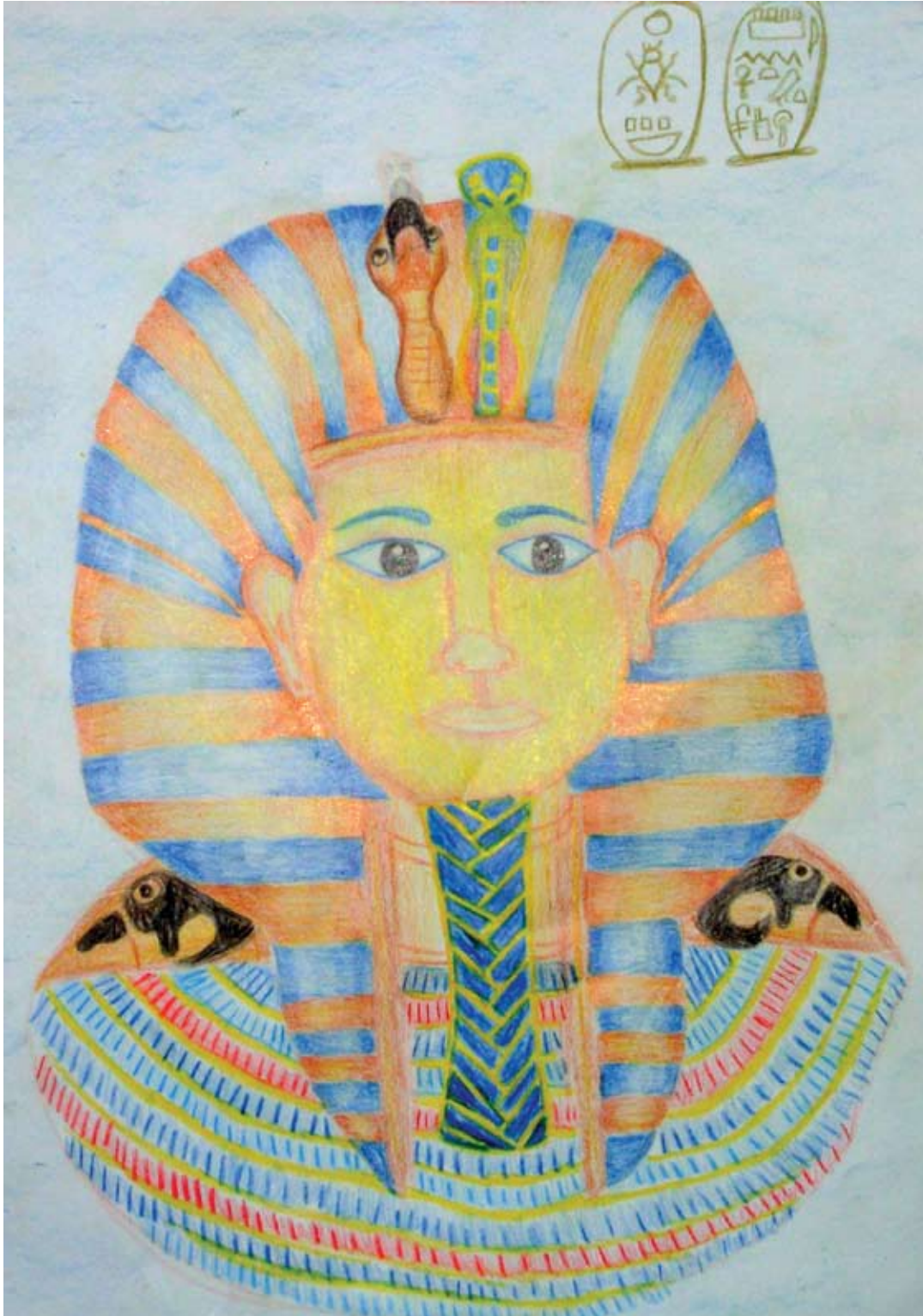


CALYX

Pleasant Ridge
Waldorf School

Waldorf Education since 1980

Volume 27, Issue 2, Spring 2006
Annual Report 2004-2005



Rose Bruce, Grade 5



Judy Fox, grade 8

To wonder at beauty
Stand Guard over Truth,
Revere what is noble,
Resolve on the good.
This leads me truly
To purpose in living,
To right in my doing,
To peace in my feeling,
To light in my thinking;
And teaches me trust
In the guidance of Good,
In all that exists
In the widths of the world
In the depths of the soul.

