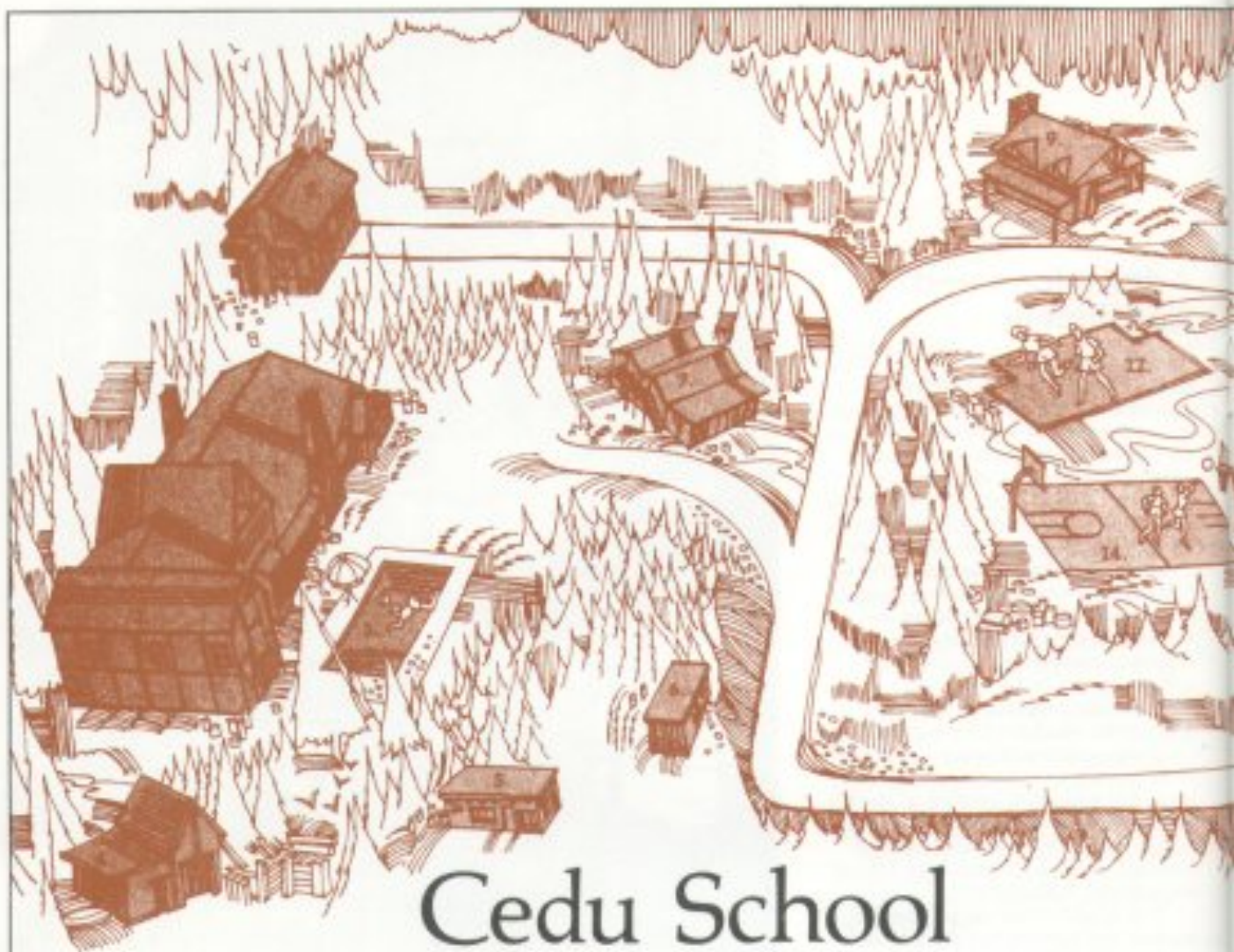




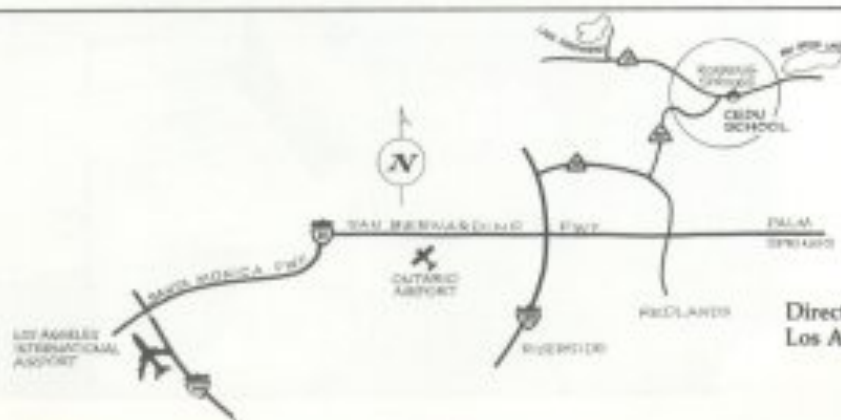
The Cedu School™



Cedu School

Running Springs, California

- | | | |
|------------------------------|-------------------------|------------------------|
| 1. Lodge | 7. Higdon Dormitory | 13. Volleyball Courts |
| 2. Lodge Addition | 8. Studio Building | 14. Basketball Court |
| 3. Pool | 9. Fluor Dormitory | 15. Tennis Courts |
| 4. Wilderness Hut | 10. Walden Dormitories | 16. Farm |
| 5. The Alamo Studio Building | 11. Ropes Course | 17. Faculty Residences |
| 6. Administration Building | 12. Racquet Ball Courts | |



Directions To Cedu School From
Los Angeles & Ontario Airports.

Admissions and Enrollment

Cedu has experienced a great deal of success with students who are manipulative, unmotivated and lacking in direction. These adolescents often have strained family relations, poor communication skills, rebellious or withdrawn behavior patterns, and have possibly experimented with drugs or alcohol. Students must be of average or above average intelligence, although this may not have been demonstrated in previous school performance or achievement. Applicants who are unable to participate in a physically active program or who require psychotropic medications are not appropriate candidates for admission.

Cedu's admission policy is designed to assist each prospective student and his or her parents in learning as much about the school as possible. The procedure begins when an application is received, along with transcripts, former records and evaluations.

It is required that the prospective student and parents visit the school. Visits are scheduled in advance by writing or telephoning the admissions office. An interview will be set up at that time.

Determination for admissions is based not only on the application materials but on the admissions interview itself. Parent interviews include parent counseling, orientation to the school and its programs, and a tour of the campus. The student interview includes a tour by a Cedu student and an orientation to the program by the interviewing staff member.





