

Program of Studies



2012-2013

The Putney School



—*Trees with Buckets*, Georgina Graff '12, Black and White Print Photography

The Putney School

At Putney we regard our curriculum as everything we do, inside the classroom and out.

Things to look for in this guidebook:

Education for Creativity and Innovation

If creativity is defined as having ideas that have value, then education which fosters creativity is crucial to our graduates' ability to be useful in the world. Our teachers use methods which lead students to construct their own understanding, rather than receive it from the front of the room, and require them to learn how to ask good questions, rather than just answer questions from others. Twice a year all students must design and carry out lengthy independent projects of their own creation. Tutorials and exhibitions require students to dig deeply into an area of interest and create new knowledge and understanding.

Every great advance in science has issued from a new audacity of imagination.

—John Dewey

Education for Leadership

Our students do not get taught leadership in a classroom, but rather must practice it and learn it by experience. They run work crews, lead dorms, sit on faculty committees and the Board of Trustees, and debate how to run a community in which individual freedoms must mesh with responsibility to the group. There are nearly fifty leadership positions in which students are responsible for getting work done with other student labor, or in which students are part of the decision-making processes which make the community run. Every student must participate in work that is vital to the school.

One must learn by doing the thing; for though you think you know it you have no certainty, until you try.

—Sophocles

Education for Sustainability

Our mission statement says that “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. Our science program includes Biodiversity, Physiological Ecology and Complex Systems, as well as Biology and Chemistry classes which use the natural world as their laboratories. Work on the farm, in the gardens, and in the woods is required of all students for graduation. New technology and old are combined to find a way to live more lightly on the land.

We are not here to curse the darkness, but to light the candle that can guide us through that darkness to a safe and sane future.

—John Kennedy

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Graduation Requirements

In order to receive a Putney diploma, a student must fulfill the following academic requirements, as well as live up to responsibilities in all other areas of the program. Each student is expected to participate fully in the Evening Arts Program, the land-use program, Project Week, the Work Program, afternoon activities, dorm life, assemblies, and other special events where attendance is required. Camping trips are a nonacademic graduation requirement. The Putney faculty votes on each student's eligibility for a diploma.

Academic

The academic program is rich in opportunity for intellectual exploration and discovery as well as creative expression. The courses are designed to encourage students to become authorities in their own right. Students approach the interpretation of literature, as writers do. The study of history is steeped in primary sources, and students, like historians, learn to create historical narratives, research, and interpret events. Science classes are investigative and students are encouraged to view the campus as a laboratory for discovery as well as 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 appreciating the opportunity to achieve a more global understanding. The arts and the cultivation of creativity and the imagination are central to an education at The Putney School. The arts also inspire our students to value discipline in pursuit of their creative vision. Embracing skills and discipline to create meaning is the approach that characterizes the entire academic program.

A diploma from The Putney School reflects four years of planned study, which will typically include 20 or more

credits during the high school years. Seniors must pass all courses in the final trimester, in order to graduate. A student must earn 5 credits per year, distributed thus:

Arts	1 credit
English	4 credits, one credit each year including 1 credit in the senior year even if the student enters senior year with 4 or more credits.
History	2.5 credits, including .5 credits in the senior year if the student does not enter the senior year with 3 credits.
Language	3 credits of a living language, normally through third level
Mathematics	3 credits, including Algebra 2
Science	3 credits, including 1 credit of Biological Science and 1 credit of Physical Science
Senior Humanities	0.5 credit (see notes in individual courses for those that qualify)

The minimum of 20 credits is completed through elective courses taken in the junior and senior years. In addition, students must take grade level seminars each year.

See each department for further details.

All students must take classes in at least four departments each year.

Exceptions to or waivers of these requirements are granted only by special petition to the Educational Program Committee or its delegates.

Evening Arts Program

This program serves to extend the artistic and creative possibilities offered to students during the academic day, by providing a wide range of arts-based classes in the evening. 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. The evening arts program provides a chance to explore diverse performing, visual and literary arts and crafts that include and are not limited to: animation, blacksmithing, ceramics, fiber arts, figure drawing,

painting, printmaking, sculpture, creative writing, jewelry, stained glass, photography, culinary arts, African drumming, Celtic music, Afro-Modern dance, hip hop, Latin dance, and songwriting. Several of Putney's performing ensembles are offered through the Evening Arts Program: Jazz Ensemble, Jazz Combo, Madrigals, Orchestra, and Dance Ensemble. Anyone interested in participating in the ensembles is welcome, though some experience for most groups is necessary, and a yearlong commitment is requested. Additionally, the theater program's fall plays and spring musical are sponsored under the umbrella of the evening program. The evening classes meet for 1 1/2 hours once or twice a week for Fall or Winter/Spring terms. Students are required to complete two evenings of activities each term. With permission from the class deans and the program director, students may take additional activities.

Project Week

Project Week requires students to propose and successfully complete two projects, at the end of the fall and spring trimesters, that employ skills they have acquired in their academic and nonacademic program during the current year. Students are asked to develop projects that allow them to pursue their passions and to investigate topics relating to the courses and activities of the current year. They are encouraged to have one project emerge from academic classes taken in the preceding trimester. Due to intensive rehearsal schedules, fall and spring dramatic productions count as double projects. Project Week epitomizes the Putney ideal; students learning and working for the love of learning. All students are encouraged to engage in an independent process of inquiry and exploration. Projects represent a significant body of work since the time devoted is the equivalent of an academic month. The Educational Program Committee and individual departments approve each project.

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Work Program

We take work seriously at Putney, and the Work Program is a central part of a Putney student's experience. We believe in the dignity and relevance of physical work and the importance of students taking responsibility for it.

The Work Program provides a setting in which young adults can further their understanding of the relationships among work, home and community life. It offers the opportunity for physical growth as well as meaningful participation in the work necessary to sustain a community. It teaches adolescents the importance of sustained effort by providing physical work in a structured educational setting. In doing so it integrates intellectual and physical labor, thus helping to educate the whole child.

The result of participation is empowerment. Students learn how to do fundamental human activities that form the foundation of life and the living of it.

The objectives of the Work Program are:

- To teach students about the value of physical work
- To instill a sense of self-reliance and the importance of providing for oneself
- To foster a sense of pride and dignity in work well done and in making a meaningful contribution to the community as a whole
- To instill a sense of caring for our place and the environment in which we live
- To provide an alternative setting in which adults can mentor students
- To teach self-discipline and responsibility toward others through assignment to a variety of jobs
- To provide instruction in practical life skills: how to manage time and work on a schedule, call in sick, take direction, resolve problems in the work place, work together with others toward a common goal
- To provide instruction in specific job skills, i.e. carpentry, cooking, farming, forestry

- To use the campus as a laboratory in which the students strengthen their understanding of classroom material by application in a real-life setting

Throughout their stay at Putney, all students must satisfy six work distribution requirements:

- Lunch job
- Dinner waiting
- Barn crew
- Dish crew
- General substitute
- Afternoon work activity in one of the land-use activities (garden, farm, woods, sugaring, landscaping, and trail maintenance)

Students take an active role in assigning and supervising work at The Putney School. This student Work Committee consists of seven students (each covering a particular area: barn, general subs, breakfast, lunch, dinner, classrooms and secretary), who assign each student a job (six days of 30–40 minute work) and supervise them. These job assignments last for a trimester. At the end of each trimester, students fill out a request for the next trimester's job.

Land Use

The land-use program at The Putney School is designed to develop the concept of stewardship. We provide experience on the land leading to the growth of a work ethic, as well as the development of skills. Through this experience we seek to foster community spirit, self-reliance, and a respect for life.

All students are required to do one trimester of work in the land-use program before graduation. Afternoon activities in garden, farm, woods crew, trail maintenance, landscaping and working on the sugaring crew over spring break fulfill this requirement. Other arrangements for meeting this requirement may be made; interested students must discuss other options with the director of the Work Program.

Afternoon Activities

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 participate for a minimum of four afternoons per week for two seasons and two afternoons per week for the third. As part of this involvement in afternoon activities, each student is required to participate in physical exercise two afternoons a week for all three trimesters of the year.

Afternoon activities include boys' and girls' team sports, meeting five days per week (soccer, rowing, cross-country running, cross-country skiing, basketball and lacrosse). In addition, several student-athletes train under individual regimens, at the discretion of the director of athletics. Co-ed recreational sports activities, meeting two days per week, include hiking, Frisbee, mountain biking, alpine skiing and snowboarding, fitness and weight training, dance, ballet, jazz dance, horseback riding, cross-country skiing, yoga, snowshoeing, wilderness skills, and running and fitness. The afternoon work program (see Work Program, above) includes activities, meeting two days per week, in farm work, woods crew, maintenance, carpentry, recycling, kitchen, drama tech, cider making, landscaping, gardening and community service.

Long Fall

Long Fall trips are a chance for Putney students to work together, to get to know fellow students and adult trip leaders, and to embrace many of the fundamental principles of The Putney School—to honor manual labor; to live adventurously; to play as wholeheartedly as one works. Long Fall trips are an essential part of our orientation and community-building process and are required for all students each year of enrollment. If a Long Fall trip is missed for any reason, it must be made up through either 60 hours of community service, supervised by the Long Fall coordinator, or with a NOLS or Outward Bound or similar approved outdoor program of at least a week in length, at the student's own expense.

Academic Courses

The following list reflects our planning for the 2012-2013 school year. It is subject to change as enrollment and staffing require.

English

The department's major goals include developing students' abilities to...

- express themselves with clarity and power both orally and in writing
- form and recognize authentic questions or original ideas and then explore, cultivate, and articulate them
- read literature with sensitivity and understanding, paying close attention to language, imagery, argument, and idea
- explore varied cultural perspectives
- make connections between literature, their lives, and their learning in other contexts

Students write frequently. Short papers include personal responses, essays, dialogues, journal entries, short stories, and poems. Longer writing may include literary analysis, critical studies, extended fiction, or personal narrative. Among the many ways of responding to literature, The Putney School focuses on two: 1) writing analyses that show the evidence of thought that is clear, bold, cogent, and original, and 2) writing "in kind"—that is, writing poems, plays, stories, and essays.

Readings range from the canonic to the contemporary and roam over a wide landscape of cultures and voices both in English and in translation. Most genres are represented, including novels, short stories, essays, poetry, plays, graphic novels, and film.

Classes are taught seminar-style. Lecture is rare. Class participation is essential as students try out their ideas aloud.

Ninth Grade Integrated Course Requirement

Ninth grade students take *Humans in the Natural World* which integrates English, Social Science and Natural Science.

Humans in the Natural World (three credits)

Using the tools of these three disciplines, this three-trimester course begins by asking "How Do We Know What We Know?" Starting with things we can observe locally, we will expand to connect to the global community. Students will be expected to 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 the disciplines. Ultimately, our 9th graders will hone their skills in analytical and creative writing, oral presentation, collaboration, research and analysis. They will also learn the habits of reflection, self-evaluation, perseverance, and practice. Throughout they will demonstrate their skills and understanding through presentations, experiments, Wiki creation, writing and teaching.

After completion of the integrated course, Putney students will be expected to accurately sketch the world around them, critically observe and analyze their environment, collect and use GIS (Geographic Information Systems) data, write in both analytical and imaginative forms, synthesize scientific and historical facts into meaning and be fearless enough to embrace uncertainty, ambiguity, and the benefits of failure.

Students will earn credits in science (.5 biology .5 earth science), history/social science (1.0), English (1.0). In addition they will learn some basic tools and vocabulary of economics, GIS, data analysis, and political science, as well as the rudiments of epistemology. Mathematical thinking will be an integral part of our study.

Composition: Forms of the Essay & Foundations of Literary Analysis • English 10 (full credit)

The first trimester will be spent writing nonfiction: short summaries, descriptions, longer analyses, profiles, and narratives. The course approaches 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. The second trimester allows students to continue developing their voices as writers, moving from the personal to the analytical. Readings include plays, novels, short stories, and poetry by such authors as Tim O'Brien, Chinua Achebe, Marjane Satrapi, and Adrienne Rich. Students are introduced to skills of literary analysis and develop their analytical voices through writing essays in response to readings.