After Rudolf Steiner



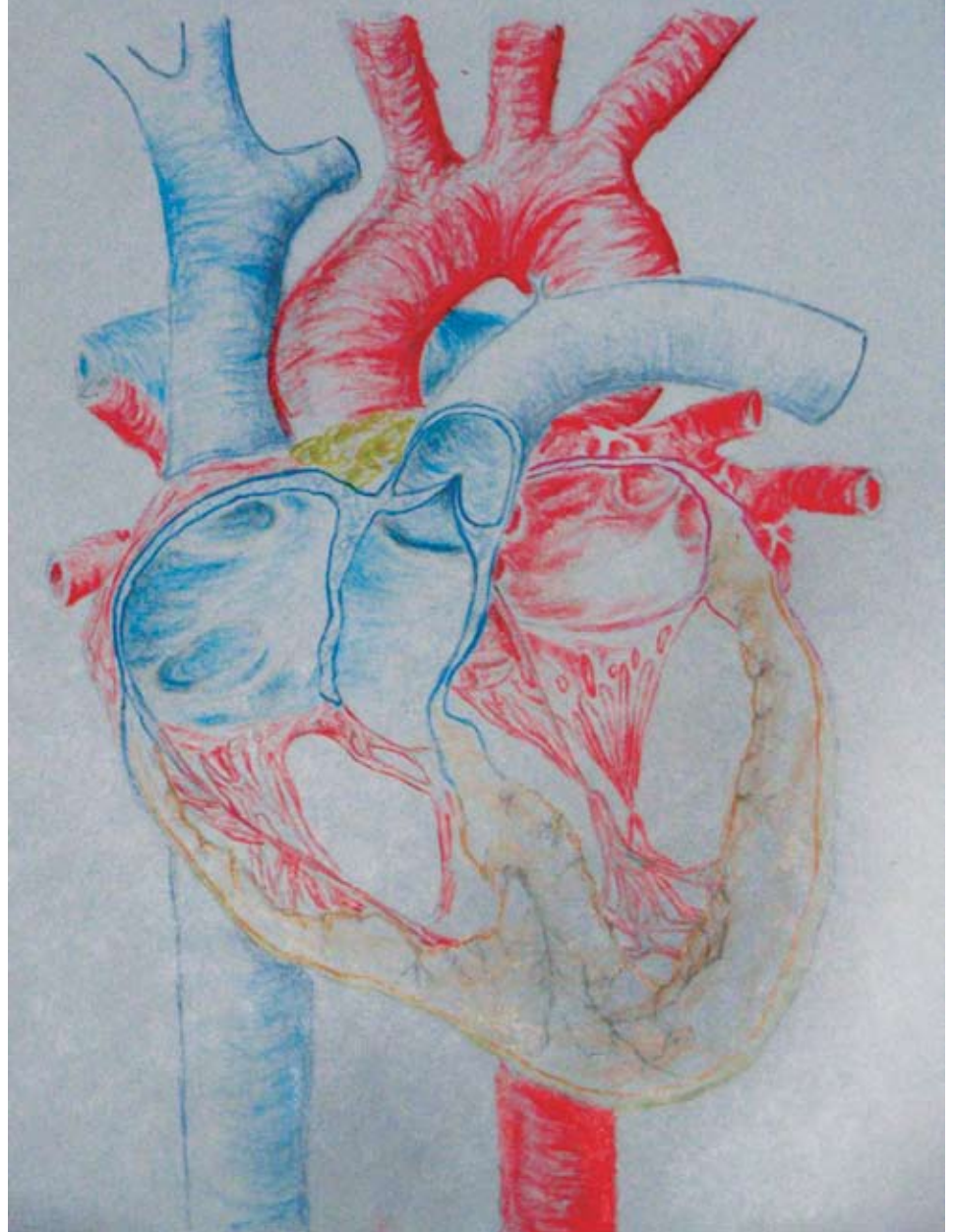
“I think that it is not exaggerated to say that no other educational system in the world gives such a central role to art as the Waldorf school movement. There is not a subject taught that does not have an artistic aspect. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing to the child as a whole. Steiner’s system of education is built on the premise that art is an integral part of human endeavor. He gives it back its true role. Anything that can be done to further his revolutionary educational ideas will be of the greatest importance.”

Dr. Konrad Oberhuber, Museum Albertina, Wein, Fogg Art Museum, New York, Professor of Fine Arts, Harvard University

ART FOR THE SAKE OF LIFE



Eamon Heberlein, grade 8



Leo Cox, grade 8



Noah Kozminski, grade 3

Today young adults need, more than ever, to be strong inwardly, intelligent and creative, to be citizens in our complicated world. These capacities must be developed to live and participate in today's society. Creative individuals, with clear imagination, compassion, moral strength and determination are necessary, for all the world's complex responsibilities. This is the goal of Waldorf education: to educate

children to become real citizens in the truest sense. Our task as teachers is to support children in becoming true human beings, that they may realize their humanity, and its requirements: academically, economically, socially and spiritually. How can we attempt to accomplish this enormous and daunting task? The answer lies in the Waldorf curriculum with its rich emphasis on art.

Waldorf methodology does not cultivate “Art for Art’s sake” but rather “Art for the sake of Life”.

*Eugene Schwartz
Waldorf Educator*

The entire Waldorf curriculum is presented to children in an artistic way. Starting the day by greeting children with a handshake and eye-to-eye contact, and ending the day with closing verses and song, teachers bring the artistic element to the classroom. Songs and graceful movement, reflecting the curriculum add to the beauty. Teachers memorize and recite poetry with the children, dramatize and act out narratives, and make inspiring blackboard drawings, paintings and models in preparation of the lessons. Rich stories are told each day to educate the children for life, and imbue every main lesson work in color, beauty and light.

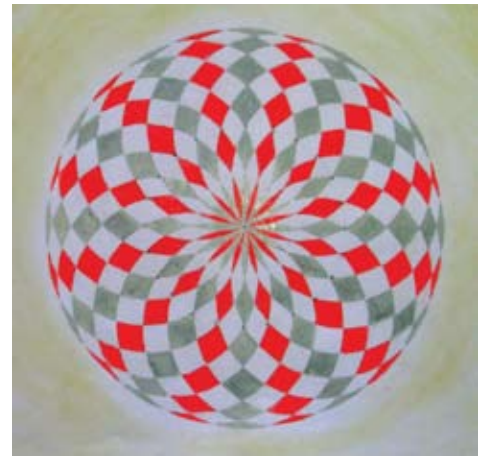
Academic subjects are also introduced through stories and verses that enhance the imagination and develop rich inner life forces. Great poetry, by great writers, helps the child to appreciate the beauty of language. Poetry is also helpful to encourage memory of other subjects taught. Poetry is used when new mathematical processes such as, adding and subtracting, are introduced, and when the difference between a noun and a verb is demonstrated. Working with suitable poetry also gives the child a deeper feeling for the life of an animal, or a cultural epoch.

Beginning in kindergarten the children are surrounded by a beautiful artistic environment, and painting is explored as colors imbued with personality. The artwork progresses through the middle years into high school, where students study art history, and its role in the development of civilization. The young adults in high school work with the skills they acquired in the earlier grades. The foundation has been laid in steps for developments to come. The arts, and the academic and social realm all have a firm footing. Knitting and form drawing throughout the grades, for example, helps children to think with greater flexibility when they work with algebra, or need creative solutions to complicated ideas and challenges they face.

Art connects the students’ ability to think, and to do, by creating beauty. These two realms are connected through the feeling of wonder, about their work, and longing to capture the beauty that they see and feel. Modeling or drawing an animal, they must think of proportions and size at the same time as they are challenged to model or draw the animal. Bringing a balance between their thinking and doing, they reveal the beauty of soul, of the animal they sense. This prepares students for the highest art: the social art of understanding, listening, meeting and serving each other, and the world, in a true, practical way—in reverence.