Faculty

Members of the faculty are selected on the basis of their own enthusiasm for learning and their ability to share this enthusiasm with young people. Our faculty is a group of men and women with backgrounds rich in life and educational experiences.

The faculty encourages students to challenge themselves through a full program of education and life experiences which intrinsically promote a sense of inquiry and resourcefulness.

The curriculum is teacher-centered and the faculty is committed to guiding students toward greater independence, self-motivation and direction. Cedu provides a consistent and safe structure in which learning can take place. The faculty nurtures curiosity and enthusiasm for learning.

Members of the Cedu faculty have chosen their work out of a sincere dedication to the learning process of the whole person.

“A child must be surrounded by people with vitality, people who live with their work, who are healthy, interested and growing. It's more than providing good role models. Children have an unerring ability to sense hypocrisy.”

Brigitte Wasserman

“I climbed all the way to the top of that mountain. I made it. I can do anything!”

Mark

Wilderness Challenge

The wilderness program is a challenge that involves the students in a series of growth experiences where self-imposed limitations are challenged and new strengths and abilities discovered. Training on a ropes course, jogging, hiking, cross country skiing, rock and mountain climbing are the activities of this course. Time is set aside for self-exploration, reflection and the sharing of fears, doubts, excitement and personal discoveries. The program culminates in a two week trek through the mountains, deserts and canyons of the Southwest during which students put to use all the wilderness skills and self knowledge they have acquired.

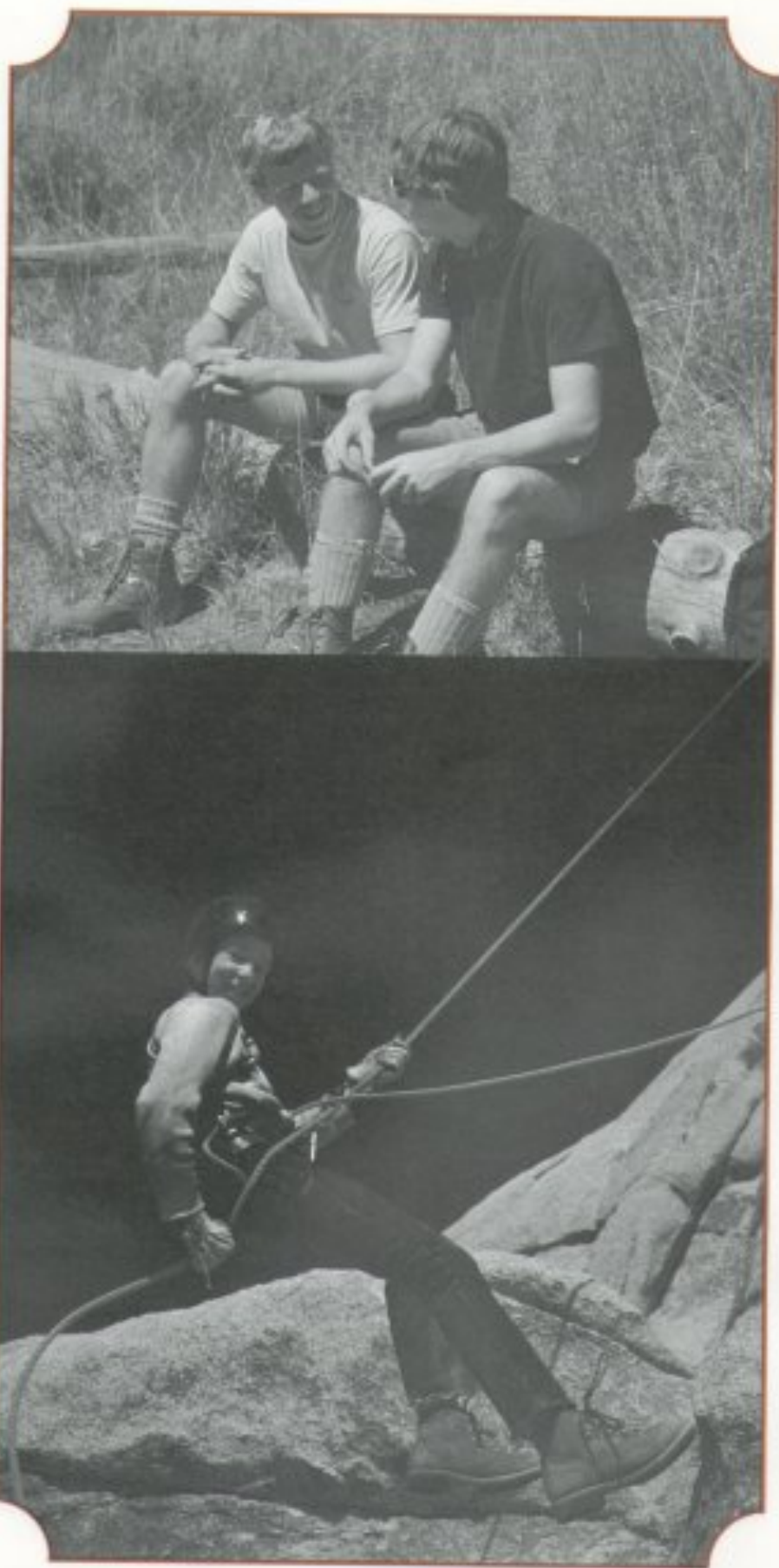
Experience has shown that students gain many things from their wilderness activities including physical conditioning, self-discipline, group problem solving skills and the memories of great experiences shared with friends. But more significantly students make considerable progress in overcoming their sense of being failures. The students' newly won sense of self-esteem provides the basis for the successful completion of subsequent emotional, academic and vocational challenges.

“Most of the things that I consider hard are hard because I make them that way.”

Susan

“Many times I've tried to destroy myself, not wanting to feel the pains of life. How foolish. I caused myself more pain than any man could give me.”

John



Theatre and Dance

Drama teaches the discipline of acting and the technical aspects of theatre (design, lighting, sound, painting, and makeup). A drama production is another medium through which the students can discover something about themselves and develop inner strength. Students gain the awareness that, while they are working on their individual parts, they are at all times an important part of the total creative process. Thus, drama is both an academic course and an artistic therapeutic experience.

The dance program offers courses in technique where the body is trained and disciplined, in composition, where students become acquainted with the basic tools of choreography, the emphasis is on performance, both within Cedu and the greater community.



Music

Activities and course offerings in music reflect an appreciation for the finest music of all periods. The chorus rehearses and presents performances for the school community.

A course in music appreciation is presented to all students. In addition, students are introduced to a variety of musical styles through presentations during social periods. The school maintains an excellent collection of books and recordings which are continually shared in this manner.





