



CAMP HILL SPECIAL SCHOOL

2005 - 2006 ANNUAL REPORT





While searching for a theme for this year's annual report, I should not have been surprised to learn that Rudolf Steiner, the founder of anthroposophy, the basis of curative education, was very much interested in honey bees. I have learned during my two years at Camphill Special School that there are no coincidences or twists of fate in life. So I plunged into *Beekeeping: Nine Lectures on Bees*, a collection of Steiner's 1923 scientific and philosophical talks about bees. It was pretty tough going.

But Rudolf Steiner said, "One only begins to understand the life of the bees when one knows that the bee lives in an atmosphere permeated by love." Surely this is the essence of Camphill Special School and a worthy annual report theme! Our teachers, co-workers, therapists, house parents, administrative staff, and volunteers

all are permeated with love for the children in our care. The children offer back to us a trusting love like none I have known before. The children's parents, their grandparents, and all our many friends sustain Camphill Special School with their love for this hilly place and the people here.

I hope that you enjoy learning about how honey bees have roles to play and responsibilities to bear, just as everyone does at Camphill Special School – and that you enjoy reading about our students, programs, accomplishments, and events of the past year. I hope that you enjoy reading about love.

Carol Goetz
Senior Development Officer

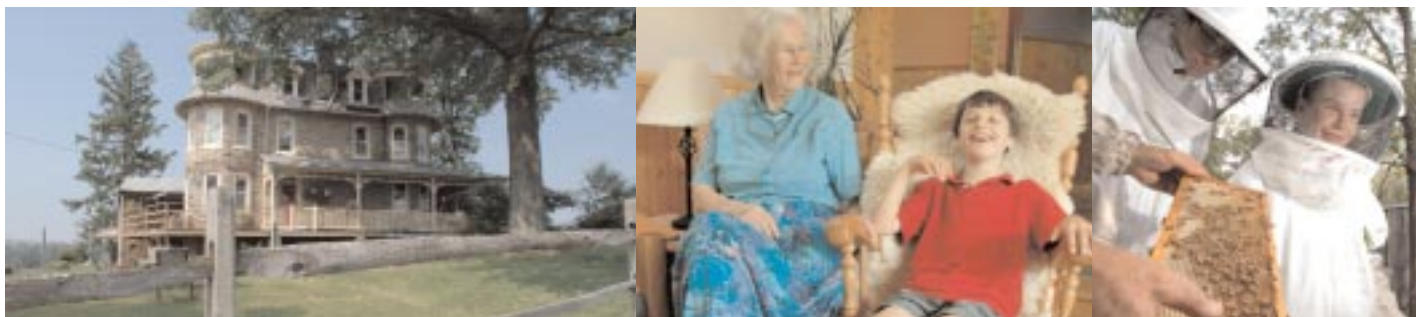


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"One only begins to understand the life of the bees when one knows that the bee lives in an atmosphere permeated by love."

Rudolf Steiner



A message from the president



Maggie and Craig
Adams at this year's
"Tennis Ball."



Dear Parents, Grandparents, Friends, and Supporters of Camphill Special School,

Another year has passed, and while the world continues at a hectic pace and uncertainty abounds, we are counting our blessings at Camphill Special School. We truly are honored by your participation in the lives of our students.

Your thoughtful financial support continues to ensure that the work at Camphill Special School will carry on. For example, the Camphill ProAm Tennis Tournament and "Tennis Ball" has become a significant annual fundraising event that raised over \$100,000 for the School this year. Your generosity permitted the renovation of Rock Crystal, the oldest children's house on campus, the expansion of our Transition Program, and the installation of a new playground behind Karl Köenig Schoolhouse. These important projects could not occur

without your help. It is with much humility that I also recognize the special gift received from J. Murray Logan, a former member of the Camphill Foundation Board who died last January.

