

A growing ability to plan and carry out activities.

S X X X

A growing feeling of responsibility to make his contribution to the class activity.

X X X X

TEACHER'S COMMENTS

1st. Charline is a good worker and very cooperative.  
2nd. Charline's attitude is excellent. She is developing fine study habits.  
3rd. Charline is a lovely child to work with.

EXPLANATION OF MARKS.

- X - Outstanding work.
- S - Satisfactory for his ability.
- N - Should do better.

DAYS ABSENT	0	5	0	1
TIMES TARDY	0	0	0	0

PARENT'S SIGNATURE

Mrs. L. F. Edmonds  
Mrs. L. F. Edmonds  
Mrs. L. F. Edmonds

PROMOTED TO

Fourth GRADE  
Mrs. Mary Lemke TEACHER  
Principal

PUPIL'S REPORT CARD

PLACENTIA, CALIF.

ORANGE COUNTY

OLINDA SCHOOL

Charline Edmonds  
Third GRADE  
Mrs. Mary Lemke TEACHER

APPRECIATIONS  
AND ATTITUDES.

A happy attitude  
toward work and  
play.

X X X X X

Appreciation of  
help given by  
other children  
and the teacher.

S S X X

Willingness to  
help other child-  
ren and the  
teacher.

X X X X X

Ability to see  
and make beauty  
in his surround-  
ings.

S S S X

An attitude of  
wanting to do  
well.

X X X X X

HABITS

Habit of having a  
clear problem in  
mind when study-  
ing.

X X X S

Habit of complet-  
ing anything that  
he starts.

X X X X X

Habit of working  
independently.

S X X S

Habit of working  
steadily without  
wasting time.

S X X X

Habit of getting  
work in on time.

X X X X X

Habit of doing  
work neatly.

S X X S

Habit of keeping  
materials in  
order.

X X X X X

Habit of keeping  
the Health Rules.

X X X X X

Habit of listen-  
ing to the opin-  
ions of others.

X S X S

Habit of seeing  
and studying cor-  
rected work.

S X X S

ABILITIES

A growing ability  
to control his  
muscles in con-  
struction work  
and games.

S S X S

A growing ability  
to get along well  
with other child-  
ren.

X X X X

A growing ability  
to read silently  
and retain what is  
read.

S S S S

A growing ability  
to work out new  
words.

X X X X

A growing ability  
to read and follow  
directions.

X S S S

A growing ability  
to read aloud,  
clearly, with ex-  
pression, a story  
that has been  
studied.

X X S S

A growing sense of  
number meaning.

S S S X

A growing ability  
to work with num-  
bers.

S S S S

A growing ability  
to write sentences  
neatly and plainly.

S S X S

A growing ability  
to form and give  
several related  
sentences in writ-  
ing, or orally.

X S X X

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J.W.  
SCOTCH

\$5.49

4/5 Qt.



85 PROOF

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Dr. Mohr welcomes all read-  
ers mail, but regrets that due to  
the tremendous volume received  
daily, he is unable to answer in-  
dividual letters. Reader ques-  
tions are incorporated in this col-  
umn whenever possible.  
(Copyright 1962, Field Enterprises,  
Inc.)

### Profit vs. Wage Loses Decision

SACRAMENTO (UPI) — The  
California Unemployment Insur-  
ance Appeals Board recently  
ruled that an independent sales-  
man for four different firms was  
not eligible for disability insur-  
ance.

The Appeal Board said the man  
suffered a loss of profits rather  
than a loss of wages when he  
was forced to stop working.

### TUNNEL HOLDS

OXNARD (UPI) — A 7,000-  
foot-long tunnel, eight feet in di-  
ameter, which is designed to car-  
ry Metropolitan Water District  
water to Oxnard and the sur-  
rounding area, was held through  
the Santa Susana Mountains last  
month.

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**OLINDA SCHOOL 1909 REUNION** — Meeting at Pearson Park are some of the original group which attended the Olinda School more than 20 years ago. Prior to a picnic lunch the former Olinda students lined up for a photograph. They are (from left, back): Helen Launshach Yamer, Brian; Olive Gale, ~~McCloud~~; Elva Callias McCloud, Fullerton; Stella Corvosa Stoutgomery, Fullerton; Esther Sparks Erwin, South Gate; Beatrice Griffin Keagan, Garden Grove; Ceola Andrade Flynn, Anaheim; Velma Erwin Cecil, Salinas; Margaret Flynn, Helena Bartley

Scheider, Long Beach. First row (left to right): Norma Erwin Van Patten, Placentia; Carrie Carson Watkins, Fullerton; Blanche Elder Hale, Placentia; Teacher Lila Blake Jewel, Gladys Lassonette Farris, Buena Park; Vida James Lewis, Long Beach; Hattie Merford, Long Beach. Mrs. Cecil of Salinas traveled the greatest distance for the reunion. When asked why none of the male members of the class was there, one sprightly, bright-eyed member of the group informed us that they had figured the fellows would rather have their own reunion.

