

# REFLECTIONS

SPRING+SUMMER 2016



A CENTER FOCUS:  
BLACKBOARD  
DRAWINGS p. 8

COMMUNITY AND  
THE CYCLE OF  
THE YEAR p. 16

VOLUNTEER  
SPOTLIGHT: CASS  
BEACHAM p. 20

## *STABILITY, ROUTINE, & RHYTHM*

A GLIMPSE INTO WHAT MAKES US WHO WE ARE



CAMP HILL SPECIAL SCHOOL





“

For each of us, but especially children with special needs and their families, life can seem overwhelming and potentially difficult to navigate.



— Courtney Coffman

A COLLECTION OF VIKING SHIPS PAINTED BY OUR TENTH-graders recently hung outside the blue room. As I made my way from one classroom to another, I was drawn to them, as I usually am when I see the incredible art our children produce: their varied saturated color, the subtle three dimensionality of the boat as it navigates the ocean—and while all were the same vista, they were each completely unique.

As I looked closer I thought how apropos they were. The boat was sailing through rough water, but the rising sun shines a light that makes the scene serene, peaceful, and beautiful.

For each of us, but especially children with special needs and their families, life can seem overwhelming and potentially difficult to navigate. But for so many, Camphill Special School is a safe harbor, a place where children find stability, routine, and rhythm. This rhythm of the days, seasons, and year is thanks to our adapted Waldorf® curriculum. There are many aspects that make Waldorf education unique, and within the pages of this *Reflections* we hope that you, those who support what we are doing, can experience a little of what makes us who we are. Thank you for helping make this possible!

Courtney Coffman, Editor

CONTENTS

FEATURES

- 4 Just a Typical Day at Camphill Special School
- 8 A Center Focus: Blackboard Drawings
- 12 Thanking the Maiers
- 16 Community and the Cycle of the Year
- 20 VOLUNTEER SPOTLIGHT
  - Cass Beacham
- 22 EVENTS/HAPPENINGS
  - The 2016 Camphill ProAm

REFLECTIONS

EDITOR

Courtney Coffman

CONTRIBUTORS

Sonja Adams  
Guy Alma  
Erin Byrne  
Richard G. Fried, M.D.  
Peggy Hirt  
Becky Rutherford  
Cara Schmidt  
Anna Soviecke

2015–2016 BOARD OF DIRECTORS

Craig L. Adams, *President*  
Tom Rosendale, *Treasurer*  
Claus Sproll, *Secretary*  
Sonja Adams  
Berta Aldrich  
Guy Alma  
Gregory P. Ambrose  
John R. Fish, O.D.  
Brent Franklin  
Lynn Garner  
Jan Christopher Goeschel, Ph.D.

William C. Herman, Esq.  
Rosemary Huether  
Amy P. McHugh  
Jennifer Nilsen  
Sarah Schreck  
Bernard Wolf

EMERITI

Manfred Maier  
Raymond Ripper



**8 am**

For residential students,  
a hearty breakfast in their  
house starts each day  
(Farm House at Beaver  
Farm)

**9 am**

Classes start the  
day with a song  
or verse (second  
grade)

# Just a typical day at Camphill Special School

As a Waldorf® school and Camphill community, students at Beaver Run and Beaver Farm are treated to a very unique day. The best way to see it for yourself is, of course, in person, but we wanted to share photos of a variety of our classes to give you a glimpse into their day.

**9 am**

Main lessons vary  
from science to  
drama (tenth-grade  
astronomy field trip)





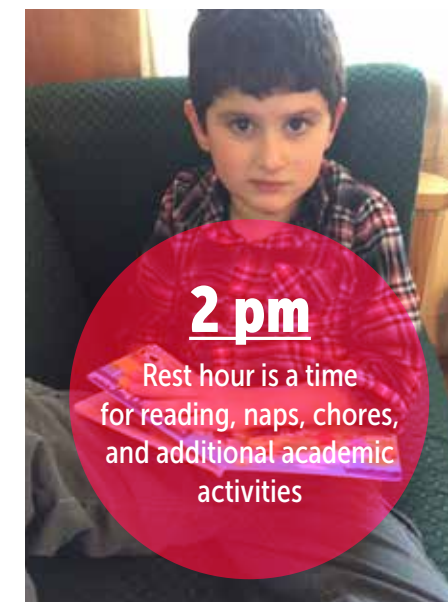
**10 am**

Break time—snack followed by recess (kindergarteners play)



**1 pm**

All students enjoy a delightful lunch in their assigned house around a table for a hot home-cooked meal



**2 pm**

Rest hour is a time for reading, naps, chores, and additional academic activities



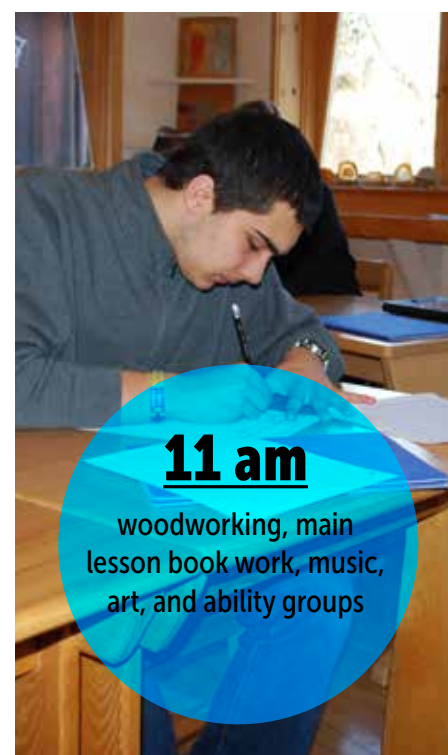
**11 am**

Activities during the hour and a half before lunch vary ...



**11 am**

... from day to day and season to season:



**11 am**

woodworking, main lesson book work, music, art, and ability groups



**3 pm**

Older students participate in crews until 5 pm while younger students experience various social and academic pursuits until 4 pm



# A CENTER FOCUS: BLACKBOARD DRAWINGS

BY BECKY RUTHERFORD



Becky with Camphill Academy students

**VISITORS TO OUR SCHOOL ALWAYS COMMENT** on the blackboard drawings. They often ask, “Who DID this?!” in wonderment at the beauty and skill expressed in each classroom. They often may puzzle at the reason behind such a practice. In this day and age of white boards and smart boards, aren’t old-fashioned chalkboards outdated? How do the images contribute to an academic program—let alone the time needed to create them? Don’t the teachers have enough to do?

