



confluence

news of Three Rivers School

volume 12 number 3

Spring 2006

Housebuilding in Grade Three

Around their ninth year, children begin another chapter in development. As their experiences and memories accumulate, they begin to see themselves as separate from their surroundings. No longer are they completely immersed in the all-embracing world of nature. Instead, they now begin to direct their consciousness inward. We see the child stepping towards independence and self-awareness. Dr. Rudolph Steiner indicates a teacher's work at this stage is to help redirect emotions and feelings outward through story, imagery and experience. The third grade curriculum provides a means to this end through Practical Activity Study. Farming, Gardening and House-building are the primary subject headings involved in Practical Studies.

Through Farming, Gardening and House-building the children begin to approach the life sciences, physics, geography, anthropology and economics. Although these subjects are really just seeds planted at this time, it is the reality of these sciences that humans utilize. The teacher's task is to present these realities to the children through experience.

The essentials I wished the children to experience were to discover the needs that different shelters fulfill for people in different geographical areas, and to participate in the planning and building of a shelter.

Jon Rabbitt, Teacher, Grades Three and Four



We began the block a few days earlier than planned when five workers came to replace a large, cracked, 600-pound window at the end of the stairway. The students sat silently transfixed watching them remove it, transfer it down scaffolding from the second floor and secure it onto their truck. This was the first lesson of building that the students pointed out: the need for and importance of teamwork.

Our first discussion in class centered around the question, 'What do people need to live?' The lively responses ranged from air, ice cream, electricity and pillows to grass, heat and knives. Runner-up answers from these thoughtful children included friends, oxygen, moms and dads. At the end of the discussion it was agreed that people need food, water and shelter.

A quick review of our world as a whole revealed that people essentially live in seven different geological areas. Through the years, the children have already heard many stories describing houses, barns and dwellings. Many hours spent exploring the forests, fields and bluffs in all seasons allow the children a ready information cache. The students quickly recalled stories and housing types, allowing the lesson to move quickly to deeper concepts. An example of this is the children realizing that early on people used simple materials that were naturally found in their surroundings. *continued on page 6*



Taking Cues from our Toddlers

Martha Buche, Parent-Child Class Teacher

It is a typical morning in the Parent-Child class. Children explore the toys and engage with each other as their ages allow. Parents chat, drink tea, and work on the daily craft activity. Suddenly it is quiet. Everyone is focused and purposeful, so intent, that they have not noticed this golden moment. And this moment is just what we had been working for in the Parent-Child classes. Parents are modeling focused work and children are imitating! When the parents sew, the children wish to “sew” beads onto a string. When parents sweep the sand, the children reach for the child-sized brooms. When adults model real, valuable work, in our case creating a craft for the home or working in the classroom, children imitate. In class, they have imitated our focus and have found their own, in play. Each child—even the one who began the day or the session clinging to a parent’s leg—is engaged in play, the valuable work of childhood.

The challenge is for us as adults is to be models worthy of imitation. This is the overarching task of all parents within the Parent-Child class and beyond. We know that children model adult words and action, but are those words and actions the best models? Are they worthy of imitation? We have all pondered where our children could possibly have picked up one of our own personal bad habits or sayings. In his second lecture entitled *The Kingdom of Childhood* Rudolf Steiner states “...it is what you are that matters; if you are good, this goodness will appear in your gestures...everything that you do yourself passes over into the children and makes its way within them. This is the essential point” (Rhythms of Learning, Trostli, 1998, p. 92). It is of more importance to be an upstanding person, the best kind of person you know how to be; than to be concerned about whether you are a good parent. If we are good people, then that is the model we provide for our children. And, as Steiner says, this is the essential point.