American Studies Requirement

These courses are required for juniors in lieu of 11th grade English and U.S. History to provide richer exploration of American society, culture and history.

American Studies Grade 11 (1.5 credits)

This course is a year long interdisciplinary course that asks the fundamental question: "What does it mean to be an American?" The course is arranged around a series of thematic explorations including nature and the wilderness; democracy and American political thought; class identity and formation; slavery and its legacy, ethnicity and identity; consumerism and American economic growth. Courses are taught by teachers in both the English and History departments, and readings from both disciplines provide the essential backdrop for dynamic class discussion and exploration. Finally, students are expected to design their own thematic unit of study as a final assignment in the class. Fundamental skills of independent thought, reading for meaning, oral expression, and creative and analytical writing are central to the class.

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Writing and Research: Humanities Thesis (half credit)

This course meets for one trimester and is taught by members of the English and History departments. The primary goal of this course is to facilitate the writing of a substantial research paper. Students learn the essential skills of thesis development, interpretation, and analysis. A significant amount of time is devoted to the study of rhetoric and research methodology.

English 12 Electives

Electives in English offer in-depth examination of a theme, genre, or area. Seniors are challenged to take leadership in class discussion, to write original essays that are both logical and imaginative, and to pursue independent projects. Students are expected to develop a clear sense of voice in their written work and to revise their work thoughtfully and creatively. Some time is set aside in each fall trimester elective for writing personal narrative, in part to complement the college application process.

Contemporary World Poetry (half credit)

This class focuses on 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. We will also write poems and provide an intelligent audience for one another's work. Readings will include works by such poets as Czeslaw Milosz, Derek Walcott, Yehuda Amichai, Tomas Trastromer, Breyten Breytenbach, Wislawa Szymborska, and Shu Ting.

Creative Writing: Poetry, Prose and Creative Non-Fiction (half credit)

Students write daily in this course, experimenting in genres that may include poetry, short story, microfiction, plays, and creative non-fiction. Study includes readings in each genre as models with emphasis on learning craft. Students produce multiple drafts of pieces in most

genres, focusing on the process of revising their creative work and culminating in a portfolio.

Existentialism (half credit)

“Existentialism” refers to a mode or way of relating to life, science, art, and philosophy. Specifically, it refers to a group of nineteenth- and twentieth-century thinkers, who emphasize individual freedom and the moral and creative responsibility that accompanies that freedom. This course explores the literature, philosophy, and film of this genre. Questions that guide our study: What does it mean to be human? How do we define ourselves over and against others? How should one live? What gives meaning to our lives? How do we express that meaning? Works include literature by Camus, Kafka, Dostoevsky, O'Connor; plays by Beckett; the poetry of Rilke, Eliot, and Dickinson; the philosophy of Kierkegaard, Nietzsche, and De Beauvoir.

Feminist Perspectives in Literature (half credit)

This course will combine a study of influential and iconic 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 read classic, subversive, and enduring women's literature and trace the emerging and evolving subjects, themes, and formal innovations to explore the goals and strategies of women writers in the 19th and 20th century. 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 (half credit)

What is cinematography, and why does it matter? How does the way we watch television influence the way we think about the world around us? Does my action in a video game really

mean anything about the way I live my life? What does my Facebook profile say about my class, race, and gender? This class will address these questions, equipping students with the tools to analyze and critique the various forms of media that structure our daily lives and interactions. Students will look to film, television, music, advertisements, video games, and social media, learning how to think about why we receive the pleasures that we do from various texts, and how what we see *on the screen* affects how we live our lives *off the screen*.

Marvelous Realism (half credit)

This course will explore the genre of literature commonly referred to as “Magical Realism.” We'll learn about the origin of this movement in the visual arts and how it has blossomed in both literature and film. Possible authors include Gabriel Garcia Marquez, Isabel Allende, Salman Rushdie, Junot Diaz, Toni Morrison, Franz Kafka and Julia Alvarez.

Philosophical Themes in Literature (half credit)

This course examines literature that raises fundamental philosophical questions about meaning, metaphysics, the nature of knowledge, and ethics. Emphasis will be on close contextual exegesis and critical thinking. Authors may include Thucydides, Plato, Sophocles, Montaigne, Shakespeare, Voltaire, Dickinson, Tolstoy, Hesse, Kafka, Camus, Kierkegaard, Nietzsche, Salinger, Simone de Beauvoir, Richard Wright, Flannery O'Connor, Wallace Stevens, and Cormac McCarthy.

Reading Contemporary Short Fiction (half credit)

An exploration of 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.

Social Justice Literature: Marginalized Voices Around the World (half credit)

This course will focus on literature that reflects injustices suffered by people in a variety of settings throughout the world. We will read an eclectic collection of novels, testimonies, short stories, and poetry. Possible authors include Ralph Ellison, Rigoberta Menchu, Arthur Miller, Bharati Mukerjee and Isabel Allende.

English for Speakers of Other Languages

Two of the courses that speakers of other languages take in English are listed below. See other courses under History and Language.

The English for Speakers of Other Languages Program is designed for students to develop a high level of English for academic work in the United States. It prepares students broadly, including language training, content education, study skills, and cross-cultural orientation. Students must have at least an intermediate level of English to enroll. Typically, students take 3 full-credit ESOL courses for one or two years, with gradual mainstreaming into non-ESOL courses. Included are two sheltered classes for advanced English learners, one in English and one in history. The ESOL classes teach language and academic skills to succeed in an American high school: the 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.

Reading and Responding to Literature (full credit)

This course introduces students to reading and interpreting literature in English, and prepares them for main-

stream English courses. They learn the basic elements of literature, such as character, plot, setting, and theme, and practice skills of discussing, analyzing, and writing about the works they read. They practice identifying these elements and organizing them for analytical writing, using the text to support their findings. They also learn to make connections between their own experience and the ideas introduced in the literature they read. Assignments are primarily reading, writing (both expository and creative), and journaling, with additional work in vocabulary. Students read authentic short stories, poems, a full-length novel, and a complete play.

Advanced Literature and Composition (full credit)

This English department course is for non-native speakers of English. It is a transitional course taken before entering mainstream English classes and replicates the experience of a mainstream class. Students 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. Through reading and discussion, as well as through writing, they improve their ability to express complex ideas in English. One goal of the course is to increase each student's ability to express ideas with nuance and precision. This course is open to advanced non-native speakers of English. A student is not required to be enrolled in or to have taken other ESOL classes to join this class.

History

History students are asked to create meaning from our past and present, developing an ability to understand a historical framework of the world evolving around them. Classes emphasize discussion and oral skills, writing with an emphasis on analytical essays, and critical thinking. Students are asked 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. History is an interdisciplinary study and our courses bring a historical approach to a range of subjects. All students who enter 11th or 12th grade having been given credit for U.S. History at another school must take the Writing and Research course.

Ninth Grade Integrated Course Requirement

Ninth grade students are required to take Humans in the Natural World for three credits which integrates English, Social Science and Natural Science. This three-credit course will include the history requirement for the ninth-grade year. *(Please see page 5 for a complete description of this course.)*

History 10 • History of the Modern World (full credit)

This course focuses on the major themes in the development and “modernization” of western society and culture, and its relationship to the world at large. Students analyze primary source material to study the spiritual base of medieval society, the individuality of the Renaissance and Reformation, the growth of constitutionalism from the Anglo-Saxon Witan through the twentieth century, the process of industrialization and its early critics, the development of nationalism and the impact of World War I and II for humanity. The readings range from textbooks and documents to historical novels. Student assignments include tests, papers, library research projects, oral presentations and formal debates. Texts: Sherman and Salisbury, *West in the World*; Machiavelli, *The Prince*; More, *Utopia*; Remarque, *All Quiet on the Western Front*; Wiesel, *Night*; and other selected other readings.

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American Studies Requirement

These courses are required for juniors in lieu of 11th grade English and U.S. History to provide richer exploration of American society, culture and history. (Please see pages 5-6 for complete descriptions of *American Studies and Writing and Research: Humanities Thesis*.)

History 12 • African Studies (half credit)

African Studies will focus on decolonization in Southern Africa. The aim will be to better understand the challenges of building African economic and social structures in the wake European control and exploitation. The region provides a variety of models and experiences. The course will be divided between a topical overview and independent student projects developing an area of special interest.

History 12 • The Middle East Cauldron (half 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. The course begins with a look at the political, economic, cultural and religious influences in the region, from the collapse of the Ottoman Empire to the present, using both primary and secondary sources. Later the course will consider some selected topics from the history of the region, the Sunni Shiite split, and the growth of Islam. The course will conclude with an independent project.

Either Economics or Latin American History will be taught depending on enrollment.

History 12 • Introduction to Economics (half credit)

The term economics is derived from the Greek “rules of the household.” In this course we look at the way in which economics governs our lives, homes, political, and international institutions. We will consider the way in which

economic actors (ourselves included) make decisions. The course begins with a brief survey of basic economic concepts and terminology. We then look at a series of subjects: the power of markets; incentives and economic behavior; game theory; globalization; international economics; government and the economy; business cycles and the mortgage crisis; environmental economics; and market forces. Articles from the newspaper and news magazines will serve as the backdrop for the class. The class concludes with a research assignment in which students design and produce an independent work.

History 12 • Latin American History (half credit)

This course introduces some of the major forces and events that have shaped Latin America: conquest and colonization, economic imperialism, racial and ethnic integration, the church, migration, trade, and the environment. Sources include literature, art, film, historical essays, political documents, economic data, and current events to help us make sense of Latin America. Students will write two country-specific papers, one of which can involve creating an alternative project that is a non-writing research-based assignment (for example, writing a Mexican folk ballad, knitting an Andean earflap hat, or creating a Brazilian cookbook). Students should leave the class with a greater appreciation for the richness, complexity, and diversity of the region.

History 12 • Balkans Seminar (half credit)

Balkans explores the rich, colorful, and tragic history of a region with one foot in Europe and the other on the far side of the world. The Balkans burst into world news with the breakup of Yugoslavia and the ensuing massacres, and then faded almost as rapidly. Our study begins with an overview of several Balkan countries from Josip Tito’s remarkable unification of a non-aligned

Yugoslavia, to the connections between current problems and old legends from “Vlad the Impaler” to the “Pied Piper of Hammelin.” The central reading for the course will be Robert Kalpan’s fascinating study, *Balkan Ghosts*. The course will conclude with a written student project on a related topic of their own choosing.

History 12 • Unity and Disunity: The Han Synthesis as a Window to Chinese History (half credit)

This course examines the ebb and flow of unity and disunity throughout ancient Chinese history and approaching the modern age. What forces caused China to band together in empire? What forces forced it apart? We will examine the Han Synthesis of Confucianism and Legalism as a central point in Chinese history, and use this as a window into issues of philosophical and religious harmony or disarray. We will examine political theory, human movement, and cultural and social norms, with an eye for how they have influenced Chinese dynasties and states from ancient to modern times. Through an examination of texts, art, literature, and artifacts, we will build an understanding of the forces that have determined Chinese history.

History 12 • Comparative Religions (half credit)

This course seeks to understand the traditions of religious belief and the nature of the divine in history and across cultures. The course will emphasize religious texts in their historical and cultural context. Writing will include both analytic and personal response. Readings include Huston Smith, *The World’s Religions*; *The Gilgamesh Epic*; Herman Hess, *Siddhartha*; selections from the *Bagavad-gita*, the Old and New Testaments, Dante’s *Divine Comedy*, Dostoevsky, the Koran, Rumi, and the *Tao Te Ching*.

Sociological Impacts of Food (half credit)

“Tell me what you eat and I will tell you who you are.” (Brillat-Savarin)
 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, an essential human need, becomes the basis for interdisciplinary study. The course is broken into several areas: Food and Meaning; Food and Ethics; Food and Justice; and, lastly, Food and Culture. As a humanities course, we will take on each unit through a variety of disciplines including anthropology, art, literature, psychology, religion, politics, ecology, economics, psychology and history. In addition, our class will involve experiential activities, many of which include cooking or preparing meals.

English for Speakers of Other Languages

Two of the courses that speakers of other languages take in History are listed below. See other courses under English and Language.

