

# CALYX

PLEASANT RIDGE  
WALDORF SCHOOL  
Waldorf Education since 1980

Volume 31, Issue 3  
Summer 2010



*Jannah McPheron, Grade 3*

  
**PLEASANT RIDGE**  
**WALDORF SCHOOL**  
 431 East Court Street, Viroqua

## COMING EVENTS

**August 23 & 24**  
 Inservice  
**September 8**  
 Opening Day  
**September 17**  
 Inservice — no classes  
**October 1**  
 Michaelmas Festival  
**October 8**  
 Grandparents Day  
**October 9**  
 30th Anniversary Dinner event  
**October 28 & 29**  
 Parent/Teacher conferences — no classes

*\*For details please check the calendar on our website or call the school*

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**Pleasant Ridge Waldorf School**  
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 (608) 637-7828  
 FEIN 39-1357578

Pleasant Ridge Waldorf School is a not-for-profit, 501(c)3 corporation supported through tuition, gifts to the school, and fundraising events.

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

*In our efforts to reduce paper use, you may request an electronic copy by emailing [cynthia@pleasantrydorgewaldorf.org](mailto:cynthia@pleasantrydorgewaldorf.org).*

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## Advice from a Tree

By Ilan Shamir

Dear Friend,

Stand Tall and Proud  
 Sink your roots deeply into the Earth  
 Reflect the light of a greater source  
 Think long term  
 Go out on a limb  
 Remember your place among all living beings  
 Embrace with joy the changing seasons  
 For each yields its own abundance  
 The Energy and Birth of Spring  
 The Growth and Contentment of Summer  
 The Wisdom to let go of leaves in the Fall  
 The Rest and Quiet Renewal of Winter

Feel the wind and the sun  
 And delight in their presence

Look up at the moon that shines down upon you

And the mystery of the stars at night.

Seek nourishment from the good things in life

Simple pleasures

Earth, fresh air, light

Be content with your natural beauty

Drink plenty of water

Let your limbs sway and dance in the breezes

Be flexible

Remember your roots

Enjoy the view

# SCHOOL NEWS

## Highlights of the PRWS Organic Hot Lunch

We are grateful for the opportunity to support the growth and development of our school family through sound nutrition made with fresh locally grown organic food. We embrace the holistic approach found in Waldorf education and our daily meals feed not only the body of the growing children but the soul and spirit as well.



*Garden shed was built by the Class of 2015.*

- We served over 9,500 meals to students, teachers, staff and YIHS students. All meals are made from scratch daily and contain only organic ingredients. Much of our seasonal produce is locally grown some by school families, some from our school garden and a large quantity of storage crops from our school cook. We continue our strong alliance with local vendors Organic Valley Cooperative and the Viroqua Food Coop. We began using local organically farmed dry beans from the Glick's and Amish family who live in Liberty Pole.
- We continue to promote community service through having our upper grade students help serve the meals at lunchtime. We also are very pleased to good participation from thirty-six parent volunteers from PRWS and YIHS who contributed 315 hours this year.
- We were able to assist in the support for Petra Zinniker's Montessori school hot lunch program in East Troy, Wisconsin, by sharing recipes and meal planning ideas. Over the years we have assisted hot lunch programs in schools across the country in setting up or sharing support.
- We continue to employ three developmentally disabled adults and one student volunteer from the Viroqua Public High School who provide daily assistance as kitchen aids.
- We look forward to the addition of our school's new greenhouse facility (visible outside the kitchen window!) and the continued activity of student's working in the school garden. Thanks to the Paul E. Stry Foundation and Organic Valley for funding this project.
- We are pleased that our children enjoy being involved in growing food that will end up in their lunches. We planted 100 lbs potatoes as well as kale, chard, leeks, and acorn squash. The third grade built a garden shed there this spring. On Sunday late afternoon families work together to weed and mulch this huge garden.

—Jim Hallberg, chef



*Class of 2014 begins construction of the school greenhouse.*

## Transitions

**Remembrances of Chuck Doerr**, who died on March 7 after suffering from ALS. Chuck's family moved to the area in 1982 to be part of the PRWS community. He taught for a brief period and his children attended the school. We are grateful for his gifts to assist families in need. Below are remembrances by two close friends.

