

CALYX

PLEASANT RIDGE
WALDORF SCHOOL

Waldorf Education since 1980

Volume 32, Issue 3
Summer 2011



Steve Lawless and Class of 2011



PLEASANT RIDGE
WALDORF SCHOOL
431 East Court Street, Viroqua

COMING EVENTS

JULY

29-30 Dennis Klocek lectures on
"Sacred Agriculture"

AUGUST

23-25 Teacher in-service

SEPTEMBER

7 First day of school
16 Teacher in-service
30 Michaelmas Festival

OCTOBER

14 Grandparents and
Special Friends Day



Calendar of the Soul

Eighteenth week (August 4-10)

Can I expand my soul
That it unites itself
With cosmic Word received as seed?
I sense that I must find the strength
To fashion worthily my soul
As fitting raiment for the spirit.

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Pleasant Ridge Waldorf School

431 E. Court Street, Viroqua, WI 54665
info@pleasantrydrewaldorf.org
www.pleasantrydrewaldorf.org
(608) 637-7828
FEIN 39-1357578

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501(c)3 corporation supported through tuition,
gifts to the school, and fundraising events.

Pleasant Ridge Waldorf School does not discriminate
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or sexual orientation.

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SCHOOL NEWS

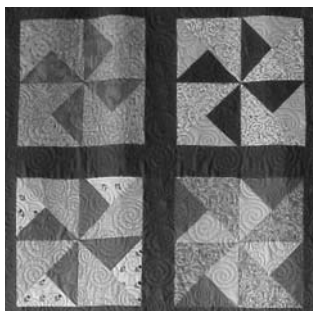
Anita Zibton

Alumni parent Anita Zibton died Friday, June 10, 2011, in her home, surrounded by family and a close circle of friends. Her son Ben attended Pleasant Ridge for many years before going to Viroqua Public Schools. Her daughter Zoe graduated with the class of 2009 and has been attending Laurel High School, a charter school in the Viroqua School District.

Anita had been dedicated supporter of Pleasant Ridge. She devoted many hours in participating on school committees and at fundraising events. When she won a quilt as a prize at the yearly raffle drawing, she commented on how good it looked in the entryway to the school, where it had been hanging, and donated it back to the school, where it still hangs today.

Anita wasn't hampered by convention; she would travel miles out of her way to do the right thing. So when she was diagnosed with cancer earlier this year, she knew that her death, too, would be an opportunity to do things differently. And so it was that she arranged to be cared for and to die at home. Following her death, friends and loved ones called during two days of visitation in her home. Her body was cremated at Oak Grove Cemetery in La Crosse. A beautiful memorial service was held Saturday, June 25, at the Zibton/Brooke farm in La Farge. Family and friends gathered round to hear stories of Anita's life.

Memorial donations can be made to Pleasant Ridge Waldorf School, Couleecap, or the Threshold Care Circle. Couleecap is a Viroqua Community Assistance Program, and Threshold Care Circle is a Viroqua-based group dedicated to helping families who are interested in the traditional folkways of a home vigil and family-directed funeral.



Painting a Brighter Future

Thank you to True Value Foundation/ Nelson Agri-Center for the paint grant we received in May. PRWS was one of only 60 applicants nationwide to receive the "Painting a Brighter Future" grant. The school received 16 gallons of paint for our outside doors and fascia. Another investment in making our school safer and more beautiful!

Craig Newcomer, retail consultant from True Value Company; Loann Frie, paint department manager at Nelson Agri-Center in Viroqua; and Cynthia Olmstead, PRWS development coordinator.



Thank you, Betsy Farrell



Betsy Farrell has taught Spanish at our school for seven years and now feels the call to focus more on her other professional endeavors. During her time at Pleasant Ridge, Betsy was a strong advocate for the Spanish program. She worked tirelessly to ensure that the program was provided for and well taken care of. In her part-time position she worked beautifully alongside the other Spanish teachers, Laura Negronida, Vicky Eiben, and Esperanza Lantro. Betsy brought a wonderful feeling of the fiesta Latina to our school through all of the activities she coordinated, including the Day of the Dead celebrations and the Cinco de Mayo presentations. You may still see Betsy in the halls since she has graciously agreed to mentor our new Spanish teacher, Kate Bergen, for which we are truly grateful. Thank you, Betsy, for all you have given to Pleasant Ridge.

