

## **DISCOVERING CAMPHILL: NEW PERSPECTIVES, RESEARCH AND DEVELOPMENTS**

**ROBIN JACKSON (ED)**

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“This is a deeply impressive collection - impressive in its scope and depth, its worldwide coverage and its interdisciplinary range. But most of all what is impressive is the enduring humanity and compassionate engagement of the Camphill approach, which these authors so movingly describe, analyse and evaluate. Thoroughly recommended.”

Adrian Ward, Consultant Social Worker, Tavistock & Portman NHS Foundation Trust, London

“This is a remarkable book. Rarely does one find a program of any kind willing to open itself up to such intensive internal and external critical examination. Through the wide-ranging perspectives presented, the reader will indeed ‘discover Camphill’, and find it to be an impressive global movement in support of the integrity of persons and the wholeness of human life.”

James Anglin, Professor of Child and Youth Care, University of Victoria, Canada

“Here we find a window into a world of caring in which many of the contemporary values of child and youth care practice have been in evidence from the initial founding. To treat each person individually, to live together in a caring relationship of mutual trust, to be aware of self - all of these stand out as not only a bridge between Camphill and the outside world, but between the past and the present in the practice of caring.”

Thom Garfat, Editor of *Relational Child and Youth Care Practice Journal*

“It is the balance between a positive, promotional perspective on Camphill and a focused, critical edge which is one of the great strengths of this book. It should be welcomed as a significant contribution to the literature on residential care and therapeutic communities.”

Andrew Kendrick, Professor of Residential Child Care, Strathclyde University

“A highly recommended read, as much for critics of village communities as those with a general interest in the history and ideas surrounding people with learning disabilities.”

Simon Jarrett, *British Journal of Learning Disabilities*