Twenty years ago, when my husband Ben and I moved to this area, we started up an Irish band and Irish dance classes for area youth. The first-ever Irish Ceili Dance in the area was held at the Old Main Building. PRWS parents Tim Jenkins, Ben Agar, and Chuck Doerr were the band and I called the dances. The money went to PRWS. Chuck was such an enthusiastic guitar player and vocalist.

For the next 15 years, Chuck was part of an annual Irish storytelling, music, and dance performance done at PRWS for its faculty and students. It was a gift from the band. Our band was hired for many other gigs, especially around St. Patrick's Day. Chuck would give his share of the gig money to me, saying, "Put it towards costumes and dance shoes for the student dancers." Later on, he and I started a scholarship fund for student dancers and musicians who wanted to attend traditional music and dance camps.

Chuck's enthusiasm for music and dance was infectious.

I have many, many wonderful stories about Chuck. He was a good friend . . . and I miss him daily.

—Julee Caspers Agar, former Movement teacher

Other than just hanging out as friends, I knew Chuck best through two activities: building and camping. I worked with Chuck on building a major addition to our home as well as building a small barn, rebuilding the roof on a shed, and doing numerous small repair projects. Chuck was precise and fast and creative—and he insisted on top quality (he'd send a board back to be re-cut if it was off by an eighth of an inch). And I've never

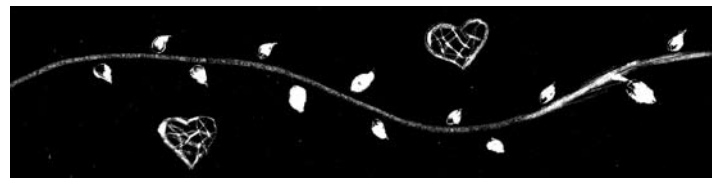
known a more resourceful and skillful camper . . . who always worked with simple, old-fashioned or homemade tools and equipment, which he'd often maintained for 30 years or more.

Chuck loved and was deeply at home in the Boundary Waters, where he had canoed and camped and been a camp counselor since he was a very young man. Everyone wanted Chuck to fry the walleye fillets because he'd always get them perfectly done and golden brown over an open fire. After dinner, you'd have to stop him from washing the dishes, since it didn't occur to him that he'd already done his share with the cooking.

But, of course, Chuck was much, much more than a highly skilled carpenter and backwoodsman. He was a richly well-rounded human being: a fine singer and guitar player (who knew more Dylan songs by heart than probably Dylan himself), a potter, a farmer and gardener, a horseman, a father and family man, an environmentalist and political activist, a teacher, and a central figure in his church. And in his final year, he showed us how to face death with courage and dignity and hope and a sense of humor. We will miss him . . . at the edge of every measured board, every northern lake.

—Terry Beck, founding parent and board member

**The Wildingway family**, who have two children in the grades, are grieving the loss of their son and brother, Arrow, who was 18 years old. Arrow died in a car accident May 9 with another student, both of whom attended Viroqua Area Schools. Our love and sympathy surround them.



## Faculty & Staff

**Jean Westerhoff**, who has been the Admissions Coordinator for the past two years, has decided to leave this work. We will miss her gracious and welcoming presence in the office and her attention to detail.

**Maureen Karlstad**, who graduated her second class on May 28, will return next year to take over the Admissions work and to work as a mentor. We celebrate this "change of hats" that allows her to bring her wealth of knowledge of Waldorf education to this vital work.

**Leah Vines**, who has worked in the Rosemary Kindergarten for the past two years, has moved with her husband and daughter to Hawaii. Leah has been a steady and friendly presence for all — children and parents alike. She led the Parent/Child program on Friday mornings helping to introduce new families to the Waldorf philosophy. Althea will be missed by her first grade friends, but we wish them all well in their new home.

# ALUMNI NEWS

*The following tidbits are just a taste of what our alumni are doing. Please send us news to print in the next Calyx!*

Alex Henry O'Donnell was born to PRWS alumna Anna (Frey)'87 and Kevin O'Donnell on Tuesday, January 5. The family, including big brother pug Spencer, live in Seattle. Anna works at the Burke Museum of the University of Washington and Kevin works for Microsoft. Anna's brother, Kilian, is also in Seattle and does web design for the university.