As parents, we also have other work to occupy us. It is the task before us in the winter session of Parent-Child class. We must learn to let children learn. Children, even very young infants and toddlers, are capable of learning through play in safe environments. Supplying challenging and safe places to explore is the main job of

the adult. The children are able to lead their own learning. They begin with themselves and move out to explore their environments. It is within them to do it. For this piece of learning they don’t need adults to be actively involved. The child’s learning and exploration must be self-directed at this point. And so this can be quite a challenge: to provide for a child’s needs while allowing her to explore and direct her own learning. This is a difficult thing! The infants we used to cradle in our arms were so helpless, they needed us for everything. Providing for their needs became a habit. As our children mature and grow, they need us to do less and less for them. Encouraging the children’s development and supporting what they can do is the best thing. We learn to do what is best by observing our children. Sometimes they may find themselves in a bind. Perhaps the crawling

baby has gotten stuck under the table and frustrated or frightened. Perhaps the toddler has climbed an object and cannot figure out how to climb down. Our instinct is to fix it. These are our darlings, looking to us for help, right? Yet how can a child figure out how to solve these problems if we don’t provide the opportunity?

I have observed a child outdoors on the playground equipment attempting to climb a ladder. The child began to climb and made it up the first rung. The parent was positioned directly behind the child. When the child needed to change position, stretch to reach the next rung, and problem solve the best way for his body to achieve this ladder-goal, the parent stepped in. Before the child showed distress or failure or was in danger of falling (with the parent so close) the adult decided to intervene and lift the

continued on page 6



Confluence is published four times a year by
Three Rivers School in La Crosse, Wisconsin.

Three Rivers School is a non-profit, non-sectarian institution dedicated to bringing a Waldorf school to the La Crosse area. The school does not discriminate on any basis, including race, color, sex, national or ethnic origin, age, religion, sexual orientation, family status, disability or income level in enrollment or hiring.

Volume 12 Number 3

Spring 2006



Waldorf Education in La Crosse

Open House Week April 23-28, 2006

Celebrating 10 years of Waldorf Education in La Crosse, Wisconsin

1
9
9
6
.
2
0
0
6



Sunday, April 23, 1- 4 p.m.

10 Year Celebration Open House

puppet show at 2 p.m., grades 5-8 choir at 2:30 p.m.
Come one, come all! No advance registration required.

Monday, April 24, 5:00-6:30 p.m.

Chalkboard Drawing Presentation

with Grades Three and Four Teacher Jon Rabbitt
please call to register

Tuesday, April 25, 4:30-5:30 p.m.

“Watercolor Painting for the Non-Painter”

with Grades Five and Six Teacher Heather Müsch
please call to register

Wednesday, April 26, 4:30-6:30 p.m.

Silk Dyeing

with Early Childhood Teacher Martha Buche
please call to register

Thursday, April 27, 6:30-7:30 p.m.

“Introduction to Waldorf Education”

with German Teacher Ingrid Halverson
please call to register

Friday, April 28

Grandparents & Friends of Three Rivers School Day

Grades Student Assembly, 2 p.m. in the gymnasium
please call to register

- 11th annual -

Spring Fair

sponsored by



Three Rivers School

Waldorf Education in La Crosse

*Guided
Games*

*Maypole
Dancing*

*Live
Music*

*"Springtime in
the Marsh"*

*Puppet
Parade*

*Come see this year's
new puppet!*

Crafts



Schedule of Events

Crafts & Family Activities
Live Sheep & Wool demos
Baby Animals
10:00 a.m.-12:00 p.m.
1:00 - 3:00 p.m.

Maypole Dancing & Music
12:15 p.m. & 3:15 p.m.

Puppet Parade
11:45 a.m. & 2:45 p.m.

Guided Games
3:00 - 4:00 p.m.

Free Family Activities
all day 10 a.m. - 4 p.m.

Lunch served
11:00 a.m. - 2 p.m.

Saturday, May 13

on the school's playground 10 a.m. - 4 p.m.

901 Caledonia Street, on La Crosse's North Side

At School

Our new school presented the opportunity for us to re-imagine all our seasonal festivals and events as we cycled once again through the seasons of our school year. The joy of owning this beautiful building and of having sufficient space has been part of our daily life. Room for extra desk storage – we’ve got it! Need space to prepare soup and bread for several hundred for the Fall Festival or to hold a silk dyeing class? We’ve got a cafeteria and commercial kitchen! Our Lantern Walk was celebrated with a bonfire on the playground and a walk through the neighborhood with lighted lanterns and songs. The Holiday Fair made use of the abundant space with crafts in many of the classrooms, puppet shows in the kindergarten rooms, and elves hiding out in their cottage in the library making cookies and toys. The Silent Auction committee was thrilled to have their own room to organize this huge fundraising event instead of tripping over office staff as in years past. How glorious it has been to set up stage sets in the gym and library and to be able to leave them up for several weeks while students are working on their class plays. Parent utilize our community room daily as they wait for Parent-Child classes to start, work on crafts for the store or a festival, meet about starting a high school and catch up with school friends.