*Miller, H.P.*



**CLASS ENTERS NEW SCHOOL** — When the little red schoolhouse, situated in the vicinity of Carbon Canyon was condemned, classes moved to the Methodist Church nearby. In 1909, the little Olinda Schoolhouse was built and the first class (shown in photo) settled down to their studies. Their teacher, Miss Blake, age 20 (now

Mrs. Jewel), was very popular with her pupils. The years spent in this school, which since has been destroyed, were recalled at Pearson Park in Anaheim this past week when the 1909 reunion was held. The last year of attendance at the school by any of the group, was in 1928.

---

The Law requires regular school attendance. All absence must be explained by written excuse from parent or guardian. Illness or death in the family are the only legal basis for absence.

ALEXANDER J. BARNES, Supt.

---

OLINDA SCHOOLS

PLACENTIA, CALIFORNIA

Upper Grades

---

REPORT CARD

Pupil's Name Resine Edmunds

Date 1933-1934 Grade Seventh

Promoted to Eighth Grade

Teacher Ethlyn Lee

*Alexander J. Barnes*

	1 Qr.	2 Qr.	3 Qr.	4 Qr.	Av.
English	C	B	B	B	B
Mathematics	C	C+	C+	C-	C
Social Studies	B	B	B+	B	B
Arts	C	B-	B	B+	B
Effort	C+	B	B	B	B
Citizenship	B	B+	B	B	B

ENGLISH includes Grammar and Spelling: The SOCIAL STUDIES include History, Geography and Civics: ARTS includes Cooking, Sewing, Manual Training, Music, Literature and Art itself: CITIZENSHIP includes Obedience, Courtesy, Cleanliness, Fair Play, Promptness, Care of School Property: EFFORT will include Attention.

The following Marks will be used

Superior A Average C  
 Good B Below Average D  
 Unsatisfactory F

Days Absent	0	0	0	3
Tardiness	0	0	0	0

PARENT'S SIGNATURE

*Mrs L. F. Edmunds*  
*Mrs L. F. Edmunds*  
*Mrs L. F. Edmunds*

~~217~~  
217

O Linda School, ~~at the~~ located in Linda Village. The school is in the Brea-Linda Unified School District.

Funds from U.S. government after moving original Linda school which was in the Carbon Canyon Dam area

Original Linda school was moved into Brea and used for many community events.  
In 1983 is used for Senior Citizen Center  
Located on West Elm Street

Consider the following ways of acting or human behavior, and decide which attitude or attitudes help to prevent that particular type of behavior. Give the number(s) of the attitude on the list before each one listed.

- \_\_\_ 1. To slip.
- \_\_\_ 2. Belief in the general type of advertising claim.
- \_\_\_ 3. Belief that everything that is printed is true.
- \_\_\_ 4. Tearing good luck charms.
- \_\_\_ 5. Drawing conclusions on the basis of what one person says.
- \_\_\_ 6. The tendency we have to be unwilling to change our minds, especially in a discussion of some point of view.
- \_\_\_ 7. Our tendency to believe that ideas are true just because they have been believed for a long time. A famous example was early people's belief that the world was flat.
- \_\_\_ 8. Which show that there is always a good natural reason for everything that happens to people?
- \_\_\_ 9. Fear of black cats, broken mirrors, and the number 13.
- \_\_\_ 10. That the stars influence our lives.

If you were helping to elect some one to office to look after your public business, which of these candidates described below would you choose?

## Candidate 1

- a. careless observer
- b. lacking in thoroughness
- c. inaccurate
- d. irresponsible
- e. lacking in confidence
- f. dependent upon others for thought and action
- g. impatiently jumps to conclusions without getting information in order to solve his problems
- h. states his opinion before making careful analysis of facts.
- i. illiberal in his viewpoint and respect for the opinion of others

## Candidate 2

- a. careful observer
- b. thorough
- c. accurate
- d. responsible
- e. confident
- f. independent in thought and action
- g. patiently gathers information in order to solve his problems
- h. withholds opinion until observations and facts concerning the matter have been analyzed
- i. respect for the opinion of others

I choose candidate \_\_\_\_\_ . In a brief statement tell why you selected this candidate.

\_\_\_\_\_

\_\_\_\_\_



# Brea teacher introduces 'kinder view' of handicapped

MAR 16  
1989



A LEARNING SESSION — Teacher Carolyn Levy, who plans the four-unit "Individual Differences" class time, enjoys presentations with students Elizabeth Kilroy, left, and Billy Duncan.

BREA — Country Hills School teacher Carolyn Levy got a four-year jump on President George Bush when she decided to introduce her first-grade students to a kinder, gentler view of the handicapped.

By having her students use wheelchairs, canes and walkers to perform daily tasks, and by providing "no holds barred" question sessions with handicapped classroom visitors, Levy aimed to help her pupils understand and accept individual differences.

Levy has presented a four-week unit on the handicapped each year since her student teaching days at Rose Drive Elementary School in Yorba Linda. The first-grade social studies emphasis on the community is a perfect time to study "Learning About Individual Differences," she said.

"Kids at this age don't have fears; they are able to ask questions that would make some adults uncomfortable," Levy said. The students' innate curiosity, coupled with the openness of

the classroom visitors, has ensured the program's success, she noted.

