

THE BOLD AND MOSTLY
BRILLIANT IDEAS
BEHIND THIS PLACE

here students do



The Putney School

YOU'VE GOT TO BE HERE

IMAGINE

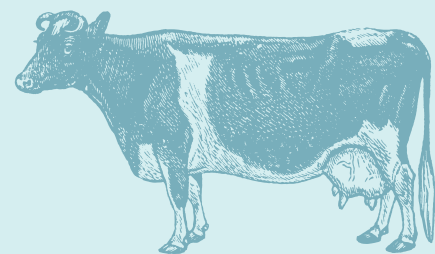
250
PEOPLE

SINGING AND CHEERING ON A THURSDAY MORNING IN THE POURING RAIN.

Or four students in the back of a pickup, ferrying telescope parts up to the observatory.



Or a drawing class while the sun sets behind the mountains and the evening sky darkens through the studio windows.



WHAT'S IT LIKE MILKING COWS ON A CRISP WINTER MORNING BEFORE BREAKFAST?

Using statistics to measure the growth of a Vermont forest?

What's it like to spend an evening with your classmates and your teacher in a faculty apartment discussing "The Brothers Karamazov" and eating homemade cookies?

WHAT'S IT LIKE RETURNING FROM A TRIMESTER IN CUERNAVACA, MEXICO AND THINKING IN SPANISH?

IMAGINE THE GLOW OF THE BLACKSMITHING STUDIO.

...And the rowdy laughs each morning at Milk Lunch.

...The spray of metallic parts on the physics lab tables.

Or being one of two student members of the Board presenting to the Trustees, and then voting on an issue you really care about?

A LETTER FROM EMILY



What is The Putney School? In spite of our rural exterior, Putney is not a simple place. We are both *creative and grounded*, visionary and practical. We are a community of people who think for themselves, invent, design, experiment, compose, write, build and chase down new ideas. The book you are holding is designed to help you understand how we do this.

For example, *thinking and doing* are interwoven at Putney. We are progressive, and so we value experiential education, the idea that people often learn best by doing, rather than by being told. Students here view education as something they are pursuing, rather than something being done to them. We regard education as the creation of intelligence rather than the transmission of information. We are both academically rigorous and culturally informal. We take our intellectual tradition seriously, but do not wrap it up in formalities.

We *lead and we work*. We value collaboration more than competition, and believe that leadership requires a deep understanding of what it means to work. We share the work at Putney and we share the leadership. Adults here believe that teenagers are capable and trustworthy. Students play an active role in running the community. Students are part of every decision-making body of the school, including the Board of Trustees. Our school council debates the real issues of the community, from the grading policy and graduation requirements to cell phones and community service. The student-run work program oversees work on the farm, in the kitchen and across the campus.

We value individuality and community, *self and others*. We take care of ourselves and each other and know what it takes to make a community function effectively. We are not a prep school, meaning that we do not merely prepare you to be somewhere else. We promote presence—at *home and in the world*—in community, in work and in self-expression. While our graduates go on to the highest caliber colleges and universities, they do so with a foundation of personal responsibility for their education and commitment to their community.

If these things appeal to you, please come for a visit. Give us a call at 802-387-6219. We hope to see you soon.

Best,



Emily H. Jones

Head of School

A.B. Harvard University


M.A. Yale University



LEADING EDUCATION

The Putney School is a coeducational boarding and day school for grades 9-12 founded in 1935 by Carmelita Hinton. We are a progressive school, which means we believe people learn best by doing.

It's called progressive education, but the truth is, everyone learns better by doing, not by being told. We are delighted to see other schools discover project-based learning, integrated curricula and hands-on education, but we've been doing it for more than 75 years. We do it boldly and well.

 To read these fundamental beliefs, see
Do: Page 1



Carmelita Hinton was a determined visionary. She developed a set of principles that have become the foundation, not just for The Putney School, but for progressive education as well. Our continued commitment to her fundamental beliefs and our deliberate choices for our community and curriculum have put Putney at the leading edge of education in America and the world.



PUTNEY IS GORGEOUS

We live, work, and learn on Elm Lea Farm, a 500-acre working dairy farm. If you've been to Vermont, you understand just how inspiring, gentle and fierce it can be. We are in the country, but not isolated.

We have playing fields for sports, and miles of wooded trails for hiking, biking, skiing and riding, campfires, bird-watching and thinking. There are acres of organic vegetable gardens, and a dairy barn built by students, faculty and staff in Putney's early years.

Our dorms are home to anywhere from 10 to 30 students, each led by a few faculty dorm heads. Many dorm parents have children and pets, so the dorms feel like home-away-from-home. Student dorm heads help organize life—jobs, schedules, choices—and to balance the many things Putney demands and offers. They also make snacks.

WE TRY TO LIVE SUSTAINABLY

Sustainability is integral to our campus, our curriculum and our community. We grow our own vegetables, and breed our own livestock and poultry—twenty percent of the food we eat comes from our labor. We work hard to care for the land and champion energy efficiency.

OUR GOAL IS A NET ZERO CAMPUS

The Field House was the first net zero, LEED Platinum certified school building in the country. Our student cabins are superinsulated and solar powered, designed and constructed by students.

Our campus includes 9 dorms and several solar cabins, 32 classrooms, an arts center and theater, a dining hall, 40 km of trails, a boat house, a dairy farm (producing about 65,000 gallons/year of milk), a horse barn and 8 gardens.




think do

We create opportunities for you to figure things out on your own. At the same time, there are fundamentals and tools in every subject that we can teach you that can help you learn to think critically, build on creative ideas and work to see your ideas in action.



We work hard, but not for grades. We value good questions, critical thinking, collaboration, and the ability to present your thinking in compelling and creative ways. Our classes are discussion-based, designed to engage you completely on several levels: personal, political, cultural and even biological. At Putney you will learn from your peers, from your teachers, from books, from observation, from failure and from living and working on this particular piece of land. Classes take the form of seminars, labs and discussion groups that are held inside and outside. When you learn by doing rather than being told, you develop confidence. Confidence allows you to take risks and be creative.

There's no such thing as extracurricular here; learning at Putney takes place every day all day. We offer 100+ classes, including electives like Existentialism, Ornithology, *Revolutions: A Comparative Study* and *Feminist Perspectives in Literature*. Remember, with Independent Study, and Advanced Topics in every subject, there's no limit to how deep you can go in any class.

 For more on the hands-on nature of our curriculum, see **Do: Work Program**

WHAT DO WE MEAN, "LEARNING BY DOING"?

As part of *Humans in the Natural World*, 9th graders observe a plot of land over three seasons, documenting biodiversity and the impacts of human activity. They write field notes, poetry and position papers.

In *Media Studies*, students reflect on emotion and coercion in advertising. They are challenged to use the marketing strategies they've explored to initiate a new trend at The Putney School.

A physics class begins by observing the effect of sound waves on lead shavings. Students ask questions about the patterns they see and then design the experiments to answer these questions.

Students in *Sociological Impacts of Food* research the cultural history of a dish, learn to cook it and serve it to the whole school for dinner.



ARE ALL CLASSES HANDS-ON?

YES ► In every class, you will examine texts, situations and phenomena. We then ask you to build on these elements, to challenge them and to do something with them. You will often need to roll up your sleeves—to get dirty, lost, inspired and invested.

AND NO ► Sometimes learning is active but not literally hands-on. You might design an independent experiment, but you also might be challenged to draft an opinion essay, critique a statement by a fellow student or conduct an interview. Our classes require you to participate with an open, critical and creative mind.



OUR BACK YARD

Many courses are oriented around on-site learning, where detailed local studies allow students to uncover macroscopic trends and patterns. The Conservation Biology class maps the spread of invasive species across the landscape. In *Built Systems* you will be challenged to improve efficiency in our solar energy system, water usage and insulation methods.

We don't just learn science. We do science. We don't conduct experiments with cookbooks (often thinly disguised as lab manuals), and textbooks are more often used as a reference than as an introduction to the material.

We offer dozens of fascinating classes, from Astronomy to Ornithology. But what's more important is how we teach, and how you will be challenged by us. You will start by learning to pose a question. Answers are found through experimentation, creative thinking and analysis. While physics and chemistry classes are largely lab-based, being located on a 500-acre ecosystem means that our Biology, Conservation Ecology and Agro-ecology classes have direct access to this natural laboratory.


Group work and individual curiosity are essential ingredients in our approach to science. In Chemistry of Microbiology you'll make ice cream with liquid nitrogen. In Physics you might team up to investigate the relationships between potential and kinetic energy, huddling around a frictionless track, your eyes glued to a photogate timer, calling out numbers to your team. You might head out into the woods to take soil samples.

We are in the business of inspiring discovery, not killing curiosity. It's our job to find ways to appeal to your learning style. With advanced courses and opportunities for individual studies, there's no limit to how far you can go. (In other words, saying you're not a math/science person doesn't work here.)


ABCs

We believe that you should learn to work for the love of knowledge, the excitement of discovery and the joy of using your mind effectively. While we do give letter grades, you will not learn your cumulative grades until spring of your junior year. All students and their parents receive a full set of detailed written reports that consider the whole student, their performance and their effort six times a year.

At Putney, we don't believe that getting a C means you can't succeed. Or that getting an A means you can stop there.

 For more on our grading policy see:
Do: Grading

Putney has never had an Advanced Placement (AP) curriculum, and we are now being joined by many of the top schools in the country who question the value of standardized tests as an indication of academic rigor. Our goal is to help make good citizens by teaching students how to define good questions, how to do research and analyze data and how to present their thinking in coherent and compelling ways. None of this can be measured by standardized tests such as the APs, which teach students how to answer finite questions others have posed. It is clear that colleges understand our program because our students are accepted to, and succeed at, highly competitive and distinguished colleges and universities around the country and the world.

 You can learn more about this educational movement at the website of the Independent Curriculum Group www.independentcurriculum.org

COLLEGE PLACEMENT

In the past three years, Putney students have been admitted to the following colleges and universities.

- American University
- American University of Paris
- Amherst College
- Barnard College
- Bard College
- Bates College
- Bennington College
- Berklee College of Music
- Boston College
- Boston University
- Brandeis University
- Bryn Mawr College
- Carleton College
- Carnegie Mellon University
- Clark University
- College of the Atlantic
- Colorado College
- Columbia University
- Connecticut College
- Cornell University
- Dartmouth College
- Earlham College
- Emerson College
- Emory University
- Eugene Lang College
- Fordham University
- Georgetown University
- George Washington University
- Grinnell College
- Hampshire College
- Haverford College
- Johns Hopkins University
- Lake Forest College
- Lewis and Clark College
- Marlboro College
- McGill University
- Middlebury College
- Mt. Holyoke College
- New York University
- Northeastern University
- Oberlin College
- Oberlin Conservatory
- Occidental College
- Oxford University
- Parsons School of Design
- Pitzer College
- Pratt Institute
- Reed College
- Rhode Island School of Design
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology
- Sarah Lawrence College
- School of the Art Institute of Chicago
- Skidmore College
- Smith College
- St. Johns College
- Swarthmore College
- Trinity College
- Tufts University
- Tulane University
- University of Aberdeen
- University of California
- University of Chicago
- University of Edinburgh
- University of Massachusetts
- University of Michigan
- University of New Hampshire
- University of North Carolina
- University of Pennsylvania
- University of Vermont
- University of Virginia
- University of Wisconsin
- Vassar College
- Wellesley College
- Wesleyan University
- Whitman College
- Williams College
- Yale University





THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning is an integral resource, providing academic support in the form of organizational help, study skills and math workshops. We understand that people learn differently. The director and team are available to design and carry out a plan for students having specific challenges meeting the demands of academic work.

Some classes integrate several subjects and are co-taught by teachers from different disciplines. We hope that you will learn to use the tools from one discipline to solve challenges in others. You might use the understanding of spatial relations in design to solve an engineering question. You might bring your understanding of the cultural importance of food to a class on African History. The greatest example of interdisciplinary learning is *Humans in the Natural World*, a year-long, three-credit course for all 9th graders that integrates English, Science, and Social Science. These classes help to establish a shared foundation of research, writing, critical thinking and discussion skills. They reinforce the importance of inter-student learning, individual curiosity and active participation, all cornerstones of progressive education at Putney.



For a complete list of courses, requirements and opportunities, see
Do: Academic Studies



create innovate

At Putney you will learn the art and skill of self-motivation and self-direction. You will discover issues, actions and concepts that you care about. You will have ideas and you will want to share them with your community (and beyond).

You will be challenged by your friends' reactions and by conversations with your teachers. Sometimes you will fail—the concept crumbles, the details become roadblocks, the structure collapses, the project takes longer than you ever dreamed. You will learn how to pick up the pieces, gather information and try again.

All this takes grit. Do you have it?

PROJECT WEEKS

Twice a year you will carry out independent, intensive projects. These are opportunities to put your learning to use, to delve deeply into an area that excites you, to make connections between disparate fields. There are no classes for more than a week, so you are challenged to plan your own process and structure your own time. You may either do one 80-hour project or two 40-hour projects. These may be individual endeavors or small group projects; in either case, you will be supported by a faculty member. At the end of Project Weeks, you will share with the community what you've built, studied, crafted or composed.



INVESTIGATION APPLICATION: SOME SAMPLE PROJECT WEEKS



- Programming a plant hygrometer w/ online monitoring **I**
- Discussing Aristotle's Nicomachean Ethics **G**
- Knitting 3D geometric forms **I**
- Exploring gay rights through The Laramie Project **G**
- Translating Chinese stories **I**
- Studying the neuroscience of autism **I**
- Designing a periodic kinetic sculpture w/ 15 pendula **I**
- Composing a ballet score **I**
- Growing bioluminescent organisms **I**
- Photographing and analyzing deep space objects **G**
- Building a dulcimer **G**
- Exploring hip hop and social impact in Latin-American countries **G**
- Designing a school of the future: architecture & curriculum **G**
- Building and firing a raku kiln **G**
- Creating a business plan for a Ginseng energy drink **I**
- Studying memory and biomechanics in African cockroaches **G**
- Researching smog in China **I**
- Defining "bittersweet": an experimental documentary on complex emotion **I**
- Creating batik costumes & choreography **I**
- Developing a Minecraft server as a learning tool **I**
- Modeling camera mounts: working with SolidWorks 3D printing software **G**

➔ For more on Project Weeks, see our [Website: Project Weeks Archive](#)

KEY

- I** = Individual Projects
- G** = Group Projects





CREATIVITY TAKES SHAPE AT PUTNEY

The arts at Putney offer breadth and depth. Academic art classes create a foundation of skill and context, while Evening Arts are a chance to try something new.

At least twice a week after dinner, every student takes an Evening Art. These classes vary each trimester and are ungraded. As darkness falls, students explore a new form of expression, cultivate a specific craft and generally unwind at the end of a busy day.

Creativity is a key part of innovation.

By creativity, we mean ideas that have value, ideas that can be used to improve lives or help us understand how best to live.


Innovation is a key part of entrepreneurship (not to mention survival).

We are preparing our students for a world without roadmaps, without operating instructions. They are asked to be creative, to have ideas and to put their ideas into action in new ways.

EVENING ARTS

A sample of classes offered in the Evening Arts Program:

- Afro-Modern Dance
- Blacksmithing
- Book Arts
- Ceramics
- Photography
- Electronic Music Composition
- Fiber Arts
- Figure Drawing
- Jewelry
- Madrigals
- Theater
- Woodworking.

 For a full list of Evening Arts, see **Do: Evening Arts**



ARE WE AN ARTS SCHOOL?

YES ► Art is a part of every student's life at Putney. The arts will inform your academic work, provide outlets for creative expression and help you to develop unique, creative skills.

AND NO ► A few students each year go on to art conservatories. Most students go on to attend liberal arts colleges and research universities, to study science, math, law, you name it. Yet art frequently remains a big part of their lives.

lead work




Everyone plays an active role in running the community. Whether you are cleaning, debating, baking or bailing hay, you are integral to the school's everyday functioning and long term evolution.



There are over 50 leadership positions at Putney. Students are part of every decision-making body of the school, including the Admission Committee, the Educational Programs Committee, the Standards Committee, and the Board of Trustees. Our school council debates real issues: grading policy, graduation requirements, cell phone use and event planning.

Get ready to work hard. And get ready to be surprised by how much fun you'll have doing it. The Work Program is a central part of the Putney experience. We believe in the dignity and relevance of physical work and the importance of students taking responsibility for the running of the school.

Students run the work program, which runs the campus. Every student has a job every trimester. Work crews are run by crew leaders who are overseen by the Student Work Committee, which is (surprise, surprise) run by students. You may, for example, be milking cows, doing dishes, or taking out recycling.

 Hear students' take on responsibility and leadership at www.putneyschool.org/leadership

DO STUDENTS REALLY RUN THE PLACE?

YES ▶ Students are a part of every decision-making body.

AND NO ▶ We all do. Students and adults work together, learning to support common goals.



SOME LEADERSHIP POSITIONS


Student Heads of School uphold the fundamental principles of the school. They work closely with the Head of School and the Dean of Students and Board

Student Trustees are full voting members of the board. They bring their understanding and expertise as members of the student body to bear on discussions ranging from building plans to investment policy.

Admission Committee members help to shape the future of the school by reviewing student applications for the upcoming school year and making admission decisions. These seniors read each applicant's file, meet with the Admission Committee weekly, publish weekly student blog posts and play a spirited, professional role in sharing the school with prospective families.

Sustainability Squad leaders work on projects to improve campus environmental performance, and lead trips off campus to conferences and rallies.

Outdoor Leaders: The Putney Outdoor Program (POP) encompasses afternoon activities, weekend trips, and our longstanding tradition of all-school trips called Long Fall. Two student leaders co-manage the outdoor program with a faculty member, planning and leading trips during the year.

 For a full list of Jobs and Leadership Positions, see **Do: Jobs**


self others

The realities of working the land, caring for animals and contributing to the well-being of a larger community all lead to natural self-discipline and an ability to be constructively self-reflective. Putney runs on trust.

Respect is a critical part of all our relationships at Putney. Our school culture celebrates individuality, while understanding how that fits into the needs of the community. Students are constantly interacting with adults as teachers, friends and fellow learners.

We may be informal, but that doesn't mean anything goes. Progressive does not mean permissive, and adults provide close guidance. They take on a range of supportive roles as classroom teachers, coaches, dorm heads, activity heads, and Project Week sponsors. Most members of the faculty and staff are also advisors. The advisor/ advisee relationship is perhaps the most important at Putney, often lasting far beyond a student's time here.


Advisors and advisees meet regularly, often daily, sometimes just casually to check in at lunch or Assembly, sometimes with a focused agenda during our weekly advisory block. As the primary link between the school and the family, advisors are quick to call or write home with updates, and they meet with families during Family Weekend twice a year.

