

THE UNIVERSITY OF MANITOBA

PLANNING A FUNCTIONAL JUNIOR HIGH SCHOOL PLANT

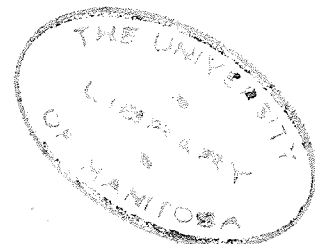
BEING A THESIS SUBMITTED TO THE COMMITTEE  
ON POST-GRADUATE STUDIES IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF  
EDUCATION

BY

JACK MILBURN SCURFIELD

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APRIL 1954

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COMMITTEE ON EDUCATION

REPORT OF THE COMMITTEE ON EDUCATION

ON THE PROGRESS OF EDUCATION IN MARYLAND

REPORT OF THE COMMISSIONER OF EDUCATION

STATE OF MARYLAND

The Winnipeg School Board for 1954 is faced with the problem of providing accommodation for the enormously increased school population presently in the elementary school but soon to overflow into the secondary schools. The School Board must commence at once a building programme to meet this need.

Winnipeg adopted the 6-5-3 system of school organization as long ago as 1919. This calls for six years in elementary school, three years in junior high school and three years in high school. To date there has not yet been built in Winnipeg a school designed for junior high school purposes: a school built to meet the special needs of that important segment of the school population, the adolescent youth of grades 7-9.

The purpose of this thesis is to present details for the building and equipping of a truly functional school plant to serve the needs of the junior high school child. The planning has been based on the philosophy of education for Manitoba schools as propounded in the Programme of Studies for the Schools of Manitoba, on the special purposes and functions of the Junior High School according to the best authorities and on the recognized special needs of the adolescent at the junior high school age level.

The method employed by the author was briefly as follows: A committee of teachers and junior high school principals, of which the author was the convener, was appointed in 1953 by the Superintendent of the Winnipeg Schools to investigate plans for building and equipping a functional junior high school plant. Meetings of this committee were held weekly, from September, 1953, to February, 1954. Visits to schools were made by members of the committee, and many more visits to other schools were made by the