Guests in her Country Hills classroom during the past four years have usually been relatives or neighbors of the students, Levy said. A father who was blind took the children on a walk while he used his cane, then showed them how his Braille watch worked. A mother who was deaf talked about lip reading and what it was like to grow up as a deaf child. A grandfather without an arm demonstrated his prosthetic hook, and a neighbor

whose leg had been amputated explained wheelchair basketball.

Recently, a wheelchair-bound Country Hills student provided the class with a special opportunity for understanding the disabled, Levy said. The 11-year-old, who had chosen to be mainstreamed into the campus this year, fielded students' questions on everything from "How do you get dressed?" to the accessibility of the school site.

To give her first-graders a new view of their world, Levy said she encourages them to try out her collection of aides for the handicapped. Students can ride in a wheelchair, communicate on a Braille Writer and solve math problems on a vocal calculator. Playing games with Braille cards or taking a walk on crutches is one way to help change teasing to understanding, according to Levy.

The Cal State Fullerton graduate said she is pleased with the positive feedback that her "Individual Differences" unit has received from parents, who often join the class in viewing the March of Dimes film, "The Same Inside." Parents have credited Levy's program with helping their children be more comfortable with "differences" ranging from cerebral palsy to weight problems.

School districts are increasing their efforts to mainstream handicapped students, Levy noted, and there is a growing need to help students understand a world of differences. She said instructional units such as "Individual Differences" may be needed to make sure students face no roadblocks on their way to new friendships.



(Star-Progress photos by Jack Hancock)  
HANDS-ON LESSON — Becky Slota, Mary Saverino and Chris Shataka, from left, discover what it's like to travel in a wheelchair, thanks to experiences supplied by friends of Carolyn Levy.

### SCHOOL: teachers, students benefit from small student body in Olinda

FROM 1

"It's not bad," Lewis said. "The students are bused about two miles. They live in tracts at the bottom of the hill."

Because the school is small, teachers are able to devote more time to each individual student, Lewis said. Consequently, Olinda Elementary School usually scores high on state aptitude tests, she said.

"As a district, Brea scores among the highest in the county," Lewis said. "And Olinda is usually at the top, scorewise, in Brea."

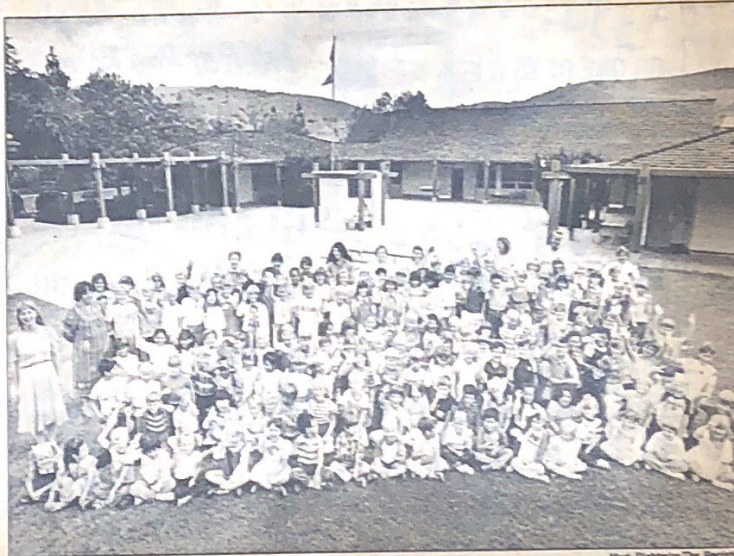
Lewis has been at Olinda Elementary School since 1966. She lives in Olinda and is one of the few educators in Orange County who is a teaching principal.

It is a time-consuming responsibility, Lewis admitted, one that cuts into almost every weekend.

"I have all the duties of a teacher and a principal," Lewis said. "The only difference between myself and another principal is I don't have as many teachers or students to deal with."

Lewis has been on the job for four years and said that in that time she has worked to involve parents in school activities and planning.

"I think we offer the best of both public and private schools," Lewis said. "The students that come here do very well and receive a good education before going onto Brea Junior High School."



Mark Rignosine/The Register

The 150 students and seven teachers who form the daytime population of Olinda Elementary School gather together to show how happy they are that they don't have to share a campus with the multitudes that those at most public schools do.

## OLINDA SCHOOL - CARBON CANYON

MARCH 1991

### Olinda pupils well-schooled in country life

**N**eal Tsay's eyes turn dreamy when he talks about "the country." The country has snakes and lizards and squirrels and neat birds, he says. What more could an 11-year-old boy want? My school, Tsay responds quite seriously.

Tsay is a sixth-grader at Olinda Elementary School in Brea, Orange County's Little School in the Canyon — Carbon Canyon, that is.

The school sits at the base of a hill in mountainlike Olinda Village, not far from the San Bernardino County line.

The village has a dentist, a minimarket, a real estate office, a tiny fire station, a Mexican restaurant and a computer consulting firm. Period.

Add one pay phone, a long hitching post and tons of peace and quiet. Soaring hawks replace airplanes in the skies above. But with the rural setting and wildlife comes wild weather — as the students can attest.

About 125 of the school's 165 students could not reach their campus for two days late last week after heavy rains in Orange County caused a mudslide that closed Carbon Canyon Road — the sole route into the canyon.