Permeating the entire school day with the arts, we as teachers nourish and educate the soul of each child. Enthusiasm and love of learning is kindled, and allow a connection to the creative impulses. Appreciation for beauty and love of the truth, are awakened, as is the creative imagination. This love of truth encourages the children to develop moral strength, compassion and confidence; capacities desperately needed to live as respected, honest, responsible citizens in our world today.

*Anne-Marie Fryer
Class and Kindergarten Teacher*



Shane Kouba, grade 6



Miko Shonka, grade 3



Nora Anders, grade 6

ART SPECIALTIES



EURYTHMY

Remember what it was like to be a child. Think of a time when you lost yourself in play, when your imagination was so strong that all sense of place and time disappeared. The bedroom became a dark forest and a fire-breathing dragon came thundering out of its lair. Were we really ‘pretending’ to be a stone, or did we actually ‘become’ a stone? In that moment the body and mind were absolutely united and immersed in the quality of ‘stone-ness’ as we rolled ourselves up into a ball: dense, motionless and quiet as if in a deep sleep.

In eurythmy we reawaken these creative forces of the imagination to regain the ability to ‘play’ at another level. We explore the qualities of earth or water, the flow of high and low notes, the polarities of straight line and curve, so that we have a real meeting with each of them. We let them teach us where those qualities lie within ourselves, and how we can become them.

Eurythmy is an art of movement that engages the whole human being. It is not dance movement; it is a vocabulary of movement like the alphabet we have in language. It is an art of visible speech. The language is there. It comes from deep roots in body formation, breathing and feeling. Eurythmy is usually performed to spoken poetry. There is also “tone eurythmy,” which is a visible music. Drawings of eurythmy forms are curved, sweeping and intricate, with sudden changes of direction. Group works are like Celtic designs—intricate interweaving forms.

When the original Waldorf School was founded, Rudolph Steiner included eurythmy among the core subjects from the beginning. In the schools, eurythmy is basic to the curriculum. Practicing eurythmy helps children to become graceful in their movements, coordinated, alert and more at ease with themselves. Copper rods are used in exercises which help to develop a sense of space around the body. These exercises are designed enabling the children to gain inner confidence through centering them-

selves in their equilibrium. Some exercises involve throwing and catching rods causing an awakening effect which strengthens children’s courage. Coordination exercises are mastered and left-hand and right-hand dexterity is developed.

Through learning the gestures, sounds and musical tones in eurythmy children form an inner connection to the qualities inherent in language and music. Children move to verses they have learned, feeling the sounds form their movements in space. The artistic work done through the choreography of poetry, prose text, narrative and instrumental music helps the children come to know a story, poem or shape through their body and into their bones. Working with geometrical forms provides children with a physical experience of form itself. It also helps them to cultivate an inner sense of orientation. They move in geometric spirals and figure eights, coming to an understanding of each shape physically.

When working in groups children have to concentrate on their own movement, while at the same time sensing the movements of the group. Becoming coordinated with others requires a willingness to allow others to have their own space. The children learn the social art of moving in groups without bumping into each other!

Pleasant Ridge Waldorf School was founded over twenty-five years ago, and eurythmy has been a part of the curriculum for most of those years. Many distinguished, respected and renowned eurythmists have played a part in the development of eurythmy here. Marianne Schneider, from the Minnesota Waldorf School, was the first guest eurythmy teacher, teaching weeklong sessions, two or three times a year, in the late eighties. She began mentoring Julee Caspers Agar in 1988. A year later the school hired Mary Ruud, an eurythmist living in Madison. Mary taught eurythmy and handwork two days per week, and became Julee’s mentor, creating a unique program blending folk dance and eurythmy. Two years later Mary

[continued on page 6]

STRINGS

Eleven fifth graders sat before their cellos, raised their bows in unison, and began to play an old folk song in two part harmony. To their teacher Monika Sutherland, it was a simple thing. A song she has prepared children to perform many times, a good place to start. Parents watching from the bleachers during this Friday assembly found it “moving,” “beautiful,” “inspiring.” The children felt what it means to be attuned to one another: creating what Monika calls- a “musical experience.”

One week later Monika and her sister, Kristina Gullion, presented the sixth grade class on cellos and violins, with Wyatt Sutherland accompanying on the cello. Again, it was a simple folk song, but the effect was astonishing and unexpected. It was difficult to find a dry eye among the audience. Their standing ovation said it all. Parental pride, respect for the accomplished musicians, and gratitude for the powerful music being brought to their children. Parent and singer/songwriter Ariane Lydon exclaimed, “That was magic, sheer magic... the most moving musical program I have ever experienced in this school.”

Monika and Wyatt Sutherland moved to Viroqua last summer, leaving a full and varied life in Chicago. Though Kristina and Tom Gullion had cajoled them for some time, it was not only family connection that brought them here. Wyatt longed for space, and the everyday, forty-five minute commute to Four Winds Waldorf School had (left) Monika feeling depleted. A greater sense of community, and a Waldorf education for their four children is what they longed for. Wyatt is currently building their house on a nearby ridge, his inner expanse mirrored by the hills and sky that surround him. The children are thriving at school and Monika appears to bloom gracefully wherever she’s planted. Give her a group of students, and some stringed instruments and she knows just what to do.

Monika creates a musical alchemy, a blending of elements that transform into

the “gold” experienced at recent assemblies. Her deep love of music, years of refined skill, joy in working with children, and ability to listen and hear on many levels, combine with an intuitive grasp of group energy and the ability to mold it. This molding process, Monika cannot quite explain, she shrugs her shoulders and defers to the ineffable. “It’s a mystery.” Yet under her guidance, the children are lifted, bit by bit, towards that moment when something “clicks” within them, when everything sounds different and is different. Hence: the “musical moment.”

During the five years that Monika taught strings and orchestra to upper grades at Four Winds, her goal was not to create musicians, but rather, to help children have a musical experience. Ironically, in a relatively short span of time, the children began to experience themselves as musicians. “The sound they created was beautiful, and they felt so proud,” she said.

