



PUTNEY POST

ed•u•cate

(verb) mid-15c., educare,

"bring up (children), to train,"

educere, "to lead out"





The Putney School

AMONG WOMEN

What women wander?
Not many. All. A few.
Most would, now & then,
& no wonder.
Some, and I'm one,
Wander sitting still.
My small grandmother
Bought from every peddler
Less for the ribbons and lace
Than for their scent
Of sleep where you will,
Walk out when you want, choose
Your bread and your company.

She warned me, "Have nothing to lose."

She looked fragile but had
High blood, runner's ankles,
Could endure, endure.
She loved her rooted garden, her
Grand children, her once
Wild once young man.
Women wander
As best they can.

BY MARIE PONSOT

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ed•u•cate

(verb)

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In Memoriam

On the Cover: Old Man Walking. Oil on canvas, 2020, 18" by 36" by Gordon Jones. An old fellow is walking along an upland plane, somewhere to West of Putney, VT. He is a wraith-like chap, barely distinguishable against the dusty grey road. He is walking towards a prematurely senescent sugar maple. See page 20.

TOC photo: An image that captures Hep Caldwell '46's joyous spirit. Putney's new dorm will be named in her honor. Learn more on p. 16.





ed•u•cate

(verb)

DEAR READER,

Fifteen years ago, Emily Jones arrived Putney. George W. Bush was president, and the first iPhone launched. Think about that. How much has your life changed in that time?

Now imagine the life of a school over the course of fifteen years, with an ever-changing cast of a few hundred people coming together in a learning community year in, year out. Putney's steady evolution, its leaps forward, falls back, and notable progress, look remarkable from the 30,000-foot view.

And yet, it's understandable that we sometimes hear people wonder, "Is it still the Putney that I knew?" How does a school that always made do reconcile the need for new things? In a world of iPhones and video games, do students ever just ... wander? How does the school address issues that are both immediate and long overdue— inclusion and safe spaces for all students, racial equity, social justice?

It often feels as if we are hurtling forward, meeting deadlines, moving on to the next thing, trying to remember to call our mom on Sundays. In this issue, we intentionally slow down, slice the Putney cake to show you its layers.

As we publicly launch our next campaign, *Sing it Forward: A Campaign for Putney's Future*, we tell stories of timeless student experiences rooted in nature, in art and exploration. We balance history with a capital H— how it's taught, how we think about it— with a forward-looking approach to new buildings. And we take a moment to sit one last time with Emily, whose steady presence has grounded our work, and to hold her recently deceased husband, Gordon, in our minds as well.

With gratitude,

ALISON FRYE
Editor

DARRY MADDEN
Publisher



“The Early Days of a Better Nation”

A fond farewell for Emily Jones

I had received the best education money could buy in the United States. And nothing I had learned seemed to be the least bit helpful.

Emily Jones, freshly graduated from Harvard and arriving to teach in the young country of Botswana in 1981, realized she had a lot to learn. “I didn’t know anything about the world. I didn’t know the map of Africa or anything about economic development. I could tell you all sorts of arcane facts about literature. People in Botswana had heard of Harvard, and they were incredulous, and would good-naturedly say to me, ‘You didn’t *really* go there, because you don’t know anything!’

Unfazed and almost amused by her lack of preparation, she dove into this new experience, and tells the story with the self-effacing laugh we at Putney know well.

[We asked her to tell us more. >>](#)

When you meet a seasoned educator, it's easy to assume they have always been fully formed, born wise, with an inherent understanding of leadership, teaching, and learning.

What a naive concept. What a short-changing of a person's life experience.

As a teenager, Emily was, in her words, cynical and obstructionist. As a head of school, Emily gave students second chances, saw their potential, and asked them to reflect on their place in a community.

Emily, an eye-rolling, somewhat subversive kid herself, was a head of school unrattled by attitude, whose door was always open. Students felt that.

The time between those two life phases spanned five decades, three continents, deserts, jungles, cultures, six schools, and fourteen time zones. It's a good story.

Founded in 1972 as a world-class, post-apartheid model school for South Africa, Maru-a Pula School in Gaborone, Botswana, grew in that new capital city, with a charter directing that the school have a majority Batswana kids. "Everyone in that country was heading in the same direction," said Emily. Botswana was founded as a multi-party democracy, and still is. "It was so optimistic, so fresh and new, to build this country in the Kalahari desert. And I said, 'Okay, I'll do that.' I literally had to look it up on the map. I had no notion where I was going. The country asked people arriving on a work visa to pass along their knowledge to people who lived there before they left."

Gaborone, which now numbers a few hundred thousand people, was much smaller when Emily arrived. The school

was on fifty acres on the outskirts of the city that now envelops it. "They were building from scratch, which was very cool," remembers Emily. She still laughs when talking about the day the city put up the first traffic lights. "A week or so before that, signs were hung explaining 'What does green mean, what does red mean, what does yellow mean?' The first day they turned them on, the kids all wanted to go see the traffic lights."

Emily had studied U.S. and East Asian history in college, and taught African and European history at Maru-a Pula, learning both the content and how to teach as she went. Because the students were all aspiring to pass the legendarily challenging British exams, students and teachers were on the same team against the system. Compared to a lone, miserable



Emily and Gordon Jones, partners in life and in education

year after college as a paralegal in a big law firm, where an opponent was always trying to undo her work, where stasis felt like the best possible outcome, teaching and working for a common cause hooked her. "Maru-a Pula was really formative for me. It set my belief that a school can have a higher purpose than just getting the kids into college. I got a teaching internship for a year, stayed for four, got married, and discovered that teaching was going to be what I did. I was looking for something that mattered. I was blessed by accidentally falling into it."