Here are Betsy's thoughts on teaching, as expressed in the Faculty Directory: *I love children and creating an atmosphere for them to discover new dimensions of themselves. Through my teaching I hope to share my love for the genius, musicality and passion of the Spanish language and culture(s). I hope to cultivate ease and expertise with Spanish and to foster international citizenship and understanding.*

Changes in the Spanish (and French!) Programs

For the past year, Betsy Farrell has carried the Spanish program with the assistance of Esperanza Lantro as a guest teacher. They worked well together and the program has progressed beautifully under their guidance and care. We are grateful for all that they have given to the program and wish them well in their new endeavors.

For the coming school year, newly hired teacher Kate Bergen will assume responsibility for the Spanish program. Kate brings a wealth of experiences to her new position. She will start out part-time, teaching Spanish to classes 1 through 6. Eventually she will teach all of the grades.

In the meantime, guest teacher Philothea Bezin has been hired to teach French to grades 7 and 8. Philothea was the first class teacher at Pleasant Ridge back in 1980. Prior to that time she had taught French in other schools. We are blessed to have Kate and Philothea working with us. Please join us in welcoming Kate to our faculty and in welcoming Philothea back to our school!

CLASS OF 2011



Regarding Steve

May 27, 2011

A month ago the faculty had the opportunity to meet and get to know a young teacher, who was interested in teaching here. She had some experience, but she was looking for more, and looking perhaps for something different. In her words, she was looking for her “pedagogical identity.”

I imagine there are many here, especially teachers, who have an idea of what that means. However, if someone had said that to me when I was a kid, or a young adult, I would have stared up at them in complete befuddlement.

“Curriculum” is what we teach—the subjects a school offers, the balance of types of activities, the stories that are given to students. “Pedagogy” is the science of teaching. It describes how a subject is taught.

Every teacher, at the beginning of his/her career, has to make decisions about what kind of teacher he or she will be. And many of us keep making those decisions our whole careers long. Do I want to teach in the public school? Do I agree with the pedagogy of Maria Montessori, and want to teach in a Montessori school? Is a Waldorf school the right place for me, teaching the Waldorf curriculum, with Steiner pedagogy? Or, more specifically, will I be lax, or kind of strict? Do I want to be a lot like Mr. Ludeman, my awesome English teacher in high school? Our visitor hadn’t answered all the questions yet, and she was open to a new avenue.

I’d like to tell you a short story about “pedagogical identity,” that goes back five or six years.

Back in third grade, Steve Lawless’s class had a venture called Many Hands Farm. This grew out of the curriculum; third grade in Waldorf schools is the year of the “Living on the Earth” block, in which children consider, with head, heart, and hands, what is needed to live here: shelter, food, clothing. And this farm grew out of who Steve is and what he brought to his teaching.

Before I taught third grade I considered continuing Steve’s Many Hands Farm project. Specifically, I considered raising chickens and pigs and even goats, as his group had. But the question that existed for me, as it did for many of the parents in both his class and mine, and for many others, was whether having nine-year-olds raise chickens for slaughter was a good idea. Indeed, the children would slaughter them themselves.

I was wrestling with this question just before going to my summer training in Mancos, Colorado, and I decided to pose the question to the renowned former Waldorf teacher, and present day teacher trainer, Eugene Schwartz. I wrote him a brief email and sent it to him through the conference coordinator. It never reached him. But his assistant, an experienced class teacher, very knowledgeable about a lot of things, previewed my query and formed some very strong opinions, and she wrote me back—about five pages.

She cited Steiner, although as far as I know, Steiner never had to answer this question directly. She cited other authorities, and even some studies outside of the Waldorf movement, and all of them pointed toward one obvious conclusion, her culminating point: Raising chickens during the third grade “Living on the Earth” block, and then bringing that life cycle into intersection with our own life cycle, is DEFINITELY NOT IN THE BEST INTEREST OF THE CHILD AT THIS STAGE OF DEVELOPMENT.

A week after the course in Colorado I was back at school, organizing my third grade classroom, and still trying to decide what to do. I mentioned the question to my colleague Robert Caldwell. Robert didn’t have any fancy answers for me. He simply said, “I really respect Steve for doing that, and doing it so well. I couldn’t do it, ’cause it’s not a part of me. I think it would be really difficult if you didn’t have anything like that in your background, or if it wasn’t a direction you were really wanting to take in your life.”