We’ve been dreaming for years about what we would do when we had our own space. A hot lunch program, using whole and organic foods was high on the list. The program was started in January, serving 3 meals a week. It has been hugely successful and will expand next year. We also plan to start selling soup and bread made in the kitchen to family and friends. Afterschool programming was also a dream. Drumming, guitar and violin lessons, running, basketball and soccer have been offered this year, with many ideas in the planning stage for next year.

Our school space now extends out into the surrounding neighborhood as we settle into our home and meet our neighbors. We’ve been welcomed as part of the Lower Northside Depot Neighborhood group and to the Old Town North Merchants Association. The nearby Sweet Shop was part of the 3/4 grade lesson block on money and making change. Copeland Park, along the Mississippi River, has been a weekly destination for the kindergarten classes, providing swings and hills for play.

Three Rivers School has been pleased to be able to give back to the community by providing space for community groups to meet. The Ho Chunk youth group has been using our gymnasium weekly for basketball games. A women’s support group, a social justice organizing group and a youth music group are just a few of the organizations that are making regular use of the

building. We’ve also started what we hope will be an ongoing series of monthly family-friendly folk dances, welcoming all community members and providing an opportunity for great inter-generational fun!



Gene Chambers, an Experience Works employee, has been helping Three Rivers School shine.



Fifth and sixth grade students playing volleyball in the gym.



Chef Kyle Johan (left) started the school's first hot lunch program with help from several TRS parent volunteers, including Joanne Hagen (center) and Katie Monahan (right).

(Housebuilding, continued from page 1)

People living on grasslands or plains would use the land itself in the form of dugouts or earth homes with sod and grass as their roofs. Those dwelling in rocky, hilly or mountainous areas could find the strongest and simplest homes of all: caves! The lessons could now move to discovering the advantages and disadvantages of locally found materials. Wood is plentiful in most areas, yet burns easily. Rock is fire proof and sturdy, yet heavy and difficult to shape.

Steiner constantly encouraged teachers to start closest to home and work outward. We were most fortunate to have a local business building their new home on the vacant lot across the street. Each day we journeyed across the street to watch and discern what had been completed the day before. The workers became familiar with the children and the children became bolder with their questions and observations. During the framing of the roof, a student remarked that the workers were like spiders building a web. Another noticed how the framing was made up of triangles and squares. "It must be that triangles are stronger...that's why they are used to support the roof and all the snow it will hold." The framing process exposed the hidden areas of buildings, including the children's own homes. After observing the building site the children recorded their observations in their diaries.

As construction proceeded across the street, we occasionally turned to our own school building for insight. Donna, our building caretaker, took us on tours of the boiler room and secret passages that house the mechanical workings of the school. We viewed blueprints of our building including the originals from the 1940's. How amazed the children were to see how much wiring there

was hiding behind the walls to give us light and power. They readily pointed out the relation of rooms to wall cavities where water and sewer lines must be.

The end goal of our main lesson block was to build something. The class chose to build a structure and agreed on a mini pavilion for the kindergarten side of the playground. This project was to be our gift to the beautification of our new space and to the younger students of our school.

We began with a simple plan and miniature model and added up the amount and kinds of lumber that would be needed. Days later it was delivered and ready for staining. Using the Library (a future project!) as our storage and staging areas, we were ready to set our four posts. My Grandfather taught me to 'measure twice, cut once!' What he should have taught me was, 'measure twice, dig once!' So after digging many holes, the class finally had four that met up perfectly with our blueprint's designation of where our posts were to be set. The next week we measured (twice), cut, drilled and leveled. The most enjoyable moment came when we shingled the roof. The benefit of building this size of a structure was the accessibility to the children working on it. We created some cleats so the children could experience what it's like to lay and fix shingles! We finished on a warm October afternoon and held a small ribbon cutting ceremony with the kindergarten.