"It is great to have an animal depend on me. I feel needed." Paul

The Farm

The farm is part of the curriculum of the Lower School. Here, students begin to learn the value of hard work and personal responsibility.

Horses, pigs, cows, chickens, rabbits, and ducks, as well as a vegetable garden are tended on a daily basis.

Students learn how to feed and clean the livestock, how to exercise and train the horses, and to assist in routine veterinary functions, including birthing and disease recognition and treatment. Students also construct barns, duck ponds, stalls, chicken coops and other structures necessary for the care and handling of livestock. Advanced students share their knowledge with newer students regarding farm management.

"I never knew I could feel this wonderful!" Linda

Physical Education and Athletics

The physical education program strives to develop every student's physical capabilities to the maximum, while developing courage, confidence, self-discipline and sportsmanship. In addition to the sheer joy of participation, recreational sports supplement the more traditional sports programs. Sports include cross-country skiing, basketball, tennis, badminton, volleyball, racquetball and softball.



The Arts

The arts program exposes all students to a broad offering of creative studies. It also provides the opportunity to work intensively within a particular discipline. Courses are offered in dance, drama, music, visual and three-dimensional arts. Courses differ greatly in medium and instructional approach, ranging from traditional drawing and watercolor, to spinning and weaving. Manual, performing or visual arts provide opportunities for students to express themselves and become more perceptive.

Courses in the studio arts include work in painting, drawing, sculpture, pottery, woodworking, and photography.

Curriculum

The curriculum at Cedu is a reflection of the philosophy of the school. It is centered in the history of mankind and all subject matters develop from this core. History provides an opportunity to develop an understanding of man and a relationship to time, as geography creates a relationship to space. Mathematics sharpen the mind through the discipline of logic, and science presents an opportunity to know the world. The arts enhance a sense of beauty and literature and language provide the tools for self-expression.

Reading, composition and arithmetic skills are core studies. Social studies, complementing elective courses and advanced studies are designed to fit the special needs and interests of each student.

Classroom groups are small enough to permit individual attention; the average class size is twelve. Students are placed in classes according to their capabilities and background. Advancement is commensurate with ability and progress. Cedu's quarter system provides flexibility and variety in curriculum, allowing various combinations of academic work, independent studies, and an in-depth vocational apprenticeship program. An academic advisor designs and selects the courses that will meet diploma requirements.

Educational travel in the United States and other countries allows students the opportunity for valuable experiences in world culture, art and communication.

"To me, mother nature is the most beautiful work of art." Doug

Language Arts

Students participate in an English program throughout their enrollment. Foreign language courses in French and Spanish are offered.

The English curriculum has two equally important purposes. First, there is the development of students' skills in writing and reading. Speaking and listening skills are developed by class discussion, reports, role playing, debate, dramatics and group sessions. Tutorials are offered in remedial language skills.

The second purpose is to stimulate a process of inquiry through which students can discover something about themselves and the world around them through the written and spoken word. Literature is seen as a central way of gaining an understanding of human experience and one's self.



History and Social Science

The course in history and social science covers a broad spectrum of human experience from ancient civilizations to present governments, from primitive cultures to modern art.

The history of the West is taught in connection with classes in art, music, literature, philosophy, geography, science and mathematics. United States history centers around a course examining the development of American life and its institutions, and exploring the changing role of leadership. In connection with this, economic and social issues are explored. Students assume much of the responsibility for the analysis as they give class presentations, organize panel discussions, and incorporate current events.

Science

Science courses are designed to acquaint students with the basic concepts and premises of science. Students develop an understanding of the discipline of scientific observation, laws and theories, as well as the biological processes and structures of man and nature. An exploration of the role of science in history is the theme woven throughout these courses. The lives of important men and women of science are studied. Field study in the natural sciences takes place in the highly varied biological zones of Southern California.

“How can a man expect to fulfill his dreams if he doesn't see the beauty in the world?”

Chris

Mathematics

The mathematics program is designed to develop in students those problem-solving abilities needed to function in today's society. Mathematical skills from basic arithmetic through advanced concepts are taught. Students are encouraged to think logically of both quantitative and systematic concepts. Skills are often effectively developed through practical application outside the classroom.

Algebraic and geometric theories are directly explored and become personally relevant through the students' vocational apprenticeship program. Consumer math is a required course in which students learn personal record-keeping and money management.





“A man can only know what is true for his brother when he has looked inside and knows what is true for himself.”

Eric

“I am now able to collect my thoughts and be calm and peaceful at times.”

