THE CUISENAIRE METHOD

An interpretation of the Cuisenaire-Gattegno approach to mathematics instruction in the elementary school

by Elizabeth N. Berglund

A new light is appearing upon the educational horizon which offers hope that the third "R" of the elementary school will no longer be regarded with dread and dislike by young pupils, but will become one of the more popular and better understood subjects of the curriculum. This ray of hope is stemming from the excellent work of the various study groups in which mathematicians have joined with educators in planning for the improvement of instruction at all levels.

While the work of the several study groups is now familiar to educators and to the general public, comparatively less well known and understood is a material for learning which is awakening the spirit of creativity in classrooms where children and their teachers are discovering the great power and beauty in the structure of mathematics through the use of the Cuisenaire Colored Rods.

In response to the interest which was shown in the brief article "New Horizons in Teaching Mathematics" which appeared in the June issue of the Lesley Review, the purpose of this paper is (1) to more fully identify the Cuisenaire-Gattegno approach to mathematics and describe the events surrounding its European origin and subsequent introduction into America, (2) to outline some of the principles and psychological implications of the Cuisenaire-Gattegno tenets, and (3) to demonstrate various ways in which some basic mathematical concepts may be introduced in the kindergarten and early primary grades through the use of the Cuisenaire rods and other devices.

Part II of this article which will appear in the June issue of the Lesley Review will present (1) specific suggestions for developing mathematical concepts in the later elementary school years, (2) some conclusions and recommendations which have resulted from several years of experience with educators, college students, and children who have gained new perspectives in mathematics through the use of the Cuisenaire rods, and (3) an interpretation of some experiences within a well defined modern mathematics program during the academic years 1963-65 which suggest that the use of the rods may provide a fertile field in which to determine the answers to some fundamental questions as to how children acquire mathematical concepts.

Background of the Cuisenaire-Gattegno Approach to Mathematics

The Cuisenaire-Gattegno approach to mathematics is based upon the use of the Cuisenaire colored rods which were originated by Georges Cuisenaire, Director of Education in the public schools of Thuin, Belgium. The materials consist of a compartmented box of 291 wooden rods which vary in length from 1 to 10 centimeters and are colored according to a scheme developed after twenty-two years of experimentation: 1 cm.-white; 7 cm.-black; 2, 4, 8 cm.-varying shades of red;...
3, 6, 9 cm.—varying shades of green; 5, 10 cm.—varying shades of yellow.

The rods were used exclusively by the pupils in Thuin, Belgium, until Dr. C. Gattegno, Professor of Pure and Applied Mathematics at the University of London (1946-1957) visited Thuin to observe children learning mathematics through the use of colored rods. It immediately became evident to Dr. Gattegno that some new factor or set of factors was involved in the learning process when children were using the new materials.

Dr. Gattegno began at once to experiment with ideas suggested by the very nature of the rods, and in 1957 he resigned his position at the University of London to devote full time to the writing of textbooks and to the teaching of mathematics to children in all parts of the world.

As Secretary of the International Commission for the Study and Improvement of the Teaching of Mathematics, Dr. Gattegno completed his first tour of duty as an expert in the technical assistance program of UNESCO in 1958. It was during that year that he visited the United States, where he conducted one of his first workshops at Lesley College in Cambridge before visiting other colleges and schools throughout the country. Lesley later became the first college in the United States to introduce the Cuisenaire-Gattegno conception to teachers and has continued to serve interested schools with consultation service from Maine to Florida.

Some Basic Principles and Psychological Implications of the Cuisenaire-Gattegno Tenets

There are certain features which are embodied in the nature of the colored rods and in the techniques for their use which make the Cuisenaire-Gattegno contribution unique in the field of professional education. There are also many psychological implications for the teaching of mathematics which provide material for further study.

Color serves as a bridge from the concrete to the abstract. One of the first characteristics of the rods which is appreciated by children is that all of the rods of the same size are also of the same color, while each rod of a different size is also of a different color. Therefore, a very young child is immediately confronted with a wealth of possibilities for comparing the relative size of the rods even before he has developed a concept of number.