This was a most rewarding block for me. As the teacher, I watched how our lesson blocks in measurement, math and many other skills combined in a frenzy of activity that resulted in a satisfying project. The children stayed highly focused, even when it was someone else's turn to hammer a nail. Each one of them helped and asked for additional tasks. The class learned the lesson of teamwork very well.



On April 17 the school hosted The Greater La Crosse Area Chamber of Commerce "Strictly Business After 5" networking social. Members of the Chamber toured the school, heard the Grades 5-8 choir perform and enjoyed refreshments served by TRS parent volunteers in the gymnasium.

(*Cues*, continued from page 2)

child to the top of the ladder. I'm sure the parent wished to help shorten the struggle, speed up the fun, and make sure the child did not fall. The action, however, didn't really achieve that goal. When I next observed the child at the ladder, he didn't even attempt to climb, but instead turned and raised his arms to the nearby parent, saying "Up!"



When we practice observing and *not* initiating any actions, we begin to see the cues our children give when they need support. Then we will only intervene when our children need us. *Not* intervening allows them to gain confidence in their ability to independently work out almost all binds they encounter in life. We encourage growth and independence rather than dependence and limited physical development when we are successful. If we spend time observing our children, we can learn to see what they are attempting and appreciate their efforts to learn and grow in the world. We must do our best to avoid what Tracy Hogg, the self-proclaimed "Baby Whisperer" calls "rescuing behaviors." Rather than stepping in and rescuing, Ms. Hogg (2002) advocates for holding back and observing:

It's never too late to learn how to hold back...besides, I'm sure you don't want to risk the consequences of not learning: When you constantly step in, prompt, correct, or try to save your toddler from an experience (unless, of course, it's dangerous), you hinder her.

You prevent her from developing the skills she needs and inadvertently tell her she can't function without your help. What's more, children sometimes become aggravated when a parent tries to take over.

By observing children at play and seeing what they do and how they approach problems, we may learn some of the "whys" of their behavior. Children want to test their bodies in every possible way, and to use them to figure out the world. Acknowledging a child's struggles and respecting the value of those struggles for our child's personal development sends a strong message: I respect you and value what you are working on. Ms. Hogg continues, "*By holding yourself back (you're) giving your toddler the message that he is competent and you trust him...By encouraging exploration you are showing your child that you believe in his ability to experience what life has to offer and that you want him to experiment with objects, people, and eventually, with ideas*" (2002).

Exploration takes time, and giving children that time requires patience in this busy world. The parental work of observing, holding back, respecting the problem and providing the time to solve it, are opportunities to work on our best selves. We can teach our children tolerance, respect and patience by modeling these things in our parenting. If we hold back and observe their attempts and challenges, ensuring safety AND exploration, our children and we too can be better for it. And after all, that is the essential point.

Summer Parent-Child Program

for parents with their
children ages 2-4 years

May 30, June 6, 13, 20
Red Cloud Park, La Crosse
9:30-11:30 a.m.

Cost \$75 per child.
Younger siblings welcome.
Dress for the weather.

Call the school to register
608-782-8774.

Swinging in the Kindergarten

“Park Day” is integrated into our kindergarten program because of the many benefits we reap from this experience. Outdoor education in the kindergarten supports the lower (basal) senses: touch, life/well-being, movement, and balance.

Being outdoors encourages the development of these skills: observation, exploration, accomplishment, responsibility, independence and positivity. We go to the park to swing!



Ms. Mary Ellyn Mattison-Doerr at Trane Park with Kindergarten students.

The rhythmic motion of swinging--up and down, back and forth--provides children an intrinsic adjustment to the two fluids (perilymph and endolymph) around the bones of the inner ear. This rhythmic motion affects the alignment of these bones because of the gently changing gravitational forces created by the action of the swing. The seat of our ability to balance resides in the inner ear. Consequently, swinging can positively affect a child's ability to balance and move. Swinging gives a child a simultaneous and

Mary Ellyn Mattison-Doerr, Kindergarten Teacher

personal experience of both motion and balance (two of the lower, basal senses). These are intimately connected to another of the lower senses: life/well being. The freedom expressed by a bird in flight is analogous to a child's experience on a swing. Their sense of life/well-being is supported in the simple environment created by a swing. The proper development of the lower senses absolutely affects the other senses of ego, speech, thought and hearing. This sequence of development has a direct bearing on a child's ability to develop uprightness, thinking, ego and self-confidence.



