

CALYX

PLEASANT RIDGE
WALDORF SCHOOL

Waldorf Education since 1980

Volume 35, Issue 4
Summer 2014



PRWS Alumna, Ashlyn King (Valedictorian, La Farge High School)

Ashlyn's artwork was entered in the annual Congressional Art Competition, which is open to all high school age students throughout the United States and is an effort put forth by the House of Representatives to recognize the tremendous talent of high school art students.

PLEASANT RIDGE
WALDORF SCHOOL
431 East Court Street, Viroqua

COMING EVENTS

AUGUST

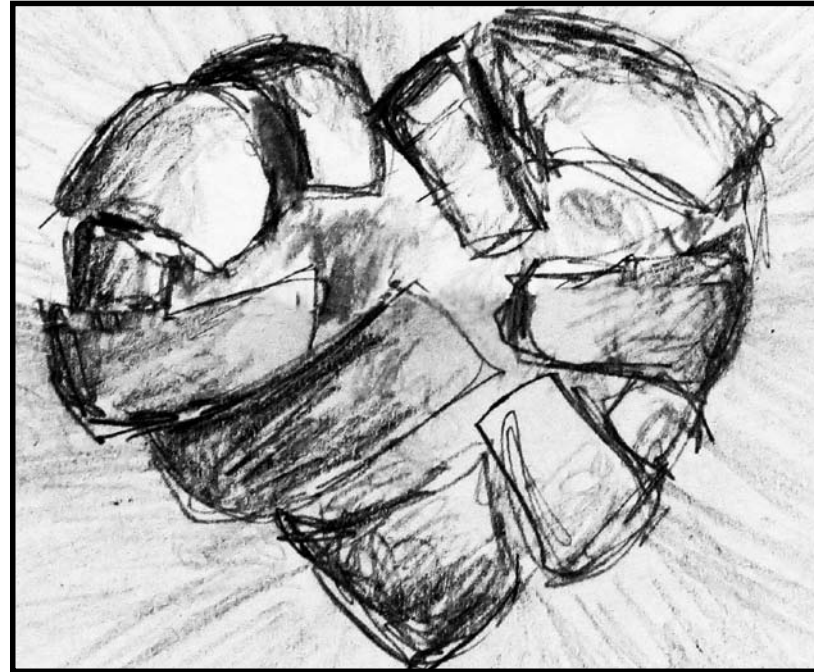
- 18-21 Faculty In-Service
- 23 Facilities Work Day
- New Family Orientation

SEPTEMBER

- 3 Opening Day of School
- 5 Welcome Back Picnic
- 12 Faculty In-Service/County Fair—No Classes
- 15 All School Meeting

OCTOBER

- 3 Michaelmas Festival
- 17 Grandparents & Special Friends Day
- 18 Adult Education Event
- 22-24 Parent/Teacher Conferences
- 31 Faculty In-Service—No Classes
- 31 Enchanted Forest



SUMMER

Surrendering to senses' revelation,
I lost the drive of my own being.

The dream of thinking appears,
dazzling me—to rob me of myself!

Yet quickening in sense appearance,
cosmic thinking draws near.

Calendar of the Soul
Fourteenth Week (July 7-13)

SCHOOL NEWS

A Tribute to Aaron Schmidt, The Eighth Grade Teacher

My task tonight is to speak to you about the eighth grade teacher, Mr. Schmidt. But before I get to that, I would like to take a moment and speak to Gideon and Sabine Schmidt and Jessica Hooper. As Mr. Schmidt's family, we cannot grasp the sacrifice you have made on behalf of the class. But that in no way means we do not appreciate it, and so thank you so much.

Two weeks ago, as I stood in a cold mountain stream, watching this group of children jump from a high cliff into a waterfall swimming hole, a young man approached me.

"Who are you? What is this?"

Well, an eighth grade trip. From Wisconsin. I mentioned that we are part of a Waldorf school.

He asked me what that means. I have often been asked, and often stumbled on answering this question, and I did then too. But what I came back to, and what I always come back to, is describing how the children spend eight years together, and with the same teacher. And as I prepared for tonight, I realized that this is, to me, the most magical part of the ride. For, while it might not always happen, as life and circumstances can often intervene, it is the "goal," the "ideal." In this instance, for this class, the ideal pieces fell into place. Together, teacher and students crossed the rainbow bridge into first grade and began this journey together.

Mr. Schmidt led and guided this class on a path from their place on the forest floor as mushrooms, bumblebees, turtles; to high in the universal tree as mighty Norse gods; back under the Earth to Hades, where life as Greek gods is not all it's cracked up to be. From there he took them to the high seas, to understand the life of an orphan boy, a slave to the call of duty; facing seven lovely maidens, a pirate king, and one modern major general; and finally, to a hilltop in New Hampshire.