That’s when it hit me: I don’t have to be Steve Lawless! And I’ve thanked the Lord for that insight, and every other one, every day since.

When Steve taught his children how to kill a chicken, he was doing what he knew how to do. From his gentleness with the birds, to the leaving of the innards for the coyotes, Steve taught reverence and gratitude and respect. Those were the main lessons. He was teaching by example, he was teaching what was in him, and he was teaching what we all needed to learn.

I have many fond memories of Steve’s years at our school. One is of seeing Leo, my son, and his fourth grade classmates rejoicing with an elderly gentleman, Hans Peterson. Steve was delivering the Waldorf curriculum, which included learning how to draw a four-strand braid. Rather than just doing this himself, or doing it in a bookish sort of way, he brought in an elder from the community, who showed the kids how to braid a four-strand rope. This lesson was delivered by Hans with an abundance of songs and good humor.

Hans passed away just weeks after the last time he visited with the class. I can’t help but think that his last days were made lighter knowing that he had twenty-one ten-year-olds who adored him, and that he had given something of value to them. This was the perfect blend of what we do in a Waldorf school, mixed in with who Steve is.

Eighth graders, graduates, you’ve watched your teacher reach across the classroom, across the town, and across the country. Remember how he cared for you.

Remember the bridge he built to the fourth grade class at Viroqua Elementary, when you all built the trail in the VFW woods.

Remember how he cared for, and helped you to care for, our elders who are living their last days in nursing homes around town.

Noah Carlson’s Graduation Speech

Wow. I’ve seen 8th graders come up here for 7 years and it seemed like I would never be up here. Now it seems like it all happened so fast. I would like to thank all of my specialty teachers whose classes have been great for all 8 years. I would like to thank my parents and sister for their support and my parents for sending me to this school and volunteering to help our class so many times. I would like to thank everyone here today and in the school community because by helping the school or sending your child here you have supported and furthered my education. But most of all, I would like to thank Steve. If even a tiny bit of what he has taught me as a teacher and as a person rubs off on me I know I’ll do great.



I would like to thank everyone here today and in the school community because by helping the school or sending your child here you have supported and furthered my education.

Remember your experiences with the Amish, and with the homeless in Chicago.

Remember how Steve brought the mayor here, Larry Fanta, to recognize the good work that you and your schoolmates did, creating another bridge to your beautiful Viroqua community.

Remember the love he has had for each of you, and for all of your former classmates.

Remember how he helped you find one another, and care for one another, in classroom situations where that is often very challenging.

Take this Waldorf education, with a healthy dose of Steve Lawless, with you wherever you go. May your reach be wide, and your hearts generous, like that of your teacher, Steve.

*Speech given at the 8th grade graduation
—Drew Shonka, 7th grade teacher and parent*

CURRICULUM

Rafting

Third grade is one of those crucial years when a class can be torn apart or drawn together. So much is happening in each individual child as they go through the “nine-year change” that they can easily forget they are part of a group.

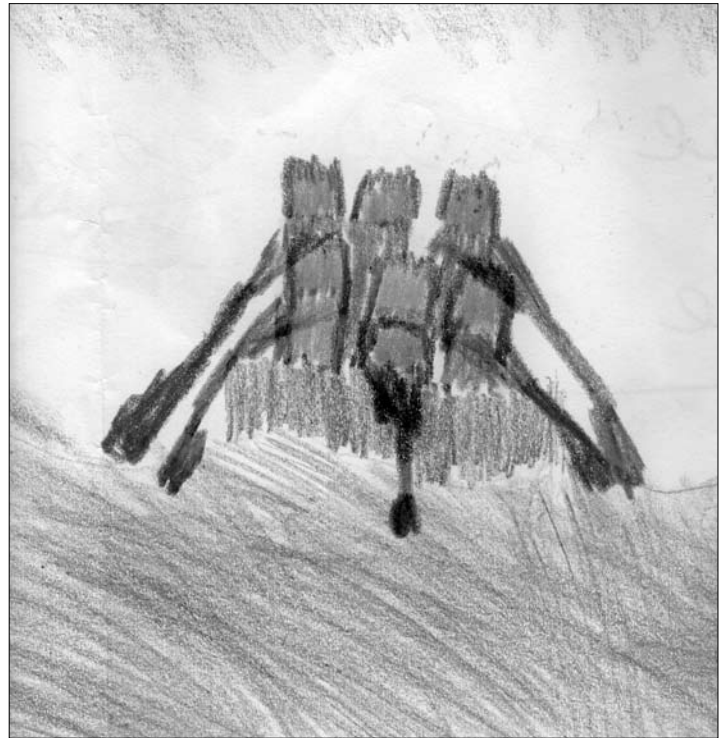
This year, in the final month of school, I wanted a positive way to remind my third-graders of their group participation. They had put on an awesome play together and I knew that they knew how to work as a team, but they needed some project, some challenge to take them there again. Last summer a teacher from Canada had shared with me pictures from his third grade class, and one project interested me very much. His third graders had worked together in small groups of four or six to build rafts which they paddled, by themselves, across a small lake. He described it as allowing them to traverse the waters of life. That metaphor lived in me strongly over the course of the year, and so naturally I thought of rafts when looking for this new challenge for my class.