For further reading:

“Self-development as a basis for the relationship between the child and the adult,” lecture by Michaela Glockler given at the first International Anthroposophical Conference in Odense, Denmark, 1998. *Our Twelve Senses*, Albert Soesman, Hawthorn Press.

It is Time for a Playground Makeover!

Reese Brenengen, Development Coordinator

We are grateful for our large playground with its mature trees for sheltering shade and tree treasure discoveries, green grass for running free with the wind, and the two play structures that naturally separate play areas for the Grades and Early Childhood students. The leadership efforts of Mary Ellyn Mattison-Doerr, Fairy Glen Kindergarten Teacher, Jane Munger, TRS parent and Landscape Designer, and Donna Murphy, Facility Caretaker, along with the school's Physical Space and Equipment (PSE) Committee created a playground rejuvenation plan with a priority list. The objectives of this rejuvenation are specific in nature and attainable over the next few months with the goal of having Phase One of the rejuvenation project completed during the upcoming summer break.

Phase 1

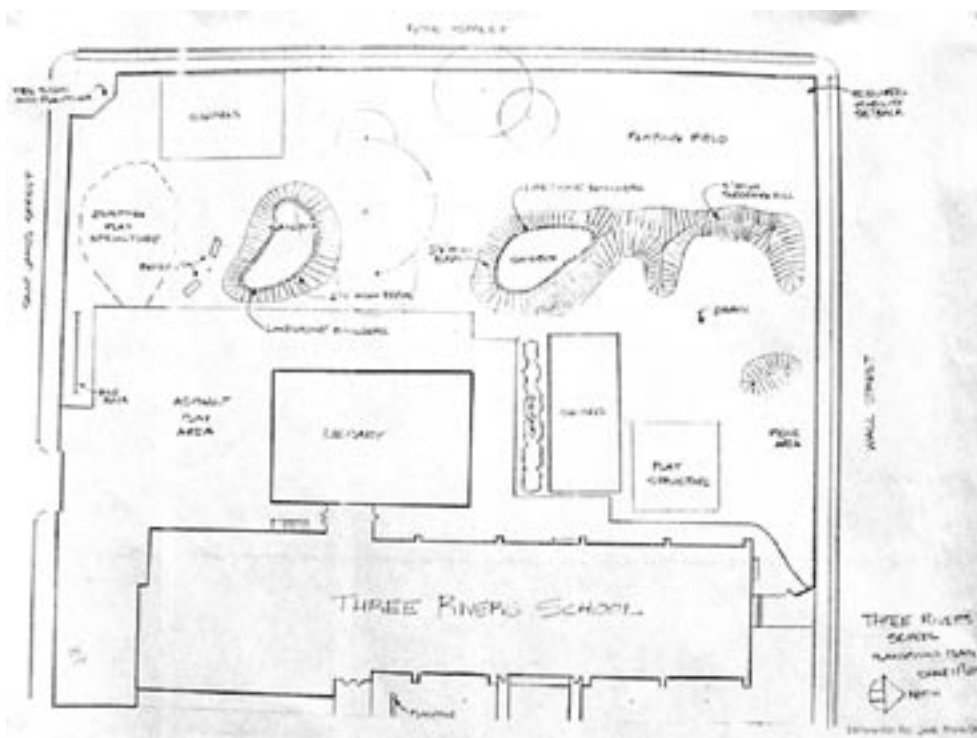
- Remove asphalt near the Early Childhood entrance, replace with black dirt and wood chips.
- Grade the playground to improve drainage and eliminate the standing water after heavy rain and snowmelt.
- Relocate the wooden play structure closer to the building away from traffic noise and provide a more secure play atmosphere.
- Add swings to the Grades and Early Childhood play areas.
- Pull in corners of playground fencing along Rose Street; add signage and greenery to beautify drive-by impressions of our school.
- Add signage to front of building.

