of any kind naturally starts at home, and it is to the home and its surroundings that we must look if decent citizens are to be obtained. The growing boy and girl in our city is, in the majority of cases, brought up to look upon the Mayor and Council as a collection of incompetents and possible grafters. . . . Fathers and mothers must be forced to take a greater interest in municipal affairs and obtain a true viewpoint of the personal worth of their representatives, if this condition is to be remedied."

"Informed citizenship, by educating one's self as to municipal and national life and government, should make public life clean, free from graft and corruption."

"Cultivate at home and at school, by teaching by example, a feeling of local pride and patriotism—not sectional or sectarian, but general—so that every child will know that he and she can do much to improve and assist the community."

Through the School

"Are not the children being put through school in the same way as a flock of sheep would be washed? Can a system be introduced by which the character of a child, its disposition, peculiarities and ability will be noted as it passes up from one grade to another? Would this give a child some self-consciousness and produce better results?"

"A sound, well nourished, erect body is fundamental, else much effort may be wasted. . . . Would urge more attention to health of child."

"Put male teachers of high ideals in our schools who can set an example of manliness to boys."

"To improve education in citizenship, co-operate with the teachers of History in the Toronto High Schools and Collegiate Institutes. The subject of Civics and Elementary Economics should receive more attention than it does."

"The average child leaves school with almost no knowledge of how his home city is governed, and by whom. . . . Would it not be possible to arrange for the aldermen of the various wards to visit the schools at certain times during their tenure of office and thus become known to the rising generation of voters?"

"Short talks on 'How Our City is Governed' should be given the senior scholars, by men and women who are not teachers, but who are actively engaged in some phase of municipal work."

"The great value of the Technical Schools should be emphasized and they should be made even more attractive."

"There can be no true, loyal citizenship apart from Bible teaching. Bible teaching should have a definite place in the school, also in teachers' examinations."

"All children born under the protection of the British flag should be classed as British sub-