

may 1978

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# **CIVIC AFFAIRS**

## **Teaching Local Government:**

**A Responsibility of the  
Educational System**

**MAY 1978**



**Bureau of Municipal Research**  
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# Teaching Local Government:

A Responsibility of the  
Educational System



**Canadian Cataloguing in Publication Data**

Bureau of Municipal Research  
Toronto, Ontario.

**TEACHING LOCAL GOVERNMENT**  
(Civic Affairs; May 1978 ISSN 0045-7027)

ISBN 0-919066-10-0

- I. Local Government - Study and Teaching (Secondary) - Ontario
- I. Title
- II. Series

JS1721.052B67 1978 352'.007'12713 C78-001284-4

## INTRODUCTION

At the Ontario Conference on Local Government annual meeting in December 1974 concern was expressed about the manner in which our secondary schools currently provided instruction regarding the subject of local government.<sup>1</sup> There was a suspicion among those present that very little instruction was being provided and there were a number of reasons suggested for this situation. However, rather than rely on this casual assessment of our educational system, delegates decided to initiate a more thorough investigation.

The Bureau of Municipal Research was asked to spearhead a review and evaluation of how the subject of local government was currently being dealt with in the secondary school system in Ontario.<sup>2</sup> An OCLG steering committee was formed to provide support and guidance to the research effort. Following the initial research document, OCLG and the Bureau co-sponsored two workshops in Sudbury and Peterborough. The purpose of the workshops was to test the original findings as well as obtain valuable feedback from teachers, students, local government representatives and many others regarding suggestions for improving the ability of our schools to provide an adequate level of instruction on the subject of local government.

The consensus is heavily in favour of making considerable changes in how local government is taught as well as how much instruction is provided for each student. There are mixed opinions as to the exact methodology to be employed in teaching local government, however most people who participated in this study would prefer a local government unit within an existing Canadian History or Canadian Geography course.

While the Ministry of Education initially resisted suggestions for such a unit, they were sympathetic and supported efforts made to research the problem and develop solutions. Finally, moved by strong pressure from people wanting more Canadian content in our educational system as well as a return to basics, the Ministry decided to require 2 mandatory Canadian Studies courses in all secondary schools. These courses must be in place by September 1978 and while writing teams have been busy preparing course outlines, there is little evidence to indicate that local government will receive prominent coverage. The accent probably will be on provincial and federal affairs.

We can speculate on the reasons for avoiding the necessary treatment of local government such as the wide variation in the form of structure of municipalities, the wide range of size and population, the differences in issues affecting each municipality, and the difficulty of interjecting politics into the classroom. However, there was consensus at the two workshops previously mentioned that most, if not all, of these concerns could be dealt with adequately. All that is really required is a commitment on the part of the Ministry of Education officials, school boards, and teachers to implant instruction on local government in a meaningful way into our educational system.

We firmly believe that the evidence to support such action is provided in the report that follows. Also while we agree that a comprehensive course outline is needed, there may be a time lag until such a teaching tool is available.<sup>3</sup> Therefore, we conclude our report with a section devoted to providing teachers with a very basic outline with which they can develop their own local governmental unit until a more comprehensive unit is forthcoming.

1 OCLG is a consortium of private and governmental agencies interested in improving the understanding of local government (see Appendix XIV).

2 The Bureau made the original suggestion that this item become a priority for OCLG.

3 The Regional Municipality of Ottawa-Carleton has initiated a programme to develop a course on local government which may be ready for testing by September 1978.



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## CHAPTER I

### INITIAL RESEARCH PAPER<sup>1</sup>

#### INTRODUCTION

How important is it to teach local government and how can we possibly begin to define such an all-encompassing word? In a recent effort to document the extent to which the educational system in Ontario is addressing this problem, an interesting fact surfaced. When students in various grades, in different areas of the Province, were tested on their basic knowledge of local government, *most grade 8 students did as well or better than most grade 12 and 13 students. Why?*

Is there a connection between such test results and the apathetic nature of our society towards local matters?

An examination of the curricula in most school systems reveals a heavy emphasis on provincial and federal matters in the teaching of history. Again we ask, why? Is it because these matters are more important or simply because teaching them is so much easier or convenient?

Good citizenship should, in the estimation of many, begin at the grassroots with a basic understanding of how all three levels of government work and evolve not only to an understanding of current issues, but also to the point where each and every citizen can truly make the system work on his or her behalf.

If the school should bear a certain amount of the responsibility for preparing students to become "better citizens", how can this best be accomplished, especially in light of the difficult task of establishing priorities within the curriculum? We must eventually come to terms with the lack of proper teaching tools, undertrained teachers, limited time, limited financial resources, and especially a limited interest on the part of key decision makers to do anything about the problem.

And while the focus of our study is on local government as taught within the history curriculum, certainly we recognize the importance of subjects like geography and science in covering many issue-related topics such as the movement of people and ecological matters. The very impetus for this study grew from a suspicion that efforts to teach either structural-or issue-related matters were minimal and certainly fragmented.

This study was undertaken as a cooperative effort with the Ontario Conference on Local Government and was designed to test for the level of pupil knowledge, the extent to which local government is taught, a sampling of informed opinion concerning why more is not done and what the prospects are for improving the teaching of local government in our schools.

#### CURRENT STATUS OF THE SUBJECT

Education has experienced several curricula revolutions stressing various subjects at different times. There has also been a general shifting from a very structured educational system to an unstructured one. However, one subject, local government, has been passed over as regards any concerted effort to design a comprehensive programme for our schools.

Our discussions with educators from across the Province revealed that a small number of teachers are touching on local government in their courses on Canadian studies, geography, or the physical sciences. There has also been a small effort to introduce the newly developed unit course entitled, "People, in Politics". But by and large, these efforts have depended very heavily on the interest of the individual teacher which unfortunately is minimal.

<sup>1</sup> This report was originally published in October 1975. Mrs. Gloria Quinlan, a private consultant, was co-author with BMR Executive Director, Charles K. Bens.



Aside from the lack of general interest by the teachers, which may be caused by many factors, there is an obvious perception in the teaching ranks of a lack of resource materials for use in the classrooms. We have found this to be partially true, but not entirely so. It would appear that there is a wealth of material in various libraries on a wide range of local government subjects but no one has bothered to put these together in one easy-to-use package.

What appears at first to be an ongoing lack of interest or lack of recognition of the importance of local government is actually a case of misplaced enthusiasm. Everyone with whom we discussed this project felt it to be important and many offered suggestions for improving the present system. Individually, they reiterated the need to bring all the information together to prove that a problem exists and also expressed the desire to become involved in whatever process would be suggested for bringing about reform.

In attempting to secure background information on this topic, three research tools were utilized:

- 1) a student questionnaire
- 2) a "Bright Lights" questionnaire
- 3) submission of briefs

An analysis of each of these follows.

### ANALYSIS OF STUDENT QUESTIONNAIRE

A questionnaire was prepared and distributed to selected classrooms across Ontario. Its objective was to ascertain how familiar students were with the structure and powers of municipal government as well as their knowledge of current issues. We surveyed 278 students, ranging from grades 8 to 13. Of this number, 128 came from small, rural municipalities, the remainder from schools in medium and large urban areas. Classes were selected on the basis of the size of the community as well as geographical location to establish a valid cross-sampling of the Ontario student population. The tests were administered without prior notice to the students in order to eliminate the possibility of certain classes preparing in advance for the test. In this way, we hoped to guarantee that each class would be judged validly against the others. We realized, of course, that depending on the grade and the school district involved, as well as the teacher, various classes may have been involved at certain levels of instruction on the subject of local government. But since this was what we were trying to test for, we merely made note in each instance of the prior level of instruction.

The questionnaire (Appendix I) consisted of 25 multiple-choice questions in the areas of structure, broad interest and issues. Questions were of varying degrees of difficulty on a scale of one to four, with one being a question of minimum difficulty and four being of maximum difficulty. Students were cautioned that some questions had several correct answers, but that they were to choose the most accurate one. It was felt that this method would show not only if the student knew a right answer, but also how well he understood the concept contained in the question.

On the average, students managed to answer 52% of the questions with a range of 5% right on one question to 96% on another. Questions tended to be either well answered by all classes or poorly answered. There appeared to be little difference in the number of correct answers given by students in grade 8 and grade 13, or even between a grade 10 class with no background in municipal government and another grade 10 class whose teacher was personally interested in the subject and apparently taught more of it. Overall results appear in Appendices IV and V.

Many topics included on the questionnaire could be covered by other courses. For example, a question on the most endangered component of our environment could well have been dealt with in a science class. Questions on issues, such as the costs of housing, have provincial and federal connotations and therefore may have been discussed in civics classes where local government was not the focal point. It should be recognized that learning about local government can also take place outside the school system.

As an indicator that factors outside the school system affect learning, students obtained an average mark of 59% on questions of broad interest and a mark of 65% on issue-oriented ones, while scoring only 45% when answering questions on the structure of local government. Their ability to answer certain categories of questions better than others can possibly be explained by the fact that questions on issues and of broad interest tend to be reported in the press and discussed at home. The important role that the media plays in disseminating information about local government is highlighted in the Bright Lights survey. Respondents felt they obtained their knowledge of municipal politics principally through newspapers and television. However, there appears to be at least one major gap that the media is not filling and that is in dealing with the structure of local government (the how and why of government).

The system of weighting questions on a scale to determine how well students could answer difficult questions, tended to confirm our estimation of current student knowledge. Questions of minimum difficulty were answered correctly by 85%. Level 2 questions received a correct response of 58%; level 3, 30%; and level 4, 41%. In drawing up the questionnaire, we assumed that structure, interest and issue questions would be treated equally by the school system. Students did more poorly than anticipated with the level 3 questions, which happened to be all structure-based questions. One question in particular, on Hydro Commissioners, was answered correctly by only 5% of the students. This tended to pull down the average score obtained for questions with that level of difficulty.

A chart indicating student responses to questions included in the Appendices (Appendix IV). This paper will not attempt to analyze each question, but rather highlight some of the more significant results. Interestingly, those questions which revealed a deficiency in knowledge or confusion on the part of students, also tended to be questions on the structure of municipal government. Two examples of obvious confusion with the other levels of government were evident in questions dealing with the frequency of municipal elections and on the party which elected the most candidates in the last election. The question on the frequency of municipal elections was answered correctly by 51% of the students. However, almost half of the students from Ottawa thought that every four years was the correct answer. Few students selected the three-year term, an interesting fact in light of the rather recent change away from the three-year term. Only 18% of respondents knew that the "independents" elected most candidates in the last municipal election (which for most students had been only six months earlier). Many selected the Conservatives, Liberals or the N.D.P., illustrating their confusion with the other levels of government. Obviously few students realized that party politics is absent in a formal sense at the local level and therefore all candidates run as independents. In questions such as this, the wrong answers gave as much insight into students' knowledge as the right ones.

Students did relatively well on some questions involving the structure of local government. Looking at specific responses, 48% knew how a municipality may borrow money; 55% gave the correct answer to a question on which local service spends the most tax dollar; 56% knew which tax that was most utilized by local government; while 59% selected the right answer to a question on the largest item in the social services' budget. Their scores may be the result of good press coverage on money matters.



In some instances, students did poorly on a question because they did not give it enough thought. Only 28% were able to give a correct answer to a question on who determines how often garbage is collected. Many tended to select the most obvious answer (Public Works Department), without pausing to consider who made the final decision (City Council).

The whole question of what actually represents an acceptable percentage of correct answers has not been dealt with up to this point. It has been assumed that 50% might represent an acceptable level of attainment. But, in consideration of the fact that there was little difference between the scores of 8th graders and grade 13 students, there is an obvious concern raised. Should not the students in the higher grades be able to perform at a much higher level if all other factors are equal?

### ANALYSIS OF BRIGHT LIGHTS QUESTIONNAIRES

The objective of this questionnaire was to ascertain the attitudes and impressions of people representative of various sectors of the community, yet not directly involved in the school system. The major categories for this purpose were identified as — elected representatives, appointed officials, labour representatives, business representatives, academia, general citizenry and the media. At one point in the development of this particular tool, the term "Bright Lights" was applied to this questionnaire, probably arising out of the feeling that these people are involved and concerned and tend to be in positions of leadership in their respective fields. It was felt that their perceptions arising from their roles as parents, residents and taxpayers, were a reflection of the public's viewpoint and therefore valuable for the purposes of this study. Again there was care to include communities of various sizes as well as a good geographical representation. The actual questionnaire appears as Appendix II of this report.

Significantly, there was a high degree of consensus on all questions, suggesting that the opinions expressed in this questionnaire are indicative of public feeling. A total of 50 responses were received.

The majority of respondents (84%) felt that "not very much" or "none at all" was being taught about local government in the school system. No one replied that "a great deal" or "a good amount" was being taught. Almost all respondents felt this was totally insufficient.

When questioned on what they feel most affects the amount of local government taught in the schools, 41% rated inadequate teacher training as the primary cause, and 35% felt this was the second most important reason. Lack of textbooks and other materials was ranked by 28% of respondents as the most important cause, while 34% felt it was a secondary reason. These results are reinforced by writers of briefs who felt both these areas to be significant determiners of the quality and quantity of municipal government taught in schools. Also cited were apathy and lack of interest on the part of teachers, the Ministry of Education and the general public as being responsible for so little being taught on local government. It is interesting to note that 48% of respondents to the Bright Lights questionnaire felt that local government as a subject was the least important reason whether it should be taught or not. In other words, they felt that local government was an important subject which deserves to be adequately covered in any school system. The following chart illustrates the weighted value of responses to this question.

Please rank the following in the order you feel they affect the amount of local government taught in the schools.

weighted value  
of responses\*

142	inadequate teacher training
119	lack of textbooks & other materials
87	not important enough
85	inflexible curriculum
49	reluctant politicians

\* the weighted values were calculated by assigning a value of five for all first choices, a value of four for all second choices, and so on.

How do people learn about local government? Of those who responded, 74% replied that most people learn from newspapers while 53% mentioned television as the second most important vehicle for imparting such information. The school system was ranked by 76% of respondents as being the last place where learning on this topic occurs. This divergence in how information is obtained is perhaps more noticeable when weighted values are assigned as in the following chart.

Where do you feel the general public learns the most about local government operations? Please rank.

weighted value  
of responses\*

215	newspaper
138	television
103	personal contacts
77	attending meetings
44	in school

\* the weighted values were calculated by assigning a value of five for all first choices, a value of four for all second choices, and so on.

Ideally, students should obtain their basic knowledge from school so that they will be able to make best use of the information offered by the media. This does not appear to be the case at present.



There were many comments on how a better educated and informed public would affect local government. It was felt that such a public would become more involved in daily community affairs; substantially increase voter turnout; elect more qualified public officials; strengthen our democratic system; and be a definite overall advantage to society and improve the decisions made. One question drew a split response — many people were not prepared to accept that even with a more informed public, we would be more satisfied with governmental operations. This might suggest that the more people learn about something, the less satisfied they are with it but this is obviously relative to the overall improvement which would apparently accrue from more knowledge and participation.

Respondents felt that reform of our school system in the area of teaching local government could best be accomplished by a joint effort involving teachers, the Ministry of Education, local government officials, an outside public affairs organization, parents and students. There was an obvious preference to have the Ministry of Education play a leading role in any reform, due to the recognition of the fact that any reform will, of necessity, need the approval and consent of the Ministry. As in other questions, respondents indicated that teachers would also be a key factor in any proposed changes. Several commented that efforts at reform should also come from school trustees and through teacher training.

Events in the community that inform young people about municipal government appeared to occur in a variety of forms. The most popular method cited by respondents was through environmental projects, followed by field trips, government day and open house in the mayor's office. While such efforts were felt to be useful, several respondents indicated they were not even aware of such special events. Several expressed their cynicism by pointing out that such efforts were superficial window-dressing; unstructured and not routinely available.

A high percentage of respondents, 84%, replied that they felt there was a correlation between the amount of local government taught in the schools and citizen apathy. They were gloomy in their prediction of the number of people in their community who could answer questions on local government. Accordingly, the survey group predicted that only 53% of respondents could answer whether their alderman/councillor is elected by ward or at large; that 38% would know if they have a board of control or executive committee; that 41% could reply correctly to whether they had their own police force and that only 24% would know who handled planning and zoning matters.

Reacting to citizen involvement in their own communities, respondents judged that voter turnout was fair; the quality of decisions, good; media treatment, good; and attendance at public meetings as poor.

Briefs were received from selected individuals who represented a cross-section of interest and opinion on the teaching of local government. There was, therefore, heavy emphasis on those involved in all phases of the school system; students, principals, teachers, trustees and administrators. They were asked to describe the treatment given to local government as a school subject in their community, to relate some of the problems with the teaching of local government as they see it and to suggest some solutions for reform.

The briefs attempted to quantify many of the same things which were sought in the "Bright Lights" questionnaire, but rather in a different format. Instead of utilizing multiple choice questions, it was thought that this group should be given the opportunity to more fully express their opinions in an open-ended way. Therefore, a hypothesis was provided and the brief writers were asked to write approximately 1,500 words on the topic. The outline for the brief appears as Appendix III of this report.

Their comments did not give radical new insights into the teaching of local government, but tended to confirm viewpoints often articulated but seldom documented prior to this study.

Descriptions of what is currently being taught about local government in several communities clearly showed that it varies tremendously in quality and quantity. One high school history teacher described the treatment of local government in his school as a "moribund topic". A school trustee stated that in her community "all phases of local government are covered quite thoroughly at the elementary level, but no civics course exists at the grade 9 or 10 level". One student complained that in his school a course in local government lasts only three weeks — scarcely enough time to explain what local government is. He noted that only students who take history, which is not compulsory, learn anything about local government, so that "the student never sees, let alone understands, the real technicalities of local government". A high school principal felt that in his school the topic of local government could come up in a number of ways. In the People in Politics course, the basic organization of municipal governments is studied. Students take tours of city hall and receive class visitors. He admitted that although this was an optional course, all students take grade 9 history which deals mainly with the federal government but does introduce some local concepts. He concluded that "the individual teacher contributes much to the scope of the presentation".

Based on the above comments and those in other briefs, it seems reasonable to conclude that the reason why students in grade 8 did as well on the questionnaire as students in grade 13 is because of the lack of any compulsory course in local government at the high school level. In essence, we are graduating students from grade 13 whose knowledge about municipal government is at a grade 8 level. Is this a satisfactory level of understanding?

Two reasons seem to predominate when considering why so little is being taught about local government in high school. One is the lack of good resource material on the subject, and the second is the knowledge and interest of the individual teacher. Both these areas were of concern to respondents in the Bright Lights survey. Seventy-six percent cited inadequate teacher training and 62% mentioned lack of resource materials as being the key problems. Often the two areas are interlocked. A principal commented that "teachers could benefit from teacher training and in-service programmes on the topic. Civics could well be a part of the course at the faculties of education throughout the Province". A Board of Education administrator agreed with this but mentioned the difficulty that many teachers come from outside of Ontario and Canada and therefore would not get a grounding in local government as practiced in this Province. Another person wrote "I see no difficulty in the teaching per se — the problem lies in stimulating interest in having the subject taught. In-service training for teachers could be provided." A teacher saw it somewhat differently. "As far as teacher training is



concerned, it seems that given adequate resources, any trained and qualified history teacher who can stimulate his/her students in Ancient, British, Canadian, American or any other branch of history would be able to do the same thing with local government. At present these resources are just not available." A grade 13 student felt that the method of teaching local government left much to be desired. He stated that "if a teaching method can be devised where the interest of all students is captured and maintained, more would be learned."