Emily also learned a lesson in trust quickly at Maru-a Pula. Her first night in country, at a first dinner with the head of school, he asked Emily if she would drive to pick up his oldest child from a friend's house. "I was driving a Kombi van, on the wrong side of the road, gear shift on the column, two little boys in the car to tell me where to go, in Gaborone, Botswana, in the middle of the night. Pitch dark. I thought we were all going to die. I found the daughter, and we all got back safely." Emily reflected, "At sense of, 'You hire somebody, you just have to trust them to do their thing.' It really stuck with me."

Lessons from Maru-a Pula took root when Emily was in her 20s, and continue today. Seek out a school with a higher purpose, and lead from a place of trust.



Emily and Gordon met at a party in Botswana. They were on a contract to teach sanitation and build pit latrines in the desert, Gordon shared his love of music with people everywhere he went. Gordon played the piano at that party, and caught Emily's attention. Soon after, her car broke down, he offered to fix it, and there began their life together. Six months after they met, Emily returned to the U.S. to pursue a graduate degree in African history from Yale. Gordon wrote her a letter every day during their year apart as he finished his work contract in Gaborone, then joined her in the U.S.

Years passed. Emily and Gordon taught history and English, respectively, at Taft for nine years. Itching to explore and do something different, they jumped at the chance to start the American Pacific International School in Hawaii in the late 1990s. They built from scratch and then led that school, Gordon its front-facing head, Emily writing its curriculum ("over a weekend, in a hotel room"), and serving as both academic dean and dean of faculty. At Maru-a Pula, Emily did her teaching, and others made the tough decisions. Here, that was different. "I found my voice as a leader in Hawaii, because I had no choice. We hired young teachers. I was a mom, and a boss, creating the schedule, and teaching people

how to teach, running the whole school. Everyone had to listen. That was the only way it could work.

After three or four years, and with nine-year-old daughter Alice growing up quickly, they relocated to Portland, OR, and Emily began her leadership of the upper school at Catlin Gabel. It is school, like the others, fine-tuned Emily's antennae around teacher dynamics, power structures, understanding school cultures, and the ways a head of school can effect positive change. "When I arrived, the upper school faculty at Catlin Gabel were each an island in an archipelago." Simply by starting an advisory program, Emily built bridges between those islands, and gave people there more of a sense of responsibility to each other.

Reflecting on Emily's time at Putney, and her notable accomplishment in establishing the Putney Core, the school's innovative set of rubrics and assessments to guide and evaluate the student academic experience, Director of Admission John Barrengos said, "Emily has been able to crisply and clearly understand and make a case for progressive education for this school, and is the driving force behind bringing the school's progressive philosophy from outside to inside the classroom. You don't manage this faculty unless you

have raw, powerful instincts. Emily's work has been artful. She has talked to the faculty from their standpoint, and by doing so, she's led this group forward without their knowing where they were going. There was no question of faith because everyone trusted her.

Emily and Gordon, having traveled the world and lived abroad for years, created a home that welcomed everyone, everywhere they went. Endlessly generous, they hosted students, sponsored students, used their connections to help young teachers find exciting jobs, cooked meals (Gordon doing the cooking), took students on college visits, even trips to the mall. Their home was a hostel and a refuge. They went into the world, and tried to teach all of us how to be connecting human beings, to be generous and leave our self-importance behind.

Which brings us back to teenagers. Looking through fifteen years of photographs, a notable theme emerged: Emily's soulful playfulness. Her quiet nature, deep voice, and uber-busy schedule might hide the fact that Emily's work is rooted in her belief in teenagers, and her keen interest in what interests them. Her eyes light up when she talks

“Work as if you live in the early days of a better nation.”

Coined by Alasdair Gray, inspired Dennis Lee's poem, "Civil Elegies"

“The real keel of The Putney School is the fundamental beliefs. They keep us moving forward, from tipping over.”

about a student’s project week, the life trajectory of a student she taught in the 1980s, or a failure-upon-failure-then-success story.

It’s impossible to work at a high school and not reflect on yourself as a high school kid. “Teenagers are teenagers,” says Emily. “I think about what mattered to me in high school and try to look back on that.” Emily worked on a beef ranch in Colorado summers between her high school years at Milton Academy. “Milton asked nothing of us as students and gave us no way to be useful. My boss at the ranch was like Pete Stickney [Putney’s farm manager], and he had a wonderful wife who also ran the ranch. I got to drive the tractors and do all sorts of things they didn’t think 15-year-olds knew how to do. I wanted nothing more than their respect.”

Emily knew even then that teenagers wanted to be allowed to be adults, and to do things that mattered. “It’s at’s why Putney was so appealing to me.” Every person has an obligation to make the community work. “It’s at juxtaposition I saw as an adolescent, between wanting to be useful and being trusted as an adult in the summers, and then getting back to school and being thought of as just a student, and we’re here to teach you and you’re done and that’s it. It was really powerful in terms of how I thought about education after that.”

Again, Emily’s eyes light up when she talks about that piece of her experience. Putney’s kids “go out of here remembering that they worked really hard, and it was really important.” Even though idealism looks different than it did when Emily was a teenager, or when she started working at Putney, the students here remain idealistic. “Kids are still earnest about the world and who they want to be in it. They’re not cynical. They want the right things. It’s not all about them. In any given ten minutes, it might feel like it’s all about them, but it’s not. Putney graduates are doing a lot of different things with their lives. It continues to delight me.”

Emily’s gentle guidance—rather than a heavy-handed rule—shows itself in small moments. A picture captures the joy of this community under Emily’s leadership, the 2012 senior class throwing a surprise party for Emily—just for fun—at her home. Students milled about in her backyard, enjoying the view of the orchard, awaiting her arrival. Her surprise and joy at seeing them, and their delight in having done something nice for Emily, are on full display in that image. Or a student on a snowboard, careening down a hand railing into the road that runs through campus. “You may want to think about where you’re riding.” No scolding. Emily asked this student to think, “It’s might not be the best place to do this.” Li—your lens, look around, think about it.