**2001—Katrina Christenson** graduated from the University of Iowa, with a major in Spanish, honors in International Studies, and emphasis in Communications and Human Rights.

**2001—Megan Felt** graduated from the University of Iowa with distinction and majors in Spanish and Anthropology.

**2002—Cole Agar** graduated from American University in Cairo, Egypt.

**2007—Tatiana Sutherland**, violinist, was this year's prize winner in the Rising Stars Competition in La Crosse and a finalist in the Audrey Baird Stars of Tomorrow Competition sponsored by the Milwaukee Symphony. As an orchestral musician, she was accepted into the State Honors Orchestra and also is a member of the Wisconsin Youth Symphony's top orchestra.

The Calyx Newsletter Not Enough?  
Then "like" PRWS on Facebook.

## Alumni News from 1980s

*We received this letter from Bob Koechley, former board member and parent, about his sons Nate and Peter who were students from the first few years of the school and unable to attend the last reunions. He would like to be in touch with old friends.*

Nate married Aimee Bell and they live in San Francisco. Last year they had a baby girl. He was among the first Web developers at Yahoo, where he has worked for almost 11 years. Nate is a major proponent of the Open Source movement and spends a lot of his time traveling to promote this worthy effort. Nate can be reached at nate@koechley.com.

Peter was only a PRWS student for preschool and Joanne's fabulous Kinderhouse experience. Peter went to college in NYC, and after that was a writer for the Onion, later the managing editor. He took a leave to work for MoveOn.org, working to get Obama elected. A Web video he made "went viral," forwarded 22 million times in the last two weeks before the election. You might have received it, it was called, "Obama Loses by One Vote." Peter is engaged to a wonderful Madison girl and they live in Brooklyn. Peter can be reached at peterkoechley@gmail.com

Best wishes from Barbara and me to his classmates; Nakomi, Sam and Simon Rondeau, Ben, Edward Doerr, Emily Beck, Scarlet, Havala, Noelle, Rachel Bacon, Malyka, Willow Sundance (who we see from time to time in Madison), Abram Doval and all the others.

We fondly and proudly remember all aspects of our small part in getting PRWS launched. I don't think we ever anticipated our little effort would grow into its current K-8 incarnation. Big big props to the creative teachers, parents, board members (hi Dan) and supporters who believed we could work together to create such a unique national treasure as PRWS.

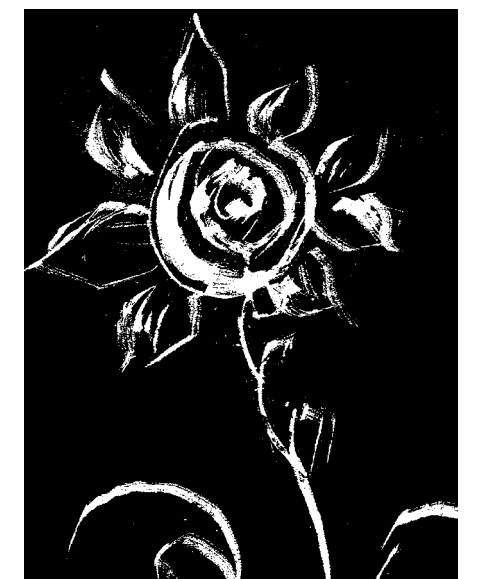
Barbara and I would welcome a visit or contact from any of our fellow PR parents or sons' classmates. I can be reached at bob.koechley@gmail.com.

Best wishes, BK

## Alumni Reunion

On December 22, 2009, we were happy to welcome 20 former students and teachers to a reunion. Although the attendance was sparse, those who attended were happy to see each other and catch up on each other's lives while enjoying light refreshments.

We decided that for 2010 when we celebrate the school's 30th anniversary, we should start a tradition of always having an annual reunion on December 22 so that people, especially those traveling from a distance, can plan ahead. So please save the date for December 22, 2010. Anyone wishing to help plan some special events for that evening, please contact Mary Christenson, mary@pleasantrydewaldorf.org or (608) 637-8504. Also, please send us your current email address so we can let you know of other anniversary events throughout the year.