Academic Studies in English (ASE) (full credit)

ASE prepares first-year intermediate ESOL students for regular academic courses. Students learn academic skills for an American high school: taking notes, reading texts, writing academic papers, giving short presentations, doing surveys and interviews, and taking exams in English. ASE develops students’ scholastic vocabulary and ability to discuss abstract ideas. Students complete introductory units in varied subject areas, including American culture, the U.S. government, and African-American history. Homework assignments include reading, vocabulary exercises, reflective writing, interviewing native speakers, doing research, writing academic papers, and preparing presentations. Materials are drawn from a variety of sources, and information is

presented at a reading level appropriate to intermediate ESOL students.

U.S. History in Global Context (full credit)

This course is open to international students whose first language is not English. The course examines the history of the United States from its early exploration through the Twentieth Century. Emphasis is on events and political philosophies key to an understanding of U.S. culture and foreign relations. Students focus on developing oral, writing, reading, and research skills through class assignments. Through class discussions and research, students are encouraged to relate U.S. history to their own country or region. The course uses a text supplemented by primary documents, secondary sources, field trips and films.

Modern Languages

Learning a modern language and gaining insight into its culture(s) are important routes both to increased self-awareness, and to increased international understanding. Learning a modern language is therefore an integral part of a Putney education. Putney currently offers two modern languages, French and Spanish. The department’s primary goal is for students to become active and proficient at communicating in the new language. From the start, students are immersed in speaking, listening, reading, and writing; they learn by doing. In the process, everyone is expected to make mistakes, take risks, and gradually build skills for using a new language. Students learn about culture through readings, discussions, movies, visiting speakers, songs, and occasional trips. In both French and Spanish, classes are offered at six levels, with more advanced classes offered, as needed, either as tutorial courses or as additional classes.

To graduate, students who are native speakers of English must successfully complete either through level 3 of a modern language, or 3 years of modern language study at Putney. A student who arrives with only two years of a language

that Putney does not offer (Latin or German, for example) will be required to study either French or Spanish for two to three years at Putney. Chinese 1 will be offered in the 2012–13 school year. Students who have not started a language sequence or ones who have completed a language sequence, may begin Chinese. Students currently in a language sequence must complete that sequence to the 3rd level before beginning Chinese. Allowance may be made on a case-by-case basis for any exceptions to this rule, at the discretion of the Language Department and the Academic Dean, in discussion with the student and family.

Spanish 1 (full credit)

In the beginning course of study in Spanish, students’ goals are two fold: to be able to use basic Spanish in speaking, listening, writing and reading, and to acquire study skills necessary to learn a new language. Spanish 1 students work to become proficient at discussing family, school, errands, travel, and hobbies, both orally and in writing, and to read and write short paragraphs and letters—using dictionaries and text books—to enhance their study. Students are expected by the end of the course, to understand Spanish spoken at a measured pace, to gain basic comprehension from Spanish spoken at a normal pace, and to learn strategies to cope with the gaps in their comprehension.

Spanish 2 (full credit)

This course builds on students’ skills in speaking, listening, writing and reading basic Spanish. Continuing with the commitment to speak as much Spanish as possible, students study the vocabulary, grammar, and idiomatic expressions used in talking about oneself, past events and situations, daily routines and habits, and the future. Feature films/documentaries, readings, and songs provide topics for conversation and writing, review of basic grammar, and a source of new structures and vocabulary. Small group and pair work both allow opportunities to practice speaking. Student progress is evaluated through written and oral work, including tests, homework, and class participation.

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Spanish 3 (full credit)

The goal of this course is for students to sharpen their skills in speaking, listening, reading and writing, as well as to increase their knowledge of Spanish-speaking cultures. Students entering Spanish 3 should have a solid background in basic Spanish grammar, and feel at ease using past and present to talk about basic topics such as family, school, daily routine, and interests. Students read and respond to a range of material written for native and nonnative speakers. They watch movies and learn how to augment cultural exposure and to practice listening comprehension. Students keep dialogue journals in Spanish. Assessment of student progress is based on class participation, written exams, and oral presentations. The class is conducted in Spanish.

Spanish 4 (full credit)

The focus of this course is on understanding the language as spoken and written by and for native speakers, and on making oneself understood in daily interaction with them. Students entering Spanish 4 should have a basic grasp of all indicative tenses plus the imperative mode. Students read, write about, and discuss short stories, poetry, and a play, by Latin American and Spanish writers. We have discussions of Spanish-speaking cultures and their historical and contemporary reality. Assessment is based on class participation, journals, and oral presentations. Class is conducted entirely in Spanish.

Advanced Spanish and Latin American Literature 1 and 2 (full credit; half credit by advance permission only)

This course is an advanced reading, writing, and discussion class. It does not seek to be an overview of all Spanish-speaking literature, but allows students to focus on a few pieces of great literature, in their historical and cultural contexts. Texts are selected based on instructor and student interest, and on individual and group levels of fluency. Increased oral proficiency, improved listening comprehension, and improved fluency in reading and writing are all considered critical. Presentations,

for which students conduct research and produce a written report, are an important component of the class, along with essays and translations. Class is conducted entirely in Spanish.

French 1 (full credit)

In the beginning course of study in French, students' goals are two-fold: to be able to use basic French in speaking, listening, writing and reading, and to acquire study skills necessary to learn a new language. French 1 students work to become proficient at discussing family, school, errands, travel, and hobbies, both orally and in writing, and to read and write short paragraphs and letters to enhance their study. Students are expected, by the end of the course, to understand French spoken at a measured pace, to gain basic comprehension from French spoken at a normal pace, and to learn strategies to cope with the gaps in their comprehension.

French 2 (full credit)

This course builds on students' skills in speaking, listening, writing and reading basic French. Continuing with the commitment to speak as much French as possible, students study the vocabulary, grammar and idiomatic expressions used in talking about oneself, past events and situations, daily routines and habits, and the future. Small group or pair work provides opportunities to practice dialogues and add personal content. We also watch French movies such as *Amélie* and *La Vie en Rose*. Student progress is evaluated through written and oral work, including tests, homework and class participation.

French 3 (full credit)

The goal of this course is for students to sharpen their skills in speaking, reading, writing, and listening as well as to increase their knowledge of French culture and literature. Students entering French 3 should have a solid background in basic French grammar and reading, and feel somewhat at ease using the past, present and future tenses when speaking about basic topics such as family, hobbies, likes and dislikes. Students cover a com-

plete study of the indicative tenses and a solid introduction to the present and past subjunctive at this level. Evaluation of student progress includes grammar tests, essays, oral interviews, presentations, class participation and comprehension of various reading selections. Students are expected to communicate in French at all times.

French 4 (full credit)

This course is a reading, writing and discussion class. The grammar focus is on perfecting the use of the indicative and subjunctive tenses as well as the small details of good usage. Students improve their reading, essay writing, and speaking skills to prepare them for advanced classes in Francophone literature and for world travel. Students read from a wide variety of news sources and literature selections, listen to French news, and speak about current topics in French and world culture. Students are expected to function entirely in French throughout the class. Evaluations are based on class participation, written and oral exams, oral presentations and interviews.

Advanced Francophone Literature 1 and 2 (full credit; half credit by advance permission only)

This course is an advanced reading, writing, and discussion class. We work in century units beginning with the XXth century and working back to the XVIIth century. Students read about the most important authors and list their major pieces and themes. The group then picks a piece to study, and begins in-depth research to prepare presentations on the historical and cultural context of the period. As we read, grammar and vocabulary are reviewed (or introduced) as needed for comprehension and expansion of skills. Discussion is a key component of the group work. As well as giving the short and long presentations mentioned above and the daily readings, students translate, and write in response to the text, or in the style of the text.

Chinese 1 (full credit)

Chinese 1 will introduce Mandarin Chinese to students who have no or very little background in the language. The course is a basic introduction to Chinese language and culture. Students will learn the Chinese phonetic system (pin yin) and Chinese characters. We introduce basic vocabulary and linguistic skills including self-introduction, greetings, directions, time, locations, dates and numbers, who, how and what questions, and expressions. By the end of the class, the students will carry out basic face-to-face conversations, and will write more than 300 characters. In addition to verbal skills, reading, writing, and listening comprehension are also emphasized, and students will learn aspects of Chinese culture throughout the class. Open to 9th graders or students who have completed a three year sequence in either French or Spanish.

English for Speakers of Other Languages

Two of the courses that speakers of other languages take in Language are listed below. See other courses under English and History.

Intermediate ESOL (full credit)

Students in this class need a strong knowledge of basic English grammar. By the end of Intermediate ESOL, successful students will have a command of most of the English verb tenses, the conditional forms, the use of gerunds and infinitives, and the passive voice. Students continue to build their accuracy and fluency in conversation and writing. Throughout the course, students develop academic English skills such as discussion, outlining, note taking, and research and presentation skills. Assignments are varied, with a balance among grammar exercises, reading assignments, personal and academic writing, research and presentations, and vocabulary practice. Materials include a grammar text with a communicative approach as well as readings, music, and videos on a variety of topics.

Advanced ESOL (full credit)

This course presents advanced grammar structures, varied reading and writing tasks, discussion tactics, conversation strategies, and ample new vocabulary. By course end, students should 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. News reports, lectures, films, and songs are all sources of language practice. Oral presentations, public speaking, and debates are also included, and some preparation for TOEFL. Assignments include regular grammar and vocabulary practice, readings from newspapers and magazines, and writing and presentation projects.

Mathematics

The mathematics curriculum aims to teach students the skills necessary for academic and personal success while examining some core philosophical questions: what mathematics is, how it has evolved, and what reasons we have for wanting to study it. Following our principles of progressive education our math courses not only cover fundamental materials necessary for college preparation but also encourages our students to explore the beauty of mathematics and its connection with other subjects.

Students at The Putney School are expected to take three years of high school mathematics and finish Algebra 2 before they graduate. Students who have finished Algebra 2 are encouraged to take advantage of our more advanced courses such as Statistics, Precalculus, Calculus and Survey of Computer Science.

Algebra (full credit)

Algebra begins with the investigation of mathematical functions. Students will explore the myriad of ways that functions can be used, interpreted and represented. From there, they move on to the study of linear equations and inequalities, rational numbers (fractions,

ratios, probability), irrational numbers (powers, roots), statistics, and finally an introduction to quadratic functions and more general polynomial functions. Emphasis will be placed on forming a solid conceptual and practical understanding of functions, equations and mathematical modeling as well as laying the foundations of algebraic techniques.

Geometry (full credit)

Geometry introduces students to the properties of plane geometric figures. Students study the general properties of polygons, parallel lines, and circles, and develop a basic understanding of trigonometry. The elements of formal proof and logic are also major components of this course. Students study areas and volumes of shapes and investigate practical geometric problems drawn from many domains. There is significant use of geometric and modeling software in this course as well. The overall goals of Geometry are to develop students' reasoning and visual thinking skills and to prepare students to study more complex mathematical problems in future courses.

Algebra 2 (full credit)

The main theme of Algebra 2 is the understanding of functions. Students begin by furthering their study of linear functions and systems from Algebra and then moving on to studying quadratic functions/equations and then more general polynomial and radical functions/equations. Major algebraic concepts students will also study include operations on functions, exponential and logarithmic functions, trigonometry, probability and combinatorics. Emphasis will be placed on word problems and algebraic skills necessary for both college mathematics and practical applications.

Precalculus (full credit)

The main goal of Precalculus is for students to further their understanding of the fundamental concepts and relationships of functions. Students will expand their knowledge of quadratic and polynomial functions and move

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on to study exponential, logarithmic, rational, piece-wise, and trigonometric functions. Students will investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use mathematical software to build understanding, make connections between representations, and provide support in solving problems. A major focus of this course will be having students apply mathematical skills and make meaningful connections to life's experiences.

Statistics (half credit)

This one-semester elective course examines statistics both as a rigorous study of data analysis and as a bridge to numeracy. Students will review elementary descriptive statistics and explore deceptively simple concepts, such as mean and median, in depth. From then on students will study topics such as measures of dispersion, data gathering and probability distributions and confidence intervals. This course will use computer software (spreadsheets, presentations, simulations and statistical packages) extensively. Data will be drawn from relevant sources including current political trends, environmental issues, the college application process and The Putney School's new Field House. Prerequisite: Algebra 2.

