

The Power of Love

Annual Report
2018–2019



**The
Camphill
School**



*“I know it may seem small and insignificant, but
it’s not about what it is. It’s about what it can
become.” ~ Dr. Seuss, The Lorax*



Dedication



The Camphill School
dedicates the 2018–2019
Annual Report in memory
of Alex Black (1987–2018).

Transition Program student Alex and coworker Anna relish in the bounty of the greenhouse



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Annual Report
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Michael Oliveira

“The ‘Dove’ logo of the Camphill movement is a symbol of the pure, spiritual principle which underlies the physical human form. Uniting with the hereditary body, it lives on unimpaired in each human individual. It is the aim of the Camphill movement to stand for this ‘Image of the Human Being’ as expounded in Rudolf Steiner’s work, so that contemporary knowledge of the human being may be inflamed by the power of love.”

Message from the President



The Camphill School

The refreshed logo.

Our Logo

Last year, our school underwent a name change and, with it, embarked on a rebranding. The largest task: a new logo that incorporated our edited name. Our talented design team at Invictus took time to carefully consider how best to express our brand via our logo.

At The Camphill School, our students learn and grow from their experiences. Children are free, elevated, and allowed to let go of the burdens that have held them back, such as past educational environments that were not right or stifled who they really are, limitations set forth in their lives that they or those around them know they can overcome, and not taking responsibility for the world around them.

Here, they are put above all that and held to a high standard. They rise to the occasion. In the new version of our logo, you can literally see that. Through it all, The Camphill School is right next to them, supporting and guiding them and watching with awe and wonder as they soar to new heights. The gold color was also preserved but is made more vivid, because, after all, who doesn’t want to shine a bit brighter?

Jennifer Nilsen

Jennifer Nilsen
President, Board of Directors



The Seven Keys to *The Secret Garden*

Frances Hodgson Burnett wrote *The Secret Garden* in 1910. The novel, originally intended for an adult audience, has grown in popularity over the years and is now regarded as a classic of children's literature. The themes of the story are powerful and all point to the healing of body, soul, and spirit. Mary, a selfish and isolated girl, finds friendship with adults and with a tiny robin who leads her to the hiding place of a key which unlocks a secret garden. Colin, a sickly young boy who cannot walk is kept cocooned in the old stately home where his mother and father used to live with him. Mr. Craven, Colin's father, is travelling and permanently away on business, but is really mourning the death of his wife and cannot bear to be reminded of her by being at home.

Like any good story, the themes resolve towards a happy ending. The selfish girl becomes the friend of the sickly boy, and both are rejuvenated by their relationship and by the power of the garden. The father returns home to find the garden in bloom and his son full of health: He is finally able to come to peace with his wife's death and is able to embrace his son with love.

The book became the theme for The Camphill School's Gala this year. Its motifs are close to the heart of our own mission. There are seven keys to our own approach to education and healing in the school community, and we need each of them to unlock the door to our own secret garden.

The first of these keys is the quest for health, and we recognize that it is not only our students who need growth and healing. All of us, whether teachers, therapists, home-makers, or children with special needs, must pursue health and growth. We need physical movement, psychological care, and inner nourishment. The school curriculum is food for growth, relationships nourish our soul life, and the festivals and cultural life bring hydration to thirsty spirits.

The second key is a feeling of responsibility. Each of us is here to make a difference regardless of obstacle or opportunity. That sense of expectation that we have for one another and for our students gives us impetus for getting out of bed and getting to work in the world. Our students

have a big task: to learn to become themselves, and to be able to stand up and contribute to life. This is a difficult task for any child, but children with intellectual disabilities have to battle a lack of expectation from others as well as being able to surmount their own obstacles. Learning to be responsible for our own life and for the world around us is game-changing.

The third key is the knowledge that our inner lives are real. What we think and feel is every bit as important as the things we do. Indeed it is often the case that our thoughts and feelings drive our actions. It is critical to pay attention to our interior self and to ennoble our thoughts and feelings. Much of the social, cultural, and festive life at Camphill is geared towards the uplifting of the inner human being.