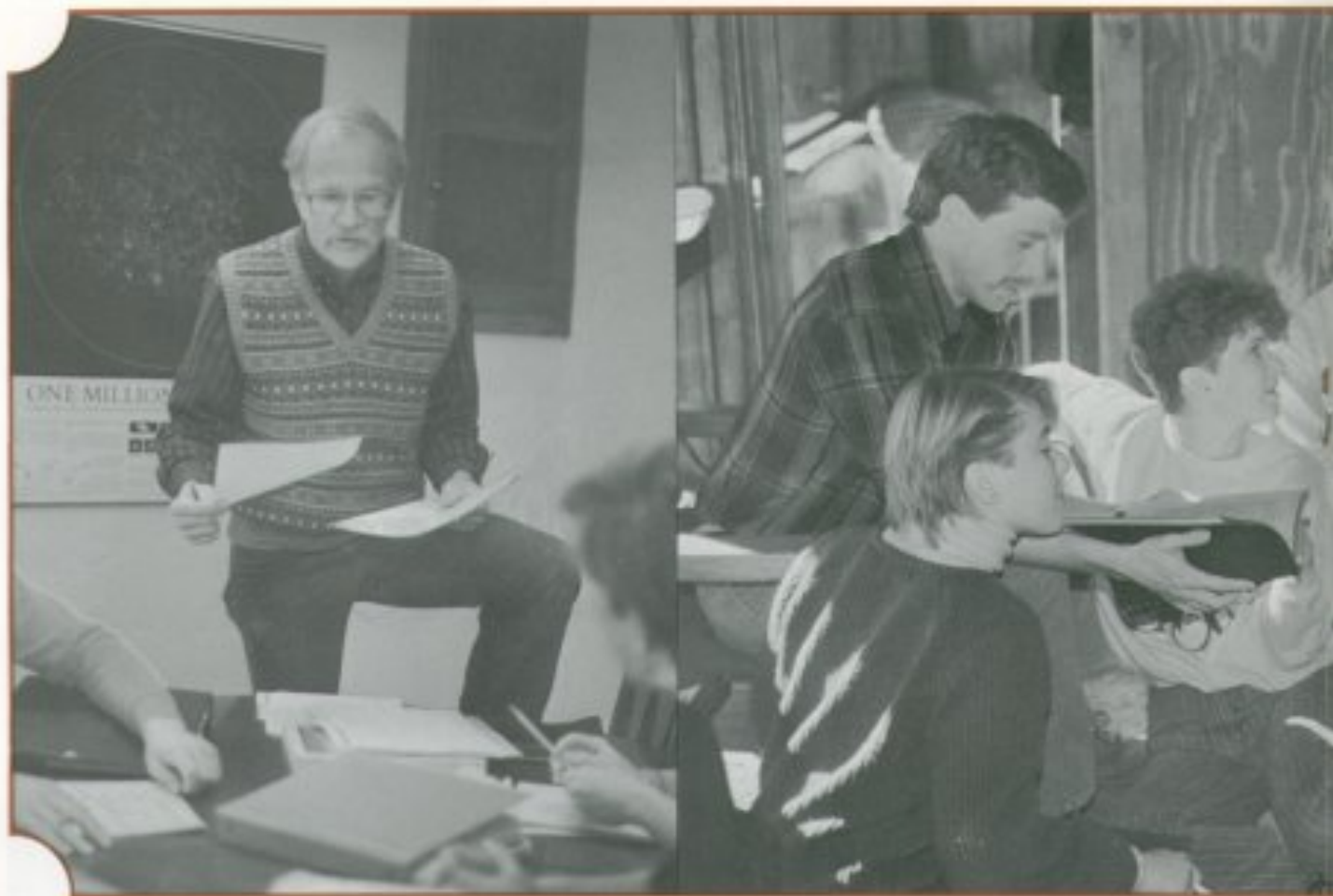
Dave

Career Planning and Apprenticeships

Students develop career interests through their participation in the academic, vocational and counseling programs. The apprenticeship approach to prevocational and vocational training is designed to develop in each student an appreciation of all aspects of work. Each student has a job which relates directly to the daily functioning of the community, and thereby has personal relevance. Initially, the emphasis is on teaching a positive work ethic; developing organizational skills, consistency of effort and pride in one's work. When students have developed these basics,

they are ready to obtain and refine advanced marketable skills in their areas of talent and interest.

In the Upper School, students are formally enrolled in a goals seminar in which they further define and pursue educational and career alternatives. At this level students are eligible to participate in a work study program where on-the-job experience is gained at various business locations in the community.



Counseling and Guidance

The curriculum is individually designed based on each student's needs, interests and level of achievement. Faculty advisors are primary counselors who meet regularly with their students to provide an evaluation of the student's progress in academic, social, emotional and vocational areas.

In addition to ongoing individual counseling, students and faculty meet in group sessions up to three times per week. Groups provide a place to explore one's own feelings, offer constructive feedback to others, and to discover that many experiences and feelings perceived by the individual

are, in fact, also experienced and understood by others. This sense of acceptance and universality is crucial to the individual growth process that will ensue.

The goal is to facilitate the students' personal development to the point where they can fully realize their potentials. This developmental process is based on the concept that healthy living is therapeutic, and that within each person lies the natural potential for positive growth.

“I have a lot of things to think about now, such as, what am I going to do with the rest of my life?” Pam.

College Admissions

Students are assisted by Cedu's College Advisor in selecting the appropriate college, preparatory school or other learning environment. Students are helped to select schools appropriate to their goals, interests and abilities. For Cedu students, challenges, lifestyles and personal requirements are important considerations when choosing a place of further study. Students are assisted in preparing for admission tests and in completing and processing application materials. Professional school counselors throughout the nation are available for consultation to the College Advisor.