I chose the closest lake around here, Sidie Hollow, as our destination for the last week of school. Originally two streams that were dammed up, it makes a fair-sized L-shaped lake. I thought at first we would camp overnight and do the raft trip in the morning, but I soon realized that the raft trip was going to be quite the adventure and it would be too much to do both. So, much to the children’s chagrin, I let go of the camping. It turned out for the best.

I called an urgent meeting of the class parents to let them know my plans and the reasons for this challenge. There was a well-spring of support, which brought many questions that helped to hone and clarify the whole process. A number of fathers were especially concerned about safety issues in floating rafts in cold water on an “iffy” May day (Wisconsin weather!), so together we took one of the rafts out onto Sidie Hollow Lake the Sunday before the scheduled launch for a “sea test.” The fathers, with a few minor alterations to the rafts’ design, gave their approval, and we were set to go.

Monday, Tuesday and Wednesday of launch week were all rainy and cold. Wednesday especially proved very stormy—thank goodness we weren’t camping! We used the time to practice paddling together and learn sea shanties.

Thursday dawned beautiful and sunny, not too hot, perhaps a bit chilly, but with glorious blue skies! All went well in the morning. We arrived at the lake and assembled the rafts by tying our donated truck inner tubes onto the two rafts we had built out of two-by-fours and plywood, then put them into the water with tow-lines attached. I divided the 13 class members up into two random groups, counting on the angels to get students where they needed to be. Everyone had a chance to try and paddle and steer the rafts; then we shared our snack and a long out-breath, catching frogs and playing in the creek. I anticipated that in the best-case scenario the students would take about twenty minutes to paddle across the lake. I hoped it wouldn’t take less than that and prove



not to be a challenge, but I thought it might take as much as forty-five minutes to an hour if they really had to fight the current. Planning accordingly, we launched the rafts at 11:45 a.m.

The first part of the trip was pleasant and exciting. They crossed over to the far side and the wind pushed them forward for a good distance to the crook of the L shape of the lake. The current was also running in the same direction. The trouble started when they made the turn. Not only did they now have to paddle against the current, but a second, stronger wind was now blowing directly in their faces. Here was the crucial moment: how would they work together? Left to their own devices, would they surmount the current, the wind, their own lack of paddling and steering skills, and all their social dramas?

Four adults were also on the water—the father of one of the girls and the mother of one of the boys were in a rowboat, and I was in a canoe with the father of another of the boys. We deliberately held back, trying to be out of earshot, so the children could have their process. We watched from afar as the struggles began.