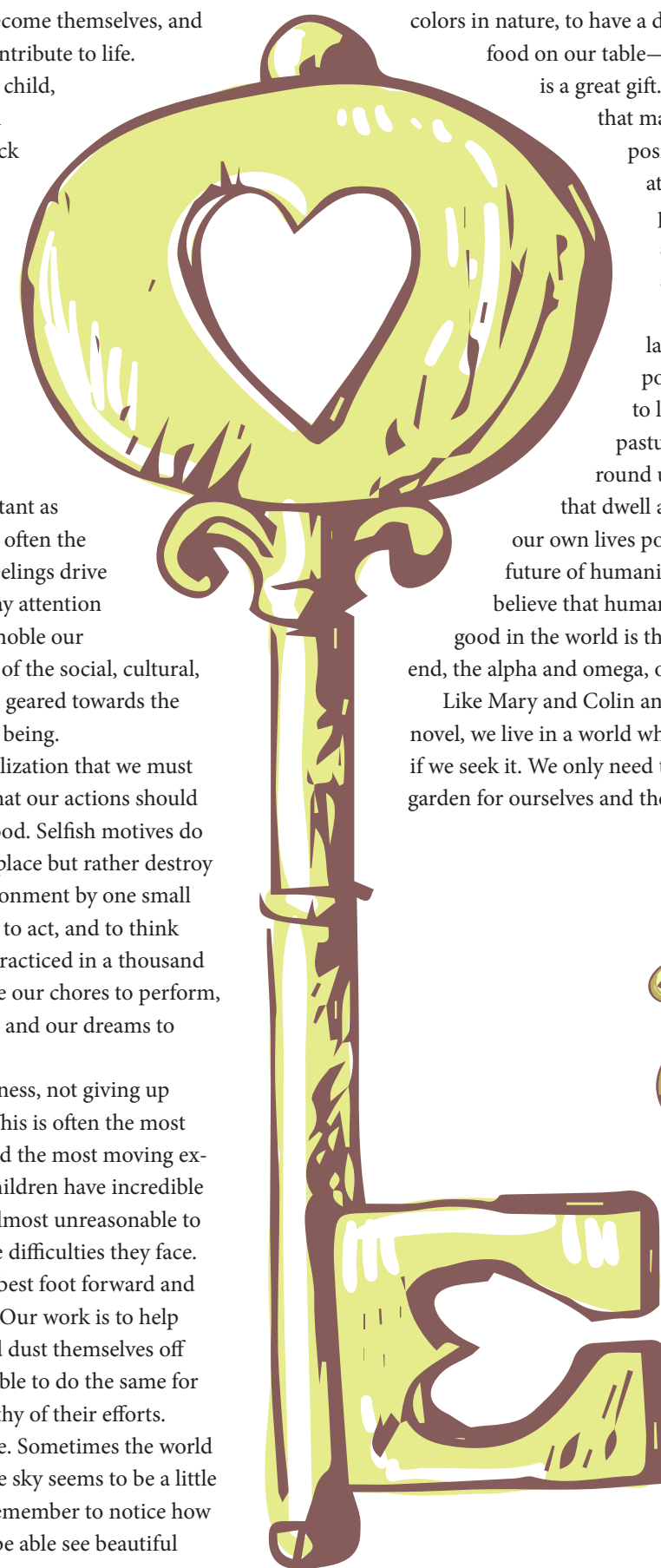
The fourth key is the realization that we must be actors in the world, and that our actions should be directed by seeking the good. Selfish motives do not make the world a better place but rather destroy our social and physical environment by one small infliction at a time. Learning to act, and to think of others when we do so, is practiced in a thousand ways every day. All of us have our chores to perform, our friends to bring cheer to, and our dreams to build.

The fifth key is steadfastness, not giving up because the going is tough. This is often the most visible, the most beautiful and the most moving experience at Camphill. Our children have incredible obstacles to overcome. It is almost unreasonable to expect them to surmount the difficulties they face. But every day they put their best foot forward and struggle towards their goals. Our work is to help them pick themselves up and dust themselves off when they fall. We must be able to do the same for ourselves if we are to be worthy of their efforts.

The sixth key is gratitude. Sometimes the world can be overwhelming and the sky seems to be a little darker every day. We must remember to notice how incredible life actually is: to be able see beautiful

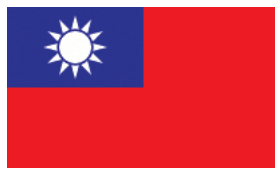
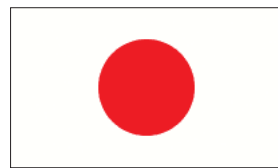
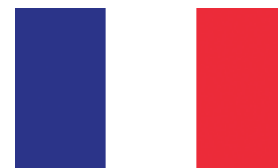
colors in nature, to have a deep friendship, to have food on our table—being alive and breathing is a great gift. It is our own attitude that makes the sun shine. The positivity that we can generate through gratitude is a power that works on our surroundings and makes so much possible. And the seventh and last key? That would be the power to love one another, to love the woods and pastures and rivers that surround us, to love the creatures that dwell alongside us and make our own lives possible. To believe in the future of humanity and of the Earth and to believe that humankind can be a force for good in the world is the ultimate beginning and end, the alpha and omega, of our existence.

Like Mary and Colin and Mr. Craven in the novel, we live in a world which can be full of beauty if we seek it. We only need the keys to unlock the garden for ourselves and the courage to go inside.



The United Colors of Camphill

Our students, staff, faculty, and coworkers hail from every corner of the world. This diverse group comes together each year to live, learn, and work together. This past year, our community members came from twenty-eight different countries, each with their own traditions and customs that are woven into the multi-threaded tapestry of our campuses.



20+ Festivals & Holidays

With so many people from various backgrounds of nationalities, ethnicities, and religions, The Camphill School community celebrates over twenty festivals and holidays each year. These holidays provide not only a window into the diverse cultures and traditions of our members, but also a predictable, consistent rhythm for students as we progress through the year.

Michaelmas / Rosh Hashanah / Yom Kippur / Dawali / Halloween / All Soul's Day / All Saint's Day / Loi Krathong / Thanksgiving / Hanukkah / St. Nicholas Day / Advent-Christmas Three Kings Day / Candlemas / Fasching / Mid-Winter / Chinese New Year / Holi / Passover / Easter / St. John's Day

15 States

Our domestic students hail from 15 different states.

CALIFORNIA
COLORADO
DELAWARE
FLORIDA
ILLINOIS
MASSACHUSETTS
MICHIGAN
NEVADA
NEW JERSEY
NEW YORK
NORTH CAROLINA
OKLAHOMA
PENNSYLVANIA
VERMONT
WASHINGTON

Student JP with staff children Aska and Themba celebrating Fasching



The members of our community range in age from just one year old to eighty-seven years old!

82+ acres

Beaver Run has over 82 acres that include:

Karl Koenig Schoolhouse / Rainbow Hall / Celandine, our medical center
Two offices / Meadowsweet Early Learning Center / Noah's Ark, our barn / Maintenance building / Pool
Sixteen houses / 130 students

117 acres

Furthermore, the Transition Program at Beaver Farm now consists of three parcels of land in East Vincent Township connected by a trail. These encompass:

Sarah Jane Herman Education Center / Two barns / Equipment sheds / Pool / Five houses



The Camphill School celebrated its 55th birthday in December 2018. In that 55 years, the school has grown and evolved in ways our founders, Ursel and Carlo Pietzner, could never have imagined.