Fourteen years is a long time. What will Emily take with her about her Putney experience, what lessons have left their mark? She answers clearly, immediately: “The real keel of The Putney School is the fundamental beliefs. They keep us moving forward, from tipping over. They are brilliant, and enormously useful. They cause us to be able to steer. For me, that’s been a lifeline. They’re right in front of my face on my bulletin board. I look at them and think, It’s what we’re trying to do. They’re timeless.”

Ever the student, and known for being thoughtful and intentional, Emily recognizes that Putney was a story waiting to be written for her. “I think of myself as a fairly cerebral person,” she says. “I think about stuff and I analyze it. And yet, the only two decisions in my life I made entirely instinctively were going to Botswana, and coming to Putney.”

When Emily arrived at Putney, she hung this quote on her office door: Work as if you live in the early days of a better nation. “It’s exactly where I was,” she says, reflecting on where her life as a teacher began at age 22, in Botswana, then an aspiring democracy.

As we turn the next corner here, we consider that quote. Is The Putney School’s unconventional, brave history only the start of the book? The school moves forward, built on a foundation of trust, and now imbued with Emily’s open and genuine curiosity about teaching, education, and people. How long is Putney’s story? Are these still the early days?



Emily dove into the Putney experience, from work day, to calligraphy, to human foosball, to an outdoor, winter Sing in the first weeks of Covid (with her dog, Millie).

DIVERSITY WORK REPORT- BACK

Working on campus and off toward a civilization worthy of the name

THE PUTNEY COMMUNITY participates in conversations, workshops, trainings, and conferences, as we strive to be truly inclusive community. We also reflect on teaching practices and work intentionally to make meaningful change.

Recent examples of recent work are curricular (history department story, p. 12), on-campus, all-school meetings and workshops (MLK Day, next page), and professional development, which offers a combination of community and the ability to enact meaningful change in the classroom and on campus. Our engagement is varied and frequent, and we want to share some of it with you in this issue.

Recent examples of changes made at Putney following professional development engagement include the following:

AISNE TRAINING ON HIRING PROCESSES AND PRACTICES

Taking everyone on the school's hiring committees through anti-bias training so that we normalize calling one another out on our own bias during the hiring process.

PEN CONFERENCE 2019, WITH KEYNOTE SPEAKER DR. BETTINA LOVE

Her book *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* (faculty/staff summer reading that year) changed the way we were/are thinking about how best to support BIPOC students and faculty here. Specifically, the re-evaluation of the concept of "grit"

LIBRARY JOURNAL'S HOW TO BUILD AN ANTI-RACIST LIBRARY CULTURE

"Own voices" catalog review, including stories by and about BIPOC, LGBTQ+, and other historically marginalized groups. See story p. 14.

FACULTY-LED ON-CAMPUS WORK: (1) The meeting of anti-racist groups during 2020-21 had adults reflecting on and examining grading expectations and communications, particularly effort grades as culturally mysterious to some of our students, particularly students of color. From one of that group's founders: "I talked with white people from other schools about organizing and running a white anti-racist group, which we began in January of 2020. The visuals I made for the Putney group pulled a lot from trainings and conversations with people at various workshops" (2) "We have worked to make vendors more diverse. When I need to purchase something, I prioritize local and BIPOC owned businesses. This was a big part of the school to begin working with a local bookshop, for book orders rather than a large clearing house. It was a few years of pushing for this and now it's a thing"

FACULTY REFLECTION ON PROFESSIONAL DEVELOPMENT:

"I was chatting with a woman I had met at a conference and she was asking me about our American Studies curriculum. I offered a nutshell version, and she simply said, 'If you are teaching

oppression but not brilliance, resistance, and joy, your curriculum is racist.' It was exactly what I needed to know. This conversation has guided me in every curricular decision I've made (in all my courses, not just American Studies) since then"

NAIS PEOPLE OF COLOR CONFERENCE

Putney students, faculty, and staff, both BIPOC and allies, attend annually. Since going online, more attendance has been possible. See conference description below to get a sense of its reach.

FROM A BIPOC FACULTY MEMBER:

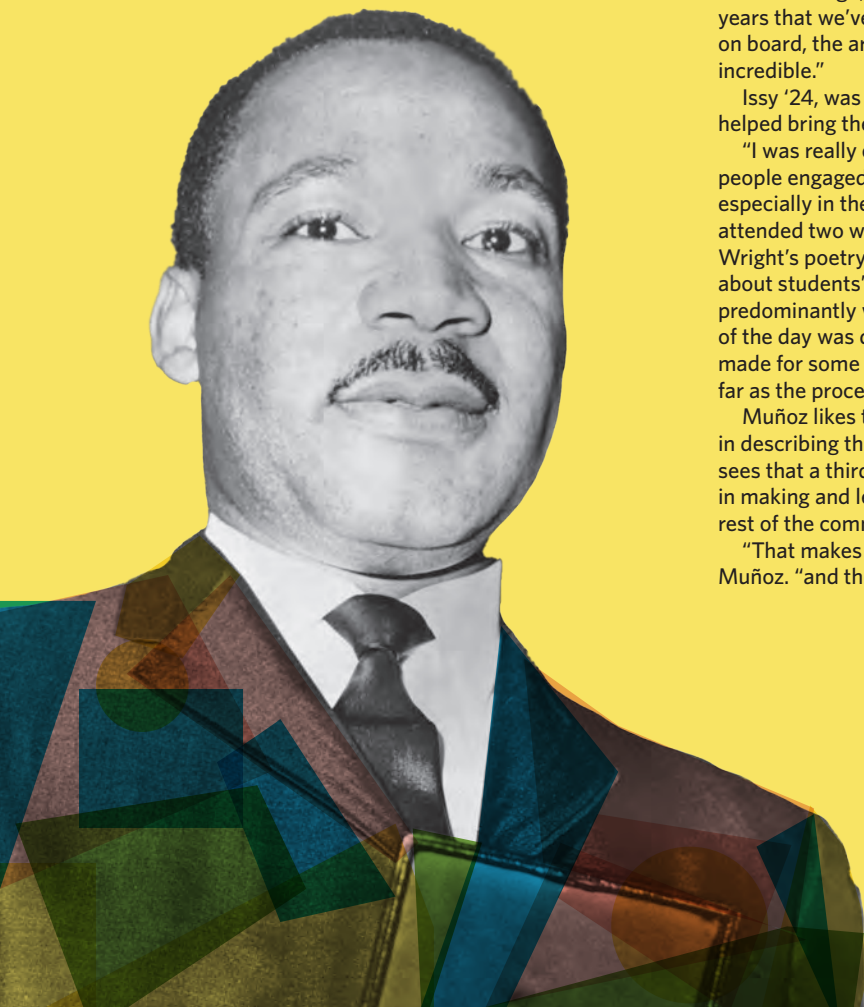
"Attending the PoCC is validating and re-energizing, especially when you're working in a largely white space. For BIPOC faculty, it's a chance to be in a community with other BIPOC educators and to have a shared experience among Putney's BIPOC faculty. This alone makes it worth it. The workshops are icing on the cake"