As a child works with the rods he will note that the red rod is larger than the white, but smaller than the light green, or the purple, etc. He will also discover that if he places the red rod and the light green rod end to end their combined length will be equal to that of the yellow. The construction may be read "red union light green equals yellow," or as "light green union red equals yellow." Thus, the child begins to develop a concept of addition through the language of sets. He will also be confronted with the commutative property of the operation of addition even before specific number ideas are mentioned.

When the child has reached the point of maturity when he is able to associate a numerical value to the rods he is then ready to understand that if the white rod is the unit of measure then the above construction or pattern may be recorded as 2 plus 3 equals 5, and as 3 plus 2 equals 5.

As teachers observe children develop foundations for the appreciation and understanding of quantitative measures they will readily agree that the property of color truly serves the child as a bridge which serves to carry his thinking from the concrete to the abstract. Flexibility is a property of the rods. Another basic characteristic which is embodied in the rods may be observed in the way in which each rod is cut. It will be noted that unlike the Catherine Stern materials which are used in the United States, the rods are not divided into units through grooves being cut into the wood as in the case with the Stern materials. The numerical value of each Cuisenaire rod is determined only by the selection of the rod which serves as a unit of measure. For example, if the white rod is one, then the yellow will be five. If the yellow is selected to represent the unit of measure, then orange will be two. However, the yellow block in the Catherine Stern materials is cut into five units by grooves marked into the wood.

The rods are a model of the Cuisenaire-Gattegno conception represents a measurement rather than a counting approach to the study of number. Since the measurement concept is a more sophisticated idea of number than the cardinal meaning of number, it becomes necessary to introduce children to counting through the use of other materials. At the same time that they are learning to count the members of a set of things, parallel work with the rods may consist of experiences in which each rod is identified in terms of its property of color. When the cardinal concept of numbers one through five is established, then number ideas may be associated with the rods.

The fundamental operations are introduced simultaneously. As the child explores the process of placing two rods end to end to form a length which is equal to a single larger rod he is becoming acquainted with the various decompositions which serve as an introduction to the idea of addition. Sometimes operations will consist of putting rods of equal size end to end which leads directly into an understanding of multiplication, division and fractions. The operation of subtraction is demonstrated by covering a part of a rod with one which is smaller. For example, if the yellow rod is covered with the light green, it may be seen that a part is left uncovered which is equal to the red rod. And if it is agreed that the white rod is the unit of measure, then it has been shown that when three parts of the five have been taken or covered then there are two parts left. This may be read 5—3=2. When introduced to the operations in this way it is easy for children to see that addition represents the process of joining groups while subtraction is an operation which...
bears an inverse relationship to addition. Children also readily understand multiplication as representing repeated addition and can appreciate the inverse relationship between division and multiplication. It may also be demonstrated that division may be defined as a process of repeated subtraction. For example, if children are asked to find how many red rods placed end to end will make a length which is equal to the orange rod they will discover that it will take five red rods to equal the orange. If white is the unit of measure, then the question, “How many two's are there in ten?” may be answered by removing the red rods one by one in the search for an answer.

Because of the demonstrated relationships between the operations which are easy for the child to appreciate, it is now possible for children in the first grade to work with all of the operations.

The rods serve as useful models in the study of fractions at an early age. Not long after children have learned to associate number with the rods and can deal with addition and the operations of subtraction and multiplication, they are then introduced to the idea of fractional numbers. It can be discovered that since it takes two white rods to equal a red, then the white rod is equal to one-half of the red rod. It follows that if it takes three whites to equal the length of a light green rod, then the white rod is equal to one-third of the green.

It is during the study of fractions that the flexible nature of the rods may perhaps be best observed. The rods may be identified only in terms of color. Thus, a child may take one red rod, a blue rod, or an orange rod and study its equal parts by the selection of the appropriate smaller rod. The rods may also represent number ideas as the study of fractions progresses. For example, if white is one, then it may be found that $1/2 \times 2 = 1$ and $1/3 \times 3 = 1$, etc.