Our Catering Crew

“The gods created certain kinds of beings to replenish our bodies. They are the trees and the plants and the seeds.”—Plato

At Beaver Farm, they are also our Catering Crew. This group of hard-working, seemingly tireless young men and women makes lunch for the entire Transition Program every weekday. That is over fifty people to feed. Fifty very hungry people who have been working with our livestock, farming the land, crafting pottery and fiber arts, running our Etsy store, making things in the woodshop, volunteering out in the wider community, or contributing in some way to life at the farm. It is a daunting task, but they are up for it and incredibly passionate for and skilled at what they do.

The Catering Crew work under time pressure, but they accomplish what is needed to get the job done and have lunch ready to serve by 12:30. Students are tasked with a plethora of kitchen duties, from removing meat from bones, peeling potatoes, chopping onions, helping serve, and washing dishes. They also help design the menus based on what is most available to them.

This year, the crew also had the opportunity to do some in-house catering. Camphill meetings and the Class of 2019’s commencement luncheon featured food made and served by the students and coworkers. The past two summers seats at a Beaver Farm to Table Dinner were sold as an auction item at the Galas. The lucky attendees relished in the incredible six-course gourmet dinners.

Cooking seasonal, fresh, hyper-local ingredients is always the goal. Beaver Farm uses meat raised in our own pastures, salad greens and produce from its own green-

houses and gardens as well as local community-supported agriculture gardens including Sankanac CSA located at Camphill Village Kimberton Hills.

Nothing goes to waste at the Farm. Unserved leftovers are packed up and enjoyed for supper in the house; bones are used to make broth; vegetable trimmings and what’s left when plates are scraped are fed to the pigs or taken to the compost.

The young adults who are on the crew are learning to work together in a kitchen in a safe, productive way that benefits everyone. Each day, they get to see people enjoy what they have made and know that they have provided healthy, fresh, and tasty food.

Jack, a member of the crew shares, “When I cook for everyone it makes me feel like I am at home with my family.”



Beaver Farm's Catering Crew is hard at work prepping plates for a special event

Earth Day

By Frank Revelis,
Transition Program Student

Earth Day.
Sun.
Tulips.
Sky.
Dirt.
Bok choy.
Flowers.
Earth is where we live.
Recycling.
Purple blossoms.
Clouds.
Soil.
Rain.
Moss.
We plant the flowers.
I put my raincoat on.
I eat the bok choy.
Water.
We want the earth to be happy.



Frank and a double rainbow at Beaver Farm

Pollinator gardens filled with native plants blossom on our campuses



More Than Just a School

Eight Decades of Utopian Research

Dr. Koenig was an established and talented pediatrician and embryologist who was also a keen student of the Austrian philosopher Rudolf Steiner. Steiner had struggled to formulate his own responses to the tragedy of the First World War, some twenty years before, and had developed a practical approach to economics, politics, and cultural life that became the foundation for Dr. Koenig's own work in community practice. Individual development lay at the core of Steiner's philosophy, but with a utopian emphasis. Whilst much of the economic and political philosophy of the time heralded social Darwinism and the fight for survival between individuals, Steiner placed his emphasis on inner devotion and the path of the human being toward selflessness.

Steiner's analysis of the economic system, characterized by increasing specialization and division of labor, was that it is impossible for the single human being to work only for his or her own needs. The shoe manufacturer cannot possibly wear all the shoes made by the factory nor can the farmer eat the enormous quantities of food grown on the modern farm. In effect, each member of the economic order is part of a complex system which can only serve to meet the needs of others. Steiner believed that the system of compensation could work in a way that is more supportive of this ideal.

The Camphill School is a small piece of the larger Camphill Movement, which was founded by Dr. Karl Koenig during World War II. Dr. Koenig and his friends were refugees fleeing Nazi-occupied Austria, and when they began their work in Scotland in 1940, they took as their task the medical care and education of children with severe intellectual disabilities. Dr. Koenig realized that different kinds of communities would be needed in the future, ones that served to mitigate the terrible political, economic, and social phenomena that had sparked a murderous war. Such communities would be therapeutic places, islands of healing in the world, and would also create a suitable climate for children with special needs to thrive and grow.

Steiner wrote:

"In a community of people working together, the well-being of the community will be the greater the less the individual claims for him or herself the proceeds of the work he or she has done: i.e., the more of these proceeds he or she makes over to fellow workers, and the more his or her own requirements are satisfied, not out of his or her own work, but out of work done by others." (Anthroposophy and the Social Question, 1905)

This is essentially a formula for measuring the social health of the community: When individuals work to meet the needs of others, social well-being arises as a result of selflessness. When individuals keep the proceeds of their work totally for themselves, social ill health will result from the selfishness of that action. We now live in a society that is dominated by large disparities in wealth, where parents need to work two jobs in the real economy to pay the rent and meet their family's needs, while a handful of individuals benefit from monopoly platforms and derivative-based investments and personally control billions of dollars. Steiner would have said that this is a situation of extreme ill health, and when Dr. Koenig founded Camphill he had a different approach to life in mind.

Dr. Koenig based his approach in a way that models another quote from Steiner very closely: *"People must be educated for voluntary work, one for all and all for one. Everyone has to act accordingly. If you were to found a small community today in which everyone throws all their income into a common bank account and everyone works at whatever he can do, then your living is not dependent on what work you can do, but rather this living is affected out of the common consumption. This brings about a greater freedom than the coordination of pay with production . . ."* (The Social Question and Theosophy, 1905)

Dr. Koenig set up a system exactly like this for resident coworkers at Camphill. The economy he jump-started was truly a shared economy. Coworkers gave whatever labor they could, and the needs of each coworker were met out of the commonwealth generated. This is essentially a needs-based system of compensation that allows money to flow to the things for which it is necessary.