But the students didn't take a holiday. No way, man. They attended another school.

The temporary move was part of an emergency plan developed years ago for the canyon school. "Being up here is a little different, so you have to be prepared," Principal Anne Flesher said. "The kids accepted it like it was no big deal." They also learned something in the process.

Most of Olinda's students live in housing tracts in Brea, or "down below," as canyon residents like to say.

While the road was closed, these students attended Fanning Elementary School in Brea. There, they were taught by nearly all of their classroom teachers.

What they missed most was their daily bus ride over the rolling hills and "into the country."

Past the reminder to "Keep Your Canyon Clean," past the nursery and the El Rodeo Riding Club. Past the roadside stands of cactus and the acres of orange groves. Past the bee colonies and the Wayside Chapel.

Meanwhile, in Olinda Village, black clouds hung like heavy shrouds from canyon wall to canyon wall.

The tiny school below seemed darker than usual. The office was still. The classrooms were empty. Except one.

Inside, students ages 5 to 12, residents of the village, huddled around fourth-grade teacher Sherrill Clevenger, a 15-year resident of Olinda Village.

"It was like a little red schoolhouse with all the students in one room," she says. "We definitely saw some weather that day."

Scott Koller, 11, said it was kind of spooky but also kind of fun being one of only two sixth-graders at school during those two days.

The differences between this school and others don't end when the sun shines.

Before recess, two students patrol the schoolyard for snakes. The grassy area doubles as a heliport in canyon emergencies. Deer sometimes dot the nearby hillsides.

The student population is small, close-knit.

"I know everyone here," says Nicholas Tolmasov, 11.

"It's like a family," adds Scott Dahlstrom, 12.

"The peace and quiet up here is good for thinking," says Jake Christenson, 12.

I think he is right. I felt pretty good out there, too, out in the canyon.

Out in the country.

**IN THE PAST, IN THE PRESENT, AND INTO THE FUTURE  
100 YEARS OF EXCELLENCE  
OLINDA ELEMENTARY SCHOOL  
1898-1998**

109 Lilac Lane, Brea, CA 92823 (714) 528-7475

Dear Community Members,

It is an extreme pleasure to announce that our little country school will be celebrating its century milestone in the school year of 1998-1999. This letter is an invitation to you, our community, to get involved.

Olinda has many events planned beginning as early as this month and continuing to the end of our next school year. The following is just a sampling of what we are working on.

- \*Library book drive to donate 100 books to our school library in honor of our anniversary.
- \*Logo contest for students to design our anniversary logo that will be used on our school stationery, PTO correspondence, t-shirts, hats, banners etc.
- \*Anniversary cook book filled with Olinda families' best recipes and will include our own students' art work throughout.
- \*Monthly events beginning in September '98.
- \*Parade of current and former students, teachers, staff and city officials in the Olinda Village community--slated for Spring of '99.

Obviously this is a bold undertaking that will need your support to make it a success. This is not restricted to just Olinda School. This is a community event!

If you or anyone you know would like to be involved in any way, or if you know any former Olinda students, staff, or teachers, please contact the school as soon as possible. We will accept your gift of time, expertise, and service as well as any cash, check, gift certificate, or merchandise donation.

We thank you in advance for your support because we know you will provide it.

Sincerely,

Lori Diaz  
100<sup>th</sup> Anniversary Chairperson

2-15-98

Jane, Could we please run this or an edited version in our news letter?

Sharon  
P.S. Lori Diaz has already told the City how important we are !!!

# Wide gap between 2 schools

Student background a key in Olinda's success, Spurgeon's struggle

By Linda Stewart  
The Register

It's easy to overlook Olinda School.

The small gray frame building in Brea where 150 students go each day to learn, is hidden behind pines in a north Orange County canyon.

About 20 miles south of the school, at the northwest corner of West Fifth and Fairview streets in Santa Ana lies Spurgeon Intermediate. The massive, brick structure where 1,500 students go to learn, looms near the busy intersection.

Although administrators at both schools tell visitors each institution is the "best kept secret in Orange County," the differences in the two campuses are as vast as their scores on one part of the state's annual test of basic skills.

Sixth-graders at Olinda School had the highest 1988-89 CAP scores for reading in the county. Sixth-

■ **COMPLETE CAP SCORES:** For all Orange County schools/D3-D9

■ **COMPARING:** New formula reveals dramatic differences/D2

graders at Spurgeon had the lowest.

Olinda serves children from mostly affluent families in the Brea-Olinda Unified School District. Spurgeon has a significant number of students from low-income families in the Santa Ana Unified School District, many who barely speak English because they're recent immigrants.

But given the students differing socioeconomic and cultural backgrounds, neither teachers nor administrators at either school were surprised by the disparities in the state standardized test results released Wednesday.

The CAP test scores tell little, if anything about what happens in the classroom, some educators say.

"I don't know if you can compare

us with other schools that are lower," Olinda Principal Joan Lewis said. "It's not fair.

"We have everything going for us and we try to take advantage of it."

According to the test results, the average sixth-grade reading score at Olinda is 366, about two grade levels above the statewide average and three grade levels above Spurgeon's 206.