FROM A WHITE FACULTY MEMBER:

"Hearing directly about POC's experiences with racism, I learn a lot from listening, and I can identify things I've said or done without recognizing that they were racist. Having those statements reflected back to me gives me the opportunity to ask, 'Have I ever done that?' As a national conference, it's a deep place of learning with other white people"

PoCC is designed, developed, and executed through the lens and prism of experiences of People of Color. PoCC convenes as a sanctuary to offer BIPOC immunity from the marginalization and stress that can flow from the daily burdens of occupying a minority status in schools and society. Through workshops, institutes, keynotes, wellness activities, and other programming, the conference equips and fortifies educators of color with knowledge, skills, practices, and mindsets to lead in their chosen disciplines and roles. All educators and thought leaders who attend the conference benefit from a context that centers People of Color, their research, expertise, and diverse lived experience to interrogate educational practice and advance racial equity and social justice in independent schools and the communities that support them.

“Out of the
mountain
of despair, a
stone of hope”



MLK DAY

It's become something of a tradition, in recent years, for the Putney community to observe and honor Martin Luther King Jr. Day with a day full of learning and workshops for the community, by the community.

Lisa Muñoz, director of diversity and inclusion, worked with the students on the diversity committee to help shape the day, which this year focused on ideas of belonging, community, and learning.

“In my experience the Putney community comes through,” said Muñoz. “In the two years that we’ve done this since I’ve come on board, the array of workshops is pretty incredible.”

Issy '24, was one of the students who helped bring the event to life.

“I was really excited to see how many people engaged with what we had planned, especially in the all-school assembly. I attended two workshops in the day—Rashad Wright’s poetry workshop and testimony about students’ experience working on a predominantly white campus. The experience of the day was different for everyone, which made for some really interesting feedback as far as the process will go in the future.”

Muñoz likes to use the word “co-creating” in describing this event. She steps back and sees that a third of the community is involved in making and leading the workshops, and the rest of the community is learning from them.

“That makes everyone more invested,” said Muñoz. “and the whole day more powerful.”

MLK Day Workshops: Full List

Racial Bias in Access to Home Ownership

Food Justice

Reading Living Poets

Deconstructing White Identity

Trapped: Cash Bail in the United States

“The Mountaintop” — Imaging Martin Luther King Jr. in Drama

Tell Me Your Story — Tell Me Who You Are

A Testimony Around Working at a Predominantly White Institution

Voter Suppression: Race Discrimination in Voting

Climate Justice = Racial Justice

Embodied Anti-Racism Workshop

Global Patterns of Systemic Inequality

Social Justice and Mindfulness Through Clay

Whose Land is This Land?: Investigating Equity in Public Land Use and Access

How Inequality Shows up in Everyday Life

Addressing Discrimination, Bias, and Inequality in the Mental Health Field; Toward a More Equitable System of Care

This Land is Whose Land? Origin Stories and Vermont Land Reparations

Stuff That White People Do

The American Dream: Boardgames

Overturning Roe

I've Been Tokenized.

