



THIS COLLAGE WAS CREATED IN A BREAK-OUT GROUP OF STUDENTS AND FACULTY DURING THIS YEAR'S MARTIN LUTHER KING, JR. DAY CELEBRATION.

A Message **from the Director**

Dear Putney alumni, parents, and friends,



Emily Jones

*Director of
The Putney School*

The most fundamental debate in the educational world is that between those who see education primarily as preparation for the workforce, and those who see it as preparation for citizenry.

The central theme of the early progressives was “education for democracy,” rather than for the industrial workforce. Today American politicians of all stripes talk of education almost exclusively in economic terms, leaving the democracy to fend for itself.

Not only does Putney insist on civic engagement, but the articles in this issue highlight the fact that we believe, as Mrs. Hinton did, that international cultural fluency is crucial to our endeavors.

In this issue David Crary '69 describes working in South Africa under apartheid, and the cultural forces which made the transition to democracy possible (page 16). At the time he arrived there, my husband and I were working just across the border in Botswana, at a school founded to be a model for a “post racial” society in South Africa.

Botswana quickly became the model democracy in the region, and the school a model of education for a democratic society, both for Botswana and, ultimately, for South Africa.

In South Africa the economic changes that needed to accompany the end of apartheid were of course an important driver for the educational system, and currently the increasing economic inequality in our own country is threatening our ability to govern ourselves. Nevertheless, it seems that if the U.S. continues to design education with the narrow goal of employability, we are heading towards disaster politically. The capacity for civil discourse and rational thought that are so crucial for a free citizenry (hence “liberal arts”) are increasingly missing from our public life.

One of Putney’s goals for its students is that they should become active citizens, in whatever way makes sense to them. We let them practice here, as they help run the school, with the caveat that they need to find consensus rather than

51 percent. We also seek ways in which they can become involved in a larger civic and political life, and not just as observers. We aim to have the lessons learned on this campus prepare students to be useful as citizens and stewards both of the world and of their own communities.

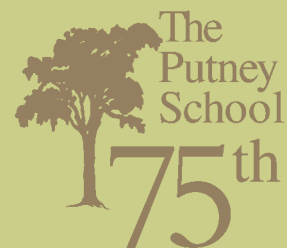
—Emily



NIREY '11 HELPED CREATE THIS COLLAGE ON MARTIN LUTHER KING, JR. DAY THIS YEAR AS PART OF AN AFTERNOON BREAK-OUT GROUP.

“WE SHOULD CONSTANTLY REMEMBER THAT THE MOST IMPORTANT GOAL OF ALL TEACHING IS THE DEVELOPMENT OF SOUND CHARACTER. WE WANT THE STUDENTS TO BE WHOLESOME, HONEST, CONSIDERATE, RESPONSIBLE, SELF-DISCIPLINED PEOPLE, WITH A SENSITIVE SPIRITUAL ATTITUDE TOWARDS LIFE; DEDICATED, THE MORE THEY UNDERSTAND MAN AND THE UNIVERSE, TO STRIVING CONSCIOUSLY FOR A MORE HUMANE, JUST AND COOPERATIVE WORLD.”

— CARMELITA HINTON, LETTER TO THE FACULTY, 1952



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