While only 2 percent of schools with similar student bodies had better scores than Olinda, 57 percent of schools of comparable socioeconomic backgrounds outscored Spurgeon.

"The problem is unique to Santa Ana," Spurgeon Principal Cathy Makin said. "We're a heavily minority school but at our end of town, we're getting more of the

brand new-to America students."

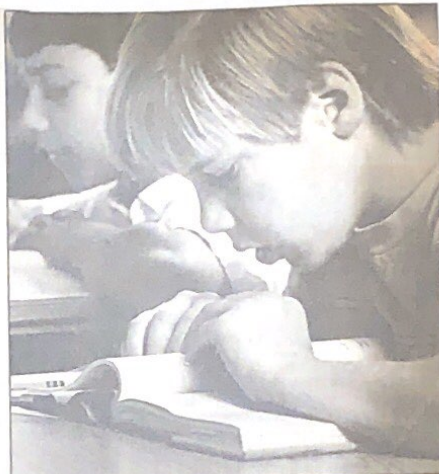
Two years ago, when Makin came to Spurgeon, there were three English as a Second Language sections for limited-English speaking students. This year, that number has more than tripled as the overall student enrollment also soared, causing an overcrowding problem at the school.

"Most of our children are 'survival' English children. They can speak in English, but they think in Spanish and then translate what they're going to say in English," said Lorraine Gerard, a language-arts teacher.

She said such translation takes more time than is allowed on the CAP tests. "We as speakers of English don't read the same way another person from another culture or language background reads it."

About 85 percent of students at Spurgeon are Hispanic, the rest are black and Asian with only 3

Please see SCORES/3



Chris Foster, 12, reads aloud in his class at Olinda School in Brea, which had the highest sixth-grade reading scores in the county. Cory Miller/The Register

percent white.

At Olinda, about 80 percent of students are white. They don't have the cultural and language hurdles to jump.

Although Olinda and Spurgeon appear very different, there also are many similarities.

Each has teachers who come in early and stay late; caring staff members who know students by name and students who come from supportive families.

When the morning buzzer sounds at Olinda, boisterous students who jump rope and bounce balls on the playground, line up and head off to their classes, one of which is a sixth-grade class taught by Marian Weaver.

"Let's read!" Weaver said Wednesday to the class of students seated in small groups across the room.

Books open, students took turns reading a short story about Maria Tallchief, a ballet dancer who was an American Indian.

Weaver walked around the room as the students read aloud, quickly throwing in a "Good job!" or giving help to a student stumbling over a word.

She grabbed phrases or words that might not be familiar to her class and tossed them out for discussion.

"What does it mean when you read, 'There was an air of hostility toward her among the corps girls?'" Weaver asked.

Kate Phillips, 11, shot up her hand.

"Kate?" Weaver said.

"Like anger, your temper rises," the girl said, explaining hostility.

Weaver nodded approval. The girl smiled and the reading continued.

On a bulletin board next to a corner classroom library is a display that reads: "Words, Words, Words. Know 'em. Love 'em. Use 'em."

Amateur, stature, cue, debut and choreographed were among the vocabulary words for the day.

If students get stuck they can refer to their glossaries or a 4-inch

thick Random House Dictionary that sits on a counter.

"We bought this dictionary with our PTO money," Alex Raskovic, 10, said.

The parent-teacher organization plays a major role at Olinda. It gave each teacher \$100 for supplies. It raised money to pay for a music teacher at the school. And parents frequently volunteer to help teachers in the classroom.

"My mom wants me to be higher than everybody else in math," Kiyoko Miller, 11, said.

"I have to read for 30 minutes before I go to bed and before I play," Lisa Rober, 11, said.

There are six teachers and six classrooms at Olinda School and most of the students said they like it that way.

"I think a small school helps you learn better because the teachers don't have to pay attention to so many students," Angela Scharfe, 11, said.

"It's a typical 'Little House on the Prairie' type of place; it's a little school in the canyon," teacher Weaver said.

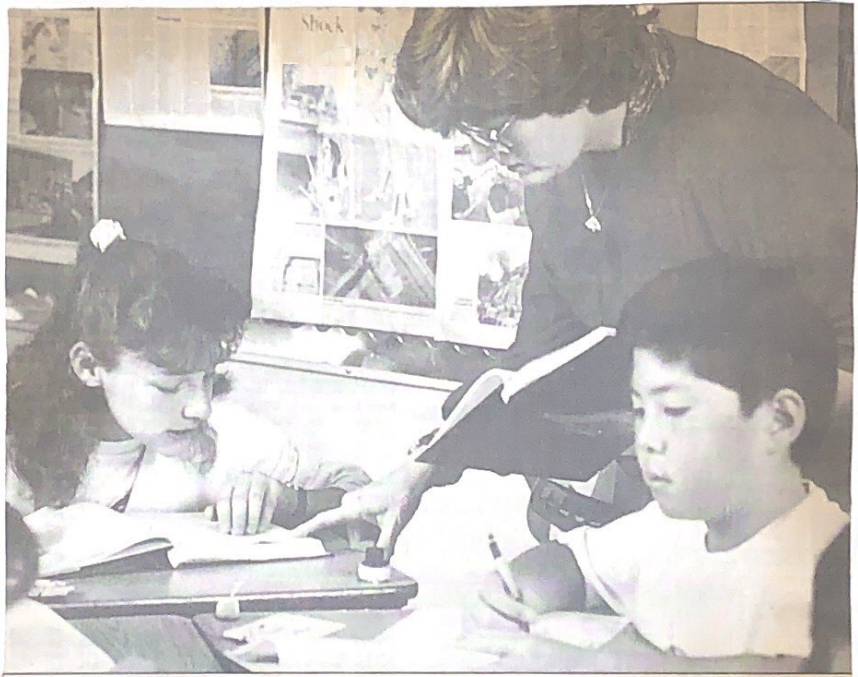
Most of the students at Olinda have been attending the school since kindergarten. Sixth-grade students at Spurgeon, however, still are adjusting to leaving their elementary schools in the fifth grade as they prepare to take the sixth-grade CAP tests.