He guided them from the slopes of Park Bowl to a bus ride to Norskedalen. From the idyllic meadows of Esofea Park, back underground to Pop's Cave. From the Pentathlon fields of Sugar Creek to northern Wisconsin, to make fire in the rain, to ask an elder about Sasquatch, and to learn to say "Thank you" in an ancient language, that of the Ojibwe: Megwitch. And lastly, riding the Zephyr to Utah, to the cliffs of the Island in the Sky.

Along the way, these children learned to play together, to work together, and to live together, developing an intricate set of rules, standards, and etiquette—almost a social choreography. And they practiced it every day—here in this gym. It's called mini-kickball.

Recently these children took what they had learned, what had become part of them, and revealed it to us through their projects: flying high into the sky, turning an 1835 painting into reality, forging silver into jewelry, coaching young children and



peers, writing a song for a grandfather, and building paths for others to follow.

As parents, we watched, we fretted. Three bouts of pneumonia—Mr. Schmidt's pneumonia, that is. Because there never was, and, to the best of my knowledge, there is still not, a decent winter coat. There was the perfectly requisite number of parent meetings—no less, certainly no more. We would receive late evening emails. Despite the modern form of conveyance, they often felt like messages in small glass bottles, washing up on the front porch. Messages with subject lines like "*You and your child's scalp.*" You opened that one. Or one was titled "*Thursday night and your teacher has some things to say.*" But then at times you would long for the practical email because this would make you catch your breath: "*Thank you to you all for remaining flexible and sharing the load in all that we do in educating and shepherding these fine young people. They meet the world in such trust and joy. Go ahead and take them to The Hobbit, and eat cake for breakfast, and let them read books by flashlight under the covers, and experience every bump, bruise, success, and thrill of being a kid. I am deeply grateful for each of you and this school, and our little town.*"

As the magical days are strung together into weeks, and magical months, and into magical years, this man, this teacher, has given this gift to our children: the gift that undeniably, inextricably ahead for each of these children, these young men and women, is the path to a magical life. They own that path because you gave it to them, Mr. Schmidt. On behalf of the parents of this class, thank you.

—Missy Hughes, eighth grade class parent

CALYX Volume 35, Issue 4
Summer 2014
Pleasant Ridge Waldorf School
431 E. Court Street, Viroqua, WI 54665
info@pleasantrydrewaldorf.org
www.pleasantrydrewaldorf.org
(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@pleasantrydrewaldorf.org.

Design by Geri Thompson Shonka
Printed at Dairyland Printing, Viroqua, Wisconsin
dairylandprint.com

Changes at Pleasant Ridge

Nannette Tuttle, our dear handwork teacher for the past 20 years, is leaving the school to pursue her passion for fiber art in a new way. She has opened a store on Main Street in Viroqua called the Blue Bobbin Studio. The focus of the store will be on custom sewing and upholstery as well as classes for young and old. We wish Nannette well in her new business, and we welcome new handwork teacher Andrea Marrapodi, who will be joining the faculty in August.



Maureen Karlstad, former class teacher and current enrollment coordinator, is leaving the school to focus on her family and on making pottery. She hopes that people will travel the short distance out of town to her pottery studio on Pierce Hill to visit and take classes. The new enrollment coordinator, Darla Barrows, joins our school from Canada, where she was the Administrator of Great River School, a small Waldorf initiative in Ottawa, Ontario

Class teacher **Barbara Danner** is leaving the school to pursue her interests in writing and drama. Her class of 2016 welcomes new class teacher Natalie McIntire. Natalie has taught classes at Youth Initiative High School and in public schools. She is very excited to be moving into full-time Waldorf teaching. She is currently taking her training for the seventh grade curriculum at Rudolf Steiner College in Sacramento, California.



Congratulations to **Ximena Puig**, co-teacher for the class of 2017, who is expecting her first child in September. Her position as co-teacher with Ron Schirmer will be filled by long-term substitute Jenny Allan, who capably taught Christina Hotchkiss's class last year while Christina was on maternity leave.

The “New” First Grade Teacher

The teacher hired for the newly arriving first grade class will be familiar to everyone in the community. Aaron Schmidt, who taught the class of 2014 for the past eight years, will return in the fall to lead the class of 2022. We are delighted that Aaron will continue to grace our halls with his uplifting presence.

Grants for the Kitchen

We are grateful for two recent grants that will support equipment upgrades in our school kitchen. The Driftless Café, owned by parent Luke Zahm and winner of a Local Food Hero award from Edible magazine, named Pleasant Ridge Waldorf School as the recipient of the cash prize. Vernon Memorial Healthcare matched that award as part of its gift to the school.

Pentathlon 2014



Alumni Makenzie Burke and Kili McGeorge as Athena and Zeus.