 For more on support at Putney, see
Do: Support

DIFFERENCE & DIVERSITY

Awareness, understanding and appreciation for diverse experiences are woven into life at Putney, whether that means coming from a different country, state, culture, gender orientation, or socio-economic background. We strive to make a school culture which arises at the intersection of all of our cultures, rather than merely welcoming 'others' into a resident majority culture.


The Diversity Committee on campus and Diversity Committee of the Board ensure that the school promotes diversity through its program and hiring, recognizing that a diverse faculty and staff is crucial to the success of the school and the fullest possible education of its students. Putney was one of the first boarding schools in the Northeast to enroll students of color. Our tradition of active, principled social and political engagement placed the school in the forefront of the drive for social justice in the 1950s, '60s, and '70s.

 For more on diversity issues and actions, visit
www.putneyschool.org/diversity



AFTERNOONS AND ATHLETICS

Athletics at Putney is about participation, teamwork and challenging yourself. We don't have tryouts; everyone makes the team. That said, our teams play hard and many do well competitively. Competitive sports include: Basketball (Boys & Girls), Cross-Country Running (Coed), Cross-Country Skiing (Coed) and Soccer (Boys & Girls). Recreational and outdoor activities give all students a chance to play. With our 500 acres nestled in the eastern foothills of the Green Mountains, Putney students spend a lot of time outside in the afternoon after classes. Hiking, climbing, cross country skiing, snowshoeing and wilderness skills become more than just an activity as students cross paths with wildlife in the forest, decipher tracks in the snow or learn how to fry an egg on a rock around a campfire. The Putney Outdoor Program encompasses afternoon activities, weekend trips, and our long standing tradition of campus wide trips called Long Fall.

 For more on Physical Activities, see
Do: Afternoons

home world

We take what we learn off the hill and out into the world. The idea at Putney is to make school more real, less sheltered, less self-centered and more meaningful.

We want you to become a citizen in a multicultural and pluralistic world. Students come from 17 countries and 25 states, from local farms and big cities. One in five students is from another country. We aim to create opportunities to share in each other's disparate experiences and learn from each other's cultures. These might happen during assembly, in class, through meals. To develop a world view, we also expect you to seek out communities and learning opportunities outside of Putney through work terms, internships, inter-scholastic exchanges or our study abroad programs.

BEING USEFUL

Since our founding we have been committed to serving the local community. Our service program gets students working in schools and attacking sustainability issues. We work to eradicate invasive plant species and improve erosion control on local trails. On our annual Charitable Work Day, students work in the larger Putney community; every dollar they earn goes to support a charity we have voted on. Each fall we host Harvest Festival, and invite everyone in southern Vermont to campus to celebrate nature's bounty.


CULTURAL FLUENCY

ON CAMPUS

International Ambassadors are American students who serve as mentors for and give support to all new international students during the summer and then throughout the year. These students also contribute to bridging the gap between American students and international students on campus while assisting in the planning of campus-wide activities, such as International Café, special dinners, an International Picnic, the Friday Lunch Booths and weekend events.


OFF CAMPUS

Cultural Fluency is a big part of progressive education. Why? Because seeing the world from many different perspectives provides us with new ideas and inspires new ways to think and do. Off-campus programs are led by Putney faculty with deep regional experience, and are designed so that students live and study immersed in local cultures with opportunities to learn language experientially. Our modern language department focuses on spoken proficiency and authentic expression. We encourage you to apply for a trimester abroad or summer trip.

 For more on Student Leadership Positions, see **Do: Student Leadership**

GET AWAY


Putney offers trimesters abroad in Mexico, China, England and France, summer trips proposed and led by faculty, as well as exchanges through the Network of Complementary Schools.

 For more on off-campus and international opportunities visit www.putneyschool.org/world



GET A CABIN

The Cabin Program at Putney is an exceptional opportunity for students to live in one of five solar cabins around campus. Cabin dwellers enjoy living alone amidst the maples, but also accept the responsibility of self-governance and stoking their own wood stoves.

 Check out this video of Cabin Life at www.putneyschool.org/cabins

WILL MY LIFE BE SIMPLE AT A SMALL SCHOOL IN RURAL VERMONT?

YES ▶ There are fewer distractions. You won't be watching TV or spending your afternoons at the shopping mall. Your classes, activities, room and friends will be a brief walk away.

AND NO ▶ There are more distractions. You will have more opportunities to try new things than you can imagine right now.

joy meaning

Everyone wants to feel needed, to feel useful. Again and again we see the joy that comes with meaningful inquiry and meaningful work. It's happening all over campus.



In most cultures in most periods of history, adolescents have not been considered 'children' as they are now in the US. They have been working, contributing to their families and communities. We believe it's a great gift to adolescents to allow them to be useful, to be genuinely needed. At Putney, you will work alongside fellow students, faculty and staff on the farm, in the kitchen and in the woods. Sometimes it's hard; usually it's a lot of fun.

.....
"We saw joy, lots of joy
and we participated in that joy."
.....

—2009 Accreditation Report of the New England
Association of Schools and Colleges



VITAL STATS

TOTAL
ENROLLMENT

220

180

BOARDING
STUDENTS

1:5 INTERNATIONAL
STUDENTS

STUDENTS OF COLOR 1:6

AVERAGE
CLASS SIZE

12

5:1

STUDENTS TO
TEACHERS

WILL PUTNEY PREPARE ME FOR THE FUTURE?

YES ▶ We give you the tools you need to make great choices and put your talents to work. When you head off to college, you will be a critical and inter-disciplinary thinker, you will know what hard work feels like and you will feel empowered and practiced in actively chasing your passions.

AND NO ▶ We don't see ourselves as a preparatory institution, and there is no model student we aim to produce. Putney provides opportunities, guidance and impulses; you will take those in your own direction. We don't want you to wait for what's ahead; we want you to start making it here.

DIRECTIONS

The Putney School is located in the hills above the town of Putney in southern Vermont. It is 15 minutes from the small city of Brattleboro, VT, about 2.5 hours from Boston and 4 hours from New York City. There is an Amtrak train and Greyhound bus service from Brattleboro. The primary airport is Bradley International Airport, about 1.5 hours south.

➔ For more detailed directions, visit www.putneyschool.org/directions



CAMPUS MAP

A. MAIN BUILDING

Admission, development, business and communications offices, Barnes Assembly Hall, English department and classrooms.

B. LIBRARY BUILDING

Library, administration, history department, college counseling.

C. MICHAEL S. CURRIER CENTER

Calder Hall, art galleries, music department and practice rooms, dance studio.

D. FIELD HOUSE

Gym, student lounge, weight room, climbing wall, yoga room.

E. REYNOLDS

Science department and labs, modern languages, photography, fiber arts.

F. WENDER ART BUILDING

Sculpture, painting, printmaking, jewelry and blacksmithing studios.

G. KDU

Dining hall, kitchen, faculty room.

H. CENTER FOR TEACHING AND LEARNING

I. INTERNATIONAL PROGRAMS

J. SUMMER PROGRAMS

K. DORMS

L. FARM

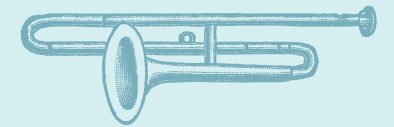
Cow, small animal and horse barns.

M. GARDENS & GREENHOUSES

COME SEE US

COME TO ASSEMBLY OR SING

Hear the hoots and applause after student presentations; join as the community shares music, experiences and ideas.



Take a Campus Tour

STEP INTO THE SPACES WHERE
STUDENTS LIVE, WORK AND CREATE.

Schedule a Class Visit

You may get drawn into a discussion of ethics in public art, or energy-efficiency standards. You might get asked to take notes as tree populations are charts.



HAVE AN INTERVIEW

Tell us where you want to take your education and learn how Putney will help.



SHARE OUR FARM-TO-TABLE FOOD

Taste spinach harvested by students or maple scones baked that morning.

Figure out if Putney is the place you want to be.

TO SCHEDULE A VISIT, CALL 802-387-6219
OR EMAIL ADMISSION@PUTNEYSCHOOL.ORG






here
students
do

FINDING THEIR OWN WAY IN THEIR OWN WORDS



The Putney School

A photograph of two young women sitting on the ground in a field of wildflowers. They are facing each other, and the woman on the left is gesturing with her hands. In the background, there is a dense forest of green trees, and a small house is visible on a hill in the distance. The scene is bright and sunny.

IN MANY WAYS your biggest project here is creating your best self. The self that can go out in the world and do good work. The self that can work hard and have a good time doing it. You know you've found that self when all 230 of your peers and 40 teachers give you a standing ovation in Assembly. Or when your Independent Study project turns into something that could provide a solution right here on campus, like improved energy efficiency in the dorms. Or when you finish Barn work ten minutes earlier than usual and you sit watching the sun rise over a crazy green hill.

If you're going to leave home, why not make it count?



BIANCA

YEAR: *Sophomore*
 FROM: *Maine*

.....
"Bianca shows a unique combination of idealism, kindness, and zealously. She's an inspiration."

ABELARDO ALMAZÁN-VÁZQUEZ
 Spanish teacher



GROWING UP IN THE WOODS IN MAINE, I was a pretty sheltered kid. I went to a small Quaker school (graduating class—five people!). I wasn't looking for boarding schools, but when I visited Putney I was struck by the students' sense of independence—also by the school's connection to nature.

My first year, I only had a few friends and was anxious about homework. But my advisor, Abe, helped me to find a better balance between my work and my social life. He's basically become an on-campus parent—an adult I can hang out with as a friend. Plus, he brings me food! And this year, I've made many friends. In the fall, I'll even be studying in Mexico with my closest friend.

I came to Putney a math and science person, and now I'm even more certain science is what I'd like to focus on in college. In the spring of my freshman year, I began an independent study project on biodigesters that use biogas as fuel. I set out to build one, which started out as a Project Week, then an Independent Study for a whole trimester. I'm working with the farm faculty and administration

on designing a new greenhouse, and we are planning to use the biodigester to heat the greenhouse. It's become a huge project, and will probably take the next two years. Part of the fun, and the learning process, has been communicating with scientists across the country. I've learned more chemistry and engineering along the way, but honestly, it's been more about project management.

I definitely enjoy being in control. On a good day at Putney, I start out with a plan and I execute everything in that plan. On a bad day, I'm interrupted by various things that take up my time. But that's wonderful. See, I'm getting better at dealing with unexpected things!

BIANCA'S DAYS

SPRING TERM

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|
| 6 A.M. | A.M. Barn | A.M. Barn | A.M. Barn | A.M. Barn | A.M. Barn | A.M. Barn |
| 7 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8 | Chemistry of Microbiology | Drawing | Chemistry of Microbiology | History of Modern Europe | Spanish 3 | History of Modern Europe |
| 9 | Assembly | Conference Block | Assembly | Sing | | |
| 10 | Conference Block | | Spanish 3 | Conference Block | Conference & Advisory | Drawing |
| 11 | Spanish 3 | Chemistry of Microbiology | Lunch | Drawing | History of Modern Europe | |
| 12 P.M. | Lunch | Lunch | | Lunch | Lunch | Lunch |
| 1 | History of Modern Europe | Spanish 3 | | Chemistry of Microbiology | Drawing | |
| 2 | Running and Fitness | Frisbee | | Running and Fitness | Frisbee | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 7 | | | | | | |
| 8 | | Ceramics | | Ceramics | | |
| 9 | | | | | | |

I CAN'T BELIEVE HOW LUCKY I AM that I made the decision to come here. In the last two years, I feel like I've become my truest self. And it hasn't been easy. I struggled with anxiety in the past, and my last school was really big—a nightmare. At Putney, I don't have to put a shell around myself, so I've become far more calm, centered, mature.

I often reflect the emotions of others, so being in a place where people are so positive and open and non-judgmental has been great. At my old school, you'd ask someone how they were doing and they might say 'good,' or 'fine.' Not at Putney.

The work we do here is hard. And I'm not just talking about winter A.M. Barn work! Both my English and history classes this year demanded a lot of writing. I like constructing an argument, but have a hard time absorbing information when I first read a text. I've been working with my teachers and the learning center on some strategies—I read summaries and watch multimedia, and we work together on outlines.

This last year has gone so fast. I'm helping to lead a wilderness first aid and CPR course for Project Week. I'd like to pursue this more in the future. There are so many choices, so much to do. The real challenge for me is being present. And I want to *do* it; not to *have done* it. I'm really trying to have my own experience here before it's gone, because you get more out of Putney than a diploma.



.....
"Charlie is thoughtful, kindhearted, and driven to effect positive change. He's blossoming at Putney, and our community is richer for it."

ANDREW FERRY
 Center for Teaching & Learning



CHARLIE

YEAR: Sopomnie
 FROM: Colorado

FALL TERM

CHARLIE'S DAYS

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---------|--------------------------|-------------------|-------------|--------------------------|--------------------------|-----------------|
| 7 A.M. | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8 | Algebra 2 | Tutoring | Algebra 2 | History of Modern Europe | English 10 | Algebra 2 |
| 9 | | | | | | |
| 10 | Assembly | Conference Block | Assembly | Sing | | |
| 11 | Conference Block | | | Conference Block | Conference & Advisory | |
| 12 P.M. | English 10 | Algebra 2 | English 10 | Learning Center | History of Modern Europe | Learning Center |
| 1 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2 | History of Modern Europe | English 10 | | Algebra 2 | Learning Center | |
| 3 | Woods Crew | Wilderness Skills | | Woods Crew | Wilderness Skills | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 7 | | | | | | |
| 8 | Woodworking | | Woodworking | | Woodworking | |
| 9 | | | | | | |



DARIUS

YEAR:
Sophomore
FROM:
Vermont

BEFORE PUTNEY, I went to a public school in Germany. It was a very traditional school, and my German wasn't great, so I lived in constant fear of misunderstanding and mis-speaking. When we moved back to the U.S. and came to Putney, it was a breath of fresh air. Concepts that I had covered before, like in math, became clear to me—I may have done it before, but I hadn't grasped it in any depth. Here you are pushed to really understand, not just repeat.

I've also come to love history this year—we push beyond dates and facts. We discuss the bigger concepts that fuel history.

I feel like I have found my confidence. I am a musician, but I had stopped playing and composing in Germany. Putney has brought me back to that. Why? Because artists are respected here. We have blocks of free time that we can use to pursue things in depth—time to just do art. I've been producing my own electronic music and learning to code. During Project Week, I worked on audio recording for a film project.



I've lived in Canada, Tokyo, Brooklyn, and Germany. It's interesting to be back in American culture, like I'm an outsider looking in. This has helped me to have empathy for people from other cultures. I try to find the balance between wanting to improve connections between people and my more self-satisfying desire to make music.

DARIUS'S YEAR

| | FALL | WINTER | SPRING |
|---------------------------|---|---|--|
| Curriculum | Music Theory 1 History of Modern Europe Chemistry of Microbiology English 10 | Music Theory 2 Algebra 2 English 10 | Survey of Computer Science Chemistry of Microbiology Algebra 2 History of Modern Europe |
| Afternoon Activity | Men's Soccer | Cross Country Skiing | Wilderness Skills Hiking |
| Evening Art | Jewelry Making Music Production | Ceramics | Ceramics |
| Work/Job | Lunch Crew | Library Cleaner | Lunch Waiter |
| Project Week | The Sounds of Putney: An Ambient Album Circuits, Solder & Sound | | Sound Production for Film Researching & Building Slings |



I MOVED TO THE U.S. FROM KENYA when I was nine. I'd never seen so many white people! The school I went to had a very strict dress code, which I felt really limited my creativity. At Putney, the way students dress is often an expression of their personalities. It's fantastic! Putney is one of those communities where so many people stand out that there really isn't such a thing as an "outsider."

I think the human body is like a canvas, and we have the choice to decorate it in any way we please. Some students even make their own clothing. Underneath all the embellishments, we're all human and all good-natured. It's our experience, not our tattoos, piercings, or clothing choices that create our character.

In the winter, my grandfather died and I went home for a bit. Everyone was so understanding and helpful in getting me back on track. They have golden hearts.

Teachers here aren't trying to make you into some model student; they understand you are a human being. For example, I had already covered some of the material in algebra this year, so my teacher found something else to challenge me. He introduced me to coding, and I loved diving into that. I'm amazed by how close I grew to people in such a short time. Coming back to Putney next year, it's going to be so interesting to watch how the new students transition here—to see them develop their own opinions, and watch how they grow into themselves instead of learning to be who their teachers want them to be.

GLORIAH

YEAR: Freshman
FROM: New Jersey

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"Gloriah is contagiously enthusiastic about whatever new venture she takes on, be it snowboarding, Spanish, geometry, or Latin dance."

JENNIFER DESMAISONS
 Advisor & College Placement Director



GLORIAH'S YEAR

| | FALL | WINTER | SPRING |
|---------------------------|--|---|---|
| Curriculum | Humans in the Natural World Algebra 1 Health Seminar | Humans in the Natural World Spanish 1 Piano Basics Music Seminar | Humans in the Natural World Spanish 1 Algebra 1 Tech Seminar |
| Afternoon Activity | Cross Country Running | Downhill Skiing | Farm Running and Fitness |
| Evening Art | Ballroom Dance Theater | Latin Dance Jazz Dance | Latin Dance Jazz Dance |
| Work/Job | Woodshop Cleaner | Dinner Crew | Lunch Waiter |
| Project Week | Fall Play: On the Razzle | | Kenya Through an American Lens |



HUI

YEAR: SOPHOMORE

FROM: CHINA

WHEN I FIRST ARRIVED I WAS JET-LAGGED, but so excited. I woke up and saw the farm—it was so beautiful! I grew up in a huge city—Shanghai. Here, I feel I have a chance at an authentic life.

What drew me to Putney? The opportunities we get here to bring our ideas to life. I feel this is where I belong. I feel like in China, the focus is on academics. There is so much pressure! I work hard, but I am not just an academic person. I need to find ways to express myself. In a traditional education, you must choose a focus early and pursue it. Here, you can learn different things—singing, sociology, feminism, chemistry, Spanish, pop dance, fiber arts. I started to play lacrosse here and now I feel like I contribute something important to the team.

I also play a traditional Chinese instrument, the *gu zheng*—it has 21 strings. I loved introducing that to Putney. I played it in assembly, and people clapped so loudly!

It has been interesting expressing myself in English. In English, I am outgoing, friendly, kind. In Chinese, I am more diligent and reserved. At Putney,



I have both Chinese and American friends, and I feel myself being both.

Since coming here, I feel I have more responsibility for my own life. I am surprised by my potential to be a leader. I have become more confident. I know that you have to earn people’s trust to lead. I was just elected as one of the students on the Standards Committee. That’s the group that advises the head of school on disciplinary cases. I’m also an International Ambassador. Students have real responsibility here.