On our Board of Directors, we remain thankful for Ray Ripper's many years of leadership and appreciate his continued service as an emeritus member. Our School and the worldwide Camphill community remain deeply saddened by the tragic loss of Annegret Youmans last February. We miss her sunny presence at our meetings. Last, Eliza Carlson Lee and Andreas Schad have joined our board and we look forward to their participation.

Thank you for making this an extraordinary year for Camphill Special School and for the love you have given our students.

Craig L. Adams
President, Board of Directors
Camphill Special School



Buzz...zzz...zzz

Dear Friends,

This year's Annual Report explores the metaphor of the honey bee and the bee hive. Maybe we should change our name to Bee Hive Run! The following words will help you make the transition from busy Beaver Runners to industrious bees.

Bernard Wolf
Director of Programs

Gosh, are they dangerous?
No, they are sheer goodness.

What are they doing?
Weaving golden sunlight.

How do they do that?
With the purest love.

Do they work together?
In utter harmony and
cooperation.

What do they make?
The sweetest honey.

What is it for?
To give us the whole universe;
To make us whole.

What is their secret?
Selfless service.

Who watches over them?
They are in the Eye of God.

Camphill means peace, safety, and happiness for our family

by Leslie Meril



Jesse and his family during a visit
at summer camp.



March 3, 2005, was a day that would change our lives forever. I agreed to drive 300 miles with a complete stranger, and his daughter, to Triform, an adult Camphill village where she lived. We had been introduced by my sister, who had told him about our special son, Jesse. Dr. Bob insisted I would be helping him, for he was too ill to drive alone. How could I refuse?

When we arrived at Triform and joined the family for lunch, I was amazed by the peacefulness and my feelings of safety and happiness. That very day I realized what I needed to do next.

For the next two months, I worked with Camphill Special School and our local school district, hoping that Jesse could attend the School as a boarding student. In September our prayers were answered and Jesse began his first year at Camphill Special School. Within

three months he was taken off behavior medication and now he is calmer, happier, and well adjusted. The continuity and structure the School provides for him has been wonderful. In June our family enjoyed the first piano recital of his life, and the pride and joy he felt after his successful performance was exhilarating for all of us!

Our whole family now shares the same feelings of peace, safety, and happiness I felt during my visit to Triform. Our sweet and endearing Jesse has a safe haven where he truly will grow to be "the best he can be."

This is dedicated with appreciation to Dr. Bob Charmoy, DDS, who lost his battle with cancer on May 25, 2005.



Camphill School of Curative Education thriving

by Jan Christopher Goeschel
Director, Camphill School of Curative Education

Bees move between the sunlit world of the flowering plants and the warm, dark, inside of the hive. Co-workers and other adults in The Camphill School of Curative Education gather the essence of their practical experience in the warmth of outer engagement and activity. This extract remains in the dark, however, unless it is taken into a "sunlit" inner space of reflection. There, it is turned into conscious insight and provides nourishment for new activity.

We continued to build our certification program with first- second- and third-year groups in 2005–2006. Next spring, our "pioneering" group of three students

will be the first to complete the fourth year.

In September 2005, the first- and second-year courses were evaluated through the National Program of Noncollegiate Sponsored Instruction (PONSI) of the University of the State of New York. Students now can earn undergraduate credit for those courses and use them towards the completion of a bachelor's degree. We also have been one of the first schools to complete a new recognition process through the International Council for Curative Education and Social Therapy.

Besides our involvement with the council, Rüdiger Janisch and Jan Goeschel traveled to Prague and Sweden to participate in a European research project on professional training in curative education. Both also were invited to teach in Moscow on separate occasions.



What is a children's village?

by Guy Alma,
Director of
Philanthropic
Programs

What is a children's village? This is an existential question at Camphill Special School. Our community had its 42nd birthday last December, and to celebrate we returned to our origins, remembering our early years and seeking the source of our inspiration.

Camphill Special School was born as a Camphill Village in 1963. By 1967 the first purposely-built children's house, named Rock Crystal, was standing on our hillside. Under its threshold lay a foundation stone dedicated to a profound idea, the idea of a children's village.