Survey of Computer Science (half credit)

In this one trimester introduction to the study of computer science, students will explore how computers work from low level architecture to high level application scripting and data analysis. Although basic programming is a major component of the course, other topics including circuitry, Boolean logic, cryptography, computer graphics and algorithms will be studied as well. This is a project based course; students who already have basic programming experience will be expected to devise and complete more challenging projects suitable to their level of expertise. A laptop computer is required for this course; students without laptops

are encouraged to speak to the department or the technology office to arrange a loaner. Prerequisite: Algebra 2.

Calculus 1 (full credit)

Calculus 1 is a course based around the concepts of limits, derivatives, and integrals. We approach calculus by following a traditional curriculum (the course covers the first three-fifths of a traditional college calculus course) through progressive means. Through a mixture of computer and graphing calculator activities and labs, investigative lecture-discussions and problem-based instruction, students will gain a conceptual understanding of calculus and learn creative methods of problem solving. Please note that The Putney School does not teach to the AP curriculum and that this course is not intended to prepare students for the AP exam.

Calculus 2 (full credit)

The continuation course of Calculus 1, Calculus 2 picks up where its predecessor left off by reviewing the basic concepts of calculus and then moving on to integration techniques and more applications of the integral, ultimately leading to power series expansions of functions. Particular attention is paid to differential equations and how calculus can be used to model scientific problems. This course also covers other traditional calculus topics such as parametric equations and polar coordinates. If time allows, students will study the beginnings of multivariable calculus at the end of the year. Please note that The Putney School does not teach to the AP curriculum and that this course is not intended to prepare students for the AP exam.

Advanced Topics in Mathematics (full credit)

This course is a full-credit small seminar designed for students who have finished Calculus 1 and have had some success in their mathematical lives. The purpose of this course is three-fold: it aims to present a broad survey of college and graduate-level mathematics to the

students, it provides an opportunity for the students to learn to write rigorous mathematics, and it provides a window into beautiful mathematical topics that exist outside of the traditional sequence embraced by secondary school curricula. Students may elect to take this course concurrently with Calculus 2. Topics covered vary depending on the interests of the students and the expertise of the instructor.

Science

The study of science at The Putney School revives, instills and encourages curiosity about the natural world by equipping students with the habits of mind needed to ask and answer questions using scientific method. Courses introduce fundamental biological, chemical, and physical principles through active inquiry, experimentation, direct instruction and exercises in problem solving. Advanced tutorials in the sciences are available. Upon graduation, students have understanding of essential methods and content sufficient for lifelong learning, responsible citizenship, and for further study of science at the university level, all with curiosity intact.

Ninth Grade Integrated Course Requirement

Ninth grade students are required to take Humans in the Natural World for three credits which integrates English, Social Science and Natural Science. This three credit course will include the science requirement for the ninth grade year. *(Please see page 5 for complete description of this course.)*

Biology (full credit)

This is a sophomore level course. Through the lens of evolution, students will study the characteristics of living systems: biochemistry, molecular interactions at the cellular level, the structure and functions of cells, tissues and organs within organisms, inheritance and mutation, and interactions between animals, plants, and the environment. The course's lab component emphasizes

learning by experimentation both inside the classroom and outside in the local environment, making use of The Putney School farm, woods, and fields. Students will learn how to ask a good scientific question, gather and analyze data, and present their findings in a clear, concise report. Other aspects of the course include learning to use scientific texts and journals, researching authoritative sources and discerning scientific claims from pseudo-scientific ones.

Chemistry (full credit)

Chemistry is the study of the composition and properties of substances and the changes they undergo. We begin our study with an examination of atomic theory, electronic structure, chemical bonding, and the periodic table. We then expand our study to aqueous systems, reaction types, and electrochemistry. Laboratory work is inquiry based and is an integral part of the course where students engage in the scientific method, work cooperatively, and hone writing skills. The course emphasizes analysis, observation and critical thinking about these topics using solid scientific evidence to support or refute a viewpoint. By the end of the course, the student will have a sound understanding of chemical principles.

Physics (full credit)

Students look at familiar phenomena from the perspective of an experimental scientist. Reasoning is developed through an emphasis on deriving equations to make predictions and then designing experiments to test those predictions. The skills of computation and estimation are developed throughout the course. 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. While this class is best taken in conjunction with Precalculus or Calculus, two years of Algebra is a prerequisite.

Science Electives **Advanced Chemistry (half credit)**

This upper level chemistry elective uses laboratory based inquiry to explore complex chemical systems. It will focus on honing a student's skill in the laboratory as well as exploring topics not covered in introductory chemistry. A substantial component of the course will be dedicated to independent research designed and executed by each student. Prerequisites are Chemistry and Algebra 2.

Anatomy and Physiology (half credit)

This biology course explores the natural history of the human body, the anatomy of its parts and the processes of our physiology. Using the systems of the body as our organizational framework, the complex interactions that keep life in balance will be understandable as common patterns appear. Through lectures, discussions, dissections and quantitative lab experiments, we will make sanitized conceptual images of the body come alive and see the processes of physiology in action. Texts: Principles of Anatomy and Physiology by Tortora and Grabowski, The Anatomy Coloring Book by Kapit and Elson, Visible Body 3D Human Anatomy Atlas. Prerequisites: Biology and Chemistry or permission of the instructor.

Biodiversity and Conservation Ecology (half 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 and how we can protect these. We will also examine threats to ecosystem integrity and how we can prevent, mitigate or reverse them. Class time will include short lectures, lots of discussion, habitat explorations, field labs, participation in research and monitoring activities

underway on campus and in our region, meetings with professionals working in the field and presentation of fieldwork. Emphasis will be placed on field methods. Prerequisite: Biology.

Complex Systems: Agroecology (half credit, offered alternate years, will run in 2012–2013)

This biology course will use The Putney School and other local farms to view the ecology and sustainability (both environmental and economic) 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, familiarize ourselves with soil and plant ecology and how nutrient cycles determine how and what we can grow. We will discuss sustainability issues with respect to agriculture (climate change, organics, GMOs, soil acidification, water conservation, pest management, etc.). While the focus will be on dairy farming, we will also work with local vegetable farmers, orchardists, and permaculturists. Readings will consist of excerpts from a variety of scientific texts, trade publications, scientific journals, newspapers, and agricultural texts and histories.

Complex Systems: The Built Environment (half credit, offered alternate years, will not run 2012–13)

This elective will use The Putney School campus as a laboratory to learn about sustainable building systems and practices. Students will come away with a knowledge of 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 geopolitical, economic, and ecological forces driving our concern about sustainability, especially with regards to energy. We will investigate the ways we use energy at school for food, fuel, and manufactured products, calculate how this contributes to our carbon footprint, discuss alternative methods for meeting our

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energy needs, and debate how science, politics, and economics affect our ability to make sustainable decisions. Main text: Tom Wessels' *Myth of Progress*.

Introduction to Astronomy (half credit)

It hardly seems reasonable to detect an object that by its very nature is unobservable, or to claim knowledge of the composition of stars with any scientific certainty. Yet astronomers have reached many such conclusions, and we will follow their chain of reasoning. Topics to be discussed are 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. Over time, we will reconcile observations made at night with knowledge developed in the classroom. 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. A chemistry background is preferred. Completion or concurrent enrollment in Algebra Two or above is required.

Molecular Genetics (half credit)

This investigative course is an introduction to molecular biology and genetics. We will touch on the four core pillars of science: understanding principles, designing experiments, analyzing data, and clear dissemination of knowledge, while learning standard laboratory techniques such as gel electrophoresis, transformation, protein extraction, chromatography, and tetrad analysis. Projects range from labs that confirm principles and introduce techniques to investigative projects where student data will be compiled over several terms to form a complete story. Collaboration with the arts department allows exploration of different concept presentation mediums. Throughout, we examine how science impacts society and vice versa. Prerequisites: Successful completion of biology, chemistry and algebra 2 or permission of instructor.

Advanced Molecular Genetics (half credit/full credit)

Docendo Discimus – We learn by teaching. Students have the option to assist in the instruction of introductory molecular genetics and hone their skills through teaching peers what they have learned. In addition, all students use the background and techniques learned in the introductory class to pursue challenging group and independent projects. All projects, whether group or individual, are generated through a collaborative process. Students delve into the finer points of experimental design and present their work to the entire class several times throughout the course. Prerequisites: Successful completion of Molecular Genetics and permission of the instructor.

Ornithology (half credit)

This advanced biology elective will use the world of birds to explore scientific ideas and practices in depth. We will practice identification and learn taxonomy of common and rare birds of the campus and region. We will explore avian anatomy and behavior to learn the evolutionary adaptations that make birds unique. We will monitor birds in the field and in the hand. We'll use our data and study the observations of other ornithologists to find out how birds give us information about our environment. As we appreciate the beauty of birds, we'll find that practice and persistence open new worlds of science to lifelong learning. Texts include *The Sibley Guide to Birds of Eastern North America*, by David Sibley and *Ornithology*, by Frank Gill.

Physiological Ecology (half 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 learn how to identify the most common plant and tree species living in

our forests and a variety of forest types, investigate our area's geologic history, soils, natural and human disturbance histories, and current stressors (climate change, acid rain, pests, etc.). Through first-hand field work and readings, students will discuss and explore concepts like natural resource management, sustainable forestry, and other ecological and forestry principals. Main text: Tom Wessel's *Reading the Forested Landscape*. Prerequisites: Biology.

Arts

Involvement in the arts is one of the central Putney experiences, and the academic arts program, encompassing a diverse range of disciplines in the visual and performing arts, forms the core of the arts program. Studio visual art courses seek to increase a student's awareness of the visual world, to support the controlled development of a student's unique imagination and emotion into visible form, and to promote an intellectual understanding of the basic formal elements and technical processes of a discipline. Music courses introduce students to the language and art of music, from both an academic and an aesthetic viewpoint. A full range of theater classes are offered during the academic day, as is a modern dance class with a focus on building both a technical and creative foundation from which to move.

Students in arts courses have the opportunity to continue and expand their interest by participating in the Evening Arts program. In theater, students rehearse, produce and perform a fully staged production twice a year. Various vocal and instrumental ensembles meet during the evening. Dance is represented by Afro-Modern, Latin, and hip hop classes and rehearsal time for the performing group, Dance Ensemble. Studio art classes meet at this time, as well as other classes such as blacksmithing, jewelry and stained glass, which are not offered as academic courses. Many students continue their work in the arts during Project Week, and seniors often choose tutorial

courses and Senior Exhibitions in the arts, to delve into their media in greater depth and concentration. *Please note: some courses (particularly visual) may require a materials fee.*

Visual Arts

Drawing I (half credit)

In this course, students develop their ability to perceive the world around them and skillfully translate their perceptions to paper. Students will become fluent in expression of the basic elements of visual experience: light, gesture, edge, mass, texture and space. Subjects will include the human head, the figure, still life, landscape and interior in a variety of wet and dry media. Participants will be encouraged to explore personally significant themes by maintaining a sketchbook of images from daily life. Images of notable artists will be studied in class and in a visit to a major museum. The class will regularly critique and discuss each other's work in order to share experiences, identify successful elements of student work and support each others' efforts.

Drawing II, III (half credit)

In this course, students learn to express the perceived world with greater skill and clarity as they develop the expressive elements of a personal style. Students are encouraged to explore new media and approaches and to develop their fundamental skills more fully. Emphasis is placed on interpretation and discussion of one's own work and the work of others. Subjects will include the human head, the figure, still life, landscape and interior in a variety of wet and dry media. Participants will be encouraged to explore personally significant themes by maintaining a sketchbook of images from daily life. Students will also develop a portfolio on a single theme consisting of many extended studies and variations in approach. Prerequisite: Drawing I or permission of the instructor.