Spurgeon sixth-grader David Figueroa, 11, said the CAP exam was long and difficult. If his peers didn't do well on the portion that tested reading comprehension, he wasn't very sympathetic.

"It's probably because they didn't pay attention," said Figueroa, who wants to be a lawyer when he grows up.

His language-arts teacher, Margaret Ware, who has taught 10 years at Spurgeon sees it differently. Although she's had opportunities to teach elsewhere, Ware stays at Spurgeon.

"I feel that I'm making a difference. I hope I do. But sometimes I wonder. When you look at the scores, you want to say, 'Forget it.'



Teacher Marian Weaver works with Shannon Reed at Olinda Elementary School in Brea, which had the county's highest sixth-grade reading scores. Clay Miller/The Register

"But when I'm teaching, and a kid's eyes light up when they see that they can do the work — that makes me excited."

To turn around the low reading test scores, principal Makin has contacted school districts across the nation for innovative ideas and implemented many of them.

became less popular, the building was used for general community activities.

Since the senior citizen's programs have become so popular in recent years, it only seems fitting that they will occupy this historic building. The Brea Historical Society believes this is an appropriate use. We wish the new occupants many years in this wonderful building which holds many memories of the times past. We would also like to take this opportunity to thank the following for their assistance in gathering information:

June Hendricks  
Jack Smith  
Vivian Weddle  
Dr. Lawrence B. de Graaf  
Raul Contreras

And we would like to give special thanks to the Brea Lions Club and X-cel Print for printing costs.

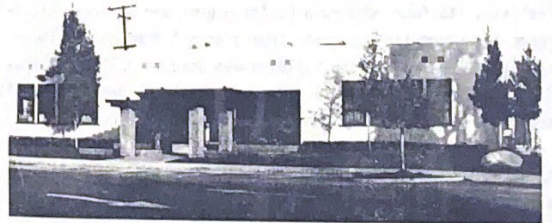
BREA HISTORICAL SOCIETY

OCTOBER 25, 1982

## Past To Present



Olinda School 1909



Brea Senior Citizen's Center 1982

## FROM SCHOOL HOUSE TO SENIOR CITIZENS CENTER

### THE ODDESSEY OF OLINDA HALL

The building being dedicated today, October 25, 1982 as the Brea Senior Citizen's Center, literally embodies the entire history of urban settlement in the Brea-Olinda area. The roots of this building go back to the turn of the century, when a few Basque ranches in northern Orange County were just beginning to be joined by a booming development of oil fields. A growing population of oil workers and their families raised the need for educational facilities. So, in 1903, their educational needs were provided in a two-room building known as "The Little Red School House" located on the Loftus Lease, northwest of the existing Carbon Canyon Regional Park. It accommodated all eight grammar school grades.

By 1909, this facility had proven to be inadequate for the increasing number of pupils. A building commonly referred to as "The Little Green Schoolhouse", officially as Olinda School, was built along Carbon Canyon Creek. Although not a luxurious facility, its four room main building provided separate classrooms for elementary students from grades 1 through 8. The school bell on top of the building was used to "call" the students to class each morning. However, in later years, the bell tower was blown-off by high winds and never replaced.

Adjacent to the building was a large auditorium which served both as a place for school programs and as a center for social activities of the entire Olinda community. During the booming

years of the Olinda oil fields, as many as one-hundred and fifty children attended this school annually and the high school students were bussed the nine miles to Fullerton Union High School. The early buses were horse drawn.

The development of more productive oil fields in other parts of the nation along with the depletion of the oil fields, spelled the gradual decline of Olinda. A community which one included a train depot, a large general store, three churches and oil company-owned houses, was nearly deserted by the late thirties. After the last graduating class of 1960, the school building was closed and remained unused while the students attended classes at the El Rodeo Riding Stables, south of Imperial Highway on Valencia Avenue, in a one room building. The Olinda School District never went out of existence, however, it eventually was incorporated into the Brea-Olinda Unified School District and the present Olinda school was built.