With Kristina teaching upper strings, and Monika teaching combined orchestra and lower strings; fourth, fifth and sixth grade students at Pleasant Ridge will be studying with two very fine and learned musicians. Monika says, “It’s not just about the skills. When the children play ‘together,’ the sum of what they create musically as a group, is greater than the individual parts. When they feel in sync with each other, you can see it in their eyes. You can feel the music comes alive in them and they get very excited. Music is different than art on the wall. It is not fixed, but rather something that happens in the moment. It can happen at any moment, at any level. The key is having someone to guide the experience.”

It is hard to imagine that Pleasant Ridge could have found a better or more qualified person to guide the experience. Monika began playing cello when she was eleven years old growing up in Oak Park, Illinois. By eighth grade she knew that music would be her life’s work. Studying cello intently throughout high school, Monika went on to achieve a Bachelor degree in Cello Performance from the prestigious



[continued on page 6]

EURYTHMY, cont'd from page 4

moved on to the Urban Waldorf School in Milwaukee, but continued mentoring, as Julee continued to teach. During that time, the school invited the charismatic, Brigita Baldsun of Detroit, for a week each year to work with Julee and classes, as well as, perform for the community. In the spring of 1993 and 1994, Ada Klein, an acclaimed eurythmist from the Netherlands, spent weeks working with Julee and the students, while her artist husband, Leo Klein, mentored teachers. In this way the school envisioned its commitment to developing a eurythmy program. Julee graciously carried the seed during these “bridge years” until a committed eurythmy teacher came to stay.

That eurythmy teacher was Diane Mamroe (our current administrator) who began to establish our eurythmy program in 1995 while working as the school’s bookkeeper. Eurythmy was budgeted as a full-time position for the first time, in 2003. Currently, the eurythmy program is held by three eurythmists: Annette Conlon, Carole Hanlein, and myself—Sarah Kamin. Annette also works therapeutically with individual children as the school’s curative eurythmist.

Our working together has been very fruitful. At this year’s Festival of Lights, three different eurythmy pieces were performed – one including seven faculty members in full costume. Annette and I have been co-teaching a Wednesday morning adult eurythmy class, offered on a drop-in basis to anyone with interest. The focus of this class has been the eurythmy curriculum through the grades. Attendance and interest has been very high.

Over the years, I have seen that a successful eurythmy program is a collaborative effort. Paramount to its success is an understanding and appreciation for eurythmy among teachers and the parent body of a school. I extend many thanks to everyone for their continuing support of the eurythmy program at Pleasant Ridge Waldorf School.

Sarah Kamin, Eurythmy teacher

STRINGS, cont'd from page 5

Indiana University School of Music, and then earned a Master of Music degree from Northwestern University. She spent many years working as a professional musician, and teaching privately. It was while teaching at Four Winds that Monika discovered her deep love of working with children, especially in a school setting. “I enjoyed it more than working with professional musicians,” she said. “There was something so real and natural working with the children. I loved being able to evoke music from them. They did it in spite of themselves.”

Monika’s enthusiasm for teaching children, combined with her appreciation for the Waldorf curriculum, inspired her to enroll in a part-time residency course at Sunbridge College in Spring Valley, New York. At the end of three years, she will be fully certified as a Waldorf teacher with an emphasis in music. “One thing I love about the Waldorf approach,” she said, “is that music is an integral part of the curriculum. I grew up with a mother who fought to keep the music programs alive in our schools. Music was always considered fluff, dispensable, when the budget got tight. In Waldorf schools, music is valued as an important part of the whole educational experience. My studies at Sunbridge will deepen my knowledge of the Waldorf curriculum and anthroposophy and will help me to seamlessly integrate the children’s musical instruction with their main lesson work.” Though the course does not begin until July, Monika is not one to sit on her thumbs. Already, she has her nose to the ground, sniffing out ways to dovetail her program with what the children are learning in the classroom. “I want to work with the teachers to support, through music, a holistic education for the students.”

When Monika walks into a classroom, she is poised with purpose, ready with goals that surpass the time she has to fill them. She also knows that the creative stream flows more freely when it is not confined by rigid expectations. It comes in through the cracks, stirs up its magic, turns obstacles into opportunities, and can turn the ‘best-laid-plan’ on its head. “I like to

be flexible” she said, “to observe and let things evolve as they will. Every class is different. While I have plans and goals for each lesson, I’m constantly adapting to what presents itself in the moment.” Her expertise does a sort of dance with her intuition; at times all her knowledge and experience step aside to allow the ‘unknowable,’ the ‘untrainable’ to do its thing. The process is imbued with a sense of anticipation, as she guides her students towards a powerful musical experience without knowing exactly what shape it will take. This much she knows: there will be gems along the way, discoveries and moments of expansion, not only for herself, but for the children. And for anyone else who happens to be along for the ride when the “musical moment” occurs.

We at Pleasant Ridge are so grateful to Monika and Kristina who have volunteered their time and efforts this year to expand the music program. Donations of any amount are always welcome to support this program and instruments are also needed. We hope to be able to have a string bass sometime.



Forrest Humphrey, grade 7



Sidney Westerhoff, grade 7

ANNUAL REPORT 2004-2005

Dear

You have probably heard the comment, "Wow, that is life imitating art!" It is one of those phrases that should cause us to pause and think. So what art is my life imitating?

"Art" can be thought of as an academic word. However, our perception of truth and beauty, or, art, is at the center of everything we do. We make hundreds of decisions each day. The work we accomplish, and how we approach it. The words, colors, and shapes we choose, and opinions we voice, all reflect this perception. What we wear, how we travel, where and what we eat. How we spend our money. To what cause we give our time and our money.

The Waldorf curriculum and philosophy puts art at the center of children's education because that is where it belongs. For our children to live a rich and good life, they need to know what rich and good are. Rich and good are defined artistically. If a child is shown the beauty in the simple shape, color, and texture of a stone or block of wood, one day there will be a beautiful building. If a child "hears" the old Nordic and Greek stories of heroism, and choosing good, over evil, one day there will be a strong beautiful adult. If children "learn" to harmonize when they sing, and to work together as a cast to act out an important story, someday there will be a beautiful community.

We shape the future by how we educate our children.