*"I want to discover everything
there is to know."* Tom

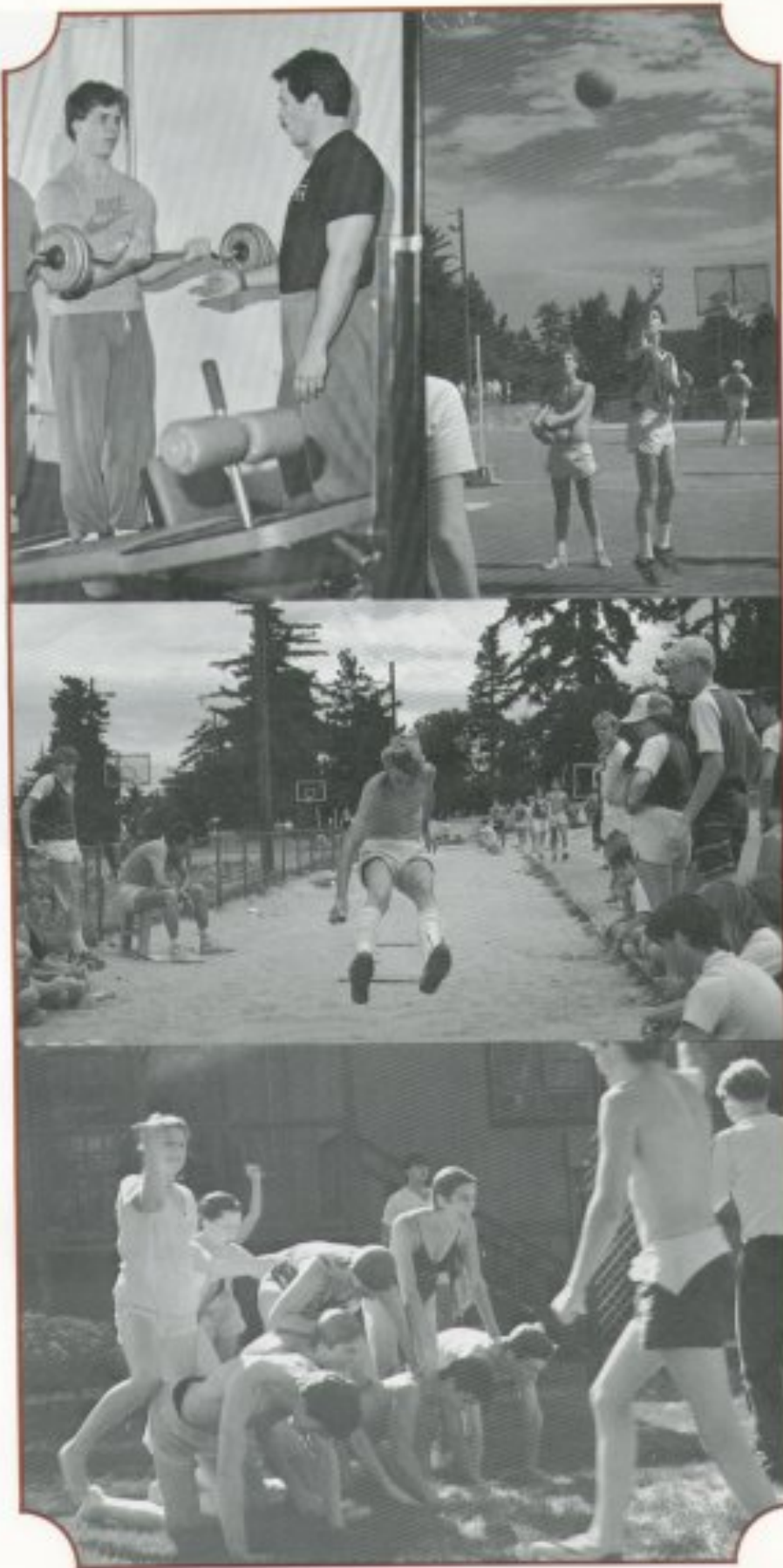
Activities

Students may choose from a broad offering of extra-curricular activities, both on and off campus. Study groups and special interest clubs meet on campus, and physical activities take place in a variety of settings. The four-season mountain location of our school plus its proximity to desert and seashore provides the opportunity for nearly unlimited outdoor recreation.

Students attend movies, plays, museums, sporting events and other cultural activities off campus with faculty supervision. The school's location affords day-long field trips to Los Angeles and San Diego. Frequently visited are the Norton Simon Museum of Art in Pasadena, the Mark Taper Theatre in Los Angeles, the San Bernardino County Natural History Museum in Redlands, the Calico Early Man Archaeological Site in the Mojave Desert and the Griffith Park Astronomical Observatory in Hollywood. Field trips are also taken to farms, factories and businesses in nearby communities.

Cedu's school government is a student-run organization which takes a leading role in maintaining a healthy social environment within the student body. All students are eligible to participate in the various committees, and earn their place on those committees through demonstration of leadership and willingness to work.

*"I liked every minute of this day
and I settled some things with myself."*
Jill



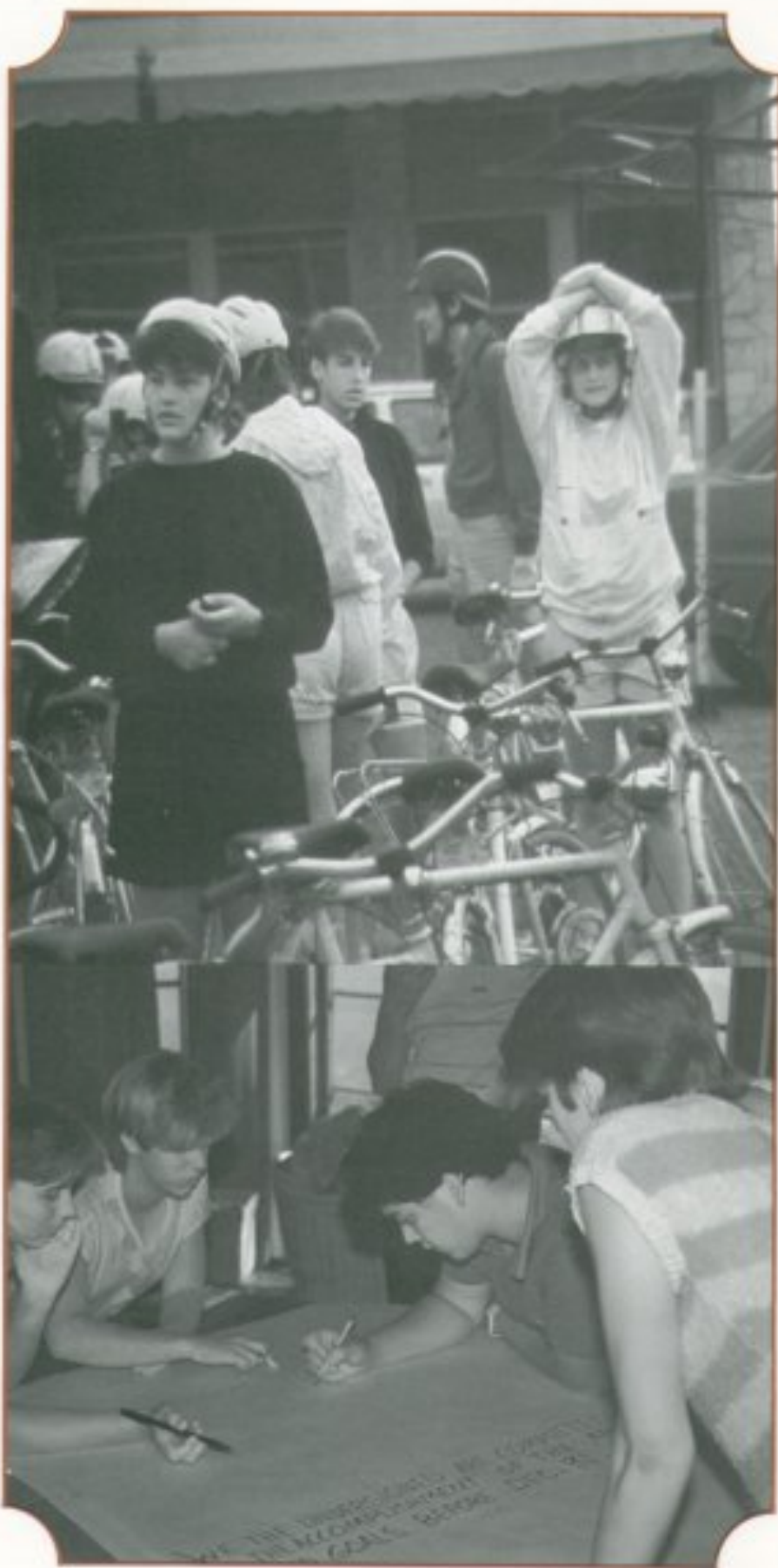
Assessment and a carefully designed program for successful graduation from Cedu to another secondary school, college, or University, is undertaken at this level.

This developmental stage is specifically designed to allow students to test the knowledge and understanding they have acquired. They may hold jobs in their local community and have increased opportunities to manage their time and money. Students now enter a series of goals seminars designed to further prepare them for future success.

Responsibility and Leadership

A recognition of the importance of personal goals is developed through a variety of student leadership conferences. As students are able to identify, work toward and achieve their goals, they learn to apply this same strategy to the world and successfully meet their own needs for personal fulfillment. Leadership positions within the school include supervising a dormitory or work group, leading group discussion, planning special events, holding an office on the Student Council, tutoring other students, and assisting in the orientation of the newer students. Leadership is not considered a special privilege for a few, but rather a challenge which all our students are capable of meeting.