The Camphill School works with a version of this system today. Residential coworkers sit together to make their annual budget for individuals and families. The total payroll for the year cannot exceed the budgeted amount, but the needs of each individual are met. Salaries can go

up, but they can come down too, and sometimes drastically. The families with children often need most of the resources. The tenured coworker working as a director has children who have grown and become emancipated from their parents: Our most experienced residential staff often have the smallest salaries.

This system allows us to focus the community's finances on growth, on children, on lower and high school education and advanced degrees, on health and medical care, and so forth. The things that the school stands for are reflected directly in our compensation arrangements.

Steiner's economic, political, and cultural work, broadly known as "social three-folding," has been one of the foundational pillars of the Camphill model. For almost eighty years the Camphill movement has experimented with these ideas. You might not see the complexity of these social ideas when you visit one of our places, but you can be sure that part of the atmosphere you experience is because of the depth of our social model. Everybody matters at Camphill, and money can be a tool to make that sentiment real.



Our senior class visits the Transition Program.



“

Nothing in the world is quite as adorably lovely as a robin when he shows off and they are nearly always doing it.”

— From *The Secret Garden* by Frances Hodgson Burnett

The Secret Garden

Gala

We made ourselves right at home again within the beautiful stone walls of the Phoenixville Foundry on May 31. The Ambiance Committee literally created a garden in the venue complete with birdbath, trees, arbor, and custom backdrop painted by Zach Simon, the brother of a student.

The arboreal mood extended into the dining area, where the school inducted Customers Bank as a Corporate Partner. For fifteen years, the bank has been a true partner, with not only financial support but past Board and Committee service as well. As the bank has grown and transformed over the years, their dedication to our school has grown and never wavered. We also were proud to name Guy Diana as Volunteer of the Year for his more than ten years and countless hours of service. He has been an integral piece in many students improving their reading and math skills, and we are deeply grateful.

After the accolades, our auctioneer and emcee Christine Huston presented the crowd with the opportunity to

Guy Diana receives recognitions as Volunteer of the Year from emcee Christine Huston.



support the school's newest endeavor, a commercial cut flower business housed at a new farm, Foxfield. Our incredible attendees gave from their hearts and contributed over \$97,000 to plant the seeds (literally and figuratively) for this Transition Program property and enterprise.

With the unprecedented outpouring of support, the Gala raised over **\$337,000** — a record for the event. Thank you to everyone who made it happen. We are eternally grateful!

2019 Gala Committee



Gala Co-Chairs Amy McHugh and Amy Hagner

Amy Hagner, Co-Chair
 Amy McHugh, Co-Chair
 Rosemary Huether, Ambiance Chair
 Caroline McCardell, Auction Chair
 Ed Ebert, Program Co-Chair
 Sue Rushing, Program Co-Chair
 John Fish, Sponsorship Chair
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 Jen Althouse
 Scott Althouse
 Laurie Beller
 Christine Connell
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 Heidi Frayer
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 Amy and Warren R. Gleicher
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 McCaffrey's Markets
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 Optima Computer & Training
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 Sarah Schreck
 Kim and Terrence Small
 Univest-Banking, Insurance,
 Investments
 Wickersham Construction

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 Brûlée Catering
 Cocktail
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 Sly Fox Brewing
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 Prestige Color
 Venue



The Class of 2019

By Sally McDonald,
their teacher

*“Come to my garden
nestled in the hills.
There I’ll see you safely
grown and on your way.”*

From “Come to My Garden” written by
Lucy Simon for the musical version of
The Secret Garden



Derry is a young man who has a great curiosity for the world around him. He is a people person and enjoys socializing with both students and staff. Derry brings a smile to the faces of everyone he meets. He can be so joyous that it becomes contagious. He became quite the pickpocket in the 12th grade play *Oliver*. He will continue to cultivate his work skills at Beaver Farm.



Quiet and reserved, **Ben** is always a gentleman. His favorite subjects are math and reading and he continues to improve and make progress each year. Ben does have a mischievous side, as we saw in the play *Oliver*. There, he played the Artful Dodger and was quite crafty at it. Ben also enjoys land work. He is a hard worker indoors and outdoors and he never gives up. He will be an asset to Beaver Farm.



When **Marcus** smiles, he lights up the room. He has a keen sense for important events and embraces them with passion. Marcus has grown up

so much since the start of 9th grade. He learned many skills and is a great contributor to our class and the community. During the senior play, Marcus showed off his musical talents and rocked the house. We know he will soon charm all those at Beaver Farm.



“Lizzie Lou,” as we like to call her, is a happy and strong young lady.

Liz takes pride in her ability to move around the community independently. The pre-vocational program is where Liz really shines. She is always prompt and ready to give 100%. She especially likes food processing and weaving. Her smile can brighten up anyone’s day. We wish her luck in her next step.



There is nothing more **Alex** enjoys than hanging out with his friends and playing sports, except maybe dancing. We saw him dazzle the audience with his break dance as Oliver in the 12th grade play. He is enthusiastic about all school activities. He has made many milestones in his reading and math capabilities. Alex takes his jobs in the prevocational program seriously and shows much responsibility. He will fit right in at Beaver Farm.



Jennette really shined in her strong performance as Nancy in *Oliver*, our 12th grade play. Although she gets nervous performing, she really overcame this and went on to bring life to her character. Jennette has a real love for people and is generous when sharing her affection and card-writing skills. She is thoughtful and includes everyone in her generosity. Soon, she will shine and bring joy at Beaver Farm.



McKayla is a stylish young lady who enjoys the company of peers and staff. She is caring, kind, and sensitive to those around her. Although her sweetness always shines through, she does enjoy playing tricks on people. We affectionately call her “Sassafrass.” She is an amazing woodworker and excels at all hands-on

activities, such as weaving and cooking. Look out Beaver Farm, here comes some sunshine!



Gabriel is a true gentleman through and through. His astute awareness of others reveals his true kind nature. He will take on any task asked of him and will work diligently to complete it.