My daughter Julia spent eight years at Pleasant Ridge developing an understanding of art and Spanish. She recently graduated from St Francis Xavier College, and is traveling in South America on her way to accept a teaching position at a Waldorf school in Argentina. The following is a paragraph from a letter dated February 27, 2006:

"My time in Oruro (Bolivia) was dream-like. From 6 pm to 4 am the 6 km parade of traditional dance performed by children, old

women, and striking Latino men alike was as rich a cultural display as one could ever begin to conjure up. The power of their dedication and imagination and commitment to celebrating who they have been in new and creative ways was deeply inspirational and somewhere amid being plastered with water balloons my belief in the power of art and theater as a mode of communication was once again justified."

We communicate who we are, every day, by the choices we make. I encourage you to choose life. I encourage you to choose Waldorf education. And I encourage you to make a statement about art in your life by making a financial contribution to the Waldorf School in your community. I look forward to seeing you in the halls of our school.

Thank you.

Vince Hundt
President of the Board

This annual report marks the completion of the twenty-fifth year of PRWS. For twenty-five years we have been working to send out educated and enlightened children into the world. Each year we have pulled together the funding. In our quest to continue to serve for the next twenty-five years, we have established an endowment fund and received gifts and pledges of \$100,000 this year; one day soon we hope it is one million dollars. And then, hopefully, five million. A gift to the endowment fund assures you that your generosity will live on in the smiles, laughter, and aspirations of children for decades to come.



Kaegan Herndon, grade 7

Highlights of 2004-2005

- ➔ Launched our first Land Raffle fund raiser.
- ➔ Daniel Arnold retired from the Finance Committee after 25 years of continuous involvement with PRWS as a volunteer. Thank you, Daniel!
- ➔ Completed a DVD documenting our history.
- ➔ Received our first multi-year pledges for the Endowment.
- ➔ 25th Anniversary with an alumni reunion in December.
- ➔ 25th Anniversary dinner in April.
- ➔ Our first bequest gift came from Margaret Warner.
- ➔ Created a sliding scale funding system.
- ➔ Expanded our Development staff and office.
- ➔ Chris Cox & Darrell Anders saved the school several thousand dollars and resolved a drainage crisis by volunteering on our "Big Dig"



Olivia McHenry, grade 8

DONORS

Annual Gifts

Anonymous (5)
 Philip & Kathleen Aaker
 Ben & Julee Agar
 Robert & Dorothy Arnold
 David & Diane Banner
 Terry & Jean Beck
 Linda & Clark Beier
 Lars Bergan
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 Richard Bock & Valorie Schaefer
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 Dick Cain & Anne Erickson
 Sarah Caldwell
 Mary Lynn & Burley Channer
 Steve & Mary Christenson
 John & Annette Conlon
 Bruce & Judy Cox
 Jon & Lori Dehlin
 Thomas & Doris Dolan
 DuWayne & Betty Dougherty
 Roberta Ducharme
 Galen & Jayne Eiben
 Noah Engel
 Mrs. Roland Felix
 Diana & Larry Forkash
 Ed & Deane Frank
 George Franklin
 Wil & Anne-Marie Fryer
 Bill Gessner
 Mrs. Marion Giesseman
 Richard Grams
 Paul & Paula Grenier
 Gordon & Mary Hamilton
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 Rosanne Haugland
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 Norma Herz
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 Cynthia Olmstead & Hans Verick
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 Linda Pritzker
 PRWS Class of 2005
 Kreigh & Jan Rasikas
 Bonnie & Jack Rath
 Read's Creek Nursery
 Anna Reser
 Lara Roberts & Ken Carlson
 Joan & Charles Rodriguez
 Kristi Schaller
 Jaes Seis
 George & Goldie Shaw
 Heather Sherwin
 Susan & Michael Siebenmorgen
 Marilyn Stiles
 Molly Symons
 John Symons
 John & Mary Ann Synk
 John & Anne Tedeschi
 Mark & Colleen Troy
 Stephen Walker & Beth Walker Stephenson
 Thomas & Ellyn Walker
 Tom & Danielle Weston
 David White
 Marigene & Norman Wiltrout
 John Zehrer
 Ruth & Richard Zinniker

Thank you to all parents, alumni, relatives, faculty, and friends for making so much possible through your gifts to the Pleasant Ridge Waldorf School. Your generosity enables our school to move forward with strength and security.

Gifts listed in this report were received during the period July 1, 2004 through June 30, 2005. We have tried to recognize all those who have contributed and apologize if we have omitted or misspelled any names. Please advise us of any errors so that we may correct our records at mary@pleasantridgewaldorf.org or 608-637-8504.

Memorial/Honorary Gifts

In Honor of The Balkowitsch Family
 Neal Balkowitsch & Donald Nelson

In Memory of Dora Barnard &
 In Honor of Joselyn & Madelyn Wiltrout
 Clarissa & Alf Bertling
 Alberta Endres
 Ronald & Luan Fredrickson
 Gary Monson
 Paul & Laura Schmidt
 James & Lonnie Vance
 Linda Volden
 Margene & Norman Wiltrout

In Honor of Maris & Raina Bock
 Bill and Mary Anne Schaefer

In Honor of Mattejah Broser
 Valdene Hodapp

In Honor of Scott Champion & Sarah Mayer
 Robert & Laura Eng

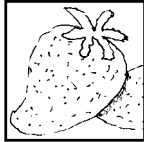
In Memory of Lillian Dagstad
 George & Goldie Shaw

In Honor of Dallis Elliot
 John & Marilyn Elliott

In Honor of Grace Hallberg-Cain
 Herman & Evelyn Hallberg

Pleasant
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- In Honor of Elijah Kolenko
Steve & Barbara Kolenko
- In Memory of Michael Kouba
Jane Kouba
- In Memory of Jean Hagerty
Gerald Hagerty
- In Memory of Elizabeth Haugland Lawrence
John & Marilyn Elliott
- In Honor of Maureen Karlstad
John & Mary Ann Synk
- In Memory of Barb McCabe
M. Kate Barnhart & William Knox
- In Honor of Barbara von Nostitz Peterson
M. Kate Barnhart & William Knox
Marjorie Dick
Susan & John Gesslein
Norma Herz
Carol Siyahi Hicks
Sven Midelfort & Petra Ressler
- The School's Guardian Angels
Patricia Seyfarth
- In Memory of Agnes Schroeder
Lois Heck
- In Honor of The Sherwin Family
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Chris & Toddie Getman
- In Memory of W. Margaret Warner
Warner Estate
- In Honor of Freya & Rowan Hemingway
& Rosy Wildhack
Elizabeth Wildhack
- In Honor of John Zehrer/Star Valley Flowers
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Barbara Peterson's Childrens Fund