The idea is connected to the name of the house. The *Rock Crystal* story, written by Adalbert Stifter, is the tale of a young girl, Sanna, and her brother, Conrad. After visiting their grandmother on Christmas Eve, the children become lost on an Alpine pass as they are returning to

their own village, a place where they never have been accepted fully. In darkness and heavily falling snow, they wander off the path and soon find themselves lost amidst the sheer cliffs, sharp rocks, and ice fields of the mountain peak. Throughout the night they are guided by providence, however, and kept safe from a hundred possible disasters. As the sun rises, they are found by men from their village and return to a community that truly welcomes them into its midst for the first time.

Rock Crystal became a symbol for our School's ideals. Our community was to be a place where those who were lost could be found and welcomed home. Prophetically, the founding generation realized that it was childhood that was becoming lost and endangered. How true that insight has turned out to be! We all are increasingly enveloped by a hectic, bruisingly



photo by Lorry Mullien

stressful world, surrounded by too many demands on our attention. Camphill Special School was to be a safe haven, a peaceful place of growth for children who needed it most. Our Waldorf school, with its teachers and therapists, and the warm hearths of our houses were to be places where children would be embraced in the sheltering arms of childhood. Behind everything would stand the deep perceptions of curative education, looking into the heart of each child and finding the questions that needed answers.

Forty-two years later, we find ourselves still intensely inspired by the same vision. Beaver Run and its sister locations at Beaver Hill and Beaver Farm are needed now as never before. As we renovate Rock Crystal, whose foundation remains deep and strong, we rededicate ourselves to our tasks.

"The bees are subject to forces of Nature which are truly wonderful...It is becoming increasingly obvious today that wherever man clumsily interferes with these forces he makes matters not better, but worse."

Rudolf Steiner



Growth of Transition Program requires two locations in 2006

by Tamara Sheen,
house mother at
Beaver Hill



What an exciting and busy year, full of change and growth, at the Transition Program! Kristen and Laurence Sheen, with their children Liam and Natalie, moved over from Beaver Run to act as house parents at our two new houses at Beaver Farm. Everyone pitched in, working to get the new houses and gardens looking well before six new co-workers, from Germany, the U.S., and Estonia, and eight new students arrived.

Conducting the Transition Program at both Beaver Hill and Beaver Farm presented challenges, but by Christmas we felt moved in and our total of students, co-workers, and employees had jumped from twelve to twenty-five. All year we have been a hive of busy bees...if you were to map our driving transports among academic, therapeutic, and vocational pursuits, it truly would resemble the paths of many worker bees

among several hives!

A new element of the vocational program this year was the pottery workshop, led by Rowan Bondi. Crafts found a permanent home at Beaver Farm; we continued sending work crews to the Kimberton Hills orchard and Community Supported Agriculture gardens; and two home economics groups and a large maintenance crew found plenty to do. During the winter months, a bicycle repair shop at Beaver Hill and the woodworking shop at Kimberton Hills kept some of us busy, while others attended an afternoon life skills group led by Erin Hughes, our new special educator and administrator.



This year we say fond farewells to two students. Ben Saul, after three years in the Transition Program, will live in Maryland and continue to work in the great outdoors. Fred Vogt will reside in a group home in Connecticut that is closer to his family. While we will miss them dearly, we are proud that they have benefited from their years at Camphill Special School and achieved so much.



Working with honey bees

by Andreas Schäd



The European honey bee, *Apis mellifera*, depends on the interest and involvement of humans for its well-being, just as domestic farm animals have for thousands of years. These animals help to sustain us and, perhaps more importantly, transform our landscape. How they transform their environment is related to the type and quantity of animals that live on any given farm. The identity of a farm is characterized by its geographical location, its flora, its many animals, and how the whole is managed. Since the dawn of agriculture, honey bees have been part of this landscape ecology. Over the past 150 years, however, this picture has changed substantially.