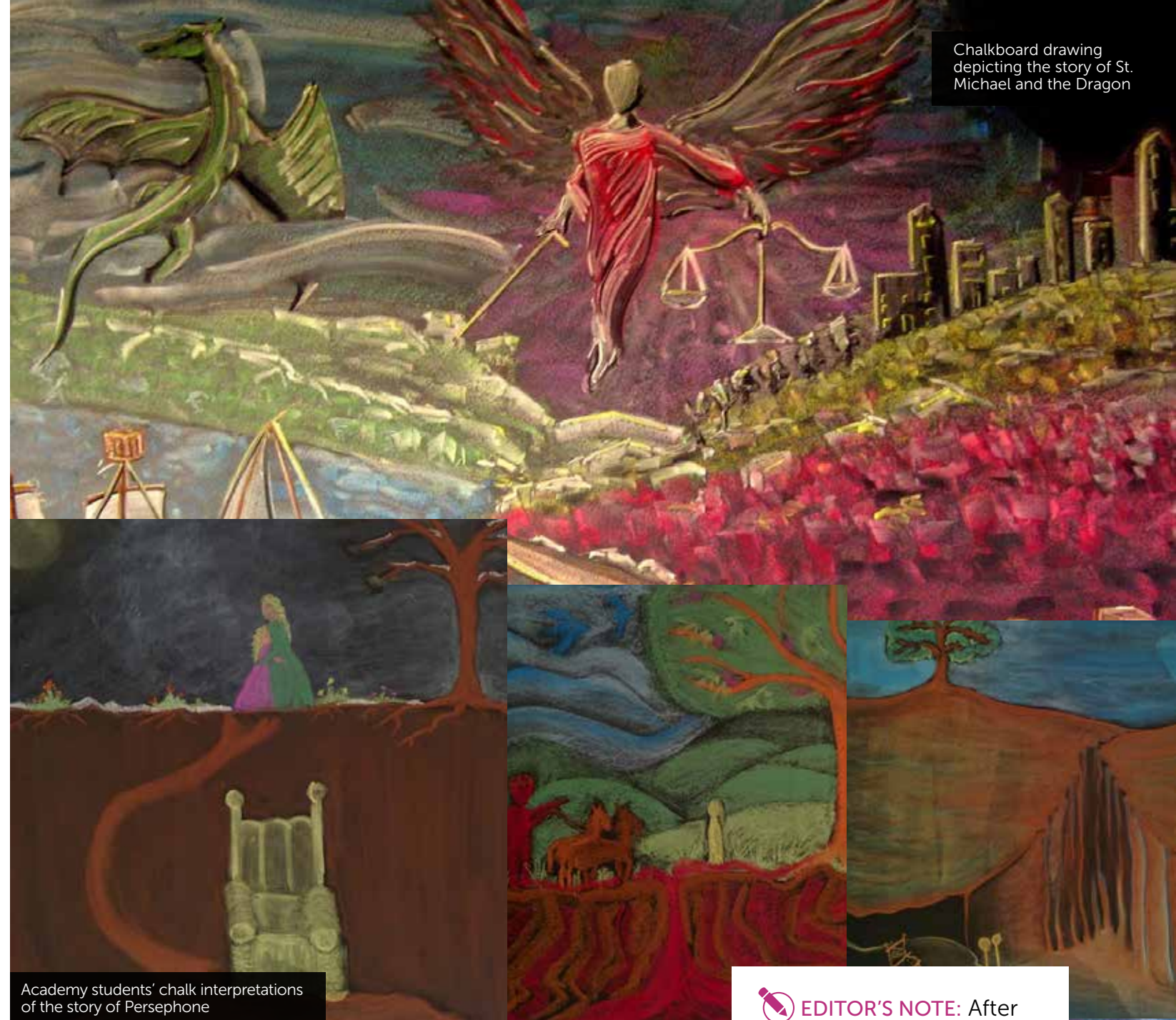
Blackboard drawings are indeed a feature in all Waldorf® schools, and their

profound pedagogical purpose is even more crucial in the education of students with special learning needs.

Ironically, Rudolf Steiner, the founder of Waldorf education, wrote nothing about blackboard drawings. The practice has grown out of nearly a century of the development of an education which seeks to meet the ever-changing needs of the student through the grades. Steiner did, however, advise that the mood in the classroom was of utmost importance. The atmosphere in the room must support the unfolding of beauty and goodness and truth in the experience of the child. Surrounding the student in a welcoming environment of order and beauty helps to create

this. Blackboard drawings are important in the creation of a harmonious mood.

The drawings usually depict an aspect of the main lesson story, which carries one theme for three or four weeks. Sometimes the picture reflects the season and the changes in nature. For students who struggle with receptive language skills these visual reminders of the content help to ground and orient the child. The styles of the drawings also have a pedagogical intent. The soft images of a first-grade fairy tale change through the meticulous illustrations of a seventh-grade science experiment or a political map of the world in a high school history lesson: a natural progression in cognition and consciousness.



Chalkboard drawing depicting the story of St. Michael and the Dragon

Academy students’ chalk interpretations of the story of Persephone

A beautiful blackboard drawing provides a center of focus, supporting attention. A teacher may change the image through the weeks or draw on the board during the main lesson to help engage the students. This reflects another central principle of Curative Education: the relationship between the teacher and the student. It is certainly true that the creation of these drawings requires a substantial commitment of time and ongoing development of technical skill and creativity. The teacher offers this freely as a gift to the class—despite occasional desperation on a Sunday afternoon when the drawing just won’t come right and the teacher erases the board one more time and starts again!

Blackboard drawing is taught as part of Camphill Academy’s third-year course work when the Academy students prepare for the student-teaching practicum. When the blackboard is filled with glowing color and the image helps carry the theme, the classroom seems ready. Perhaps it provides as much security for the student teacher as it does for the children.

Our arts-integrated approach is clearly expressed in the beauty of each classroom’s blackboard. Make sure you get a chance to take a look the next time you visit. Who does them? Our teachers do, in one more way to bring a healing education to our students.