Painting I (half credit)

This course will focus on developing the expressive and structural elements of painting. Students will come to understand and control color through the expressive application of acrylic, oil and watercolor paint. Subjects will include the figure, head, still life, landscape, and interior, as well as invented sources and images of personal significance to each student. The works of acknowledged masters and other relevant precedents will be studied, both in reproduction and in a visit to a major museum collection. In frequent class discussions, students will share experiences, identify successful elements of design, composition, materials and color and provide mutual encouragement. Participants will create a cohesive body of work related to a specific theme. Prerequisite: Drawing I.

Painting II, III (half credit)

This course, intended for students with a strong foundation in drawing, allows them to pursue ideas of color and painted form with emphasis on the head, figure, and landscape. Fundamentals of painting are stressed and students are encouraged, through specific projects, to develop a "painterly vocabulary" of color, light, and form. Concepts of abstraction and representation are addressed as students increase their visual awareness and understanding in relation to their own painting. The course culminates in large-scale paintings and projects based on themes of personal interest to each painter. Participants will articulate their ideas through frequent presentations, group discussions and critiques. Prerequisite: Drawing I, Painting I, or permission of the instructor.

Printmaking I, II (half credit)

This course will focus on learning various printmaking techniques as well as developing students' individual creative processes and imagery. Students will explore intaglio (etching, drypoint, and aquatint) and relief (linoleum cut and letterpress). Further emphasis in the class will be on the self-editing process,

keeping an active sketchbook, studying the elements and principals of design, looking at historic and contemporary printmakers, and developing an individual and expressive voice.

Students in Printmaking II will explore techniques in intaglio, lithography, and relief printmaking through sustained individual projects.

Prerequisite for Printmaking I: Drawing I, or one class of Printmaking evening activity. Prerequisite for Printmaking II: Printmaking I class.

Sculpture I (half credit)

This course guides students in exploring the skills and techniques of sculpture using various materials and approaches. Students will learn the processes of modeling, carving, and welding using clay, wax, plaster, wood, stone and metal. Drawings and three-dimensional models will be used to create designs for sculpture. Students will be expected to complete sculptures in various media. Understanding the history and integrity of the material are emphasized as students create their work. Realism, abstraction, and symbolism are explored as ways of translating ideas into sculptural form. Reading and written work, presentations, discussions, field trips, and critiques integrate the work of other sculptors with the student's studio work. Prerequisite: none.

Sculpture II, III (half credit)

This course, intended for students with previous sculpting experience, allows them 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. Students learn to articulate thoughts and goals for their own work through reading and written reflection, presentations, discussions, and critiques. The class will study the work of past and contemporary sculptors. Prerequisite: Sculpture I or permission of the instructor.

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Ceramics I, II (half credit)

This class exposes students at all levels of experience to the wide array of techniques that are possible for the means of expression with clay. Students are expected to develop good craftsmanship and pay attention to detail. Innovation and experimentation are highly encouraged. Students move through increasingly complex techniques in both hand building and wheel work. Along with different construction methods, students are introduced to a variety of surface decoration possibilities, such as texturing, carving and painting with slips. Form, design and proportion are explored as well as function. Students fire their work in a gas kiln and in the spring and fall may have the opportunity to do Raku and pit-firings. Studio work is augmented with study of relevant books, magazines and videos. The Ceramics II class is offered to students who have completed two trimesters of the Ceramics I academic course who want to deepen their mastery of ceramics through more advanced techniques.

Fiber Arts I, II (half credit)

This is a studio art course, using textiles to explore structure, function, color and design. Through individual projects, students will learn about a wide range of techniques, leading to the development of an idea into a finished product. The primary focus is on weaving, but felting, basketry, dyeing, sewing and quilting may be covered.

Fiber Arts II is offered to students with previous experience. The focus of the course will be independent projects in the students' areas of interest including weaving on four- and eight-harness floor looms, exploring color through dyeing cellulose and animal fibers, paper making, knitting by hand and machine and clothing design and construction. Prerequisite for Fiber Arts II: two trimesters of Fiber Arts I or permission of the instructor.

Photography I (half credit)

This course examines photography as a visual language. With the help of traditional film cameras, students will explore design elements such as light, line and symmetry in order to build expressive compositions. In addition, we focus on narratives, series building and editing. Students will learn how to process their own negatives and print black and white photographs. Assignments are given with presentations that introduce students to the history of photography. Alternative printing processes will also be covered, including collage printing, multi-media, and toning. Cameras are available to borrow though it is always helpful if a student has their own. Students can purchase film and paper at the school store. The cost of supplies is \$50-\$80.

Photography II, III (half credit)

This course builds upon the foundations provided in our basic photography class. Students in this class create portfolios of images. Each portfolio has its own concrete focus and offers the student the opportunity to do in-depth exploration of a genre or alternative photographic technique. Examples of genres include portraiture, still life, existing light and documentary photography. Alternative techniques include infrared film, large format cameras and digital photography. Emphasis is put on building a strong group of images through thoughtful editing of work and careful consideration of compositional features. Prerequisite for Photography II, III: Photography I, II or permission of the instructor. Supplies can be purchased online or through the school store.

Digital Filmmaking (half credit)

This hands-on course explores the use of digital filmmaking through its narrative, animated and documentary forms. Students produce short films to broaden their perception of the visual and aural world as they acquire a cinematic vocabulary for visual storytelling. Students will examine elements of composition,

screenwriting, cinematography, lighting, sound recording, animation and digital editing using Final Cut Express4 as they create short films, soundscapes, and animations. Works by historical, contemporary and foreign cinematic artists will be viewed throughout the course.

History and Language of Art (half credit, offered alternate years)

It might be said that the aim of art is to relate the exterior world that we inhabit to the interior world that inhabits us. Through study of Western art from the late medieval period to the 20th century, students learn to see art clearly and relate what they see to its cultural context, with the aim of fostering a lifelong pleasure in looking at art. The class will study works in reproduction and in visits to major museums. Students will also study techniques and materials through hands-on experience of silverpoint drawing, fresco and oil painting, including the manufacture of selected media from raw materials. Students will write critiques of paintings and will execute schematic copies of works of art to reveal their compositional elements. The course culminates in presentation of individual research projects. Meets senior humanities credit; does not fulfill the arts requirement.

A Survey of Contemporary American Art Since 1945 (half credit, offered alternate years)

This course will focus on major movements in contemporary American art, design and architecture from Abstract Expressionism to the present. Significant American artists will be covered in depth, and students will analyze the sometimes-contradictory formal, ideological and political conditions that made American art predominant throughout the world during this period. The social and cultural transformation rooted in mass media technologies such as television, video, photography and the internet will also be explored, including pop art and elevated consumer commodities. The course includes a trip to New York City to see major museum and gallery

exhibitions and meet contemporary artists at work in their own studios. Meets senior humanities credit; does not fulfill the arts requirement.

Visual Arts in the Evening Arts Program include: Animation, Blacksmithing, Ceramics, Diplomas, Painting, Figure Drawing, Jewelry, Knitting, Origami, Photography, Printmaking, Sculpture, Sewing, Spinning, Stained Glass, Weaving and Woodworking (see pages 25–28 for complete descriptions).

Music

Music Foundation (half credit)

Music Foundation gives students an introduction to the mechanics of music and an opportunity to learn fundamental musical skills. The course is a very practical one, focusing on the basics of music reading as applied in singing and in playing the piano, and the basics of chord reading on the guitar. Students will learn how to sing in tune with a good tone, the basics of the keyboard and how to play simple songs on the piano both through reading and by ear, as well as basic chording on the guitar and how to choose chords for simple song accompaniments. This course is recommended as a prerequisite to Music Theory I. Students should have an acoustic guitar and may purchase a good, basic one through the school. Some guitars may be available on loan to students for whom the cost of purchase is prohibitive.

Music Theory I (half credit)

Music Theory I is intended to take musicians with some basic knowledge of the mechanics of music (note reading, beginning familiarity with the keyboard or other pitched instrument) to a deeper level of understanding of the way music works. The course focuses on the written and aural comprehension of pitch and rhythm as well as phrase structure, melody and basic harmony. The course includes technology-based work using Musition and Auralia software. Prerequisite: Music Foundation or permission of the instructor.

Music Theory II (half credit)

In Music Theory II we delve into deeper topics of music writing and analysis: Four-part writing, non-chord tones, chord progressions, melody writing, advanced harmonies, modulation and musical form. Basic orchestration and modern compositional techniques are also introduced. Advanced aural and harmonic skills are reinforced through technology-based work using Musition and Auralia software. The course culminates in the complete harmonic and structural analysis of a major work for piano in sonata form. The course is open to students who have completed Music Theory I or the equivalent.

Music Composition (half credit)

This course explores the creation and notation of musical ideas for acoustic and electronic media. The course is designed to be a natural progression from the Music Theory course and continues the process of learning to create and notate musical gestures and ideas. The course begins with melody writing in modes and scales and progresses into counterpoint, harmony and modern techniques. Students will notate their music both in manuscript and in the Sibelius notation program. 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. Prerequisite: Music Theory I and II or equivalent with permission of the instructor.

Music Intensive (half credit)

This course is designed for advanced musicians who would benefit from a focused and individualized setting in which to develop their skills. The curriculum for the course will be developed by the student in collaboration with the course instructor, but is subject to approval by the private lesson instructor where appropriate. Students must establish and adhere to a weekly schedule of at least three hours per week of practice time (in addition to class time and pri-

ate lessons). Three short performances (such as performance of a song in school assembly) and a longer final lecture/demonstration are required. Admission to the class is by permission of the instructor. Students enrolled in private music lessons receive priority.

Jazz Basics (half credit)

This course focuses on the theory and practice of Jazz improvisation. Students will develop both an awareness and understanding of jazz tradition and a personal style within that tradition. The course includes the study and mastery of chords, scales, modes and rhythms in order to give the student improviser the tools needed for mature musical expression. This course is open to any student interested in the various practices and processes of musical improvisation. As Jazz is a global phenomenon incorporating many world music influences, genres from India, Latin America, Africa and Europe will also be examined.

Chamber Music (half credit)

This academic class is open to advanced instrumentalists, primarily string, woodwind and keyboard players. The course provides intensive coached rehearsal of chamber music leading to improved individual and collaborative playing skills, as demonstrated in performances. Time will also be dedicated to developing efficient practice skills and to the formation of strategies to manage performance anxiety or “stage fright”. Prerequisite is an informal audition. All participants (except pianists) are expected to take part in the Putney Community Orchestra.

Music in the Evening Arts Program

includes: African Drumming, Encountering Music, Music Practice, Music Production and Recording Arts, Songwriting, Music Practice and Electronic Music Studio as well as the Music Ensembles: Putney Community Orchestra, Madrigals, Jazz Combo, Jazz Ensemble, Celtic Music Ensemble (see pages 25–27 for full descriptions).

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Support for Music Program

In addition to the academic program, the following nonacademic 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 during afternoon activity time one or two days per week in up to two of the three trimesters in Putney's schedule.

Private Music Lessons

Private music lessons in a wide variety of instruments and voice are offered on campus for an additional fee billed to the students' accounts. Scholarships are available to students receiving financial aid for tuition. In order for lessons to be scheduled, students and parents must sign the Music Lesson Agreement form, which explains the financial and scheduling terms of music lessons at The Putney School. Music lessons may be taken for academic credit. (See Music Intensive course above).

Theater

Acting for the Stage (half credit)

This course introduces students to the art of acting through work on monologues, scenes and improvised pieces. Students explore a range of acting styles and performance skills while utilizing internal and external methods of developing a characterization. Improvisation will be used as a means to explore character and produce written work. Students will learn to deal with performance anxiety as they create original theater pieces that are performed for their peers. Facility working with other performers is stressed, as is giving and receiving constructive criticism. Rehearsals outside of class, readings and written work are required elements of this course.

History of Theatrical Performance (full credit)

This class concentrates on the history of acting from the Greeks through

Shakespeare, Molière, Ibsen, Chekhov, Brecht, Beckett, and other writers from the twentieth century. Through scene study and play analysis students will develop and apply the necessary skills to perform a particular style or period of drama, within a cultural and historical context. Written assignments are required as well as extensive scene study. Performances for the wider school community are encouraged. This course meets the requirement for a Senior Humanities credit as well as an Arts credit. Prerequisite: Acting for the Stage or permission from the theater director.