HUI'S YEAR

| | FALL | WINTER | SPRING |
|---------------------------|--|---|---|
| Curriculum | PreCalculus Drawing Chemistry of Microbiology English 10 | Spanish 1 History of the Modern World Chemistry of Microbiology English 10 | Spanish 1 History of the Modern World PreCalculus |
| Afternoon Activity | Gardening Running and Fitness | Cross Country Skiing | Women's Lacrosse |
| Evening Art | Stained Glass Jewelry Making | Photography Lit Mag | Photography Lit Mag |
| Work/Job | P.M. Barn | Brunch G Sub | Kitchen Utility |
| Project Week | The Impact of Social Media on Girls Introduction to 3D printing | | Utopia & 1984: A Deep Reading |



HERE'S THE PROBLEM: I want to do everything. Photography, printmaking, chemistry, Chinese, physics... Putney gives us so many opportunities to discover and explore new things. I always saw myself as a humanities person, but I've really enjoyed the way that math is taught here. It's based in real life—we see how math helps us understand issues like climate change. Most of the classes involve some form of interdisciplinary work—I made a film about the visual effects of chemical reactions and another one on ancient Chinese calligraphers.

I've learned so much about photography. I've worked as a darkroom assistant, experimented with a 4 × 5 camera documenting the campus, and interned at the International Center for Photography in New York City. Next fall, I'll be working with the communications department at Putney to document what goes on here, and I'll be reviewing applicants as a member of the Admissions Committee.

Since this is a place where students have so much responsibility, I've really had to put my organizational skills to use. This year, I helped plan Charitable Work Day. That's a day when Putney students work around the community to raise money for a cause that the students vote on. We focused on raising money for the Vermont Refugee Resettlement Program. I'm also a dorm head. I make sure dorm jobs get done; I'm there if people want to talk, and I communicate with dorm parents when needed.

I love the farm and garden work here—I even spent spring break working on a chicken farm off the coast of Washington.

.....
"I have always admired Kristina's ability to truly own her own education. As an academic and an artist, she chooses carefully, dives in, and shines!"

LYNNE WEINSTEIN
 Photography teacher &
 Art Department chair



WINTER TERM

KRISTINA'S DAYS

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------|
| 7 A.M. | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8 | American Studies | PreCalculus | American Studies | Physics | Chinese 3 | Physics |
| 9 | | | | | | |
| 10 | Assembly | College Planning Seminar | Assembly | Sing | | |
| 11 | Conference Block | Conference Block | | Conference Block | Conference & Advisory | |
| 12 P.M. | Chinese 3 | American Studies | Chinese 3 | PreCalculus | Physics | PreCalculus |
| 1 | Lunch/Photo Studio Assistant | Lunch/Photo Studio Assistant | Lunch/Photo Studio Assistant | Lunch/Photo Studio Assistant | Lunch/Photo Studio Assistant | Lunch |
| 2 | Physics | Chinese 3 | | American Studies | PreCalculus | |
| 3 | Snowshoeing | Cross Country Skiing | | Snowshoeing | Cross Country Skiing | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 7 | | Book Arts | | Knitting | | |
| 8 | | | | | | |
| 9 | | | | | | |

KRISTINA

YEAR: *Junior*
 FROM: *New York*



LEO

YEAR:

Junior

FROM:

Massachusetts

BEFORE COMING TO PUTNEY, art was my sole focus. I used to spend hours a day creating these pen and ink drawings. But there are so many things to try here that I stopped focusing so much on drawing. You get time and space to explore new things.

I've always been interested in philosophy, but I didn't have the tools to go more deeply into various practices. I've really connected with Nathan, who teaches existentialism, ethics, and other English classes. Last fall, I read some of the *Upanishads*. During the spring Project Week, I compared interpretations of the Christian Bible between scholars and saints. But, to really understand the essays written by saints, I had to look at mystical practices as well. This drew me into the relations among many religions, and the Bible looked really different through those lenses.

In connection with that work, I've explored mindfulness and meditation, specifically an ancient form of yoga called Kriya. I went on a Putney trip to



India and have become very interested in the process of mental and spiritual development.

Next year, I will be spending a trimester in Nicaragua. Eventually, after college, I'd like to live in a monastery and practice yoga. What is the path to a successful life? Eventually, we have to notice that the search for external fulfillment always ends in loss. A successful life means finding true love, peace, and joy within one's very self.

LEO'S DAYS

WINTER TERM

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7 A.M. | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8 | Social Psychology | American Studies | Social Psychology | American Studies | Calculus | American Studies |
| 9 | | | | | | |
| 10 | Assembly | College Planning Seminar | Assembly | Sing | | |
| 11 | Conference Block | Conference Block | | Conference Block | Conference & Advisory | |
| 12 P.M. | Calculus | Social Psychology | Calculus | Fiber Arts | American Studies | Fiber Arts |
| 1 | Lunch/Baker's Apprentice | Lunch/Baker's Apprentice | Lunch/Baker's Apprentice | Lunch/Baker's Apprentice | Lunch/Baker's Apprentice | Lunch/Baker's Apprentice |
| 2 | American Studies | Calculus | | Social Psychology | Fiber Arts | |
| 3 | Cross Country Skiing | Yoga | Cross Country Skiing | Yoga | Cross Country Skiing | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 7 | | | | | | |
| 8 | | | | Circus Arts | Comic Book Design | |
| 9 | | | | | | |



I CAME FROM THE NORTH SIDE OF CHICAGO, so Putney was a bit of a culture shock. My freshman year I took Humans in the Natural World and worked in the barn hitching cows. I'd only seen cows in pictures and in movies. I had to confront my fear of cows right away. I live in a dorm on the other side of the farm, which means every day I walk through a beautiful pasture. That's what I mean by culture shock.

Progressive education means you learn for yourself, not for the teacher, not for the grades. At

my old school, I did a lot of memorizing. I knew how to cheat the system. We almost never discussed what we were learning. That's all different here. The classes are more integrated, which means an idea that you have in one class might pop up again in another. There's a lot to talk about.

I'm most excited for American Studies next year, and Writing & Research. I'm also taking African History. The number of choices here force you to prioritize. But the choices I make are based on my priorities. Not someone else's.

I was just elected a student trustee, so I'm one of two students on the board. I've also been helping to run the Diversity Committee all year. A lot of people came to the discussions we hosted, which was surprising. It was great to create an environment where people feel comfortable enough to share, even if the discussions are hard. I feel like we've built a platform, and this next year there are some new students on the committee and we'll be open to hearing their ideas.



YEAR: *Sophomore*
FROM: *Illinois*

MAHOGANY

WINTER TERM

MAHOGANY'S DAYS

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------|------------------|
| 7 A.M. | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8 | Survey of Computer Science | English - Creative Writing | Survey of Computer Science | Algebra | Sculpture | Algebra |
| 9 | | | | | | |
| 10 | Assembly | Conference Block | | Sing | Assembly | |
| 11 | Conference Block | | | Conference Block | Conference & Advisory | |
| 12 P.M. | Sculpture | Survey of Computer Science | Sculpture | Creative Writing | Algebra | Creative Writing |
| 1 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2 | Algebra 2 | Sculpture | | Survey of Computer Science | | |
| 3 | Basketball | Basketball | Basketball | Basketball | Basketball | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | Infirmary Helper | Infirmary Helper | Infirmary Helper | Infirmary Helper | Infirmary Helper | |
| 7 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 8 | | Lit Mag | | Printmaking | | |
| 9 | | | | | | |



MAIA

YEAR: *Freshman*

FROM: *Rhode Island*

THERE IS ZERO TOLERANCE for unkind behavior here; no one is judgmental. We help each other out. It's such a special place, and, in a way, Putney has become a haven. I came from a split-parent home; I spent a lot of time going back and forth between my mom's and my dad's. It was distracting both academically and emotionally. Being at Putney has enabled me to center myself, I really needed that. I love the community and knowing all the people I pass in the course of a day. Living on your own adds another layer of independence, that you have to be open to gaining.

I like English, theater, and fine arts, but I think Putney has also made me more open to trying other things. It's a try-everything community. You have to have an open mind and an open heart. I've taken up rowing, jazz dance, ballet, and I worked breakfast crew.

At my old school in Rhode Island, we focused on diversity, but it was mostly racial. Here, diversity has come to mean so many other things to me. We pay attention to how people self-identify, for



example, knowing and respecting their preferred gender pronouns. I was ignorant, but ignorance is part of growth. The community runs on kindness and respect.

I've learned to be more patient with myself. If I look at a math problem and don't understand it, I don't freak out. I wait and look at it again. I ask for help. I wasn't born with natural confidence, but at Putney I don't stop myself from trying new things or meeting new people; I don't assume I'll fail.

SPRING TERM

MAIA'S DAYS

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 6 A.M. | Breakfast Crew | Breakfast Crew | Breakfast Crew | Breakfast Crew | Breakfast Crew | Breakfast Crew |
| 7 | | | | | | |
| 8 | Elements of Theater | Humans in the Natural World | | Geometry | Humans in the Natural World | |
| 9 | | | Elements of Theater | | | Geometry |
| 10 | Assembly | Conference Block | Assembly | Sing | | |
| 11 | Music Seminar | | Humans in the Natural World | Conference Block | Conference & Advisory | Humans in the Natural World |
| 12 P.M. | Humans in the Natural World | Elements of Theater | | Humans in the Natural World | Geometry | |
| 1 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2 | Geometry | Humans in the Natural World | | Elements of Theater | Humans in the Natural World | |
| 3 | Rowing | Yoga | Rowing | Yoga | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 7 | | | | | | |
| 8 | | Music Lesson | | African Drumming | Figure Drawing | |



HERE'S WHAT REALLY STRUCK ME when I came to Putney to visit: people talking to each other. Everyone! I didn't get that feeling of exclusivity—everyone seemed friendly.

I feel like I've found myself. I used to play piano. Somewhere along the line, I stopped. At Putney, I've taken it up again. Something about being here made me want to play again. I'm Mica and I play piano.

We are all encouraged by teachers and by each

other to broaden our spectrums—to try new things. Last year, I tried drawing and music theory. I discovered that I hate drawing, but I love music theory! This year, I'm doing a music theory intensive during Project Week. I'm in Spanish 3 and will be headed to Peru on a school trip this summer.

Time management is a big challenge, but I'm getting better at it. I've been working on critiquing my own work, taking the extra time to go back over things.

I've become very interested in the prison industrial complex in this country—how prisons are big business, and what that means for a prisoner's life. For Project Week, I'm exploring the intersections between feminism, race, and privilege.

Being on the Diversity Committee has taught me a lot. For some people, the diversity at Putney is surprising. We talk a lot about how our beliefs might infringe on others'. We talk about cultural fluency and ignorance—about how ignorance is a privilege we can't all afford. I think I've helped open people up.

Putney has become my home.



MICA

YEAR:

Sophomore

FROM:

Rhode Island

FALL TERM

MICA'S DAYS

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---------|--------------------------|--------------------------|--------------------------------|---------------------|--------------------------|-----------------|
| 7 A.M. | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8 | English 10 | English Diction | English 10 | PreCalculus | History of Modern Europe | PreCalculus |
| 9 | | | | | | |
| 10 | Assembly | Piano Lessons | Assembly | Sing | | English Diction |
| 11 | Conference Block | Conference Block | | Conference Block | Conference & Advisory | |
| 12 P.M. | History of Modern Europe | English 10 | History of Modern Europe | English Diction | PreCalculus | |
| 1 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 2 | PreCalculus | History of Modern Europe | | English 10 | English Diction | |
| 3 | Fencing | Woods Crew | | Fencing | Woods Crew | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 8 | | | Jazz Ensemble/ Music Lesson | Digital Photography | | |
| 9 | | | | | | |



SOPHIA

YEAR:
Junior
 FROM:
New Mexico

I GREW UP IN NEW MEXICO, where I went to a Waldorf School through seventh grade, and then a charter school. I wasn't challenged. I wasn't passionate. I sat in the back of the class and got good grades, but I didn't love school. At Putney, I have both—the intellectual challenge and the love of learning. When I came to visit, I saw how much students supported each other. The energy of the place was amazing.

Here, teachers look for ways to challenge you, so you're always going beyond, always moving forward. It starts with a small spark you haven't noticed before. Then, you gain competence and confidence. It's not about meeting a quota. It's about going deeper.

I came here with a strong foundation in math, but spent my first year immersed in drawing and painting. The next year, I loved my English class and went on an exchange program Putney organized with a progressive school in London. I wrote poetry and worked on the literary magazine. This year, I've gone deeper in Physics and Astronomy.



At Putney, you are encouraged to find connections—to combine physics and poetry, or photography and chemistry. Ideas build on each other.

At Putney, you matter in a concrete way. I'm a dorm head. If I don't do my job, someone will notice! In the fall of my junior year, I had P.M. Barn work. Sometimes it was dark, muddy, rainy, but the work had to get done. I was strong enough to do it, and it was rewarding to have real responsibility.

I was a quiet person when I came to Putney, but here, I had to speak. Everyone has to speak. We collaborate—on jobs, on group projects, and in the classroom. At my old school, the teachers did the talking.

SOPHIA'S YEAR

| | FALL | WINTER | SPRING |
|---------------------------|---|---|---|
| Curriculum | PreCalculus American Studies Astronomy Physics | American Studies Existentialism Spanish 4 Writing and Research College Planning Seminar | American Studies PreCalculus Spanish 4 Physics College Planning Seminar |
| Afternoon Activity | Weights & Fitness Yoga | Cross Country Skiing | Yoga |
| Evening Art | Photography Printmaking | Book Arts Meditation | Book Arts Meditation |
| Work/Job | P.M. Barn | Head Building Cleaner | Dance Studio Assistant |
| Project Week | Physics of the Expanding Universe | | The Philosophy of Dreams Neutron Stars, Black Holes: The Study of Gravitational Waves |



I CAME TO PUTNEY IN JANUARY of my sophomore year after attending a farm program in Utah. I couldn't believe how easy it was to make friends here, especially coming in mid-year. I had shadowed a veterinarian at my old school and learned to embrace my love for animals there—horses and dogs especially. I've been able to continue riding and caring for horses here at Putney. I also love to play basketball. Next year, I'll be selling my soul to basketball, hoping to play Division 1.

In the fall, I went to Cuernavaca with five kids from Putney. What an amazing experience. We did homestays with families, so my Spanish really improved. We visited many historical sites and studied the culture and religions of Mexico.

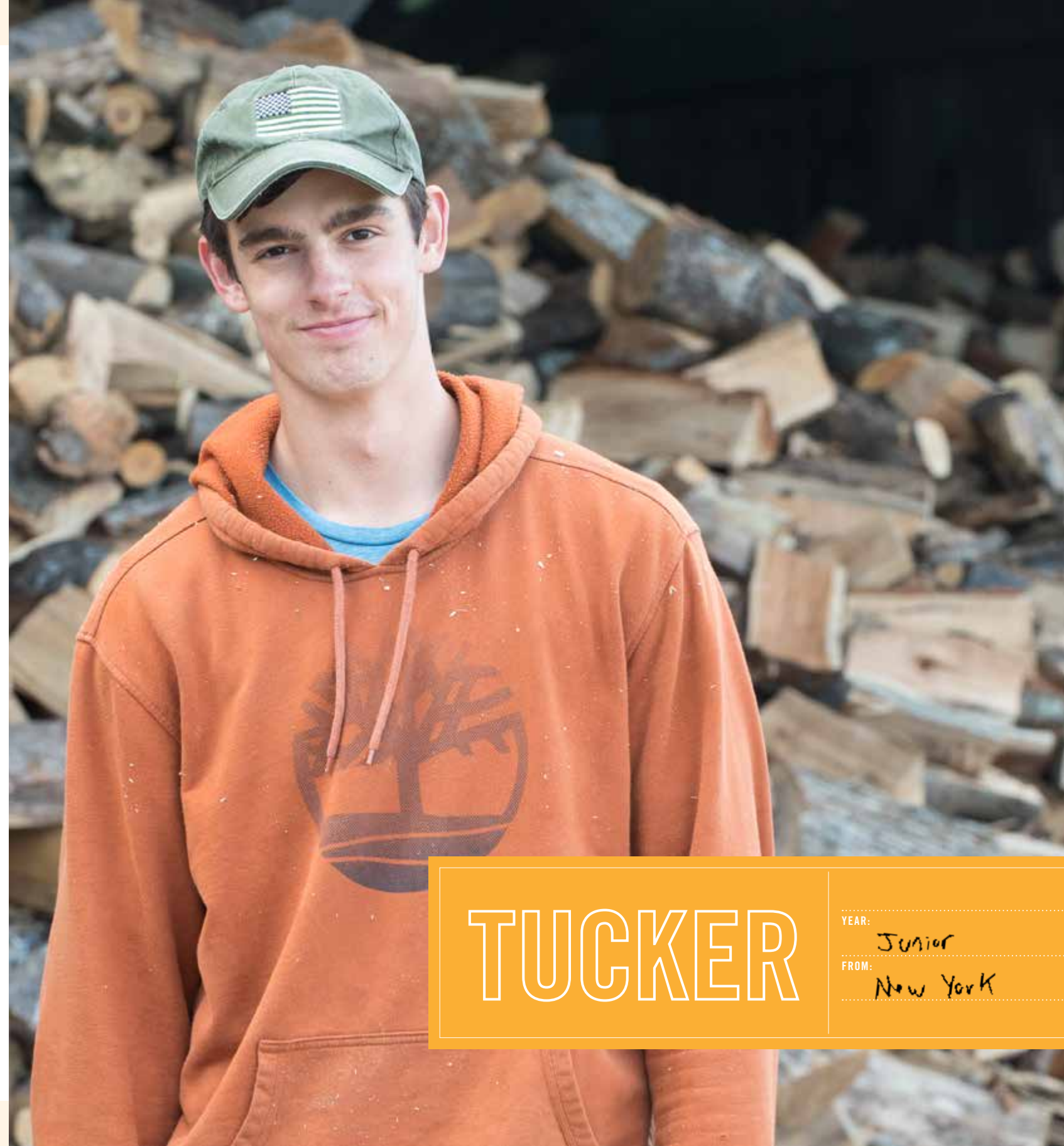
After coming to Putney, I became really interested in philosophy and psychology. This trimester, I've been doing an independent study in psychology, specifically looking at teenage depression. In addition to my academic classes, I've taken woods

crew, college planning, ultimate frisbee, and wilderness first aid. I sing bass in Madrigals. I'm also a dorm head, and was elected to the Standards Committee. For Project Week, I'm going to do a statistical analysis of basketball—I'll be taking 500 shots a day!