Later stages in the study of fractions finds the first grade child able to deal with equations like the following:

$$\frac{1}{2} \times 2 + \frac{3}{4} \times 8 - \frac{1}{3} \times 3 + \frac{2}{3} \times 6$$

Some Psychological Implications of the Cuisenaire-Gattegno Approach for the Improvement of Mathematics Instruction

Perhaps one of the greatest contributions of the Cuisenaire conception is that it seems to offer excellent opportunities for the study of the growth of mathematical ideas in young children.

The rods furnish opportunity for the development of perceptual and tactile powers. As young children measure space with the eye and learn to predict which rod will fill a given area they are able to develop their power of perception to the point where no trial and error are involved. As they hold the rods in their hands, they also become proficient in identifying the rods through the sense of touch. All avenues of learning are, therefore, used to good advantage.

The process of discovery which leads to real understanding replaces memorization as a learning technique. Since the learning which is accomplished through the use of the rods is based upon the child’s ability to discover his own solutions to problems and to check his accuracy, it becomes unnecessary to use memorization as a learning technique. Experience has shown that the child who has learned through an approach which places emphasis upon the discovery of the underlying structure of the mathematical problem finds that he can return to that problem and reconstruct his experience through the use of the rods rather than resorting to memorization.

Verbalization and the recording of ideas are encouraged only after meaning and understanding have been established. In addition to the encouragement of memorization as a learning technique which has been practiced in our schools, it also often happens that a child is asked to verbalize before a concept has been developed to a point where he is ready for this experience. In working with the rods a child is often able to act upon a perceptual awareness long before he is able to verbalize. There is much to be gained by allowing the child to study the problem from many points of view before he is asked to express his ideas. Similarly, the child is invited to record his ideas in relation to a problem only when the concept has become completely clear in his mind.

The use of the rods fosters the spirit of discovery and creativity. Perhaps one of the strongest features of the rods is that they encourage children to work independently and to make their own discoveries. If teachers accept the spirit in which the authors intended the use of the rods, then the classrooms will indeed become learning laboratories in which the child will no longer search for “what teacher wants” but will be given the freedom to work things out for himself.

Guiding the Development of Mathematical Concepts in the Kindergarten and First Grade

Since number experiences in the kindergarten may be viewed as an extension of quantitative thinking rather than the beginning, the use of the Cuisenaire rods will fit naturally into the sequence of activities which lead to further development of the child’s early concept of number.

The child’s first experience with the rods is through the building of creative constructions. Perhaps one of the most interesting aspects of the work with young children may be observed in what Cuisenaire-Gattegno have termed as periods of Free Play. The purpose of these sessions is to allow each child to experiment with the rods and to build various constructions in accordance with his own individual interest, creativity, and skill. It is during this work that the child becomes intimately acquainted with the various colors and sizes, and learns which rods will meet his needs in filling a certain space in a design.

As the children are engaged in building with the rods the teacher will be able to make some valuable observations concerning individual children. It may be noted that there is great variation in the originality of the work with regard to the choice of color and in the particular designs. Work habits may be also revealed through the way in which some children start work at once and become absorbed for long periods of time, while others will rely upon classmates for ideas concerning designs.

In the kindergarten and early grades children will need a generous amount of time for building creatively. Even in later grades there is much to be gained through this activity which may come at the beginning or at the end of lessons.

During the period known as the qualitative stage the rods are identified only in terms of color. The authors have described this work as qualitative arithmetic because it involves only those properties of the material which depend on the color and the relations of equiva-
through their creative endeavors in building various kindergarten have become acquainted with the rods. After a period of time in which the children in the

A sample of activities during this period may be as

Discovery of properties of rods
Hold up a big rod. Show a little rod. Show the large

Developing a vocabulary for clear communication
Ask children to respond to the following directions by arranging rods as directed.
Place two light green rods end to end.
Make a train of red rods.
Take a blue rod. Place a yellow rod side-by-side with the blue.
Take a yellow rod. Place a light green beside the

yellow. What rod will fill the space? This is called a

pattern.
Take a light green rod. Make a light green pattern using rods end to end to make a length equal to the light green.