Theater Intensive (half credit)

This course is designed for advanced students interested in pursuing an aspect of theater. Students may choose to direct, perform or write a play. The emphasis is determined by the student before enrollment and approved by the theater director. A presentation of the work is required at the end of the trimester. Prerequisite: History of Theatrical Performance and/or permission from the theater director.

Theater in the Evening Arts Program.

One play in the fall and a musical in the spring are produced as part of the evening program (see page 26 for a full description).

Dance

Modern Dance I (half credit)

This course provides students with a chance to explore the evolving art form of modern dance. Exploring anatomy as it relates to the body as an instrument of expression, students learn to "listen" to their innate physical intelligence. This class observes the history of modern dance by exploring its development within the context of history. Students will learn the basic building blocks of modern dance, preparing them for the more advanced afternoon classes. This is supported by journaling, reading, viewing DVDs and attending live performances. The class may be repeated (Modern II, III, etc.), as an independent path of study that relates to the focus of

the class, developed collaboratively with the teacher. This provides a chance to delve more deeply into choreography, culminating in performance.

Ballet I (half credit)

This course provides students with a chance to explore the evolving art form of Ballet. Exploring anatomy as it relates to the body as an instrument of expression, students learn to "listen" to their innate physical intelligence. This class observes the history of ballet by exploring its development within the context of history. Students will learn the basic building blocks of Ballet, preparing them for the more advanced afternoon classes. This is supported by journaling, reading, viewing DVDs and attending live performances. The class may be repeated (Ballet II, III, etc.), as an independent path of study that relates to the focus of the class, developed collaboratively with the teacher. This provides a chance to delve more deeply into choreography, culminating in performance.

The Dance Program

offers both Modern Jazz and Contemporary Ballet during Afternoon Activities (see page 22 for full descriptions) and Afro-Modern, Dance Ensemble, Hip Hop, and Latin Dance as part of the Evening Arts Program. (see pages 25-26 for full descriptions).

Seminars

A grade-level seminar is required while students are studying on campus. The student's life is enriched in many areas in the seminar which meets once a week during the noted trimesters. Following are descriptions for each seminar:

Health Seminar (9th Grade)

This trimester seminar is an introduction to boarding school life through the lens of the individual student's health. Topics include self-care and stress reduction, community life, sexuality and substance use.

Music Seminar (9th Grade)

This trimester seminar is intended to give all Putney students the basic skills they need to be effective participants in the all-school Sing, by focusing on vocal production and music reading. For many, this means finding their “adult voice” for the first time, allowing them to read the music confidently, rather than being limited to learning by rote. The sheer size of the repertoire (108 songs), not to mention the complexity of the part-songs, requires that all students be able to hold their own in the four-part choral idiom. This seminar helps them move toward that goal, so that they may participate fully in the school’s singing tradition.

Technology and Research Seminar (9th Grade)

This trimester seminar is designed to provide students with the basic technology and research skills they will need throughout their career at Putney and beyond. We will discuss current issues in technology such as digital footprint, the pros and cons of social networking, the free and open source software movement, the idea of “progress” and other relevant topics as they present themselves. We will also explore the basics of building a web site, online collaboration and research tools and the various resources available to them at The Putney School.

Health Seminar (10th Grade)

This seminar begins with a more in-depth review of individual health issues. The focus then shifts to the community level, and students engage in small group discussion. Students take this seminar in one of three trimesters.

College Planning Seminar (11th Grade)

In this two-trimester seminar, juniors will learn about the elements of the college application process, including how to identify suitable colleges, the role of the transcript and standardized testing, recommendations, communicating with

admissions offices and visiting college campuses. At the end of the year, each junior should have a tentative list of colleges to investigate over the summer.

College Applications Seminar (12th Grade)

In this fall-trimester seminar, seniors will finalize their college lists, complete the Common Application, identify recommenders, and prepare portfolios and audition pieces as applicable. One week-end in October is dedicated to helping seniors generate and revise one to two personal essays suitable for use on college applications. Individual meetings with the college counselor are always encouraged, and are more important than ever this trimester.

Student Support

Conference Blocks

We have four conference blocks each week to allow students and faculty concentrated and flexible time together or alone. This is academic time which allows for student-teacher conferences on projects, papers or other class work, extra help sessions, student study groups and individual homework time. Also scheduled during conference time are grade-level seminars, music lessons, tutoring, health appointments and meetings with the college counselor or other college-related visitors.

The Learning Center

The Learning Center provides academic support in the form of organizational help, study skills and math workshops. The learning center director is available for advice for students having specific challenges meeting the demands of their academic work. Located in the center of campus, the center serves as a resource for all students, not just those with particular learning differences. Students who require additional tutoring on a regular basis may arrange this through the Learning Center Director.

The Putney School understands that we have students with a variety of

learning styles in every classroom, and we do not treat those with learning differences as “other.” Our assignments and assessment tools embrace multiple styles of learning, and our teachers provide specific accommodations for students with academic testing on file.

Library

Bibliographic instruction and library skills are integrated into the existing curriculum at The Putney School, so that students gain varied and authentic experience using the library. Because of the project-oriented nature of much of the Putney curriculum, students are required to design 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 the library’s book and periodical collections.

Instructional

Technology Center

The Instructional Technology Center (ITC) is located next to the library. The ITC serves as a central site for teachers and students to learn new technologies and to improve their skills on the programs they already use as well as get help from the IT staff. The center provides the equipment and facilities so that students can create with and incorporate technology into an assignment. Beyond the ITC there are a wide variety of technologies available from video production equipment, digital video cameras, digital still cameras, MIDI controllers and music composition applications, ProTools based digital recording equipment, scanners, and color and black and white printers. The computers in the ITC have a variety of software titles suited for video production, web page design, graphics, digital photography, video conferencing, document scanning and desktop publishing.

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Options for Independent Work and Study

Senior Tutorial Courses

Working with a faculty sponsor, seniors may design an independent course of study during the fall or winter trimesters, that expands current offerings. Each course must be reviewed and approved by the Educational Program Committee (EPC).

Work Term

Juniors and seniors in good standing may submit a proposal to do a work term. This program is intended to provide qualified students the opportunity to explore an area that might be of future career interest. This experience is conceived as a full-time but not-for-profit apprenticeship. Juniors may propose to do work terms during the three weeks of spring break. Seniors may propose to do a work term during the December project week and part of the winter break or during the spring break.

Senior Exhibitions

Senior Exhibitions are an opportunity for seniors who are in good disciplinary standing and good standing in both the academic and non-academic programs to design and complete a spring trimester independent project, ideally interdisciplinary, culminating in a body of work that will be exhibited. Students are expected to create a project that draws upon the breadth and depth of their educational experience at Putney. There will be a final presentation to the school community at the end of the trimester, before project week. At these presentations, there will be outside evaluators who are practitioners in the field or fields of the Exhibition who, with faculty sponsors, grant or deny credit.

Academic Office Procedures

Grades

We believe that students should learn to work for the love of knowledge, the excitement of discovery, and the joy of using their minds effectively. Therefore, teachers do not show grades to parents or students. Students are evaluated through regular discussions between themselves and teachers, through written comments on assignments, and all students and their parents receive a full set of detailed written reports six times a year. Written evaluations are specific and intended to indicate to the student his or her level of achievement. We also record grades six times a year at each marking period. These grades are noncumulative and reflect work done in that marking period. The academic dean and class deans will evaluate students' academic standing at the end of each marking period. At that time, the deans will determine whether a student should be moved onto Academic Warning or Academic Probation based on their grades and effort marks.

At the end of each trimester students receives cumulative grades for the trimester and final course grades are recorded. This allows us to provide colleges with records of academic achievement.

The college office shows the transcript including grades to juniors during the winter trimester. At that point, seniors and juniors have the option to view their grades. Subsequently, before grades for classes are submitted to the academic office, seniors and second trimester juniors have the opportunity to meet with their teachers to discuss their grades and academic standing in the class. Likewise, the academic dean may decide to discuss grades with parents or students if that is necessary to help a particular student understand his or her academic standing at the school.

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 Senior Independent List (see the *Student and Parent Handbook*) and in identifying students about whom a teacher has some concern. Students in good standing are expected to maintain consistent effort. Students are given their effort marks at the same time they receive their reports.

Participation

Of the five core values of The Putney School, participation is perhaps most essential to the success of our daily endeavors. All of our programs—from classes to assemblies, evening activities to Sing, and sports to work—are designed to be most enjoyable and most effective with everyone present. Attendance at Putney, as in life, is mandatory. We assume that students will make every effort to fulfill their commitment to participate fully and respectfully and will communicate in advance if they are unable to do so. Students unwilling to embrace the value of participation and who fail to meet their commitments as a result, will find their membership in the community in question.

Transcripts

The Putney transcript records course grades for each trimester as well as the final grade for each course for each student. The student's record of participation in the nonacademic programs of the school is also recorded. If a student does not graduate from Putney, a withdrawal or dismissal is noted on the transcript. Major suspensions lasting more than a week also are noted.

During the winter trimester, juniors receive an unofficial copy of their transcript as part of the college planning course. An unofficial copy of the final junior transcript is sent to the junior and the parent in the summer between junior and senior year. In the fall or early winter of the senior year, students must request that an official copy of the transcript (generally with first trimester marking period or fall trimester grades) be sent to colleges to which he/she has applied. Then, after

the student notifies the college office of his/her college enrollment choice, the final transcript is sent in June.

As with the college process, if a parent or student wants a transcript sent, a request in writing is necessary. E-mail to lmatteau@putneyschool.org, fax to 802-387-2305, or mail to Registrar, The Putney School, 418 Houghton Brook Rd., Putney, VT 05346-8675. If all tuition payments are current, an official transcript may be sent directly to an institution of learning or employment.

Leaves of Absence for Educational Purposes

Students who qualify by virtue of good citizenship and good academic standing may apply for an educational leave of absence, to participate in exchange programs approved by the Educational Program Committee. Normally, only two students per year will be permitted this leave. Interested students should see the Academic Dean for a copy of the guidelines for applying. Parents or guardians are advised to contact the business office to discuss financial implications of terms away from Putney. Given the expense of most of these programs we are unable to provide any financial aid awards to families who may opt to pursue spending a trimester away from the school.

Fortunately, some trimester programs do provide financial aid to participants. We strongly encourage families to contact the school prior to beginning the admissions process to an academic program that may take a student away from the school.

Please contact both the business manager at 802-387-6245 and the director of financial aid at 802-387-6243 if you have any questions or concerns regarding this policy.

Afternoon Activities

Students are required to participate in weekly physical activity—either work or sport—at least four afternoons for two terms and two afternoons for one term. The sports program allows students to enjoy physical activity for its own sake and to develop life-long exercise habits. The Work Program involves students in projects necessary to sustain our school community and the farm on which it is located.

Competitive Sports

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

Basketball (winter; boys & girls)

With our brand new Field House, the boys and girls basketball 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 are expected to commit to high levels of individual effort as well as 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 are expected to provide their own equipment, learn how to take care of it and

how to wax. The school provides waxing facilities and waxes for racing and training. Opportunities beyond interscholastic racing are available for serious competitive skiers.

Cross-Country Ski Training (fall; coed)

To get in shape for the ski season, students combine cross-country running and racing with roller skiing, core strength and balance drills and sequenced interval and pace training. In addition to specialized workouts, students meet and often train with the cross-country running team.

Lacrosse (spring; boys & girls)

Anyone who is willing to work hard can be on the lacrosse teams. The first weeks are usually spent getting into shape after a long winter and reviewing the basics of throwing, catching and cradling. Each member of the team is guaranteed playing time in interscholastic contests and the group works hard to build a team ethic. The school supplies helmets and pads for the boys. Generally students are expected to buy their own sticks.

Rowing (fall/spring; coed)

The goal of the rowing program is to help students enjoy a lifelong sport. Emphasis is placed on participation and cooperation rather than competition for a seat in the boat. During the fall, novice rowers are taught the basic techniques with help from more experienced rowers. Advanced rowers are encouraged to compete in fall races such as Putney's Green Mountain Head. Throughout the year students maintain the boathouse, install and remove the docks, and assist with the Green Mountain Head regatta.

