

The ultimate result is far from being known, but it is conclusively accepted that the Fort Wayne Community Schools, as such, will be greatly affected. The basis for the law suit is the vague and indefinite line (particular to two areas) separating the East from the West. At this time the writer can only urge the readers of this history (admittedly interested school people) to keep informed and be aware of what is happening; for in the immediate of-fing big decisions are to be made and the results of these decisions will affect all of us.

Miner School families have witnessed four major wars and six acute depressions. The so-called "Big Depression" beginning in 1929 and lasting for almost ten years before complete recovery was enjoyed, had a severely damaging effect on schools everywhere, and Miner was no exception. The average Miner father was a factory laborer (a very large number of them were General Electric employees) and these families really suffered severe economic reverses during the decade mentioned. Some of our teachers now, or recently retired, and many of our patrons look back in wonderment on the slim margin of supplies, clothing, food etc. available to children in school at this time.

Miss Celia Foley, Principal of Miner School for thirty three years, was deeply and personally concerned by the lack of essential needs for the youngsters at Miner. What supplies there were, she felt should be treated with the utmost care and she preached thrift constantly. She could not (and would not!) stand to see anything wasted. She understood the problems of the home in providing whatever needs could be scraped out of very low incomes, and she had even a higher regard for the taxpayer's money that purchased supplies furnished by the school. Every line of every sheet of paper had to be used on both sides before it could be discarded. Many times the writer recalls long lectures to classes resulting from Miss Foley finding only partially used papers thrown in the waste basket. She spared no feelings if the papers were identifiable by name--whether teacher or pupil--and she talked loud and long on matters of thrift.

School banking was introduced in these years and every child was urged to bank regularly--if only one penny per week. Many youngsters banked just that amount--one cent a week. At the end of the school year if you were consistent you would have saved a sum total of forty cents. The elite group--those able to bank a nickel per week--got into high finance when their savings netted two dollars per school year.

During World War II years the school banking program was discontinued in favor of selling Defense Bond Savings Stamps. Youngsters could purchase savings stamps each week and when the book was completed they had the exact amount to purchase a Defense Bond. School savings programs began again in the early 1950's. Recently, with so much criticism about the number of things expected of a teacher that lessens a school day for the primary business of teaching, an entirely new system of banking has evolved. The parents assume the task of making out the deposit slips and all the