Constructing patterns that suggest the addition operation
Place a red rod and a light green rod end to end. Read, “Light green add red,” or “Light green plus red.”
Use many combinations of rods to suggest the addition operation.

Building patterns which suggest the subtraction operation
Take a yellow rod and cover some of it by placing a red rod on top of it. Read “Yellow subtract red,” or “Yellow minus red.”
Make a pattern for “Blue minus yellow,” etc.

There are other activities which should parallel the qualitative work with the rods. Though not much mention of it is made in the literature, the Cuisenaire-Gattegno approach is based upon the assumption that the teacher will plan a program which fosters the development of the ability to count through participation in a variety of classroom experiences during the weeks in which the children are becoming acquainted with the rods in a qualitative way.

In general it will be noted by the teacher that there are two distinct concepts of number to be developed. One concept is concerned with the "how many" in a "Collection" or a "group of things," and represents the cardinal meaning of number. However, when we wish to differentiate among particular members of a group or to note position in a series such as the day of the month, number of a house, etc., these are called ordinal numbers. Therefore, a distinction is made between number as applied to discrete (separate, unconnected) situations and numbers as applied to continuous situations.

Since a child's first need for number may be seen as arising more frequently from discrete situations it will be advantageous to deal with this concept through developing the idea of "sets" or "collections" of things and arrive at counting through the recognition of number as a property of a set.

In the second concept of number which arises from the cardinality of the number system, all number is viewed as a continuum with each specific number being a unique measurement from the zero point. This continuum is pictured as the number line and is a useful device in extending the concept of number and the operations. It is upon this second concept of number, often called the measurement concept, that the Cuisenaire-Gattegno approach is based; therefore, it is necessary for the classroom teacher to utilize other materials in conjunction with the use of the rods to facilitate the development of the cardinal concept of numbers as a prelude to work which will deal with the measurement or ordinal idea.

Activities dealing with the concept of a set provide a basis for understanding the cardinal meaning of a number. During the weeks in which children are experiencing the various activities with the Cuisenaire rods as described in the preceding sections the teacher should also plan other types of activities which are designed to develop the cardinal meaning of number.

The concept of a set may be introduced though the use of cutouts which are placed on the flannel board. The "picture" may be a group of ducks or children which are first described as a "flock of ducks" and a "group of children," while the same pictures may later be described as a set of ducks and a set of children.

The various sets which are described may be examined to determine whether there are more ducks than children. (This may be done by placing the ducks one at a time by each of the children as follows:)

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A member of a set may be introduced by reading stories about a family like The Three Bears, The Three Little Pigs, etc. After reading the story the pupils may be asked to describe the various sets in the story. It is developed that each person or thing is called a member of a set.

The concept of subset may be developed by placing a set of animals on the flannel board which includes rabbits and dogs. Pupils are then asked to point to the subset of rabbits in the set of animals.

The comparison of sets may be demonstrated by asking a few boys to stand on one side of the room and some girls to stand opposite the boys. From a central position the teacher may pair a member from the set of boys with a member from the set of girls. In this way it may be determined which set has more members. The same procedure may be used to show fewer members.

The number property of a set is a concept which may be developed through the manipulation of small objects or through the use of the flannel board. A child may recognize a set with one member, two members, etc.

The ordering of sets to find their numbers is accomplished when a child is able to arrange squares on the flannel board as pictured below.

After the first square is placed on the flannel board, each set that follows is built by matching the squares in the preceding set and then adding another so that the number for the set is one more.

Perception cards on which the following sets of circles are drawn will also be useful in giving the child an opportunity to develop a quick recognition of the set of counting numbers.