In the early 1990s, parasites decimated both managed and feral honey bees. Since about one-third of what

we eat relies upon honey bee pollination, it is no surprise that interest in the honey bee has risen sharply. My love for honey bees, however, extends far beyond an interest in pollination. I am awakening to the influence in nature caused by the trace of formic acid left behind by honey bees after flower visits; I am interested in the incredible order and harmony that exists among 50,000 bees in a single colony; and I am fascinated by the four primary substances honey bees produce and their miraculous healing potential for humanity.

Our new high school curriculum includes a wide range of electives now, one of which integrates the care of our bees and our queen breeding program into a single educational experience. Last spring, I offered an eight-week course in Beekeeping.



Three students and I covered basic techniques and three major aspects of beekeeping. First, we observed the different castes of honey bees and their roles. We learned about the queen, who can lay 1,500 eggs a day, and about the drones, the lazy, sting-less male bees who will gather from miles around in drone congregation areas hundreds of feet above the ground, waiting to mate with a queen – and perish thereafter! We also learned about the worker bees, those industrious females who travel 20,000 miles to gather but one pound of honey.

Our second area of study involved the hive itself. As we cleaned and painted, we learned about the many hive parts and their functions, from the bottom board to the top cover. We studied the nature and purpose of beeswax and the four primary products of the hive –

propolis, bee venom, pollen, and honey. These are substances that are becoming increasingly important to human health: viral infections (propolis), autoimmune diseases (bee venom), allergies (pollen), and bacterial infections (honey).

At our last class, each student was able to take away a piece of honeycomb to share with their families and friends.

"...honey has an extremely favorable effect upon us...It is an exceedingly wholesome food; only one must not eat too much of it!"

Rudolf Steiner

VOLUNTEERS: The heart of our school

by Courtney M. Scott,
Development Associate



Each year, volunteer co-workers form the core of our volunteer program. In exchange for room and board, health insurance, and a modest stipend, these young people from the United States and around the world devote at least one year to caring for our students. Without their energy, enthusiasm, and love, Camphill Special School would not be the extraordinary place it is. We thank them for all they are for our students: companions, teachers, and, above all, friends.

Parents, grandparents, other family members, and friends – 222 of them! – make up the remainder of our volunteer program. In 2005–2006 they contributed 2,350 hours to our classrooms, houses, office, fundraising activities, Board of Directors, committees, and outdoor projects such as the Horizontal Path. The number of groups that volunteered doubled from last year and included Fairview Presbyterian Church Pioneer Club,

GE/LNP Engineering, LexisNexis Mealey's Publications Group, Shamona Creek Elementary School, West Bradford Elementary School, and Williams/Transco Gas Pipeline.

According to the U.S. Bureau of Labor Statistics, those 2,350 hours freely given to our School could be calculated as an in-kind contribution worth \$42,100! The true value of our volunteers is immeasurable, however, and they have our heartfelt gratitude.

2005–2006 Volunteer Committee

Norene Benton
Sabina Callesen
Tracy Gallagher
Shirley Juniewicz
Camilla Lange
Lisa Linder



Many thanks to the members of these volunteer fundraising committees:

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Mary Beekley
Warren Gleicher
Ruth Hedrick
Roz Heiko
James Herbert
David Hunter
Camilla Lange
Emily Smith
Thym Smith
Fiona Young

Grandparent Campaign for the Annual Village Fund

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California Benefit Concert Committee

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William Bucher
Luise Custer
Robert Domergue
Mark Egan
Roy Folger
Tim Folger
Jonathan Rivin
Bob Swain
Jules Tygiel

Special Events
support our students
in big ways



The 2006 Camphill ProAm Tennis Tournament and "Tennis Ball," presented by PECO, An Exelon Company, raised over \$100,000 for Camphill Special School. Over 225 supporters gathered at The Desmond Hotel for silent and live auctions, dinner, dancing, and entertainment provided by a group of our high school students. Bob Bowersox, parent, once again served as our emcee for the evening, while Bill Bunch, a professional auctioneer, called the evening's live auction. High-energy tennis action followed at Valley Creek Park, where eight teams competed for the title of 2006 Camphill ProAm Champion. This year's winning ProAm pair was Frank Englund and Andreas Schuschke.