PRWS Class of 2017



Long Jump



Javelin

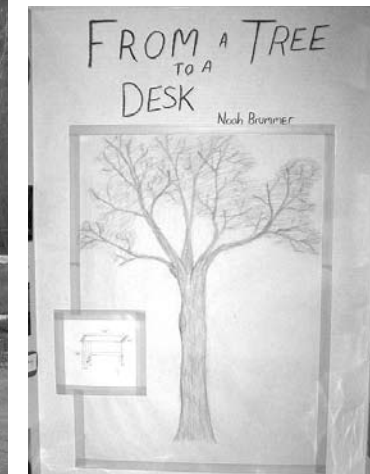
Eighth Grade Projects



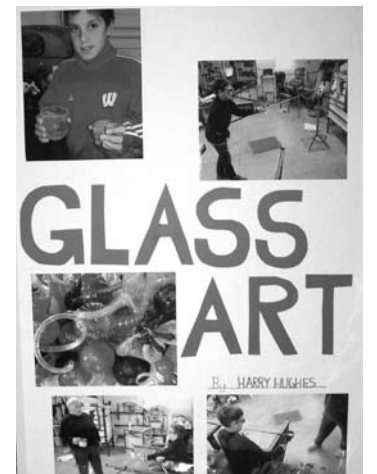
Left: Elena Morton wrote and illustrated a comic book.



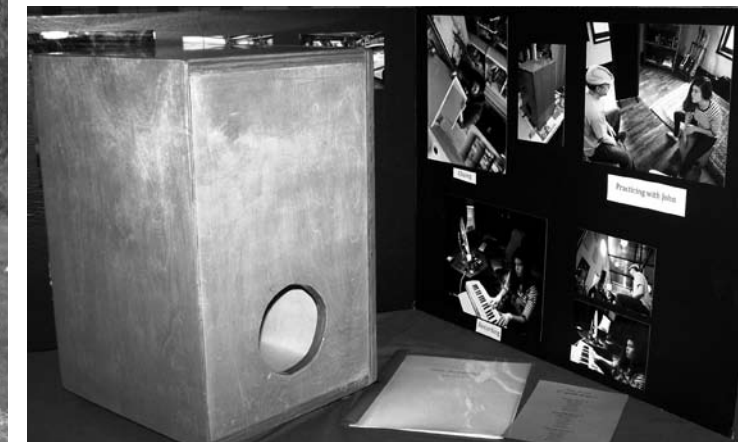
Right: Ian Boyer built and learned to fly the MX2 model airplane.



Left: Noah Brummer built a desk from hand-hewn boards.



Right: Harry Hughes learned the art of glass blowing.



Raina Bock built and learned to play a cajón box drum.

What's Lost as Handwriting Fades

By Maria Konnikova

A 2012 study led by Karin James, a psychologist at Indiana University, lent support to that view. Children who had not yet learned to read and write were presented with a letter or a shape on an index card and asked to reproduce it in one of three ways: trace the image on a page with a dotted outline, draw it on a blank white sheet, or type it on a computer. They were then placed in a brain scanner and shown the image again.

The researchers found that the initial duplication process mattered a great deal. When children had drawn a letter freehand, they exhibited increased activity in three areas of the brain that are activated in adults when they read and write. By contrast, children who typed or traced the letter or shape showed no such effect. The activation was significantly weaker.

Dr. James attributes the differences to the messiness inherent in free-form handwriting: Not only must we first plan and execute the action in a way that is not required when we have a traceable outline, but we are also likely to produce a result that is highly variable. That variability may itself be a learning tool. “When a kid produces a messy letter,” Dr. James said, “that might help him learn it.”

Our brain must understand that each possible iteration of, say, an “a” is the same, no matter how we see it written. Being able to decipher the messiness of each “a” may be more helpful in establishing that eventual representation than seeing the same result repeatedly. “This is one of the first demonstrations of the brain being changed because of that practice,” Dr. James said.

In another study, Dr. James is comparing children who physically form letters with those who only watch others doing it. Her observations suggest that it is only the actual effort that engages the brain’s motor pathways and delivers the learning benefits of handwriting.

The effect goes well beyond letter recognition. In a study that followed children in grades two through five, Virginia Berninger, a psychologist at the University of Washington, demonstrated that printing, cursive writing, and typing on a keyboard are all associated with distinct and separate brain patterns—and each results in a

distinct end product. When the children composed text by hand, they not only consistently produced more words more quickly than they did on a keyboard, but expressed more ideas. And brain imaging in the oldest subjects suggested that the connection between writing and idea generation went even further. When these children were asked to come up with ideas for a composition, the ones with better handwriting exhibited greater neural activation in areas associated with working memory — and increased overall activation in the reading and writing networks.

It now appears that there may even be a difference between printing and cursive writing . . . that the two writing modes activate separate brain networks and engage more cognitive resources than would be the case with a single approach.

Dr. Berninger goes so far as to suggest that cursive writing may train self-control ability in a way that other modes of writing do not, and some researchers argue that it may even be a path to treating dyslexia. A 2012 review suggests that cursive may be particularly effective for individuals with developmental dysgraphia — motor-control difficulties in forming letters — and that it may aid in preventing the reversal and inversion of letters.