What do students want to learn about local government? They want to learn about issues. One student expressed it well. "Controversial issues should definitely be discussed. It would give the students a chance to see how difficult it really is for a municipal government to reach a decision on such issues. Also, interest, which is so vital to a course on local government, would be created." This was supported by a history teacher who felt that the best way to stimulate critical thinking was by an issues-oriented historical approach rather than the dull rote approach of civics.

How can the situation be changed? Our writers suggested that key people in the community create and promote a course in local government; that a new curriculum with an issue-oriented approach be devised and that teachers be involved at every stage in its development; that resource materials be developed; that programs already in use be extended for more effectiveness; and that a credit course in local government be created and the municipal government provide minutes of meetings and other documents so that students will learn about the realities of local government. Clearly some change is necessary. But whether some or all of these suggestions should be incorporated is a matter worthy of further consideration.

## CONCLUSIONS AND RECOMMENDATIONS

Prior to undertaking this study it would perhaps have been presumptuous to openly declare a need for major reform in the way our schools teach local government. There did not even exist a formal expression that the subject was one deserving a high priority in the list of courses offered in the school system. However, now some rather conclusive evidence has been gathered and it is more than appropriate to offer up an evaluation of the clear consensus which has been gained. Simply stated, as a result of this study we feel:

- \* *Local government is deserving of much more attention in our school system in Ontario, and,*
- \* *There should be a concerted effort to improve our ability to deliver a higher quantity and quality of treatment on this most important topic.*

Our observations reveal that there is truly a wealth of information which could be assembled on the subject of local government as well as many interesting and stimulating concepts on ways to improve the teaching of local government. It is also our impression that many people would welcome an opportunity to explore the potential for reform and the challenge of developing a meaningful and acceptable course of action. Therefore we recommend:

## RECOMMENDATION NO. 1

*That seminars be held in various cities throughout Ontario with representatives of the Ontario Teachers' Federation, the Ministry of Education, local government representatives, university officials, parents, and students, to develop new approaches to the teaching of local government and to create models for resources that would be most beneficial in this area. At least five such seminars could be held, one in each of the following cities: Toronto, Ottawa, Sudbury, Windsor and St. Catharines. An initial seminar could be held in one of the communities to determine the appropriate format and other working details.*

This pilot session could be 1-1/2 days in length with emphasis on problem identification and solution development utilizing small group sessions. One of the important components of this phase would be to determine the appropriate agency to undertake development of the solution as well as who should be responsible for financing such an undertaking. A possible third phase could involve the actual development of various resource materials and new programmes. The final phase might be an evaluation of the impact of the programmes and resources that had been developed.

The analysis of information received from questionnaires and briefs has revealed some serious gaps in our educational system, and possible areas for reform in the teaching of local government. It can be stated that the treatment of local government in high school varies from teacher to teacher and school to school. Generally, however, it is a subject that receives only cursory treatment. What little is taught about municipal government is covered in a compulsory grade 9 course which tends to be geared to federal concepts. In an option course on civics, local government is dealt with in three weeks and in some cases if the teacher is not interested in it or not prepared to teach it, it is left uncovered. It can be argued that students learn about local government in other courses but this is very fragmented and minimal indeed. Nowhere to our knowledge is there a course which brings all the areas of structure, interest and issue together in a concentrated in-depth course.

## RECOMMENDATION NO. 2

*That more emphasis be placed on teaching local government in the high schools. This can be accomplished in some of the following ways:*

- 1) *the creation of a comprehensive credit course on local government, the design of which may be developed in the contemplated seminars;*
- 2) *the strengthening of units which presently exist, covering material on local government by relating the issues raised more closely to the structure of municipal government;*
- 3) *the development of a technique for examining controversial issues which encourages critical thinking on the part of students; and the development of alternative solutions to those problems;*
- 4) *further emphasis can be given to the subject of local government by encouraging a speakers' bureau on a wide range of local topics; by suggesting that publishers develop a case study approach in their publications; by facilitating more contact between personnel in schools and government; and by increasing the number of publications on local government available in school libraries.*



The above represent only a small number of recommendations resulting from our limited observations and research. Hopefully, the seminars will produce not only additional recommendations, but will offer a full range of comprehensive programs for each of these recommendations.

Another problem with the teaching of local government appears to exist in the way it is taught. Obviously a dull rote approach does not stimulate student interest or thinking (nor the teachers for that matter). What seems to be needed is a new way to teach this important subject. Adequate and stimulating resources must be made available to the teacher. At the same time, teacher training must be provided to ensure maximum use of the new resources which are developed. Teachers who have a firm knowledge of local government will feel more comfortable with this subject and therefore will have a greater tendency to teach it.

#### RECOMMENDATION NO. 3

*That better training on local government be offered in the faculties of education in Ontario and that in-service training be provided for history teachers. History teachers coming from outside Ontario should take additional training in local government.*

#### RECOMMENDATION NO. 4

*That OCLG encourage its members to urge the appropriate authorities to take remedial action regarding the aforementioned recommendations.<sup>1</sup>*

When the preceding recommendations are accepted by key decision makers at the local and provincial level, an excellent opportunity will be created to make a number of valuable adjustments in the teaching of local government in our schools. This has a much deeper meaning than would appear on the surface because we will be establishing an important educational precedent. Education has always been expected to prepare our children to think and give them the reading and writing skills to develop knowledge in a wide range of subject areas. But education has also been charged with the responsibility of creating an atmosphere which develops and fosters a system of values well within society's accepted range of limits. By recognizing the necessity to teach more about how our government works, especially at the local level, we are saying in essence, don't just provide an atmosphere for involvement in our democratic system. *Go one step beyond as a society and recognize the importance of stimulating the citizenry about the responsibility they have to be knowledgeable and participate in some meaningful way in the future development of our communities and our country.*

It boils down to being able to get more information, in an interesting and stimulating format, earlier in life so as to create a really sound appreciation for how our system of government works and how people individually and collectively can make the system work for them.

Improving the method of teaching about local government in our schools is obviously not the only reform needed to create a more enlightened and involved citizenry. Improvements could also be made in the offering of adult education courses, the treatment of community affairs in the media, the opening up of our governmental institutions to allow closer surveillance, and the distribution of literature from government offices to people, directly.

All of these reforms will cost something in terms of realigning our priorities or allocating new resources, but who is willing to step forward and guarantee that it will not cost more if we don't take these measures. Certainly events of the recent past depict a growing concern for the activities of our governmental bodies especially in those areas where action is contemplated which will infringe on the quality of life available to any

group of people. Change is occurring faster and automatic continuation of economic prosperity can no longer be guaranteed. Social conflicts are bound to increase and government structure will continue to grow in an effort to meet the challenges posed by these many diverse circumstances. If we are not adequately prepared as a society to cope with this mounting pressure then we must eventually succumb and lose many of the liberties and privileges which we enjoy today.

Johnny can't read, according to many educational critics of today, but if he could and he was given the choice of reading the comics or the civic section of the newspaper, *which would he read?*



## CHAPTER II

### THE SUDBURY WORKSHOP

#### INTRODUCTION

The first recommendation of the Initial Research Paper (see Chapter I of this report) was a suggestion that seminars or workshops be held around the Province to gain a better understanding of how to address this problem of improving instruction on local government in the secondary schools.

The first such workshop was held in Sudbury on February 19 and 20, 1976. This pilot workshop was sponsored by the Ontario Teachers' Federation, the Regional Municipality of Sudbury, the Ministry of Education, the Ontario Conference on Local Government and the Bureau of Municipal Research.

This summary is broken down into the following sub-sections:

- I Workshop in Review
- II Evaluation of the Workshop
- III Recommended Future Action

#### WORKSHOP IN REVIEW

##### Thursday, February 19, 1976

As participants were registered, they were assigned to one of five small groups. These groups were to have a broad cross-section of participants (including teachers, students, government representatives, business and labour leaders, and parents) who would work together on problem identification and solutions.

Once in the small working groups, delegates engaged in lively discussions. Participation in all groups seemed to be high, with the students taking an active role. As can be expected, each group worked differently. One group completed their assignment of problem identification in one hour while another worked diligently for 2-1/2 hours. The results of their labours were also varied — one group produced a list of 23 problems they felt faced the teaching of local government, while another concentrated on apathy, with all its attendant problems.

##### Friday, February 20, 1976

On Friday morning, participants met in a plenary session to go over the various problems which they had identified the evening before in small working groups. The goal in this session was to synthesize these problems into major areas, to prioritize them, and also to allow smaller groups to select those areas where they would like to direct their solution-oriented discussions. The four primary areas of concern were as follows:

1. Local government is not presently a priority in the curriculum. There is an apathy with teachers, students and with the Ministry of Education. Input for change should come from all of these groups.

2. A lack of general interest in local government was also expressed. Reasons given were the complexity of the system, the mobility of people, and the general cynicism about government. For the benefit of future deliberations in this workshop, it was decided that these first two items be put together under the general heading of "Apathy".
3. The next item receiving the most mention was the lack of teacher knowledge. While teacher training was mentioned, a more important step, according to this group, was the encouragement of interest in existing teachers and the up-dating of their knowledge on this subject.
4. The lack of sufficient resources for use in the classroom was the next most mentioned item. It is important to mention here the need to have materials in both official languages and while it was readily admitted by many present that there was much available in the way of resources, the information has not to date been drawn together in an easy to use and inexpensive package.

Generally then, these four areas were to serve as the focus for the discussion in the solution groups which were to meet the remainder of the day. It is important to note that several smaller points of interest were mentioned and were to be taken into consideration in the appropriate group discussions. These sub-headings for concern are listed below, not necessarily in order of priority.

- handling of controversial issues
- adequate definition of local government
- impetus for change at senior level of government
- influence of parents
- program continuity from grade to grade
- university preparation
- recognition of student needs
- impact of the media

After meeting again in small groups for approximately 3 hours to seek solutions, delegates came together in the final plenary sessions to consolidate their findings.

#### Primary Recommendations

The following recommendations received overwhelming support by delegates to the conference. They did not wish to prioritize them, as they felt all were important.

1. A recommendation to establish a regional government week received strong endorsement. This proposal would entail an open house, exhibitions, seminars, writing competitions for students, citizenship awards, a political roast, socials, etc. It could be undertaken by Sudbury's Regional Educational Committee in May 1977 at a cost of approximately \$12,000. It would involve all age groups and all sectors of the community.



2. A second proposal was that OISE (Ontario Institute for Studies in Education) prepare a resource package on local government with considerable assistance regarding materials coming from municipal governments. Teachers should be involved in its development. Such a package could be built into other courses, or used for teacher professional development days. In addition, present courses should be encouraged to draw on local government, for example such as a course on math involving the calculation of municipal mill rates. A preparation date of September 1977 was suggested.
3. It was recommended that the Ministry of Education issue directives to the effect that every student must at some time receive education in local government. Teachers should be given time and money to develop courses in this subject.
4. A further proposal was to develop an ETV (Educational Television) series consisting of 15 minute modules to explain different aspects of local government. Such a series should be produced in both official languages.
5. The last major recommendation concerned combating student apathy. It was suggested this could be done in the following ways: the discussion of controversial issues in local government (teachers could receive professional development training on ways of handling such issues); the greater use of audio-visual aids; guest lectures by local politicians and officials; field trips to see council in action; formation of a non-partisan political club at school; newspaper clippings to stimulate discussions on local government; more student-teacher cooperation on curriculum development; and development by the Ministry of Education of textbooks on local government.

### Secondary Recommendations

In the second round of recommendations the following four areas for change were identified.

1. Public relations and the media — It was recommended that local newspapers develop a regular column especially on regional government. This column should be written perhaps by a professional outside of the media at a cost of approximately \$5,000 per year for the Sudbury area. The group thought this responsibility might fall within the realm of a regional director of public relations who should be paid an adequate sum perhaps in the range of \$25,000 to \$30,000 per year. Other means of getting the message across to the public with regard to the importance of local government was the development of the increased use of such things as symbols.

2. It was recommended that OCLG become the general agency charged with the responsibility of carrying forward the recommendations of this and similar workshops to the appropriate ministries at the senior levels of government, to district boards of education and the municipalities, as well as other appropriate agencies and organizations.
3. It was further recommended that more resource materials in both official languages be provided to teachers and that this material should be kept current, should cover a variety of specific issue-oriented topics, and include such interesting and innovative educational techniques as simulation games. The group included in their recommendation a suggestion that there be a more clear identification of exactly who is responsible for the various stages of resource development and that the regional education committee, as established in Sudbury, should be used as a model for the encouragement and cooperation between local municipal government and the educational system.
4. The final recommendation from the floor was that new immigrants to Canada should be educated on local government in the same way that they are presently educated about the federal government. This, of course, must be done in co-operation with the Federal Department of Immigration.

### EVALUATION OF THE WORKSHOP

In analyzing the workshop it is perhaps best to do so in light of the pre-determined goals. We must take into consideration the fact that the participants were primarily associated with the teaching profession and therefore may not truly reflect a general community standpoint.

\* Our first goal of bringing together presently available resources was very significant. Since we were, in essence, starting from zero, many books, films and other resources have now been identified. The major disappointment in this area stems from the fact that while many teachers were in attendance, they expounded very little about resources which they are now utilizing. What has been assembled is the result of the efforts of the planning staff of the workshop. We would certainly hope that a special effort can be made in the future to find out more about what teachers are currently doing in the classroom with regard to resources.

\* The second major goal was to emphasize the importance of local government as a subject. This was more than adequately done and while the emphasis was rather contained within the group present, it is certainly hoped that as the amount of material available on this subject grows, the impact will reach well beyond the small group of individuals who are now directly involved in local government or the teaching of it. Some small newspapers and some specialized magazines such as "Municipal World" have given this project very good coverage and the response from their readers has been strong and positive.



\* The third goal of the workshop was to create a think-tank for the development of new dynamic teaching methods. It is obvious from reading the recommendations of the workshop that several new exciting ideas have been put forward. Planners of the workshop, while impressed with these ideas, were somewhat disappointed that the group did not come up with more specific items related to classroom techniques and subject material. Perhaps this is due in part to the difficulty experienced in getting background material in the hands of the participants. It might also be a factor of the group's need to work their way through the general problems of teaching local government first before tackling the more specific areas of concern. It is possible that the format and the time allotted simply were not conducive to the production of specific terms of reference for resource materials. This could perhaps be accomplished better through task forces or the preparation of specific terms of reference by qualified individuals who could then have their work reviewed within a workshop format.

\* **Emphasizing the need for improved teacher training was the fourth of our five major goals.** While this item should receive mention, during the workshop it did not become the focal point which the planners for the workshop had expected that it would. Instead, this group, dominated by teachers, felt a need for improvements in the system of up-dating the knowledge of teachers already in the field. Perhaps this attitude of the participants is a reflection of the fact that they all were more or less already very keen on the teaching of local government and in fact were not very representative of the overall teaching complement in Ontario in the field of history. This is merely an assumption which perhaps needs to be checked out more thoroughly but it is the only answer we can offer to date for the lack of attention given to the subject of teachers' college preparation. It is obvious that we need more research into the actual training which teachers receive.

\* And finally, our goals concluded with the hope that an outline could be developed for positive action towards improving the teaching of local government in our schools. While there was a comprehensive blue-print of sorts laid down, it was highly general in nature and did not, as was pointed out earlier, develop the specific terms of reference which we had hoped for. And since these recommendations were fairly general, it was all the more difficult to identify funding possibilities and establish probable costs. This was done to some extent and the information developed will be very useful in pursuing the many recommendations made.

Generally then, it would have been desirable to have a broader cross-section of the community represented, background material should have been sent out to more people sooner, the recommendations were a bit more general than had been anticipated, and while the group voted on and approved all of the recommendations coming out of the workshop, they did not see fit to attempt to prioritize these various recommendations. The workshop should be viewed as having been very successful especially from the point of view that it was to provide an opportunity to examine the need to pursue this subject further as well as test the workshop format which was developed. The need to pursue the subject was established beyond a reasonable doubt and the format should be rated as excellent.

The recommendations made by the group are very worthy of consideration, especially the regional government week which has many possibilities.

### RECOMMENDED FUTURE ACTION

1. From this analysis it should be obvious that the first recommendation should be to plan for one and possibly two

additional workshops within the next three months if arrangements (facilities, participants, finances, etc.) can be made in time and if not, certainly no later than fall of this year. The Committee of OCLG responsible for monitoring this program should meet and develop ways and means of overcoming various technical and operational problems identified with the conducting of such workshops.

2. OCLG should, as the participants suggested, pass on the findings of this workshop to the many private and public agencies who should be kept abreast of developments in this area.
3. More research should be instigated in the area of student testing as a check against our initial student questionnaire and also to provide additional information regarding the extent to which local government is being taught and the methods and resources being currently utilized. (This would not have to precede the future workshops.)
4. Additional research should also be developed in the current methods of teacher training at the university level to determine how much is being taught about local government and to what extent teachers are given special preparation to prepare them to teach this very difficult subject.



### CHAPTER III

#### THE PETERBOROUGH WORKSHOP

##### INTRODUCTION

The second and final workshop was not held within 3 months as was recommended but rather one year from the time of the first workshop. The same format (1-1/2 days with problem-and solution-oriented sessions) was used with a slightly restructured set of objectives.

The prime objectives of this workshop were as follows:

- (1) To raise the level of concern for the teaching of local government in the schools.
- (2) To provide an opportunity for discussion and consideration of these problems across the community.
- (3) To identify problem areas.
- (4) To categorize problem areas into several specific positions, where they could be resolved.
- (5) The identification of possible solutions.
- (6) To produce a report on the proceedings.
- (7) To present this report to the appropriate persons, e.g. the Minister of Education.
- (8) To arrive at some possible guidelines for action to produce or organize or identify materials which would be useful in the teaching of local government.

One of the first concerns for the Peterborough Committee centered on who might be invited to participate in workshop activities dealing with the subject of the teaching of local government. A suggested list of interested groups was as follows: teachers, students, business, industry and labour leaders, elected and appointed government people, representatives from the agricultural community, representatives from the Committee on Elected Women Council and representatives from the Home and School Council.

The group was convinced that a strong representation from the above sectors of the community would optimize the opportunity to produce an innovative and yet practical list of recommendations for improving the ability to teach local government in our schools.

##### PROBLEM IDENTIFICATION

The format of the workshop called for the first evening to be spent identifying the problems involved in teaching local government in the schools. The stage would be set by a Keynote Address by Mr. Richard A. Illingworth, Director of Provincial-Municipal Affairs Secretariat, Ministry of Treasury, Economics and Intergovernmental

Affairs (see Appendix VI for a text of this speech), Toronto, Ontario. Participants would then divide into smaller working groups to allow for a meaningful discussion of this speech.