You can always count on Gabriel to remind you of upcoming activities or appointments. He has a real passion for eurythmy, as some of us witnessed at his graduation performance. Gabriel will take his beautiful light to Beaver Farm in the fall.



Glenn loves the outdoors, especially when it is raining. Although water is his passion, he has contributed to the Beaver Run community with his hard work on the land. Glenn has a big beautiful smile that is like a ray of sunshine. Glenn loved his role as a newspaper vendor in *Oliver* and played it enthusiastically. Glenn is a kind young man who will bring many gifts to Beaver Farm come September.



Buey is a warm and affectionate young man. Buey does have a mind of his own and knows what he wants, but he lets you know in his kind, sweet-natured way. He is quite the weaver, as shown in the belt and basket he made in handwork. Buey enjoys being outdoors, whether working or walking. In the classroom, he is especially good at domestic tasks. He will continue to grow at Beaver Farm.



With a twinkle in his eye and his sweet smile, **Charlie** has won the hearts of many. He loves to be involved in all the social activities, with music being his passion. Charlie really shined in his role in the senior play. He brought his great sense of humor to the role and made many smile. Charlie has a deep devotion to his friends and carries them in his heart. We know he will make more friends at Beaver Farm in September.



Sydnie is fairly new to The Camphill School, but she fit in right from the start. Sydnie gives a warm greeting to everyone when she arrives in the morning. She is a hard worker and stays with any job until it is completed. She is proud of her accomplishments, which were many. She really enjoyed her role as a pickpocket in the 12th grade play, *Oliver*. Beaver Farm will be lucky to have such a bright and willing worker.



Duncan is a kind and warm soul with a real gift for working. In the prevocational program, Duncan is always everyone’s first choice for his gentle disposition and his work capabilities. Duncan is great at following visual cues and produces great projects. He loves animals and takes time out of his busy schedule to observe and spend time with them. We are sure Duncan will make great contributions to Beaver Farm.



Jack will transition to Beaver Farm a year early, coming from the outgoing eleventh grade. In the year and a half since he joined us in Beaver Run, Jack quickly endeared himself with students and staff alike with his kind words and playful personality. He also worked very hard at overcoming his sensitivities in school as well as learning many important basic practical life skills. Jack will be sorely missed by all his classmates and teachers!
(Written by Andreas Schuschke, Jack’s Teacher)

The Class of 2019



Pietzner Legacy Society

The members of our Pietzner Legacy Society listed below have chosen to support the mission of The Camphill School through a gift in their wills or estate plans to Beaver Run Foundation. The Beaver Run Foundation invests and manages planned gifts for the long-term benefit of the school. Funds are used to support the financial aid needs of students, long-term coworkers' retirements, children of long-term coworkers' higher education pursuits, long-term coworkers' advanced degrees/certifications that benefit the entire school community, and, if needed, emergency funds for the school.



Named for our founders Carlo and Ursel Pietzner whose legacy is being nurtured and maintained by our many donors and those listed below who have made a deep commitment to the long-term health and vitality of The Camphill School.

Anonymous (2)
Toni Parisi Bowersox
Heidi Bowman
Bill and Catherine Bucher
Angie Butler
Rachel Caldwell*
Shannon Chamberlin
David Chester
Courtney M. Coffman
Luise Custer and
Jules Tygiel*
John R. Fish, O.D.

Amy and Warren R. Gleicher
Stephen and Carol Goetz
Maggie Hegney
Bill and Betsy Herman
Jeremiah Rodgers Hill, '15
Robert and Rosemary
Huether
Christine M. Huston
Barbara James
Ronald and Joyce Landon
Mr. and Mrs. John B.
McCardell III

Lainey Moseley
Debbie Nickles and
Richard Strayer*
Lucile Reid
Tom and Marcy Rosendale
Lee Smith
Paula Toburen
Robert Vollkommer
Jody Weaver and
Michael Guerrisi
Julianne Williams

*In memorium | New member in 2018–2019

Volunteers Cultivating Growth

*“Society grows great
when we plant trees
whose shade we know
we shall never sit in.”
—Anonymous Greek
Proverb*

Every year our volunteers come through for our students in ways we never can imagine. They cook lunch for twenty-plus people in our houses, power wash and paint decks, create incredible décor for the Gala, guide our strategic planning process, lead our operations as members of our Board, visit classrooms with therapy animals, and work with students in classrooms, the woodshop, handwork, and in creating dramatic performances.

It is not an exaggeration to say that we could not do it without them. On behalf of the teachers, aides, house parents, coworkers, office staff, and, most especially, the students, we thank each and every one of you from the bottom of our hearts!



261 hours

from the Board of Directors



223 hours

from Committees

1,496 hours

from Individuals

1,685 hours

from Groups

3,665 total hours



Their Individual Inner Process

By Stephan Hohlbaum,
High School Teacher

At The Camphill School, we teach science in a way that makes it relatable for all the students. We begin by observing real, tangible phenomena. We all learn best when we are actually interested in a subject or when a question about said subject stirs within us. If we observe a phenomenon that we do not understand, it leads us naturally to asking questions such as "What is happening here?" and "How does this work?"

Curiosity and interest awaken and the teacher can guide the students on a path of first questioning, then learning, and finally understanding. Phenomenon-based learning immerses one in a world full of experiences, and the result is a process that occurs throughout the body, not just the mind.

The first step is to learn to observe those experiences and phenomena. Some students may need more

help with this. Once you perform an experiment or carry out an activity, the class tries to articulate the observations with help from the teacher. This process can take some time. Many students need support or help drawing out of themselves how best to express what they have observed and how they understand it.