**EDITOR’S NOTE:** After more than twenty-five years of serving as a teacher at Camphill Special School, Becky retired in June 2015. However, she is actively involved as an instructor in the Camphill Academy. We are happy we get to see her often on campus. We are even happier she is passing on her years of experience and knowledge as a curative educator to our Academy students!



# IF YOUR BUSINESS PAYS PA TAXES, CAMPHILL STUDENTS CAN REAP THE BENEFITS!



Sixth-grade teacher  
Ash works with Jad.



Tenth-grader Lily

The EITC (Educational Improvement Tax Credit) Program enables Pennsylvania businesses to directly invest in the education of our children through scholarships. The application process is simple, and the benefits to our students and their families are transformational.

## WHO QUALIFIES FOR EITC?

Any business authorized to do business in Pennsylvania that is subject to one or more of the following taxes: Personal Income Tax of S Corp shareholders or partners in a general or limited partnership, Corporate Net Income Tax, Bank & Trust Company Shares Tax, Insurance Premiums Tax, Capital Stock Franchise Tax, Title Insurance Company Shares Tax, Mutual Thrift Institutions Tax, Malt Beverage Tax.

## HOW DOES EITC BENEFIT MY BUSINESS?

Eligible businesses can receive a tax credit equal to 75% of their contribution to Camphill Special School. This credit increases to 90% if the business commits to give the same amount for two consecutive years.

## HOW DOES THIS PROGRAM BENEFIT CAMPHILL SPECIAL SCHOOL?

Funds donated by businesses will support our financial aid program for Pennsylvania students who lack governmental or personal resources.

## HOW DOES A BUSINESS APPLY?

The process is simple, but deadlines and timely compliance must be emphasized. Applications must be submitted on July 1 for all first-time business applicants. To participate in the EITC program, visit the Department of Community and Economic Development (DCED) website (<http://bit.ly/CSSEITC>) to complete an online application.

## THANK YOU!

We are so grateful to the following businesses for contributing to our EITC program:



Would you like to see your business on this list next year?  
Contact Cara Schmidt at 610.469.9236 or [cschmidt@camphillspecialschool.org](mailto:cschmidt@camphillspecialschool.org).

## IMPORTANT DATES

**MAY 15** Business applicants that have fulfilled their 2-year commitment and wish to reapply in 2015-2016 to renew their 2-year commitment\*

**MAY 15** Businesses that are in the middle of their 2-year commitment

**JULY 1** All other businesses  
\*Have your tax credits equal 90% of the contribution up to a maximum of \$750,000 per taxable year with a 2-year commitment or 75% of the contribution for a 1-year commitment.

Fifth-grader  
Antonio





# THANKING THE MAIERS

## A MIGHTY TASK

BY SONJA ADAMS, HOUSE MOTHER IN MEADOWSWEET

A group of Camphillers in the early 1970s

**INGELORE AND MANFRED MAIER MOVED TO CAMPHILL GHENT,** an eldercare community, in December 2015. Camphill Special School had no big good-bye celebration because as they said: "We are not leaving; we are staying in Camphill."

To be asked to write about Ingelore's and Manfred's time in Beaver Run is an honor and a mighty task. Being fully committed to Camphill, they have worn many hats.

When I arrived in Beaver Run in the summer of 1993 as a young coworker I was in awe and maybe a little intimidated by them. Ingelore was my Seminar\* teacher, a

therapist, and involved in many aspects of community life. Manfred was always busy, running or biking, never walking up the steep hill. He would greet me with a very in-depth question or comment that would leave me pondering whether I heard right. Manfred was a true teacher in both the schoolhouse and in Seminar. His love for teaching and learning was catching. Before it became popular for adults to use coloring books for relaxation, Manfred had seminar students coloring the planetary seals or projective geometry: "meditative coloring," he called it. He was always enthusiastic, always on the go, and never shied from saying what needed to be said. At the Village Evenings we hold in August to welcome new coworkers Manfred led folk dancing in the Pennsylvania humidity whilst the newcomers looked on in awe.

Ingelore and Manfred met in Germany and immigrated to Canada. Already connected to Curative Education and Anthroposophy, they met Carlo Pietzner giving a talk in Canada. This inspired them to join Beaver Run in the spring of 1968. Ingelore recalls the challenges in the early years and how important the art retreats, lectures, and regional gatherings were to dedicating their lives to Camphill and the children.

Ingelore recalls three pivotal moments for her in Beaver Run: the building of Karl Koenig House in 1975, the three "Mozart Weeks" held in mid-winter

to celebrate the great joy of his music, and lastly the development and practice of Group Therapies (Listening Space Therapy, Trumpet Therapy, and Christoph Andreas's Aphesic Therapy). For Manfred, outstanding memories were his work in Color Light Therapy and the importance of Rainbow Hall. His love for Color Light Therapy combined many of his gifts: science, color, and working with the children.

Through my deepening role in Homemaking in the last fifteen years, Ingelore and I became very close, and I would like to share my appreciation. Traditionally the Homemakers' group met once a week to discuss the practical running of Beaver Run. With new people joining there came a longing to have a space in our busy week for a more comprehensive understanding of each other. At our weekly meetings, the group was asking: What is the task of Homemaking, how can we sustain ourselves, and how can we best take care of others and ourselves?

In 2004 the Homemakers' group went on a retreat with Ingelore to look at the aspect of "Time." This retreat laid the foundation for an active striving in the Homemakers' group towards the practical and spiritual task of the Homemaker. Thanks to the guidance of Ingelore and Christoph Andreas Lindenberg we were able to form the Homemakers' College.

As a group we were all astounded when we recalled the gifts we created together and received, and we sang two songs for Ingelore, real treasures (her words). I would like to end by giving a parting gift to the Maiers: We are committed in our striving and have received the best foundation and are grateful that Ingelore and Manfred have found a new home within the bigger home of Camphill. 🏡

*\*Seminar is now Camphill Academy.*



Manfred in the science lab



Manfred and Ingelore in the 1980s



Manfred on a recent birthday



# WHAT'S FOR DINNER? BEAVER FARM BEEF OF COURSE!

BY ERIN BYRNE,  
TRANSITION PROGRAM COORDINATOR

**I**N JANUARY CAMPHILL VILLAGE KIMBERTON HILLS hosted a farm to table dinner that was absolutely fabulous. I cannot think of a better way to spend an evening than with old and new friends and some of the best food that our local fields and gardens have produced! Andreas Schad and I were invited as our very own Beaver Farm beef was being featured in the third course. But wait, I'm getting ahead of myself.