Soccer (fall; boys & girls)

The soccer teams welcome players of all abilities and the emphasis is on learning the game. There are no tryouts and everyone gets playing time. Coaches seek to instill the values of participation,

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fun, sportsmanship, and competition against a background of fundamental athletic training and skills development. The teams train four or five days a week and play a full schedule of home and away games against other schools, most recently joining the River Valley Athletic League(RVAL). Although extensive soccer experience is not a requirement, all players must be committed to improve their skills and fitness, to become part of a spirited team, to compete in games, and to show up to practice regularly, on time, and focused. Soccer cleats, shin-guards, and running shoes are necessary.

Recreational Sports Activities

All recreational sports are coed, and meet twice a week.

Alpine Skiing and Snowboarding (winter)

We travel to Mount Snow (about a 40-minute drive) on Wednesdays and Sundays. This activity is open to individuals of all skill levels. Mount Snow maintains over 100 trails and has excellent snowmaking. Rentals and lessons are available and there is also a halfpipe for snowboarders. A minimum number of lessons is required to ensure that participants can negotiate the mountain safely. Transportation is provided but students must purchase a trail pass and equipment. Season-long rentals are an option that many students take advantage of.

Contemporary Ballet (level 1, 2 & 3) (fall, winter, spring)

As many star athletes have discovered, contemporary ballet builds a strong, expressive physical foundation! In a supportive and fun group environment, each individual will gain core strength, flexibility, alignment and articulation.

Level 1- all are welcome, no prior experience is necessary.

Level 2 & 3 for dancers with previous experience the opportunity to

further expand their movement vocabulary, strength and ability. Pointe is offered, if requested and appropriate.

Modern Jazz Dance (level 1, 2 & 3) (fall, winter, spring)

One day a week, dancing to live percussion, we focus on Modern dance, combining elements of the Horton and Graham Techniques, influenced by other diverse styles. On the other day, following a vigorous and invigorating workout to build full-body strength and gain flexibility, students explore contemporary styles of jazz with an emphasis on rhythm, energy and fun! Level 1-all are welcome, no prior experience necessary. Level 2 & 3-offering dancers with previous experience the opportunity to further expand their movement vocabulary, strength and ability.

Cross-Country Skiing (winter)

See Cross-Country Skiing, above.

Hiking (fall, spring)

Hiking invigorates the body, calms the mind and stimulates the senses. We will do some bushwhacking, but most of our walks will be on trails through the woods and fields in the vicinity of the school. We will refer to existing trail maps and create our own maps of our walks. Come prepared to walk with comfortable walking shoes, sneakers or boots, a water bottle, jacket and hat (optional). We 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 advanced riders. Students learn to care for horses at the school's stable. The program emphasizes English riding. Jumping and dressage lessons are available. Students may bring their own horse but there is a waiting list. There is a \$400 charge for participation in two days of this program per term. If you bring your own horse

you do not have to pay the \$400 fee but there is a monthly board fee of \$350, plus responsibility for your vet and farrier bills.

Conditioning (winter)

In Conditioning, we spend the trimester working to develop a comprehensive level of fitness for each student. We gear our workouts towards increased strength and flexibility. We utilize a cross training approach featuring running, weightlifting, plyometrics, and other techniques to prepare students for a healthy spring and summer!

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 of the week to best develop their skills and fitness. Occasionally, when the weather is inclement, we'll take time to clean and perform routine maintenance on our bikes. Participants must supply their own mountain bikes and helmets.

Renaissance-Style Fencing (winter)

Renaissance-style fencing is a historical martial art that aims to re-create the techniques of dueling taught by the masters of the 16th century 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.

We will 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 (spring)

This activity meets on Wednesday afternoons for 4+ hours as well as two other short (30-45 minute) sessions during the remainder of the week. Our climbing on Wednesdays will usually be off campus at various local climbing areas, exploring a wide range of rock types demanding a variety of climbing styles. We will also make extensive use of the the climbing wall in

the new Field House for our shorter weekly sessions and on Wednesdays when the weather keeps us inside. At the wall, we'll focus on building strength, endurance and technique, making our climbing outdoors more productive and also helping to reduce the risk of injury. Students in the climbing program will help develop routes and problems on the climbing wall, learn about safety systems on the wall and outside on natural rock, and gain new skill and confidence at all levels of ability.

Running and Fitness (fall, spring)

Students will combine running on our beautiful trail system with stretching and strengthening exercises. The combination is guaranteed to leave you feeling fit and healthy. And it's a great way to work up an appetite for dinner.

Snowshoeing (winter)

Snowshoers enjoy scenic tours through the snowy woods, taking advantage of the school's rural campus and miles of trails. If the snow is limited, the group of 10 or 15 students will go hiking instead. The school supplies snowshoes and students learn how to use them and maintain them. Participants learn to appreciate the pace of snowshoe travel, the beauty of the winter landscape, and the ability to travel through areas normally inaccessible the rest of the year, such as wetlands.

Ultimate Frisbee (fall, spring)

Ultimate Frisbee is organized as a two-day recreational sport in the fall and spring. Ultimate is a wonderful game to play at the high-school level for its emphasis on conditioning and skills, but 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. There are also a couple of tournaments they may enter.

Weights and Fitness (all terms)

Students participate in a variety of resistance activities. The weight room offers free weights, aerobic exercise machines (rowing, running) and strength-training machines. Abilities range from athletes who are 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)

Experience all the aspects of being a Human Being powerfully aware and connected to the natural world by learning real skills of tracking animals, harvesting edible plants, fire-making, orienteering, surviving with next to nothing in total comfort, invisibility training to perceive what doesn't exist for most people, and hand-made crafts that release you from the dependence of modern consumption. Build a village where these skills and knowledge can be not only practiced but mastered.

Yoga (all terms)

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

Afternoon Work Program

Afternoon work program activities meet one or two times per week.

Carpentry (all terms)

Basic carpentry skills are introduced including the use of hammers, saws, measuring tapes, levels and square. Students assist in on-going repairs and construction projects on campus.

Cider Making (fall)

Apples are collected from campus or at a local orchard, then converted into cider. Here teamwork and cooperation

are emphasized, both while pressing and, later, while cleaning. 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 work at a variety of local organizations that provide community assistance or enrichment, including the Hospice thrift shop, Brattleboro Museum, the Putney Central School, the Brattleboro area AIDS Project, and the Winston Prouty Child Development Center. Most work is clerical, but not all. Students at the thrift store steam and tag clothes and organize the shelves. Work at the Child Development Center is with small children, helping with snacks, walks and playground supervision. Putney students spend all of Wednesday afternoon, leaving at 1:00 and returning at 5:00. For this, they receive two afternoons worth of credit for the four hours total time they commit each week to the work and travel.

Drama Tech (all terms)

This activity is responsible for the physical elements of the current play in production. We build and paint the sets and fixtures, creating the magical elements that are part of a theater production. The students are included in the design concept and give input toward that end. They also learn how to use both hand and power tools, to mix colors and paint scenery.

Drama 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 are engaged in all aspects of running a diversified farm. Activities may

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include: fencing, haying, sugaring, animal husbandry (cows, chickens, sheep, pigs, turkeys, etc.), building and clearing land.

Garden (fall, spring)

Growing food locally and sustainably is an important way to address global environmental issues. It 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. They are introduced to such basic kitchen skills as handling a knife and preparing salad and learn cooking techniques such as sautéing, steaming, boiling and roasting. Duties may also include cleaning and stocking. Students are expected to maintain a professional level in terms of cooking skills, cleanliness and high food-quality standards.

Landscaping (fall, spring)

Students work on the grounds of the school campus. They prune large and small shrubs, plant, weed, dig, transplant and plan. Students put gardens to bed, and then wake them again in the spring. They work with all kinds of plants and flowers all around campus, and learn about invasive plants, healthy trimming, maintenance and clean up. Students learn how to think about aesthetic choices in landscaping as well as functional and practical overseeing of the plants around dorms, offices and pathways. The activity involves mostly manual tools and provides a way to fulfill the land use requirement.

Maintenance (all terms)

Reality and its practical applications are given the hands-on approach in this activity. Camelita Hinton's work ethic versus the Victorian school of condescension toward dirt under the fingernails are at the heart here. 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 Cares (all terms)

A long-standing tradition, this activity allows a group of students to go to Putney twice a week to do odd jobs, chores and visit with some of the elderly residents in town. This includes raking leaves, shoveling snow, piling wood, winterizing houses and taking people shopping. This interaction has been educational and rewarding for us all.

Putney Child Care (all terms)

If you love working with young kids, this is a chance to do so in the afternoons at an on-campus child care center for infants through five-year-olds. The Putney Family Garden is a local non-profit that operates this center on The Putney School's campus. Student workers help out in the afternoon assisting trained child-care 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. Students should have an interest in working with young children, an ability to jump in when needed, and a love for being creative and having fun with young people.

Recycling (all terms)

Recycling is an active activity, responsible for collecting and monitoring our recyclable waste. Students rotate through the buildings collecting recyclables and keeping the collection areas as sanitary and organized as possible. More than just collecting cans, the purpose is to educate the community about the reuse and recycling of waste.

Trail Maintenance (fall)

Students work on the extensive trail system on the school campus. They clear the trails of brush, fallen trees, and build or restore drainage for those trails in the wetter areas. This will prepare the trails for use by many recreational activities such as hiking, running, mountain biking and cross-country skiing. The activity involves mostly manual tools and provides a way to fulfill the land use requirement.

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 is a rigorous outdoor activity that 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.

Six-Day Work Jobs

Every student at Putney is expected to participate in the six-day work program. These chores that sustain the community take about 40 minutes per day. To assure that students get a broad work experience there are five specific job requirements that need to be fulfilled for graduation, namely Barn chores, Dish crew, Dinner waiting, Lunch waiting and General Sub (short term substitutes for sick or absent students).

Kitchen/Dining Jobs:

- baker's helper
- bread oven stoker
- dish crew
- dinner waiter
- maitre d'
- kitchen boss
- kitchen counter
- afternoon supplies
- lunch service
- kitchen utility
- kitchen clean up
- sous chef
- assistant brunch cook
- milk lunch

Farm Jobs:

- cow barn
- horse barn
- evening feed
- farm utility
- barn crew head

Cleaning and Other Jobs:

- classroom cleaner
- infirmary helper
- library helper

general sub
peer mentor
post office helper
classroom building head
Calder Hall crew
head tour guide
student dormhead
student head of school
auditorium tech crew
office assistant
studio lab assistant

Evening Arts Program

This program serves to extend the artistic and creative possibilities offered to students during the academic day by providing a wide range of arts based classes in the evening. 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. The Evening Arts Program provides a chance to explore diverse performing, visual and literary arts and crafts. The evening classes meet for 1 1/2 hours once or twice a week for Fall and Winter/Spring trimesters. Students are required to complete two evenings of activities during each term. With permission from the class deans, and the program director, students may take additional activities. *Please note: some activities (particularly visual arts) may require a material fee.*

Performing Arts

Afro-Modern Dance

This class provides a broad overview of various ethnic dance forms with an emphasis on blending West African dance with modern day Jazz and Hip-Hop.

African and Caribbean Drumming

This activity offers an opportunity to learn traditional hand drumming techniques and multi-part rhythm structures from Guinea, Senegal and Mali. We will also explore techniques for improvising and soloing. The school has some drums for this class, but if you have your

own Jembe/Djembe, Ashiko or Conga, please bring it!

American Sign Language

ASL students will learn ASL structure and vocabulary as well as develop skills for communicating with deaf people. Students will be introduced to complex aspects of ASL communication, including eye movement, facial expression, and body posture. Students will also explore and develop skills in gesture as a foundation for ASL enhancement. With the exception of the first class, students will be encouraged to have their voices off in order to truly experience and appreciate American Sign Language.

Celtic Traditions

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. We'll jam in a big group and also split into smaller combos of matched abilities. This is a class for interested musicians/dancers of ANY level; if you don't already play an instrument, you can start on Irish penny whistle and/or bodhran (frame drum)-both will be provided for a low cost.