When observations are collected, the class tries to draw conclusions from those observations. Through this process, students gain insight and understanding through their individual inner process, rather than being bombarded with information from the outside. This process of the students themselves consolidating their learning is what helps them to make sense of the content. Even though some students might not be able to articulate their understanding well, through this way of teaching, they come to inner experiences of the content.

Overall, there is a large experiential component to teaching science. This makes the content relatable and clear to the students. Starting simply and building upon a solid foundation through experiments and hands-on activities helps to integrate the experiences.

We teach the sciences, like other subjects, block-by-block with the idea that one can immerse oneself in a topic. This allows each students to approach the subject, take hold of it, and understand it before moving on to another.

Teacher Stephan and Joey
examine the night sky.

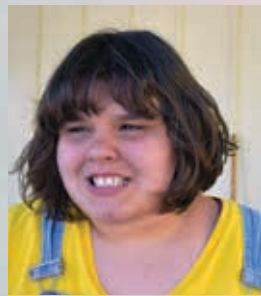


I liked learning about Astronomy. On the first day of our block, we went outside and looked around. We noticed that it looks like the earth and the sky meet. The line where it looks like they meet is called the horizon. We then put a candle in the middle of the classroom and drew a line where its shadow is. We noticed that during the morning the shadow moved. That experiment helped us figure out that the sun moves from East to West. We learned later that it rises in the East, goes over the South and sets in the West. We then learned that the sun is not moving around us, but it just looks like it. The earth actually moves around the sun. We also learned that the Earth spins around itself and that is the reason why we have day and night. We also learned that the reason why we have seasons is because the Earth moves around the sun. We did lots of experiments to show that as well. I also really liked learning about the moon and hearing stories of many constellations. At the end of our block we went to the planetarium. We had a great time and also ate ice cream.

Joey's report on his class' Astronomy main lesson

Transition Program Graduates

Beaver Farm bids farewell to 10 students this year. The Transition Program staff shares about each graduate as they start their journey into adulthood. We wish them and their families all the best!



Katie arrived at Camphill in 2015. Katie has made incredible strides while at Beaver Farm. She has shown a true affinity for her work in the garden and farm, especially when caring for the pigs and chickens. One year, she even had her own flock of turkeys! Everyone appreciates Katie’s hard work and sense of pride in her work. After graduating, Katie plans on sharing a home with her parents. We hope she finds a job that allows her to be outside and pursue her interests in animals. Any workplace would be lucky to have her!



Cyrus joined The Camphill School community in 2012. During his time at Beaver Farm, he has become a rock in the kitchen and cleaning crews. He works diligently to prepare daily lunches for the community, taking a particular interest in mixing the salads. He also helps to keep our Education Center neat and tidy. Cyrus enjoys hiking, being outside, and music. Moving forward, we hope Cyrus finds a job that combines his passion for kitchen work and his love of nature and the outdoors.



Faisal joined The Camphill School in 2013. Faisal is the Beaver Farm social butterfly. He is a kind, curious, and inviting person who brings much joy and enthusiasm to the school community. Faisal has been an active and energetic member of the garden and farm crew for the past three years. He has also shown a real interest in the Outreach crew, volunteering alongside his peers at French Creek State Park. In his free time, he enjoys music, playing word games, and being outside. We will miss his buoyant energy and love of laughter.



Adam has been attending Camphill since all the way back in 2006 and has spent the last two years at Beaver Farm. Adam loves being outside and is most at home while working in the garden and greenhouse. He enjoys watering plants and is very helpful when transporting harvested vegetables and greens for our daily salads. In his free time, Adam enjoys swinging, relaxing outside, and quietly observing his surroundings. Adam is a thoughtful individual who encourages those around him to slow down and reflect. We will miss his big heart and wish him all the best in his next adventure.



Jack arrived at The Camphill School in 2011. While at Beaver Farm, he has worked in almost all of the crews. This year, he was an essential part of the woodshop and farm crews. Jack tells us that his favorite thing about the farm is working closely with the animals, especially the cows and pigs. He is a gentle soul who is always willing to help a friend in need. Next year, Jack hopes to live in a house in the community and maybe even get a job working at a woodshop.



Laura joined the Camphill community in 2014. She is an incredibly hard-working young woman. Laura was most recently part of the woodshop and cleaning crews but also enjoys participating in the Outreach Program and volunteering at local businesses. She has enjoyed the social aspect of Beaver Farm a great deal and has truly made some lifelong friends. Next year, Laura is excited to move into a house with peers in town. She hopes to find a job working with animals, especially horses.



Julie started at The Camphill School in 2007. Julie is an artist who enjoys working at her own pace. She glazes pottery like a champ, is meticulous when washing eggs, loves animals of all kinds, and is always quick to sing a song while she works. This year, she was especially thrilled with the addition of two puppies to the farm. Next year, Julie will be moving to Camphill Village Kimberton Hills to continue working on her art as well as caring for animals.



Noah has been a part of The Camphill School since 2011. He is a hard-working young man who is always willing to lend a hand. Noah has been an integral part of the Etsy store and garden crews, among many others. He spent the last three years forming incredibly close relationships with his peers and enjoys his free time with them especially when it’s spent dancing. Moving forward, Noah will be going to Kimber-ton Hills and is excited to connect with new friends and expand his work with animals.



Jordan joined the Camphill community in 2012. He has really found himself at Beaver Farm and is very dedicated to his work here. He has taken great pride in being more independent in the cleaning crew and woodshop especially. Jordan loves being a part of the community and has enjoyed being able to make new friends who share his interests in music and books. After graduating, Jordan will be going home to Jamaica to help his family on their farm.



Frank came to The Camphill School in 2012. Though he has only spent one year at Beaver Farm, he has made tremendous strides! He has made a name for himself as our assistant emcee for our Monday morning meetings as well as announcing our lunches daily. He has a real love of languages and cultures and has used this as a way to connect with individuals in our diverse community. Next year, Frank will be attending Camphill Triform, where he hopes to work in the food processing crew and to become more independent with his cooking skills.