The evening began with a cocktail hour featuring Sweet Water Bakery ciabatta, Blue Egg Nourishment sauerkraut, beer from Sly Fox, and biodynamic wine from Frey Vineyard in California, probably the only item not grown or made locally.

The first course was delicious ravioli, featuring a Sankanac CSA herb-infused

dough and Shellbark Hollow Farm goat cheese ricotta filling, served in a Sankanac CSA sweet potato, acorn, and kuri squash puree. It was exquisitely prepared and presented, with the loveliest sauce—gourmet at its best!

Next was a seasonal salad with Sankanac CSA greens, oven-roasted beets, watermelon radish, kohlrabi, and Shellbark Hollow Farm goat cheese tossed in Kimberton Hills Apiary honey vinaigrette dressing. Absolutely perfect.

The third course featured slow-cooked Beaver Farm beef bone broth and stew beef, Sankanac CSA turnips, potatoes, carrots, onions, and celeriac, simmered in Sly Fox O'Reilly's Stout. What can I say? The Beaver Farm beef simply melts in your mouth, and it was beautifully enhanced with the fresh vegetables and stout. Better yet, the stew was served in one-of-a-kind hand-made Kimberton Hills Pottery bowls that we were

allowed to keep!

Last but not least, we were treated to Weckerley's micro-creamery toasted buckwheat and honey ice cream prepared with Kimberton Hills Dairy milk and served with a fresh Sweet Water Baking Company ginger cookie!

The meal was enhanced and enlivened by the short presentations in between courses by the very people who raised the meat, grew the vegetables, baked the bread, raised the goats and made the cheese, brewed the beer, milked the cows, and made the ice cream. We also got to toast the chef, Seth Williams, and his most abled assistant, Brendan Tracy. What a marvelous job by all.

We are honored and pleased that the Transition Program could be a part of it and hope we will be able to partner with Kimberton Hills on future events! 🍷



Andreas Schad speaks about the farming program at Beaver Farm at *What's For Dinner?*

# ENGAGING THE WILL: MAIN LESSON BOOKS

BY PEGGY HIRT,  
TENTH-GRADE TEACHER

**A** **DISTINGUISHING FEATURE OF WALDORF® EDUCATION** is the Main Lesson block: a daily ninety-minute period devoted to a particular subject for three to four weeks. Components of the lesson consist not only of listening to subject material but also active participation. During Main Lesson you hear a variety of sounds emanating from the classrooms. Students may be clapping and stepping to a movement exercise, singing, playing instruments, or reciting lines of an epic poem. Adapting the rich curriculum of Waldorf Education for our students is a wonderful gift as well as a challenge for curative educators. Working intensely with the material for a particular time and enlivening it through poetry, drawing, painting, modeling, and drama gives our students the opportunity to receive the content to the best of each one's ability.

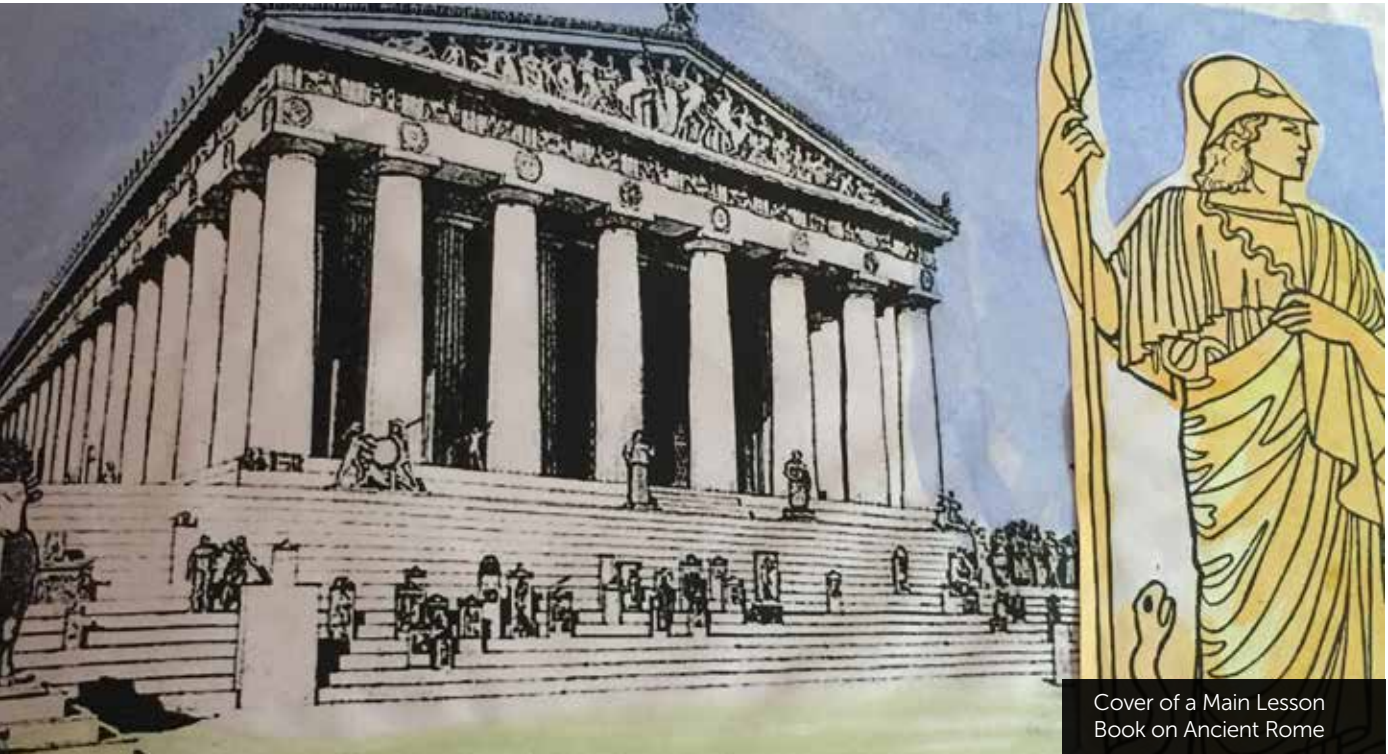
Another significant aspect of Waldorf Education is its central focus on the teacher speaking directly to the students rather than through textbooks. Students instead create their own "textbooks" called Main Lesson

Books, which include summaries of lesson content. The summaries vary from a few paragraphs to several sentences to a list of relevant sight words, depending on the student's capability. Engaging the will is the important element in this part of the Main Lesson. Students gain daily practice in reading, writing, spelling, and sentence structure. Some students practice a single letter or word from Main Lesson content. All achievements, no matter the scale, support confidence and growth. To complement the writing, students capture content creatively through drawing, tracing, or painting. The Main Lesson Book becomes a portfolio of the student's work.