Total attendance was to be held at under 100. This would improve the manageability of the group and yet not hinder the ability of having a cross-section of the various community sectors present in each small working group.

The following day was to be devoted to seeking out solutions to the problems identified previously. It was to be a combination of small working sessions and plenary sessions, thus ensuring that the small working groups understood what was going on in each of the other group sessions.

This workshop of the Teaching of Local Government in Our Schools had eight groups with approximately twelve persons in each. The first question all the groups dealt with was the rationale behind the need for teaching local government. Most of the groups began by discussing the inherent problems in teaching; a topic which has local variations across Ontario. Several participants questioned why any improvement in the present system was necessary as they felt that this subject was being taught very well and that we should not be making an effort to infringe upon the rights of the individual teacher to develop his or her own programme. Several other participants of the workshop indicated that this might be true for several schools in the Peterborough area, but that this might not be indicative of school systems throughout the Province.

##### Main Problem Themes

After this initial sorting out of different points of view, the groups quickly got down to discussing the specific questions at the root of this problem, namely:

- (1) Why teach about local government?
- (2) What is at the root of public apathy? Is it a sense of being powerless to change the status quo?
- (3) How do we make local government interesting and stimulating to the students?
- (4) How do we relate to students' needs to those of local government?
- (5) Should local government be taught in a few weeks, a few months or a whole school term?
- (6) Is it better to teach local government in a concentrated way in elementary grades or wait until the secondary level?
- (7) How can we best approach the problem of discussing issues in the classroom?
- (8) How can we demonstrate the importance of local government in everyday life?

##### How Do We Fit This Subject In?

In their discussion on teaching methodology, participants quickly realized the problems that might be involved in implementing such a unit, and they questioned where the initiative and responsibility for this would rest. The following issues were then raised:



- (1) Some felt that the Ministry of Education was too vague to be of much value in instituting this programme.
- (2) Others expressed the fear that variations in school board programmes would not allow for province-wide implementation.
- (3) Still others felt that we should not rely on the teachers to take the sole initiative because many of them are either not interested in local government or lack the knowledge, methodology and resources to develop such instruction.
- (4) Others were concerned that in such units there should be sufficient room for teacher initiative.

### Teachers Need Training And Support

This line of questioning led to a discussion of the status of local government in the curriculum. Several participants felt that because of the complexity of the subject and the fact the teaching of structure may not be as interesting as dealing with local issues, that perhaps the content of local government units should be left open for interpretation and application by the individual teachers.

The majority of participants wanted a more closely defined unit. They felt strongly that local government should be compulsory in certain grades because this was the only way to ensure that students passing through the system would receive a minimum amount of knowledge and experience. Some participants felt that combining local government with other units now being taught, such as introductory law, would be useful. The amount of time that should be spent on it was discussed and it was felt that time now devoted to civics tends to emphasize provincial and federal and gives local government "short shrift". Participants began to think along the lines of the creation of a specific course or unit in local government to ensure what and how much is being taught, standardized across Ontario and ensuring that each student gets a basic minimum of knowledge.

If such a unit were created, would it be necessary to provide a supply of teachers trained in the subject so they are comfortable in teaching it? Teacher knowledge on the subject of local government is very limited due to the fact that most teachers have not taken courses in local government and also, there are very limited opportunities to obtain information after graduation. If the teacher has not developed an appreciation for the problems and concerns and importance of local government, then it would be extremely difficult for him or her to transfer any knowledge or interest to their respective students. Therefore, it is important that teachers receive more information and develop a better understanding of local government.

Teachers should also receive board support if they teach "issues" which could become controversial with parents or the community. Some felt that teachers tend to shirk away from local government for this reason. Issues may also vary for each community so that development of a common core of issues might be difficult and teachers could be exposed to outside criticism for taking their own initiative or for exhibiting a bias on their approach. Some of the issues that workshop participants thought should be discussed in such a unit included problems associated with housing; recreation; air, water and land pollution; , public safety and many other topics usually included when discussing the quality of life of a given community. There was common agreement, however, that the best way to involve and stimulate students is by demonstrating how local government affects their everyday lives and this often involves an issue approach which at the same time reveals the structure of the municipality.

The Luncheon Guest Speaker on the second day of the workshop was Mrs. Robin Jeffrey, the former Mayor of Belleville. Her speech served as more than adequate stimulation for the delegates to re-group in order to seek solutions to the problems that had been identified (her speech appears as Appendix VII).

### Problems And Solutions

The following four main problem areas were identified by workshop participants:

- (1) **Utilization of Community Resources:** Various sectors of the community, outside the school system, have a role to play in stimulating students' interest in local government. For instance, business and labour groups could sponsor speakers' bureaus; parents could become involved; the media could make a concerted attempt to report accurately and in detail on local government concerns, in rural as well as urban areas.
- (2) **Co-ordination of Efforts Inside and Outside the School System:** In order to avoid duplication of effort by school boards, school administration, government officials, teachers, students, parents and community resource persons, a coordinating mechanism would be required. This would also encourage the fullest participation by all groups and individuals involved.
- (3) **Obtaining Adequate Reference Material:** While there have been many studies and reports dealing with the structure and process of local government in Ontario, these have not been brought together into a "resource package" for the teaching of local government.
- (4) **Overcoming Community and Student Apathy:** Many workshop participants felt that apathy would be one of the biggest barriers to improving the ability of the school system to teach local government however, apathy is only a symptom of what is ailing society; it is not a cause. In part, the apathy could stem from a sense of powerlessness at the municipal level: "if you can't fight City Hall, why then bother to find out more about local government?"

### SOLUTION IDENTIFICATION

#### Reasons for Teaching Local Government

In the Plenary Session, participants ranked the problems in priority and decided to outline a strategy for solving them. The first area they looked at was reasons for teaching local government. Consensus was easily attained on this.

Basically, local government is important because it affects the quality of life for the individual and his or her community. It strengthens the value placed on the individual and in so doing, reinforces the very roots of our democratic system. It makes the student aware of the relationship between rights and responsibilities and demonstrates how the decision-making process in government operates. Through an awareness of local government will come an understanding of it which will lead to involvement. This will lessen the apathy that is so prevalent to-day. Another by-product of encouraging an



appreciation of local government would be obtaining the involvement of a higher calibre of politician who presently feels that he or she can have an impact only in the other levels of government.

### Student Needs

The importance of relating municipal government to student needs was underlined. Students must be encouraged to see the interrelationship of local government with their lives, therefore student issues such as recreation should be discussed, or municipal politics could be introduced during a discussion on law.

Certainly in the primary grades, emphasis should be placed on helping the child understand his or her environment — fire department, garbage disposal, police protection, etc. At the secondary level, students should understand the inner workings of the councils and the various boards and commissions that are responsible for managing various local services. Workshop participants also felt that education in local government should be available at the university level, as well as in the continuing education programme for the benefit of adults who would like to learn more about their own local government.

### Responsibility For Action

The Ministry of Education should establish flexible guidelines for a course or unit on local government which would allow for local issues and interests to be introduced. A technical writing committee in cooperation with the Ministry of Education staff could develop these guidelines on detailed course or unit outlines. Such a committee could involve knowledgeable elected and appointed local government officials; members of the teaching profession at the level to which the unit is to be directed; curriculum development experts; media, industry, labour representatives and the Ministry of Education; and persons having more general expertise in local government.

The resultant unit outline should be one that stresses the philosophy and objectives of local government and be applicable across Ontario. At the local level, the board of education must approve the units or courses to be taught. These would be worked on by a local committee of students, teachers and community representatives to tailor the unit to fit local needs and situations. The local government could supply material and human resources in the form of speakers who could talk on their experience at the local level.

### Course Requirement

The necessity of a compulsory unit in local government was overwhelmingly endorsed. Specifically, these units should be given in grades 4, 8 and 10, with optional units available for grades 11 and 12. Such units would be of two to four weeks' duration. The important factor is that this standardization would ensure that all students receive a basic grounding in local government while allowing sufficient flexibility to embrace local issues.

In addition to compulsory units in local government, there should be continuous education in the subject from kindergarten through to adult education. Many subjects touch on local government and the connection to it should be made evident by the teacher. In this manner, local government would be integrated into our everyday life.

### Upgrading Teachers

It was generally agreed that for education in local government to be successful, the knowledge and skills of teachers in this subject need to be upgraded. Some workshop participants felt that the faculties of education should incorporate local government training. Others felt that several P.D. days should be devoted to a workshop on this subject. Certainly teachers should receive the support of the principal and the board when teaching local government. Interestingly, workshop participants did not feel it was incumbent on the individual teacher to learn everything about local government, but instead opted for greater support systems and other incentives to encourage teacher interest in the subject.

### Community Support

The community could assist in popularizing local government by establishing a speakers' bureau for local representatives, officials and persons directly affected by impending legislation. Pre-publication of council agendas would also be helpful. Workshop participants also discussed a number of other interest raising ideas such as a picture board of all elected representatives in the area to be located prominently in each school, a Mayor-for-the-Day programme, annual tours of various public sites, all of which should be included on a comprehensive list of activities to be developed by each community.

In doing the above, more resources and resource material would be available to schools. A writing committee of local teachers, students and interested persons could begin to catalogue the available resources. Another significant community participant is the media, which can play an important role in selling local government and generating interest in the public.

### RECOMMENDATIONS

Conference participants voted to endorse the following recommendations coming out of the two-day workshop:

- (1) That the BMR and OCLG complete a brief to be presented to the Ministry of Education, embodying the results of the Sudbury and Peterborough workshops.
- (2) That the Ministry of Education establish guidelines for inclusion of compulsory units of local government to be taught at grades 4, 8 and 10; such guidelines for course units to be developed by a technical writing committee consisting of knowledgeable elected and community representatives, local government officials, teachers, curriculum development consultants and Ministry of Education staff.
- (3) That such units be approved by local boards of education and each board appoint a writing committee to delineate the specifics contained in the units.
- (4) That such units be in the Canadian Studies section for implementation by September 1978.
- (5) That local municipalities be encouraged to participate and facilitate in any way units on this subject.



- (6) That workshop participants write to the Ministry of Education to endorse efforts to implement the results of this workshop.
- (7) The following three resolutions were presented to the workshop in its final Plenary Session:
  - (a) That the Steering Committee of this Conference act immediately in drawing up a resolution, to be sent to the Ministry of Education, to see that the study of local government becomes a compulsory part of the Canadian Studies curriculum in the schools of Ontario. Further, that this resolution be forwarded immediately to all member bodies of the OCLG, local councils, local school boards and local M.P.P.'s for their endorsement and active support.
  - (b) That the Follow-Up Committee be authorized to both take action in keeping with the recommendations submitted by the conference participants and to collate the information contained in the summary reports of these conference participants to produce a report on the workshop.
  - (c) That both speeches presented at the workshop be included in their entirety in the proceedings.

## CHAPTER IV

### SUDBURY SECONDARY SCHOOL STUDY

#### INTRODUCTION

In the previous chapters, we examined the level of student knowledge regarding local government, and found it to be unsatisfactory. In this chapter we will present the results of another independent study conducted by students at Sudbury Secondary School.<sup>1</sup>

These students initiated this project with the intention of strengthening the relationship between youth and government. The group, which called itself "Awareness", received financial and moral support from a wide cross-section of private and public bodies.

The preliminary work of the group, which included discussions with government representatives at all 3 levels, indicated that there was indeed a need to evaluate the relationship between youth and government.

The resulting study covered a wide range of concerns including youths' views on what government can and does do for them as well as youths' interest in politics at various levels. The student researchers wanted to determine if students feel they know very much about local government, are they interested in learning more, and why do they and others feel it is important? In addition, the report addresses the question of whether elected representatives feel it is important to teach local government in the schools.

The students are to be commended for initiating such an imaginative project and in spite of a lack of special training in questionnaire design and statistical analysis, the significance of the study should not be underestimated, as it is important in two respects:

1. It revealed an interest in the subject of local government education which is illustrated by the students' initiation of the study and by the community's support of it.
2. The study itself, as indicated by the remarks of the students, elected representatives and educators, provides concrete evidence of the need and desire for formal local government instruction in the schools.

The study has three components relevant to the Bureau's report.

#### YOUTHS' VIEWS TOWARDS GOVERNMENT

The researchers used several techniques to ascertain youths' views towards government: interviews, a series of questionnaires and a series of panel discussions.

The interviews<sup>2</sup> strongly indicate that young people are apathetic or, at best, cynical towards government in general, including local government.<sup>3</sup> There was total agreement among the interviewees that the youth-government relationship requires improvement. Essentially,

"...the majority of young people felt that their inability to discover avenues of communication in order to express their thoughts to government was a major weakness of youth-government relations."<sup>4</sup>

<sup>1</sup> The coordinators for this study were Brian G. Giffen and Michael P. Sadiwnyk.

<sup>2</sup> Sample population: elementary 2%, secondary 55%, university 23%, college 10%, no longer in school 10%.

<sup>3</sup> Giffen, Brian G., and Sadiwnyk, Michael P., *Awareness '76* 1976.

<sup>4</sup> *Ibid*, page 7.



While "Awareness" felt that the remedy would be to open up new channels of communication, we suggest what is really needed is an understanding among students of what channels exist and how they can be used. And this requires education.

The student-interviewees themselves recognized this. In response to a question asking what they would do if P.M. for a day, a recurring response was that

"they would make...the average citizen...become more fully aware of the policies and structure of government ..."<sup>1</sup>

Another research technique employed was a series of three questionnaires, distributed to different groups of students. The first, designed to indicate the level of factual information regarding government possessed by students, was distributed to 110 grade 10 and 13 students at Sudbury Secondary School.

The study shows that on all ten questions, correct answers were given by 21.5% of the responses from grade 10 students and 27.8% of the responses from grade 13 students. If one looked only at the six questions directly related to local government, 15.9% and 23.4% of the responses of grade 10 and 13 students respectively, were correct.

In other words, students' overall knowledge of government, particularly of local government, is very limited. Furthermore, in answering the questions dealing specifically with local government, students had the most correct responses to questions dealing with personalities (who is your alderman? 22%; what position does former Mayor Joe Fabbro hold? 18.1%; who is Sudbury's new Mayor? 23.1%) while questions regarding local government structure were the most poorly answered. (In which ward do you live? 11.7%; how often are municipal elections held? 5.4%.)

Unlike the Bureau's study, in this questionnaire, senior students scored marginally higher than lower grade students; however, the difference is not significant, and it can not be concluded that students have learned more about local government as they progress through the school system. In addition, although this survey was structured differently than the Bureau's, its findings were essentially the same. This concurrence of independent studies presents strong evidence that students' level of knowledge regarding local government is low.

The second questionnaire, distributed to 350 grade 11, 12 and 13 students, was intended to draw out students' attitudes towards government. Generally, it indicated that students are cynical about what government does and whose interests it serves.

On the other hand, it also indicated that students don't really know what government is supposed to do. In response to the question "do you have a clear idea of your responsibilities as a citizen of the community?", 85.2% responded "no".<sup>2</sup>

The third questionnaire, distributed to 150 grade 11, 12 and 13 students, was also intended to ascertain youths' attitudes towards government. The responses can be summed up by saying that young people are:

"either not familiar with the existing avenues of expression available to them, or those that do exist are not adequately meeting the needs of youth."<sup>3</sup>

However, they do not feel that the situation is without remedy. "Pupils were questioned as to whether they felt a full credit course dealing with local government should be incorporated in (the) secondary school curriculum ... 89.4% were inclined to support this view. Presently, a course of this nature does not exist."<sup>4</sup> Furthermore, in response to the question: do you feel there is a need for a guide to municipal and regional government designed specifically with young people in mind?, 96.2% of the students responded in the affirmative.

1 *Ibid*, page 10.

2 *Op. cit.*, page 92.

3 *Op. cit.*, page 17.

4 *Op. cit.*, page 18.

The final technique, a series of 3 panel discussions, was used as a forum to discuss various issues related to the youth-government relationship. Throughout these discussions "Awareness" found that the same ideas were reiterated over and over again:

"...talk to government. I don't know how. I want to but I have no knowledge of how to make myself heard."<sup>1</sup>

The students felt that there was a need to publicize the function of public offices "as well as (to work) within educational institutes to instill an awareness of local government in students."<sup>2</sup> "In conjunction with this consideration, participants (felt there was a need) ... to institute broader and more detailed coverage of local government."

### GOVERNMENT'S VIEWS TOWARDS YOUNG PEOPLE

The opinions of various government officials<sup>3</sup> on the subject of youth and government were obtained through interviews. "The majority of respondents felt that youth today is apathetic towards involvement in government politics. They attributed this apathy to 2 sources:

- (a) a general apathy pervasive throughout society towards government,
- (b) lack of proper educational curriculum devoted to the teaching of government structure, function and current issues."

"Officials who felt that (the) educational curriculum, particularly at the secondary school level, did not enable students to become familiar with government issues, function and structure, cited the fact that, other than the "People in Politics" level three course, programmes of study whose focus was upon government and/or politics were not available. Many respondents felt that the absence of such government/political oriented courses was a source of both apathy towards and lack of awareness (in the students) of government."<sup>4</sup>

In response to the question: how can the youth-government relationship be improved?<sup>5</sup> "all respondents indicated that the instilment of a more profound comprehension of government issues, function and structure in young people would naturally lead to further participation by youth in all facets of community government. Improvement and development of educational curriculum pertaining to the study of government and/or politics was noted as a necessity if a greater awareness of community government was to occur."

### RECOMMENDATIONS TO EDUCATORS

The study conducted by "Awareness" indicated to the student researchers that "young people are lacking even a basic knowledge of government structure and function; and, they feel that the school system is not providing adequate opportunity for expansion of their perception of the subject ..."<sup>6</sup>

"Government and elected officials acknowledge the lack of knowledge young people display towards function and structure ... the majority of officials seem to feel that greater emphasis should be placed upon the teaching of government in secondary schools."

1 *Op. cit.*, page 24.

2 *Op. cit.*, page 25.

3 Sample population: federal %, provincial 13%, regional 38%, local 41%, *op cit.*, page 26.

4 *Op. cit.*, page 29.

5 *Op. cit.*, page 32.

6 *Op. cit.*, page 58.



"Discussion with educators concerning current educational curriculum ... produced the general impression that the subject (local government) was not covered adequately. ... Courses in History, Geography and, more prominently, People in Politics, were viewed by educators as possessing a component, however slight, for the teaching of (the) basics of government, moreover educators felt that, because of the nature of these courses, provincial and federal government would receive greater consideration than local government."

"It is apparent to 'Awareness', however, that the teaching of local government is important. ... The teaching of local government in secondary schools is of paramount importance to young people; the degree of knowledge they acquire now will be reflected in the quality of decisions they make towards community affairs in the future."<sup>1</sup>

The Bureau believes that the weight of the evidence in this study, in conjunction with our own study of students and discussions with community leaders, is a convincing indication of the need for more local government education in the schools. We recognize that students, educators, community leaders and elected representatives were all polled separately in the student project but the results were very similar to those flowing from the Sudbury and Peterborough workshops where interaction did take place.