# CURRICULUM

## Parent-Child Class

On Friday mornings this spring, Pleasant Ridge hosted its latest parent-child playgroup in the Rosemary Kindergarten classroom. Children from ages infant to three years, accompanied by a parent or grandparent, attended the class taught by Leah Vines and Jean Westerhoff.

This wonderful opportunity provides parents a setting in which to socialize, share ideas, and make new friends. In an age where the stay-at-home mom (or dad!) is often isolated and hard-pressed to network with other like-minded souls, Pleasant Ridge offers the perfect solution, one that addresses the needs of both the parent and the child. One parent commented, "It's an extremely 'pleasant' alternative to the experiences in our busy world."

The class began with free play time in the peaceful kindergarten environment, which is well stocked with toys made of natural materials. While the children played, the parents had an opportunity to get acquainted. A craft project or activity was also available for parents and children to work on together. The crafts included wool felting, watercolor painting, and sewing a simple beanbag.

Clean-up time followed, and then circle time, which included songs with actions. Soon after came snack time, which always included a blessing, a yummy, healthful treat, a puppet play, and time for conversation. Articles were also provided for the parents to learn more about Waldorf education, and our group time included discussion of these articles.

Two of the class members were accompanied by grandparents, a wonderful example of multigenerational support for the child and the family.

—*Marci Lau, Violet Kindergarten parent*



## Ode to the Morning Walk



Gratitude for the neighborhood

The same walk, the same time

Every stroll unique...

Jumping over sidewalk cracks

Learning that everyone smiles in the same language

Noticing that Lady Maple has put on her red party dress

Raking leaves into a big pile just to jump in and get covered up

Seeing joy shine in the eyes of the elders when we visit with gifts and songs

Enjoying the taste of the first snow on the tongue

Discovering that eating lots of snow makes the face cold

Being amazed at Jackie Frost, who covered everything in frost that looked like white rice

Slurping on icicles

Exclaiming "Green grass! I see green grass again!"

Hearing Blackie the crow's greeting at the Wooded Acre

Rolling down hills—single, double, or maybe even triple rolls

Exploring the mysterious morning when a cloud fell out of the sky

Splashing in puddles!!!

Singing timeless songs and making up new ones

Making new friends and keeping the old

*My deepest gratitude to the Rosemary Kindergarten students, teachers, and the community that holds Pleasant Ridge in its reverent embrace.*

—*Ms. Leah Vines, Kindergarten assistant*

## Measurement, Truth, and Freedom

*This is an excerpt from an email to third grade class parents telling a bit about the how, why, and what of the Measurement block. It was spurred by an interest in sacred geometry, the musing of "what exactly is a mile?" and the underlying question: What is True?*

Some parents have wondered why certain topics are brought at different times in the curriculum—for instance, the sacred geometry brought in sixth grade versus the introduction to the cubit, the acre, and the mile in third grade. This is a good opportunity to touch on how the Waldorf curriculum mirrors the emerging consciousness of the child and also the emerging consciousness of human beings over time. One good illustration of this correlation is how language emerges in a child in much the same way as it did in human beings over time: First there was the capacity for hearing and listening; then speech in a basic and later a more advanced form; then came pictures and eventually writing, and much later was reading widespread. This is the way a child's capacity to listen, to speak, to write, and finally to read is nurtured in a Waldorf school.

Measurement is brought around the nine-year change in third grade as part of the topic of "Living on the Earth." While the nine-year-old child is awakening from the dreaminess of early childhood to the realization of the individual, we meet this awakening and desire to learn about what is concrete by studying how human beings learned to make their way on the earth—making clothing, shelter, and food. Measurement arose out of a natural need in farming, building, and trading of goods. Thus, our study of measurement in third grade arises through these same hands-on experiences of farming and gardening, shelter building, and making a class store.

Understanding the curriculum in the terms of expanding consciousness, it follows that

we introduce the idea of measurement beginning with the human body—a palm, a hand, a span, a cubit, a pace, a stride, etc. Those expanded out to use in agriculture—a rod was the length of the stick used to goad an ox; a chain was four rods and the width of a typical acre. A furlong was the length of a furrow that could be plowed before a horse got tired. An acre was how much one ox and one man could plow in a day.