Organizing my time is a challenge. How do I tell when I've taken on too much? Sometimes I stay up too late and have a hard time waking up in the morning. I choose to tough it out. But on a perfect day, I sleep in, go to the field house to shoot hoops, hang out with friends, and talk with my advisor, Pete—he's more like a friend who is willing to give advice. He runs the farm and teaches American Studies. Without him, I never would have thought to go to Mexico. And, I might never have learned how to drive a tractor!

TUCKER'S YEAR

| | FALL | WINTER | SPRING |
|---------------------------|--|---|---|
| Curriculum | Trimester Abroad in Mexico | American Studies Independent Topics in Science Existentialism Calculus | American Studies Independent Topics in Science Writing and Research Calculus |
| Afternoon Activity | Trimester Abroad in Mexico | Basketball | Woods Crew Ultimate Frisbee |
| Evening Art | Trimester Abroad in Mexico | Madrigals | Madrigals |
| Work/Job | Trimester Abroad in Mexico | Breakfast Crew | Dinner Kitchen Counter |
| Project Week | Modern Spanish Slang Murder, Mayhem, Morality & Masks | | Basketball Shooting Statistics |



TUCKER

YEAR: *Junior*

FROM: *New York*



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“William is impressively open-minded—he’s eager to meet all kinds of people and receptive to a new way of learning. He listens without jumping to judgement. His humility and adventurousness are a perfect mix for Putney.”

LIBBY HOLMES
 Director of International Student Program

WILLIAM

YEAR: *Freshman*
 FROM: *China*

I WENT TO A TRADITIONAL SCHOOL in northeastern China. We always had tests and a lot of homework. There was a lot of competition between students.

So Putney is very different for me. There’s so much freedom and independence. Teachers and students are all very helpful—this has made it much easier to adapt to the language and the culture. I’m a basketball player, so that has also helped me to meet new friends and feel part of a team.

I feel Chinese people don’t express their emotions directly, so that is something I’ve had to learn here. But at Putney, everyone is so friendly and open that I have become more open, too. It’s been such an easy community to join.

On my best days, I communicate well—I participate in class discussions, I talk with my teachers. I play a lot of basketball. I work in the library with friends and watch a movie in the dorm.

I’ve taken so many new things—figure drawing, sculpture, jewelry making. It is great to be able



to study so many different kinds of art—ways of making life beautiful.

I also take Humans in the Natural World (my favorite class) and Algebra II...and then there’s p.m. Barn work! In China, many people think this kind of work is disgusting. But, I like going from the barn to the gym and then to the library—all part of a busy and abundant day.

WILLIAM’S YEAR

| | FALL | WINTER | SPRING |
|---------------------------|---|---|---|
| Curriculum | Humans in the Natural World Algebra 2 ESOL Structure & Use Music Seminar | Humans in the Natural World ESOL Structure & Use Tech Seminar | Humans in the Natural World Algebra 2 Drawing Health Seminar |
| Afternoon Activity | Running & Fitness Ultimate Frisbee | Downhill Skiing Maintenance Crew | Running & Fitness |
| Evening Art | Painting Sculpture | Comic Books & Graphic Novels Figure Drawing | Comic Books & Graphic Novels Figure Drawing |
| Work/Job | Currier Building Cleaner | Lunch Crew | p.m. Barn |
| Project Week | Farm & Garden Design Painting | | Wilderness First Aid & CPR Modeling the Solar System in Metal |



A CURRICULUM SHOULD BE
A CALL TO ACTION

here students do



The Putney School

Progressive educator Carmelita Hinton founded The Putney School in 1935. In 1954 the school established eight goals for students and faculty:

To work not for marks, badges, honors, but to discover truth and to grow in knowledge of the universe and in the understanding of men, to treasure the hard stretching of oneself, to render service.

To learn to appreciate and participate in the creative arts, where man gives expression to his struggle for communication of his inner life and for beauty, and to grant these arts great prestige.

To believe in manual labor, be glad to do one's share of it and proud of the skills learned in the doing.

To play just as wholeheartedly as one works, but watching out a bit for the competitive angle, remembering that play is for recreation and an increased joy in living.

To want to lend a hand to the community at large, not to live in an "ivory tower."

To combat prejudices caused by differences in economic, political, racial, and religious backgrounds; to strive for a world outlook, putting oneself in others' places, no matter how far away or how remote.

To have old and young work together in a true comradeship relation, stressing the community and its need for the cooperation of all.

To wish to live adventurously though not recklessly, willing to take risks, if need be, for moral growth, so that one definitely progresses along the long slow road toward achieving a civilization worthy of the name.

AT PUTNEY, THERE'S NO SUCH THING AS EXTRACURRICULAR. WE VIEW EVERYTHING AS CURRICULAR.

You are going to be learning all of the time—inside and outside, with teachers and fellow students, through your jobs and leadership roles, in independent study, at campfires, and in classrooms. This book is a menu of choices, but it is also a call to action: a call to be creative and work hard. At Putney you will learn to be bold and innovative, to work and to lead, to consider yourself and others, to live at home and out in the world, and to build sustainability into all of your efforts.

| | |
|----|-------------------------|
| 2 | Expectations & Pathways |
| 4 | Schedule |
| 5 | Grading |
| 6 | Independent Work |
| 8 | Support |
| 10 | Long Fall |
| 11 | Courses |
| 29 | Afternoons |
| 35 | Evening Arts |
| 40 | Jobs |
| 41 | Leadership Positions |

For a current and comprehensive look at Putney's curriculum, please visit CURRICULUM.PUTNEYSCHOOL.ORG

EDUCATION FOR CREATIVITY AND INNOVATION

Education that fosters creativity is crucial to your ability to be useful in the world. Twice a year you will design and carry out lengthy independent projects you will design yourself. Independent studies and

exhibitions will require you to dig deeply into an area of interest and create new questions and connections.

See page 6 for more on Project Weeks, Tutorials, and Senior Exhibitions.

EDUCATION FOR LEADERSHIP

At Putney, you will practice leadership and learn through experience. You will help to run work crews, lead dorms, sit on committees. You will find yourself in lengthy debates about how to run a community in which individual freedoms must mesh with responsibility to the group. There are more than

50 leadership positions in which students are leading their fellow students to get work done, or in which students are part of the decision-making processes that make the community run. This work is vital to the school.

See pages 40–41 for more on Jobs & Leadership.

EDUCATION FOR SUSTAINABILITY

Putney stands for a way of life, and we realize that this life must be an environmentally sustainable one. Throughout our history, the land use program has been a key element of a Putney education. New technology and old are combined to find ways to live more lightly on the land. Our science program includes Biodiversity,

Physiological Ecology, and Complex Systems, as well as biology and chemistry classes that use the natural world as their laboratories. You will be required to work on the farm, in the gardens, and in the woods in order to graduate.

➡ For more on sustainability at Putney, visit www.putneyschool.org/sustainability

expectations & pathways

2

expectations & pathways

Students must fully participate in all aspects of our curriculum, including courses, Afternoons, Evening Arts, Project Weeks, the Work Program, dorm life, assemblies, and special events. A diploma reflects four years of planned study and involvement in the life of the school. Students who enter the school after 9th grade are able to transfer academic credits and experiences into our system. The Putney faculty votes on each student's eligibility for a diploma.

We operate on a trimester system—fall, winter, and spring. Students generally take 4 courses in a trimester. Whereas at many other schools courses last a full year, at Putney a one-credit course is completed in two trimesters and a half-credit course is completed in one trimester. While we are moving away from this credit-based curriculum, this book still refers to courses in terms of credits.

GRADUATION REQUIREMENTS

We have recently redesigned our graduation requirements in terms of a student's skills and proficiencies in specific areas, rather than in traditional terms of "seat-time" in class. In addition to overarching educational through-lines such as collaboration, literacy, and argumentation, each academic department has articulated skills and content particular to that discipline. Students are required to demonstrate competency in all of these. This system is

portfolio-based, such that Putney faculty, students, and, eventually, colleges and universities will be able to access specific work that demonstrates the student's understanding and skills.

Students continue to earn traditional letter grades for courses they complete, but also understand and track their educational trajectory through a matrix of skills they are developing and knowledge they are applying.

These proficiency-based graduation requirements will begin to be implemented in the fall of 2017, and will be in full effect for students graduating in 2020. For more on assessments and expectations, please visit www.putneyschool.org/portfolio

PATHWAYS

Here are some examples of student pathways through Putney:

9th

Humans in the Natural World (3)
Spanish 1 (1)
Geometry (1)
Sculpture 1 (½)
Evening Arts: Figure Drawing, Afro-Cuban Drumming
Seminars: Health 1, Technology, Music

10th

English: Composition & Literary Analysis (1)
Chemistry & Microbiology (1)
Independent Topics in Science (½)
History of Modern Europe (1)
Spanish 2 (1)
Algebra 2 (1)
Painting 1 (½)
Evening Arts: Printmaking, Book Arts
Seminars: Health 2

11th

American Studies (1½)
Writing & Research (½)
Physics (1)
Biodiversity & Conservation Ecology (1)
Spanish 3 (1)
Precalculus (1)
Evening Arts: Printmaking, Latin Dance
Seminars: College Planning

12th

Introduction to Media Studies (½)
Existentialism (½)
Revolutions: A Comparative Study (½)
Molecular Biology & Genetics (1)
Calculus (1)
Painting 2 (½)
Printmaking 1 (½)
Evening Arts: Animation, Stained Glass
Seminars: College Application

9th

Humans in the Natural World (3)
Chinese 1 (1)
Algebra (1)
Music Theory 1 (½)
Music Intensive (½)
Evening Arts: Jazz 1, Digital Filmmaking
Seminars: Health 1, Technology, Music

10th

English: Composition & Literary Analysis (1)
Chemistry & Microbiology (1)
History of the Modern World (1)
Chinese 2 (1)
Geometry (1)
Music Theory 2 (½)
Evening Arts: Jazz Combo, Ceramics 1
Seminars: Health 2

11th

American Studies (1)
Writing & Research (½)
Complex Systems: Agroecology (½)
Winter Trimester in China (1)
Algebra 2 (1)
Chinese History (½)
Music Composition (½)
Evening Arts: Jazz Combo, Digital Photography
Seminars: College Planning

12th

Feminist Perspectives in Literature (½)
Contemporary Short Fiction (½)
American Studies (½)
Anatomy & Physiology (½)
Introduction to Economics (½)
Revolutions: A Comparative Study (½)
Comparative Religions (½)
Statistics (½)
Introduction to Investment & Finance (½)
Music Intensive (½)
Adv. Music Composition (½)
Ceramics 2 (½)
Evening Arts: Music Production & Recording, Meditation
Seminars: College Application

STUDENT ENTERING IN 10TH GRADE

10th

English: Composition & Literary Analysis (1)
Chemistry & Microbiology (1)
History of the Modern World (1)
French 2 (1)
Geometry (1)
Elements of Theater (½)
Theater Workshop (½)
Evening Arts: Theater, Ceramics 1
Seminars: Health 2

11th

American Studies (1½)
Writing & Research (½)
Theater Workshop (1)
Physics (1)
Algebra 2 (1)
Photography 1 (1)
Evening Arts: Digital Photography, Theater
Seminars: College Planning

12th

Creative Writing (½)
Philosophical Themes in Literature (½)
Astronomy (½)
Independent Study: Astrophotography (½)
Comparative Religions (½)
French 3 (1)
Social Documentary Studies (½)
Elements of Modern Dance (½)
African History (½)
Survey of Computer Science (½)
Evening Arts: Traditional Photography, Theater
Seminars: College Application

STUDENT ENTERING IN 11TH GRADE

11th

American Studies (1½)
Writing & Research (½)
Physics (1)
Conservation Biology (½)
Spanish 2 (1)
Precalculus (1)
Evening Arts: Figure Sculpture, Weaving
Seminars: College Planning

12th

Feminist Perspectives in Literature (½)
Contemporary Short Fiction (½)
Molecular Biology & Genetics (½)
Advanced Molecular Biology & Genetics (½)
Calculus (1)
Spanish 3 (1)
Existentialism (½)
Sociological Impacts of Food (½)
Fiber Arts (½)
Evening Arts: Blacksmithing, Weaving
Seminars: College Application

schedule

4

schedule

| DAILY SCHEDULE | | | | | | |
|----------------|------------------------|-----------------------------------|-----------------------------------|---------------------|--------------------------|-----------------------|
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| 7 am | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8 | Block 1 | Block 4 | Block 1 | Block 3 | Block 2 | Block 3 |
| 9 | Milk Lunch Assembly | Milk Lunch Conference Block | Milk Lunch Assembly Block 2 | Milk Lunch Sing | Milk Lunch Assembly | Milk Lunch Block 4 |
| 10 | Conference Block | | | Conference Block | Conference & Advisory | |
| 11 | Block 2 | Block 1 | Lunch | Block 4 | Block 3 | Lunch |
| 12 pm | Lunch | Lunch | | Lunch | Lunch | Afternoon 1 |
| 1 | Block 3 | Block 2 | Afternoon 1 | Block 1 | Block 4 | |
| 2 | Afternoon 1 | Afternoon 1 | | Afternoon 1 | Afternoon 1 | |
| 3 | Afternoon 2 | Afternoon 2 | Afternoon 2 | Afternoon 2 | Afternoon 2 | |
| 4 | | | | | | |
| 5 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| 6 | Evening Arts | Evening Arts | Evening Arts | Evening Arts | Evening Arts | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | In Dorms | In Dorms | In Dorms | In Dorms | In Dorms | In Dorms |

⇒ For a current school calendar, visit:
www.putneyschool.org/calendar

grading

We believe that students should learn to work for the love of knowledge and the joy of using their minds effectively—not for grades. Students and parents receive a set of detailed written reports six times a year. Students are given academic grades (A–E) at the end of each trimester and each course (for multi-trimester courses). However, they do not see these grades until the winter of their junior year when the college planning process begins.

Each student’s advisor works with the teachers and academic dean to ensure that both the student and family understand the student’s development and to identify areas of strength and areas in need of improvement. At the end of each trimester, a team of deans and advisors carefully reviews each student’s performance and determines what further supports a student might need if they are not thriving academically.

EFFORT MARKS

In addition to letter grades, students receive effort marks for their work during each marking period. Effort marks range from 1 (excellent) to 4 (unacceptable). Effort marks are important in

determining the list of seniors eligible for additional freedoms and in identifying students about whom the deans should be concerned.

TRANSCRIPTS

The Putney transcript records course grades for each trimester as well as the final grade for each course. The student’s record of participation in the nonacademic programs of the school is also recorded. During the winter trimester, juniors receive an unofficial copy of their transcript as part of the college planning course. In the fall or early winter of the senior year, students

request that an official copy of the transcript be sent to colleges to which they have applied. Starting with the class of 2020, Putney transcripts will be linked to portfolios containing evidence of each student’s accomplishments.

⇒ We’ve compiled a list of readings and research on progressive education and grades at www.putneyschool.org/findings

For more on our proficiency-based graduation requirements and transcripts, please visit

WWW.PUTNEYSCHOOL.ORG/PORTFOLIO

independent work

6

independent work

Independent work is our way of preparing our students for a world without roadmaps, without operating instructions. At Putney, students learn to be self-motivated and discover issues, actions, and concepts that they care about. By designing and executing their own projects, students strengthen their organizational skills and learn to put their knowledge to use in the world.

Project Weeks

Project Weeks are periods twice a year in which Putney students carry out independent projects and learn to apply what they have learned. Students may conduct one double project (40–50 hrs) or two smaller projects (20–25 hrs). They may also choose to join one of the many group projects directed by Putney faculty. Each Project Week, one of these projects must be grounded in an academic course the student has taken that year. In advance of Project

Weeks, students identify a faculty mentor, with whom they develop a project proposal. That proposal is reviewed by the Educational Programs Committee and relevant academic departments.

Project Weeks are a chance for students to explore their intellectual and creative passions and forge connections between disciplines; they also help students develop critical time management and presentation skills. Due to intensive rehearsal demands, winter and spring dramatic productions serve as double projects for students involved.





INDEPENDENT STUDIES

Working with a faculty sponsor, students may design an independent course of study during the fall or winter trimesters. Each course must be reviewed and approved by the Educational Programs Committee.

WORK TERM

Work Terms are intended to provide students an off-campus opportunity to explore an area that might be of career interest. These experiences are usually full-time, not-for-profit apprenticeships.

SENIOR EXHIBITIONS

Senior Exhibitions are an opportunity for seniors in good standing to design and complete an independent project in their spring trimester. Students are expected to create a project that draws upon the breadth and depth of their educational experience at Putney. Ideally interdisciplinary, this intensive work is supported by a faculty mentor, reviewed by an outside evaluator, and culminates in a presentation to the Putney community.

INDEPENDENT TOPICS IN SCIENCE

This course is designed to give highly motivated students the opportunity to pursue scientific or technological questions of their own design, or for students to take on a challenge such as entry in a science contest. One component of the course will be continuous communication and collaboration with others in the class, regardless of their area of study. To qualify for enrollment, students submit a description of their proposed study which must then be approved by the science department.

EDUCATIONAL PROGRAMS COMMITTEE

The Educational Programs Committee is composed of deans, faculty, and student representatives who review and develop the curriculum. The EPC is also responsible for approving and providing feedback on student proposals for Project Weeks, Independent Studies, and Senior Exhibitions.



support

ADVISORS

At the core of the Putney experience are the strong relationships that form between students and teachers, particularly those between advisors and advisees. Advisors support students in their path through Putney—they help with course and activity selection,

and they serve as the main conduit of information among various aspects of a student's life at Putney and family at home. Students have a weekly scheduled meeting with their advisors, as well as frequent informal meetings, dinners, and group advisory trips off-campus.

CONFERENCE BLOCKS

We have four blocks each week to allow time for student-teacher meetings, collaborations on projects, extra help sessions, student study groups, and

individual homework time. Seminars, music lessons, tutoring, health appointments, and college meetings are also scheduled during conference blocks.

THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning is a resource for all students and teachers. It provides academic support, organizational help, study skills, and math workshops. The director and experienced tutors are available for students with

specific challenges meeting the demands of their academic work. We do not treat those with learning differences as “other”; we understand that students have a variety of learning styles, capacities, and strengths.

LIBRARY

At Putney, students gain varied and authentic experience using the library. Because of the project-oriented nature of much of the curriculum, students are required to develop research strategies and make informed decisions about the types

and quality of resources used. The faculty expect students to be able to understand and use a variety of resources: the library's online catalog, database subscriptions, high quality Internet sources, as well as book and periodical collections.