Cursive or not, the benefits of writing by hand extend beyond childhood. For adults, typing may be a fast and efficient alternative to longhand, but that very efficiency may diminish our ability

to process new information.... Two psychologists, Pam A. Mueller of Princeton and Daniel M. Oppenheimer of the University of California, Los Angeles, have reported that in both laboratory settings and real-world classrooms, students learn better when they take notes by hand than when they type on a keyboard. Contrary to earlier studies attributing the difference to the distracting effects of computers, the new research suggests that writing by hand allows the student to process a lecture’s contents and reframe it — a process of reflection and manipulation that can lead to better understanding and memory encoding.

Editor’s note: At Pleasant Ridge, students spend a significant amount of time learning about handwriting, from the careful introduction of the alphabet in first grade to learning cursive writing in second and third grade. The children do a substantial amount of writing in making their own main lesson books and also practice of art of calligraphy in the upper grades. It’s nice that current scientific research backs up the emphasis we put on the art of handwriting! The preceding paragraphs are excerpted from an article in the June 2, 2014, New York Times. The entire article can be accessed online at <http://nyti.ms/1kqAhfj>.

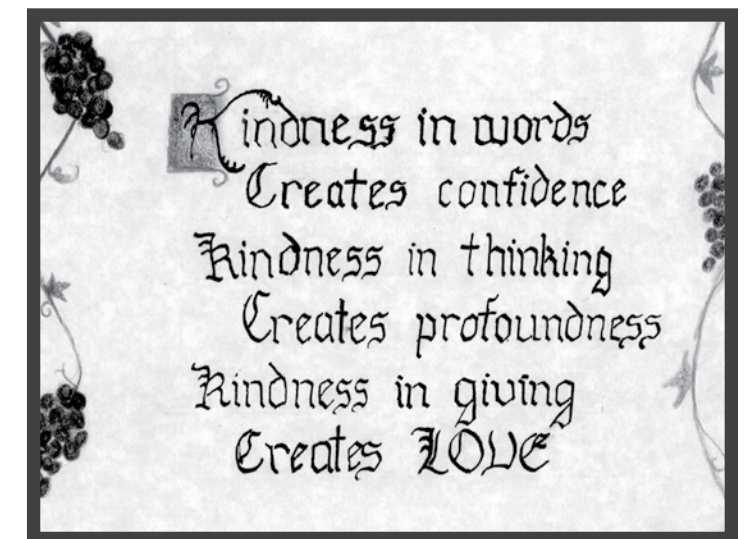
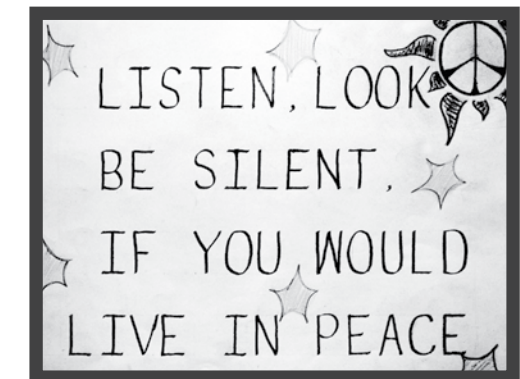
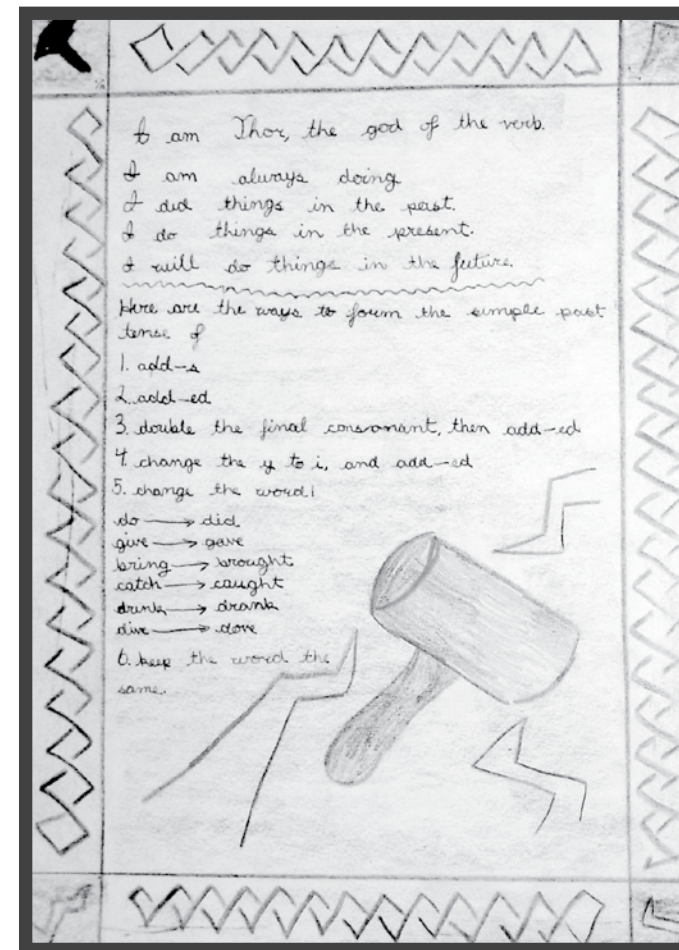
Does handwriting matter?