A huge thank-you to our sponsors, ticket purchasers, program advertisers, donors, volunteers, and committee members for helping to make this year's Camphill

ProAm the highest-grossing special event in the history of Camphill Special School.

2006 Camphill ProAm Committee

Craig Adams, Honorary Chair
Toni Bowersox, Co-Chair
Anthony DeCecco, Co-Chair

Connie Bruschke
Jack Conway
Lisa Conway
Kyle Hawthorne
Jill Long
Wasył Manko
Cookie Maranella
Celes Panichelli
Matt Schwabe
Ginny Swain
Tara Wood



(L to R): **Guests at the second annual Philadelphia recital** included Amy and Warren Gleicher, Andreas and Corinna Schad, Else Wolf, Sonja Adams, and Bob Swain. The recital was hosted by Eliza and Charlie Lee and Lainey and Rick Moseley.

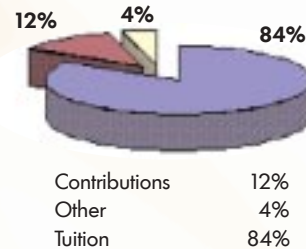


Co-Chair of the San Francisco Benefit Concert Committee, Marianne LaKamp (center), pictured with her sister and niece. Many thanks to our California friends, who raised over \$35,000 for Camphill Special School!

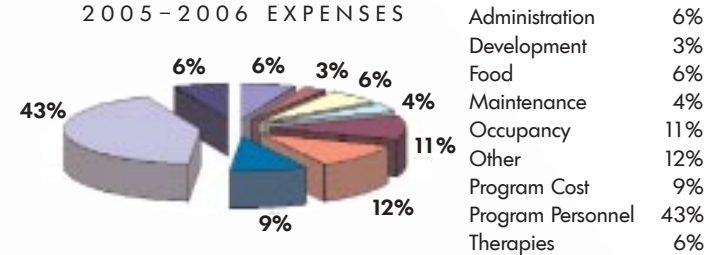
Sound financial picture in 2005–2006

by Claus Sproll,
Director of Finance

2005–2006 REVENUE



2005–2006 EXPENSES



The generosity of our donors, full enrollment, effective cost controls, reaching a financial settlement with the Pennsylvania Department of Education, and careful management of our resources combined to create a sound financial picture for Camphill Special School in 2005–2006. As an organization in its mature stage of development, we recognize that our income from tuition will increase only moderately in the future and accept the responsibility for corresponding cost management.

Priority always is given to the needs of the children, such as specialized equipment and additional therapies. We are committed to meeting these needs, for children represent the central mission of our school and community. During the past year we also were fortunate to have sufficient resources to purchase an adjoining

property, while renovating and upgrading many of our houses and buildings with an emphasis on energy conservation.

Our Development Department did an exemplary job of raising funds for both our ongoing operational needs, including tuition assistance, and for capital projects.

I want to thank our supporters, parents, grandparents, and friends for their ongoing, faithful, and substantial support, without which we could not provide programs and services for the children.

We are pleased to report that we ended the year in the black, while at the same time serving more students than ever before. With our supporters by our sides, we look forward to continued success.



Camphill Special School consists of *The Children's Village and School at Beaver Run, The Transition Program at Beaver Hill and Beaver Farm, and The Camphill School of Curative Education.*

Our mission is to create wholeness for children and youth with developmental disabilities through education and therapy in extended family living. The Camphill School of Curative Education offers a four-year professional course of studies in anthroposophical curative education, the approach to working with children and youth with special needs that is practiced at Camphill Special School. Camphill Special School does not discriminate on the basis of race, age, color, creed, gender, sexual orientation, national or ethnic origin, or disability.



CAMPBILL SPECIAL SCHOOL

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www.BeaverRun.org

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