Putney Tradition Freedom Dreaming

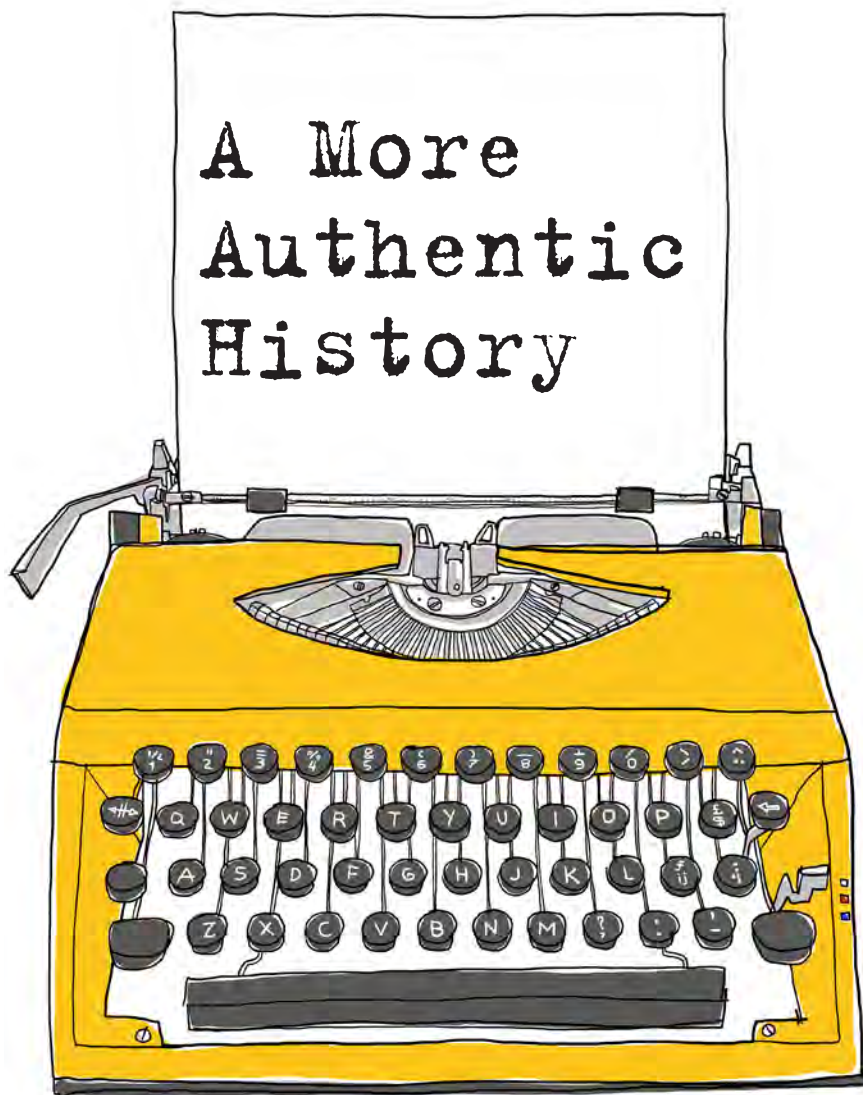
The Great Migration

Understanding Gerrymandering

How are Contemporary Artists Altering the Narrative?

Is Music Theory Racist?

Unpacking White Privilege



STORY BY NOAH HOSKINS, HISTORY DEPARTMENT CHAIR

WE LIVE IN INTERESTING TIMES. The current moment, globally, nationally, and here at Putney allows and demands us to use the study of history to its fullest capacity, not just as a tool to understand what happened in the past, or to understand the present, but to give our students agency and power in the future. The imperative that we face to confront the challenges of our times, including climate change, war, and structural racism, comes with dynamic and exhilarating opportunities to listen to new narratives and viewpoints that have long been silenced or removed from our society's canon. Our understanding of who and where we are is built on the voices of the past, and we in the history department at the Putney School are engaged in a significant evolution of our curriculum that is challenging long-held historical narratives and our own understanding of what it means to teach history and the skills of the discipline. As we revise what we know of the past, and ask our students to do the same, we revise what we know about ourselves, and what we are able to understand, and do, in the future. As we collectively strive to push past the commonly accepted and taught timeline and facts of history, and open ourselves to new voices and ideas, the stability of history slips away, and we are left with the opportunity and responsibility to make new meaning and to take action.

FROM A DIFFERENT PERSPECTIVE

Across Putney's history courses, we are challenging the notion that a core set of sources exists. We, and our interdisciplinary teaching teams, are constantly pushing each other to ask hard questions about whose perspectives are represented in texts. Working with our students, we aspire to create a fuller understanding of the historical record through this work. Core questions and reading selections from our 9th grade course, *Humans in the Natural World*, our 10th grade course, *Trends and Forces*, and our 11th grade course, *American Studies*, demonstrate our forward movement and our continued commitment to growth, change, and evolution in both curriculum and process.

Ninth-grade students in ***Humans in the Natural World*** explore how our species has interacted with the environment across time and space. Along the way, students focus on three essential points. First, our identities—racial, gendered, and class—are integral to understanding humanity's evolving relationship with the natural world. Second, as big and impersonal as certain concepts may seem, such as capitalism or colonialism, they are in fact visible everywhere in the landscape around us. In fact, students spend much of the year asking how their home here in Vermont is a product of these forces. Third, we recognize that Indigenous people's history is indispensable for an understanding of human history, and so the history of the Abenaki people—and a number of Indigenous nations—is central to the curriculum throughout the year.

Trends and Forces, the 10th grade history course, explores the political, economic, and social formation of the modern world. Students are asked to consider how globalization, in particular the interaction between Africa and Europe, drove the creation of the modern era of European hegemony, and how the battle for economic and political domination of the globalized world has been impacted by, and has impacted, independent nations struggling to recover

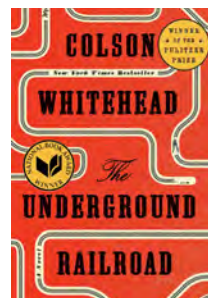
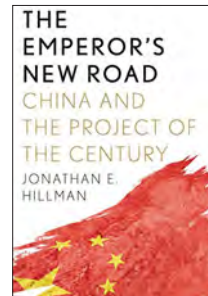
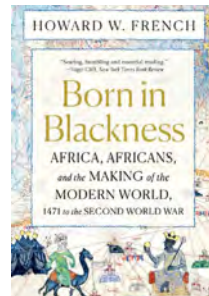
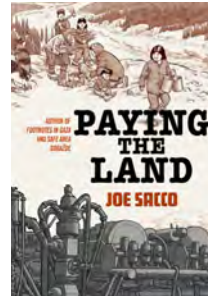
from colonialism. Students finish the year exploring how China's history has shaped its emergence as a global power and its political and economic goals in the modern era.

We hope students understand from this course that history is not a fixed process, and that decisions and accidents throughout time shape the world that we live in. By working with texts that challenge traditional historical narratives regarding the last 500 years, and putting them side by side with accounts of contemporary political and economic developments, the link between the past, the present, and the future is made clear. There was nothing inevitable about the rise of the modern world, and this opens doors to understanding the myriad possibilities that lie ahead in the future.

The central question of **American Studies**, our interdisciplinary 11th grade course, remains unanswerable. The question "What does it mean to be an American?" has as many answers as there are people to answer it. Students are asked to face the many challenges inherent in this question and to explore central themes in the development of the United States and the building of this nation. The evolution of this course has fundamentally changed the ways in which both teachers and students approach questions about U.S. history, identity, and the central tensions and processes by which the United States has formed. Fields such as women's history and African American history, which were once seen as separate areas of study, have become an essential part of the way we explore this country's history.