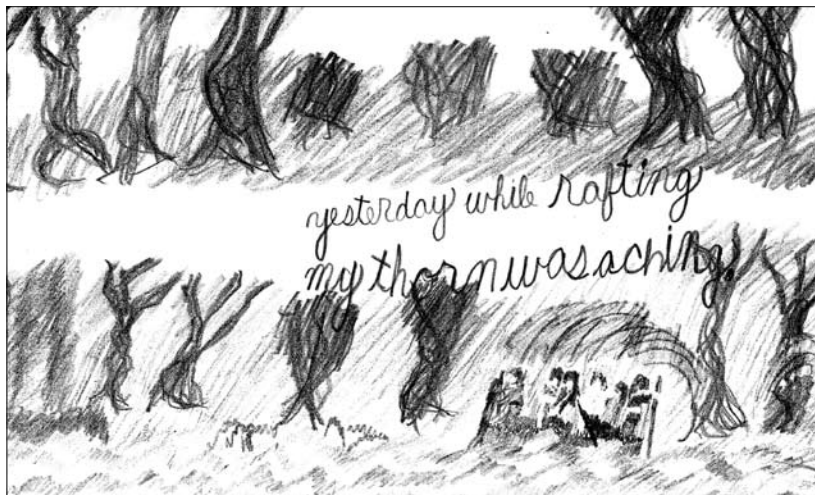
For a good half hour neither craft seemed to make much headway. In the group of seven, I saw the boy in back, who was steering the raft, take the handle of his paddle and poke another boy at the front. There was no response at first, and then suddenly a splash of water came flying back. From what I could gather later from parents listening on the shore, this seemed to have been a lighthearted moment; perhaps it broke the tension. Not long after this, the group found its stride and began to work in earnest. Two rival boys, who had been at odds for most of the semester, suddenly began to pull together. “They worked together like friends!” remarked one of their raft mates later. This raft began to make steady progress and soon pulled ahead.

In the canoe we were closer to the second raft. Initially this group had been ahead, working easily with each other. Then, as they turned into the wind, things started to get difficult. First one of their paddle blades snapped off. We had an extra paddle in the canoe so we exchanged it for their broken one. Then one of the girls started to feel seasick; she huddled in the middle of the raft, clutching her stomach.

The others redoubled their efforts to get their raft moving. One normally phlegmatic¹ boy, perhaps the most easy-going child in the class, began to yell, “We’re all going to die! We’re never going to make it! Abandon ship!” all the time with a big grin on his face, never pausing in his rowing. Next to him, a little sanguine boy chirped in his brightest tones, “Oh, no, we are fine! We’re all going to make it! I love to row!” In the front of the boat the most choleric boy in the class was yelling, “Look at those parents over there, just sitting there, watching us! Why don’t they come and row for us! What’s the matter with them!” All this intermingled with the the seasick girl’s moans of “I’m going to throw up! I really have to throw up!”

Of the last two members of the crew, the one in back was calmly and steadily steering, sometimes more effectively, sometimes less, but she worked without word or complaint. The other, a thin wisp of a girl who normally has a hard time meeting your eye without giggling and turning away, rolled up her sleeves and without a word began to row for all she was worth. She was perched next to the choleric boy in front and began to meet him stroke for stroke. Now the craft began to move at a steady pace in spite of the wind that was whipping up little white caps. It had been more than two hours since launching, but at last they pulled into the mouth of the creek, with parents, siblings, and classmates all cheering them on.

They could have jumped off the raft at any point now, but the little girl in front declared that they would bring their raft in on the other side of the bridge, the natural landing place. When the sick girl cried to be let off, the one in front turned to her fiercely and said, “It’s only three hundred meters away, you can hang in there!” And so they did.



On the last day of school I asked them to draw a picture of the raft trip and write what was the “thorn” of their day and what was the “rose.” The thorns they listed were the wind, the current, and “aching,” and the roses were mostly “the food” waiting for them at the end. However, one child wrote “getting there,” another wrote “going under the bridge,” a third wrote “getting to row,” and one wrote in great big letters across the back of his paper: “RAFTING!!!”

Who knows, in the end, what this experience will mean to these children? I like to think that “being in the same boat” may help them to appreciate all the different ways one can respond to a situation—some perhaps more helpful and some less (the threat of seasickness was a galvanizing force, for instance!), but all part of the story. Ultimately, it is the story, with its enigmatic layers of meaning, that will bear them up as they traverse the waters of life.

—Barbara Danner, Class Teacher, Grade 3

¹ Phlegmatic, sanguine, choleric, and melancholic are referred to as the Four Temperaments and are a guide to help teachers and parents understand individual children and their unique needs. More information about the temperaments can be found on our website, www.pleasantridgewaldorf.org.

ALUMNI

Graduation Time

As our 8th graders join the ranks of the alumni, we are also aware of the high school and college graduations happening for many of our alumni and former students.