“People respect me now for who I am and what I do.” Rick





Student Life

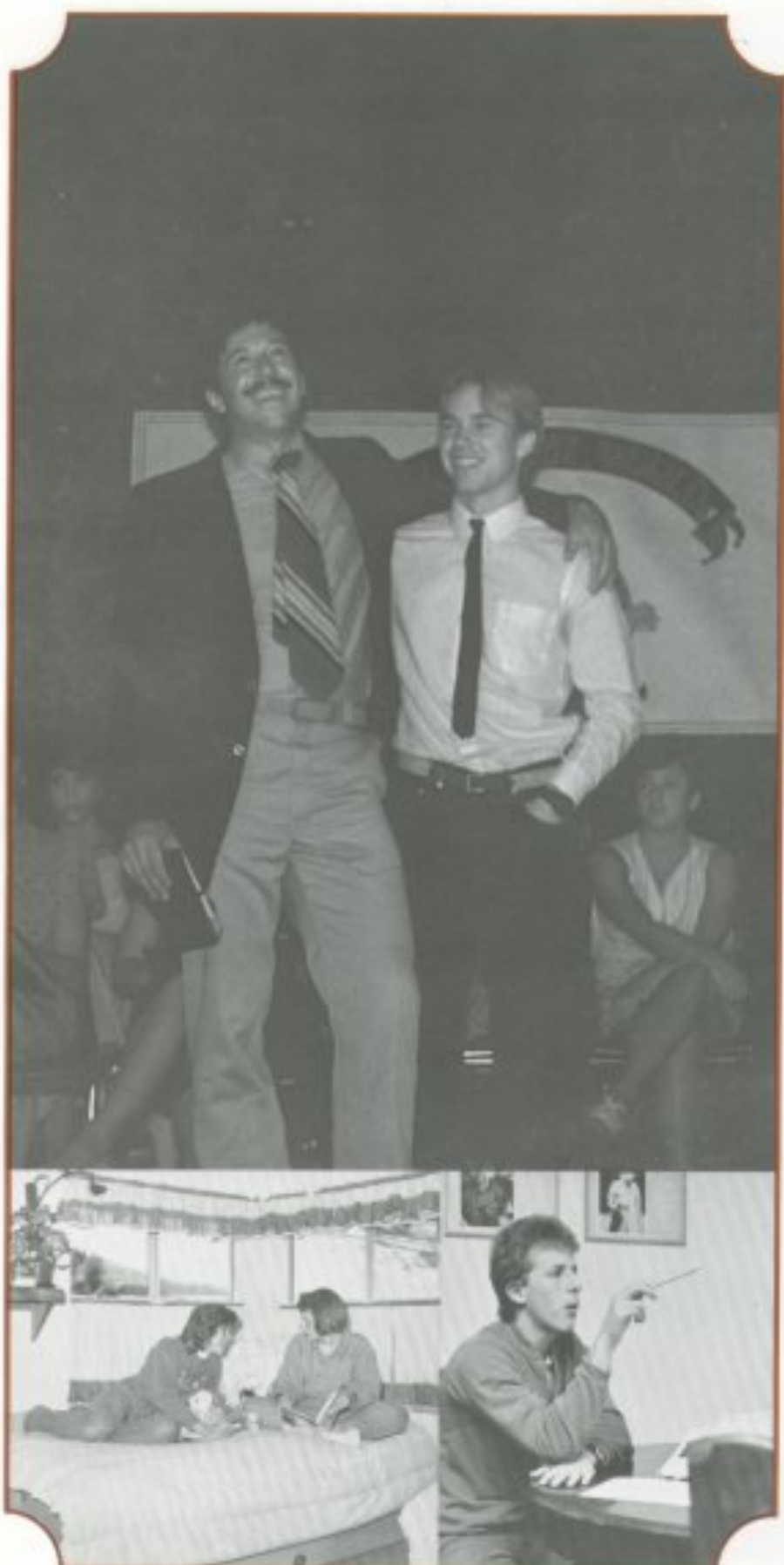
The daily schedule begins at approximately 7:00 a.m. and is filled with a balanced mixture of classes, work, sports, recreation, and free time. The morning schedule is filled with academic classes, experiential learning activities and the vocational apprenticeship program. An hour is provided for lunch, socializing and competitive sports. Academic and Vocational classes continue following lunch. Early evening is a time for completion of class work and then refreshments and social time are shared. Several hours each week are set aside for group counselling and other therapeutic activities.

Saturday mornings are spent in general clean up, with the afternoons set aside for clubs, committee meetings and special activities.

Sundays begin with a late brunch, with optional sports and recreation activities throughout the day. Students receive scheduled visits from parents on weekends and a movie is shown Sunday evening. Free time is spent pursuing individual interests such as reading, bicycling, arts and crafts, or talking with a friend. Students are encouraged to plan their free time constructively. Many off-campus activities are scheduled for the weekend.

Students are housed in dormitory buildings supervised by faculty residing on campus. Students share attractively furnished rooms and baths. Laundry facilities are available in each building. Students learn respect for the space and possessions of others, cooperation, and the importance of team-work in maintaining a well organized, smooth running dormitory.

“People can trust me now.” Teri



Life at Cedu

“When I can relate my thoughts and feelings to someone, take a look at them and understand them, that’s when I begin to grow.” Mary Ann

Personal Growth and Development

Students advance within the school program based on their individual emotional development and academic progress. The amount of structure and freedom is balanced to suit increasing social and emotional development. In this way, students are promoted on a more global assessment of growth than on academic progress alone. Educational needs and curricula are always addressed individually. As the students gain self-confidence and skills in a wide variety of areas, their ability to succeed in academic subjects is greatly enhanced.

The emphasis in the Lower School is on becoming comfortable in the new environment; learning to trust, to live within the rules and agreements of the school community, and to establish friendships. Experientially oriented coursework is designed to adjust attitudes toward learning in a classroom setting.

The Middle School experience is a time of deeper self-exploration and of pushing through perceived limitations. The students become involved in a full academic as well as a wilderness program. When students have demonstrated an ability to handle increased responsibility and have developed an adequate level of emotional stability, they progress to the Upper School.

In Upper School, students are given additional responsibilities and freedoms as they are able to handle them. Externally imposed boundaries are widened so that students learn to rely increasingly on their own resources. The process during this period is one of testing and internalizing values. Individual motivation for academic growth, stimulated in the earlier phases, can now be utilized to a fuller extent. A series of processes that further personal growth are part of the curriculum at this stage.