CONCLUSION

Throughout the history of education one may note mileposts which mark the appearance of new ideas upon the horizon which have either been treated with complete neglect or with over-emphasis. Unfortunately, this appears to have been the fate of the Cuisenaire materials when they first appeared upon the American scene. Many schools did not investigate the possibilities offered by the European contribution, while other enthusiastic supporters of the new idea failed to realize that other basic approaches to teaching used in conjunction with the Cuisenaire rods can make these materials an even more powerful tool for learning.

It is now possible for teachers to plan a balanced Modern Mathematics program in which the rods and well known devices like the number-line, the abacus and other well tested materials may be used successfully in a way that will awaken the spirit of discovery in the hearts of young children everywhere.

REAQUIEM FOR GREATNESS

Time collects countless memories of Livingston Stebbins.

Once he told a graduating class that the ministry and the work of the teacher were equally the most important vocations from anywhere to anywhere. He believed it and he lived his life by it.

Dr. Stebbins was born in a hopeful generation and he grew in stature to become an architect of hope for others. While he knew some personal failure, Livingston Stebbins was that kind of man who could take two steps beyond any failure and find success.

His very presence was an inspiration because he made it clear that good ideas could light up the world.

Many monuments at Lesley College and elsewhere mark his memory today, but the greatest of these will continue to be the simple fact that his forethought helped awaken wonder. This has been so in the past and will continue to be in the future. Because of him discovery darts from every corner on this campus and far beyond it.

Lesley has lost a friend, but there is a place where today meets tomorrow, and there perhaps we shall meet again.
DR. JEROME S. BRUNER

Winter Convocation 1964, added another illustrious person to the Lesley Alumnae Association when Dr. Jerome Bruner was awarded the honorary degree of Doctor of Humane Letters. The citation reads as follows:

JEROME SEYMOUR BRUNER, born in 1915; A.B. Duke University, Ph.D. Harvard University; Director of the Center for Cognitive Studies at Harvard, current President of the American Psychological Association; by common consent the leader of his profession . . .

. . . who goes to children to learn how children learn, and to the stored wisdom of literature and the arts to know what Man has known.

. . . who opposes "the cloying concept of readiness" with the counter-hypothesis that "the foundations of any subject may be taught at any age in some honest form."

. . . who teaches, not a sterile determinism, but the pursuit of excellence and who urges us to explore the limits of man's perfectibility.

. . . a philosopher in the old, best sense of the title, one who loves wisdom in any form and admits to no boundaries in his pursuit of it . . .

Lesley College honors itself today in honoring this learner and teacher, because he embodies so many of the highest ideals we hope to inspire in our students.

By Action of the Board of Trustees, Lesley College bestows upon JEROME SEYMOUR BRUNER the degree of Doctor of Humane Letters.

"What kind of place is Lesley College?" This is a question I'm often asked. It rarely surprises me and now I have answered the question enough to be as comprehensive as time and consideration might allow.

Recently, however, the question was posed to me by one who was quite familiar with the visible Lesley. Knowing the College and what it contained externally, my questioner was really inquiring as to the spirit of Lesley. My answer was probably inadequate at the time. However, it set me to thinking and were I afforded a second chance, my answer would go something like this —

You ask what kind of a place Lesley is? Well, I see Lesley as a community of scholars. A place for those who strive to make others see. Here is a place for those who hate ignorance.

Lesley knows what it looks like on the other side of ten years old, and on the other side of twenty years old, and on the other side of sixty years old. Lesley is a place where time intersects with eternity.

Lesley is a place with boundaries measured only by the influence of its own. This is a campus that reaches far beyond Cambridge. Ours is a community that possesses the capacity to astonish. Here is a place so filled with life and hope for a better tomorrow that we who belong to it shall probably not be quite dead when we die.

What kind of place is Lesley College? This is a place that believes that youth must not be a waste of time. Lesley is a place where children are taught to be unafraid of the darkness and adults are taught to be unafraid of the light.