Main Lesson Books can be made in several different ways, depending on the topic and abilities of the class. They may use ready-made notebooks, loose pages that are then sewn together, or a folder made from a watercolor painting. A Main Lesson Book can be used for the entire year, devoted to a particular subject such as History or Language Arts or a new one may be produced for each lesson. Binders are frequently used for science blocks in high school to collect compositions,

diagrams, and experiments. There is no one way of producing a Main Lesson Book; the objective is to help students integrate, internalize, and retain the material in a creative and lively manner.

Creating Main Lesson Books provides a special opportunity for students with special needs to engage with each subject and foster a true sense of ownership. The effort required to produce one's own book helps anchor lesson content and engage the whole human being through thinking (head), feeling (heart), and will (hands). Each teacher has experienced the pride students feel as they enthusiastically placed completed work into their Books. Care, perseverance, and effort—qualities that Rudolf Steiner said every person should have the opportunity to develop—are needed to create a beautiful Book. Books made by the students exemplify that "The heart of the Waldorf method is the conviction that education is an art—it must speak to the child's experience. To educate the whole child, his heart and will must be reached as well as his intellect." 🍷



Cover of a Main Lesson Book on Ancient Rome



# COMMUNITY AND THE CYCLE OF THE YEAR

BY GUY ALMA



Peace participates in an obstacle course

**M**ODERN PHYSICS HAS GIVEN US IDEAS that we can apprehend with crystal clarity. For those with the exalted mind of the Nobel Prize winner, those thoughts are rich, profound, and nuanced. For the rest of us the complexity is too much, and we must live with simpler pictures. The problem is that by oversimplifying ideas can become caricatures and the poetry in them is lost.

The Copernican view of astronomy is such an idea. We laugh at the ancients with their belief that the world sat

as the unmoving centerpiece of the cosmos with planets and stars wheeling above it. For thousands of years the night sky, the astral world, was filled with wonder and inhabited by the gods whose stories were the stories of humanity. Galileo and Copernicus changed all that with their revolutionary science.

The oversimplified result for most of us is this image: The planets are balls of rock or gas moving around a bigger and very bright star whose power comes from nuclear reactions. The gods are gone and the whirling dance of the planets that represented them has disappeared as the Earth

revolves on its lonely course, blindly following the ecliptic through the cold, dark void of space. We can help the magic return if we add a few details.

Physicists tell us that the universe is expanding as it does that, all the bodies in it move away from the center of the cosmos at an amazing rate. Our own star does that too. It is not sitting still at the center of the solar system: It is moving outwards. It is going somewhere. As it journeys at dizzying speed the planets dance around it, moved along in a rhythmic and beautiful choreography. There is no closed and ever-repeating circle of orbits. The solar system forms



Third-grader Ellie



Tenth-graders Issy and Haley in costume for a festival play



Twelfth-grader Leta with her prize ribbons



Eleventh-grader Alexander



Ninth-grader Duncan

a helix, an ever-moving spiral of fireflies dancing around their bright leader as they fly forward into the unknown.

If you can imagine this, if you can close your eyes and make the sun move like a comet through the cosmos, if you can see the planets dance around it, some flying fast and close about it, others moving in graceful arcs at a great distance, something begins to happen. The music comes back. The poetry returns. The Earth is no longer a lonely marble floating in the vastness of space.

Humanity has always celebrated festivals, not because the year is long and

life can be dull, but because the music, the poetry of the stars calls to us. The Earth changes as the yearly dance progresses. The solstices in winter and summer accentuate the cool dark of night and the bright warmth of day. The equinoxes in spring and fall usher in a season of frantic growth and the fading of vitality of autumn. If we are sensitive to our own inner life we experience these changes as they affect our mood, our ability to be wakeful, and our willingness to engage in social life or our desire to hibernate in the warm, safe space of home.

Festivals reconnect our inner experience to the cosmic dance and allow

us to hear the music and the poetry in the world anew. To experience that is to be deeply nourished, to be filled with something we know to be important but perhaps haven't felt since our days of childhood. To be with others and to celebrate under the stars or by the light of the candle, to sing and to witness drama, to dance and to eat together, is food to the weary soul. Our festival life is not a frivolous thing. It lays the foundation for the health of our community. 🌟



# MY BRIDGE TO CAMPHILL SPECIAL SCHOOL: CAMPHILL ACADEMY MASTER'S PROGRAM

BY ANNA SOVIECKE

“*ARISE IN THE MORNING TORN BETWEEN A DESIRE TO SAVE THE WORLD AND A DESIRE TO SAVOR THE WORLD. THAT MAKES IT HARD TO PLAN THE DAY.*” — E. B. WHITE

Living in Northern California as a mental health social worker and outdoor educator afforded me with several opportunities which became the catalyst for my decision to return to the East Coast and begin my Master's degree in Healing Education. These opportunities were studying Anthroposophy and the art of Eurythmy in addition to working one-on-one with a boy with autism. Although I loved my work very much, I was feeling incomplete as I was unable to fully incorporate my new interests into my current situation.

Every morning, I would read the above quote on my refrigerator and imagine how I could shift the same feeling that I related so much to. To savor the world, perhaps one can try, but to save it? I think that

many working in human services come to realize it is not saving that is needed, but the ability to ask what steps we as individuals and as communities can take to be of better service. For me, this step was continuing my education. Not long after my search began, I came upon a Master's degree that would offer me the ability to incorporate my experience as a social worker and educator, interest in curative education, and study of Anthroposophy and Eurythmy. In spring 2014, I decided that the advanced-level Master of Education program with a transdisciplinary focus on Healing Education offered by the Waldorf® Program at Antioch University in collaboration with Camphill Academy offered me that opportunity.