Not very much, according to many educators. The Common Core standards, which have been adopted in most states, call for teaching legible writing, but only in kindergarten and first grade. After that, the emphasis quickly shifts to proficiency on the keyboard.

But psychologists and neuroscientists say it is far too soon to declare handwriting a relic of the past. New evidence suggests that the links between handwriting and broader educational development run deep.

Children not only learn to read more quickly when they first learn to write by hand, but they also remain better able to generate ideas and retain information. In other words, it’s not just what we write that matters — but how.

“When we write, a unique neural circuit is automatically activated,” said Stanislas Dehaene, a psychologist at the Collège de France in Paris. “There is a core recognition of the gesture in the written word, a sort of recognition by mental simulation in your brain. “And it seems that this circuit is contributing in unique ways we didn’t realize,” he continued. “Learning is made easier.”



CALYX

ALUMNI

High School Graduations

(PRWS class of 2010, alumni and former students)

Viroqua High School

Aurea Bergquist; Fiona Conlon; Ryan Farrell—co-valedictorian; Luc Gravatt; Joseph Huber; Malachy O'Connor Koons; Levin LeMere; Brigetta Rodriguez; Curtis Westfall; Madelyn Wiltrout

Laurel High School

Matthew Beutler; Matthew Fogelson; Stella Greendeer; Bronwyn Herndon; Anna Rekward; Erika Rekward; Kevin Whited-Ford; Clara Zinky

Youth Initiative High School

Makenzie Burke; Kili McGeorge; Daisy Varney; Rose Wildhack; Annie Woody

La Farge High School

Ashlyn King—valedictorian

Kickapoo High School

Daniel Shepard—valedictorian

Scattergood Friends School

Annie Caldwell

College Graduations

Duncan Martin (2004) — UW-Milwaukee, Art

Zachary Wickert (2004) — UW-Eau Claire, degree in Kinesiology (2013); now in chiropractic school at Life University, Atlanta, Georgia

David Paull (2005) — Savannah College of Art & Design, degree in Interior Architecture Design; CEO of CompostWheels, Atlanta, Georgia

Claire Champion (2006) — UW-Madison, double major International Studies and Political Science; working as a legal assistant in an immigration law firm in Chicago

Eli Mandel (2006) — UW-Madison, Political Science and Environmental Studies; paid internship at the Troy Community Garden

Three PRWS former students gave the valedictory address at their high school graduation this year. Following are excerpts from two of the speeches.

Daniel Shepard, Kickapoo High School, La Farge, Wisconsin

Once upon a time there was a young boy. He had just begun high school in a completely new location. The school was different, the teachers were new, and the students were completely unknown to him. They appeared to have a preexisting network of friendship and cooperation. The young boy wondered how he could ever make friends with these people who already knew each other so well. But soon after beginning school, this young boy realized how inclusive everyone was, how open-hearted and kind they were. The entire student body welcomed him with open arms and friendly smiles. The students grew into a unified and upstanding group of individuals. That young boy was me, four years ago, and those students are the Kickapoo High School Class of 2014.

Throughout the years we've had many wonderful experiences together. Every day I spend with these exquisite people I am amazed by our continued capacity to work together and turn any situation into an enjoyable experience for everyone. It's a rare phenomenon for an entire high school class to be able to interact on such a personal level. From familiar faces in the hallway to in-depth personal discussions, each and every member of the class of 2014 is an outstanding individual, capable of great things. It has been a joy and privilege to be a member of this incredible class.

This group of young men and women mean the world to me. They're so compassionate, talented, and warm-hearted. Every one of you has contributed your unique and valuable abilities to the overall function of our class. I couldn't have wished for a better group of individuals to spend my high school years with. Our experiences together will forever stand as a lasting tribute to our time here at Kickapoo. But now, ladies and gentlemen, that time is over... We will never again walk the halls of KHS as high school students—that chapter of our lives is done. As our fearless leader once said, "When it's the end, it's the end."

It's sad I know, but you mustn't linger on this. Our role together has only become more important. It is now our duty, as we step out into the world, to exemplify the ideals we hold as individuals, and to perpetuate the communal atmosphere we have come to love here at Kickapoo High School. It is our turn to take control of our future and the future of those around us. Using the tools we have learned here, we will go out into the world to do great things. As we leave this home, we'll carry with us all our memories and experiences. By applying this to our new surroundings, we will have a profound impact on the lives of those we encounter. The time has come for us to stand tall and proud, pursue our dreams and withstand the test of time. Rest assured, the class of 2014 will make you proud.

Ryan Farrell, Viroqua High School, Viroqua, Wisconsin.

We are gathered together to celebrate the conclusion of one cycle and the commencement of another. This glorious day marks a significant milestone in the lives of us soon-to-be high school graduates. My fellow classmates, we're now presented with a blank page on which the next chapters of our unfolding story will be written.