COLLEGE PLACEMENT

The Putney School offers a comprehensive college counseling program that begins formally in the 11th grade. We believe, as Frank Sachs writes, that “College is a match to be made, not a prize to be won.” We actively assist students as they research colleges, investigate careers, and begin to make decisions about where they would like their lives to head after graduating. We offer individual meetings with students and parents, a weekly College Planning Seminar for juniors, a weekly College Applications Seminar

for seniors, online accounts to access Naviance—a nationally recognized college counseling software resource—email updates to parents with reminders about the application process timeline, campus visits from representatives of more than 60 colleges and universities, financial aid and scholarship workshops, and all PSAT, ACT, TOEFL, AP and SAT registration and testing.

➔ For a list of recent college acceptances, visit www.putneyschool.org/acceptances



INSTRUCTIONAL TECHNOLOGY CENTER

Technology is an increasingly integral part of what we do here at Putney. From Moodle courses, to Google Apps for Education, to robotics, geographic information systems, and science lab data collection, technology provides opportunities for project-based and hands-on learning. The Instructional Technology Center (ITC) is where teachers and students learn new technologies, improve their skills, and get help from the technology staff.

A wide variety of resources are available, including video production equipment, digital video cameras, digital still cameras, MIDI controllers and music composition applications, ProTools-based digital recording equipment, scanners, and printers. ITC computers have a variety of software titles for video production, web page design, graphics, digital photography, video conferencing, document scanning, and desktop publishing.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed for international students to achieve a high level of English proficiency for academic work.

See page 27 for a description of the ESOL courses and support systems.

long fall

Long Fall trips are a core part of our student orientation each year. These 4-day, 3-night camping trips are a chance for Putney students to bond with fellow students and faculty while exploring the outdoors in Northern New England. Trips range in challenge level and provide an opportunity for students to work together as a group, connect with nature, and expand their camping and outdoor skills. Students may choose from a variety of trips including backpacking in the Green Mountain National Forest, canoeing down the Connecticut River, camping and working at a local farm, and rock climbing in New Hampshire.

10

long fall



courses



.....

“Although Putney gave me both academic and creative preparation for post-Putney school and work, I think the most useful thing it provided me with is the ability to remain confident in an independent path.” —Putney Alum

.....

The academic program is rich in opportunity for intellectual exploration and discovery as well as creative expression. The study of history is steeped in primary sources, and students, like historians, learn to create historical narratives, conduct research, and interpret events. Science classes are investigative and students are encouraged to view the campus as a laboratory for discovery and to develop an appreciation for the complexity and fragility of the environment. Math is taught as a language where phenomena can be expressed in numbers and problems solved elegantly. Spanish, French, and Chinese are taught with an emphasis on speaking, writing, and gaining a nuanced, cultural understanding. The arts and the cultivation of the imagination permeate the Putney curriculum.

Integrated Curricula

9th-grade students are required to take *Humans in the Natural World* for three credits which integrates English, social science, and natural science. Both *American Studies* and *Writing & Research* are required for juniors in lieu of English and U.S. history in order to provide a richer exploration of American society, culture, and history.

HUMANS IN THE NATURAL WORLD

3 credits

This year-long course, required for all 9th-grade students, integrates English, social science, and natural science, using the tools of these disciplines to ask, “How do we know what we know?” Starting with things we can observe locally, we will expand to studying environmental and human systems on a global scale. Students will collaborate with each other, make connections, and synthesize information about their world from historical, scientific, artistic, and literary sources. Each student will undertake several long-term projects, including detailed studies of a plot of land, a country, and a commodity. Students will read novels, poetry, and both primary and secondary sources in all three disciplines. Ultimately, our 9th graders will hone their skills in analytical and creative writing, mathematical thinking, oral presentation, collaboration, research, critical thinking, and analysis. They will also learn the habits of reflection, self-evaluation, perseverance, and practice.

Students will earn credits in science (½ biology and ½ earth science), history/social science (1.0), and English (1.0). In addition they will learn to use some basic tools and vocabulary of economics, GIS, data analysis, political science, and the rudiments of epistemology.

ENGLISH LANGUAGE SUPPORT FOR HUMANS IN THE NATURAL WORLD

An ESOL teacher is available to international students in the *Humans in the Natural World* class who need additional language support. This teacher provides modified readings and assignments for English learners and is an additional resource during conference block and by appointment. She also reviews written work to help students correct their grammar before handing in essays and reports, and helps them rehearse presentations.

AMERICAN STUDIES GRADE 11

1½ credit

This year-long interdisciplinary course asks the fundamental question of what it means to be an American. We will explore several thematic areas: Nature; American Political Thought; Slavery and its Legacy; Conflict; and Work, Labor, and Industry. Readings from the disciplines of English and history provide students with the essential backdrop for dynamic class discussion and exploration. Students will learn and practice the fundamental skills of independent thought, reading for meaning, oral expression, and creative and analytical writing.

WRITING & RESEARCH: HUMANITIES THESIS

½ credits

In this one-trimester course, we will focus on developing the skills necessary to write effective history research papers in history and other disciplines. Students will learn to read, interpret, and analyze primary and secondary source materials, as well as to take effective notes and write accurate MLA citations. We will turn curiosity into clear, useful questions, and pursue a line of inquiry, focusing on ways to gather information from library and online resources in support of a central thesis.

Each trimester of HNW follows a theme: Observation, Systems & Society, and Globalization & Climate Change. For a detailed look at the skills and content covered in each trimester, visit www.putneyschool.org/humans



English

We strive to help students express themselves with clarity and power both in speech and writing. We want them to draw on sensitive readings and explorations of varied cultural perspectives in order to generate authentic questions and form nuanced ideas. Students write frequently. Readings range from the canonic to the contemporary and roam over a wide landscape of cultures and voices. We engage most genres, including novels, short stories, essays, poetry, plays, graphic novels, and films. Classes are taught seminar-style and lecture is rare. Class participation is essential as we develop ideas aloud.

9TH-GRADE INTEGRATED COURSE REQUIREMENT

9th-grade students are required to take *Humans in the Natural World* which integrates English, social science, and natural science. This three-credit course will include the English requirement for the 9th-grade year.

See page 12 for more on *Humans in the Natural World*.

COMPOSITION: FORMS OF THE ESSAY & FOUNDATIONS IN LITERARY ANALYSIS

$\frac{1}{2}$ credit + $\frac{1}{2}$ credit = 1 credit

Forms of the Essay is the first in the 10th-grade English sequence. Students will write nonfiction: short summaries, descriptions, longer analyses, profiles, and narratives. We will approach writing as a multi-step process that includes prewriting, drafting, and revision. In developing their own voices, students learn to be deliberate, persuasive, and creative in all written work. *Foundations of Literary*

Analysis is the second course in the sequence. Students will continue developing their voices as writers, moving from the personal to the analytical. We will learn the skills of literary analysis and write essays in response to reading plays, novels, short stories, and poetry by such authors as Tim O'Brien, Chinua Achebe, Marjane Satrapi, and Adrienne Rich.

AMERICAN STUDIES REQUIREMENT

American Studies and *Writing & Research* are required for juniors in lieu of 11th-grade English and U.S. history to provide a richer exploration of American society, culture, and history.

See page 12 for more on *American Studies* and *Writing & Research: Humanities Thesis*.

CREATIVE WRITING

$\frac{1}{2}$ credit

We will write daily in this course, experimenting in genres that may include poetry, short stories, microfiction, plays, and creative nonfiction. We will learn craft by using readings in each genre as models. Students will produce multiple drafts of pieces in myriad genres, focusing on the process of revision and culminating in a creative portfolio.

ETHICS EAST AND WEST

$\frac{1}{2}$ credit

Have you ever wondered what is the right thing to do? What is the difference between western and eastern philosophies and religions? We begin with the fundamental theories of moral philosophy that have shaped western ethics and then turn to the ethics of the east, as expressed most distinctly

in Mahayana Buddhism, considering what each of these traditions has to offer the other. Finally, we will consider contemporary moral and ethical challenges in the light of these traditions. How do each of these traditions understand and respond to the current ecological, social, and economic challenges with which we are faced?

EXISTENTIALISM

½ credit

In this course's quest for understanding, we will don the two-way lens of Existentialism, turning us both deeply inward and broadly outward. Although it illuminates a heightened measure of despair, confusion, and alienation, this modern perspective liberates us into a creative expanse of freedom and responsibility. As Jean-Paul Sartre concisely expresses, "Man is nothing else but what he makes of himself." Through an exploration of essays, stories, plays, and films, followed by personal creations, students will attempt to "make" themselves and confront the inevitable obstacles along the path of this noble journey.

FEMINIST PERSPECTIVES IN LITERATURE

½ credit

This course uses influential women's writing, feminist theory, and historical context to help students understand the call and response for the woman's voice in our literary world. We will explore the goals and strategies of women writers in the 19th and 20th centuries by reading classic, subversive, and enduring women's literature and tracing their subjects, themes, and formal innovations. Authors and theorists may include Gertrude Stein, Kate Chopin, Charlotte Perkins Gilman, Flannery O'Connor, Virginia Woolf, Toni Morrison, and Helen Cixous.

INTRODUCTION TO MEDIA STUDIES

½ credit

How does the way we watch television influence how we think about our world? What does a Facebook profile say about class, race, and gender? This course will equip students with the intellectual tools to analyze and critique the various forms of media that structure our daily lives and interactions. We will look to film, television, music, advertisements, video games, and social media, delving into questions of why we receive pleasure as we do and how what we see on-screen affects how we live our lives off-screen.

READING CONTEMPORARY SHORT FICTION

½ credit

In this course, students will read, discuss, and write about short stories by contemporary masters of the form, representing a wide range of stylistic approaches. Authors may include Alice Munro, David Foster Wallace, Lorrie Moore, Raymond Carver, Ethan Canin, Richard Ford, Edwidge Danticat, Hanif Kureishi, Tobias Wolff, Junot Díaz, and T.C. Boyle.

READING AND WRITING CONTEMPORARY POETRY

½ credit

Students will learn how to read and understand poetry, particularly within its cultural context. We will read poems from a wide range of cultures and time periods, with emphasis on contemporary poets. Students will also write poems and provide an intelligent audience for one another's work. We will read works by such poets as Czesław Miłosz, Derek Walcott, Yehuda Amichai, Tomas Tranströmer, Breyten Breytenbach, Wisława Szymborska, and Shu Ting.

SAY WHAT YOU MEAN

½ credit

Do you struggle to capture the complexity of your thinking when you write? Is it hard to make a persuasive point in conversation, even when the idea is clear in your head? In this course we will explore and practice rhetorical skills to strengthen the efficacy between thought and language. Whether scientist, artist, mathematician, political activist, or musician, we all need to write well to share our insights with the world. This course will make use of various reading and writing techniques to enable students to speak and write more clearly.

SHAKESPEARE

½ credit

The eminent literary critic Harold Bloom wrote, "Shakespeare is the true multicultural author. He exists in all languages. He is put on the stage everywhere. Everyone feels that they are represented by him on the stage." In this



course, students will focus on three or four of Shakespeare's plays in-depth. Discussion, acting, and writing will serve as tools for interpretation. Students will have considerable input into which plays we study.

WRITING FOR THE THEATER

½ credit; fall

This writing course provides students a deeper understanding of how to develop a play or screenplay. We will study diverse forms, reading and analyzing the structure and dialogue of selected plays. Students will use writing prompts to develop and experiment with characters and story arcs, and will complete a one-act play by the end of trimester. Students plays will be considered for a formal stage reading or production to be shared with the community.

Science

We seek to use the study of science to revive, instill, and encourage curiosity about the natural world. We equip students with the habits of mind to ask and answer questions using the scientific method. Science courses introduce fundamental biological, chemical, and physical principles through active inquiry, experimentation, direct instruction, and exercises in problem solving. Upon graduation, students will have developed an understanding of essential methods and content sufficient for lifelong learning, responsible citizenship, and further study of science at the university level.

9TH-GRADE INTEGRATED COURSE REQUIREMENT

9th-grade students are required to take *Humans in the Natural World* for three credits, which integrates English, social science, and natural science.

See page 12 for more on *Humans in the Natural World*.

CHEMISTRY AND MICROBIOLOGY

1 credit

Chemistry is everywhere—in what we eat and breathe, in how we live, in what we are. We will explore biochemical pathways and cellular processes, integrating principles of chemistry and biology to understand how cells communicate and replicate and how organisms relay information from generation to generation. We will also consider emerging technologies and how they are transforming

our collective capacity to understand and manipulate the world on a biochemical level. Students will develop laboratory skills and the procedural ability to answer a discrete biochemical question. Students will become proficient in gathering, organizing, communicating, and analyzing data.

PHYSICS

1 credit

We will look at familiar phenomena from the perspective of an experimental scientist. Students will develop reasoning by deriving equations to make predictions and then designing experiments to test those predictions. We begin by studying kinematics, Newton's Laws of Motion, momentum, energy, rotational motion, and planetary systems. The second part of the course concentrates on electricity and magnetism. The course ends with a brief survey of topics in modern physics.

ADVANCED CHEMISTRY: CLIMATE CHANGE TOPICS

½ credit

Climate change is arguably the most pressing issue of our time. Fast-paced and quantitative, this course will advance student knowledge and understanding in chemistry by exploring some of the fundamental science behind climate change processes and mitigation strategies. Students will learn gas laws, how isotopes help determine climate history, and how acid and base chemistry sheds light on the acidification of ocean ecosystems. Along with exploring whether fuel cells and biodiesel are effective technologies to combat climate change, students will design and fabricate their own fuel.

ANATOMY AND PHYSIOLOGY 1

½ credit

Together, anatomy and physiology provide us with an intimate understanding of the form and function of the body's tissues and organs. Throughout this course, we will identify structures and discover how their form enables the human body to accomplish remarkable tasks every second of every day. After developing a working knowledge of cellular function, histology, and homeostasis, students will explore three systems of human anatomy and physiology: skeletal, muscular, and cardiovascular. In each section, students will learn relevant anatomical terms, perform

laboratory dissections (on animal parts), and design physiological tests to observe processes in action.

ANATOMY AND PHYSIOLOGY 2

½ credit

The second term of anatomy and physiology builds on the foundational knowledge gathered in the first term. Students will collectively select three or four systems to investigate—options include nervous, endocrine, respiratory, immune, digestive, urinary, and reproductive systems. For each system, students will learn anatomical terms, design and implement physiological tests, and employ computer simulations.

BIODIVERSITY AND CONSERVATION ECOLOGY

½ credit

This biology elective will give students an introduction to community ecology and how ecosystems give rise to biodiversity. We will examine how our local ecosystems are structured, disturbed, and change over time. We will observe special habitats that enhance biodiversity, as well as threats to ecosystem integrity and how we can prevent, mitigate, or reverse them. Class time will include short lectures, deep discussions, habitat explorations, field labs, research, and monitoring activities underway on campus and in our region, meetings with professionals working in the field, and presentations of fieldwork.

BIOETHICS IN MODERN SCIENCE

½ credit

In this science seminar, students will explore, navigate, and create frameworks for evaluating ethics in research science. We will discuss controversial issues that may include human subjects, organism patents, and stem cell research. Using a case study approach, students will practice critical science writing and argumentation in the context of contemporary issues, while developing evaluative criteria for scientific research subjects and projects.



COMPLEX SYSTEMS: AGROECOLOGY

½ credit

This biology course will use The Putney School, local farms, and readings to explore the sustainability (ecological, economic, and social) of these agricultural systems. We will study the history of farming in our area, investigate how past and current practices affect the land and economy, and familiarize ourselves with soil and plant ecology and how nutrient cycles determine how and what we can grow. While focused on dairy farming, we will also work with local vegetable farmers, orchardists, and permaculturists. Final projects will delve into sustainability issues with respect to agriculture, such as climate change, organics, and water conservation.

CONCEPTUAL PHYSICS

½ credit

In this experiential survey of basic physics concepts, students will design and carry out experiments in order to explore major concepts in physics. We will develop writing, mathematical description, and data handling skills. This course is intended for any student wanting to understand basic physics and also serves as an experiential introduction to physics for younger students.

INDEPENDENT TOPICS IN SCIENCE

½ credit

This course provides highly motivated and independent students the opportunity to pursue scientific or technological questions of their own design, or for students to take on a challenge such as entry in a science contest. To qualify for enrollment, students submit a description of their proposed study, which must then be approved by the science department. Students should discuss their eligibility with the instructor before submitting a proposal. Proposals may not overlap significantly with courses currently being offered.

INTRODUCTION TO ASTRONOMY

½ credit

Though it seems unreasonable to claim with any scientific certainty the composition of stars, astronomers have made many such claims and conclusions. We will follow their chain of reasoning. In this course, we will discuss planetary motion, stars and their life cycles, galaxies, and cosmology. We will use our observatory to view, image, measure, and make inferences about the objects we find. By the

end of the course, students will know their way around the sky, have a sense of the scale of our universe, how it develops over time, and the nature of the objects in it.

MOLECULAR BIOLOGY AND GENETICS

½ credit

This investigative course enables students, through scientific inquiry and collaboration, to delve into the concepts that lay the foundation for modern molecular biology and genetics. We will practice techniques used in labs around the world. Labs build skills and knowledge through a collaborative, problem-solving approach. Students will practice the fundamental lab work underlying historical and recent discoveries in the field of molecular biology and genetics. Students will consider the power and limitations of the field, and the social implications of the research.

PHYSIOLOGICAL ECOLOGY

½ credit

This elective will use the 320 acres of Putney School's forests to understand the distribution, adaptations, and interconnections of organisms in a New England wooded ecosystem. In addition to learning about plant physiology, students will hone field observation skills, use field data to differentiate and delineate forest types, and investigate our area's geologic history, soils, natural and human disturbance histories, and current stressors, such as climate change, acid rain, and pests. Through fieldwork and readings, we will explore natural resource management, sustainable forestry, and other ecological and forestry principles.

COMPLEX SYSTEMS: THE BUILT ENVIRONMENT

½ credit

The Putney School campus will serve as a laboratory for learning about sustainable building systems and practices. Students will learn how certain cycles impact life on our planet, how we can intentionally and inadvertently change these cycles, and what we can do to live more sustainably. We will examine the forces driving our concern about sustainability, especially regarding energy. We will investigate the ways we use energy at school, calculate how this contributes to our carbon footprint, discuss alternative methods for meeting energy needs, and debate how science, politics, and economics influence our ability to make decisions about our sustainability practices.



Mathematics

Our math courses cover fundamentals for college preparation, while encouraging students to explore the beauty of mathematics and its connection with other subjects. In addition to mathematical content, we emphasize thinking flexibly, communicating with clarity and precision, collaborating effectively, learning independently, applying logical reasoning to problem solving, and persevering. Computer programming is integrated into every math course.

ALGEBRA 1

1 credit

Algebra students focus on how to represent, model, and analyze the world in which we live using mathematics. We will examine the motion of objects, population growth, climate change, and games of chance. Students will regularly use tables, graphs, algebraic symbols, and verbal descriptions to represent patterns and relations. Mathematical topics include probability, linear functions, quadratic functions, and exponential functions.

