

Citizen Control of the Citizen's Business

TORONTO'S CITIZENS CAN CONTROL TORONTO'S AFFAIRS ONLY
THROUGH FREQUENT, PROMPT, ACCURATE AND PERTINENT INFOR-
MATION WITH REGARD TO TORONTO'S BUSINESS.

ISSUED BY THE
BUREAU OF MUNICIPAL RESEARCH
189½ Church Street, Toronto.
Telephone: Main 3620.

White Paper No. 43

January 14, 1921

A TWELVE-HOUR WORKING DAY FOR SCHOOL BUILDINGS

3 0 0 Days in the Year

STORY No. 1.

*Complete use of plant and equipment is a
basal element in economy.*

THE CITY'S INVESTMENT IN SCHOOL PLANT.

Toronto owns over one hundred school buildings and grounds which, with their equipment, are worth at least \$14,300,000—an investment of about \$143 per family. The overhead on this large investment, which has to be paid whether the school buildings are in use or not, is heavy, the item of debt charges alone amounting to about \$9.60 per family, on the average, per year.

Is the community making this overhead work to its fullest capacity?

MAKE OVERHEAD DO DOUBLE WORK.

There are two ways of getting the most out of "overhead". One is to reduce overhead while output remains the same. The other is to increase output while overhead remains the same or, at least, does not increase proportionately. For the most part, it is the second method which Toronto must use, i.e., if greater relative value is to be got out of overhead, means must be found to increase the educational values produced by the operation of the school plant.

NEW NEEDS CRYING ALOUD FOR ATTENTION.

While the efficiency of existing school activities is continually increasing, the greater increase in educational values resulting from the use of the school plant must be looked for in additional activities, rather than in a perfecting of the old activities.

When a manufacturer, using his plant eight hours per day, finds that his overhead is excessive but cannot be reduced, he immediately begins to study how he can increase his product by a more complete use of his existing plant. That is the position in which Toronto finds itself. Fortunately, the citizens do not have to rack their brains to think up additional activities which might be carried on in the school buildings.

New community needs have for years been crying aloud for attention, but to these needs deaf, inattentive, or merely tolerant ears have been turned.

ONE NEED: HOW SHALL WE DEAL WITH THE STRANGER WITHIN OUR GATES?

For years before the war, the community—in fact, the nation—was, for the most part, unaware of any serious dangers to its well-being. In view of widespread education and the intelligence and

patriotism of the citizens there was a general faith in community institutions as they existed and satisfaction with general community conditions.

As a matter of fact, our pre-war national immigration policy—if indeed it could be dignified by the name "policy"—poured into our midst hordes of aliens from Central and Southern Europe, men and women with radically different conceptions of government, and with only an economic interest, often only a temporary one, in their adopted country. At the same time the community, as a community, has done practically nothing, beyond what it does for the native born, either to understand the alien or to effect a fusion between the native and alien cultures.

Toronto is dotted with little Italys and Hungarys, New Jerusalem, and cross sections of Vienna, Prague, Bucharest and Vilna. One of the old Fifth Readers used to tell of the Frigate Bird which "breakfasts in the Senegal and dines in America". Toronto has hundreds of children who go to school in Canada and dine and sleep in Europe. The city spends \$58.00 apiece, per year, to make them Canadians, while the home does its best, usually without knowing it, to neutralize the work of the schools.

To ignore conditions is not to remedy them.

THE WHOLE COMMUNITY AT SCHOOL.

The school itself provides the remedy. The conception of a school as a place where little children go for five hours a day, for five days in the week, for ten months in the year, will soon be as extinct as the dodo. Society has changed and is changing. It needs the school all day, every working day in the week, every week in the year, not only for children from 5 to 16, but for grown-up children from 16 to 60. The school and the community should be, and are on their way to become, co-extensive.

It is true that children of foreign parents carry Canada into the homes. But it is a slow process, too slow for safety or comfort. The home, as well as the children of the home, must be brought into the school. The school is the only possible melting-pot. It is the property of the people. It is for their use for any educational purpose. Parents of all creeds and races can meet there on a common ground. There the New Canadian can meet and interpret himself to the Old Canadian, and vice versa. In this temple of democracy can be developed that Conception of Canadian Citizenship which will be a guarantee of the stability, humanity and progressiveness of our community institutions.

**NO CITIZEN SO OBSCURE THAT THE SCHOOL DOES NOT NEED
HIM, AND NO CITIZEN SO SELF-CONTAINED THAT
HE DOES NOT NEED THE SCHOOL.**

Nor are the new Canadians the only ones who need the services of the school in after-school hours. In this comfortable Toronto of ours we are apt to think that all homes have a high standard of comfort and the culture of the homes does not need to be supplemented by the schools. This is not true for thousands of under-privileged homes, and the city of Toronto is doing itself a disservice by not paying adequate attention to this fact. The under-privileged need the schools, the schools need the help of the privileged, and the privileged need the stimulus and social education of contact with the schools in their great work of making Toronto the civic home of 500,000 independent, enlightened and socially-minded Canadian citizens.

This bulletin is the first in a series, the succeeding numbers of which will deal with the following topics:

The Growth of the Wider Use of School Plant in Toronto.

The Development of Community Centre Work in Toronto.

The Part the Schools Can Play, Outside of Regular School Hours, in Building up Canadian Citizenship.

Brains and Foresight more Important than Money and Enthusiasm. The cutting down of expenditures has often gone hand in hand with increased and improved results.

The Public School is a Laboratory of Citizenship.