<sup>1</sup> *Op. cit.*, page 60.

## CHAPTER V

### PROPOSED LOCAL GOVERNMENT UNIT

#### INTRODUCTION

While this report has examined very thoroughly the need to improve the ability of our school systems to teach local government, we have only made general suggestions as to how this improvement could actually occur. We will now provide a more specific proposal for a local government unit that could be incorporated into most Canadian Studies courses.

Certainly the Peterborough workshop outlined the responsibility of local school boards to initiate the development of specific programmes to fit the general guidelines which should be established by the Ministry of Education. In addition, several teachers have taken the initiative in developing some very fine local government units within the existing curriculum guidelines; however, what will happen in the fall of 1978 when the many teachers, who are ill-prepared from their university training to teach local government, find themselves responsible for teaching a Canadian Studies course?

They will, no doubt, follow the path of least resistance and emphasize provincial and federal government issues while ignoring local government concerns. For these teachers as well as those who are looking to improve upon their existing local government units we have compiled a selection of teaching resources to stimulate the development of new programme ideas. The resources which appear in the various Appendices of this report are as follows:

- (1) **Films:** dealing primarily with city government and various community issues can be obtained through the National Film Board, Ministry of Education and perhaps the local school library (Appendix VIII).
- (2) **Games:** a list of games which simulate community planning and discussion of environmental problems along with other subjects of interest to those studying local government are available through the Ontario Institute For Studies in Education (Appendix IX).
- (3) **National Resource Agencies:** a list of organizations that publish material relevant to the many problems facing communities across Canada (Appendix X).
- (4) **Local Resource Agencies:** a list of typical local sources of information for students looking into the problems affecting their community (Appendix XI).
- (5) **Urban Resource Room Materials:** a list of materials which can be obtained at minimal cost for the establishment of a local government resource room to serve the entire school (Appendix XII).
- (6) **Typical Community Issues:** a list of problems commonly faced by municipalities throughout Ontario and Canada from which a teacher can select any number for use as special project topics (Appendix XIII).

In addition to the above list of materials, every school library should have an adequate listing of books available on a broad cross-section of community problems. If, in the estimation of the school's history teachers, the library is deficient in this regard, lists of appropriate publications can be obtained from various publishing companies. A publication by the Ontario Ministry of Culture and Recreation entitled, *A Citizen's Guide to Local Government*, provides an excellent explanation of the forms and structure of local government in Ontario.



Finally, a teacher may be in possession of all of the above resource materials and still not be certain how to begin a discussion in the classroom on local government. Therefore, we have developed a mini-unit which represents, in the Bureau's estimation, the minimal attention that should be given to the subject of local government within a Canadian Studies course. The mini-unit would run for 10 school days and it could be developed around the following unit outline:

### UNIT OUTLINE

#### Day 1 and 2

The former Mayor of Belleville, Mrs. Robin Jeffrey, delivered an outstanding speech to the Ontario Conference on Local Government workshop in Peterborough, February 1977 (see Appendix VII). The speech is heralded as one of the most comprehensive and stimulating ever given on the subject of the need to teach local government in our schools.

Mrs. Jeffrey points out the importance of the local community in the development of every person and makes a real, understandable connection between knowing more about how the community operates and getting the most out of life. She goes on to cite several of the major advantages to having a well informed electorate in terms of more qualified elected officials and improved decision-making just to mention a few.

Since the proper motivation to learn about local government is the key to any treatment of the subject, it is proposed that half of Mrs. Jeffrey's speech be viewed on the first day via audio-visual tape with ample time for discussion and the second half of the speech to be viewed on the second day of the 10-day unit.<sup>1</sup> If a copy of the video tape is not obtainable, the teacher could distribute copies of the speech to be used as a focal point of discussion.

In addition to analyzing this speech, the class should be asked to start clipping items from the newspaper that are relevant to local government. These will come in handy on days 4 and 5 when they start addressing some concerns facing their community.

#### Day 3

The third day should be devoted to establishing a factual and visual orientation to local government. A one-or two-page fact sheet should be produced outlining the make-up of local government services that are provided and the cost of these services. A visual orientation could be in the form of a movie, slide show or pictures displayed around the classroom showing all aspects of local government, including recreation areas, water plants, garbage collection, police stations, fire stations, etc.

The local town or city clerk would be the best contact regarding information to be included in the fact sheet as well as pictures and descriptions of various municipal facilities.

The main point of this exercise is to impress upon the students the connection between various municipal services that they encounter and use on a daily basis but really don't think about in terms of who provides them or who pays for them. Simple things like water, sewage, road maintenance, traffic control, and recreation facilities are often taken for granted. The slides and/or pictures will serve, along with the fact sheet, to make a better connection between these important services and the lifestyle enjoyed by the students.

1. A tape of this speech was made during the Peterborough conference and attempts are now being made to have this film available through a common distributing centre such as the Ministry of Education or the Ontario Institute for Studies in Education.

#### Day 4

It is felt that by the fourth day, students should be ready to be introduced to elected and/or appointed local government officials. The Mayor, an Alderman, the Clerk or the Chief Administrative Officer could come and give a presentation on what problems are currently facing the municipality and how the various departments and agencies are set up to deal with these problems as well as regular delivery. It would be very advisable to ensure that adequate time is allowed for questions and answers.

Also students should be urged to develop questions in advance of this visit based on their newspaper clippings and areas of interest that may have been identified in the first three sessions. Adequate time for questions might then be interpreted to mean at least half of the normal class time. In order to ensure adequate coverage of pertinent items, the visiting official could be asked to prepare a detailed written speech which could be summarized for oral presentation.

#### Day 5

By this time, the students should have had their interests perked on one or a number of items concerning local government. The teacher should submit a list of topics (see Appendix XIII), any one of which could form the basis for a case study by one student or a team of students. By the end of this day, the students should have selected their topic and developed some general questions as a basis for their examination.

It is fairly important that the teacher quickly review each of the proposed projects in order to ensure that students have set realistic goals and selected a topic that will prove interesting. Also the teacher should stress that this is merely a snapshot approach and not really conducive to understanding the complex interworkings of government. Students should realize the difficulty of developing viable solutions in such a short time frame and perhaps set their sites on raising pertinent questions, areas of concern, and possible items for future consideration. Any attempt to make hard and fast recommendations should be carefully worded so as not to offend, or in any way damage the school's liaison with local government.

#### Day 6

With the aid of an outline provided by the teacher on how to conduct a research project, the students could formulate a more detailed design for their project.

Some questions that can typically be asked include:

- (1) Who has raised this item as an issue and why?
- (2) Is there likely to be enough information available to conduct a study?
- (3) What is the probability that changes could be implemented if found?
- (4) Is this item actually within the control of the local government in question or does a senior level of government have final authority?
- (5) Is the issue too technical to be dealt with in a short period of time?



### Day 7 and 8

During this time, the students should have access to the school library, telephones and possibly a special resource lab on local government that has been set up by a teacher (Appendix XII). They will basically be working on their own with teacher supervision. Information not obtainable during school hours through normal channels might be obtained after school by visiting the city or town hall. Any real problems with regard to obtaining desired information should be referred to the teacher and perhaps documented in any final report.

The final report itself should be brief (perhaps 4—5 pages) and, depending on the perceived value of the findings, might be selected by the class for presentation to the appropriate local authorities. They could then follow the report's progress through the governmental channels in order to measure the impact it might have on subsequent decisions.

### Day 9 and 10

A spokesman for each team should present a three-to-five-minute report to the class on the team's efforts.

By having each project reported to the class, students not only gain an opportunity to articulate their findings but also benefit from the research done by others in the class. They should be keen to compare findings and thus the learning process should be greatly enhanced. The teacher should encourage questions from the class but should be careful not to allow too much criticism because of the time restrictions associated with this kind of research.

After the presentations have been completed the teacher should carefully evaluate each project and offer a thorough analysis of each project's strengths and weaknesses.

And finally, if certain students show more than average interest in some of the issues raised, they should be given an opportunity to do a more in-depth study in their own free time which can be submitted for an extra credit.

### Conclusion

The following set of general goals and concerns may be used as an overall guide in setting up this local government unit.

- (1) This should be seen as an examination of how local government affects the lifestyle of the student and his/her family. Within this context, three major criteria could be stressed:
  - (a) Employment
  - (b) Housing
  - (c) Quality of life
- (2) The findings of their projects should be examined from the perspective of determining what it is that they like about the current local government set-up and why they have these feelings.
- (3) And finally each student should consider what they and their family can do to have an impact on those things about which they feel strongly.

As a closing note, it should be mentioned that the Bureau of Municipal Research, in cooperation with the Ontario Conference on Local Government, has re-designed the OCLG Basic Course format. Appearing as Appendix XV, this format is designed as an 8-week course with 2-hour presentations for each topic. Position papers have been prepared for courses held in the past and can be obtained by contacting the OCLG office, P.O. Box 5476, Terminal A, Toronto, Ontario, M5W 1N7. OCLG is hopeful that a basic course booklet will soon be available and this might prove to be another valuable teaching aid for secondary school teachers interested in developing a course or unit on local government.



# APPENDIX I

## STUDENT QUESTIONNAIRE

1. How is the Mayor or Reeve chosen in your community?  
a) by alderman/councilman b) by all the voters c) by provincial government  
d) by group of community leaders
2. Which tax is most utilized by local government?  
a) sales tax b) income tax c) property tax d) business tax
3. The City Solicitor is in charge of:  
a) solicitations b) official functions c) administration of City's business tax  
d) City's legal matters
4. The number of times your garbage is collected per week is determined by:  
a) Pollution Probe b) Public Works Department c) City Council d) Ministry  
of Environment
5. Social Services Department spends the most on:  
a) welfare b) day care c) senior citizens d) grants to social agencies
6. Decisions regarding the provision of Police services are made by:  
a) City Council b) Provincial Government c) Police Commission d) Police  
Chief
7. The standards for fire protection in the City are established by:  
a) Fire Department b) City Council c) insurance associations d) Ontario Fire  
Marshal
8. Water services to your home are provided by:  
a) Provincial Government b) City Council c) Water Revenue Department  
d) Ontario Hydro
9. How often are municipal elections held?  
a) every 2 years b) every 3 years c) every 4 years d) every year
10. Which local service usually spends the most tax dollars?  
a) schools b) parks c) police d) social services
11. The Hydro Commissioners are:  
a) appointed by Provincial Government b) appointed by City Council c) elect-  
ed by electrical contractors d) elected by the voters
12. The powers of local government are granted by:  
a) Provincial Government b) British North America Act c) Federal Govern-  
ment d) Special Act of the Queen
13. Who elected the most candidates in the last municipal election?  
a) Progressive Conservatives b) Liberals c) New Democratic Party d) In-  
dependents

14. The age when citizens of Ontario become eligible to vote:  
a) 18 b) 19 c) 21 d) 25
15. A local government may take anyone's land if they need it and:  
a) pay you what you paid for it b) pay you the market value of the land at the  
time of taking c) pay you what the courts agree d) pay you nothing
16. A municipality may borrow money by:  
a) getting approval of Ontario Municipal Board b) getting approval from a local  
bank c) getting approval of majority of Council d) getting no one's approval
17. Your local alderman/councillors are elected:  
a) "by all voters" b) by ward c) combination of ward and at large election  
d) by proportional representation
18. What would you do if there was a pot hole in the street by your home?  
a) call Fire Department b) call Works Department c) call local alderman  
d) do nothing
19. Fees for dog licenses are set by:  
a) dog catcher b) Ontario Humane Society c) City Council d) by joint agree-  
ment between the Treasurer and the Animal Control officer
20. The Library is operated by:  
a) Library Board b) City Council c) head librarian d) school board
21. What is the most common method of disposing of solid waste?  
a) incineration b) recycling c) landfill d) expulsion
22. Increased cost of housing has been caused by:  
a) increased cost of land b) increased costs of materials c) increased cost of  
labour d) all of the above
23. What is currently the most endangered component of our environment?  
a) land b) water c) air d) minerals
24. Which one of the following has the least effect on local employment patterns?  
a) immigration b) transportation policies c) land use policies d) postal rates
25. What factor most reduces the amount of farmland in production each year?  
a) urban sprawl b) poor weather c) Dutch Elm disease d) poor farming tech-  
niques



## APPENDIX II

### BRIGHT LIGHTS QUESTIONNAIRE

1. What are your impressions concerning how much is taught in our school system about local government?  
☐ a great deal   ☐ a good amount   ☐ a fair amount   ☐ not very much  
☐ not at all  
 and in your opinion, is this amount  
☐ far too much   ☐ too much   ☐ sufficient   ☐ too little   ☐ far too little
2. Do you feel there is a correlation between the methods/amount of local government taught in the schools and citizen apathy?  
☐ definitely   ☐ probably   ☐ not sure   ☐ probably not   ☐ no
3. Please rank the following in the order you feel they affect the amount of local government taught in the schools.  
☐ lack of textbooks and other materials   ☐ inflexible curriculum   ☐ inadequate teacher training   ☐ reluctant politicians   ☐ not important enough  
☐ other — please specify \_\_\_\_\_
4. Where do you feel the general public learns the most about local government operations? Please rank.  
☐ personal contacts   ☐ attending meetings   ☐ newspaper   ☐ television  
☐ in school   ☐ other — please specify \_\_\_\_\_
5. Do you feel that a better educated and informed public on local government would:
 

a. become more involved in daily community affairs?	<input type="checkbox"/> yes <input type="checkbox"/> no
b. substantially increase voter turnout?	<input type="checkbox"/> yes <input type="checkbox"/> no
c. elect more qualified public officials?	<input type="checkbox"/> yes <input type="checkbox"/> no
d) be more satisfied with governmental operations?	<input type="checkbox"/> yes <input type="checkbox"/> no
e. generally strengthen our democratic system?	<input type="checkbox"/> yes <input type="checkbox"/> no
f. be a disadvantage rather than an advantage?	<input type="checkbox"/> yes <input type="checkbox"/> no
g. improve the decisions made?	<input type="checkbox"/> yes <input type="checkbox"/> no
6. If reform of our school system as regards the treatment of local government is desirable, should the direction for change come from: (please check the appropriate combination)  
☐ within the teaching profession   ☐ Prov. Ministry of Education   ☐ local government officials   ☐ outside public affairs organization  
☐ parents   ☐ students   ☐ a joint effort of the above
7. Are you aware of any of the following special events to involve and inform young people in local government in your community?  
☐ government day (students take over for public officials)  
☐ student open house in the Mayor's office  
☐ voter registration set up in local colleges and universities  
☐ establishment of a youth advisory body to the local city council  
☐ field trips by youth organizations  
☐ involvement of youth groups in environmental projects, etc.  
☐ other — please specify \_\_\_\_\_

8. What percentage of people in your community do you feel could answer the following questions?  
 a) are your aldermen/councillors elected at large or by ward? \_\_\_\_\_ %  
 b) does your community have an executive committee or board of control? \_\_\_\_\_ %  
 c) do all municipalities in your county have their own police force? \_\_\_\_\_ %  
 d) is planning and zoning handled by the regional/county government or the local government? \_\_\_\_\_ %
9. Can you answer all of the above without checking? ☐ Yes   ☐ No
10. Please rate the following as: Excellent, Good, Average, Fair, Poor
  - a) voting in local elections in your community
  - b) quality of candidates in your community
  - c) quality of decision-making in your community
  - d) media treatment of the issues in your community
  - e) attendance at public meetings in your community



### APPENDIX III

#### GUIDELINES FOR BRIEFS

Please comment on any or all of the following points from your perspective as a:

- |  |   |
|--|---|
| <input type="checkbox"/> teacher             | <input type="checkbox"/> university representative            |
| <input type="checkbox"/> student             | <input type="checkbox"/> Ministry of Education representative |
| <input type="checkbox"/> parent              | <input type="checkbox"/> principal                            |
| <input type="checkbox"/> government official | <input type="checkbox"/> trustee                              |
| <input type="checkbox"/> administrator       |   |

#### Points:

1. What is the most common thing taught about local government?
2. In terms of quality and quantity, how do you evaluate what is currently taught about local government in schools?
3. What presents the greatest difficulty in the teaching of local government?
4. How did you acquire the knowledge you have about local government?
5. What methods outside the classroom are effective in imparting knowledge about local government?
6. What are some of the things students should learn about local government in preparation to becoming citizens?
7. Do you think teachers are specially trained to teach local government and do you think they should be?
8. Do you feel controversial issues should be discussed in a local government curriculum?
9. Is there a correlation between the method/amount of local government taught in schools and citizen apathy?
10. If reform in the curriculum is needed to deal more effectively with local government, who should be responsible for this and how could it be accomplished?

### APPENDIX IV

#### STUDENT QUESTIONNAIRE — % CORRECT BY QUESTION

QUESTION	% STUDENTS ANSWERING QUESTION CORRECTLY
1. How is the Mayor or Reeve chosen in your community?	85.6
2. What tax is most utilized by local government?	56.5
3. What is the City Solicitor in charge of?	51.4
4. Who determines the number of times garbage is collected?	27.7
5. What does the Social Services Department spend the most on?	58.6
6. Who makes decisions regarding provision of police services?	36.7
7. Who establishes the standards for fire protection?	16.5
8. Who provides water services to your home?	23.3
9. How often are municipal elections held?	51.4
10. Which local service usually spends the most tax dollars?	54.7
11. How are the Hydro Commissioners selected?	5.0
12. Who grants the powers of local government?	58.0
13. Who elected the most candidates in the last municipal election?	18.7
14. At what age are citizens of Ontario eligible to vote?	96.0
15. How can local government take someone's land if they need it?	63.6
16. How may a municipality borrow money?	48.2
17. How are local aldermen/councillors elected?	55.3
18. To whom would you report a pot hole in the street?	67.2
19. Who sets fees for dog licenses?	40.6
20. Who operates the Library?	49.6
21. What is the most common method of disposing of solid waste?	49.6
22. What has caused the increased cost of housing?	87.7
23. What is the most endangered component of our environment?	49.2
24. What has the least effect on local employment patterns?	69.0
25. What factor most reduces the farmland in production?	70.0



# APPENDIX V

## STUDENT QUESTIONNAIRE—PERFORMANCE BY COMMUNITY & GRADE

Community	Class Size	% Correct of All Questions	Grade	City Size
Toronto	22	47	10	large
Toronto	29	48	9	
Toronto	19	54	10	
Ottawa	44	52	10	medium
St. Catharines	29	51	10	
Niagara Falls	7	79	13	
Timmins	5	60	13	small
Timmins	12	59	9—10	
Timmins	35	47	10	
Almonte	12	40	9—10	
Almonte	10	52	10	
Almonte	24	41	12	
Almonte	30	45	8	

# APPENDIX VI

## Speech Presented to the Peterborough Workshop by

Mr. R. A. Illingworth, Director, Provincial-Municipal Affairs Secretariat,  
Ministry of Treasury, Economics and Intergovernmental Affairs, Toronto

There were four students — British, French, American and Canadian — who were asked to write an essay on elephants. The British student entitled his essay "Elephants and the Engineer". The French student called his "Love and the Elephant". The title of the American student's essay was "Bigger and Better Elephants".