The College grows older. Birthdays come as often as Christmas. Age will bring a succession of surprises for those who love Lesley. Time will see a new campus and new students and new faculty members, but no matter how often the guard changes the spirit of Lesley will continue to guide us and we shall share miracles with the young and the old alike.
Dear Alumna:

How fortunate you are! As a parent, a teacher or both, you have the privilege and the responsibility of working with children. Your creativeness is challenged as you provide opportunities for them to learn and to grow. What direction will this change take? Learning will take place of course but what kind of learning? Your concern for your children is expressed by your active involvement in their education and in their development. This indicates that you honestly believe that you as an individual make a difference in their pattern of change.

There are also opportunities now for you to play a truly significant part in the changes taking place at Lesley College. Lesley, like a child, is in a period of rapid growth and development. She needs your creative energies to provide direction for her growth. It is exciting and rewarding to be contributing ideas and to feel that you are playing an important role in helping to provide direction for, and stimulation of the growth of your College.

There is now national recognition of the need of teachers colleges and schools of education to do a much better job in preparing teachers. You, as a professional educator, have a responsibility to assume a much better job in preparing teachers. Colleges and schools of education need for doing something with our ideas by saying, "It is not the idea of getting to Detroit that gets you there, but the right bus."

You have thoughts about Lesley based on your experience as an elementary teacher. This is a new position for me so I am particularly receptive to, and appreciative of any help you can give me. I need your ideas and your College needs you to act on them. Harry Emerson Fosdick points out the need for doing something with our ideas by saying, "It is not the idea of getting to Detroit that gets you there, but the right bus."

You have thoughts about Lesley based on your experiences here. You have ideas you would like to express to the College and see action taken on them. You, as a graduate, have the opportunity and the responsibility to exercise leadership in Lesley's growth.

Lesley wants your ideas and your participation.

Please notice that this letter is addressed to you as an individual alumna. I would like to hear from each one of you. Please use the form in the "Review" to write to me and tell me about yourself and share any ideas you may have with regard to Lesley. Perhaps you have a project or an activity in mind in which you would like to be involved. Also, please indicate any change of address and tell me about any of your Lesley friends who are not on the mailing list. And finally, if you would like to see some article in the "Review," please let me know.

I hope to meet you personally. If you are near Cambridge, please come to Lesley and make yourself known to me. I look forward to working with you and we then can look forward together.

Barbara Shaw
Lesley 1956

MEMO FROM THE ALUMNAE OFFICE

Dear Alumna,

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Barbara Shaw
Lesley 1956
the College and President of the Democratic National Committee Women from the State of Connecticut, gave a very interesting and enjoyable talk on fund raising projects for the Club.

During the business meeting a suggestion was made by Mrs. Jane Johnson, the Club Convener, that members hold teas in their homes for the purpose of acquainting interested, qualified high school girls with the curriculum and goals of Lesley Teachers College.

Mr. Jay Canavan announced that the first Alumnae Giving Program which took place last year set a new national record. He also stated that a full time graduate program is now in progress at the College.

Betsy D. Bedrick, Scribe

NEW YORK

On November 4, 1964 the Lesley College Alumnae Club of New York City, Westchester and Long Island areas had its second meeting in a private room of Hotel Number One Fifth Avenue. Miss Susan Hruska '61, Convener of the Club, made most of the necessary preparations for a delicious steak dinner.

Dr. Don A. Orton, President of the College, was our guest speaker. This was Dr. Orton's first visit with our club. He discussed the progress Lesley is making and suggested ways interested people could help the College. One such way is to bring a Lesley catalogue to a high school guidance counselor. In this way the guidance counselor receives a personal report on Lesley rather than something in the mail.

Many of the alumnae had never met Dr. Orton since they were graduated before he was with the College. Others from the New York area had not seen him since their own commencement. It was a pleasurable reunion for all concerned. About 25 members were in attendance. The club decided to hold their next meeting in the spring.