GEOMETRY

1 credit

Students will learn to use proofs and logical reasoning to build models of relationships among geometric figures, both real and abstract. The course draws examples from our physical campus and incorporates elements of art and design in real-world applications. Students develop a stronger understanding of the properties of polygons, parallel lines, and circles, as well as a beginning understanding of

trigonometry. Technology is used extensively, as are pencil-and-paper techniques. More broadly, students strengthen their ability to use mathematical thinking to analyze a wide variety of situations and find elegant solutions to problems using both creativity and logic.

ALGEBRA 2

1 credit

Students will continue learning to use mathematics to recognize, generalize, and represent patterns in our world and to make predictions based on those patterns. We will focus on understanding functions and building mathematical models for input-output relationships that we find in everyday life. We will examine projectile motion, population growth, compound interest, and common logarithmic scales, such as pH. Students will increase their fluency with graphing programs and analytical software, use basic principles of statistics to analyze real-world data, and advance their skills in trigonometry.

PRECALCULUS

1 credit

Students will expand their understanding of functions to model a set of nonlinear situations, such as how the amount of sunlight varies cyclically throughout the year, how the levels of greenhouse gases in our atmosphere are growing, and many examples of circular motion ranging from Ferris wheels to gears and engines. Specific mathematical content includes sinusoidal functions, exponential and logarithmic change, vectors, sequences and series, and probability and combinatorics.

CALCULUS 1

1 credit

Students will learn methods for determining how a dynamic system is changing, and how to work from a description of a changing system to a complete model of the system. Examples include objects moving in space, populations growing or shrinking, objects heating or cooling, and others. The course will introduce students to basic methods of using derivatives and integrals to investigate these systems, using a conceptual understanding of limits. We will leverage technology extensively in this course to assist our problem solving, system visualization, and conceptual mastery.

CALCULUS 2

1 credit

Using both projects and physical models, students will develop a solid understanding of abstract topics of the derivative and the integral. As a way of grounding the concept of calculating solids of revolution, students will determine the volume of irregularly shaped vases and plot the function derived from a homemade cinnamon bun. We will review basic calculus concepts and progress to applications of the integral, integration techniques, power series expansions of functions, and, possibly, the beginnings of multivariable calculus.

ADVANCED TOPICS IN MATHEMATICS

Students will study mathematical topics not typically covered in a traditional secondary-school mathematics sequence. In addition to building understanding about these topics, students will further their ability to write about sophisticated mathematical concepts. Students also strengthen their abilities to use technology as tools for analysis and exploration. We emphasize mathematical literacy and writing to prepare students for advanced study at the university level.

COMPUTER SCIENCE 1

½ credit

Students in this one-semester introduction to computer science will learn the basics of how a computer works and how to write programs. Programming will include both coding for laptop and desktop computers as well as mobile app development. We will begin with short programming tasks and progress to larger projects. Based on student interest, we may cover topics such as circuitry, Boolean logic, cryptography, computer graphics, and algorithms.



COMPUTER SCIENCE 2

½ credit

Students will build on their work from Computer Science 1, addressing computer hardware, debugging, and networks. After this, students will design and implement independent projects on topics of their choice.

➔ For more on computer science and programming at Putney, visit www.putneyschool.org/code

INVESTMENT AND FINANCE 1

½ credit

In this one-trimester elective, we will address a variety of questions including: What are stocks and bonds? How do loans affect one's financial well-being? What are credit ratings? What tools exist in the market for investing according to one's ethical priorities? How do these concepts affect organizations like The Putney School? In addition to conceptual investigations and mastering technical vocabulary, we will investigate mathematical concepts from probability (expected value and variability in returns) and functions (exponential growth and amortization).

INVESTMENT AND FINANCE 2

½ credit

Students will build on their work from Investment and Finance 1, focusing on inflation, currency exchange, and recent financial history. Students will then design and implement independent projects on topics of their choice.

STATISTICS 1

½ credit

In this one-trimester introduction, students will learn a variety of mathematical methods to manage and understand variability in data. We will use many scientific, social, and economic contexts to apply different techniques. We will begin with ways of summarizing data quantitatively and graphically, and then turn to statistical methods to draw conclusions in the presence of variability.

STATISTICS 2

½ credit

Students will build on their work from Statistics 1, addressing stochastic simulation, sampling theory, and multivariate regression. After this, students will design and implement independent projects on topics of their choice.

History

We enable students to create meaning from our past and present, developing an understanding for a historical framework for the world around them. Classes emphasize discussion and oral skills, as well as writing, with particular emphasis on analytical essays and critical thinking. We ask students to write history—to formulate, support, and document their own views of the past. The use of primary texts is critical in all courses, and student research builds from primary document analysis.

9TH-GRADE INTEGRATED COURSE REQUIREMENT

9th-grade students are required to take *Humans in the Natural World* for three credits, which integrates English, social science, and natural science.

See page 12 for more on *Humans in the Natural World*.

11TH-GRADE AMERICAN STUDIES REQUIREMENT

American Studies is required for juniors in lieu of 11th-grade English and U.S. history in order to provide a richer exploration of American society, culture, and history.

See page 12 for more on *American Studies and Writing & Research: Humanities Thesis*.

HISTORY OF MODERN EUROPE

1 credit

Drawing on textbooks, primary source documents, and historical novels, this course focuses on the major themes in the development and “modernization” of western society and culture. Students will study the spiritual base of medieval society, the individuality of the Renaissance and Reformation, the growth of constitutionalism through the 20th century, industrialization and its early critics, the development of nationalism, and the impact of World Wars I and II for humanity. Readings will include Machiavelli, More, Remarque, and Wiesel, among others.

AFRICAN STUDIES

½ credit

This course aims to better understand the challenges of building African economic and social structures in the wake of European control and exploitation. We will investigate how the West has projected Enlightenment

assumptions onto a continent with dramatically different social values, political attitudes, and cultural traditions. The course is divided between this topical overview and independent student projects in particular interest areas.

COMPARATIVE RELIGIONS

½ credit

With an emphasis on religious texts in historical context, this course seeks to understand the traditions of religious belief and the nature of the divine in history and across cultures. Student writing will include both analytic and personal response. Readings will include *The World's Religions*, *The Epic of Gilgamesh*, *Siddhartha*, and selections from the Bhagavad Gita, the Old and New Testaments, Dostoevsky, the *Koran*, Rumi, and the *Tao Te Ching*.

INTRODUCTION TO ECONOMICS

½ credit

The term economics is derived from the Greek “rules of the household.” In this course, we will explore how economics governs our lives and homes, as well as our political institutions. We will consider how economic actors, including ourselves, make decisions. Students will gain facility with economic terms and an understanding of concepts in economics. The class concludes with individual research projects centered around primary research.

LATIN AMERICAN HISTORY

½ credit

This course explores major forces and events that have shaped Latin America: conquest and colonization, economic imperialism, racial and ethnic integration, religion, and political upheaval. We will take an interdisciplinary approach to understanding this exciting region of the world and to contextualizing current events.

THE MIDDLE EAST CAULDRON

½ credit

Today, the Middle East remains a focal point of cultural misunderstanding and conflict. This course seeks a greater understanding of this complex and volatile region. Using both primary and secondary sources, we will examine the political, economic, cultural, and religious influences in the region from

the collapse of the Ottoman Empire to the present. We will consider selected topics from the history of the region, the Sunni-Shiite split, the growth of Islam, and the complexity of women's roles in the region.

REVOLUTIONS, A COMPARATIVE STUDY

½ credit

What incites people to break into violent rebellion against their ruling powers and elites? What courses do such rebellions take once under way? Students explore these questions by researching and categorizing a number of large-scale revolutions in the context of selected theoretic models. Students will also select and study a less familiar revolution of their own choosing—for example, Toussaint L'Ouverture's Black Revolution in Haiti. They will write an essay and present this subject to the class.

SOCIAL DOCUMENTARY STUDIES

½ credit

This course is an opportunity to study how art reflects the world around us. We will begin by using documentary photography to look at the self, move on to an exploration of the “other,” and end with social issues. We will focus on photography and meet a number of local photographers. Complementary materials will include literature, historical texts, census data, video, as well as sound and music. Project-based work forms the centerpiece of this course and students will create their own self-designed documentary work combining photography and research.

SOCIOLOGICAL IMPACTS OF FOOD

½ credit

Food is an ever-present part of our daily experience and a medium through which we can examine our individual and collective heritage. In this course, food will be the basis for interdisciplinary study. The course is broken into several units: Food & Meaning; Food & Ethics; Food & Justice; and, Food & Culture. Readings will come from varied disciplines, including anthropology, art, literature, psychology, religion, politics, ecology, economics, psychology, and history.

SOCIAL PSYCHOLOGY

½ credit

How does a social context shape the way we understand, influence, and relate to ourselves and to one another? How do we maximize the degree of choice we exercise in our lives, and

what are the purposes served by our behavior? The field of social psychology looks at how these questions and their answers change when the context shifts from the individual to the group or social level. Students will develop questions within a core area and embark on a literature review, teaching their peers key concepts while developing an experiment and research project.

TOPICS IN ANCIENT AND MODERN CHINESE HISTORY

½ credit

This course will examine the ebb and flow of unity and disunity throughout ancient Chinese history and the modern age. What forces caused China to band together in empire? What forces drove it apart? We will examine political theory, human movement, and cultural and social norms, and learn how they have influenced Chinese dynasties and states from ancient to modern times. Students will learn the essentials of ancient Chinese history, and key topics in modern history and current events.

Modern Languages

Learning a modern language and exploring another culture leads to increased self-awareness and increased cross-cultural understanding, both of which are integral to a Putney education. We offer students three modern languages: Chinese, French, and Spanish. Students immerse themselves in speaking, listening, reading, writing, and culture to become proficient. Students also benefit from authentic materials, visiting speakers, and organized trips. Classes are offered at six levels, and more advanced independent study can be arranged. To graduate, students must successfully complete Level 3 of a modern language at Putney.

CHINESE 1

1 credit

Students will begin to develop proficiency with Mandarin Chinese language and culture, the phonetic system (pinyin), Chinese characters, vocabulary, and structures. By the end of the course, students will be able to introduce themselves, greet people, extend and respond to invitations, discuss family and friends, speak about food, ask questions, and discuss

schedules, dates, weather, and numbers.

Students will also explore Chinese arts, culture, calligraphy, tongue twisters, songs, feature films, documentaries, and tai chi.

CHINESE 2

1 credit

Students will participate in extended dialogues and daily discussions. They will practice writing with increasing complexity by crafting letters of request and introduction, descriptions of daily life situations, and basic emails on several topics. We will explore Chinese arts and culture, Tang Dynasty poetry, calligraphy, songs, feature films, documentaries, and tai chi.

CHINESE 3

1 credit

Students will communicate in Mandarin Chinese with increasing complexity, sharpening grammatical skills by speaking, listening, writing, and reading. We will continue to explore Chinese arts, Tang Dynasty poetry, calligraphy, songs, feature films, documentaries, and tai chi.

CHINESE 4

1 credit

Students will move from controlled speaking situations to more independent and free speaking conversations on a variety of topics. Students will use authentic materials to enhance their language skills. In addition, we will explore topics in Chinese culture and arts, Tang Dynasty poetry, with continued practice in tai chi. Students will make presentations on Chinese culture and tell short stories that they have written in Chinese.

CHINESE 5 OR 6

1 credit

Students will continue to expand their ability to communicate independently and speak on a variety of topics by practicing further complex structures and idioms. We will use many authentic materials and explore specific topics in Chinese culture and arts, Tang Dynasty poetry, with continued practice in tai chi. Students make presentations on Chinese culture and write stories, persuasive essays, reading summaries, and journal entries. Students speak entirely in Chinese throughout the course.

FRENCH 1**1 credit**

In this course, students will learn to use basic French by speaking, listening, writing, and reading. We will also focus on general skills necessary for learning a new language. Students develop basic interpersonal communication skills around themes like school, family, and activities. By the end of the course, students will understand basic French spoken at a measured pace, and learn strategies to cope with the gaps in their comprehension.

FRENCH 2**1 credit**

Students will expand their ability to communicate about daily routines and habits, food, friends, and family, in the present, future, and past. They will learn to speak effectively and naturally in both predictable and unpredictable situations.

FRENCH 3**1 credit**

In this course, we will communicate solely in French. Students will expand their ability to describe topics of personal interest and current events in the past, present, and future. Students will develop their writing and speaking skills to communicate spontaneously in indicative, conditional, and subjunctive moods.

FRENCH 4**1 credit**

In this course, students will improve their reading, writing, and discussion skills by researching, writing, and discussing current events in French and world culture. Students will develop their use of the indicative and subjunctive moods.

FRENCH 5 OR 6: ADVANCED TOPICS IN FRENCH**1 credit; ½ by permission only**

Students will focus on specialized content areas such as French colonization in Africa, French cinema, or French for science and medicine. After researching authentic French language texts and media, students will identify four themes to study. They will design the units, lead discussions, and create presentations.

SPANISH 1**1 credit**

Students will learn to speak, write, and read basic Spanish, and will develop general skills necessary for learning a new language. Students develop their basic interpersonal communication skills around themes like school, family, and weekend events. By the end of the course, students will understand Spanish spoken at a measured pace and learn strategies to cope with the gaps in their comprehension.

SPANISH 2**1 credit**

This course will build on skills in speaking, listening, writing, and reading basic Spanish. Continuing the commitment to speak as much Spanish as possible, we will study the vocabulary, grammar, and idiomatic expressions used in talking about oneself, past events, and situations. Feature films and documentaries, readings, and songs provide additional opportunities for improvement in the four skills.

SPANISH 3**1 credit**

Students and teachers communicate only in Spanish throughout this course. We respond to a range of materials for native and non-native speakers and increase our cultural exposure in order to improve comprehension. By the end of this course, students will be able to listen and speak spontaneously using the indicative and subjunctive moods.

SPANISH 4**1 credit**

Students will understand the language as spoken and written by and for native speakers. Students will read, write about, and discuss short stories and poetry, and be able to discuss current events from Spanish-speaking countries. By the end of this course, students will have a deep understanding of Spanish-speaking cultures.

PUTNEY TRIMESTERS ABROAD**2 credits**

We value cultural fluency and the ability to communicate in another language. To further these curricular goals, we have established trimester-abroad programs to Mexico, China, and France, as well as other opportunities to learn abroad. These programs are led by Putney faculty with deep local experience and are designed for students to live in and learn about local cultures through experience.

Learn more about Putney Trimesters Abroad at putneyschool.org/world

SPANISH 5 OR 6: ADVANCED TOPICS IN SPANISH

1 credit; ½ credit by advance permission only

Students will be able to understand advanced Spanish and Latin American literature and culture. Students will conduct themselves entirely in Spanish and will research authentic Spanish language materials through text, audio, and video resources.

CULTURES

1 credit

Students will gain cultural fluency by learning to ask questions that elucidate cultural differences and norms. Using research, Geert Hofstede's six dimensions framework, and other models of cultural analysis, students will investigate, discuss, and present on different aspects of visible and invisible (deep) culture. In the second trimester, students will focus on applying analytical skills to a specific culture of their choice.

Arts

The arts are central to a Putney experience. The academic arts program, encompassing a range of disciplines in the visual and performing arts, forms the core of the arts program. Students in visual art courses increase their awareness of the visual world, develop skills to creatively translate their ideas into visible form, and gain understanding of the context and language of each discipline. Music courses introduce students to music theory and history from both academic and aesthetic viewpoints. Many students continue their work in the arts during Project Weeks, delving into their media with greater depth and attention. *Please note, some courses require a materials fee.*

See page 35 for more on Evening Arts.

And page 30 for dance opportunities as part of Afternoons.

VISUAL ARTS

CERAMICS 1

½ credit

Students will learn to work with a variety of hand-building and wheel-throwing techniques, with an emphasis on functional ceramics. We will explore elements of design and examples of historical and contemporary ceramics. The course encourages innovation and experimentation while also emphasizing good craftsmanship and attention to detail.



CERAMICS 2 & 3

½ credit

Students will build on the foundations provided in Ceramics I, challenging themselves with increasingly complex projects and exploring in more depth their areas of interest.

DIGITAL FILMMAKING

½ credit

In this course, we will explore the use of digital filmmaking as a means of self-expression and an art form in narrative and documentary styles. We will view a variety of films and examine elements of storytelling, composition, cinematography, lighting, sound recording, and editing as students create their own short films.

DRAWING 1

½ credit

In this course, students will develop their ability to perceive the world around them and skillfully translate their perceptions to paper. Subjects will include the human head, the figure, still life, landscape, and interiors in a variety of wet and dry media. By the end of the course, students will be able to express the basic elements of visual experience—light, gesture, edge, mass, texture, and space—and to critique and discuss others' work.

DRAWING 2 & 3

½ credit

Students will learn to express the perceived world with greater skill and clarity as they develop the elements of a personal style. The course also encourages students to explore new media and approaches as they develop a portfolio on a single theme.

FIBER ARTS 1

½ credit

Through individual projects, students will learn about a range of techniques as they create textiles and explore structure, function, color, and design. The primary focus is weaving, but spinning, knitting, felting, basketry, dyeing, sewing, and quilting may be covered.

FIBER ARTS 2 & 3**½ credit**

Students will expand their knowledge of fiber arts through designing individual projects in their areas of interest. These can include weaving on four- and eight-harness floor looms, exploring color through dyeing cellulose and animal fibers, papermaking, knitting by hand and machine, and clothing design and construction.

HISTORY AND LANGUAGE OF ART**½ credit**

Through study of western art from the late medieval period to the 20th century, students will learn to look carefully at art and relate what they see to its cultural context with the aim of fostering a lifelong pleasure in looking at art. Students will visit major museums, study techniques and materials through hands-on experience, write critiques of paintings, and develop and present individual research projects.

PAINTING 1**½ credit**

This course will focus on developing the expressive and structural elements of painting. Students will come to understand and control color through the application of acrylic, oil, and watercolor paint. Subjects include the figure, head, still life, landscape, and interior, as well as invented sources and images of personal significance. We will study the works of acknowledged masters and other relevant precedents, both in reproduction and in a visit to a major museum.

PAINTING 2 & 3**½ credit**

This course allows students with a strong foundation in drawing and painting to pursue ideas of color and painted form. We will address concepts of abstraction and representation so that students may increase their visual awareness and develop a “painterly vocabulary” of color, light, and form. The course will culminate in large-scale paintings and projects based on themes of personal interest to each painter.

PHOTOGRAPHY 1**½ credit**

By shooting with traditional cameras and learning to develop and print 35mm film, students are exposed to photography and the chemistry and physics behind the form. Students explore photography as a visual language and discover how line, light, and motion contribute to strong compositions. They create narrative projects and experiment with digital and alternative processes. Through journals and critiques, students develop the language and ability to assess their work and the work of others.