In 1958, there was talk of demolishing the old school house. The Brea Parks and Recreation Commission and the City Council approached the school district to save the building and move it to Brea for recreational purposes. So in July, 1960, it was moved to its present location onto land donated by Union Oil Company on the corner of Sievers and Elm Streets. For the next six years, the building was used by the Brea Youth Club for their activities. This use of the building, sponsored by parents of the young people of the community, was generally enthusiastically supported by Breans. After this activity became



Thurs June 23, 1960 - moving old  
School + PTA Bldg to Brea

**FOREIGN STUDENTS**

7-14-91

## Exchange programs suffer from too few host families

By Mary Ann Milbourn  
The Orange County Register

Feeling a little overwhelmed by the horde of guests coming to visit this summer? Be grateful you're not Jan Vaughn.

She has 45 visitors arriving July 27. They have no place to stay. English is not their first language. They are teen-agers.

After 10 years as a regional coordinator for foreign student-exchange programs, Vaughn has gotten used to last-minute crises.

"We'll find homes for them," Vaughn said resolutely. "It's getting down to the wire with some of these groups, but we'll do it. I just placed 35 Danes and Finns in Anaheim, and

they're doing great."

Vaughn, a Fullerton resident who oversees Orange County's four-week summer student-exchange program for a San Francisco-based group called ASPECT, might be one of the lucky ones.

Foreign student-exchange program coordinators throughout California say it's getting tougher every year to find host families. The problem is getting so critical that some fear students will have to be turned away.

"That topic is very often the topic when we get together," said Christa Shannon, Western regional director for the Open Door Student Exchange program and president of the International Exchange Network, a

Please see STUDENTS/5

### Number of groups link students, families for varied visits

Dozens of groups are recruiting families to host foreign-exchange students for periods ranging from a week to the school year. The following are members of the International Exchange Network with programs in Orange County:

Name	Programs offered	Phone
AFS Intercultural Programs	10 mo., 6 mo., 3 wks.	(800) 722-0080
American Institute for Foreign Study Scholarship	10 mo., 5 mo., 1-4 wks.	(800) 677-6781
American International Youth Student Exchange Program	11 mo., 5-6 mo., 4, 6, 8 wks.	(800) 347-7575
ASPECT Foundation	10 mo., 5 mo.	(800) US-YOUTH
ASSE International Student Exchange Program	10-11 mo., 4 wks.; 14 and 12 mo. (Japanese only)	(714) 494-4100
Cultural Homestay Institute	11 mo., 2-8 wks.	(800) 343-HOST
The Experiment in International Living	5-10 mo., 1-4 wks., 3-7 wks.	(714) 676-2335
International Christian Youth Exchange	10 mo.	(415) 547-7567
International Education Forum	10 mo., 5 mo., 2 wks., 4 wks.,	(619) 549-7190
Open Door Student Exchange	10 mo., 5 mo., 3 mo.	(800) 776-6736
Spanish Heritage-Herencia Espagnol	10 mo.	(800) 669-1096
Youth for Understanding	11 mo., 6 mo.	(800) 872-0200

Source: The International Exchange Network

## STUDENTS: Lifestyle at odds with hosting

FROM 1  
statewide umbrella organization for 13 non-profit exchange groups.

The coordinators say the goal of foreign-exchange programs — world peace through cultural interaction — might be undone not by war, but rather by the most unlikely of nemeses: the California lifestyle.

Recruiting host families, they say, seems to be especially difficult in Orange County and other high-cost Southern California communities.

**"With two-income families,** commuting time and activities outside the home like sports and aerobics, the idea of taking a young person in for a while, I think, may push them over the brink," said Bill Gustafson, regional director for ASSE, an exchange program in Laguna Beach that places students for the academic year.

"I think eventually all the programs are going to have to evaluate the family resources available and, I suppose, trim back their programs if something doesn't change in the near future," Gustafson said.

"It's tough out there," agreed Cindy Talmage, a coordinator for the American Institute for Foreign Studies who is trying to find 20 host families in Anaheim Hills by July 30.

Talmage said she usually begins her search with previous host families and friends they recommend who might be interested. Next it's schools and PTAs, church groups, Girls Scout leaders, anyone involved with young people. As deadlines draw near, desperation leads to desperate measures.

"We'll call using the criss-cross directory. We'll go door-to-door," Talmage said. "Last year I went to a door and the man swore at me and slammed the door so hard it made the windows rattle. I just went home and cried."

**Last month,** Talmage tried church-sitting.

"I went to St. Anthony's (Catholic Church) in Anaheim Hills," she recalled. "Out of three Masses, I got one possible, but she's pretty iffy."

Vaughn will go to almost any length to snare a reluctant host family.

Precise numbers of students involved in foreign exchanges are difficult to find because

there is no statewide clearing house for the programs.

Shannon estimates 1,300 to 1,400 students were placed statewide last year in short-term and academic-year programs by the 13 organizations her network represents. She anticipated a similar number this year.

Gustafson's ASSE, which originally stood for American-Scandinavian Student Exchange but since has expanded to include students from throughout Europe, has scaled back over the past six years, he said.

In 1984, ASSE placed 160 foreign students with Orange County host families. Last year, 94 students visited. About the same number is expected this year.

At the same time the numbers of volunteer host families is dropping, demand for additional hosts is rising.

Vaughn said she has had to become a tough negotiator in order to be able to limit the number of students she realistically can place.