Jacqueline Goldwyn Kingon '61, Scribe

NO SHORE

The second meeting of the North Shore Lesley Alumnae Club met at Anthony's Hawthorne Restaurant in Lynn, on Thursday, October 29, 1964. Dr. Leslie Oliver and his wife were our guests. Dr. Oliver reviewed two controversial books, Compulsory Miss-Education by Paul Goodman and Summerhill, a radical approach to child rearing, by A. S. Neill. There was a question period following Dr. Oliver's talk.

There were thirty-eight alumnae present which more than doubled the number at our first meeting. Mrs. Hope Green Foss '28 graciously offered her home for a tea to be held in December for prospective Lesley students.

The Convener, Mrs. Joyce Karp Rosenthal '50, appointed the following people to office: Treasurer, Mrs. Evelyn Fenna Monroe '50; Publicity, Mrs. Bernice Cohn Garfinkle '60; Decorations, Rita Kelker Herkinson '37; Hostess Chairman, Mrs. Thelma Rubin Leshner '34; Program Chairman, Mrs. Anne Sampson Watson '55; Reservations, Mrs. Linda Baur Maston '60.

The meeting was a great success and we are looking forward to a prosperous year.

Sara Rubin Cohen '25, Scribe

MAINE

On Monday, November 2, 1964, a group of very interested alumnae gathered for a dinner meeting at the Eastland Motor Hotel in Portland for the second meeting of the Maine Alumnae Club. The enthusiasm of the members was reflected by an almost 100% increase in attendance over our May meeting and by the long list of new names of Maine alumnae which we compiled for addition to our roster.

Mr. John J. Canavan, Jr. spoke with us about the building plans, admission requirements, faculty additions, scholarship availability, and the gratifying alumnae response to our first annual fund driving.

The primary goals of our club in this time of organization, as Priscilla Brown Martin '48, Convener, summarized, are locating and including new alumnae in our area, and acquainting prospective students with the advantages of a Lesley education between now and our meeting on April 5, 1965.

Nancy Coleman Cummings '53, Scribe

CLASS NOTES

This issue of the Lesley Review was held at press due to the death of Dr. Livingston Stebbins. As a result, several class notes were received but do not appear. They will be used in the next issue.

1925

Mary Morgan Mead sent us the following note: "After 35 years of teaching I have retired to enjoy life in Belmont and Marion. I plan to take a few business trips with my husband, Frank."  

1929

Mary J. Freeman is kept quite busy by inexhaustible first and second graders in a combination classroom in Medford, where Mary lives at 31 Tyler Avenue.

1932

Mary Crankshaw Johnson and husband, Franklin, live in Wakefield, on 122 Chestnut Street. They have three daughters and one son.

1933

Barbara Davis Young has been quite busy as a housewife and homemaker. She and husband, Ronald, live in Wellesley. Barbara's education at Lesley must have had a large impact in her home; for her five children, two of them are teachers and one is studying to be one. Barbara is also the proud grandmother of three lovely grandchildren.

1934

Pauline Freeman Amsden fills us in as follows: "Received my B.Ed. and M.Ed. from Boston College (1938-1941), also have received a Reading Specialist's Certificate at Boston College. I am now teaching in the Boston Public Schools—Remedial Reading."

Eunice Hooper Fitzmeyers is teaching in the Burlington school system.

Thelma Rubin Leshner and husband, George, live in Lynn with their two children—a son, 23, and a daughter, 17.

Ethel Hansen Marwaring writes to us from Middleboro, where she is teaching the third grade in the Middleboro school system.

Barbara McDonough Markoff is teaching grade five in Bedford. Barbara and husband, Charles, reside at 29 Page Road, Bedford, Mass.

Marion Wagner Peckers is teaching seventh and eighth grade science and math in the Beaver Country Day School, Brookline. Marion and her husband, James, reside at 246 Hill Crest Road, Nondham.

Mary Talinski Penders is living in Dorchester with her husband, Charles.

1945

Louise Fitzgerald is living at 225 Washington Street, Belmont.

1946

Marjorie Mahoney Socony and husband, William, live in Hull with their two sons—William Jr., 11; and Robert Michael, 9. Marjorie teaches second grade in Hull.