PHOTOGRAPHY 2 & 3**½ credit**

Students will build upon the foundations provided in Photography I, designing independent projects and focused portfolios. Students will have the opportunity to do in-depth exploration of a genre or learn new photographic skills such as the use of large-format cameras, 19th-century processes, and digital photography.



PRINTMAKING 1

½ credit

In this course, students will focus on various printmaking techniques as well as developing their individual creative processes and expressive voices. Students will explore intaglio (etching, drypoint, and aquatint) and relief (linoleum cut and letterpress), as well as study elements of design and historic and contemporary printmakers.

PRINTMAKING 2 & 3

½ credit

Students will explore techniques in intaglio and relief printmaking through sustained individual projects.

SCULPTURE 1

½ credit

This course guides students in exploring the skills and techniques of sculpture. Students will learn the processes of modeling, carving, and welding using clay, wax, plaster, wood, stone, and metal. We will emphasize understanding the history and integrity of the material as students complete their own sculptures in various media.

SCULPTURE 2 & 3

½ credit

This course allows students with previous sculpting experience to delve into sculptural materials of their preference to create a cohesive series of sculptures or one or two larger single works. Students will be encouraged to experiment, but also to develop mastery of their chosen sculptural techniques.

SOCIAL DOCUMENTARY STUDIES

½ credit

This course is an opportunity to study how art reflects the world around us. We will begin by using documentary photography to look at the self, move on to an exploration of the “other,” and end with social issues. We will focus on photography and meet a number of local photographers. Complementary materials will include literature, historical texts, census data, video, as well as sound and music. Project-based work forms the centerpiece of this course and students will create their own self-designed documentary work combining photography and research.

See page 35 for visual arts offerings in the Evening Arts program.



MUSIC

GUITAR BASICS

½ credit

This course provides students with a comprehensive introduction to playing technique, basic chords and their structure, and voicing. Students will build practical playing skills and familiarity with music theory. This single trimester course is intended for students with little to no formal guitar training or experience.

MUSIC COMPOSITION

½ credit

This course will explore the creation and notation of musical ideas for acoustic and electronic media. We will begin with melody writing in modes and scales and progress into counterpoint, harmony, and modern techniques. The structure of the course will be flexible to suit the strengths and desires of the individual student, but will always include at least one composition for acoustic instruments and one for electronic media.

MUSIC HISTORY

½ credit

Students in this course will analyze the language and varying styles of music from antiquity through the late 20th century with a focus on the major eras of Western music composition: Renaissance, Baroque, Classical, Romantic, and Post-Romantic/Modern. We will consider the features of representative composers and their artistic works through intensive study of cultural, historical, and aesthetic contexts.

MUSIC INTENSIVE**½ credit**

This course provides musicians a focused and individualized setting in which to develop their skills. The students will develop the curriculum in collaboration with the course instructor. The course will include weekly practice time, three short public performances, and a longer final lecture/demonstration.

MUSIC THEORY 1**½ credit**

This course will lead musicians who have a basic knowledge of the mechanics of music to a deeper understanding of the way music works. We will focus on the written and aural comprehension of pitch and rhythm, as well as phrase structure, melody, basic harmony, and four-part writing.

MUSIC THEORY 2**½ credit**

We will delve into deeper topics of music writing and analysis: harmonic progressions, non-chord tones, melody writing, advanced harmonies, modulation, and musical form. The course also introduces basic orchestration and modern compositional techniques. The course culminates in the complete harmonic and structural analysis of a major work for piano in sonata form.

PIANO BASICS**½ credit**

This course will help students build comfort, ability, and basic functionality at the keyboard. Students will learn proper hand/finger position and coordination, notation reading skills, and basic keyboard harmony. This single trimester course is intended for students with little to no formal piano training or experience.

See page 35 for music offerings in the Evening Arts program.

A comedy or drama is developed during the fall term and performed the last four days of the fall Project Weeks. A spring musical is performed at the end of the spring Project Weeks.

**SUPPORT FOR MUSIC PROGRAM**

In addition to the academic program, the following non-academic programs exist to support Putney student musicians.

AFTERNOON PRACTICE

With the permission of the music faculty and the director of afternoon activities, students may sign up for Afternoon Practice one or two days per week during afternoon activity time, in up to two of the three trimesters in Putney's yearly schedule.

PRIVATE MUSIC LESSONS

Private lessons are offered on-campus for an additional fee billed to the students' accounts. Scholarships are available to students receiving financial aid for tuition.

THEATER**ACTING STYLES****½ credit**

Students will learn the skills needed to perform in a variety of theatrical styles. We will explore these skills through exercises, intensive scene study, text analysis, research, and writing. Students will study the cultural background within that style and how it informs their acting choices in any given play.

THEATER ELEMENTS**½ credit**

We will explore three major aspects of theater: acting, writing, and directing. Through exercises, improvisations, and text and scene analysis, students will acquire a working knowledge and fluency with these three elements of theater.

THEATER INTENSIVE**½ credit**

This course enables advanced theater students to pursue an aspect of theater. Students may choose to direct, perform, or write a play, and will present the work at the end of the trimester.

ENGLISH DICTION

½ credit

This course introduces students to the International Phonetic Alphabet as a practical tool for consistency in English pronunciation. Students will learn the governing reasons for words' particular sounds, will comprehend the simpler vocal components of verbal communication—vowels, consonants, syllabification, intonation, inflection, and affect—and will use them to speak with clarity of articulation and intelligibility of intent. The course will make native English speakers aware of the inconsistencies and arbitrary nature of their own use of the language, while allowing non-native English speakers to gain mastery and comfort with its execution.

See page 39 for theater offerings in the Evening Arts program.

See page 30 for technical theater offerings as part of Afternoons.

DANCE

ELEMENTS OF DANCE

½ credit

In this class, we will explore dance as an evolving art form. We start with the development of ballet within its historical context, then continue with a similar exploration of modern dance. Students learn basics of both ballet and modern dance through movement and practice, preparing them for more advanced afternoon classes.

WORLD DANCE

½ credit

Considering a wide variety of different styles and techniques, students will learn the basic building blocks of movement as a form of communication. We will also study the influences of culture and music on dance throughout history—for instance, how the African diaspora made its way through Latin America and how the roots of jazz and tap influence hip hop. The course culminates in a final choreographic project.

See page 30 for dance offerings as part of Afternoons.

See page 35 for dance offerings in the Evening Arts program.

ESOL

The English for Speakers of Other Languages (ESOL) Program is designed for students to develop a high level of English proficiency for academic work in the U.S. Our program prepares students broadly, including language training, content education, study skills, and cross-cultural orientation. New students typically take three full-credit ESOL courses for one year and then mainstream in their second year into non-ESOL courses. Other ESOL offerings include two sheltered classes for advanced English learners: one in literature and writing and one in American history and culture. The ESOL program strengthens students' ability to write and speak clearly, work independently, think critically, act cooperatively, and join discussions effectively. Students must demonstrate proficiency at each level of the program before moving to the next level; those who do not may have the option of summer study to prepare for the next level. All seniors must be mainstreamed.

ADVANCED LITERATURE AND COMPOSITION

1 credit (English)

This transitional course for non-native speakers of English is taken before entering mainstream English classes and replicates the experience of a mainstream class. Students will learn and practice a range of writing skills, including sentence-level construction and syntax, techniques for stylistic variety, and expository skills for both personal essay writing and formal literary analysis. Students will improve their ability to express complex ideas in English with nuance and precision.





THEMES IN U.S. HISTORY AND CULTURE

1 credit (History)

Rather than following a purely chronological approach to U.S. history, this course uses units to consider the American story through different lenses, with an emphasis on the values that define and reflect the culture. “The Land,” for example, will explore the idea of wilderness, introduce native peoples, and consider the experience of early explorers and settlers. Students will learn academic skills that are crucial in the U.S. educational system: note-taking, text annotation, outlining, discussion and oral presentations, surveying and interviewing, basic research skills, and taking exams in English.

STRUCTURE AND USE

1 credit (Language)

This course will present advanced grammar structures, varied reading and writing tasks, conversation strategies, and ample new vocabulary. By course end, students will be able to use the entire English verb tense system, articles in discourse, conjunctions and logical connectors, relative clauses, causative verbs, the subjunctive, and many other stylistic and structural aspects of the language. In addition to the grammatical work, students consider a range of academic, social, political, and philosophical themes.

ADVANCED ACADEMIC ENGLISH

½ credit (Language), spring

Instruction and practice in this course will focus on advanced sentence-level grammatical forms, which the students and teacher identify from an analysis of individual writing. Students will also practice strategies for developing a concise writing style. Challenging reading selections from across academic disciplines will provide springboards for discussion, writing topics, and vocabulary development, as well as for practice in annotating, outlining, and increasing reading speed. Mastery of academic English is a long-term and ongoing process; this course supports student accomplishment in mainstream classes and future academic work.

afternoons

We believe in the value and importance of exercise for its physical, emotional, and spiritual benefits. The afternoon activities program offers a variety of ways for students to be physically active. All students must participate for a minimum of four afternoons per week for two seasons and two afternoons per week for the third. At least two afternoons each trimester must be spent in a physical activity. In addition to athletic and fitness activities, afternoons also include activities offered in the Afternoon Work Program. These activities meet 1–2 times per week and provide a chance for students to practice stewardship of the land, contribute to the functioning of the school through administrative and individualized opportunities, and carry out community service.



Competitive Athletics

Competitive sports meet five times a week and compete against other schools in the River Valley Athletic League and the Lakes Region League. No tryouts, no cuts. Everyone is welcome.

BASKETBALL

winter; boys and girls

With the addition of our Net-Zero Field House, the boys and girls basketball teams have grown in numbers, skills, and enthusiasm. The teams emphasize participation, good-spirited play, and aerobic activity.

CROSS-COUNTRY RUNNING

fall; coed

The cross-country team emphasizes overall fitness and an appreciation of the beauty of fall in Vermont. Practices are mostly on dirt roads and trails, which the team helps maintain. All participants commit to high levels of individual effort and support of teammates. Workouts are tailored to the fitness and ability of each runner. The runners compete in the Lakes Region League weekly on Wednesdays throughout the fall.



CROSS-COUNTRY SKIING

winter; coed

Putney offers both a recreational and competitive cross-country ski program on its 40 kilometers of groomed trails. Skiers of all levels have the opportunity to learn skills and technique. Skiers provide their own gear and will learn to wax skis and maintain equipment. A limited supply of skis are available for novice skiers. Opportunities beyond interscholastic racing are available for serious competitive skiers.

LACROSSE

spring; boys and girls

The lacrosse teams welcome anyone willing to work hard. Teams spend the first weeks getting into shape after a long winter and reviewing the basics of throwing, catching, and cradling. Each team member is guaranteed playing time in interscholastic contests and the group works hard to build a team ethic.

ROWING

fall; coed

Emphasizing participation and cooperation, rather than competing for seats, novices learn how to row and experienced rowers continue to develop their strength and technique in a boat. Putney's rowing program focuses on sculling. Advanced rowers are encouraged to compete in fall races. Throughout the year, students maintain our fleet of boats, the boathouse, install and remove the docks, and help host our local race.

SOCCER

fall; boys and girls

The soccer teams welcome players of all abilities committed to improving skills and fitness and contributing to a spirited team. All who sign up may play. Coaches seek to instill the values of hard work, fitness, participation, fun, sportsmanship, and competition against a background of fundamental athletic training and skill development. The teams train four or five days a week and play a full schedule of interscholastic games.

Recreational Activities

All recreational activities are coed and meet twice a week.

ALPINE SKIING AND SNOWBOARDING

winter

This activity is open to individuals of all skill levels. Twice a week, the group travels to Mount Snow, which maintains over 100 trails. Rentals and lessons are available. A minimum number of lessons is required to ensure that students can negotiate the mountain safely.

BALLET (LEVEL I AND II)

all terms

In a supportive environment, technique classes focus on physical aspects such as core strength, flexibility, placement and alignment, articulation, and coordination. Musicality is stressed as an integral part of combining ballet's physical and artistic demands.

BADMINTON

spring

This activity began at the initiative of an enthusiastic and proficient group of students from China, where this sport is very popular. Students learn basic badminton skills through drills and practice games.

CONDITIONING*winter*

The group spends the trimester developing a comprehensive level of fitness for each student. Students use a cross-training approach that features running, weightlifting, plyometrics, and other techniques to prepare students for a healthy spring and summer.

CROSS-COUNTRY SKIING*winter*

Putney offers both a recreational and competitive cross-country ski program on its 40 kilometers of groomed trails. Skiers of all levels have the opportunity to learn skills and technique. Skiers provide their own equipment and will learn how to take care of it and how to wax skis. A limited supply of skis are available for novice skiers. Opportunities beyond interscholastic racing are available for serious competitive skiers.

HIGH INTENSITY AEROBIC WORKOUT*all terms*

This activity meets in the morning, five days a week, and employs exercises and techniques that bring the students' heart rates to 75% to 80% of capacity for 30 minutes. Exercises and routines vary daily. The benefits are not only focused on fitness but can help increase a student's capacity to focus, elevate overall energy levels, and improve mood.

HIKING*fall, spring*

Hiking invigorates the body, calms the mind, and stimulates the senses. Most walks will be on trails through the woods and fields in the vicinity of the school. The group will walk in all weather. Walks will be designed to bring us back to campus by the end of the activity period.

HORSEBACK RIDING*fall, spring*

The horse program offers riding lessons and trail rides for beginners to more advanced riders. Students learn to care for horses at the school's stable. The program teaches balanced seat English riding. Jumping and dressage lessons are also available.

MODERN JAZZ DANCE (LEVEL I AND II)*all terms*

Students explore contemporary styles of jazz with an emphasis on rhythm, energy, and fun. One day a week, students dance to live percussion. Students spend a second day each week performing a vigorous workout focused on full-body strength, flexibility, and technique.

MOUNTAIN BIKING*fall, spring*

The group rides on school trails and local dirt roads. There is one long ride each week, and one shorter ride that focuses on technique and other specific skills. Each student is encouraged to ride at other times to further develop their skills and fitness. Occasionally, in inclement weather, the group will take time to clean and perform routine bike maintenance.

POND HOCKEY*winter*

In a fun and invigorating activity, skaters of all levels learn the basics of this sport. The emphasis is on having fun, learning teamwork, improving skating and stick-handling, and, most important, getting outside for winter exercise.

RENAISSANCE-STYLE FENCING*winter*

This historical martial art aims to recreate 16th-century dueling techniques, with the addition of modern safety equipment. In practice, it looks like a cross between modern fencing and the stage combat techniques used in popular movies. Students start with basic positions and footwork, learn how to use the blade in attack and defense, and, finally, practice actual duels against one another.

ROCK CLIMBING*fall, spring*

This activity meets on Wednesday afternoons for 3+ hours, typically venturing off campus to local climbing areas, and using the on-campus climbing wall when weather is prohibitive. At the wall, students focus on building strength, endurance, and technique, making our climbing outdoors more productive and also helping to reduce the risk of injury. Students at all levels of ability will gain new skills and confidence.





ROWING

spring

The spring rowing program is a two-day activity. Students start the season with dry-land training, using indoor rowing machines and developing basic fitness. Once river rowing conditions allow, the group transitions to practices on the Connecticut River where the focus is on sculling. Students maintain our fleet of boats and the boathouse and install the docks.

RUNNING AND FITNESS

fall, spring

Students combine running on Putney's beautiful trail system with stretching and strengthening exercises, leaving students feeling fit, healthy, and hungry for dinner.

SNOWSHOEING

winter

Snowshoers enjoy scenic tours through the snowy woods, taking advantage of the school's rural campus and miles of trails. Participants learn to appreciate the pace of snowshoe travel, the beauty of the winter landscape, and the ability to travel through areas inaccessible the rest of the year, such as wetlands. The school supplies snowshoes and students learn how to use and maintain them.

TAI CHI AND KUNG FU

fall, spring

Students will explore a variety of Chinese martial arts and culture. Practices integrate body and mind in relation to nature, to animals, and to the universe. The class environment cultivates the spirit of self-discipline and respect of self and others, exercising inner strength and endurance. Forms are introduced through animal poses, sword practice, and calligraphy. The class traces the tradition, history, and philosophy of kung fu by viewing historical footage along with learning Chinese language.

ULTIMATE FRISBEE

fall, spring

A two-day recreational sport, Ultimate is a wonderful game to play at the high-school level for its emphasis on conditioning and skills, and especially because it is self-refereed at all levels of play. This challenges young athletes to be honest, calling fouls on themselves even as they try their hardest to win.

WEIGHTS AND FITNESS

all terms

Students participate in a variety of resistance activities in the weight room, which offers free weights, aerobic exercise machines (rowing, running), and strength-training machines. Abilities range from athletes training for other sports to people who just want to get in shape. Individualized programs are designed to meet all fitness needs.

WILDERNESS SKILLS

fall, spring

Students learn the necessary skills and self-confidence to operate in the wilderness with minimal equipment. Skills include shelter construction, building a safe campfire, backcountry cooking, and identifying edible plants. The activity culminates in a camping trip and the opportunity to stay in a debris shelter overnight. The group will be outside every day, rain or shine, and will alter tasks based on the weather and season.

YOGA

all terms

Students learn basic Hatha yoga postures in the Kripalu and Ashtanga traditions. Each class begins with a flowing series of strengthening and balancing postures, followed by slow stretching and a long relaxation period. The group also learns partner postures.

Work Activities

Afternoon Work activities meet once or twice a week. They are group activities that a student does in addition to their normal job as part of the six-day Work Program.

CARPENTRY

all terms

Students learn basic carpentry skills, including the use of hammers, saws, measuring tapes, levels, and squares. Students assist in ongoing repairs and construction projects on campus.

CIDER MAKING

fall

The group collects apples from campus or at a local orchard, then converts them into cider. With an emphasis on teamwork and cooperation, each student rotates through the various tasks so he or she learns all the steps in making cider.

COMMUNITY SERVICE

one long afternoon, all terms

Students choose from a variety of volunteer opportunities, primarily working with local schools, non-profit organizations, or individuals. In the past few years, that has included working with the Putney Central School afterschool program and Kurn Hattin Homes, the Sojourns Community Health Clinic, local senior citizens, the Vermont Foodbank, the Next Stage Arts Project, and the Putney Conservation Commission. Other options may be available, based on students' interests.

THEATER TECH

all terms

This activity is responsible for the physical elements of the current play in production. Students build and paint the sets and fixtures, creating the magical elements that are part of a theater production. Students participate in the design concept and also learn how to use both hand and power tools, and how to mix colors and paint scenery.