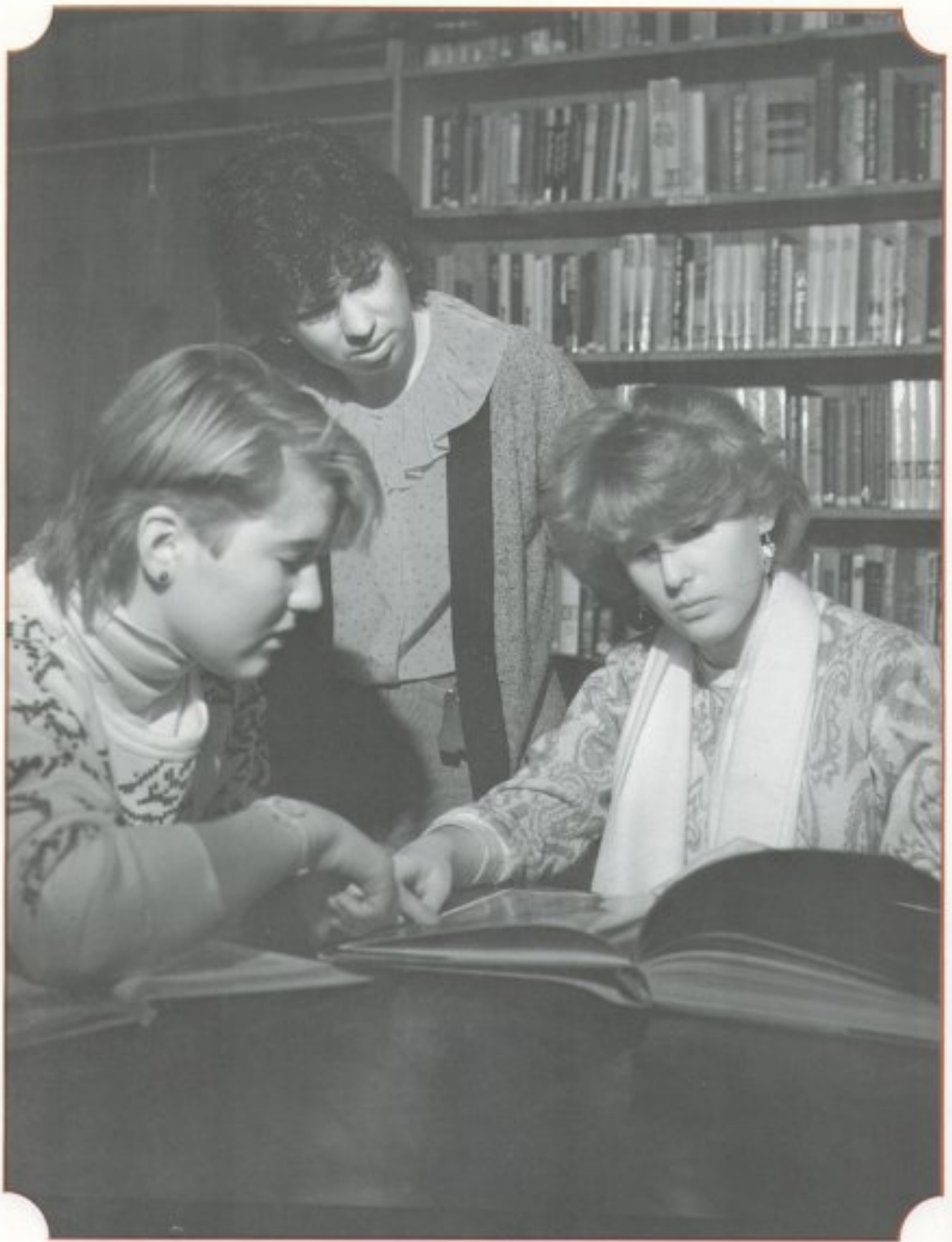
The School

Cedu is a coeducational private residential school for adolescents grades seven to twelve with special educational and emotional needs. The campus is nestled in the National Forest of the San Bernardino Mountains of Southern California. It is a unique community setting that accommodates active sports, performing arts, wilderness programs, a farm, and facilities for vocational training. The opportunities available comprise a learning experience for the total person. Students are exposed to a broad range of life experiences, structured for success rather than failure. Cedu is often the first school setting where students discover their capabilities in the social, personal, and artistic realms, as well as in academic pursuits.

To each student, Cedu means more than a place to live and attend school. Living at Cedu means caring and being cared about, feeling safe to express one's highest hopes and greatest fears. It means feeling part of a special community of people (students and faculty) who know that growing and learning are joyous and never-ending processes. The environment is designed to stimulate and nurture the whole and healthy person who exists in each individual. Personal and social growth is facilitated through participation and involvement in the daily activities. In this way, students learn their own worth, as individuals, and as contributing members of the school community.

Cedu's goal is for students to develop the necessary skills to create for themselves a happy and successful life. To do this, students need to identify personal goals and learn how to accomplish them. They must develop high levels of self-regard, discipline, and the ability to relate honestly to others. They also are required to master academic skills and obtain marketable vocational skills. Beyond this, students develop an enthusiasm for learning and liberate their inherent creative potential.