1949

Norma Perkins Barrows lives on 67 Briarwood Drive in Windsor, Connecticut, with hubby, Robert, and children. Norma writes, "At present, I'm at home with my two
girls, who are three and one. I enjoy the Lesley Review as it keeps me in touch with things. I do wish I could hear from the rest of my class.

Sylvia Harris Cohen and hubby, Samuel, reside at 10 Neida Drive in Westfield, New Jersey.

Priscilla Ann Fennell Cushing writes to us from Warren, Pennsylvania, which is near Philadelphia. She and her husband, Herbert, live at 843 Meadowood Lane with their two daughters and one son—ages 13, 12, and 9.

Phyllis Ann (Chickie) Horritz Friedman lives in Newport, Rhode Island, with her husband, Samuel. Chickie has done substitute teaching the last three years. She has also had experience teaching retarded children. Says Chickie, “I am still trying to travel as much as I can while I have the energy to see things.”

Patricia Hall Heintz teaches grade two in Waltham, where she lives with her husband, Wallace, their daughter, age 12 and son, age 10. She’s very happy with everything.

Virginia Woodbury Slater has been very busy and active since her graduation from Lesley. She taught for two years in Newton upon graduation. After her marriage to Matty Sherman Slater, she taught for three years in Connecticut. They have four lovely children—Lesley, Kim, Chrisey, and Jonathan. In Watertown, Connecticut, where they now live at 55 Woolson Street, Virginia is a past-president of the League of Women Voters, a present vice-president of the Junior League, a member of the Republican Town Committee, and a Girl Scout Leader, among other volunteer jobs.

1954

Joan Cole Collins and her husband, Paul, have been living in Lexington. They have four children: Chip, 7; Deborah, 5; Nancy Lee, 4, and Scott, 2. Paul is now Vice-President of the F. W. Webbe Companies.

Joan A. Corman of 29 Arch Street, Framingham, tells us: “We are living in Framingham with our four pre-school children. After five years in first grade, which were wonderful years, I am so happy to be home with my family.”

Anne Morrison Fioravanti writes, “Dick and I have three sons—and although we haven’t any daughters to send to Lesley our older boys are taught in school and Sunday school by Lesley Alumni.”

Ruth Giblin Melcher is kept quite busy teaching fifth graders English and Reading in Stow. Ruth and her husband, John, now live at 373 Brighton Street, Belmont.

Marjorie McGinn Wills is residing at 49 Claudette Circle, Framingham, with her husband, Joseph.

1959

Lindalee Levin Adler has been living in Waltham for the past four years. She has been teaching second grade in Wayland for the past five years. Lindalee is “retiring” in June as she is expecting a baby in October. Her husband, Richard, is working for Ginsburg Brothers, Inc. as an industrial packaging salesman.

Deborah Millman Burwick and her husband, Gerald, have moved to 1 Ingliside Road, Natick.

Jo-Anne W. Eldridge and husband, Russell, live at 15 Silver Avenue in Bellingham. Jo-Anne tells us, “We now have 3 boys (no Lesley material)—ages 1, 2, and 4. Even though I didn’t get to teach I can’t get away from teachers...

Gail Spiegelman Horvitz and her husband, Sigmond, have just moved to 3738 Sunset Boulevard, Houston. In Attleboro, Mass., while her husband was finishing his masters work in Economics at Brown University. As of last fall, Sigmond is practicing law in Houston.

Jean Kaplan Laine resides at 381 Nichols Street, Norwood, with her husband, Melvin.

Sandra Wiles Marquis tells us: “Don and I bought a house in Needham last August. This summer Don accepted a job as a sales engineer with Crocker-Hamilton Papers, Inc. So, we are moving again this June and our new address is 169 Walnut Street, Leominster.

Jeanette Hicks Valentine writes: “Phil and I have a handsome young son, David Paul, born May 9, 1963. We have enjoyed our suburban “split-level trap” for two years.” Jeanette and her husband, Phil, reside at 22 Raymond Road, Chelmsford.