My journey through the program at Antioch University over the last year and a half has provided me with the format, structure, teacher guidance, and opportunities for networking I was looking for. The summer sessions were filled with diverse and engaging content, lively group activities, conversations,

and the planting of many seeds for each of us to bring back to our lives. During the online portion of our studies, the curriculum given in combination with a four-month practicum includes child studies, journaling supported by reading related to Waldorf education, curative education, and guidance with inner development. In the spring term I worked on my chosen research on autism, and after completing my credits last summer I have begun work on my Master's Thesis. It is this program, beginning with my practicum that became my bridge to Camphill Special School where I currently, live, study, and work in many facets including house parenting, teaching, counseling, and participating in and learning about community life.

At the moment, “torn” has turned into united with a desire, “save the world” has turned into working for a better future, and “savor” has turned to interest and wonder. As for my inability to plan my day? The rhythm of life at Camphill Special School has taken care of that. ➤



Anna leads the high school choir as they rehearse for a performance.

# REFLECTIONS ON BEING MEDICAL DIRECTOR AT CAMPHILL SPECIAL SCHOOL, 1980–2015

WHEN I BECAME MEDICAL DIRECTOR in the summer of 1980, Beaver Run was a very different place from what

it is today. The campus extended only to Garden House, with no Rowan, Longhouse, or barn. The Karl Koenig Schoolhouse was new and much smaller than it is now, with only four classrooms. Most of the students were residential, and there were very few paid staff.

Unique among Camphill schools worldwide, Beaver Run had never had a live-in physician. Dr. Henry Williams, a homeopath from Lancaster, was our school doctor right from the start, in 1963, and played a significant role in our forerunner, Downingtown Special School. Hal, as he was fondly called, had great enthusiasm and boundless dedication, and often commuted day or night from Lancaster to see sick children. Several staff children were born at home, here in Beaver Run, with his expert help.

Having a doctor who lives on campus and participates in the daily life of the children, as I did for many years, and as Dr. Knauf does now, is a wonderful boon to the medical and therapeutic life of the community. While pediatricians, child psychiatrists, and neurologists may see a child in their office a few times a year and obtain information from the parents, I lived with the children, saw them walking up and down the hill to school, participated with them in festivals and holidays, and experienced firsthand the tempers, seizures, and behavioral issues, as well as the joys and accomplishments of our children as they struggled to find themselves as citizens of the world despite their formidable disabilities.

Because of the intimate relationship I was able to develop with each child, and through very close working with teachers, therapists, and house parents, we could tailor our therapies and medical treatments



to each child in a very individual way. As a result, we were often able to reduce or eliminate drugs which sedated the children and kept them from expressing their true being and replace strong drugs with gentler, herbal, and Anthroposophical remedies. In other cases, we were able to avoid the fragmentation of care which all too often comes from seeing several different specialists. For the vast majority of our children, Beaver Run was their true medical home. They came to know me as a member of the community, and it meant that the fear which so many children have of visits to the doctor was replaced by trust and affection. And I continue to cherish those wonderful relationships.

In the intervening years, medical and educational research has developed many new insights into the medical, educational, therapeutic, and social issues surrounding children with autism and other developmental syndromes. New drugs for behavior and epilepsy can often offer significant relief from overwhelming anxiety, mood swings, behavioral outbursts, and intractable seizures, without the sedation which so often accompanied the older drugs. Many more

specialists have developed an understanding for the complex, yet delicate and subtle care which our children require. And parents have been in the forefront of helping our society become more welcoming and understanding of children with intellectual and social challenges. And yet, nothing will ever replace a deep, caring and mutually affectionate doctor-patient relationship.

So as I reflect on these 35 years which have passed so quickly and richly, I have nothing but gratitude for the unique opportunity I have been given to live with and care for our children, who have taught me so much about healing and love. And looking back (and forward) to the tens of thousands of patients I have cared for in my family practice office in Kimberton over these years and on into the future, I can truly say that each and every patient encounter, be it with typical or challenged children, newborns, the elderly, the sick, or just well visits and checkups, has been influenced and profoundly affected by what I have learned from the children in Beaver Run.

—Richard G. Fried, M.D. ➤



# A STELLAR VOLUNTEER: CASS BEACHAM



**W**HEN CASS BEACHAM WAS HIRED for what she called “The best job of my life” as the school secretary in autumn of 2005, she immediately became a part of the Camphill Special School community. After nearly ten years of answering questions, keeping things organized, and handling all matters large and small, Cass retired in June 2015. Her tenure was celebrated with a party, complete with songs, skits, and poetry.

While we miss seeing her every day, Cass still comes to Fairview Road regularly, now in a different capacity: She volunteers on a weekly basis. One morning each week she joins Maureen Tracy for Ability Groups where she helps a group of students with reading and math. Cass is not new to volunteering though. As an employee she would leave her post in the main office to spend time in the classroom every week.

She also shares her time and smile at our special events.

She was inspired by Carol Goetz, former Associate Director of Development. “Carol truly loved our students and it showed—I could feel it. I was being selfish—I wanted to feel what she was feeling.”

When asked what she likes about Camphill, Cass responded, “A very big question! When I first arrived at Camphill in 2005, to work in the main office as admin assistant, I had no idea what Camphill was all about. I honestly felt that I was just ‘starting a new job.’ I had no idea, at that time, that this new job would be life-changing for me. ‘Peaceful’ would be a good word, if you want to capture Camphill in one word! Don’t get me wrong—there were hectic days on the job as there are in every job, but there is a special something that just permeates the whole campus (even though one of your work days might be a crazy day)—it’s almost like this little piece of 80+ acres of land is apart from the rest

of the world . . . still while everyone in this community, this little village, lives each day—caring for, and showing these children that . . . yes, these children ARE part of this world and DO have their own special, unique, individual gifts, and talents to give.

“I love the specialness of all these kids, the peacefulness and quiet of the village (which comes through on the busiest of days), the festival celebrations, the strength and dedication of the teachers, aides, classroom helpers, and coworkers!”

To those who have considered volunteering, but aren’t sure if they can do it, Cass would advise, “You don’t need anything special to help—just kindness and a little patience.” Seeing as she has an abundance of both of those attributes, it should come as no surprise that she is a stellar volunteer! 🏡

**INTERESTED IN VOLUNTEERING?**  
Contact Cara Schmidt at 610.469.9236  
or [cschmidt@camphillspecialschool.org](mailto:cschmidt@camphillspecialschool.org).