Phase 2

- Add 'sandboxes' to the Grades and Early Childhood play areas. These large berm and boulder areas will enliven the playground topography and provide impetus for imaginative play with digging, rolling and climbing.
- Add shrubbery, raised beds and plantings to vary the play space, soften the exterior of the building and add biodiversity to our green space.
- Paint the silver metal fence black to camouflage and reduce view domination.

Despite the modest changes proposed, excavation work and the building basics such as dirt and boulders have hefty costs associated with them. Two sets of swings cost almost \$8,000 alone. This is a \$50,000 project that will benefit the children of Three Rivers School and the neighborhood we live in.

Meetings are being held with neighborhood and local service groups to inform them of our plans and ask for financial labor assistance. Your support is needed as well. Please help us with a financial donation now and participating in our upcoming summer workdays. Help is needed in soliciting community donors for this project. If you are aware of a donor or group that might support this type of project or have any other questions or suggestions, please contact Reese Brenengen at Three Rivers School 782-8774 or via e-mail at sldmseen@mwt.net.



Thank You Valentine Auction Donors!

The event raised over \$17,000 for Three Rivers School!

Marie Agren	Bill Fiorini	Menucci's Pizzeria	Jon Trapp/Armitage Inc.
Jay Ash & Jennifer Collins Ash	Kurt & Sylvie Firary	Margaret Mills	Julie Anne & Joel Turino
Baby Couture	First Supply of La Crosse	Bob Moen	US Bank
Alice Bachop & Laurie Logan	Flamer's Grill	Katie Monahan	UW-La Crosse Alumni
Barge Chiropractic	Follow Your Heart	Kevin Morrissey	UW-La Crosse Theatre
Heidi Benson	Dave Ford & Melinda Knutson	Molly Morrissey	Jennifer Vacek
Michael Berkley	Franciscan Skemp Healthcare	Amy Morse	Mary Kay Vacek
Baumgardt Shapiro Family	Franciscan Spirituality Center	Donna Murphy	Krissa Valentine-Harnish
Bean Juice	Games People Play	Heather Mutsch	Valley View Fitness
Allan Beatty & Michael Ross	Annie Gasper	Julie Nuttleman	Kristina Verde-Murphy
Ben Franklin Crafts	Good Year	Oak Ridge Pottery	Violet Flame
Best Western	Great River Steamboat Co.	Kay Oder	Visions of Light
Jason & Jodi Beyer	Dr. Holly Grimslid	Sean & Laura O'Flaherty	Chong & Yia Vue
Cameron & Jennifer Blake	Grizzly's	Doug Oldenburg	Judy Wagner
Buzz Bocher & Patricia O'Hara	Grounded Specialty Coffee	Panda Express	Wells Fargo
Milt & Lila Bocher	Gundersen Lutheran	Park West Gallery	Wettstein's
Corrie Brekke	Jeffrey Halverson	Pearl Street Books	Jan Wiekert
Brenengen Chevrolet Buick	Hampton Inn	People's Food Cooperative	Wild Birds Unlimited
Oldsmobile Pontiac, Inc. - Sparta	Kurt Hedberg	Pet Smart	Wonder Wash
Sarah Buche	Leanne Hedberg	The Photographer	Sandy Wood
Carnal Family	Amy Helseth	Gloria Pixhorn	YMCA of La Crosse
Cheddarheads	Mike & Kari Hoeth	George & Jo Ann Planavsky	Loretta Yoder
De Cheng	Honig's	Marinella Pro	Sanna Yoder
Children's Garden	Elizabeth Hutcheson	Radisson Hotel	The Yoga Place
Children's Museum of La Crosse	Iron River Antiques	Rainbow Ridge Farms B & B	Youth Initiative High School
City Brewery	Elise Kennedy	Amoreena Rathke	
Mary Clark	Sue Knopf	Reinders Family	
The Company Store	Jane Munger	Ridgeview Stable	
Ann & Bob Conroy	Jim Pattison & Martha Buche	Julie Rodenburg	
Coulee Golf Bowl	Joann Garrott	Ross Furniture	
Laurence Couturier	Robert Grabinski	Satori Arts	
Louis & Bernadette Couturier	Kim Hamner	Schwinn-Weaver Family	
Crescent Jewelers	Cindy Hoehne	Michael & Jeanne Scott	
Crosse Stitchery	Ray Hutson	Scott Joseph Menswear	
Nami Cutler	Jules Coffee House	Seven Bridges Restaurant	
Degen Berglund	Carl B. Noelke Co	Annabelle Sharp	
Drew Dockry	Andy Kaftan & Betsy Gleiss	Steve Sharp & Ann Yourell	
Marleen Dockry	Katmandu	Shopko North	
Diana Durall	Kidworxx by Marly Z	Simply Living	
Daniel Ecklund & Leah Dietrich	King Street Tax & Bookkeeping	Ana Skemp	
Elegant Stone	Steve Klingemann	Kirsten Skiles	
The Elliksons	Katie Kossing	Smith Cycling & Fitness	
Rich & Jean Ellis	Shirley Krause	J.W. Stannard	
Erbert & Gerbert Subs	Kroner True Value Hardware	State Bank of La Crosse	
Kim Edwards	La Crosse Handyman	Bethanne Stephan	
Estina's Spa and Retreat	La Crosse Speedway	Dawn Storandt	
Eye Mart Express	Lamplighter	Studio 2000	
Family Constellations Works	Leithold Music	The Studio on Main	
Famous Dave's	Colette LeJariel	Sullivan Supper Club	
Farm and Fleet	Natalie Lepkowski	Mary Thompson	
Melani Fay & Alma Noll	Los Tres Compadres	Time Out to Learn	
Monte & Harlo Fay	Celeste Mader	Tomah Wellness Center	
Zoë Fay	Magical Delights	Top Shots	
Fayze's	Martial Arts America	The Toro Company	
Felting Knit	Matthew's Solocam	Toys 'n Tales	
Festival Foods	Peter & Mary Ellen McCartney	Traditions Restaurant	
	Medusa Salon	Transformational Touch	