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- Christine & John Harrington
- Norma Herz
- Vincent & Dawn Hundt
- Barbara & Marvin McNeal
- Sven Midelfort & Petra Ressler
- Dr. Robert & Janet Starr

Endowment

- Steven Adams & Marcia Halligan
- Sharon Dwyer
- Bill Neil & Pam Marshall-Neil

Foundations/Corporations/Grants

- Dollar General Corporation
- The Mr. Holland's Opus Foundation
- Kwik Trip Corporation
- PAXAM Foundation
- Mid-States Shared Gifting Group
of the Rudolf Steiner Foundation
- Paul E. Stry Foundation
- Target
- U.P.S. Foundation (Matching)
- Wal-Mart
- We the People Freedom Bookshelf
- WI Focus on Energy
- Xcel Energy

In-Kind

- Philip & Kathleen Aaker
- David & Diane Banner
- Bright Ideas
- Bill Brooke/Bill Brooke Realty
- Scott Champion & Sarah Mayer
- Dairyland Printing
- Frog's Leap Winery
- Vincent & Dawn Hundt
- Larry Jansen
- Magic Cabin Dolls
- Diane & Kurt Mamroe
- Organic Valley
- Paper Scissors Stone

- People's Food Cooperative
- Judy Varney
- Viroqua Food Cooperative
- Viroqua Realty
- Rebecca Wainscott (Sacred Landscape)
- Dave Whited-Ford (ePublish)
- John Zehrer/Star Valley Flowers

Scrip Vendors

- Art Vision
- Avalanche Looms
- Bella Luna Pizzeria
- Bramble Books
- Burkes Tire & Auto Repair
- Common Ground Café
- Dahl Pharmacy
- Discascio's Restaurant
- Dolls & Chicks
- Driftless Cafe
- The Flower Basket
- Green Man Music
- Jewelry by Anacker
- Kwik Trip
- Nelson Agricenter
- Paper Scissors Stone
- Quality of Life Chiropractic
- Rainbow Oasis
- Read's Creek Nursery
- Schlicht Auto Repair
- Viroqua Village Market

Financial Review

	2004-05	2003-04
Revenue		
Pledged Tuition and Fees	\$499,408	461,372
Hot Lunch Program	29,877	30,213
Contributions*	232,793	116,323
Fundraising Events	99,920	46,923
School Store	3,969	3,375
Other	3,163	4,546
Total*	\$869,130	\$662,752
Expenses		
Educational faculty Salaries & Aides	470,290	429,488
Classroom Instructional Costs	16,454	18,188
Administrative & Development Salaries	123,008	96,702
Administrative Expenses	17,753	14,406
Development Expenses	9,450	5,121
School Store Expenses & COS	1,671	5,710
Building & Capital Expenses	81,885	65,831
Hot Lunch Program Salaries & Expenses	24,974	28,555
Professional Fees/Misc	17,147	15,827
Total	\$798,692	\$696,564

*Per audit financials, this total includes multi-year pledges to Endowment and Barbara Peterson Childrens Scholarship Fund.



Sam Caldwell, grade 7

COMMUNITY ORGANIZATIONS & ACTIVITIES

If you are interested in the work of Pleasant Ridge Waldorf School, you may want to know about these organizations. Who could have guessed that in 1980 as PRWS began, that so many people would gather here to take up the ideas of Rudolf Steiner in these various arenas.

Youth Initiative High School

The Youth Initiative High School was founded in 1996, providing Waldorf-inspired education for grades 9-12. Our school environment encourages students to become free, independent thinkers, and active, responsible, empowered participants in society. The Youth Initiative High School is a member of the Association of Waldorf Schools of North America. It is registered with the Wisconsin Department of Public Instruction and maintains a private educational program that meets all criteria under s. 118.165(1) of the Wisconsin Statutes Pertaining to Private Schools. Graduates of the Youth Initiative High School receive a high school diploma, and are well prepared for college or university. For information about YIHS alumni, and colleges attended by YIHS graduates, see our website at: www.yihs.net. The YIHS is located in the Landmark Center, 500 East Jefferson Street, Viroqua, Wisconsin.

Sophia Institute

The Sophia Institute offers Waldorf Teacher Training and adult education courses inspired by Anthroposophy and Waldorf Education. Courses are offered in Viroqua and La Crosse. Our faculty includes teachers from Pleasant Ridge Waldorf School (Viroqua), Three Rivers School (La Crosse) and the Youth Initiative High School (Viroqua). For registration forms or additional information please log on to www.sophiainstitute.us or contact Conrad Rehbach at (608) 637-6445 or email sauerkraut@mwt.net.

Waldorf-Inspired Morning Glory Parent-Toddler Program

Pleasant Ridge Waldorf School, Fridays: 9:30-11:00 a.m., cost: \$40.00 or \$10 each day, serving infants to three and a half years. Call the school at (608) 637-7828 for dates and registration. Activities are facilitated by parents and teachers Sarah Caldwell and Heidi Burke. We share meaningful work, songs, lap puppet show, snack, circle time and discussions.

Waldorf-Inspired Child Care

Chrysalis Child Care is a Waldorf-inspired licensed family child care center operated by former PRWS class teacher Marjorie Rehbach. Marjorie is licensed to care for up to eight children from 6 months to 6 years. Marjorie is currently operating on Tuesday, Wednesday or Thursday. For additional information contact Marjorie at (608) 637-3913. Chrysalis Child Care is located at 308 S. Lincoln in Viroqua.

Ocooch Kinderhaus is a home based Waldorf-inspired licensed preschool operated by Sorel Haruf Arnold, a Waldorf trained teacher who formerly taught at PRWS. Sorel accepts children from two and a half to five years old. Kinderhaus is open Monday through Thursday, located in Viroqua. Call for availability at (608) 637-6857.