# PIETZNER LEGACY SOCIETY MEMBER PROFILE: DAVID W. CHESTER

**I**N THE EARLY 1990s, mainstreaming their daughter, Caroline, in public school was not going as well as David and Caroline’s mother, Darcy, hoped. After suffering from encephalitis as an infant, Caroline’s needs were exceeding what the school district was able to provide. After visits to a few schools, David and Darcy knew Camphill Special School would be the right place; everywhere else was an institution, Camphill was a community.

Caroline spent ten years at Beaver Run and was even part of the first group of young people to participate in the Transition Program. After graduation, she moved on to a life-sharing community closer to her home in Massachusetts. Tragically, Caroline passed away in 2011.

David gave a generous gift to the Early Learning Center. The playground that is being installed will be named in memory

of Caroline, a fitting tribute to her and the joy she brought to so many lives. Shortly after he made that gift, he also joined the Pietzner Legacy Society by naming the school’s supporting Beaver Run Foundation as a beneficiary in his will.

David wanted to make an impact on the future of the school and to show support of those who gave Caroline so much during the years she spent here. David shares, “You have to decide who is deserving of your money, what you are going to do with it when you are gone, and what kind of impact you want to make. Ask yourself who really needs the money and will use it well. Camphill is doing a lot with what it receives.”

If you are like David and would like your legacy to make an impact at Camphill Special School or if you already have included us in your estate plans, please contact Courtney Coffman at 610.469.9236 or [ccoffman@camphillspecialschool.org](mailto:ccoffman@camphillspecialschool.org). We would love to include you in the list of our Pietzner Legacy Society members. 🏡

## PIETZNER LEGACY MEMBERS

- Anonymous
- Catherine and William Bucher
- Angie Butler
- David Chester
- Courtney M. Coffman
- Amy and Warren R. Gleicher
- Carol M. Goetz
- Bill and Betsy Herman
- Bob and Rosemary Huether
- Christine Huston
- Joyce and Ronald A. Landon
- John and Caroline McCardell
- Debbie Nickles and Richard Strayer\*
- Lucy Reid
- Thomas and Marcy Rosendale
- Debbie Shupp
- Lee Smith

\*In memorium



David and his daughter, Caroline



# COME ONE, COME ALL AND HAVE A BALL!

**M**ARK YOUR CALENDAR AND PLAN TO JOIN US on June 3 and 4 for the Cirque du Camphill Gala and Village Racquet ProAm.

We will have loads of fun circus surprises up our sleeves at the Gala including an aerialist serving wine, a performance by our students, and even a few clowns. Lori Zytkowicz from Briggs Auction, Inc. will auction off our fabulous items including:

Wine tasting for up to 24 people at your home or office with wine-entertainer Phil Silverstone

A dinner for eight prepared by a professional chef accompanied by fine wine at the picturesque southern Chester County farm of a board member

Fabulous vacations to diverse destinations

And so much more!

Check out all our auction items at [bidpal.net/camphill2016](http://bidpal.net/camphill2016), and don't forget that you can bid from anywhere at any time, including during the event (whether you are there or not—but we sure hope you can make it!).

At the Gala, we will be honoring PECO and Tennis Addiction Sports Club

for their years of support of the ProAm by inducting them as our first Corporate Partners. We are pleased that we can bestow this title to each of these organizations, as they have helped to make the event the success it is today.

Be sure to attend the Village Racquet ProAm on June 4, too! Our entire school community will welcome the greater community to campus for games, entertainment, and, of course, great tennis. Lunch and circus-themed treats will be available for purchase. We can't wait to see you there!

Interested in supporting our students by contributing to the ProAm? Contact Courtney Coffman at [ccoffman@camphillspecialschool.org](mailto:ccoffman@camphillspecialschool.org) or 610.469.9236 to find out how.



Camphill Special School's Cirque du Camphill Gala wants to send you to...

# COSTA RICA

## An All-Inclusive Trip for Two to Costa Rica for Six Days & Five Nights at the Westin Playa Conchal Resort and Spa in a Deluxe Junior Suite



### Your trip for two includes:

- 6 days/5 nights accommodations at the Westin Playa Conchal Resort and Spa in a Deluxe Garden Junior Suite
- Unlimited food and snacks, 24-hour room service, beverages, in-room mini-bar (soft drinks, water, beer)
- Nightly entertainment
- Life-enriching classes: cooking, sushi making, wine tasting, balloon twisting, couple's massage lessons, jewelry workshop, Spanish lessons
- Health activities: yoga, tai chi, Pilates, beach yoga, dance lessons, abs-class, pool volleyball, bicycling tours, aqua yoga
- Sports: snorkeling, scuba lessons in the pool, water aerobics, water polo, beach volleyball, beach soccer
- All gratuities and hotel taxes
- Free concierge reservation service
- \$1,000 in traveling money

The Westin Playa Conchal presents all of Costa Rica's unique attributes in a premier world-class, all-inclusive resort. Elegantly framed by the lush North Pacific Riviera and a mile-and-a-half-long white-sand beach, the Westin Playa Conchal is Central America's most magnificent resort. A stay at this all-inclusive resort means that you will never have to take out your wallet to pay for dinner, a drink, or even an umbrella on the beach—so pack your bags and head on down to Costa Rica for an amazing vacation!

You are entitled to an almost unlimited array of dining, adventure, leisure, and entertainment options. If you seek a spectacular scuba diving excursion, Costa Rica's your place. If you visit Costa Rica in search of an exciting eco-adventure, you've come to the right country! In the mood for Caribbean, Asian-fusion, or Northern Italian cuisine? Costa Rica has it! Each suite at the Westin opens to its own private terrace and is impeccably decorated and distinctively appointed.

Winning ticket will be drawn at the Gala on June 3, 2016. **YOU NEED NOT BE PRESENT TO WIN!**

**TERMS AND CONDITIONS:** All proceeds from this raffle and the Camphill ProAm benefit the students at Camphill Special School. Camphill Special School coworkers, employees, and anyone living in their household are not eligible to win. Travel package is non-refundable and subject to availability. Certificates/gift cards cannot be replaced. Passport required for travel outside the U.S. A supplemental fee per night is charged from December 24 to January 2. Travel is valid through 12/31/16. A minimum 30-day advance reservation is required.