*Looking forward to
next year's event?*

*Mark your calendar for
the seventh annual*

Valentine Dance and Silent Auction

**Saturday
February 10, 2007
City Brewery
Banquet Hall**

*Returning again next year by
popular demand...music by*

**Three Beers
'Til Dubuque**

***We appreciate the
generosity of these
Friends of Three
Rivers School***

Karen Acker
Anonymous
Bill & Julieann Ash
Jennifer & Jay Ash
Allan Beatty
Milton & Lila Bocher
Tony & Reese Brenengen
Candice Brieske
Kitty Howells & Mike Brown
Jim Pattison & Martha Buche
Susan Bunnell
Marvin Bunnell
Oakley Carnal
Steve & Mary Christenson
Eligio D'Agostino
Kevin Kenow & Ruth Davis
Shirley Davis
Gordon & Bonnie Deml
Scott & Jessica Ferrier
Melinda Knutson & David Ford
Will & AnneMarie Fryer
Blanche Gleiss
Robert & Pamela Grabinski
Rachel & Cameron Gundersen
Hugh Garrott & Ingrid Halverson
Kim Hammer
Edward Harris
Marty Sellers & Nancy Hartje
Dawn & Vince Hundt
Bridget & Tom Jones
Betty Kendrick
James & Jennifer Kleven
Fred Kriemelmeyer
James Lafky
Alice Bachop & Laurie Logan
Nate & Mickie Long
Peter & Mary Ellen McCartney
Beth Moore

James Auler & Paula Murphy
Melani Fay & Alma Noll
Thad & Lisa Noll
Liz Noll
Delores Nuttleman
Daniel & Annette Paulus
Norman & Anita Paulus
David & Nancy Pike
Sue Pinski
Pamela Radosen
James & Mildred Ross
Michael Ross
Scott Weaver & Natalie Schwinn
Robert Shapiro
Greater Milwaukee Foundation
The Shapiro Family Fund
Ann Yourell & Steve Sharp
Michael & Pat Strittmater
Sara Sullivan
Gwen & Eric Torstenson
Lauri Hoff & Jon Trapp
Virgil & Mary Kay Vacek
Jennifer & Matt Vacek
Arthur VanAman
William & Mary VanMaren
Vivian Webster
Richard & Barbara Yoder