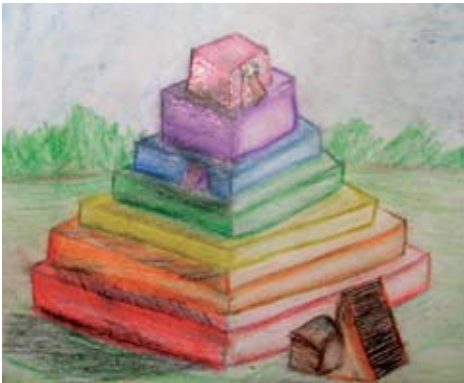
The Driftless Folk School

The mission of Driftless Folk School is: to support healthy, sustainable communities, and to make the knowledge and skills present here, accessible to people in the Driftless Region and beyond.

Summer 2006 courses will be offered in homesteading skills, sustainable living, natural history and art. They will take place on Saturdays in several locations in the Viroqua area, beginning in June 2006. Child care and children's activities will be available during classes, at the farm of PRWS teachers Adrienne and Robert Caldwell, and includes a home cooked organic lunch with course fee. Please contact Jacob Hundt at (608) 637-6764 or jacob@yihs.net.

Biodynamic Growers Group

The Viroqua Biodynamic Group is a diverse group of farmers, gardeners and food lovers who gather to foster the growth of biodynamic agriculture in our region. We meet in spring and fall to make biodynamic preparations which we spread into the community, on our lands, and to the larger region beyond. We study, share potlucks, and strive to create a social support system for each other. In January we held the fourth annual North Central Region Biodynamic Group gathering in Viroqua, connecting folks from the upper Midwest region to network and learn together. Anyone interested in attending our gatherings or learning more about biodynamic agriculture in our community may contact Brian Wickert at (608) 637-8890 or bwickert@frontiernet.net.



Gracie Hallberg-Cain, grade 5



Dallis Elliott, grade 4

CHILDREN'S SUMMER CAMPS

Threshold Group— Transitions in Death & Dying

The Threshold Group began meeting in January 2006 and is in the process of identifying their mission. At this point, we see ourselves at the center of a network to support individuals and families who are facing the death of a loved one, as well as after death care and vigils. Areas currently being researched include: caring for the dead at home; cemeteries & crematoriums: costs and rules; the Vigil and its purpose in various spiritual traditions; sudden or unexpected death. To be put on the group email list, contact Charlene Elderkin at (608) 624-5819 or intheight@mwt.net.

The Friends of Anthroposophy Group

The Friends of Anthroposophy Group sponsors anthroposophical events in Viroqua for parents, faculty and community members interested in the philosophy of Rudolf Steiner. Last fall they hosted a performance of Goethe's "The Green Snake And The Beautiful Lily" by Glen Williamson and Laurie Portocarrero. In March people from many states attended the sixth Midwest Anthroposophy Conference with James Ulness and Richard Kotlars. Weekly study groups, monthly organizational meetings, and seasonal festival celebrations are open to all. A small group studying The Cycle of the Year as a Path of Initiation by Sergei Prokofieff, meets Tuesdays at 7 p.m. at 308 S. Lincoln Avenue, Viroqua, WI. To receive e-mails of upcoming activities, contact Deborah Baer at djbaer@mchsi.com or Sheila Andersen at (608) 637-3546 or sheila@leadingedgereview.com.

For years people have wished for summer camps that honor the Waldorf tradition. We are happy that three of our teachers are organizing these enriching opportunities.

Camp Wihinapa Day camp on the farm with Adrienne Caldwell (608) 606-2318

Some activities include: mud oven building and baking, clay play, pottery and tile making, simple dyeing, spinning, and weaving of wool, wet and dry felting, painting, paper making, rug crocheting, gardening, gourd crafting, and copper relief work and wood burning for older ones. The day breathes in and out with cooperative games, creek stomping, hay wagon rides, visiting the animals, singing, and sand/water play for the younger ones. We have fun! Camp dates from July 10 to August 10, \$135/week.

YellowCello Summer Music Camp with Monika Sutherland monika@yellowcello.com (608) 629-6565

The children will work with professional musicians sharpening their skills in technique class, small group sectionals, and come together each day for the full orchestral experience. Violin, viola, cello and bass for 4th graders (fall 2006) and above. On the last day of the camp, the young musicians will present a concert at 12:00, open to the entire community. June 12-16, \$60/week.


Summer Circus Camp with David Kennedy (608) 637-6658

Some activities include: juggling, poi, diabolo, unicycling, hoop, stilts, and much more! A two-week circus day camp in Viroqua for children ages 9-15, June 19 thru June 30, Monday through Friday from 9 am to 3:30 pm. Final performance Friday, June 30th. Enrollment limited, \$320 for the two weeks.

Fourth Grade Play
Thor's Three Trials
by Eugene Schwartz
& Maureen Karlstad →



eBay sellers can now donate to PRWS

We've joined MissionFish. This organization assists nonprofits in receiving donations from eBay sellers through eBay's Giving Works program. If you sell items on eBay, you may donate a portion of your profit to school (10%-100%). When you give 100%, eBay donates your insertion and final value fees to school, too! To donate a portion of your eBay profits to school, choose Pleasant Ridge Waldorf School under Donate percentage of sale in the Pictures and Item Details page when you add your item for sale. You must register as a seller on MissionFish (this is free). This icon  sets your eBay Giving Works item apart on eBay as an authentic charity item. The giving bar tells buyers how much you're giving away. Your listing shows up in the category you pick, on eBay Giving Works, and on the school's MissionFish page. Just like three categories for the price of one! Sellers report 20-40% higher sale prices for the same item when selling it with eBay Giving Works. Donations made from an eBay Giving Works listing are tax deductible. MissionFish collects your donation, delivers it to school and provides a tax receipt. Please contact Cynthia in the Development office if you have any questions at 637-8504 or cynthia@pleasantrywaldorf.org.