Name

Phone

Email

Address

City, State, Zip

☐ One (1) Ticket (\$50)  
☐ Three (3) Tickets (\$100)  
☐ \_\_\_\_\_ Tickets

I have enclosed a check made payable to Camphill Special School in the amount of \$

Please charge \$ to my Visa MasterCard Discover American Express

Card No. Exp. Date

MAIL: Camphill Special School, 1784 Fairview Road, Glenmoore, PA 19343  
PHONE: 610.469.9236 x132 ONLINE: [bidpal.net/camphill2016](http://bidpal.net/camphill2016)

THANK YOU FOR YOUR SUPPORT!





CAMPHILL SPECIAL SCHOOL

1784 Fairview Road  
Glenmoore, PA 19343  
610.469.9236  
camphillspecialschool.org

 [facebook.com/CamphillSpecialSchool](https://facebook.com/CamphillSpecialSchool)

INDICIA



FSC LOGO HERE

## PLEASE JOIN US

May 18	CAMPUS TOUR	9 a.m.
June 3	GALA (see page 22)	6 p.m.
June 4	VILLAGE RACQUET ProAm (see page 22)	12 to 4 p.m.
June 10	TWELFTH-GRADE PLAY AND COMMENCEMENT	
June 17	EIGHTH-GRADE PLAY	

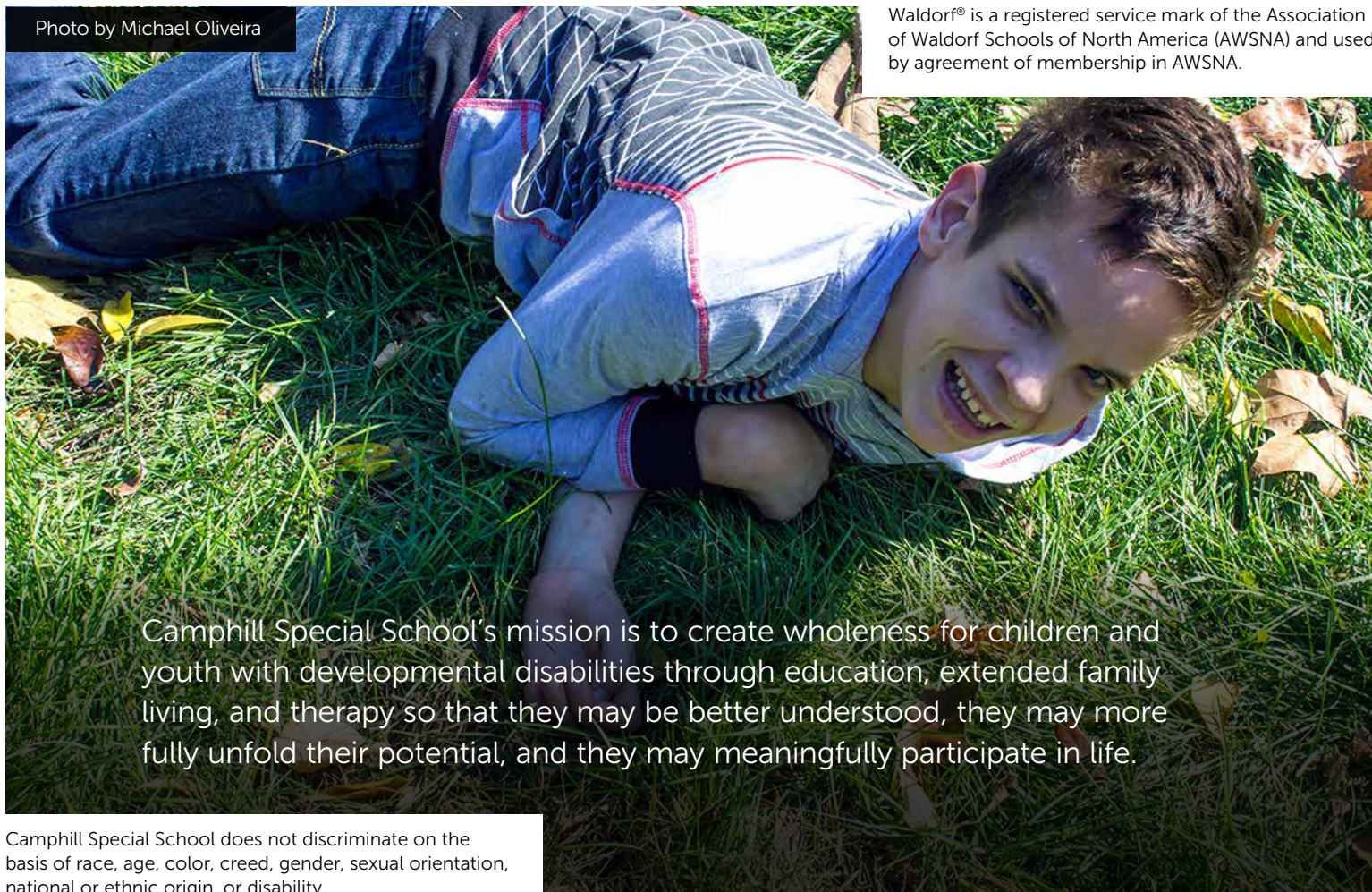
VISIT [CAMPHILLSPECIALSCHOOL.ORG](https://camphillspecialschool.org) FOR MORE DETAILS ABOUT ALL EVENTS.



### HELP CAMPHILL SPECIAL SCHOOL CONSERVE RESOURCES.

Choose to receive future issues of *Reflections* via email. Send your digital subscription request to [reflections@camphillspecialschool.org](mailto:reflections@camphillspecialschool.org).

Photo by Michael Oliveira



Waldorf® is a registered service mark of the Association of Waldorf Schools of North America (AWSNA) and used by agreement of membership in AWSNA.

Camphill Special School's mission is to create wholeness for children and youth with developmental disabilities through education, extended family living, and therapy so that they may be better understood, they may more fully unfold their potential, and they may meaningfully participate in life.

Camphill Special School does not discriminate on the basis of race, age, color, creed, gender, sexual orientation, national or ethnic origin, or disability.