A MORE AUTHENTIC EXPLORATION

Despite the ways in which tensions and misguided notions around Critical Race Theory are threatening history teaching, this lens for understanding history, law, and the legal grounds by which white Americans have systematically been offered privilege is broadly accepted by historians and our department. The United States may be a nation founded



on the idea of equality, but many of our laws and much of our history perpetuates inequality, often around race.

We are deeply fortunate, as educators, to work for an institution that has embraced a wholehearted commitment to diversity, equity, and inclusion. When so much of our society is actively seeking to avoid the uncomfortable and unhappy parts of our history and our present, we have been challenged and encouraged to move beyond our own educational experiences and launch into a more authentic and new way of exploring history and how it can help forge citizens and agents of change in our country and across the globe. We embrace that challenge and are committed to continued change and evolution in our work.

CORE TEXTS

COURSE: HUMANS IN THE NATURAL WORLD

- Yaa Gyasi's "Homegoing," which traces the histories of two families during the rise and aftermath of the transatlantic slave trade, provides students a vivid illustration of identity, place, exploitation, and healing.
- Joe Sacco's "Paying the Land" shows how the Dene people of Canada's Northwest Territories are attempting to retain their traditional practices amid the expansion of fossil fuel extraction in their homeland.

COURSE: TRENDS AND FORCES

- Howard French's "Born In Blackness: Africa, Africans, and the Making of the Modern World" reframes the story of medieval and emerging Africa, demonstrating how the economic ascendancy of Europe, the anchoring of democracy in the West, and the fulfillment of so-called Enlightenment ideals all grew out of Europe's dehumanizing engagement with Africa.
- Jonathan Hillman's "The Emperor's New Road: China and the Project of the Century" is an overview of China's expanding role in the globalized world with a focus on the Belt and Road Initiative and its challenge to Western-dominated systems of trade and political alliances.

COURSE: American Studies

- "Ceremony" by Leslie Marmon Silko explores the tensions between race and nationalism through the experience of a Native American veteran of WWII.
- Colson Whitehead's "The Underground Railroad" explores race, oppression, and freedom through alternate histories, keying off of historical narratives to explore what might have been.

Staying Radical


with Librarian
Sarah Wiles

BY ALISON FRYE

Sarah Wiles won't SSH! you. "When students walk in the door of the library, I want them to say, *'There's a book about me.'*"

A statement like this should not be radical, and yet. And yet. For sixteen years, librarian Sarah Wiles has actively worked to build representation and inclusivity into the school's library culture, to create a welcoming space for all students and adults at Putney.





Browsing the “featured books” displays today, we see *My Beloved World* by Sonia Sotomayor, *Sister Citizen* by Melissa Harris-Perry, *Period Power* by Nadya Okamoto, and many more that celebrate Women’s History Month. Other titles that share the featured space? *Pink Sari Revolution* by Amana Fontanella-Khan, *Moshi Moshi* by Banana Yoshimoto, *Supporting Transgender Students* by Alex Myers, and *Hood Feminism* by Mikki Kendall.

In that paragraph alone, the library highlights stories about or by Hispanic, African-American, Japanese, and transgender people. Does your library do that? Sarah Wiles sees to it that ours does. “The books belong because they belong,” she says.

Many of us think of libraries as quiet spaces with dusty corners, leatherbound classics faded with time, perhaps with light filtering through a stained glass window, vaulted ceilings. Patrons whispering quietly, the turning of pages audible.

“My real deep goal as a librarian is that I want every single student and faculty member to be able to find themselves reflected in our library. And not just in one book. In many books. One book is tokenization. I want people to truly feel seen in the library.”

Not here. Libraries are *happening* here. Do you remember the librarians who brought light and fuel to your young imagination? Your emerging self-finding a mirror in those shelves? From J.R.R. Tolkien, to Nancy Drew, to the Nick Adams stories, libraries are where people dream. And if you’re not white, not straight, not cis-gendered, not wealthy, your stories matter, too, and you, too, get to dream.

LEARNING

Not surprisingly, the world of librarians is rich with opportunities to learn. In the last few months alone, Sarah has attended a “How to Build an Anti-Racist Library Culture” workshop offered by the Library Journal, as well as the People of Color Conference, the preeminent National

Association of Independent Schools conference for people of color and their allies. “It was a really deep place of learning with other white people,” said Sarah. “Hearing others’ experiences when they’re actually living with true diversity on a daily basis was educational. The reality is that because I live in small-town New England, I don’t have to face my racism frequently.”

Sarah’s interactions with other librarians have highlighted how much freedom she has at Putney, and the institutional support for her work. “I have privilege working here because I don’t get pushback from my patrons about the titles that I have. I don’t have parents trying to erase race or LGBTQ+ issues from our library. We have a great student-parent body and administration that support me in building an anti-racist library.”

Additionally, diversity audits play an important role in building an anti-racist library culture. Sarah evaluates our collection and looks at the population in our community, making sure

our collection reflects at least that same percentage of books about or by people who fit into those categories. Moreover, she strives for neutrality, and isn’t interested in banning books. “I may disagree with someone, but it doesn’t mean I exclude them. Ann Coulter to Jimmy Carter, and plenty in between.”

OWN VOICES

Enter the “Own Voices” movement. Unless you run in librarian circles, you probably have not heard of it. “Own Voices” highlights the importance of letting people from marginalized populations tell their own stories, in fiction, poetry, memoir, and so on.

From social sciences, to poetry, to books about New England, the library is

fortunate to benefit from several named endowment funds that enrich its offerings every year. In its diversity work, the cornerstone of the school’s collection is the Claude Winfield ’61 Afro-American Collection. The largest collection of books by African-American authors and about the African-American experience in Vermont, it contains over 1,800 books.