The metric system, by contrast, is purposely devoid of a connection to human beings. The book *The Measure of all Things*, by Ken Alder, is 400 pages entirely about the meter, the odyssey to find it, and its natural determination. This was something that came later in human consciousness (in late 1700s). It follows that the metric system is brought later in the curriculum—around sixth grade.



Measurement in third grade is also a segue to the study of geography. Some of the activities in our measurement block were to measure out the school in paces, and to draw a map of the school and the block around the school. This will lead us right into the beginnings of geography in fourth grade with the question of "Where am I on the earth?" This block often starts with a drawing of a student at his/her desk, the classroom, and moves out gradually into the town of Viroqua, and beyond to

the state of Wisconsin. Each year that scope gets progressively bigger—again, an expanding consciousness—until we study world geography in eighth grade.

With the third graders, I asked, if our class as a tribe needed to come up with our own units of measure, what would we use? We measured the width of the classroom in "Trumans" and the length of it in "Evies." We talked about how much they might grow over the summertime—perhaps half the height of a "Kele's water bottle." The size of their bedrooms was estimated in relation to the size of our classroom. We talked about how, if we went to Westby and needed to make some exchanges using these units of measure, the people there would have no idea what a "Truman," an "Evie," or a "Kele's water bottle" was. Thus, the need for standardized measures.

As for the question of how each unit of measure was determined in history, and what is actually "true," my answer is similar to the question of whether the Old Testament stories are true. The children understand the idea of a legend—something that is so old and may have changed over time. They accept this and do not ask if it is true any more than they ask if Hansel and Gretel are still alive. The stories are beloved, and are living pictures of this image of human beings coming to live on the Earth. Whether it is Noah building his 300-cubit ark, or the Romans and their 1,000 steps to the mile, the stories and facts themselves are hardly the

point of this education; they are the tools, the means toward developing capacities in the children that they will need to live. For now, while they are young, they need to feel the earth firm beneath their feet, feel the lawfulness of life and the strength of their community holding them. This form in the younger years will give them the confidence later as adults to make their own choices as free-thinking human beings.

—*Carrie Treviranus, Class teacher*

## CLASS PLAYS

Grade Three: *Sons of Cain*Grade Six: *The Ascension of Hildegard*Grade Four: *Sif's Golden Hair*Grade Seven: *The Seussification of Romeo and Juliet*Grade Eight: *Your Monet or Your Life*

## The Hallmark of Childhood:

*Free, Unstructured Play and Movement*

## Play

“Dinner is ready,” my mother called out to us in the foggy fields. My sisters and I would run inside, take off our many layers of clothing, help set the table, and after dinner take turns cleaning up before we got dressed again in the same many layers to go outside and play. The hallmark of my childhood was play, play, and more play—and mostly out-of-doors. As part of a mixed age group of neighborhood children, our creative, imaginative play included every possible combination of building and tearing down structures; exploring nearby woods, lakes, and meadows; swinging on ropes hanging from tree branches; climbing trees and rocks; initiating games; playing house; skipping to silly rhymes; singing songs, and much, much, more. We moved constantly, and all our movement evolved out of play. Our play was free, it was uninterrupted and unstructured!

Our neighborhood children, my sisters, and I were always encouraged to go outside by ourselves and play in the fresh air, rain or shine, but why? My parents’ generation probably observed the obvious: We came home every day feeling joyous, hungry, and physically tired. It is virtually impossible to run and skip and be in a bad mood at the same time. In addition, how could we not like what was served at meal times when we were hungry like wolves? Everything tasted good! Furthermore, putting physically exhausted, wind-blown, red-cheeked, and well-nourished, joyous children to bed was an easy adventure.

My parents must also have noticed, when we shared with them our stories about our day around the dinner table, that we grew stronger emotionally as we navigated the social challenges that inevitably arise in childhood: What was it like to share or be left out and then have to find new playmates? How did it feel to stand up for oneself and others?

Unstructured play is freely chosen and social. Children of all ages and abilities play together. Unstructured play is not organized or directed by adults or adult thinking with a right or wrong way to play and move. Even when we as children played the traditional games and sports, it was more about striving to do well as individuals or teams and helping others to do so as well. Competition or winning was not the goal. It was more about how to please others while still standing one’s own ground and staying true to one’s own wishes and desires. It was self-organized with whoever was present to play. It was about learning to adapt, compromise, and meet everyone’s needs as well as one’s own. Before we learned to read books, we learned to read the multifaceted world, including social cues—a foundation for healthy language development and healthy social relationships. Free, uninterrupted, and unstructured play promotes a real concern and feeling for others, which later in life translates into creating healthy economic equalities and genuine care for the well-being of others.

