

Those who are capable and willing to make use of a higher education should be encouraged and helped along the way. But there are also others who need encouragement from an interested public to help them prepare for adult life. These are the handicapped, the slow to learn and even the mentally retarded.

This is America. We pride ourselves in the "free education" that a democracy offers. Well, we all know that education is not free-- but let us say the opportunity is. We do not just pick out the exceptional ones and concentrate on developing them for our nation's greatness. We recognize an obligation to these others also in providing help to equip them for a good and useful adulthood. Trade schools are getting a new emphasis, but perhaps you wonder why I mention this. The reason is this: because Miner is in one of the early residential areas of our city the economic and social picture of the community has changed considerably. Perhaps a very large percentage of the children in this locale are among those who will not go to college. It is in an elementary school where capabilities are determined and the foundations laid for future schooling and other preparations for adulthood.

The most recent bombardment of criticism to our school program is that of physical fitness--or rather, a lack of it. The number of rejects in young men drafted into the service of our country suddenly became a national concern. Once again the finger of guilt pointed at the schools. Critics said we were dreadfully lax in requirements for building good, strong bodies. So recently an emphasis has been directed in this regard. A program of testing and developing physical fitness in accord with the "President's Program" has been integrated into the physical education programs throughout the nation. Scaled according to age, height, and weight there are minimum requirements in the number of sit-ups, push-ups, broad jumps, etc, that the youngster should be able to do. Again, it is the consensus that the over-all effect of this program will be good for the national picture; but, as in the academic effort, we must consider limitations and not point the finger of dismal failure at anyone who cannot meet the minimum requirements.

As all of you can easily recognize I have touched only a few of the educational reforms and trends in these few paragraphs. Those of you having a copy of "ON COMMON GROUND" will have a much better review of these reforms. Many of our departmental supervisors wrote individual contributions concerning the development of their particular field. It would enhance the reading of this to refer to that copy and read some of the specialties that cannot be repeated here again. May I also suggest you mention to your friends and neighbors who are Miner patrons and who have this history that you have a copy of the previous history and invite them to read certain chapters in it--especially the chapter on Celia Foley. It is regrettable that we cannot include some of it here but that is impossible if we are to keep this brief----and I promised!

So to sum this chapter, we might point out that schools will always be blamed for the ills of the nation. Conclusively speaking, it is inescapable that the major school problem is that of keeping