Founding Philosophy

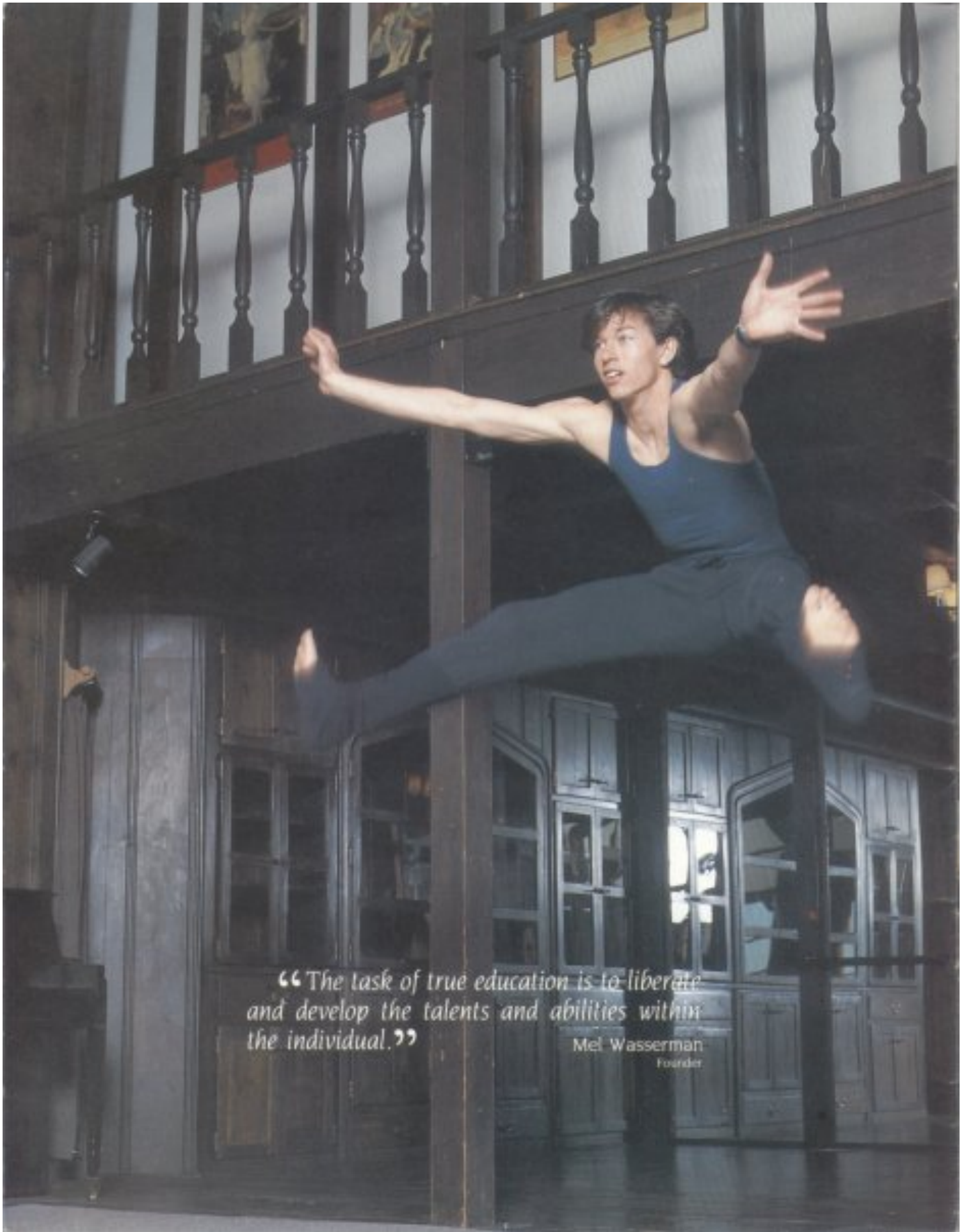
The Cedu School was founded in 1966 with the purpose of providing an environment in which young people would be encouraged to fully develop and realize their potentials – intellectual, as well as emotional, social and physical. As the school grew and the campus developed, new programs continually evolved to meet the needs of the student.

Learning to deal with the world realistically and to reevaluate one's thinking is an on-going process within the Cedu experience. An academic curriculum and a comprehensive counselling program are offered within Cedu's uniquely structured and supportive setting.

“I have the real sense that there is a whole and healthy person behind what is seen in every child. My job is to reach that person to give him love, attention and discipline. Although I may have to talk to a student about his acting out behavior, I always speak to the real person behind that behavior.”

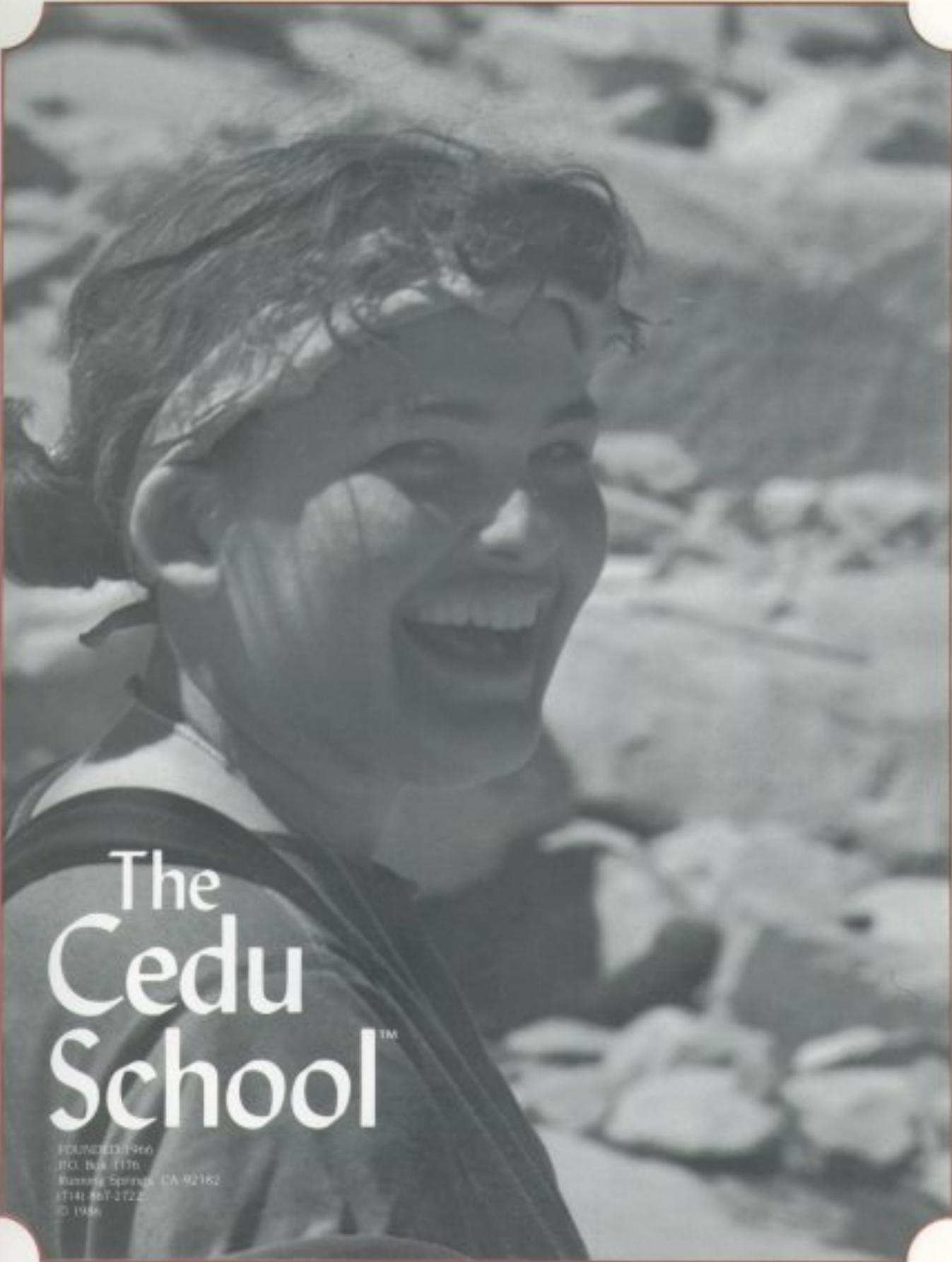
Brigitte Wasserman





*“The task of true education is to liberate
and develop the talents and abilities within
the individual.”*

Mel Wasserman
Founder



The Cedu School™

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The Cedu School

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