***Laura Scherer
Memorial Fund***

Russell & Mary Caslin
Doris Beatty
Peggy Ross
Burkhardt Family
Mary Faith & Herb Perkins
Terry & Cindy Murphy
Gary Lemasters
Michael Ross
James & Margo McNeil

The First Seven Years

***“Understanding Waldorf
Education for Children
ages Birth through Seven”***

**Sophia Institute Summer Course
June 26-30, 2006
at Three Rivers School
in La Crosse, Wisconsin**

**Tuition: \$450
Tuition assistance available.
Childcare and on-site housing available.**

**For more information & registration visit
www.sophiainstitute.us**

Sophia Institute
500 E. Jefferson Street #302,
Viroqua, WI 54665
608-637-6445

Summer Circus Camp in Viroqua

2 weeks, M-F, June 19-30, 9 a.m.-3:30 p.m.

for children ages 9-15

*uggling poi diabolo scarves
unicycling clowning devil stick hoop
stilts ladders chairs and much more*

\$320 for the two-week camp

Final performance Friday, June 30

*Call David Kennedy at 608-637-6658
for details and enrollment form.*

WOMEN'S COUNSELING

in La Crosse

BOBBI RATHERT, M.A.
Counselor

Counseling and Guidance for Individuals and Couples
For Women and Men

Please feel welcome to call for a brochure, to make an appointment,
or for more information.

I would be happy to answer your questions.

Suite 406, 115 5th Street South, La Crosse, WI 54601
608.793.1662

THANK YOU

♥ To CPR instructors Cindy Hoehne and Jason Knipe for providing CPR instruction and certification for eight of our faculty and staff as a contribution to Three Rivers School.

♥ To Mario Prospero of Henri Studios for the donation of three water fountains to the Early Childhood Program.

Calendar

- April 23**
1:00-4:00 p.m. **Ten Year Celebration Open House**
Puppet show at 2:00; choir at 2:30.
Come celebrate our 10 year anniversary!
- April 24**
5:00-6:30 p.m. **Chalkboard Drawing presentation**
with Grades 3 & 4 Teacher Jon Rabbitt
Please call to register 608-782-8774
- April 25**
4:40-5:30 p.m. **“Watercolor Painting for the Nonpainter”**
with Grades 5 & 6 Teacher Heather Misch
Please call to register 608-782-8774
- April 26**
4:30-6:00 p.m. **Silk Dyeing**
with Early Childhood Teacher Martha Buche
Please call to register 608-782-8774
- April 27**
6:30-7:30 p.m. **Introduction to Waldorf Education**
with German Teacher Ingrid Halverson
Please call to register 608-782-8774
- April 28**
Grandparents & Friends of TRS Day
Grades Student Assembly 2 p.m. in gymnasium
Please call to register 608-782-8774
- May 8**
6:30 p.m. **Open House**
Enrollment information for parents
Please call to register 608-782-8774
- May 13**
10 a.m. - 4 p.m. **11th Annual Spring Fair**, on TRS playground
Maypole dancing, live music, crafts, puppet
parade, sheep shearing. Open to the public.

- May 16**
3:15-5:00 p.m. **Drawing Class for Adults**
with Master Waldorf Teacher Leo Klein
Please call to register 608-782-8774
- May 17**
3:15-5:00 p.m. **Painting Class for Adults**
with Master Waldorf Teacher Leo Klein
Please call to register 608-782-8774
- May 18**
3:15-5:00 p.m. **Paintings, art exhibit and sale**
by artist Leo Klein



A classroom weaving project in First Grade.

Non-Profit Org.
U.S. Postage
PAID
La Crosse, WI
Permit No. 275

Three Rivers School
Waldorf Education in La Crosse
Celebrating Ten Years of Waldorf Education in La Crosse
901 Caledonia Street
La Crosse, WI 54603
608-782-8774
www.ThreeRiversSchool.org