The original goal, set by Claude, was 1,500 titles. To get a sense of that scale, if the books were stacked on top of each other, they would reach 30 stories tall, give or take. Claude, an educator who spent his professional career as a teacher and principal, ensured that the libraries at the schools where he worked contained many books by African American authors. Over the last 20+ years, his donations have expanded the school’s collection and its inclusivity, a few important books at a time. James Baldwin, Maya Angelou, and Toni Morrison share space with Claudia Rankine, Ibram X. Kendi, and bell hooks. The collection is shared with the entire state of Vermont through the Catamount Library Network and the Clover (VT) Department of Libraries system. “The books are just the mechanism for opening up all of that experience. And trying to create a learning environment where everybody shares in everybody’s experience, not to the exclusion of anybody’s experience,” Claude told Vermont Public Radio for a 2019 story.

“It can’t just be white men writing about people of color,” explains Sarah. After sixteen years, Sarah knows the collection and keeps it dynamic, always seeking to represent all people. There are emerging areas of importance: Asians and Asian-Americans, for example, have been the victims of pushback and hate crimes in the U.S. since the pandemic hit. Sarah has responded by finding books with Asian-American characters, queer Asian-American characters, and memoirs and fiction by immigrants. “One of the ways to combat hate is to know who people are. It’s been a tough couple of years for our Asian students.”

“My real deep goal as a librarian is that I want every single student and faculty member to be able to find themselves reflected in our library. And not just in one book. In many books. One book is tokenization. I want people to truly feel seen in the library.”



Sing it Forward!

THE CAMPAIGN FOR PUTNEY'S FUTURE

Putney stands in a position of strength, with strong leadership, more than two decades worth of modest operating surpluses, a growing endowment, and an enviable educational reputation. Now is the time to plan for our collective future.

JOIN OUR EFFORT!

You can donate, volunteer, host, and celebrate with us. To get involved, contact Kalya Yannatos, Director of Development. 802-387-6272 or kyannatos@putneyschool.org

The school is launching *Sing It Forward: A Campaign for Putney's Future*, which will fund long-needed capital projects, expand financial aid, enhance faculty development, and elevate the annual fund. More than eighty-five years since its founding, nobody could have anticipated the current environmental, educational, or sociological terrain but, in a sense, this school has always been preparing for the future. It is from this place of strength that Putney launches this campaign.

Sing It Forward: A Campaign for Putney's Future seeks to raise money in three main areas—the construction of two new dormitories, a new, centrally located black box theater, and endowed funds for student financial aid and faculty support. In addition to the projects detailed on the next page, the \$35 million comprehensive campaign will include \$9 million in robust Annual Fund donations.

Like all independent schools, Putney depends on the generosity and support of its community. This campaign invites the Putney community to come together in celebration of the past, present, and future.

DANNY O'BRIEN, INCOMING HEAD OF SCHOOL

Two New Dorms

\$15 million

Putney will build two dormitories that will provide appropriate and energy-efficient living quarters for 44 students and four faculty families, building community and transforming our ability to recruit and retain top-notch teachers.

The two dorms will replace Old Boys and Old Girls, that were built in the 1930s. In addition to providing housing, replacing these dorms will free up space for much-needed classrooms, and substantially reduce our reliance on fossil fuels.

New Black Box Theater

\$4.5 million

We will build a black box theater connected to the back of the Michael S. Currier Arts Center, creating a performance space that is versatile, flexible, and central to students' everyday experience.

While the rustic Lower Farm barn theater has served generations, the theater program needs a home in the heart of the campus to serve as a catalyst for collaboration amongst the performing arts and offer greater audience accessibility for the campus community.

Student and Faculty Support

\$6 million

We will secure additional endowed funds devoted to financial aid and faculty support and development.

As a top campaign priority, Putney has set a goal of \$6 million towards these goals. These funds will ensure that Putney is able to offer necessary financial aid packages to qualified students, particularly students of diverse backgrounds, as well as competitive compensation and professional development resources for faculty.

WELCOME TO Hepper House

It's arguable that Putney would not be Putney without her—down-to-earth, community-minded, and with the strength of purpose of a blizzard. She came to Putney in 1939, met and married her husband here, and came back after college to teach history, raise four of her own children and countless others who came through her dorm, and shape the culture of the school in ways large and small. For these reasons, and so many others, one of Putney's new dormitories will be named for Hepper Caldwell '46.

For all those who encountered her during their time at Putney—and there are many; she and her husband, Johnny Caldwell '46, spent the better part of fifty years here—most recall her sturdy character first and foremost.

"This is a person with enormous emotional strength," said Sarah Gund '60, who arrived as a freshman in 1956 and built a connection with the Caldwells that lasted a lifetime. Sarah and her husband, Geoffrey, are both contributors to the dorm project.

Gund remembers that, even as a young teenager, she could see that Hepper had a very full plate. Her children were young at that time, close in age, and she and Johnny both taught and managed dorms.

She lived in a cramped faculty apartment for most of her long career at Putney, raising four children while being a mentor and surrogate parent to literally hundreds of students," said Emily Jones. "Without making a contest of it, it's fair to

say that Hepper is likely the single most beloved of Putney's long-term faculty.

Hepper arrived during mud season 1939 to tour the school with her brother.

"My most vivid memory was of a truck by the old bell. It was filled with hay. Students were throwing in their knapsacks and duffle bags, getting ready to join their gear and take off on a Long Spring trip," Caldwell recalled in 2015. "How exciting, I thought."

In 2015, on recalling her earliest years here, she wrote: "I always wanted to come back to school after a vacation. It was so exciting. There was so much to do."

At her memorial service in 2018, Kate Ganz '62 and Hepper's son Tim '72 recalled her spirit.

Hepper's son Tim saw the arc of her life broadly: "Mom embraced life here and all it has to offer. Her enthusiasm, energy and intellect were an integral part of the Putney School and touched the broader community: local friends, former classmates, fellow board members

and singers and all the other people she touched along the way," he said.