And the Canadian student called his, "Elephants: A Federal, Provincial or Municipal Responsibility".

I have some sympathy for the Canadian student and his tri-level problems. When I checked into the hotel a couple of hours ago, I asked the young lady at the desk for the time, as I wasn't sure if my watch was correct. She replied: "Before I can tell you the time, I need to know if you are a federal, provincial or municipal official."

I couldn't understand this and repeated my request for the time saying that I didn't have time to get into a political discussion and asked why she needed to know who and what I was in order to tell me the time. In exasperation, she said: "If you're federal, it's 16:25 hours, if you're municipal, it's 25 minutes after four, but if you're provincial, when the little hand is on the four and the big hand . . .".

But to get back to the Canadian student and the theme of this conference — "Teaching Local Government in Schools". The theme may not have tri-level implications, but there are many actors in the scenario. There is the province through the Ministry of Education, the elected school board, the appointed director of education, several layers of area supervisors or whatever their official titles may be, the principal, the department head, the master teacher, the teacher, the parent, the home and school club and last but by no means least, the student. Talk about an elephant, this is more like an octopus.

Before we look at the roles played by the various actors in our scenario, let's take a brief look at local government — what does it mean to you — what does it mean to me? I am sure if you asked three municipal politicians — or three lawyers — to define "local government" you would get four opinions.

Now that wouldn't happen with bureaucrats, as I am sure you have heard of the Bureaucrat's Creed — "When in charge, ponder; when in trouble, delegate; and when in doubt, mumble."

Sometimes it's better to remain quiet and be thought dumb than to speak up and remove all doubt.

But this is no time to remain quiet. This is a time for interested people, concerned people, to speak up for what they believe, for what they consider to be important, for what they consider to be necessary, and you wouldn't be here tonight if you didn't think Teaching Local Government in the Schools was important, was necessary, was worth discussing and worth preparing a plan for action. Your attendance here demonstrates your concern about our municipal and educational institutions, and I hope that I will be able to add some different insights into the role that local government plays in our daily lives and the need for our youth — our future leaders — to become familiar with the role and responsibilities of local government and its relationship with the province.

Until there is a garbage strike, the water supply fails or the snowplow skips our street — but not our driveway — many of us tend to take for granted the services and the many functions and facilities provided by our local government.



The federal government could cease to function for some days and the majority of taxpayers might not even notice. You know postage rates are to be increased from 10 to 12 cents next Tuesday. I understand the extra two cents is for storage.

You might say the same thing about the provincial government — you might say it, but I won't.

But let the local government delay in the cleaning of a blocked sewer or fail to provide enough tennis courts or baseball diamonds and there is immediate and almost total citizen involvement. It's unfortunate that same interest and concern isn't available 365 days of the year.

In the days when Ontario was predominantly a rural society, governments governed far less than they do today, and what little government there was at the local level had to be pretty autonomous. Even after the Fathers of Confederation decided that provincial governments should have jurisdiction over local government — creatures of the province, I think they call it — the physical facts of life — communication and travel — dictated that cities, towns and villages would continue, pretty much, to run their own shows.

Remember the one-room, little red schoolhouse. It was normally the community centre — the social centre — the seat of local government. You didn't need to think about teaching local government in the schools then, because the school was often the focal point of the community and the reeve and the councillors were as well known to the students as their teachers. The problems of the community were the problems of the citizens and were the subject of dinner table conversation.

While children may have been told to be seen and not heard, they were involved and there was no need to teach local government in the schools — it was part of their daily life.

The arrival of the internal combustion engine brought great technical advances to Ontario and, with these advances, a new mobility. The result was a second stage in the development of local government in Ontario, and a quiet but steady revolution in intergovernmental relations.

This mobility became an overriding fact of life after World War II. Most of you are familiar with the scenario — people crowding into the cities and towns, causing new problems in housing and traffic congestion; piped water and sewer services replacing the old pump and privy, roads and highways reaching out to the workplace and to new, modern schools, cities and towns clamouring for more land for industry and homes and schools, and the wheel goes round and round.

With property taxation as their major source of income, local government was hard pressed to raise the money to pay for the many services their citizens demanded.

The need continued to arise in the post-war years for uniform standards, uniform services, uniform policies in many areas of local government. Neighbouring communities needed common ground rules for long-range activities such as land-use planning, parks and conservation areas and education.

To deal with matters that spilled over local boundaries, special purpose bodies with wide terms of reference were created. They had administrative responsibilities for such functions as conservation, planning, libraries, suburban roads and education.

For many years, these special purpose bodies provided the means of solving problems in their immediate jurisdictions. But they, too, have caused problems. In the long run, they weakened the ability of elected local councils to respond effectively to the demands of the citizens. Since no single local agency was in a position to act as a co-ordinator and priority-setter for local government as a whole, authority and accountability became seriously fragmented. If I remember correctly, the Bureau of Municipal Research did a study of special purpose bodies in Metro Toronto and found 101.

At the same time came TV; the social whirl; the free society. No longer was the little red schoolhouse the focal point of the community; no longer were the local problems of the day discussed over the dinner table; no longer were we familiar on a first name basis with our local elected representatives; no longer were we interested in local government, unless it affected us personally. It was the day of "To Hell with You, Jack; I'm OK".

In Peterborough County, we have this beautiful City of Peterborough, four villages, and 14 townships. One of the townships has a 1975 population of 276, out of a total population of 96,403. In other counties, we have towns and separated towns. In the north we have districts and improvement districts. Also in the north, we have 50,000 citizens without any type of local government at all.

We have local governments like Metro Toronto with a population of over 2 million to Cockburn Island in Manitoulin with a population of 1, or the Village of Sturgeon Point with 46 citizens or the Town of Charlton with 182. The population of some 8 million is distributed unevenly over 344,000 square miles and population density ranges from over 2,500 persons per square mile to less than one in Northern Ontario.

What is local government? What are its functions and responsibilities? If we are going to teach local government in the schools, what do we mean by local government? Maybe you might consider this is your deliberation.

Let's get to some of the actors in our play. The Ministry of Education. What is its role? Should it be centralist and dictate to the school boards what they should or shouldn't do; what they should teach or shouldn't teach? You will recall the age of Doctor Spock and the belief that children should be able to do their own thing, a spin-off from the free society. In my opinion the Ministry reacted to public demand and reduced the number of core subjects, eliminated some examinations, only to find that this was not what the public wanted and recent changes have been made to increase the number of core subjects. Should Teaching Local Government in the Schools be a core subject? Should it be centralized at Queen's Park? Bearing in mind the wide diversity of our province and the wide variety of local governments — 836 of them — do we want the Ministry to do it?

Possibly this is something you might consider in your deliberations.

The School Board. While there is no doubt that the County, Regional or District School Board has many advantages over the old local boards in providing more uniform educational program, specialists, teaching aids, etc., there are some disadvantages. The loss of the little red schoolhouse and its focal point in the community, the busing of students and the loss of after school activities, the close, personal relationship between student and teacher.

It seems that the larger the school board gets, the more experts it needs. I don't know what your definition of an expert is, but in my experience, they are the SOB's from out-of-town who make you go wrong with confidence.

In many cases the School Board has lost touch with the citizens — that is the local touch. In fact, I believe that many citizens are unaware of their school board members. I know when I was involved in local politics in Aurora, I received many calls about educational problems and when I suggested they call the local trustee, they didn't know who he or she was.

In my opinion, and this is a personal opinion, the majority of school boards are mere rubber stamps to the Director of Education. In fact, I wonder if we really need school boards. In the Ontario Government, the Ministry of Education is but one part of the government; why shouldn't education be one part of the government at the county or regional level?

Should the School Board determine if Local Government is to be taught in the schools? In my opinion, this is where the responsibility should rest, but as I have said before, most school boards are rubber stamps for the Director of Education.



Think about the role of the School Board in your deliberations. The Director of Education. I find this a very difficult role to define. He should be the top advisor to the School Board on all matters pertaining to education. If you have a strong director and a weak board, you have problems and the same thing could happen if you had a strong board and a weak director. Somehow, we have to reach a balance and until the citizens at-large become more involved in the activities of their elected trustees, we can expect weak boards.

We had a group of concerned citizens in our area called WEB "Watch the Education Board", although I believe Board was spelled BORED. It didn't last long, because every time they went to a meeting, the Board went into secret session, at the suggestion—almost the order—of the Director of Education.

What is the role of the Director of Education in teaching local government in the schools? Think about this in your deliberations.

Now we come to the principal, the master teacher and the teacher. To me, this is where the real power lies — if they are interested.

- The Aurora experiment.
- Visiting Council meetings.
- Mayor going to schools, etc.
- Other activities—Barrie, etc.

Maybe this is where the first step should be—Consider this in your deliberations.

The parent. Is the parent really interested in what the student takes at school? Does the parent take time to ask what the child learned that day? Does the parent take time to learn what the student's interests are? Or is it just a case of "what trouble did you get into today?"

As parents and citizens, it is not enough that we vote on election day — if we take the time to vote — and then go home and forget it. Democracy needs to be lived by every citizen so as to create the moral and spiritual atmosphere in which all levels of government must operate. Quite often, elected and appointed officials have to be assisted, inspired and sometimes prodded, by public opinion, if they are to provide the condition and facilities in which all citizens can enjoy a full life.

To carry out those duties, parents and citizens obviously must be interested, active, well informed and ready to work together. Democracy is not for spectators—it demands participation.

Finally, the student. The whole reason for all the other actors, and does anyone listen to what the student wants or needs? No. We are the experts, we know what is best, it's a case of don't do as we do, do as we say.

The majority of students are concerned. We have two high schools in Aurora — one soft and one hard and the students were given a choice. More applied for the hard school than could be accommodated and the soft school would have been empty. But did the other actors, the board, the director of education, etc. consider changing both schools to the more disciplined, structured format that the students wanted? Heavens, no. They knew best.

Listen to an editorial from the Toronto Sun:

### WHAT, ME VOTE?

by Greg Magirescu and Shawn James

"Of all the legal privileges an 18-year-old is granted, voting seems to be the least glamorous. Who knows what the excuses are? Maybe it's because not enough is known about the procedures or the candidates, or maybe everybody's just too lazy.

Pamela Price, an 18-year-old Etobicoke student attending Ryerson remarked, 'I've been picking up all the literature the candidates have been handing out and reading it over. I think we all should know about local politics. It's our country and our community and we should know how it works.'

Pamela, who has attended numerous candidates meetings, is surprised at the lack of interest young people have in local politics.

'I've never seen anyone my age at a meeting but when I talk to my friends, they say they're going to vote,' she said.

Pamela thinks it would be worthwhile to devote part of high school history courses to the teaching of the system of government in Canada.

'We were never taught it in school so how are we supposed to know what we're doing by voting?' she said."

In the Sudbury workshop, the teachers said they were teaching local government in the schools and the students said they weren't. Some how, there was a breakdown in communication.

Yes, students are concerned.

We've come a long way from the student and his tri-level problem with the elephants, but our student has his own problems, so let's consider him in your deliberations.

We're getting close to the baseball season and Metro Toronto is excited about its Blue Jays. The other day in the hotel, during the Ontario Good Roads Convention, I overheard three baseball umpires exchanging experiences:

The first one said: "I call some strikes and I call some balls. But I call 'em as I sees 'em."

The second chimed in: "I call some strikes and I call some balls. You see, I calls 'em as they are."

Then the third one spoke up: "I, too, call some balls, and I too, call some strikes; but until I calls 'em — they ain't nuttin'."

And so if the local community is not prepared or motivated to call the shots then the idea of teaching local government in the schools will only end up as a good idea that was never taken advantage of. But, in this local community of Peterborough, you are concerned — you are motivated and until you call the shots, the program ain't nuttin'.

I wish you well in your deliberations and I look forward to the results of your efforts.



**APPENDIX VII**  
**Speech presented to The Peterborough Workshop**  
**by**  
**Mrs. Robin Jeffrey, Former Mayor of Belleville**

**Mr. Chairman, Ladies and Gentlemen:**

The topic given me today was "Problems for Local Government of having an ill-informed Electorate". Because this topic has a somewhat negative sound, I am going to change it to a positive tone by speaking on "The Reasons that Community Civics should be taught in our Ontario School System".

**1. TO PRESERVE AND STRENGTHEN COMMUNITY LIFE ACROSS ONTARIO:**

Next to the family, the community is the most important centre of the activities that make life human, civilized and cultured. No other environment contributes so significantly to nourish the intimate values of life.

Urban municipalities are the marketplace for the exchange of goods, services and ideas. They are not only the financial nerve centres of our country, but also represent the heart and soul of our culture. In these urban communities, people congregate, not only to carry out essential political and economic functions of our society but also to participate in recreational and entertainment activities, to absorb knowledge and receive intellectual stimulation, to explore new ideas and to obtain spiritual up-lift.

Thus, it seems ironic that these urban communities which are supposed to be centres of wealth, culture, beauty and the other good things of life, have had little attention paid to them by the Ministry of Education or the teachers in our Ontario classrooms.

Nor should the study of community civics stop at the city limits. The function and role of counties and townships in creating and developing communities is a major part of the story of rural community civics in Ontario.

Problems resulting from urban sprawl have a negative impact for miles out into the rural communities. Agricultural and recreational resources have been destroyed; land, water and air have been polluted and vast semi-urban communities of neither town nor county have been created.

In recent years, there has been an increasing concern shown by some of the public to municipal problems and the quality of our living environment. Surely out of this concern for the importance and future of communities should develop a need to put into our secondary schools and community colleges a compulsory course on community civics.

It is my primary purpose today to indicate the reasons that such a course is essential for the survival of community life, where the dignity and value of each human being is most recognized.

The young people of Ontario must be given an opportunity to be educated not only about the world they will inherit, but about the community where they will live.

Every young person — man and woman will ask themselves three questions:—

- (1) What do I do to earn a living?
- (2) Where can I find a home?
- (3) How do I get out of life what I would like to get?

Each of them wants a job to find a home of their own at a price they can pay in a community where they feel they belong.

I see little reason for not requiring local government study, or community civics as a subject in the secondary schools, making it an obligatory class in college courses and putting it as a central theme in continuing education programmes. The educational goal of such courses should be to provide the tools to help people answer those three questions.

In an age of increasing co-operation between levels of government, the idea of insulating the teaching of government to provincial and federal levels in our school system no longer makes sense if it ever did.

**2. TO LEARN RESPONSIBLE CITIZENSHIP AND PROTECT OUR DEMOCRATIC SYSTEM:**

The most important features in learning citizenship for men and women is not at the provincial or national capitals, but rather at their own doorstep — their community.

It is the community, whether hamlet, village, town or city, with limited political autonomy, which supports institutions such as churches and schools, industry and commerce organizes secondary institutions like "Y's", fraternal societies, business, labour and professional groups and provides centres for social recreational and artistic activities.

It is in the community where the needs, interests, desires and purposes of human beings interact with other human beings.

The quality of a community cannot be expressed in any single phrase. It is a collective name for a great number of different things, every one of which is beneficial in nourishing the essential values of life. The community is the background, foreground and setting of a person's home of his or her life.

Through study and participation in community civics, young people would be given valuable tools, after leaving the school system to use as responsible members of a community and to help them answer that third question that they ask — to find a community where they feel they belong and where they have a chance of being happy.

Because membership in the community derives from a conscious sense of "belonging". People are not a faceless legion, but neighbours and friends.

If a person is to have dignity — to hold his head high — he must make his contribution to life. It is in the community that man feels what he is and has a chance to become what he can be. Through association with others in church, school, club, recreation and local government, the individual gets a sense of status and a sense of social acceptance and support.

Democracy is that system of government which more than any other is predicated upon the dignity of the individual. This is best realized at the local government level where every individual is important to the community.

Essential to democracy is the participation of the governed in determining their own welfare. They need to use the vote which is a mark of living in a free society.

The duty to vote requires a duty to equip oneself to vote, and everyone is under the obligation to understand our way of government, beginning at the local municipal level and therein lies a major reason why community civics and a study of local government should be taught in an intense manner in our school system.

**3. TO UNDERSTAND GOVERNMENT STRUCTURE AND THEREBY ENCOURAGE PARTICIPATION:**

The greatest opportunity to learn about government and the democratic process is in our community. It is the closest government for people to study, and even though complex in form because of special purpose boards and commissions, it is the simplest form of government in Canada.

If government structure at the local level is understood, then it is not too difficult to broaden that view to understand party government at the provincial and federal levels.

Probably no finer plea has ever been written for the teaching of local government or community civics in our school system than that of John Stuart Mill in 1859, but he has a warning also:—

"A people may prefer a government but if from indolence, or carelessness or cowardice, or want of public spirit, they are unequal to the exertions necessary for preserving it - they are unlikely long to enjoy it."

I congratulate here, the organizers of this conference for recognizing the warning inherent in John Stuart Mill's words and having the spirit, vision and courage to do something about it.



Can I not also say that too many Ontario citizens *have been* indolent, careless and lacking the public spirit needed to see that our school system provides for the teaching of community civics so that young people at an early age learn about our democratic system and what their responsibility is, as citizens, to preserve it.

One of the essential human liberties is the right to participation in government. One of the freedoms that is necessary in a democracy is political liberty or the right of popular or representative government.

To initiate reform of any kind, you need to be an intelligent, educated, informed citizen, acquainted with the values, privileges and responsibilities of our Canadian and community way of life.

The person seeking to do things needs more than a surface knowledge of what is to be done and the method of doing it. Life *has* to go into the woods to scratch the bark of the trees as well as stand off to view the forest in perspective. Both background knowledge and intimate acquaintance are necessary in the process of learning.

A course in community civics and the study of local government must be designed to incorporate these two concepts — background knowledge and intimate contact.

We can learn much by looking attentively at events and scenes and things, and by listening to people.

Young people like to watch people doing things. They collect impressions of things. Whether it be attending a Council session, or a day with the Mayor or visit and discussion with the City Treasurer, Police Chief or Fire Chief.

#### EXAMPLE:

For some ten years, the Rotary Club and City of Belleville have sponsored a Mayors of the Week programme. One student from each of the 7 secondary schools and one from the Community College spend one week studying municipal government. The student attends meetings with the Mayor, social events and meets with the Department Heads at City Hall, Fire, Utilities and Police station. When they arrived at City Hall at 8:30 a.m. Monday morning to begin their week, I found grade 12 and 13 students who had little idea what municipal government was all about. But at the end of the week, every one of the students I was involved with as Mayor was enthusiastic and interested and understood for the first time the importance of that government to them as citizens of the community. A number indicated they would seek elected office at some time in the future.

There, in that programme, I saw positive proof of what could result from a properly structured, participatory community civics course.

We learn by doing. The motto "Learn to do by doing" guides the 4-H Club movement. Young men and women develop talents for greater usefulness, and they acquire the knowledge, plans of action, skills and attitudes necessary to their living happily and achieving satisfaction.