I am sure our parents also witnessed how our young bodies were developing and thriving as we grew more and more coordinated and dexterous. What my parents probably didn’t know or couldn’t

have known scientifically in the 1950s and 1960s (only intuitively) is what current scientific research has confirmed: Through free, unstructured play and movement, healthy neurological pathways and brain development as well as brain and heart integration are created. Our play then consisted of lots of what we know today as sensory integration activities, which strengthened our fine motor skills, visual motor movement, all our vital senses, muscle tone, proprioception, and more. We were always challenging our capacities and abilities and constantly taking age-appropriate risks. Our endless, silly rhyming and rhythmical, noncompetitive, harmonious movement were vital for the healthy development of our brains and nervous systems, as well as our circulatory and metabolic systems. Through our bodily movements and play we unknowingly developed the prerequisites for learning reading, writing, spelling, and mathematics, as well as creative problem-solving and flexibility in thinking.

The general Waldorf curriculum encourages play and movement from early childhood through the grades. However, today’s business and demands have created daily rhythms both at home and at school that are much more structured than ever before. Even though play is integrated into the Waldorf classroom activities, the free play is restricted to recesses after snack and lunches, on playgrounds that encourage restriction of movement through equally measured distances on a climbing structure, predictable movements on see saws and swing sets, and so on, and limited engagements in imaginative play. After school hours, children often participate in yet more structured activities such as gymnastics, sports, dance classes, and the like, in allotted time slots.

An important question to ask today is, do the children in our society get enough unstructured, uninterrupted play? When I was young I played mostly outside with children in the neighborhood up until I entered kindergarten. Kindergarten, which was outdoors with no physical address, as well as the elementary grades ended somewhere between 12 and 1 p.m. Not until sixth grade did the school day extend to 2 p.m. Do we, as teachers and parents, really understand the importance of free play and movement for the success and healthy development of humanity? If so, how can we “schedule” ample time for free, unstructured play and movement into our currently long school days? What would a school day look like in schools where play was valued and seen as a necessity for healthy development of the human being? Would it be supportive and possible to have academics and specialty classes in the morning hours and allot a good chunk of time outdoors for free play in natural settings other than the well-structured playground?

Scientist, artist, and founder of Waldorf education, Rudolf Steiner, Ph.D., observed that “the work of the children is to play!” Nothing could be more wisely said about this foundational and magical time in our lives. Let us reinstall the hallmark of childhood: Let us encourage the children to play, play, and play some more!

—Anne-Marie Fryer, Waldorf class and early childhood teacher

# DEVELOPMENT

One is struck almost daily by events that call into question the stability and “normalcy” of our lives. There are environmental, economic, and social upsets, and they have to do with our weather, our food, our homes and jobs. Each of us has our own list and is asked to find ways of understanding and acting out of insight.

In such situations we are also asked to consider what is really essential (and not just urgent), and where it is that we can find true stability. We are truly grateful that so many of you, both near and far, have decided that Pleasant Ridge Waldorf School is a place worth investing in to assure our stability.

In this school, we adults work to create inner peace as a condition for working with the children and each other. We work to create inner openness as a condition for community-building, inner centeredness as a condition for our diverse tasks. As parent Mark Shepard said so eloquently during his graduation address,

*Waldorf education is about planting the seed of love within the arms of community.*

And we couldn't do it without each and every one of you who cheers us on with your loving interest.

The month of May is a full-packed time for us, as you witness in this issue of the Calyx. The busyness that comes with spring energy tests all of those inner states, but the rewards are so worth it! It begins with our May Day festival and rolls on from there with plays; the annual Pentathlon; bike, camping, and class trips; Coming of Age celebrations; gardening or building projects; dinners; the all-school picnic; and finally eighth grade graduation. Your support weaves through each and every activity. Many of you bless us with your presence, too.