The progression through high school is very much like speeding through a captivating novel. Traveling back to freshman year, we hadn't the slightest clue about the stories and experiences that would be forever etched into the fabric of our lives. Initially, the sheer length of the novel seemed daunting. Four whole years! In our youthful innocence we did not know of life's mysterious agenda; the world had not yet foisted upon most of us grueling hardships or inundating stress. But as the pages turned and the chapters escaped us we became more cognizant of the course of life, of the unknown—of the twists, turns, peaks, and troughs.

Sophomore year was an uneventful chapter. The storyline was still developing and the plot thickening. Junior year was a different story. The plot turns and dramatic scenes kept things interesting, and sometimes utterly nerve-wracking. Time passed even faster as our stories matured and grew in complexity.

Senior year was one of those chapters where you couldn't stop reading because the plot was reaching its climax; the story progressed at breakneck speeds and the pages turned without conscious awareness. And then the story ends—abruptly, and too soon. You look back at that book and you realize, in what felt like a breath, four years passed and you're now sitting in an auditorium with hundreds of people listening to some nerd giving you a speech. But do not fret, I won't drag on forever, and above all else, we're graduating! And you will write your own novel in life experiences—a novel that will surely be more enthralling than the tale of your high school adventures....

Ralph Waldo Emerson once said, "Do not go where the path may lead; go instead where there is no path and leave a trail." At times it is certainly easier to avoid potential harm and take the beaten path. But sometimes the situation requires an alternative course—a path that you must forge in spite of what may be lurking ahead. Furthermore, what defines our journey through life is not where we end up when all things are said and done, but the mystery and the pit stops we make on our earthly expedition....

The most defining challenge in my high school career was relocating to Hillsborough, North Carolina, in my junior year and its ripple effect. In the beginning, I was fully supportive of relocating. However, I soon found that the transition was more difficult than anticipated. I crumpled under the stress for a time, hating reality and dreading the future. I became angry—angry at my parents, angry at the situation, and angry because my previous life was uprooted. With time I became cognizant of my caustic behavior. I endeavored to reshape my attitudes and sought to cultivate my flexibility.

A transformation in my awareness softened my heart and allowed me to see the world in a different light. Day after day in North Carolina I sat by myself away from my peers, choosing solitude over interaction. Secluding myself was an eye-opening experience. Until you step back and view things from a different perspective

you never fully come to appreciate friendship, luxuries, or simple acts of kindness. Being "that lonely kid sitting against the wall by himself" was transformative. I came to appreciate any random act of kindness directed towards me.

We vastly underestimate the power of a smile or holding the door for someone. These acts are not as seemingly insignificant as we perceive them to be. So take time and be aware of others. Notice the seemingly insignificant. Brighten someone's day with a kindhearted smile or a compliment. It makes a world of difference. If you see someone sitting by themselves, ask them how they're doing. Figure out why they're all alone. Show them concern and compassion—because your influence is far more impactful than you can ever imagine.

When you're feeling despair it's difficult to see any end, but there are always brighter days. I've come to trust that life has some mysterious way of working itself out. In my experience, fighting change or hardship only leads to anguish. I learned that your attitude is a filter through which you perceive the world around you. I have learned to embrace the unknown and welcome experiences of uncertainty—for out of life's challenges come strength, understanding, and a renewed vitality. According to [author George] Saunders, life is a process of growing kinder and more loving. Furthermore, he advises... "to speed it along. Start right now. There's a confusion in each of us, a sickness, really: selfishness. But there's also a cure. So be a good and proactive and even somewhat desperate patient on your own behalf—seek out the most efficacious anti-selfishness medicines, energetically, for the rest of your life. Do all the other things, the ambitious things—travel, get rich, get famous, innovate, lead, fall in love, make and lose fortunes, swim naked in wild jungle rivers—but as you do, to the extent that you can, err in the direction of kindness. Do those things that incline you toward the big questions, and avoid the things that would reduce you and make you trivial. That luminous part of you that exists beyond personality—your soul, if you will—is as bright and shining as any that has ever been. Clear away everything that keeps you separate from this secret luminous place. Believe it exists, come to know it better, nurture it, [and] share its fruits tirelessly."

I believe there is great wisdom in Saunders' advice.... Don't become so engrossed in pursuing a goal that you lose sight of what's most important. There's nothing wrong with pursuing your dreams of excellence. I wholeheartedly encourage you to fulfill your dreams, but be cautious and aware of how you impact those around you on your journey. The relationships and bonds that we make are far more important and precious than any material object or accolade in this life. Class of 2014, I sincerely wish you all the very best in your future endeavors. Branching out from here, you are in control of your fate. Life will be as fruitful as you permit it to be. So be proactive, be adventurous, experiment, discover yourself, learn to live, to love and lose, be true to others, and most importantly adopt a kind heart, because kindness is humanity's most extraordinary endowment....