When Girl Guides or Boy Scouts pick up garbage in the park, they are learning many things about service and community responsibility.

In a community civics course, there must be total co-operation between the teachers, school board and municipality if the greatest benefit is to be gained for the students of such a course.

And we must listen to young people. They will be excited by the idea of a course where they can contribute. They have views unencumbered by defeats, disappointments and disillusionment. They are passionate about issues and causes and are more likely to join enthusiastically when given issues to solve.

Because of the involvement of one teacher who taught Urban Geography and sat on the Board of Park Management for the City of Belleville, his class participated in the design of a newly acquired park site. The students proposed development designs with

costs and presented their proposals to the Parks Board and Council. Those same students today think of that park as "theirs". They were given an issue and they worked with great enthusiasm on the problem. They participated in the decision-making process of their community.

In setting up a course in community civics, it seems only logical that after a classroom study has been completed on the structure of municipal government, a similar structured organization should be developed in the classroom with mini-elections for the Chief Magistrate, Alderman plus submissions by students to their classmate seeking appointments to boards and commissions.

Remember one learns best by doing.

(Note: Ministry of Education — provide instruction and data on local government for the use of teachers.)

I certainly recommend that the best instructors for many parts of such a course would be those citizens who have participated or are participating themselves in local government.

And I bet that these people would welcome the opportunity to pass on the knowledge they have to the young people of today.

For if we don't do something now about the teaching of local government in our schools, then the very existence of this form of government is in question.

One need only look at the data on voter turn-out at the municipal level across Ontario to realize that municipal government is in jeopardy.

The analysis of Bright Lights Questionnaire on how a better educated and informed public would affect government produced these comments:—

- (1) Such a public would become more involved in daily community affairs.
- (2) There would be a substantial increase in voter turn-out.
- (3) More qualified people would be elected to office.
- (4) There would be a strengthening of our democratic system.
- (5) Definite overall advantage to society and improve decisions made.

The poor voter turn-out (sometimes as low as 22%) permits a minority to elect their representatives because the majority, through apathy, gave up their right to vote.

In municipal elections, too often, the majority of citizens shrug their shoulders and are silent and neglect the discharge of the individuals' responsibility as citizens.

If our democratic form of government is in trouble at the local level because of citizen default, then it will not be long before it is in trouble at the provincial and federal levels.

If our responsible and representative government is no longer valued by citizens in the community, then the alternative is dictatorship in whatever form it takes. Surely our people who have enjoyed this country's freedoms do not want, because of apathy and ignorance, to see this happen.

And yet, it is happening now at the local level.

If citizens are knowledgeable and concerned in a community, then there is a natural spin-off because of disinterest of capable candidates seeking elected office.

But not only is public apathy evident in our municipalities, we also have a limited interest by citizens to seek to serve their communities in public office.

These two facts (public apathy and lack of interest in becoming candidates for public office) lead to major problems for local government.

Councils which do not truly reflect in their make-up the people of their community, cannot know what the majority of people want. They hear only the demands of the highly organized and very vocal minority groups who often have selfish interests. Thus, decisions are made which may not be in the interest of the whole community.



Little minded people are opinionated. The ignorant man always believes he is right and says so: the educated man seldom is sure that he has all the truth.

To have to work and make decisions in such a vacuum discourages capable men and women from seeking elected office.

Even those few souls who recognize their responsibility to serve, become discouraged and tire of the abusive and personal attacks they often face.

The electorate allows this to happen — they don't seem to realize that the future of their community is really being decided by a few malcontents.

Unfortunately, the Press who has the responsibility to keep the public informed, often headlines only the controversial comment without printing the whole story on the issue. Too often the other side is never explained either by the news media or the council members. And the public gets a one-sided look at the problem — usually the emotional side — and the public continues, because of carelessness and apathy, to allow this to happen.

I realize that the form of municipal government lends itself to public apathy. There is no party system or a party discipline. Every council member is his or her own political party. Candidates' platforms have to be kept general because there is no certainty that they would be adopted.

The many issues handled by councils (vital to the running of a community) seldom inspire public interest. Councils can fumble away doing the public business without attracting too much attention.

Unfortunately, it takes a scandal or a conflict of interest charge to stir public interest. Recently, our school boards have attracted more interest because of their increase in demand for the property tax dollar.

But even with this concern about education costs plus a mayoralty contest, the voter turn-out in Belleville was only 48% in the municipal elections last December. 48 people out of every 100 eligible voters decided who should represent their interests for the next two years.

What happened in this one municipality can be multiplied 100's of times across Ontario and cover almost all municipalities.

People have to be educated and re-educated about the responsibilities of citizenship. If we believe in and value our democratic system of government at the local level, then the next generation should know what it is all about.

The Communist nations realize how essential it is to indoctrinate their youth into their system at an early age.

In order to protect our system of government, we should take a leaf from their book and give our youth an opportunity to study and participate in democratic government at the local level, a government closest to them, accessible and easiest to understand.

It would be an easy step to move from the intimate knowledge the student now has on student government in the schools to civic government in their community.

For there is no better place to learn participatory government than at the local level. Every man, woman and child is affected by the decisions made. But people have to understand how it works if they are going to have any influence on it.

To summarize my comments on the reasons community civics or local government should be taught in our Ontario School System:—

- (1) To preserve and strengthen community life across Ontario.
- (2) By teaching responsible citizenship at the local level, we strengthen our democratic system.
- (3) In understanding the structure and function of local government through issue study, we increase the interest and participation of people in community affairs.
- (4) Our communities, our Province and our nation benefits from more knowledge and participation by citizens.

In ancient Athens, people were divided into two kinds: citizens and idiots. Idiots were private people, passive, unconcerned with politics, ignorant and apathetic. By contrast, citizens were educated, actively concerned with the quality of community life and participants in the process of maintaining that quality or altering it for the better. If through mischance, the citizens participation in the affairs of his community made things worse, then he shouldered the responsibility.

Today and tomorrow, the people in our communities make the same choice that the Athenians made:—

**to become a citizen or to remain an idiot.**

The goal of this conference is to make certain that our education system in Ontario develops more citizens and fewer and fewer idiots.

Our democratic municipal machinery may be old and worn and held together with hay-wire here and there. We know that local municipal government is not perfect. But we also know it is the government that can offer each person a happier and fuller life.

It is worth preserving. The teaching of community civics in our Ontario School System is a positive step that should be taken now. For it is in the community that students will find their future and their personal value as citizens.



## APPENDIX VIII TEACHING AIDS

### National Film Board of Canada - Films

#### CO-OP HOUSING: THE BEST MOVE WE EVER MADE

1000 0175 050

22 minutes 25 seconds

Why is there a housing crisis in Canada? How is it experienced by those who need housing? By those who profit from it? Are there alternatives? This film explores the dimensions of the problem, the definition of co-operative housing and its possibilities as described by some people who are living in co-op housing today.

#### CO-OP HOUSING: GETTING IT TOGETHER

1060 0175 051

23 minutes 15 seconds

A practical guide to the steps involved in establishing co-op housing. People, housing, funds, expertise — getting it together isn't easy, but it can be done. We hear advice from people in a number of co-ops, and get the feeling for planning and procedures.

#### WATERLOO FARMERS

1060 0176 103

27 minutes 43 seconds

The agricultural practices of an Amish family near Kitchener relating to organic farming and the principles of the conserver society.

#### WE CAN'T STAND STILL, CAN WE?

1060 0176 524

22 minutes 43 seconds

A film on the efforts of a small town in Alberta to resist urbanization and retain its character. To encourage citizens and city planners to better control the use of land. The revitalization of small cities is becoming an important priority for Urban Affairs.

#### WHAT ON EARTH ARE WE DOING?

1060 0175 068

11 minutes 43 seconds

Rapid population growth and migration from rural to urban settlements is having a profound effect on the world society. To meet the challenge and begin to find solutions to the problems the United Nations has called an International Conference, Habitat, that took place in Vancouver from May 31 to June 10, 1976. This film, produced by the Canadian Habitat Secretariat points to the problems and the challenge.

#### WHERE YOU GOIN' COMPANY TOWN

1060 0175 001

27 minutes 30 seconds

Since 1897 the activities of a single mining and smelting company, Cominco, have been the mainstay of work, life and economy of the people who live in Trail, B.C. But today, the old plant with its many long-standing problems is falling under pressure exerted by a new breed of young outspoken and sometimes hostile workers. Filmed just before and during the time of the longest strike in Cominco's history, this film examines the changing relationships between labour and management as well as the union's struggle for survival.

#### POLLUTION FRONT LINE

46 minutes 18 seconds b&w NFB

16mm: 106B 0170 115

D-P: Walford Hewitson

"You can't scrub the soot from the raspberries," says one Hamilton (Ontario) housewife living near the city's industrial area. Hers is only one of many forthright opinions expressed in this film on the subject of the city's air and water pollution and its threat to health and environment. Civic and governmental officials, industrial specialists and ordinary citizens give their assessment of the situation. Hamilton's experience will interest other cities where similar conditions exist.

#### RIVER WITH A PROBLEM

28 minutes 3 seconds color NFB

16mm: 1060 0161 015

D: Graham Parker P: David Bairstow

A film on water pollution, using the Ottawa River as an example of what happens when a river is used as a dumping place for municipal and industrial waste. Color animation illustrates exactly what happens to river water as it becomes polluted. Engineers, health authorities and civic officials voice concern over this increasingly urgent problem.

#### CITIZEN HAROLD

8 minutes 37 seconds color NFB

35mm: 1050 0171 096 16mm: 1060 0171 096

D: Hugh Foulds P: Robert Verrall

An animated film about one man's attempt to bring about changes in his community through participation with fellow-citizens and the local government. A discussion-starter with a dual ending, for groups exploring methods of bringing about change.

#### ENCOUNTER ON URBAN ENVIRONMENT

108 minutes b&w NFB

16mm: 106B 0171 022

D: Roger Hart

A look at an urban community, stimulated by a panel of specialists from different fields who met with members of every level of the Halifax-Dartmouth community during a week-long session to consider the future of the area and the responsibility of the citizens and government in planning the future.

#### PROMISES, PROMISES . . .

32 minutes 57 seconds color NFB

16mm: 1060 0173 041

D: Reevan Dolgoy P: Roger Hart, Len Chatwin

A film exploring the problems and potentials of small towns in the Drumheller Valley region of Alberta. It documents the citizen participation generated in the region by the Task Force on Urbanization and the Future, the citizen reaction to curtailment of the Task Force exercise, the events that followed, and the lesson of this experience for other districts facing similar problems. The film is distributed with added footage to update events.



### **WHERE DO WE GO FROM HERE?**

22 minutes 15 seconds color NFB

16mm: 1060 0173 081

D: James Carney P: Rex Tasker, Len Chatwin

Toronto is the example used in this first film in the series, which deals not only with the mechanics of urban transportation but also touches on many of the underlying political and economic tensions. Perhaps more important than any "answers" it proposes, are the questions it raises.

### **A BUS — FOR US**

14 minutes 35 seconds color NFB

16mm: 1060 0172 093

D: Rex Tasker P: Len Chatwin

After repeated attempts to obtain service from the public transportation authorities, these suburban Ottawa residents finally decide to do it themselves.

### **REGINA TELEBUS**

19 minutes 27 seconds color NFB

16mm: 1060 0173 022

D: Rex Tasker P: Len Chatwin

This is a report on Regina's successful experiment with dial-a-bus, a flexible service, mid-way between bus and taxi, that provides passengers with front-door-to-destination transportation.

### **PARLIAMENTARY PROCEDURE**

21 minutes 50 seconds b&w NFB

35mm: 105B 0155 027 16mm: 106B 0155 027

D: Morton Parker P: Guy Glover

How the rules of parliamentary procedure facilitate the orderly conduct of a meeting is illustrated while a group is in session. The film's commentator joins the meeting and in a light, informal manner explains the functions of the chairman, the correct manner of presenting a motion, an amendment, a point of order, a point of information.

### **FLOWERS ON A ONE-WAY STREET**

57 minutes 10 seconds b&w NFB

16mm: 106B 0167 198

D: Robin Spry P: Joseph Koenig

Yorkville Avenue, Toronto, received newspaper prominence after it became what the papers called a "hippie haven". This film records what happened after the young people staged demonstrations to have the street closed to traffic, and civic authorities used corresponding persuasions to keep it open as a necessary traffic artery. The main confrontation shown in the film takes place at a council meeting in City Hall, to which spokesmen for the young people have come to present their case. Here the film provides opportunity to judge both their attitudes and those of the city fathers.

### **THE CITY**

14 minutes 7 seconds color NFB

16mm: 106C 0172 578

Housing, transportation, the shift to the suburbs, the importance of green spaces — these and other aspects come to the fore in this view of city living. How people react to the rapid pace of change, and what planners, public and private, can do, are indicated, but the main impression is that major changes must be brought about and for that an informed public is needed.

### **BOOMSVILLE**

10 minutes 12 seconds color NFB

35mm: 105C 9167 064 16mm: 106C 0167 064

D: Yvon Mallette P: Robert Verrall

An amusing diagnosis of big city growing pains, Boomsville is an ironic view of town planning, or rather, the lack of it, and what has happened to our cities as a result. Done in cartoon animation, the film traces the growth of the typical city, from a tiny settlement in the vast North American wilderness to the car-clogged metropolis that so many cities are today.

### **YOU'RE NO GOOD**

28 minutes b&w NFB

16mm: 106B 0165 074

D: George Kaczender P: John Kemeny

A film of youth, and the impulses of youth that at times clash with society's need for circumspection, law and order. The youth is Eddie (Michael Sarrazin), and his mistake was to "borrow" a motorbike parked in front of a store. He takes his girl for a spin and then the law steps in. The film is a commentary on a society that often offers youth little purpose or sense of accomplishment.

### **CHAIRS FOR LOVERS**

28 minutes 32 seconds color NFB

16mm: 106C 0173 575

D-P: Barrie Howells

Vancouver architect Stanley King demonstrates his method of involving the public in urban design. He calls it the draw-in/design-in. In downtown Vancouver a certain area is slated for redevelopment. How can it be made to best serve the needs of the people who will use it? At a "draw-in" a group of students sketch their ideas; later, at a "design-in", including adults, the sketches are refined in a way that can serve as a guide for city planners.

### **THE CHANGING CITY**

27 minutes 45 seconds color NFB

16mm: 106C 0164 009

D: Kirk Jones P: Peter Jones

Town planners, civic organizations and the public at large will find in this film a clear interpretation of how, under the National Housing Act, the resources of the Federal Government are made available to help meet the housing needs of a growing Canada.

### **CITY LIMITS**

28 minutes 45 seconds color NFB

16mm: 106C 0171 092

D-P: Laurence Hyde

Forthright, critical analysis of the problems of North American cities by Jane Jacobs, authority and author of books and articles on the subject. Former New Yorker, she chose to live in Toronto because "it is a city that still has options . . . it hasn't made so many mistakes that it's bound to go downhill." Her remarks, and what this film shows, will interest all civic and community groups — in fact, all urban dwellers.



### **CITY UNDER PRESSURE**

17 minutes 25 seconds b&w NFB

16mm: 106B 0165 104

D: Theodore Conant P: Frank Spiller

A case study of municipal government and the influence of citizens acting as a group. The case study is that of Edmonton, but the problems shown are those of many cities: urban renewal, traffic congestion, zoning, etc. What the film does is to listen in on discussion of these questions in Edmonton, and thus provide ground for further discussion by the film audience.

### **THE COLDSRING PROJECT**

27 minutes 20 seconds color NFB

16mm: 106C 0174 506

D: Pierre Letarte P: Peter Rayment, Wolf Koenig

The human side of town planning, as exemplified in Baltimore, Maryland. The Coldspring Project concerned a proposed housing development for lower and upper income levels on a 300-acre site adjoining a wildlife sanctuary. The film records the differences aired in meetings of various interest groups who tried to modify the plan according to their sights, and the compromise reached, based on plans drawn up by Montreal architect Moishe Safdie.

### **LEWIS MUMFORD ON THE CITY SERIES**

Series of 6 films

P: Ian MacNeill, Guy Glover

Based on Lewis Mumford's book, *The City in History*, and filmed in many cities of the world, this series is a master-view of all the achievements, failures and promises of our urban culture — an education and a challenge to anyone concerned about the way we live and about the legacy we leave to our children.

### **THE CITY: HEAVEN AND HELL**

27 minutes 58 seconds b&w NFB

16mm: 106B 0163 031

An outline of the opposed natures — creative and destructive — of the city in history, the elements that created the first cities about five thousand years ago, and the forces that now threaten "man's most precious collective invention".

### **THE CITY: CARS OR PEOPLE?**

27 minutes 56 seconds b&w NFB

16mm: 106B 0163 032

A study of an old but dangerously growing problem — how to make the city accessible for meeting and mixing without allowing the automobile to make it congested and uninhabitable.

### **THE CITY AND ITS REGION**

27 minutes 56 seconds b&w NFB

16mm: 106B 0163 033

History shows that cities thrive best when they live in harmony and balance with the countryside. How can this balance be maintained or restored in today's sprawling metropolitan regions?

### **THE HEART OF THE CITY**

27 minutes 56 seconds b&w NFB

16mm: 106B 0163 034

A study of the growing sterility, dullness and congestion that is destroying the vitality, variety and breadth that once made cities physically attractive and humanly creative.

### **THE CITY AS MAN'S HOME**

27 minutes 55 seconds b&w NFB

16mm: 106B 0163 035

Slums, giant public housing complexes, mass suburbs, anonymous and bleak luxury apartments — almost everywhere in our cities communal standards of living are falling as personal living standards rise. How did this happen and what can cities now do?

### **THE CITY AND THE FUTURE**

28 minutes 5 seconds b&w NFB

16mm: 106B 0163 036

An inevitable and urgent choice must be made between low-grade urban sprawl or a new kind of regional city. This last film of the series examines prospects for the city and ways to restore its role.

### **LIKE RINGS ON WATER**

16 minutes 11 seconds b&w

16mm: 106B 0170 084

An English version of a Swedish film questioning the way our cities grow. Sitting beside a stream tossing pebbles, a man is reminded, by the spreading rings on the surface, of the similar pattern of urban sprawl — rings of industry alternating with rings of dwellings until access to the center is choked off. What the alternative might be is shown in an animation sequence — a design somewhat resembling a snowflake — with the new city imagined as one of limited size and linked to satellite towns by roads radiating from the center.

### **PUTTING IT TOGETHER**

28 minutes 2 seconds color NFB

16mm: 106C 0174 542

Describes how the Winter Capital Projects Fund, set up by the federal government to encourage winter employment, serves the needs of Canadian communities. Examples are shown from all parts of the country — medical centers, road construction, public libraries, boat docking facilities, recreational improvements — all initiated or brought to completion through the cooperation of federal, provincial and municipal governments and with building capital made available by the Fund.