DEVELOPMENT

We hope that you have found this issue of the Calyx as inspiring and uplifting as we have felt in producing it. This is one way we continue to communicate to you how your gifts to Pleasant Ridge Waldorf School are being used and how they are making a difference. In short, **how YOU are making a difference.**

We strive for each issue to give people glimpses into the special characteristics of Waldorf education as well as to showcase what makes Pleasant Ridge unique. We attempt to provide many beautiful, joyful moments for the children and this issue demonstrates the central role of the arts in being able to meet that goal. In Waldorf education the arts are not "extra." As daily news reports school violence, dropout rates, testing stress, or, the importance of developing emotional intelligence, the mind-body connection in education, the positive impact of parent involvement, remember that Waldorf education is part of the solution.

We feel that strengthening this school and bringing what we do to public awareness can help school teachers and parents everywhere to hold a strong voice for the importance of the arts for children of all

ages. These experiences strengthen academic achievement, add excitement and fulfillment, a sense of relevance, and joy to a student's day.

As this issue of the Calyx came together, we decided to include our spring solicitation within it. If you value the work we do with our students, please consider making a gift at this time. It is a perfect time to honor an eighth grader you know, or a teacher you admire. The form on the next page makes it really easy. Please take a moment to consider what you could give to help us meet our fund raising goals this year. A gift of any size is appreciated and makes a difference. Thank you for your heartfelt consideration.

Mary Christenson
Development Director

We plan a June issue of the Calyx, which will list gifts made to the school since the last issue in December. We will also have much to share about our alumni, some of whom are studying or working abroad, as well as those close to home.

CALYX

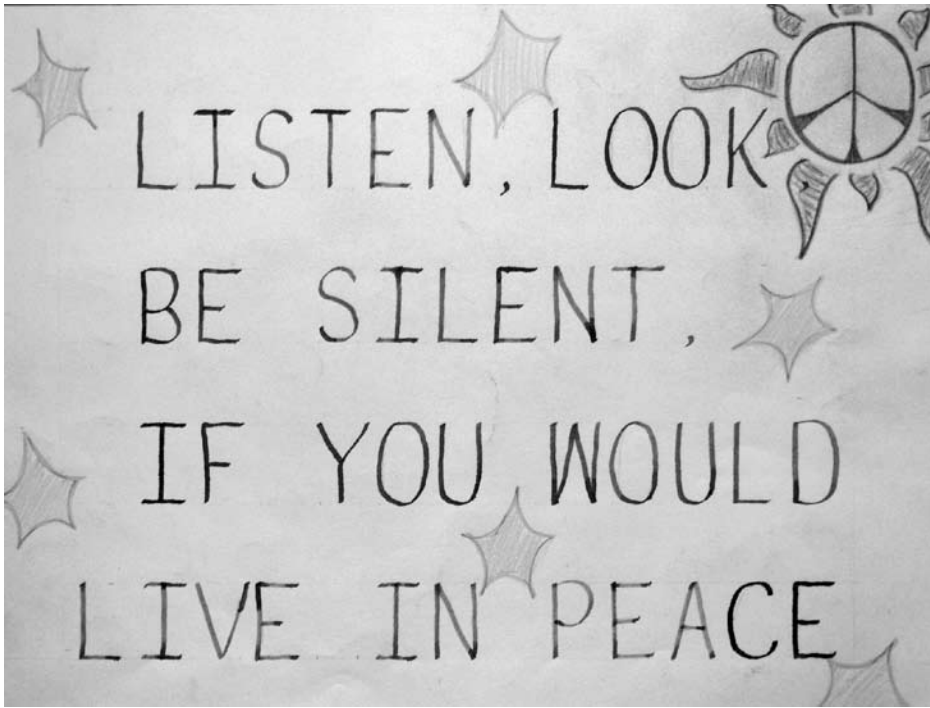
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Pleasant Ridge Waldorf School
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Pleasant Ridge Waldorf School does not discriminate on the basis of gender, ethnic origin, economic ability, or sexual orientation.

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Summer Willis, grade 6

By means of the integration of art, creativity and spiritual dignity, the Waldorf school honors the elementary forces of Life. Educating body, soul and spirit with such joy is indeed something unique. The Waldorf Schools give many important indications for the shape of education during the Twenty-First Century.

*Don O. Campbell
Director of the Institute of Music
Health & Education, Boulder, CO*

Post Pleasant Ridge, I have become aware of its grand impact on my life. Art integrated into my daily routine as a child shaped how I approach my studies and recreational activities today. A simple and silly example is my cafeteria tray; I enjoy eating a dynamic array of foods and feel more satisfied if my tray is colorfully beautiful (e.g. bananas, green beans, and perhaps spaghetti with red sauce). Pleasant Ridge taught me to enrich all aspects of my life with color, energy and intention.

Robin Bland

It is hard to say 'just a few words' about art and the Waldorf education as it is everywhere—music, drama, handwork, woodwork, dance, painting. Looking back 15 years after my last year at PRWS I realize it is my overall appreciation for all of the art forms that I am most thankful for having instilled in me at a young age. Unlike many of my classmates I would not say that art is one of my life passions and it is not my career. To me however, it is very much a part of my daily life—sewing to patch clothes, making jewelry, scrap booking, decorating a cake, crocheting a blanket for a gift, designing Christmas cards, landscaping around our home, decorating for a party or holiday, and many more. I am also very proud that I have been able to teach these skills to many friends that I met later in my life.

Erin Agar Barstad

12 - Division of the Circle



Glenn Sherwin, grade 6

COMING EVENTS

May 1, Monday

May Day festival, plant sale

May 5, 12, 18, 26; Fridays

Parent/Toddler program, 9-11:30 a.m.

May 5, Friday

Pleasant Ridge Welcome tour
8:15 a.m. Attend assembly.

May 6, Saturday

Kindergarten Morning, 10-11:30 a.m.

May 11, Thursday

Pentathlon-5th Grade
5th grade parents only

May 17, Wednesday

Pleasant Ridge Welcome tour
8:15 a.m. Visit classrooms.

May 18, Thursday

Information Evening, 7 p.m.

May 26, Friday

End of Year Assembly—
Last Day of School, 11 a.m.
Eighth Grade Graduation, 6:30 p.m.

CALYX

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