We hope that all of our graduating alumni are filled with hope and excitement as they make these important transitions in their lives. We will try to contact all of these fine young people so that we can report in the next issue about their next steps. We would also be thrilled to hear from any other recent graduates, especially college graduates, about where they have been going to school and what they are doing next.

Congratulations to 2011 High School Graduates

Viroqua High School

Skyler Babb-Schaller
Ben Brooke
Gabe Chotzen
Ross Huber
Taylor Keesler
Anders Lewis
Tara Marko
Tatiana Sutherland
Sidney Westerhoff
Erin Whited-Ford

Youth Initiative High School, Viroqua, WI

Forrest Humphrey
Max McGeorge
Brenna Troy
Merla Wainscott
Brendan Heberlein
Kaegan Herndon
Emily Woody

Santa Cruz High School, Santa Cruz, CA

William Pollard

Scattergood Friends School, West

Branch, IA
Sam Caldwell

Aquinas High School, La Crosse, WI

Liam Koons

Congratulations

Cedarose Siemon ('97) and Keefe Keeley, who were married in Ferryville, Wisconsin, on Saturday, July 23.

Magdelynn Karlstad ('97) who graduated with honors from Viterbo University with a degree in English.

Amanda Wright ('99) and Cameron Polson, who were married in Burlington, Vermont, on Saturday, July 16.

Cara Drew ('00) and Chris Terrell on their upcoming August 13th wedding .

Aurora Brinsfield ('01) who graduated from the University of California at Los Angeles.

Caitlin Koons ('01) who graduated from the University of Minnesota with a graduate degree in Health Care Administration and is now doing a one year residency in Boise, ID.

Adam Cox ('02) who graduated Magna Cum Laude from Lawrence University and is on an archeological assignment in Barrow, Alaska.

Helen Beutler ('03) who graduated from Earlham College with a degree in English.

Moir Koons ('03) who graduated from the University of Wisconsin–Madison in May with a double major in Spanish and LACIS (Latin American, Caribbean and Iberian Peninsula Studies). In September she will be moving to Spain to teach English through the Auxiliares de Conversacion program through the Spanish government. She does not yet know the exact town and school of placement; however, it will be in the Madrid region. She will be there for a year or two and welcomes visitors!

Emily Colacino and Molly Heberlein ('03) who graduated from the University of Minnesota–Morris.

Nate Baumgartner ('03) who graduated from the American University in Bulgaria.

If you have news and updates about PRWS alumni, contact us at info@pleasantridgewaldorf.org so we can let everyone know!

Connections

The ALUMNI Corner

on the Why Waldorf Works website is waiting for you!

Sign up now (www.whywaldorf-works.org/alumni/index.php) and join the many Waldorf alumni, alumni parents, alumni grandparents, and alumni teachers and staff who have already signed up on this protected site for our Waldorf Community. Stay in touch with others, find the latest news on alumni from Waldorf schools, and be among the many identified as part of the Waldorf community. Also, find the many friends (over 1,000!) on our Why Waldorf Works Facebook page.

Sam Caldwell

Recent high school graduate Sam Caldwell ('07) will soon be moving to Manchester, New Hampshire, to work with elementary school children through a program called City Year. The goal of the program is to reduce high school drop-out rates by providing young adult leaders (such as Sam!) as role models and tutors for elementary and middle school students. The program started in Boston and now has outposts all over the United States. According to its website (www.city-year.org), City Year "unites young people of all backgrounds for a year of full-time service, giving them skills and opportunities to change the world." Sam is interested in going into education and he wanted to take a gap year before college. What an exciting way for him to combine both of these interests! We are looking forward to hearing about his year as it progresses.

DEVELOPMENT

Summer has arrived! Most people may think that the school closes for the summer. However, during June our teachers moved to new classrooms and finished writing reports for each of their students, which the office staff filed and mailed. Kindergarten staff continued interviews and placed children, while our custodians scrubbed and waxed all the classroom floors and painted several classrooms. The Board held its annual retreat on a beautiful Saturday and welcomed new board member Jon Dehlin. This was a time for reviewing the past year and preparing for the next. We are also still finalizing registrations for the 2011–2012 school year.