Year in Review 2018/2019



July 2018

Houseparent Michael and high school teacher Stephan are married in Rowan's field on a perfect summer day.



Aug. 2018

Olympia, a new calf, makes her debut one warm July morning, after having been born in the field overnight.



Sept. 2018

Third grader Braeden was on the field during the Eagles' home opener when the Super Bowl trophy was officially brought home to Philly.



Oct. 2018

High school students elect their Student Council members after they give speeches about what they would like to accomplish for the year. Popular initiatives are dances, fundraisers to help the needy, and movie nights.



Nov. 2018

First grade teacher Renata and her class receive a seesaw made by Renata's former students who are now at Beaver Farm. They worked all fall to create this especially for her students.



Dec. 2018

Alex Black, an arborist removing a tree at Beaver Farm, tragically falls and passes on. The showering of love and memories from his family, friends, and the Farm community are touching tributes to a wonderful young person.

The Camphill School turns 55 on Dec. 9.



Jan. 2019

Sixth graders study acoustics with help from some string and a few paper cups.



Feb. 2019

Our seventh graders performed *Marco Polo* as a puppet show for us on Friday using puppets and backdrops they created in handwork class.



March 2019

Tenth graders present *King Grisly Beard*, a Brothers Grimm tale about a princess who learns to be kind and humble.



April 2019

The entirety of Beaver Farm works for a week creating a new path that leads from our property on West 7 Stars Road, then winds over to Lucas House, and continues through the woods to our newest expanse, Foxfield.



May 2019

High School students hula-danced the night away at the Hawaiian-themed Prom the Students Council organized.



June 2019

Eighth graders present *Twelfth Night* and delight schoolmates and their families alike with their sweet, original performances!

2018/2019 Financial Report

Claus Sproll, Director of Finance

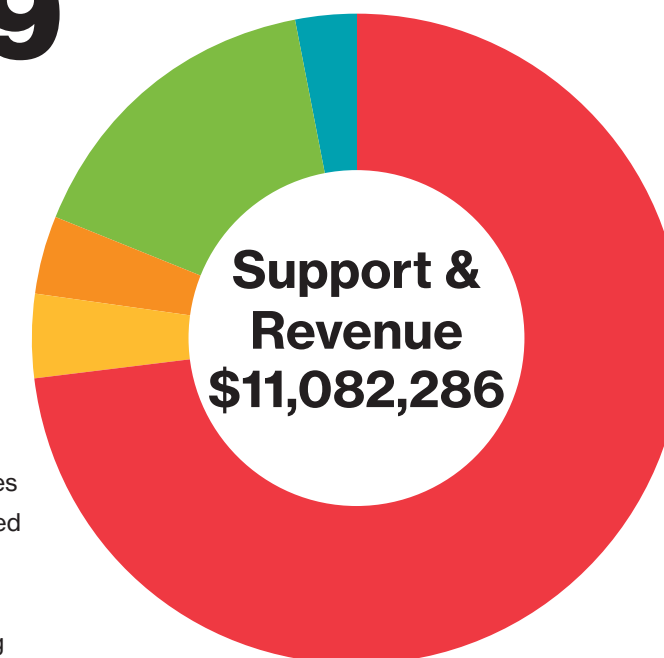
The financial picture of The Camphill School continues to be stable; continuity and sustainability are continued priorities of the finance committee that has been strengthened by the addition of Valeska Davis and Fran Kinniry; both bring finance and financial planning expertise.

We ended the year in the black and were able to complete the acquisition of Foxfield Farm as well as to continue to retire a significant amount of debt and add to our operating reserve. As stewards of the financial foundation for future infrastructure improvements at the school, the finance committee's long term planning has the financing of the masterplan as one of its key objectives.

Expenses

- Administration/Marketing: **\$496,797**
- Transportation, Special Services, & Misc.: **\$272,519**
- Development: **\$226,455**
- Insurance: **\$1,234,123**
- Occupancy Costs: **\$1,078,155**
- Program Costs: **\$3,082,567**
- Residential Program Costs: **\$848,202**
- Staff/Trainee: **\$2,007,988**
- Depreciation: **\$984,679**
- Future Reserves, Infrastructure & Acquisitions: **\$505,452**

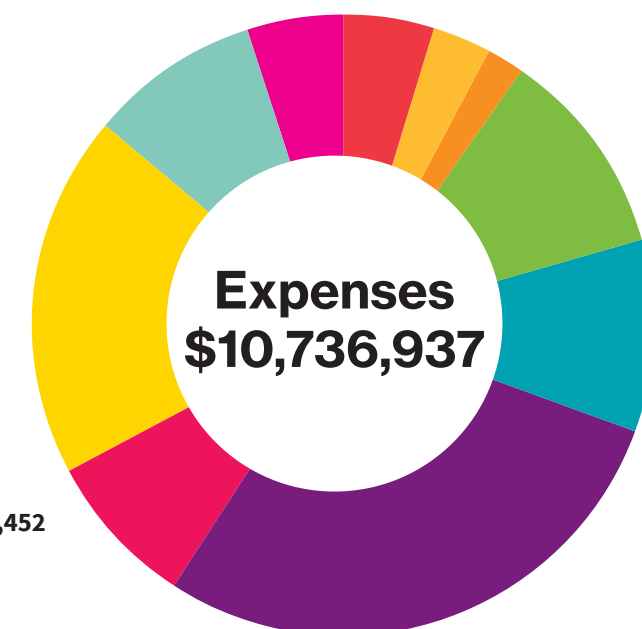
Our auditors' report is available upon request.



Support & Revenue

- Tuition: **\$8,198,181**
- Contributions—undesignated: **\$408,425***
- Contributions—designated: **\$453,584**
- Program Services: **\$1,728,789**
- Other: **\$293,307**

* Contributions are net of special events.