2010 Pentathlon.

The summer affords us some time for reflection, evaluation, and planning for the next cycle. The faculty in-service days in June were full with just this. And the board holds a day-long retreat in late June. We will welcome a few new members and work to build strong relationships that serve us in the work ahead. The budget is again very conservative and we are thankful to meet with new families as we work to increase enrollment. We are not alone in this situation; most independent schools across the nation are economically challenged.

The good news is that next fall we will celebrate our thirtieth anniversary! The Pleasant Ridge story is one of amazing resiliency and hard work; creativity and ingenuity; generosity and friendship; partnerships and accomplishments. We want to celebrate, and we hope that you will be there with us, if not physically, at least in spirit!

—Mary Christenson, Development Director



## Update

Last December some of our Calyx readers received a letter in the mail announcing the formation of Grateful Grains, a food grains processing and production business owned and operated by the school. Building on the agricultural potential of our region's growers and the market need for gluten-free grains and products, Grateful Grains is creating a gluten-free milling and kitchen operation. The grains we will work with include oats, millet, amaranth, buckwheat and sorghum—all grown, transported and processed in such a way as to ensure they are not contaminated with gluten-containing grains like wheat.

This is our school's newest effort to sustain its vitality and viability into the future. The model for nonprofit fundraising is evolving beyond traditional annual gifts and grants to include self-sufficient moneymaking marketplace enterprises. Grateful Grains is being created by tapping into the incredible range of professional expertise of our parents, alumni, and others in our area. We envision a stronger local economy through more sustainable jobs created in the agricultural and food-related sectors. This business will meet the school's financial needs, align with its core values, and provide a needed processing service in this agricultural region. You may read more about it at [www.gratefulgrains.org](http://www.gratefulgrains.org).

All that said, it is a large and complex undertaking and the progress toward our goal of milling locally raised grains in 2010 will not happen. We applied for a number of grants to fund the personnel to develop the grain-handling infrastructure and to further our business plan. However, we did not win those awards so we have shifted our focus to developing the kitchen, finding clients who will need their products produced by us, and establishing the markets for these grains for the next season.

We appreciate everyone's gifts to fund our efforts this year. As you can imagine, to start this new business, plenty of staff time has been spent writing grants, attending regional meetings to network with other producers, and meeting with potential investors, financial institutions and farmers. We have secured our service mark, worked with designers on the kitchen, and are working with clients developing their gluten-free products. Gratefully, we have assembled a wonderful team of advisers who are helping to further the project. We hope to have much more to share with you in the fall.

—Mary Christenson, Development Director

Special thanks to all who have given to our Annual Appeal in Support of our School & the Development of Grateful Grains since January 17, 2010:

Deniele Anderson  
Daniel Arnold & Susan Johnson  
Christiane Babb & Jim Schaller  
Susan & Tom Barendregt  
M. Kate Barnhart & William Knox  
Terry & Jean Beck  
Linda & Clark Beier  
Paul Bergquist & Carole Austin  
David Breitbach  
Bill Brooke  
Bill Brooke Realty  
Class of 2010  
Sarah Caldwell & Michael Crawford  
Monica DeClercq & Jason Cole  
Jill Dlugi  
Vicky Eiben & Randall Kahn  
David & Marta Engel  
Katie & Ben Fassbinder  
Cameron Genter & Daphne Kingsley  
Elenor Gundlach  
Johannes Halbauer  
Scott Harrington  
Blanche & Thane Hawkins  
Lisa Hawklove  
Carol Hemingway  
Michael & Diana Horan  
Meg and Robert Hoversten  
Loma Huh  
William & Carol Ilstrup  
Sarah Kamin  
Sue Kastensen  
Kickapoo Coffee  
Jane Lofton Kouba  
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Rich & Pat Rubasch  
John Schutz  
Mark & Jen Shepard  
Clara & Jack Sherwin  
John & Sheila Sherwin  
Mary Helen Shortridge  
Eric & Kris Snowdeal