Dance Ensemble

Dance Ensemble offers experienced dancers the opportunity to be part of a community of dedicated dancers. We will choreograph new dances, adding to our company repertoire for performances in the Winter and Spring Dance Concerts, as well as "on tour" at local venues. Although offered as an evening activity, rehearsals are held on Wednesday, from 1:30-4:30. Please note that we may also work for two blocks during the Fall Project Week. Dancers should be in Level 3 dance classes or receive permission from the instructors. Full-year commitment required.

Electronic Music Production

Using Ableton Live software, students

will explore MIDI composition/editing techniques, live sound processing, sampling, loop-based music production, and a wide array of other musical possibilities. By looking at current artists working within different genres, and also at one another's work, students will learn specific skills and adapt them to their own projects. Each student will work towards an album of songs, and will be encouraged to share their project on an online-music platform such as bandcamp, soundcloud, or Myspace. Throughout the course, each student will experiment with adapting cultural/musical ideas onto a computer, and developing a specific musical vision/style/persona/genre.

Encountering Music

This class is designed as a series of listening and discussion sessions, with an emphasis on experiencing music that is new to our ears. Categories such as *Electronic Music* and *Songs of Tremendous Beauty* help us navigate through the impossibly large universe of beautiful sound. Some highlights of exploration include the Theremin, Thomas Mapfumo's Zimbabwean "Chimurenga" music, comparisons of yodeling between Woody Guthrie and the Bavarian master Franzl Lang, the symphony as pre-electric "heavy metal," and the poetics of Leonard Cohen and Missy "Misdemeanor" Elliott. We'll also get some hands-on experience with instruments both unusual and familiar. No musical experience necessary.

Hip-Hop

Hip-Hop is a class designed to increase rhythmic awareness and timing while exploring a full range of body mechanics. The class incorporates breakdancing, pop-locking, freezes, power moves and a touch of jazz.

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Jazz Combo

The Jazz Combo allows students to continue their exploration of the jazz idiom and hone their musicianship while advancing their theory and performing skills. More in-depth concepts of jazz performance are addressed in combo, including reading and interpreting a lead sheet, improvising over various musical forms and in different jazz styles, and constructing group arrangements. The combo performs throughout the term for various school functions as well as an occasional opportunity to play outside of campus. At least an intermediate skill on an instrument and successful completion of the Jazz Basics course are preferred, though these prerequisites may be waived at the discretion of the instructor. Full-year commitment preferred.

Jazz Ensemble

The Jazz Ensemble gives students the musical tools necessary to become an improvising player. This small group affords students the opportunity to improvise and create imaginative solos in a variety of jazz styles, including the blues. Each class incorporates jazz theory into performance practice. This course focuses on how to jam and rehearse effectively while developing individual and distinctive skills. No advance knowledge is necessary to be in the ensemble. All levels of experience and any instrument are accepted and welcome.

Latin Dance

Salsa, Marengue, Cumbia and more! No experience necessary, just a willingness to try and a desire to have fun, fun, fun!

Madrigals

Madrigals is the school's vocal ensemble. Its name is derived from the Renaissance secular part-songs that originally comprised its repertoire. The current repertoire includes not only madrigals, but music of many genres, including motets, folksongs and modern a cappella arrangements. Madrigals sometimes functions as a teaching example in all-school Sing. Madrigals

meets one evening and one late afternoon per week. The group performs frequently both on and off campus. A full year commitment is desired.

Meditation

The aim of this activity is to cultivate mindfulness which is defined as present-moment awareness. We will 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 cultivate mindfulness through practices such as gentle stretching, eating, sitting and walking meditation. We will also learn ways in which we can bring mindfulness into our daily lives. We will reflect on these practices through discussion.

Music Practice

Student musicians often find it difficult to carve practice time out of their busy Putney schedules. This activity provides students with the opportunity to build 90 minutes of dedicated practice time into their schedules each week. If desired, students may split this into two, 45-minute sessions on different evenings. Those who are taking private music lessons and who are at the advanced beginner level or beyond have priority in admission to this activity.

Music Production and Recording Arts

Even before electricity was available, inventors were trying to find ways to record and reproduce sound. We've come a long way since the Victrola. Thanks to the Phil Horvitz Fund for the Preservation of Performing Arts at The Putney School, Putney students have access to professional quality recording equipment. Using this equipment, students will learn the basics of recording and editing sound. Participants will learn how room acoustics can affect recording, how to use various types of microphones, the basics of live sound mixing on a control surface, and how to use

ProTools recording software to edit, mix and master recorded sound. Participants will collaborate with student musicians to practice live recording. Meets one night per week, limited enrollment. Members of Calder Tech Crew have priority.

Putney Community Orchestra

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. Students are often featured as soloists. Prerequisite: basic ability on a string, wind, brass, or percussion instrument; the desire to share and experience music making. There are two different levels of participation: Evening Arts Double (two hours Wednesday evening, one afternoon for one hour); Evening Arts Single (Wednesday evening only). Full-year commitment desired.

Songwriting

As a class 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 can also bring in songs they have been working on to workshop in class, and we'll aim toward a performance of new material in the last few weeks. 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.

Theater

All students, faculty and staff are invited to audition for the fall and/or the spring production. Students are expected to devote some time to memorization and review throughout the week.

Most cast members should expect to meet on Sunday afternoons during most of the trimester. Rehearsals will also run later than the regularly scheduled evening times. The theater activity will continue during Project Week as a double project.

Visual and Literary Arts and Crafts

Animation

If you love Wallace and Gromet or have ever wanted to create your own short claymation, this workshop will give you the tools and experience you need. A willingness to let your creative mind run free is required along with a bit of patience. Participants will plan storylines, design characters, create storyboards, and use iStopMotion to animate and edit their own short claymation clips and films.

Blacksmithing

In the evening arts blacksmithing class the traditional hammer-and-anvil method of shaping hot metal is taught, using tools and techniques whose origins go back a thousand years or more. The objects we make range from the functional to the artistic, the commonplace to the whimsical. There's an emphasis on craftsmanship but also on imagination. Class size is limited to six students per session, as this ensures a high level of student-teacher interaction. This is a two-evening activity; a lab fee will be charged for materials used.

Ceramics

In this activity, which is open to all levels, students are encouraged to explore a variety of methods that are possible for the means of expression with clay. Starting with basic hand-building and wheel-throwing techniques, students have the opportunity to move on to increasingly complex projects of their choosing. Along with the different construction methods, students are introduced to a range of surface decoration possibilities such

as texturing, carving, painting with slips and stains and glaze application. Students work is high-fired in a gas kiln. A fee for materials is charged.

Comics/Sequential Art

A studio class exploring techniques of drawing and story telling in the comic/graphic novel format. Students are given different themes to work with to create short stories using pictures, panels and words. Class work is then printed up as a compilation book. Advanced students are also encouraged to bring their own characters and ideas and produce their own complete comics.

Creative Writing

Explore self-expression through an informal writers' workshop. We will dabble in a variety of genres, including fiction, creative nonfiction, and poetry. Prompts and exercises will be offered as a way to get started, or you may work on your own project. Participants should be prepared to share their writing from time to time with the group.

Diplomas

Students will create a vast array of images for graduating Senior diplomas. They will work in a variety of mediums including; painting, drawing, printing and photography. This activity is open to anyone interested in art and carrying on this wonderful Putney tradition.

Figure Drawing

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

Foods Around the World...A Culinary and Cultural Trip Beyond the Seven Seas

Developing a repertoire of basic cooking skills and the education of the palate are life-long endeavors important

to everyone. This activity will take a hands-on approach to the world of cooking, food and taste. We will begin each class by introducing a basic cooking or baking skill that will be used as a foundation to explore a wide range of food styles throughout the term. Soups, breads, meats, pastry, vegetarian and ethnic cooking, we'll do it all. We will also begin to develop a sense of the gastronomic culture of food through an exploration of related historical, social, political and artistic subject matter. Weekly tastings will be an important part of the activity and the participants will often leave with food to share.

Jewelry

The emphasis in this activity is on making silver jewelry, but students may make other objects as well. We will also work with other metals such as brass, copper, and materials that can be combined with metal. Students will acquire skills in basic hammering, sawing, and forging as well as setting stones in bezels, and finishing techniques. There will be a small fee for materials.

Knitting

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

Literary Magazine

Join a team of writers, artists, photographers, editors etc. who will design our magazine and publish a variety of creative talents from our community.

Painting

The evening activity in painting is designed to introduce new students to painting and will afford more experienced students the opportunity for further practice, growth, and development. Subjects explored will include still life, interior, portraiture, studies from masters (old and contemporary), and possibly a collaborative project near the end of the term. Emphasis will be placed on developing

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the students understanding of color, mixing, surface, drawing and how these areas relate to painting from observation.

Photography: B&W

This activity is open to anyone regardless of experience. The emphasis will be on making images with traditional black & white film, paper & 35mm cameras. For those with no experience, it will be an opportunity to learn the basics of how to shoot, process and print in the school's darkroom. For those with a background in traditional photography, this activity is an opportunity to explore the medium further. Having a 35mm camera is helpful, but we have a few cameras to loan as well. Materials: Film and paper will need to be purchased by the student, and are available in the school bookstore. The cost of supplies is approximately \$40.

Photography: Digital

Participants will learn the basics of digital photography including manual controls of digital cameras, editing techniques, and file management while developing a visual vocabulary. Class time will include opportunities to create, edit, and discuss photographs as participants work towards meeting their personal artistic goals. While it is best if students have access to a digital camera, arrangements can be made for students to borrow cameras during class time to complete projects. A small material fee may be charged.

Printmaking

In printmaking students will be introduced to the concept of printmaking through a variety of techniques. Students will explore the idea of surface transfer through monotype, while becoming comfortable with the equipment, press, and studio practices. Over the course of the semester, students will graduate to more complex techniques, including drypoint, intaglio, and color printing. Emphasis will be on learning technique as well as developing expressive imagery.

Sculpture: Metal

If you have the urge to express your creative self by cutting, bending, denting, grinding, welding and polishing metal, then you may have a future as a metal sculptor. Take this activity to confirm the suspicion and you won't be disappointed.

Sculpture: Wood

Students will learn to use a variety of hand and power tools to create sculptures in wood. These sculptures can be made through additive and/or reductive processes but wood carving will be the emphasis of the activity. All levels of experience are welcome.

Sculpture: Plaster, Clay and Wax

The first sculpture project will be in plaster. The emphasis will be to create a non-representational free form sculpture. As well, students will work in wax and various types of clay. The class will study figure sculpture and develop ways of abstracting the figure. A student will probably complete four to six sculptures during this fall period.

Sewing, Quilting and Fiber Arts

This activity will cover 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. All levels of experience are welcome.

Spinning Workshop

This activity will cover the basic principles of spinning wool on a wheel. Students will discuss characteristics of animal fibers—primarily wool, but also mohair and angora. They will learn about basic tools and equipment, about washing and carding or combing, yarn design, and, if there is time, about color and dyeing. Each class will include actual spinning.

Stained Glass

Glass Unleaded! We will be exploring stained glass using lead-free solders and copper foil. You will learn to cut glass, break and grind it, wrap with foil and solder together to complete a beautiful work of art. After some experience with this process, 3D formats are also an option to create sculptural mobiles and small boxes. A small fee may be charged depending upon materials used.

Weaving

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. Beginners are welcome. A small fee may be charged depending on the size of projects and materials used.

Woodworking

Instruction and suggestions are offered on design, construction techniques, and the uses of both hand and power tools. Everyone must complete at least one project by the end of the class. Beginning and experienced woodworkers are welcome.

Yearbook

This is a year-long project with real deadlines and real disappointments at the end, if it isn't done—or isn't done right. You'll work with a team of dedicated student journalists who will document the school year in photos and words, then design it to fit within the budgeted pages using the latest computer layout and digital photo software. You'll sell ads to parents and businesses to offset the cost of the publication to your peers, then don the production manager's hat as we negotiate the printing process. At weekly editorial meetings you'll update your colleagues on your progress and brainstorm with them. You will emerge with a fine yearbook and a pile of real job skills you can add to your resume.