### **THEY'RE PUTTING US OFF THE MAP**

28 minutes 6 seconds color NFB

16mm: 106C 9168 095

D: Michael Scott P: William Brind

A portrait of a small Ontario town and its efforts to attract new industries and people. Napanee, a pleasant old town near Kingston, Ontario, is shrinking when it should be growing, a fact that is cause for concern for civic leaders and many townspeople. Reasons are aired from many points of view and will provide meat for discussion in communities where similar problems exist.



### **TO BUILD A BETTER CITY**

14 minutes 17 seconds color NFB

16mm: 106C 0164 065

How Vancouver, faced with the problem of blighted areas, embarked on a twenty-year program of urban renewal, with the help of federal, provincial and municipal governments. The first step was the erection of a group of maisonettes and a high-rise apartment block to provide a "bank of housing" while old buildings were being demolished.

### **VIVRE SA VILLE**

18 minutes 5 seconds color NFB

16mm: 106C 0167 111

D: Jacques Godbout P: Andre Belleau

Every city, proud, historic, picturesque though it may be, has need for renewal. Blighted areas must give way to new developments so that vitality and growth may continue. Filmed in Montreal and Quebec City, this picture shows how renovation projects may be introduced while still preserving the traditional character of ancient thoroughfares and residential areas.

### **PROPAGANDA MESSAGE**

A cartoon film about the whole heterogeneous mixture of Canada and Canadians, and the way the invisible adhesive called federalism makes it all cling together. That the dissenting voices are many is made amply evident, in English and French. But this animated message also shows that Canadians can laugh at themselves and work out their problems objectively.

### **"I DON'T THINK IT'S MEANT FOR US . . ."**

Tenants of public housing express some of their concerns and perceptions of the public housing positions of federal, provincial and municipal levels of government who make and administer policies that affect their lives. Controversial viewpoints, which will be useful in constructive discussion, are expressed.

### **MRS. CASE**

Mrs. Case is a deserted mother on welfare, bringing up her five children alone in a big city. Here are the particular problems of a single parent, her encounters with welfare workers, her involvement in community affairs, and her constant worry over medical and other expenses.

### **THE CANADIAN ELECTORAL SYSTEM**

For all voters and voters-to-be, and for all who share in the work of an election, this film provides a clear account of electoral procedures before and during a Canadian federal election. Key-figure in a cross-county survey is Montreal comic actor Paul Buissonneau who verifies, to his own and everyone else's satisfaction, that all steps, from the official enumeration of electors to the counting and, where necessary, recounting of ballots are carried out strictly according to the book.

## **Ministry of Education (Audio Visual Aids and Kits)**

### **CANADA'S GOVERNMENT**

This filmstrip looks at the three levels of government in Canada — federal, provincial, and municipal — and at the various powers and prerogatives which by statute, have been allotted to each.

### **CITIES: LIVING IN A MACHINE**

Projects under way in designing completely efficient machine cities are illustrated. The film also includes an analysis of current problems such as pollution, poverty, and slums.

### **Audiotape: THE CITY**

Through the music and sounds in these programs, the student is able to create movement that expresses impressions of the city.

### **DEVELOPMENT OF SELF-GOVERNMENT**

The series illustrates the development of government in Upper Canada, Lower Canada, and the Atlantic Region, from a colonial system to responsible government.

### **ELECTRONIC POLITICS**

Vigorous citizen involvement and accurate information about issues and events are fundamental to a healthy democracy. How have the news media influenced these political needs? Photo sequences stimulate examination of this question.

### **Transparency — GROWTH OF METROPOLITAN TORONTO**

This map shows the spread of growth from the first settlement to the mushrooming expansion of Toronto in recent years.

### **Periodical: INTERNATIONAL CANADA**

A comprehensive summary of Canadian government statements and political discussion on Canada's position on and participation in international affairs constitutes a unique research and reference tool.

### **Transparency — LAND USE PLAN — 1965 (METROPOLITAN TORONTO)**

Four overlays to a base map showing Toronto's major transportation patterns, provide plans for commercial, industrial, recreational, and residential developments.

### **LEWIS MUMFORD ON THE CITY**

In a series of films, Lewis Mumford comments on the growth of cities, past, present, and future, emphasizing the need to preserve human and personal values.

### **Transparency — METROPOLITAN TORONTO — SITE**

A base map and three overlays show the drainage system of Metropolitan Toronto and how it shapes transportation and regional divisions.

### **QUEEN CITY**

The history of Toronto is traced from its foundation through its rapid development into a metropolis.

### **THE R.C.M.P. AS A PROVINCIAL AND MUNICIPAL FORCE**

The R.C.M.P. serves as the federal force in certain areas of law enforcement, acts as the provincial force in eight provinces, and as the municipal force in some areas.



## **TORONTO**

Cultural aspects, the harbour, and the physical features are the three subjects treated in these sets of slides on Toronto.

### **Kit — TORONTO: GREAT LAKES CITY**

Fully detailed study materials, visual aids, and exercises on urban geography acquaint the student with the problems and structures of urban environment.

### **TORONTO, ONTARIO — PROVINCIAL CAPITAL**

Toronto scenes shown include the trading post of 1721, Governor Simcoe's arrival in 1793, and, in modern times, the Ontario Science Centre.

## **TOWN PLANNING**

Random growth of cities is contrasted with the systematic direction sought through the science of town planning.

### **UP AGAINST THE SYSTEM**

Social-welfare recipients tell of their feelings and complain of short-comings in public welfare programs.

### **Kit — WE/THEY: MINORITY GROUPS AND THE DOMINANT SOCIETY IN CANADA**

This kit introduces participants to a number of key ideas about groups of people — what they are, why they form, and how they interact with society at large.

### **WHAT IS GOVERNMENT?**

Designed for use in classrooms of the far North, this filmstrip uses the analogies of a family, a school committee, and a community council to illustrate the principles of government and democracy.

## **APPENDIX IX**

### **GAMES**

list compiled from:

**BOOK — CONTEMPORARY GAMES**

by Jean Belch

University Washington Library

#### **Game - City Council**

Age Level - 6th - 10th grade

Players take roles of City Council members and residents of a community, making decisions regarding law enforcement, pollution, the hiring of a City Manager and other issues involved in proposed ordinances.

by - Jay W. Reese, 3235 West 17th Avenue, Eugene, Oregon 97402

#### **Game - The City Game**

Age Level - Junior high school

Designed by the author for use in 8th grade language arts classes; helps students gain a clearer understanding of human relationships and municipal operations by acting out the various ethnic and economic roles in the "city" they create.

by - William Harlan, Herbert Hoover High School, San Jose, California

#### **Game - I Am The Mayor**

Age Level - Elementary

Simulation was used in studies of inquiry activity in elementary school children.

by - D. S. Allender & Jerome S. Allender, Department of Psychology, Temple University, Broad & Montgomery, Philadelphia, Penn. 19122

#### **Game - Community Decision Games (Series)**

Age Level - Junior high school, High school, College

Designed to help players anticipate, understand, and deal with conflicts over community problems. Players form interest groups, consisting of public officials, some businessmen, manufacturers and consumer voter factions which deal with value conflicts and seek to gain consensus. Each player must decide how willing he is to improve the community when varied special-interest considerations are taken into account.

by - Educational Ventures, 209 Court Street, Middletown, Connecticut 06457

#### **Game - Inner City Planning**

Age Level - High school, Adult

Representatives of special interest groups involved in urban renewal decision-making deal with cooperation and conflict in planning for services and facilities while maintaining their representation in policy formation. City planning officials, public housing agency personnel, educators, businessmen, land developers, and residents seek to effect improvement by eliminating slums and the causes of urban blight without impairing the lives of the citizens living in the area.

by - The MacMillan Company, 866 3rd Avenue, New York, N.Y. 10022



#### Game - **Metropolitics**

Age Level - Junior high school, High school

In this urban simulation, players take the roles of citizens of the Skelter Metropolitan area. Through persuasion and coalition formation they attempt to have one of four different forms of government adopted for the area.

by - Didactic Systems, Inc., P.O. Box 500, Westbury, New York 11590

#### Game - **Metropolis**

Age Level - College, Adult

**Metropolis** is a three phase simulation involving interactions among city administrators, politicians and real estate speculators linked by the device of a capital improvement. Growth and development patterns in the middle sized city are influenced by desires for political and professional advancement and profits.

by - Richard D. Duke, Environmental Simulation Laboratory, 109 East Madison, University of Michigan, Ann Arbor, Michigan 48104

#### Game - **Toronto Game (TOG)**

Age Level - College, Adult

The TOG model was used as a part of the fourth year design curriculum in the school of Architecture to introduce students to the interplay of the major elements of an urban system — social, economic, and governmental — and to examine the validity of design alternatives through gaming.

by - S. N. Benjamin, University of Toronto, Department of Architecture, Toronto

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list compiled from:

Book - **THE GUIDE TO SIMULATIONS/ GAMES FOR EDUCATION AND TRAINING**

by David W. Zuckerman, Robert E. Horn

Information Resources, Inc., P.O. Box 417, Lexington, Massachusetts 02173

#### Game - **Campaign**

Age Level - Junior high, High school, College

Involves bargaining, decision-making, strategic thinking and coalition formation.

by - Instructional Simulations, Inc., 2147 University Avenue, St. Paul, Minnesota 55114

#### Game - **Woodbury Political Simulation**

Age Level - College

To teach dynamics of elections.

by - Marshall Whithed, Political Science Department, Temple University, Philadelphia, Pennsylvania 19122

#### Game - **Plans**

Age Level - High school, College

Informs students of the goals of various pressure groups; helps students understand the consequences and need of coalition formation and uses power and influence in public life.

by - Simile II, P.O. Box 1023, La Jolla, California 92037

#### Game - **Caucus: Canadian Politics in Action**

Age Level - Junior high, High school

Decision making, negotiation, compromise; experience in some selected aspects of the Canadian political process, particularly those related to brokerage politics; key issues in Canadian politics; group and individual behaviour in political situations; the preparation and delivery of effective arguments in support of desired goals.

by - Van Nostrand Reinhold Ltd., 1410 Birchmount Road, Scarborough, Ontario

#### Game - **Police Patrol**

Age Level - Junior high, High school, College

Improve understanding of attitudes toward police and authority; increase knowledge of the police function; encourage increased classroom interaction; discourage attitude formation based solely on personal experience with the police.

by - Simile II, 1150 Silverado, La Jolla, California 92037

#### Game - **CLUG (Community Land Use Game)**

Age Level - High school, College

To teach the classical principles of urban and regional economics. Players usually conclude that planning and control are necessary but difficult processes required for more rational or humane urban development.

by - The Free Press, Department F, Riverside, New Jersey 08075

#### Game - **teleCLUG**

Age Level - Junior high, High school, College

Explore city development, economic influences thereon, etc.; explore conflict between entrepreneurial motivations and community development in terms of quality of life.

by - Marshall H. Whithed, Behavioural Simulation and Gaming Lab, Political Science Department, Temple University, Philadelphia, Penn. 19122

#### Game - **City Model**

Age Level - College

To provide a laboratory in which players can first of all learn about the complexity of urban goal setting and policy making and then can experiment with different ways of achieving the goals that are established (individually and collectively) in the economic, social, and government sectors.

by - National Bureau of Standards (Technical Analysis Division), Washington, D.C.

#### Game - **New Town Professional Planner's Set**

Age Level - College

Abstracts, simulates, and thus aids participants in thinking about some of the basic economic, environmental, and political forces which affect the spatial development pattern of an urban area. Kit includes four separate games, from a simple probabilistic version to more complex versions, each of which builds upon the features of the next less complex version.

by - Harwell Associates, Box 95C, Convent Station, New Jersey

#### Game - **New Town-Kit**

Age Level - High school

Elucidate forces shaping environment; impress upon players the value of a town planner; introduce students to the town planning process.

by - Harwell Associates, Box 95, Convent Station, New Jersey 07961



### Game - **Urban Dynamics**

Age level - High school, College

To provide an overview of a metropolitan area, stressing the interlocking of economic, political, and social factors, and the relationship between the central city and its suburbs; to provide an understanding of institutional racism, to provide an understanding of the necessity for both planning and a sense of community.

by - Urbandyne, Inc., 5659 S. Woodlawn, Chicago, Illinois 60637

### Game - **Land Use Gaming-Simulation (LUGS)**

Age Level - College

An instructional and demonstrational system, highlighting basic relationships in the urban development process; elementary principles in logical decision making; introductory gaming simulation procedures and methodology.

by - Cambridge University Press, 52 East 57th Street, New York, N.Y. 10022

### Game - **City 1**

Age Level - High school, College

To look at urban decision making in a complex decision making environment in which the rules and objectives can be set and modified by the players.

by - National Bureau of Standards (Technical Analysis Division) Washington, D.C.

### Game - **The City**

Age Level - primary grades

To make children aware that the form of the city and the life of a city are related, that the city is a dynamic assembly of people and their living and working environment.

by - American Science and Engineering, Inc., 20 Overland Street, Boston, Mass. 02215

### Game - **M.E.T.R.O.**

Age Level - College

To promote understanding of some major components of an urban system and linkages between components.

by - Environmental Simulation Laboratory, 109 E. Madison, Ann Arbor, Michigan 48104

### Game - **Community Decisions Games (4 Games)**

Age Level - Grades 4, 5, 6, Junior high, High school

This series introduces participants to three socio-political concepts which are inherent in most public issues; conflicts of value, conflicts of interest and consensus. Players deal with these concepts in each of the three rounds of the games.

by - Education Ventures Inc., 209 Court Street, Middletown, Conn. 06457

### Game - **Impact**

Age Level - Junior high, High school, College

To sensitize participants to social problems and the procedures available for solving them; to exhibit the role of power, social status and prestige in affecting the course of community actions; to involve students, as residents of the imaginary community of Libertyville, in the processes of time utilization.

by - Instructional Simulations, Inc., 2147 University Avenue, Saint Paul, Minnesota 55114

### Game - **Tracts**

Age Level - Junior high, High school, College

This exposes the opportunities, arguments and actions of various community sectors when land cannot serve equally the interest of all parties without compromise and negotiation.

by - Instructional Simulations, Inc., 2147 University Avenue, Saint Paul, Minnesota 55114

### Game - **The Inter-Community Simulation**

Age Level - College

To demonstrate the bargaining implications of public policy-making.

by - Dr. Robert F. Goodman, Department of Political Science, University of Southern California, University Park, Los Angeles, California 90007

### Game - **Yes, But Not Here**

Age Level - Junior high, High school

To understand and engage in processes of strategy formation, argumentation and compromise. To become sensitive to the conflict of public good and private interest. To achieve an understanding of a particular public housing problem.

by - The MacMillan Company, 866 Third Avenue, New York, N.Y. 10022

### Game - **Sitte**

Age Level - Junior high, High school, College

To illustrate coalition formation in city government.

by - Simile II, P.O. Box 1023, La Jolla, California 92037

### Game - **Mulberry**

Age Level - Junior high, High school, College

Experiential understanding of structures and processes involved in city government decision-making (especially in an urban renewal situation), inter-personal bargaining, coordination of various sectors of the community, and tax structures.

by - Paul S. Amidon and Associates, 5408 Chicago Avenue South, Minneapolis, Minnesota 55417

### Game - **POLSYS**

Age level - High school

To recognize how one's station in life influences one's stand on issues; to experience the process of political conflict; to understand the relative value of different types of influence upon local government; to understand the concept of political campaign strategy.

by - Digital Equipment Corporation, 146 Main Street, Maynard, Mass. 01754

### Game - **Urbanista**

Age level - College

Can be used as a design laboratory where design strategies can be tested.

by - Ignacio Armillas, 542 W. 112th Street, Apt. 5k, New York, N.Y. 10025

### Game - **Spring Green Motorway**

Age Level - Junior high, High school

Familiarizes students with the decision process surrounding a typical community issue.

by - Community Service Volunteers, Toynbee Hall, 28 Commercial Street, London E1 6BR, England



**Game - Mental Health Site Dispute**

Age Level - Junior high, High school  
Familiarizes students with the problems surrounding a typical community controversy, and the methods of dealing with those problems.  
by - Community Service Volunteers, Toynbee Hall, 28 Commercial Street, London E1 6BR, England

**Game - COMPASS: Community Priority Assessment**

Age Level - Junior high, High school, College  
To facilitate procedures involving multiple values and value-resolution in a planning context, and more particularly, with the establishment of priorities and priority factors; to enable persons to work at the priority level under multiple constraints — economic, political, social, cultural, and community-based; to illustrate the obstacles and paths to community effectiveness in priority establishment and the selection of shared goals; to have participants "learn by doing" the implications of community program work, especially community planning tasks and community development/rehabilitation.  
by - Instructional Simulations, Inc., 2147 University Avenue, Saint Paul, Minnesota 55114

**Game - Metro Government (5 Game Set)**

Age Level - Upper elementary, Junior high, High school  
To develop a sense of what it is like to be a politician; to give students practice in confronting real problems that involve conflicting values; to develop an awareness that ordinary citizens can influence politicians in civic government; and to engage the interests of students in the affairs of their own city.  
by - Canadian Social Sciences Services, P.O. Box 7095, Postal Station "M", Edmonton, Alberta

**Game - Community Confrontation**

Age Level - High school, College  
What issues to push; how much satisfaction is riding on each; to use power at the negotiation table, or to use it in the community in direct confrontation or in cooperation and public relations; whether to try to use one's time at the bargaining table or in informal negotiations.  
by - Robert Wesner, Gamed Social Simulations, Inc., Box 1747, FDR Station, New York, N.Y. 10022

**Game - COMPACTS: Community Planning and Action Simulation**

Age Level - College  
To prepare people to plan and to coordinate social services at the community level.  
by - Robert Wesner, Gamed Social Simulations, Inc., Box 1747, FDR Station, New York, N.Y. 10022

**Game - The Rehabilitation Planning Game**

Age Level - College  
To prepare people to plan and to coordinate social services at the community level.  
by - Robert Wesner, Gamed Social Simulations, Inc., Box 1747, FDR Station, New York, N.Y. 10022.