Once again, congratulations, class of 2014. Embrace and accept the past; relish and revel in the moment; charge forward boldly and welcome with open arms the mystery and unknown of whatever the future may hold.

Alumni *(continued)*

Inspired?

We are looking to alumni to provide an expanded view of what Pleasant Ridge Waldorf School’s contribution has been to our community and the broader world. Please share a memory of your time at PRWS that inspired you or that you find yourself remembering over and over, and tell us what you have been doing recently. We may use these reflections and updates in an upcoming Calyx or on our website. Send them to mary@pleasantridgewaldorf.org or maureenkarlstad@gmail.com.

Class Reps

We are also looking for one or two representatives from each class who can help plan and communicate alumni events next year. Spreading the word will help build excitement for getting together and renewing our friendships. Again, contact Mary or Maureen if you can serve your class.

PRWS Online

Here are a few online places to find out more about Pleasant Ridge.

Webpage: Our newly designed webpage can be found at www.pleasant-ridgewaldorf.org. It’s a long name, but it’s easy to remember!

Facebook: You can find us on our main page “Pleasant Ridge Waldorf School” and also at “Pleasant Ridge Alumni.”

eNews: You can send you email address to cynthia@pleasantridgewaldorf.org and she will put you on the list for email notices of current Pleasant Ridge events.

DEVELOPMENT

Metamorphosis is one of those key concepts in Waldorf education that teachers contemplate and work with when looking at the unfolding development of the child. Living organisms undergo constant growth and development—and sometimes this process leads to quite a dramatic change in shape. One example of this process that our teachers bring to the students of fifth grade is the chrysalis transforming into the monarch butterfly. It is a picture of beauty and mystery and wonder. It is also necessary and is subject to natural law.

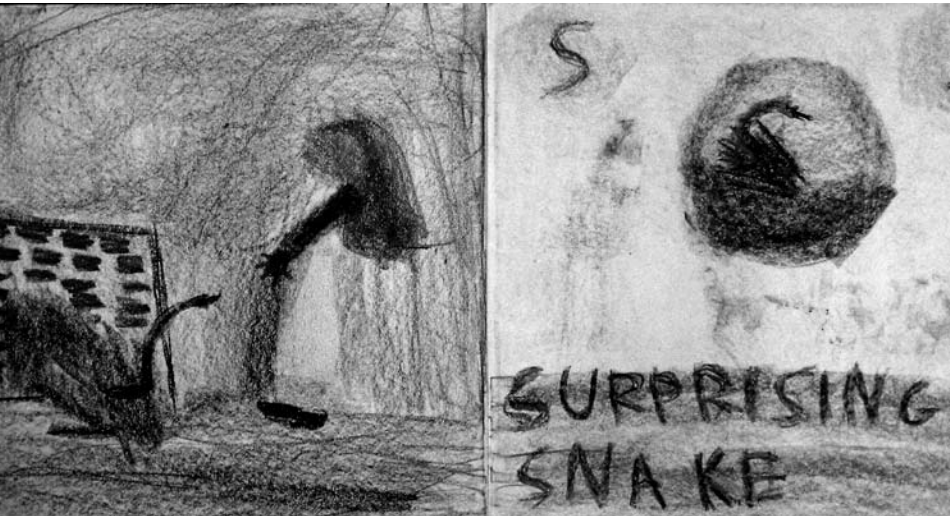
Pleasant Ridge Waldorf School is a living social organism and is also subject to laws of organizational development. Thus, this year we have experienced quite some change in our staff as people retire, move on to new work, or step out to have their own children. So as you read about these transitions, know that we are embracing change with a sense of loss and yet enthusiasm for what is new, and excitement about working with our new colleagues. We feel strong and grateful as ever to be doing this work on behalf of an inspired education.

We are also turning 35! It is only natural that we would be in a process of renewal and regeneration in this way. As we look forward to celebrating our 35th anniversary next year, the school is also beginning a long-range planning process. We will address the recommendations that were given to us by the accreditation team that visited last March. We will also be reviewing and renewing our foundational principles—those qualities that make our school unique, and against which we measure ourselves when planning new programs, site changes, and such.

We are so very grateful for all of you, our donors, friends, families and alumni, who have supported us through this year of hard work and many transitions. All of our fund raising activities, such as the Holiday Faire, Raffle, Scrip program, Yellow Page directory ads, and School Store, have been successful thanks to the support of our broader community.

We especially thank all who have supported the school through annual giving, grants, and in-kind gifts. In a year when all of us probably experienced a higher level of requests from other non-profits and worthy causes, we greatly appreciate your support. We truly could not do what we do without you!