**"Someone called** wanting to bring 40 Japanese students over. I suggested 30, then they countered with 35," Vaughn said. "What they don't realize is there's a big difference trying to find five more homes."

Shannon said more foreign students are competing for exchange programs.

"Now there's even more pressure since Eastern European countries have opened up and democratized, and those students are especially eager to come here," Shannon said.

Coordinators say the Persian Gulf war, the economy and even the drought have taken their toll this year.

"During the war, our student applications were way down. Many of the students were afraid to travel," said Kelly Galvin, community college coordinator for ASPECT. "Then the war was over and everybody said, 'Yes, yes, yes, we're coming.'"

The unexpected surge left people like Vaughn scrambling to place students, sometimes with less than a month to find accommodations at a time when even many of their usual stable of host families were begging off.

"One family in San Bernardino County had to cancel because the husband was laid off

from work and they felt they could not make this kind of commitment," Shannon said.

**Families who have** hosted students gave various reasons for dropping out this year, although they said they enjoyed hosting the exchange students.

Vickie Sauer of Garden Grove hosted a student for the first time last year. It was, she said, a wonderful experience.

This year she had to decline. Sauer said her work schedule in food services for the Huntington Beach City School District makes it impossible. "It's just not working out this year," she said.

Sauer said she also is having a houseful of her own foreign guests — from Belize in Central America and Manchester, England — making it difficult to fit in another body.

Vacation plans prevented Joni Steinke of Huntington Beach from hosting this year.

"We had a teen-age girl from Spain last year and I have two teen-agers so it was really interesting comparing the cultures," she said. "But this year we're gone right in the middle (of the planned stay), and it just wouldn't work out."

Sandy Wardell of Huntington Beach has hosted three students since 1987. But not this year.

**"We're moving** out of state to Oregon, so we couldn't do it," Wardell said. "But I understand they have a program up there, so I'm going to look into it."

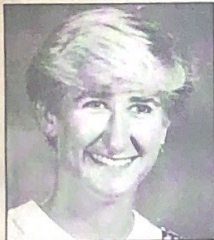
Sandra Egan, state director for the American Institute for Foreign Studies, said many people just focus on the responsibility of having the students and don't realize how rewarding it can be to have a foreign guest.

"Just by meeting people from other countries, you find out there's no real difference between us at all," she said. "And these are really great kids."

There also are some unexpected bonuses. Egan said her children are going to Spain this summer to visit the family of a teen-ager they previously hosted. Such exchanges and long-term friendships are not uncommon.

"You start out hosting a student and then you become part of the family," Vaughn said.

## Japanese town gets Brea teacher



Karen Gill

### BOUSD teacher sent packing to Hanno

By Barbara A. Williams

DSP Correspondent

BREA — In 1988, Karen Gill turned her Ohio life upside-down by loading up her pickup-truck and heading west to join a friend in California.

This summer, Gill, a special education teacher at Arovista School, decided to give life another big spin. She left July 31 to spend a year as an English teacher in Brea's sister city, Hanno, Japan.

Unlike 1988, Gill left home with a good idea about what was in store for her at her destination. Representatives of the Hanno school district hired her to serve as one of two English aides in the city's six junior high schools.

Although the city has used American students as teachers in the past, Gill's position is a new one. The school district specifically asked for a teacher — single and in the mid-20s — from their sister city of Brea.

The Hanno district will completely fund the program, Gill said.

The teaching post was offered to Gill last spring through Brea Sister City representative Brian Saul, a kindergarten teacher at Arovista. Gill said it took her only a week to say "yes."

Since that time, Gill has worked with Hanno officials on the details of her stay.

It has been decided that she will spend the first month with a host family to get acclimated to Japanese life. Then she will move into a house or apartment of her choice, with a set housing rate guaranteed by the school district. Her salary will be "comparable to what I'm making here," she noted.

Because of traffic problems in

Japan, Gill said her job contract prohibits her from driving, except with permission from the school district. However, Japan has "an incredible transportation system," Gill said ... and a bicycle is included in her job contract.

The 25-year-old teacher said she prepared for her new job by reading a summerful of books and articles and by listening to Japanese language tapes.

She also spent a lot of time shopping for clothes and shoes — she figured Japan's clothing stores may have little to offer a 6-foot-1 American girl.

**Because of traffic problems in Japan, Gill said her job contract prohibits her from driving, except with permission from the school district. However, Japan has "an incredible transportation system," Gill said ... and a bicycle is included in her job contract.**

Gill said her biggest fear is grocery shopping and cooking. "How can I know what to buy if I can't read the labels?" she laughed. "If it comes in a box, I won't be able to read the directions, either!"

Despite her concerns, Gill said

she is excited by what she calls a "once-in-a-lifetime opportunity."

The Brea Olinda Unified School District has granted her a leave of absence for a year, and she intends to use it to the fullest. She will spend all her free time exploring Japan and surrounding countries, she said.

Gill, a native of Cleveland, Ohio, graduated from Kent State University in Ohio in 1988, receiving a bachelor of science degree in Education with teaching credentials in regular and special education. Since arriving in California, she has held education posts at Rossier School in Garden Grove and Arborland Montessori Children's Academy in Fullerton, in addition to her 2-year tenure at Arovista School.