**Game - Game City**

Age Level - High school  
To introduce students to the idea that they can cope with urban problems and demonstrate how a government attempts to solve problems by identifying consensus among many divergent points of view.  
by - WGBH Educational Foundation, 125 Western Avenue, Boston, Mass. 02134

**Game - Tenement**

Age Level - Secondary school  
To increase awareness of the problems of the urban poor and point to possible solutions of their housing problems in Britain.  
by - Shelter, 86, Strand, London W.C. 2, England

**Game - Streets Ahead**

Age Level - Junior high, High school, College  
An awareness of urban problems and a competence to meet them critically.  
by - Priority, Harrison Jones School, West Derby Street, Liverpool 7, England

**Game - Power (Four Games in One)**

Age Level - Junior high, High school  
The game helps students understand how an authority figure can use a communications network in maintaining power; the students will probably gain some insight into the value of compromise and negotiation.  
by - Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025

**Game - City Hall**

Age Level - 9-12  
Simulating a hypothetical mayoral election campaign, players don such roles as candidates, journalists, campaign managers, civic leaders, activists for causes, and ordinary citizens. The players must consider issues, party affiliations, and character of the candidates in order to decide which candidate to support. Developments in the campaign may cause some participants to shift their allegiance to candidates they previously opposed. Supporters of each candidate develop strategies to gain support of others, making use of bargaining, campaign rallies, the media, and information polls. The object for each player is to win election for his or her chosen candidate.  
by - Ginn & Company, 191 Spring Street, Lexington, Mass. 02173



## APPENDIX X

### SERIALS INCLUDED IN URBAN CANADA FROM MICROMEDIA LTD., TORONTO, CANADA

- |   |   |   |   |
|---|---|---|---|
| Alternatives<br>Trent University<br>Peterborough, Ontario<br>K9J 7B8  | Children's Environments Advisory<br>Service Newsletter<br>Central Mortgage & Housing Corp.<br>Montreal Road<br>Ottawa, Ontario<br>K1A 0P7 | Federation of Canadian Municipalities<br>Newsletter<br>220 Laurier Ave. West, Suite 600<br>Ottawa, Ontario<br>K1P 5J8   | Housing Ontario<br>Ministry of Housing<br>Communications Branch<br>56 Wellesley St. West, 2nd. Floor<br>Toronto, Ontario<br>M7A 2N5 |
| Association of Municipalities of<br>Ontario Newsletter<br>100 University Ave., Suite 902<br>Toronto, Ontario<br>M5J 1V6                   | Civic: The Public Works Magazine<br>Maclean-Hunter Ltd.<br>481 University Avenue<br>Toronto, Ontario<br>M5W 1A7                           | HUDAC Economic Research<br>Committee Newsletter,<br>Housing & Urban<br>Development Association of Canada<br>Suite 701, 180 Bloor Street West<br>Toronto, Ontario M5S 2V6    | Living Places<br>Central Mortgage and Housing Corp.<br>Montreal Road<br>Ottawa, Ontario<br>K1A 0P7                                  |
| Aspects<br>Ontario Ministry of Revenue<br>Assessment Division<br>801 Bay Street<br>Toronto, Ontario<br>M7A 1X8                            | Civic Affairs<br>Bureau of Municipal Research<br>2 Toronto Street, Suite 306<br>Toronto, Ontario<br>M5C 2B6                               | HUDAC National Focus<br>Housing & Urban Development<br>Association of Canada<br>Suite 701, 180 Bloor Street West<br>Toronto, Ontario<br>M5S 2V6                             | Municipal Management Development<br>Institute of Public Administration<br>897 Bay Street of Canada<br>Toronto, Ontario<br>M5S 1Z7   |
| Bâtiment<br>Maclean-Hunter Ltd.<br>481 University Avenue<br>Toronto, Ontario<br>M5W 1A7   | Comment / Topic<br>Bureau of Municipal Research<br>2 Toronto Street, Suite 306<br>Toronto, Ontario<br>M5C 2B6                             | HUDAC Social Research Committee<br>Newsletter, Housing & urban<br>Development Association of Canada<br>Suite 701, 180 Bloor Street West<br>Toronto, Ontario<br>M5S 2V6      | Municipal Report<br>Federation of Canadian Municipalities<br>220 Laurier Ave. West, Suite 600<br>Ottawa, Ontario<br>K1P 5J8         |
| Building Research News<br>Division of Building Research<br>National Research Council of Canada<br>Ottawa, Ontario<br>K1A 0R6              | Conservation Council of Ontario Bulletin<br>45 Charles Street East<br>Toronto, Ontario<br>M4Y 1S2   | HUDAC Technical Research Committee<br>Newsletter<br>Housing & Urban Development<br>Association of Canada<br>Suite 701, 180 Bloor Street West<br>Toronto, Ontario<br>M5S 2V6 | Municipal World<br>Municipal World Ltd.<br>P.O. Box 399<br>St. Thomas, Ontario<br>N5P 3V3   |
| Canadian Association of Municipal<br>Administrators Bulletin<br>City Hall<br>Toronto, Ontario<br>M5H 2N2                                  | Constructive Citizen Participation<br>Development Press<br>Box 1016<br>Oakville, Ontario<br>L6J 5C8                                       | Heritage Canada<br>Heritage Canada<br>P.O. Box 1358, Station "B"<br>Ottawa, Ontario<br>K1P 5R4  | Ontario Geography<br>University of Western Ontario<br>1151 Richmond Street<br>London, Ontario<br>N6A 3K7                            |
| Canadian Environmental Law News<br>Canadian Environmental Law Association<br>1 Spadina Crescent, Suite 303<br>Toronto, Ontario<br>M5S 2J5 | Contact<br>Faculty of Environmental Studies<br>University of Waterloo<br>Waterloo, Ontario<br>N2L 3G1                                     | Heritage Conservation<br>Heritage Canada<br>P.O. Box 1358, Station "B"<br>Ottawa, Ontario<br>K1P 5R4  | Perspective<br>Central Mortgage and Housing Corp.<br>Montreal Road,<br>Ottawa, Ontario<br>K1A 0P7                                   |
| Canadian Institute of Planners Forum<br>46 Elgin Street, Suite 30<br>Ottawa, Ontario<br>K1P 5K6   | Data Clearing House for the<br>Social Sciences Bulletin<br>151 Slater Street<br>Ottawa, Ontario<br>K1P 5N1                                | Housing and People<br>Canadian Council on Social Development<br>55 Parkdale Avenue<br>P.O. Box 3505, Station "C"<br>Ottawa, Ontario<br>K1Y 4G1                              | Plan Canada<br>Canadian Institute of Planners<br>46 Eglinton Street, Suite 30<br>Ottawa, Ontario<br>K1P 5K6                         |
|   |   |   | RTAC News<br>Roads & Transportation Association<br>of Canada<br>1765 St. Laurent Boulevard<br>Ottawa, Ontario<br>K1G 3V4            |



Recreation Canada  
Canadian Parks/Recreation Association  
333 River Road  
Vanier City, Ontario  
K1L 8B9

La Revue Municipale  
6841 rue St-Huber, Suite 203  
Montreal, P.Q.  
H2S 2M8

Social Development  
Canadian Council on Social Development  
55 Parkdale Avenue  
Box 3505, Station "C"  
Ottawa, Ontario  
K1Y 4G1

Social Sciences in Canada  
Social Science Research Council of Canada  
151 Slater Street, Suite 415  
Ottawa, Ontario  
K1P 5H3

UDC Newsletter  
Cathy Moulder  
Urban Documentation Centre  
McMaster University  
1280 Main Street West  
Hamilton, Ontario  
L8S 4L6

Urban Focus  
Institute of Local Government  
Queen's University  
Kingston, Ontario  
K7L 3N6

Urban Forum  
Canadian Council on Urban and  
Regional Research  
251 Laurier Avenue West  
Ottawa, Ontario  
K1P 5J6

Urbanité  
Ministry of State for Urban Affairs  
373 Sussex Drive  
Ottawa, Ontario  
K1A 0P6

## APPENDIX XI

### LOCAL RESOURCE AGENCIES

City Hall (Including Mayor's Office)

Chamber of Commerce

Labour Council

University or Community College

Social Planning Council

Pollution Probe

Local Ratepayers Groups

Local newspaper

MLA's Office

Various Provincial Government Offices (Ministries of Housing; Treasury, Economics and Intergovernmental Affairs; and Corporate and Consumers Affairs)

Various Boards and Commissions (Police Commission, Board of Education, Hydro Commission, Public Utilities Commission, Conservation Authority)

Labour Groups



## **APPENDIX XII**

### **URBAN RESOURCE ROOM MATERIALS**

Copy of Municipal Act  
Copy of Planning Act  
Copy of the Municipal Budget  
Copies of Municipal or County Department Annual Reports  
Copy of the Communities Official Plan  
Issues of Municipal World Magazine  
Issues of Civic Magazine  
Copies of Background (Published by the Ministry of Treasury, Economics and Intergovernmental Affairs)  
Copies of Chamber of Commerce Civic Committee Briefs  
Copies of Local Labour Council Civic Committee Briefs  
Daily Newspaper  
Copies of City Magazine  
Copy of Ministry of State for Urban Affairs (Ottawa) Handbook on Urban Agencies  
Names, addresses and telephone numbers of all elected and appointed local government officials  
Names, addresses and telephone numbers of Board and Commission members  
Names, addresses and telephone numbers of all local agencies and special interest groups  
Copies of Bureau of Municipal Research (Toronto) Reports  
Maps of Community  
Maps of Province  
Association of Municipalities of Ontario Newsletter  
Municipal Liaison Committee Newsletter  
Set of Local By-Laws

Organization Chart of Municipality

Pollution Probe Publications List

Copy of Citizens Guide to Local Government by the Ministry of Culture and Recreation

Copy of Local Government Book by Donald Rowat



**APPENDIX XIII**  
**TYPICAL COMMUNITY ISSUES**

The necessary level of fire protection service

The adequacy of landfill operations

The adequacy of street maintenance

The availability of public transit

The cost of local government

Is the downtown deteriorating?

Sprawl type development oversees concentration of population

Insufficient water and sewage capacity

Testing the adequacy of local planning policies

Remote public officials (poor access to them)

Poor voter turn out

The delivery of social services

Poor news coverage of local government

School and community vandalism

Development on farmland

Lack of sufficient diversified industrial base

Adequacy of recreation facilities

The availability and cost of various types of housing

Air and/or water pollution

The feasibility of local recycling programmes

Poor pet control by-laws

The state of police-community relations

City Hall information distribution policies

A responsible budget-making process for city government

Citizen participation - strengths and weaknesses

Declining or increasing population base

Poor flood plan management

The need for community health care centres

Adequacy of day care facilities

The need for expanding the school curriculum



## APPENDIX XIV

### List of OCLG Members

Association of Counties and Regions of Ontario  
Association of Municipal Clerks and Treasurers of Ontario  
Association of Municipalities of Ontario  
Bureau of Municipal Research  
Community Planning Association of Canada (Ontario Division)  
Conservation Council of Ontario  
Institute of Local Government  
Ministry of Culture and Recreation  
Ministry of Education  
Ministry of Treasury, Economics and  
Intergovernmental Affairs  
Municipal World  
Rural Ontario Municipal Association  
Ontario Chamber of Commerce  
Ontario Educational Communications Authority  
Ontario Federation of Labour  
Ontario Municipal Administrators' Association

## APPENDIX XV

### ONTARIO CONFERENCE ON LOCAL GOVERNMENT BASIC COURSE

#### FORMAT FOR SUBJECT PRESENTATION

1. History of Local Government in its Forms and Structures: an historical overview of the development of local government form and structure in Ontario; a general assessment of the relationship of Ontario municipalities to each other in terms of tier, population, representation, accountability, a descriptive treatment of the composition of municipal councils at the area, and county/regional level, and a summary reference to the statutory authorities for municipal powers.
2. Municipal Corporation Operation and Parliamentary Procedure: a treatment of the legislative, executive and administrative powers of the municipal Council; a general description of the policy-making and decision-making processes at the local level; discussion, in broad terms of municipal responsibility in such areas as: Administration, Finance, Fire, Health, Police, Public Works, Recreation, Social Services, and Transit and Transportation. Legal authority; reasons for varied procedures; basic fundamentals or parliamentary procedure; examples of methods used by municipal councils in your area.
3. Municipal Budget: discuss the sources of municipal revenues and the issue of their adequacy in terms of municipal responsibilities, local autonomy, accountability and fragmentation of the spending and taxing authority between the Council and other bodies; the annual budget-setting process with the breakdown of expenditures by major operating departments; local improvement and special charges; long-term financing; the role of the Ontario Municipal Board in capital approvals and debt ceilings.
4. Boards and Commissions: identify the various local boards and commissions operating in your area (i.e. local, regional, supra-regional, inter-municipal); explain the relationship that they have with the local government Council; what functions they are responsible for and how these are carried out.
5. Municipal Assessment: basic principles of assessment and real property valuation; market value assessment; the difference between an assessment notice and tax bill; the assessment notice and appeal process, mill rates and the determination of the property tax for residential, agricultural and commercial applications.
6. Planning: examine the need for planning and the role of the citizen and the planner in the planning process; review the tools of the planning such as Official Plans, zoning by-laws, etc., as well as the agencies of planning.
7. Intergovernmental Affairs: review the intergovernmental consultative process and the role of Treasury, Economics and Intergovernmental Affairs in municipal life.



8. Participation in Local Government in the Future: look at the various roles that a citizen can play as a participant in local government, ranging from a member of the municipal council through to membership on various committees or boards to merely that of being an informed voter; look at the various ways by which participation can be encouraged and review the prospects for the general public having a role in the development and reform of local government in the future.



## CORPORATE

A. E. Ames & Co. Ltd.  
Bank of Montreal  
Bank of Nova Scotia  
Bell Canada  
Board of Trade, Metro Toronto  
Bovis Corporation Ltd.  
Bramalea Consolidated Development  
Brascan Limited  
Cadillac Fairview Limited  
Canada Malting Co. Ltd.  
Canada Packers Foundation  
Canada Permanent Trust Co.  
Canadian Freehold Properties Ltd.  
Canadian Imperial Bank of Commerce  
Canadian National Railways  
Canadian Pacific Limited  
Commonwealth Holiday Inns of Canada Limited  
Confederation Life  
The Consumers' Gas Co.  
Richard Costain (Canada) Ltd.  
Crown Life Insurance Co.  
Dofasco Ltd.  
Dominion of Canada General Insurance  
Dominion Securities Corp. Ltd.  
Donlee Manufacturing Ind. Ltd.  
T. Eaton Co.  
Gilbey Canada Ltd.  
Group R  
GSW Limited  
Guaranty Trust Co. of Canada  
Gulf Realty Co. Ltd.  
I.B.M. Canada  
The Imperial Life Assurance Co. of Canada  
INCO Ltd.  
Independent Order of Foresters  
Jackman Foundation

Kodak Canada Ltd.  
Koffler Stores Ltd.  
John Labatt Ltd.  
A. E. LePage Ltd.  
Lever Brothers Ltd.  
Maclean-Hunter Publishing Co. Ltd.  
Manufacturers Life Insurance Co.  
Maple Leaf Mills Limited  
Marathon Realty Company Ltd.  
L. J. McGuinness and Co. Ltd.  
Metropolitan Trust Co.  
Russell J. Morrison  
Noranda  
Northern and Central Gas Corp.  
Ontario Real Estate Association  
Parking Authority of Toronto  
Proctor and Gamble of Canada Ltd.  
The Royal Bank of Canada  
Royal Insurance Company  
Royal Trust Co.  
Samuel Son & Co. Ltd.  
Shell Canada Ltd.  
Sheraton Centre  
Robert Simpson Co.  
Simpsons Sears Ltd.  
Sir Joseph Flavelle Foundation  
Steel Co. of Canada  
Sunoco Inc.  
The Toronto-Dominion Bank  
Toronto Star Ltd.  
TransCanada Pipe Lines Ltd.  
Turner and Porter Funeral Directors Ltd.  
Weber Reproductions Ltd.  
George Weston Ltd.  
Wood Gundy Limited  
Y & R Properties Limited

## PROFESSIONAL

Ernest Annau, Architect  
Armstrong & Molesworth  
Arthur Andersen & Company  
Bird & Hale Ltd.  
Blaney, Pasternak, Smela and Watson  
John Bousfield Associates  
Mary Collins Consultants Ltd.  
currie, Coopers & Lybrand Ltd.  
Development Engineering (London) Ltd.  
A. J. Diamond Associates  
M. M. Dillon Limited  
Goodman and Carr  
Govan, Kaminker, Architects and Planners  
Eric Hardy Consulting Ltd.  
I.B.I. Group

Jarrett, Goold & Elliott  
Judicial Valuation Co.  
Marshall Macklin and Monaghan  
Mathers & Haldenby Architects  
Murray V. Jones and Associates  
Norman Pearson, Planning Consultant  
Osler, Hoskin and Harcourt  
Peat, Marwick and Partners  
Price Waterhouse & Co.  
Proctor and Redfern Group  
P. S. Ross & Partners  
Thorne, Riddell & Co.  
Toronto Real Estate Board  
Weir and Foulds  
Woods, Gordon & Co.

## GOVERNMENTAL

Burlington  
Reg. Mun. of Durham  
borough of East York  
Borough of Etobicoke  
Etobicoke Board of Education  
Township of Gloucester  
Metropolitan Toronto Separate School Bd.  
Reg. Mun. of Hamilton-Wentworth  
Hamilton  
Kingston  
London  
Oshawa  
Sarnia  
Windsor  
Metropolitan Toronto

Ministry of State for Urban Affairs  
Ministry of T.E.I.G.A.  
Mississauga  
Reg. Mun. of Niagara  
Edmonton City Parks and Recreation  
Borough of North York  
Ottawa  
Reg. Mun. of Ottawa/Carleton  
Reg. Mun. of Peel  
Richmond Hill  
St. Catharines  
Sudbury  
Toronto  
Town of Vaughan  
Borough of York  
Reg. Mun. of York

## LABOUR

Ontario Federation of Labour  
Sudbury and District Labour Council  
Labour Council of Metropolitan Toronto

200 Personal/Academic Memberships,  
including Libraries



Founded in 1914 as a non-profit research agency the Bureau of Municipal Research undertakes a wide range of studies into the problems facing municipalities in Ontario.

An advocate of responsive and responsible government, the Bureau has gained wide recognition for the high calibre of its *Civic Affairs*, its *BMR Comment/Topic*, its information and the participation of its staff in the public discussion of issues.

The Bureau is an independent agency supported by a broad cross-section of business and professional firms, organizations, governments, and individuals.

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Be It Ever So Humble: The Need for Rental  
Housing in the City of Toronto, *March 1977*

Legislative Attempts to Control Urban Growth in  
Canada, *November 1976*

The News Media and Local Government,  
*August 1976*

Pet Control in Urban Ontario: The Municipal  
Role, *May 1976*

\* Fire Protection Services in Metro: Is Unification  
the Answer?, *November 1975*

Metro Toronto Under Review: What are the  
Issues?, *June 1975*

Directory of Governments in Metropolitan  
Toronto 1975-76, *June 1975*

Citizen Participation in Metro Toronto: Climate  
for Cooperation?, *January 1975*

The Development of New Communities in  
Ontario, *September 1974*

\* Property Taxation and Land Development,  
*No. 2, 1973*

\* Land Banking: Investment in the Future,  
*No. 1, 1973*

\* The Toronto Region's Privately Developed New  
Communities, *No. 2, 1972*

\* Reorganizing Local Government: A Brief  
Look at Four Provinces, *No. 1, 1972*

Landlord-Tenant Relationships: Time for  
Another Look, *Autumn 1971*

\* Urban Open Space: Parks, People and Planning,  
*Summer 1971*

*\*Out of print but available  
from the Bureau's library.*

#### Topic

5 What Can municipalities Do About Energy?  
*March 1978*

4 The Public Library as Community  
Information Centre: the Case of the London  
urban Resource Centre, *January 1978*

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Responsibilities, *November, 1977*

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151 The Politics of Waste Management,  
*January 1975*

*your inquiries are invited:*

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