—Mary Christenson, Development Director
mary@pleasantridgewaldorf.org, (608) 637-8504



DONORS

Many thanks to those who have supported our school
April 25 – June 30, 2014

Daniel Arnold & Susan Johnson
Robert & Dorothy Arnold
Paul Bergquist & Carole Austin
David & Jenelle Boyer
Bill Brooke
Bill Brooke Realty
Paul & Judy Bruechert
Bruce Carlson & Annette Thiede

Katrina Christenson
Steve & Mary Christenson
Dan & Sally Colacino
Alexandra & William Cole
Peter & Gabrielle Daniels
Fred Dick
Richard Goodhart
Ole & Judy Gulbrandsen
Geraldine & Raymond Jessmon

Marc LeMaire
David Levin & Margaret Lenarz
Phillip & Penny Molina
Barbara & Thomas Muth
Emily Pfitsch
Paul & Jackie Rentenbach
Patricia Rubasch
John & Sheila Sherwin
Vernon Memorial Healthcare
Viroqua Food Co-op

Tucker Hughes
Ann Hughes

Ian Knox
M. Kate Barnhart & William Knox

In Memory of
Barbara Peterson for the Barbara Peterson Children's Fund
Norma Herz
Majorie Koons
David White

Anita Lang & Alison Banner
David & Diane Banner

Dr. P. T. Bland
Adrian & Kathleen Hendrickson

Tom Dolan
Doris Dolan

Quentin Ingerson
Kathleen Ingerson

Gisela Nocker & Shizuko Sutherland
Monika & Wyatt Sutherland

John Shortridge
Mary Helen Shortridge

In Honor of
Luca Carns-Hilliker
Gary & Dianne Krueger

Odin Cheesebro-Rodriguez
Linda & Clark Beier

Mary Christenson
Linda Mathes & Robert Cwierniak

Ethan, Mike & Lucy Danforth
Robert Ducharme

Mary Kay Fandel
John Fandel

Schuyler & Cameron Hawklove
Blanche & Thane Hawkins

William & Rowan Heath
Donald & Adele Skolaski

John Heck
Lois Heck

Tejah, Ruby, and Zelda Hodapp
Valdene Hodapp

Tucker Hughes
Ann Hughes

Ian Knox
M. Kate Barnhart & William Knox

PRWS Staff
Jim & Betsy Farrell

PRWS Teachers: Past & Present
Paul & Kathy Fairchild

Aaron Schmidt
Emma & Harry Hughes
Diane & Gregory Splinter

Heron Splinter's
fabulous education
Russ & Arlene Maxwell

Janie Tippins
Kathleen Kroska

Gibson & Margo Wade
Robert Day & George Idzorek

Isabella Sage Walker
Thomas & Ellyn Walker

Grants & Foundations
Amazon School Rewards
Planet Green
Walmart Foundation

In Kind & Restricted

Driftless Café via Edible Madison Award
Ed & Angie Lemar
St. Brigid's Meadows
Prudence & Steve Tippins

SCRIP

All Creatures Animal Care
Bill Brooke Realty
Bramble Books
Bright Life Center Chiropractic
Burke's Tire & Auto Repair
DeLap Tire & Service Center
Driftless Books & Music
Driftless Café
Driftless Fair Traders
The Flower Basket
Kwik Trip
Nelson Agri-Center
Paper, Scissors, Stone
Parrish Music
Quality of Life Chiropractic
Read's Creek Nursery
Ridgeland Harvest
Rising Sun Animal Wellness Center
Rockweiler Appliance & TV
Schlicht Auto Repair
Matt Shortridge:
Music Lessons & Carpentry
Sime Furniture
Sing Your Heart Out Studio:
Dodie Whitaker
Tapestry Yoga
Village Market
Viroqua Public Market

AWSNA Summer Conference

In June Marianne Fieber and Mary Christenson represented Pleasant Ridge at the AWSNA summer conference, “Cultivating Humanness within a Technological World,” held at the Hartsbrook Waldorf School in Hadley, Massachusetts. During the conference, PRWS was acknowledged as an accredited school and received affirmation from regional Waldorf school delegates to retain our full-member status.

Marianne was our school’s first delegate to the conference and attended extra days to help conduct association business. Mary presented the results of a focus group’s work on an online conversation guide that they co-edited, titled “Building Regenerative Communities: Strength in Collaboration.”

The guide was developed as a tool to facilitate conversations toward promoting deeper understanding, trust and community within and between organizations. It provides a starting point for calling a circle and offers a variety of tools for setting up conversations. It contains several case studies that provide the content to initiate conversation, as well as additional web, print and video resources to inspire and urge participants into deep discussion around themes of regenerative communities, associative economics and cultural renewal. The guide will be posted on our website for people to use.



BILL BROOKE REALTY

(608) 637-7900
221 N. Main • Viroqua, WI 54665

www.BillBrookeRealty.com

Call Bill first when you are looking at real estate, whether you are buying or selling. Mention the school and we will earn a donation. To look at properties visit:

GRADUATING CLASS OF 2014



Photograph by PRWS alumna, Althea Sky

Visit us online at
pleasantridgewaldorf.org

PLEASANT RIDGE
WALDORF SCHOOL
431 E. Court St., Viroqua, WI 54665



CALYX

NON PROFIT ORG
U.S. POSTAGE
PAID
VIROQUA, WI
54665
PERMIT NO. 7