Our Donors

“Sometimes since I’ve been in the garden I’ve looked up through the trees at the sky and I have had a strange feeling of being happy as if something was pushing and drawing in my chest and making me breathe fast. Magic is always pushing and drawing and making things out of nothing. Everything is made out of magic, leaves and trees, flowers and birds, badgers and foxes and squirrels and people. So it must be all around us. In this garden—in all the places.”
—Frances Hodgson Burnett, The Secret Garden

You can easily replace the word “magic” in this passage with “love,” or even, perhaps, “donors.” Our donors draw us forward, onward, upward – always towards fulfilling our mission. If not for those listed on the following pages, where would our trees, flowers, foxes, and people be? Our donors are all around us always. They are in our homes, surrounding us with light and warmth and good things to eat. They are in our classrooms, in the books we read, the paper we paint on, the friend sitting next to us who receives financial aid.

They are on our campuses, in the greenhouses, the barns, the trails through the woods. They are always here for us, and we are truly happy and grateful they are!

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\$50,000+	Trillium
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\$20,000–24,999	Sunflower
\$10,000–19,999	Forget-me-not
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\$2,500–4,999	Primrose
\$1,000–2,499	Lavender
\$500–999	Poppy
\$250–499	Violet
\$100–249	Snowdrop
\$1–99	Daisy

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P	Parent of a current student
G	Grandparent of a current student
C	Coworker or staff member
B	Member of the Board of Directors
*	In Memorium

Purple	20+ years of giving
Blue	at least 15 years of giving
Green	at least 10 years of giving
Red	at least 5 years of giving

While we make every effort to list all of you correctly, we do occasionally make mistakes. Please contact the Development Office at 610.469.9236 to alert us of any error or omission.

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Christine and Robert Connell (P)	Seven Stars Inn	In Honor of Braden Fidler	In Honor of Ellie McHugh
Delaware Museum of Natural History	Matthew and Ann Siefert	Rich Campbell	Robert and Suzanne Butler
Destinations Salon & Spa	Theraplay, Inc.	In Honor of Kai Fisher-Gormley	Lisa Dykstra and David Rode
Guy Diana	Anna and Scott Thomas (P)	Paul and Barbara Gormley	In Honor of Edward and Anna Miller's 69th Anniversary
Dogtopia of Chester Springs	Thorncroft Equestrian Center	In Honor of Garden House	Sharon A. Bugelski
Dorney Park & Wildwater Kingdom	Tara Vogel (P)	Jenny Jan-Luo and Jenn-Ching Luo	In Honor of Matthew Miller
Downingtown Rock Gym	The Wharton Esherick Museum	In Honor of William C. Herman	Anita Miller
Dutch Wonderland	Wilmington Blue Rocks	Marjorie and Robert Feder*	In Honor of Ellie Mook
Eagle Eye Associates	Winterthur	Stephen and Carol Goetz	Frank and Peggy Ann Osborne
Andrew and Lisa Fidler (P)	Workplace Giving	James R. Hodge	In Honor of Kendra Moulton
Gambhir Cosmetic Medicine	Aetna Foundation, Inc.	Nancy Lee	In Honor of Brandon Neel
Great Clips	America's Charities	Dorothy and Robert Matza	Anonymous
Hands-on House Children's Museum of Lancaster	Chubb Charitable Foundation–Bermuda	Philanthropic Fund of the Jewish Communal Fund	In Honor of David Paugh
Holistic Living Solutions	Exelon Foundation	In honor of Joachim Hertel on the occasion of his 90th birthday	Jenny Jan-Luo and Jenn-Ching Luo
Bob and Rosemary Huether (B, P)	GE Foundation	Gabriele and Klaus Altmann	In Honor of Matthew Pendergist
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The Marshall House BnB	Anna Beresin	Ulrike and Michael Küssner	In Honor of Tanner Rodriguez
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Jeaneane and Steve Mills (P)	Marjorie L. Cypres	In Honor of George Hippeli	In Honor of the Wedding of Jillian Russo and Eric Nance
Museum of the American Revolution	In Honor of Sam Bugelski	Francis and Joan O'Leary	Robyn Gunn and Mike Schemeid
Mutter Museum of The College of Physicians	Andrew Miller	In Honor of Noah Huether	Jerry Schaffner
OtterBox	In Honor of Sequoia Cheyenne	Anonymous	In Honor of Ani Alma and Norbert Schultes
Panera Bread	Susan Cheyenne	George and Jennifer Kelder	Sonja and Tobias Adams
Ms. Robin Pelletier	In Honor of Chris Cronin	In Honor of Rosemary Huether	In Honor of Jack Sitkowski
Penn Museum	Mary Ellen Cronin and John Esposito	Anonymous	Kim Case
People's Light and Theatre Company	In Honor of Mary Ellen Cronin's Birthday	In Honor of Marcus Jenkins	Len Sitkowski*
John Perham and Christine Donohue (P)	In Honor of Zachary Cusack	Howard and Gloria Soloway	In Honor of Ella Thomas
Philadelphia Flyers	Julie and Daniel Cusack	In Honor of Wes Keller	Jeffrey and Carrie Nuse
Philadelphia Rock Gyms	Superior Surgical	Esteban Ferrer	In Honor of Trillium House
Philadelphia Soul	In Honor of Charlie DiMichelle	In Honor of Maxine Peyton Konopka	Hsiao-Ni Chen
Philadelphia Theater Company	The Ohseik Family	Edward Gasiorowski	In Honor of Alex Ullrich
Philadelphia Union	In Honor of the Staff and Volunteers who support Samantha Dumont, our granddaughter	Carol Gerace	Arkadiy Sherman
Phoenixville Foundry	Judy and Dick Fuller	Mrs. Genevieve J. Konopka	Lisa K. Shahrpas
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