July brings some overdue repairs to the building, namely the gym ceiling, roof drains, changing the carpet in the Rosemary Kindergarten, and a new door for the Old Main Building. We are all especially excited to see the new gym ceiling which is being installed in mid-July. Thanks to some generous gifts to our new Capital Fund, we are able to do this work. We'll also have a new sign at the Old Main Building this month, thanks to a façade grant through the Viroqua Chamber Main Street organization and parent Elliot Medow's volunteer sign painting. Also, thanks to a True Value paint grant, we will be able to paint the fascia

boards around the whole building. Nearly all of this work is being accomplished through gifts and grants. Wonderful!

We thank everyone who demonstrated their passion for Waldorf education through a gift to this year's annual fund. These gifts really support our tuition adjustment program, known in other schools as tuition assistance or scholarships. The past few years of dedicated work on our adjustment process has helped to bring the school back into financial health. The Board renewed its commitment to the process of family conversations as a keystone to our ability to meet families' needs while meeting the needs of the school.

I find myself reflecting on the progress that Pleasant Ridge Waldorf School has made over the past few years. With your continued support, and with the very healthy collaborative work environment between all the groups of the school, we have been able to manage our enrollment and finances in spite of the economic downturn. Many thanks to our faculty, parents, relations, and friends. Together we paint this picture of health, vitality, and community in education. See you in the fall!

—Mary Christenson, Development Director

DONORS

Many thanks to those who have supported our school April 1 – July 14, 2011

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Eric & Sondra Snowdeal
John Synk
Christine Violet & Hilda Richey
Viroqua Food Co-op
Dodie & Gino Whitaker
David White
Frank & Arwyn Wildingway

In Memory of

Rose Marie Bonfield
Roberta Ducharme
Donald "Christie" Christenson
Steve & Mary Christenson
Dennis Coleman
Cele Wolf
Chuck Doerr
Ben Agar & Julee Caspers Agar
Florena Johnson
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Anita Lang & Alison Banner
David & Diane Banner
John Shortridge
Mary Helen Shortridge
Mary Splinter
Russ & Arlene Maxwell

Anita Zibton
Steve & Mary Christenson
Jim & Betsy Farrell
Marty Sellers & Nancy Hartje

In Honor of

The Beck Children
Terry & Jean Beck
Robert Caldwell, Jackie Kolenko
& Aaron Schmidt
Tom & Jean Westerhoff
Odin Cheesebro-Rodriguez
Linda & Clark Beier
Tom Cheesebro & Leigh Barker
Mary Christenson
Evelyn Hurwich
Annabella Dhugi
Geraldine & Raymond Jessmon
The Gullion Children
Helen & Ed Gullion
Schuyler & Cameron Hawklove
Blanche & Thane Hawkins
Emma, Harry, & Tucker Hughes
Ann Hughes
Willie King
Patricia & Rick Seyfarth
Steve Lawless
Kathleen Hofmann
Renee Lewicki
Marjorie Dick
Mentally & Physically
Challenged Individuals
William Putze & Colleen Kinsey

Barbara Peterson
Norma Herz
Sven Midelfort & Petra Ressler
Kathy Neidert
David White
PRWS Class of 2011
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Monika Sutherland
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Charlie & Arlo Townsley
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Thomas & Ellyn Walker

Miranda & Zachary Whitaker
Calvin Morris

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Capital Building Fund

Anonymous
In Honor of Mary Christenson
Richard Bock &
Valorie Schaefer
PRWS Class of 2011

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In Kind & Restricted

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Lloyd & Debbie Keesler
Kickapoo Free Press
In Memory of Charlotte Rhodes
Nancy Rhodes
Diane and Greg Splinter

SCRIP

All Creatures Animal Care
Bill Brooke Realty
Bramble Books
Bright Life Center Chiropractic
Burkes Tire & Auto Repair
Delap Tire & Service Center
DiSciaccio's Restaurant
Driftless Books & Music
Driftless Café
Driftless Fair Traders
The Flower Basket
Holistic Health Center:
Susan Barendregt, NT
Homestead Helpers
KWIK TRIP
Nelson Agri-Center
Otherwise
Paper, Scissors, Stone
Parrish Music
Quality of Life Chiropractic
Read's Creek Nursery
Rising Sun Animal Wellness Center
Rockweiler Appliance & TV
Schlicht Auto Repair
Sime Furniture
Tapestry Yoga
Tulips
Viroqua Public Market/Optimo
Viroqua Village Market



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