**In Memory of**  
*Charles Glatzhofer*  
Francis Pratt  
  
Mary Ann Synk  
John Synk  
  
Arrow Wildingway  
Susan & John Gesslein  
  
Ethan Danforth  
Roberta Ducharme

**In Honor of**  
*PRWS Calyx Staff Over the Years*  
Patricia & Rick Seyfarth  
  
Mary Christenson  
Mike & Sherry Knapp  
  
Mike & Lucy Danforth  
Roberta Ducharme  
  
Soren & Miles Daniels  
Gail & Bob Toerpe  
  
Chuck Doerr  
Ben Agar & Julee Caspers Agar  
  
Noah, Gabriel, and Amalia Gullion  
Helen & Ed Gullion  
  
Tejah & Ruby Hodapp  
Mike & Linda Cantrill  
Valdene Hodapp

*The Hoverstens*  
Bonnie & Jack Rath  
  
Elijah Kolenko  
Steve & Barbara Kolenko

*Barbara Von Nostitz Peterson*  
Norma Herz  
Mike & Sherry Knapp  
  
PRWS Class of 2010  
Brian & Monica Woody

*Traman & Kit Shortridge*  
Paul & Pam O'Rourke

*Jamie Tippins*  
Kathleen Hofmann

*Bill Townsley*  
Francis Pratt

*Lana & Violet Vogel*  
Yvonne & Mike Foydel

*Isabella Sage Walker*  
Thomas & Ellyn Walker

*Sidney, Reese and Silas Westerhoff*  
Eileen Westerhoff-Young  
and Chuck Young

*Michael Wright*  
Sofya & Jacob Hundt

**Endowment**  
Anonymous

**Foundations/Corporations**  
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US Bancorp Foundation  
Target  
Vernon Telephone Cooperative  
Wal-Mart  
We the People Freedom  
Bookshelf

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Richard Bock & Valerie Schaefer  
Dairyland Printing  
Dewitt, Ross & Stevens  
Law Firm  
Wil & Anne-Marie Fryer  
Paul & Paula Grenier  
Kickapoo Free Press  
Noel Kegel & Carrie Treviranus  
Daniel Krumenauer  
Marci Lau  
Marc LeMaire & Allison Sandbeck  
Penny Lindstrom  
Cynthia Olmstead  
Paper, Scissors, Stone  
Drew & Geri Shonka  
Janie Tippins  
Prudence & Steve Tippins  
Felix Thalhammer & Catherine Young  
Viroqua Heritage Bed & Breakfast  
Arwyn & Frank Wildingway

**SCRIP**  
All Creatures Animal Care  
Avalanche Looms  
Bill Brooke Realty  
Bramble Books  
Bright Life Center Chiropractic  
Burkes Tire & Auto Repair  
Carpentry, Matt Shortridge  
City Styles-Jenni Larson  
Delap Tire & Service Center  
DiSciascio's Restaurant  
Driftless Café  
Driftless Fair Traders  
The Flower Basket  
Greenhome Solar  
Holistic Health Center: Susan Barendregt, Dr. Michael Corr & Jennifer Banowetz,  
Home Green Home

**2010 Good Energy Raffle**  
Missy Hughes  
Paul Grenier  
Erika Hodapp  
Jillian Petersen  
Kathy O'Rourke  
Mary Christenson  
Cori Skolaski

*Receive the children in reverence;  
educate them with love;  
let them go forth in freedom.*


Name \_\_\_\_\_  
Address \_\_\_\_\_  
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State \_\_\_\_\_ Zip \_\_\_\_\_

Annual Giving  
 Barbara Peterson Children's Scholarship Fund  
 Endowment

*Please accept my/our gift or pledge of:*

\$1,000                       \$100  
 \$500                          \$50  
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Richie Galindo  
Chris Cox  
Monte McPheron  
Lisa Fanning  
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Reese Westerhoff  
Natalie & Jerry McIntire





# 30 YEARS OF GOOD ENERGY!!

Next year is the Thirtieth Anniversary of Pleasant Ridge Waldorf School and we invite you to celebrate as we look back in great appreciation to everyone whose energy helped to build up Waldorf education here. We also celebrate the future of our children and alumni who strive to meet the world with truth, curiosity and good will. Here are a few ways we plan to celebrate:

- October 9**      **Anniversary Harvest Dinner**
- TBA**            **Celebration of the Arts with Leo Klein and PRWS faculty**
- December 3-4**    **Holiday Faire**
- December 22**    **Alumni Reunion**

PLEASANT RIDGE WALDORF SCHOOL

Visit us online at [pleasantridgewaldorf.org](http://pleasantridgewaldorf.org)

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