

School Buildings.—The need for school buildings of the new 'functional' type is acute. The Canadian Education Association had an exhibit of school building plans from most provinces at their 1946 annual convention. The plans ranged from one-room rural units to large city structures and included community schools of various sizes. It is now generally recognized that the type and location of school units should be based on the needs of the community. The replacement of single-unit schools by more modern structures on a large scale would leave education still saddled with an inefficient and wasteful organization of districts with insufficient wealth or population to provide modern education. The trend towards community high schools increases the number in attendance and improves the quality of the work accomplished. The latest plans include features for the proper use of such educational aids and devices as radio, television and motion pictures. New movable fixtures further indicate the functional, flexible purpose of the school. Painting, decorating and lighting are done with consideration for the psychological effects of colour and the removal of glare and eye strain.

The Relationship of Earnings to Years at School.—While monetary income is not the only benefit to be received from schooling and, in fact, may not be the most important, there is supporting evidence from the 1941 Census to indicate that increased income is associated with increased schooling. In interpreting the data given in Table 1, however, it should be kept in mind that the graded school is a rather highly selective institution. In most of the provinces a fairly high percentage of pupils leave school through lack of ability, others through lack of interest or personality defects, while still others withdraw for economic reasons. Only some of the latter are comparable in aptitude with those who continue at school.

Increase in income is not due entirely to benefits from schooling. Table 1 shows that there is some increase in income with increased age until the category "65 years or over" is reached, irrespective of years at school. This might be attributed to maturing, experience on the job, more adequate social adjustment, or added acceptance of responsibility. But average earnings of heads of families of \$786, \$1,054, \$1,457 and \$2,118 for groups with 1-4, 5-8, 9-12 and 13 or more years of schooling can be related closely to years at school—either from advantages due to material learned, habits acquired, or from training in schools as selective institutions. Percentage increase in earnings is more than enough to compensate for the expense of the additional years of education and the fact that one is not earning while in attendance at school. Those attending 5-8 years earn 133 p.c. as much as those with 1-4 years of schooling; those with 9-12 years of schooling earn 190 p.c. as much as those with 1-4 years of schooling and those 13 or more years earn 269 p.c. of the amounts earned by those who attended 1-4 years.

Only 1.9 p.c. of the heads of families reported "no schooling" while 8.2 p.c. reported 1-4 years; 47.8 p.c. reported 5-8 years; 34.5 p.c. reported 9-12 years; 7.5 p.c. reported 13 or more years of schooling and 0.1 p.c. did not report schooling received. Just what would happen to earnings of the groups if larger percentages received more education is hard to conjecture but there is the possibility that, due to additional competition, income in the higher brackets would be reduced.

Similarity of trend is shown in rural and urban areas for all provinces of Canada. Urban averages, by provinces, are given in Table 1 together with rural and urban averages for all Canada.