THEATER TECH LIGHTS

one long afternoon, fall and spring

This activity is responsible for lighting the current play in production as well as other performances. We will work as a team to design a light plan, hang, cable, focus, and gel the

lights. For those who can work methodically and safely to install a plan that uses one of the most nebulous of mediums, pure light in a dark room.

FARM

all terms

Students participate in all aspects of running a diversified farm. Activities may include fencing, haying, sugaring, animal husbandry (cows, chickens, sheep, pigs, turkeys, etc.), and building and clearing land.

GARDEN

fall, spring

Growing food locally and sustainably addresses global environmental issues and is also a rewarding and enjoyable way to connect with the earth that sustains us. The work in this activity varies seasonally. In the spring, the work involves seeding, transplanting, and work in the greenhouse. In the fall, time is spent harvesting and preserving veggies, flowers, and fruits.



KITCHEN

all terms

Students work in the kitchen preparing dinner for the entire school, learning basic kitchen skills including handling a knife, preparing salad, and cooking techniques such as sautéing, steaming, boiling, and roasting. Duties may also include cleaning and stocking.

LANDSCAPING**fall, spring**

Students work on the campus grounds, pruning, planting, weeding, digging, transplanting, and planning. They work with all kinds of plants and flowers and learn about invasive plants, healthy trimming, maintenance, and clean-up. Students will learn how to think about aesthetic choices in landscaping as well as functional and practical overseeing of plants.

MAINTENANCE**all terms**

At the heart of this activity is the difference between Carmelita Hinton's work ethic and the Victorian school of condescension toward dirt under the fingernails. Entropy, creating order out of chaos, a priori philosophical constructs, and how to unclog a sink drain are all part of learning "grunt" work at Putney.

PUTNEY CHILD CARE**all terms**

Students work afternoons at an on-campus child-care center for infants through five-year-olds. The Putney Family Garden is a local nonprofit that operates this center. Students assist trained childcare professionals. Reading books, digging in a small garden, playing tag, some light cleaning, singing to babies, and generally having fun with young children are all part of the activity.

RECYCLING**all terms**

Recycling is an active activity, responsible for collecting and monitoring our campus' recyclable waste. Students collect recyclables and keep collection areas sanitary and organized. More than just collecting cans, the purpose is to educate the community about the reuse and recycling of waste.

SHEEP FARM AND DYE GARDEN**fall**

For three hours on Wednesday afternoons, students care for sheep, including cleaning pens and assisting with trimming hooves and shearing. Students will also wash fleeces in preparation for hand spinning and tend the dye garden. This includes growing plants and weeding and harvesting dye materials.

SUSTAINABILITY**all terms**

This activity allows students the time and guided support to work on projects designed to address the school's sustainability needs. Projects range from designing and updating signage and creating assembly presentations to conducting campus audits to update the recycling program and researching concepts like net-zero to create educational materials. Projects must meet a need of the school, but students have autonomy to work on things about which they're passionate.

WOODS CREW**all terms**

This activity involves both firewood preparation and forest management. Students learn to fell, limb, split, stack, and operate a chainsaw. This rigorous outdoor activity acquaints students with Putney's wood lots, teaches them responsible stewardship of the land, and instills in them a sense of self-reliance in a rural setting.



evening arts

The Evening Arts Program extends the artistic and creative possibilities by providing a wide range of arts-based classes after dinner. It is an opportunity for students to try something entirely new or to delve more deeply into an art form for which they have already developed a passion. While active participation is required, these classes are ungraded. The classes meet from 7:30–9 P.M. either once or twice per week, and students are required to participate at least two evenings per week. The Evening Arts Program operates in two sessions: fall and winter/spring. Unless otherwise noted, classes run during both sessions.



.....
"One thing I think I got from Putney was the assumption that art always has a place in one's life. You don't have to be amazingly talented at a craft to really enjoy it, and that kind of "why not give it a try?" attitude has kept me continually exploring new areas all the time."
.....

—Putney Alum

Visual & Literary Arts

ANIMATION

Through short, individual projects, students learn a variety of animation techniques, including drawn animation, stop-motion, and computer animation.

BLACKSMITHING

2 evenings

We tackle the traditional hammer-and-anvil method of shaping hot metal, using tools and techniques whose origins go back more than a thousand years. The objects we make range from the functional to the artistic, the commonplace to the whimsical.

BOOK ARTS

We explore books, images, and text by making handmade books. We investigate the elements that go into crafting a graphic product including text editing, graphic design, and illustration.

CERAMICS

Starting with basic hand-building and wheel-throwing techniques, students have the opportunity to move on to increasingly complex ceramics projects of their choosing. Students are introduced to texturing, carving, painting with slips and stains, and glaze application. Students' work is high-fired in a gas kiln.

COMICS & GRAPHIC NOVELS

winter/spring

We explore techniques of drawing and storytelling in the comic/graphic novel format. Students develop work on different themes to create short stories using pictures, panels, and words. Class work is printed and made into a compilation book.

CREATIVE WRITING

We dabble in a variety of genres, including fiction, creative nonfiction, and poetry. Prompts and exercises are offered as frameworks and inspirations.

FIGURE DRAWING

Devoted exclusively to drawing the human form directly from observation, students observe and express the structure, gesture, anatomy, and form of the live model in a variety of drawing and printmaking media. We look at precedents in art history and add substantially to student portfolios.

ILLUSTRATION

fall

This class explores the world of picture-book illustration. Along the way we use a variety of mediums; acrylics, watercolors, pen and ink, paste papers, collage, graphic novels, and more. We'll also look at great illustrators of the past 100 years, both traditional and experimental.

JEWELRY

The emphasis in this activity is on making silver jewelry. We also work with other metals such as brass, copper, and materials that can be combined. Students learn basic hammering, sawing, and forging as well as setting stones in bezels, and finishing techniques.

KINETIC SCULPTURE

winter/spring

Students combine simple mechanical concepts with low-tech materials and create sculptures that move.

KNITTING

Students increase their knitting competency while they enjoy a congenial evening. All levels welcome, though an emphasis is placed on beginner and intermediate levels.

LIT MAG

winter/spring

Students in this activity are responsible for making the literary magazine a reality. We form a team of writers, artists, photographers, and editors who design the magazine, showcasing the creative work from our community. Students learn fundamentals of graphic design and Adobe design software through the process of creating this robust, printed book.

PAINTING

The activity introduces new students to painting and affords more experienced students the opportunity for further practice, growth, and development. We explore color theory, painting from observation and from imagination, and materials and mediums.

PHOTOGRAPHY: B&W

Students learn to use a 35mm camera, process film, and print in the school's darkroom. We also explore experimental techniques and alternative cameras. For those with a background in traditional photography, this activity is an opportunity to investigate the medium further.

PHOTOGRAPHY: DIGITAL

After achieving an understanding of exposure and camera operation, this class leads students on a journey of digital photographic discovery. We learn Photoshop skills and create digital art that explores a variety of concepts, such as layering imagery and photomontage. Exploration of specialized techniques such as time-lapse, light painting, B&W, or HDR can also be undertaken by interested students.

PRINTMAKING

In this printmaking class, students work with a variety of etching techniques. They explore hard ground and soft ground etching, aquatint, spit bite, sugar lift, and white ground.

PUPPETRY: LARGE-SCALE

Large-scale puppet design sits at the intersection of sculpture, kinetic engineering, and human movement. In this class we design and construct figures on super-human scales, focusing on how their design informs their movement and character. Students create individual designs, and work collectively to design and build puppet elements for a community pageant being presented at Green Mountain Orchard in summer 2017.

SCULPTURE: METAL

Through projects, students learn various techniques central to sculpting in metal: cutting, bending, denting, grinding, welding, and polishing.

SCULPTURE: PLASTER, CLAY & WAX

fall

The emphasis of this activity is on creating non-representational free-form sculpture. Students learn to work in plaster, wax, and various types of clay. We study figure sculpture and develop ways of abstracting the figure.

SCULPTURE: THE FIGURE

winter/spring

Students work from live models to create a series of pieces in oil-based clay or wax. The focus of this class is on the making and not the product. All wax and clay works will be recycled at the end of the class.

SCULPTURE: THE HUMAN HEAD

fall

Using the human head as their subject matter, students work in clay, plaster, and wax to create a 3D portrait. Students learn about working with clay as well as basic mold-making and casting techniques.



SEWING, QUILTING & FIBER ARTS

This activity covers a variety of basic sewing skills. Students can choose to focus on quilting techniques or learn to sew clothing from commercial and original patterns. Instruction in embroidery, alterations, and embellishments will also be offered.

STAINED GLASS

We explore stained glass using lead-free solders and copper foil. Students learn to cut glass, break and grind it, wrap with foil, and solder together to complete a beautiful work of art.

WEAVING

2 evenings

Students will learn the fundamentals of weaving by designing and creating individual projects on four- and eight-harness floor looms. Projects may include scarves, clothing, blankets, rugs, or tapestries. Other fiber-related techniques can also be explored including spinning, dyeing, and knitting.

WOODWORKING

2 evenings

Instruction and suggestions are offered on design, construction techniques, and the uses of both hand and power tools. Everyone will complete at least one project by the end of the semester.

YEARBOOK

2 evenings

In this activity, a team of student journalists document the school year in photos and words. Learn Adobe design software and apply your creativity through publishing a rich, complex book project that documents the school community.

Music

AFRICAN AND CARIBBEAN DRUMMING

We explore African, Caribbean, and Brazilian percussion music, learning drumming techniques, traditional rhythms, improvisation, and percussion composition.

CHAMBER MUSIC

Students in Chamber Music expand their musical skills through exploration, study, and performance of the classical chamber ensemble repertoire. Participants receive coaching on style, phrasing, and historical practice, while learning how to effectively cooperate with a smaller group of artists. Preparation of assigned music and practice outside of class is expected.

JAZZ I (ENSEMBLE)

2 evenings

In Jazz I, students are given the musical tools needed to become improvising players. The group affords students the opportunity to improvise and create imaginative solos in a variety of jazz styles, including the blues. Rehearsals incorporate jazz theory into performance practice. The group performs publicly, and this is a full-year commitment.

JAZZ II (COMBO)

2 evenings

In Jazz II, students continue their exploration of the jazz idiom and hone their musicianship while advancing their theory and performance skills. More complex concepts of jazz theory are covered in depth, including reading and interpreting a lead sheet, improvising in various musical forms and styles, and constructing group arrangements. Jazz II performs frequently throughout the year, and is a full-year commitment.

MADRIGALS

2 evenings

As the choral ensemble of The Putney School, Madrigals endeavors to build musicianship and artistry through the performance of challenging and varied repertoire. Rehearsals focus on diction, ensemble vocal technique, intonation, rhythmic precision, interpretation, and style. The ensemble has an emphasis on standard choral literature from all historical periods of Western musical practice, while exploring contemporary and modern choral compositions. Madrigals meets one evening and sectionals are one afternoon per week. The group performs frequently, and is a full-year commitment.

MUSIC LESSONS & PRACTICE

Students combine a once-a-week lesson with a scheduled practice time for Evening Arts credit. This activity gives students the structure of both instruction and practice within the busy Putney schedule.

MUSIC WRITING & PRODUCTION

winter/spring

We focus on individual production styles and techniques, with each student experimenting in a chosen DAW (digital audio workstation). We focus on live audio recording, computer-based music creation, the fundamentals of mixing, and playful production techniques. We digitally transform sound samples, and engage in creative collaborations such as scoring mini films and creating class-wide “mash-up” songs.

PUTNEY COMMUNITY ORCHESTRA

Orchestra is open to all players of orchestral instruments from the advanced beginner level and up, including members of the greater Putney community. This ensemble is dedicated to music for string, chamber, and full orchestra (including works with chorus) from various historic time periods. A full-year commitment is desired, and there are two different levels of participation: double credit (two hours Wednesday evening, and one hour on one afternoon); and single credit (Wednesday evening only).

SONGWRITING

fall

We'll investigate the elements that go into crafting songs: lyrics, melodies, rhythm, chord progressions, arrangements, sounds, emotion, and inspiration. We'll work on these ideas both by listening to examples of great songs, and by splitting up into groups and working on exercises: mini songs that we create and share with each other each week. Students should have a basic knowledge of an instrument (some chords or notes, depending on the instrument, would be enough) and a willingness to sing and perform in front of each other.

TRADITIONAL MUSIC ENSEMBLE

Bluegrass and Irish fiddle tunes, Appalachian folk songs, contra and square dances: they all have their roots in the Celtic music brought over by Scots-Irish immigrants. We'll explore the music and dance of the Celts' home countries (Ireland, Scotland, and France) as well as what they morphed into once they came here.

Theater, Dance, Meditative & Culinary Arts

BALLROOM DANCE

fall

We learn how to lead and follow, and dance step patterns and rhythms, with a focus on the smooth dances: foxtrot, waltz, East Coast swing, West Coast swing, and tango. Leaders and followers need not be gender specific, and, in fact, students will benefit from learning both parts.

BOTANICAL WORKSHOP

We prepare and create natural and herbal products by using 100% raw materials including herbs, plants, and vegetables that are available on campus and some others from the school gardens. We start with researching and finding ingredients for everything from body creams to teas.

DANCE ENSEMBLE

2 evenings

Dance Ensemble offers experienced dancers the opportunity to be part of a community of dedicated dancers and choreographers. We choreograph new dances, adding to our company repertoire for performances in the winter and spring dance concerts. Although offered as an Evening Activity, rehearsals are also held on Wednesday from 1:30–4:30.

DUNHAM TECHNIQUE JAZZ DANCE

The Dunham Technique is a vibrant fusion of Haitian and African dance, jazz, modern, and ballet. This class introduces the fundamentals of the technique, including barre work and progressions created by modern dance pioneer Katherine Dunham.

HIP HOP

fall

Students in the hip hop class work to increase rhythmic awareness and timing while exploring a full range of body mechanics. Student learn the basics of hip hop, incorporate break dancing, pop-locking, freezes, power moves, and a touch of jazz.

LATIN DANCE

winter/spring

Students learn footwork, dance positions, and connections between partners. Students focus on learning the basics of salsa, merengue, cumbia, and more, and the ability to dance as both leader and follower is a plus.

MEDITATION

We cultivate mindfulness through practices such as gentle stretching, eating, sitting, and conducting walking meditations. We learn how to pay attention, in the present moment, to whatever arises, in a non-judgmental way. The awareness that comes out of paying attention in this way allows us to center ourselves and to develop clarity of mind and stability. We will reflect on these practices through discussion.

PUBLIC SPEAKING

fall

Students in this class learn how to stand before a group of people in a poised and concentrated manner and speak clearly and intelligently. These skills are acquired by researching, preparing and presenting a series of speeches, including informative, persuasive, after-dinner, announcements, and storytelling.

THEATER

2 evenings

All students, faculty, and staff are invited to audition for the fall and winter/spring productions. A comedy or drama is rehearsed during the fall term and is performed the last four days of the fall Project Weeks. The spring musical is rehearsed in the winter and spring and performed at the end of the spring Project Weeks. Students are expected to devote time to memorization and review throughout the week. Most cast members should expect to meet on Sunday afternoons during most of the fall and spring trimesters. The theater activity continues during Project Weeks as a double project, but students are encouraged to do another independent project.

TRIBAL FUSION BELLY DANCE

winter/spring

This dance class draws inspiration from the nomadic and Romani groups of northern India, North Africa, the Middle East, and Spain. Music ranging from traditional Middle Eastern to Arab-American-Balkan Electronica drives each class. The movement is funky and strong, utilizing torso isolations and a literal interpretation of rhythm and melody.



jobs

Students learn how to do fundamental human activities that form the foundation of life. Jobs are led by students who are organized by a student-run Work Committee. Jobs are done six days each week for 30–40 minutes each day. Students rotate jobs each trimester and must satisfy the following six work distribution requirements:

- Lunch Service
- Dinner Waiter
- Barn
- Dish Crew
- General Substitute
- Land Stewardship

40

jobs



To better understand how jobs fit into a student's daily schedule, see specific examples in **Students**



leadership positions



.....

“Putney remains my benchmark when I talk about a ‘socially sustainable’ community and a healthy community in general. When I think about how I’d like human societies in the future to function, Putney seems a pretty good model. Democratic, local, considerate of all opinions and views, and everybody being equal in status.” —Putney Alum

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STUDENT HEADS OF SCHOOL

The Student Heads of School set the tone for the school community; upholding the “Fundamental Principles” and the core expectations described in the Student Handbook (integrity, respect, participation, and stewardship).

STANDARDS COMMITTEE

The Standards Committee reviews disciplinary cases with the dean of students.

STUDENT TRUSTEES

The Student Trustees represent the thoughts and concerns of the student body to the Head of School and the Board of Trustees.

STUDENT HEAD OF DORMS

The Student Head of Dorms works closely with the student/adult dorm heads and the dean of students to help implement and maintain the systems that ensure a safe, fun, and educational residential life program.

STUDENT HEADS OF WEEKEND ACTIVITIES

The Student Heads of Weekend Activities create fun and exciting activities for students to participate in during the weekends.

EDUCATIONAL PROGRAMS COMMITTEE

The Educational Programs Committee (EPC) oversees of all the educational programs of the school.

WORK COMMITTEE

The Work Program provides a setting in which young adults can further their understanding of the relationships between work, home, and community life.

ADMISSION COMMITTEE

Admission Committee members help to shape the future of the school by reviewing student applications for the upcoming school year and making admission decisions.

DIVERSITY COMMITTEE

The Diversity Committee works to educate the school community about the political, social, and social justice issues which arise in a pluralistic society, and to support students for whom life in Vermont may be radically outside their previous experience.

INTERNATIONAL AMBASSADORS

International Ambassadors serve as mentors for and give support to all new international students via email or Skype during the summer, and then throughout the year.

SUSTAINABILITY SQUAD LEADERS

Student Sustainability Coordinators act as chief proponents of sustainability and environmental affairs on and around the Putney School campus.

DAY STUDENT REPRESENTATIVES

The Day Student Representatives work closely with the Dean of Student's office to ensure the needs of the day student population are being met. They are also mentors and a vital resource to the day students and their families.

GIRL AND BOY STUDENT DORM HEADS

Student Dorm Heads plan and work closely with Faculty Dorm Heads, help set the tone of the dorm, create fun events to bring the dorm together, mediate disputes within the dorm, and help orchestrate and participate in dorm jobs.

CABIN DWELLERS

The cabin program is a unique element of the Putney program and demands a high degree of leadership, responsibility, and trust.

**PUTNEY OUTDOOR PROGRAM**

The Putney Outdoor Program encompasses afternoon activities, weekend trips, and our long-standing tradition of campus-wide trips called Long Fall.



For more on student leadership, see
Here: page 16

**OUR FACULTY**

To learn more about our faculty and to contact them directly, visit our staff and faculty directory at www.putneyschool.org/sf

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