It is perhaps worth noting that this is the first building on campus to be named only for a woman (Gray House is named for Ed and Mabel Gray)—a remarkable woman who touched the lives of so many with her deep engagement with life.

Ganz recounted a time the Caldwells had taken her skiing at Tuckerman's Ravine, a very demanding downhill ski experience that requires the skier to hike up for two hours, then plunge down a steep chute.

"I know a lot of you know what Tuckerman's looks like but, for those of you who don't, it's very, very, very steep," said Ganz. "As I stood there frozen with fear, all of a sudden Hepper, in her quiet way, appeared at my shoulder."

"I felt at that time, and I still feel, that along with being my history teacher, my dorm head, my counselor, my justice of the peace, and my beloved friend, Hepper really was, and always will be, my guardian angel."

"Having taken it all in and understanding it perfectly, Hepper very quietly said to me, 'Take the first turn where I turn and you will be fine.'"

**One of Putney's
two new dorms
will be named for
Hep Caldwell '46**





BUILDING THE FUTURE

Putney to Erect Two New Dorms

BY DARRY MADDEN

The need to replace Old Boys is the stuff of legends. Built out of an old carriage shed in 1935 (allegedly slapdash, by students, though this story is uncorroborated), talk of replacing it with suitable housing for both students and faculty has been on record since 1952.

"At first year eighty-four boys and girls were enrolled," wrote founder Carmelita Hinton in a 1952 issue of the *Putney Post*, "And while some of the rooms in the boys' dorm were still without windows and floor, everybody on arrival took things as they came."

However, she continued, "But that was seventeen years ago. Today we are still using all the original buildings. The old boys' dorm becomes increasingly hard to keep up and is expensive to maintain, and not a few new parents look quite skeptical as they leave their boys there in the fall. We can't escape the fact that these old makeshift buildings are wearing out."

This summer, Putney will break ground on two new dormitories. These net zero buildings were decades in the making, and will replace Old Boys and Old Girls dorms.

"Both buildings will be high performance, environmentally sustainable, and, we hope in many ways, culturally sustainable," said Assistant Head of School and Chief Financial Officer Randy Smith.

Each dorm will house twenty-two students in eleven double rooms, and each will feature two three-bedroom faculty apartments. One will be sited across from the main entrance to the school, in the field across Houghton Brook Road. The other will be adjacent to New Boys, where several greenhouses sit currently. They will be ready to occupy in the late fall of 2023.

Smith lived in Old Boys in one of the faculty apartments. He can attest to the spartan accommodations. The sound-proofing was also legendarily bad. "My wife and I were playing Trivial Pursuit one night in our apartment. She read me a question and a kid answered it from the common room."

Old Boys will be torn down, and Old Girls will be converted to additional classroom space.

"They're exciting dorms," said Smith. "Both reflect current architectural thoughts around environmental efficiency."

The new dorms will have highly efficient "envelopes" like the Field House (walls will have an insulation

value of R-40 and the roofs R-60). As net-zero buildings, they will be run on electricity exclusively, and that electricity will be generated on the buildings, from Putney's property, and through community solar sites.

All the building materials meet a very high standard, and are local where possible. A majority of the wood will be "certified" meaning from managed forests. Interior wood finishes will be made from wood harvested and milled from Putney's forests.

The dorms will feature composting toilets for the student populations (faculty apartments will run on standard plumbing). The switch will take 44 beds off of the school's septic system.

"As we designed these buildings we asked, 'How light on the land can you be?'" said Smith.

At twenty-two students per dorm, the new buildings do not increase the capacity of the student population, though they do allow for the boarding-to-day student population ratio to shift toward an increase in boarding students. The new, spacious faculty apartments will ideally ease recruiting for long-term, teachers, and will be able to house teachers with families comfortably.

Smith uses the term "cultural sustainability" to refer to some design choices inside the building that better serve those that live there, and the ability to adapt the spaces to changing needs. For example, bathrooms spaces now offer dramatically more privacy.

"They're signature buildings," said Smith. But he emphasized that their forward-thinking design will keep students grounded and connected to each other and to their physical elements. "We don't want fancy trimmings you might see at other boarding schools. We still want kids to live in the Putney way. The spaces will be clean, open, and airy. The community, students and adults alike, look forward with excitement to this next stage in the life and lives of the Putney School."

REMEMBERING Gordon Jones

On March 6, 2022, Gordon Jones, husband of Emily, died. As he and Emily planned their departure from Putney, we knew we wanted to thank Gordon for his impact at Putney. Now, we feel more deeply the need to remember him, and we hope he knew how much he shaped our school. At a recent memorial service, both Desi Smyth '23 and Brian D. Cohen shared their memories of Gordon (Brian's being read by English teacher Nathan Zweig). We share excerpts with you because they capture Gordon as a person and as a teacher, and glow with delight in their friendship, even in their grief.

From Desi Smyth '23: Gordon always expected you to bring your best to the table, but he also had the incredible sense of knowing what was your best given any moment. I learned an unimaginable number of things from Gordon, most pertaining to Shakespeare. Shakespeare is the leading man in my life, and when I visited Putney, I sat in on Gordon's art history class. He asked me why I was sitting in on art history. I stuttered, and my tour guide butted in and said that I was a fan of Shakespeare. Gordon immediately brightened up, and asked if I was a performer, and if so, had I been in any Shakespeare productions recently? I said, "Yes. I had played Macbeth, in *Macbeth*." He smiled, and said "If it were done when tis done, then twere well it were done, quickly." After a beat, I sensed that I was to continue. "If the assassination could trammel up the consequence, and catch with his surcease success," and Gordon picked it up again. We went back and forth, mystifying his students. I was not yet sold on the idea of Putney, but Gordon sold it to me in minutes. Our instant connection never diminished. Gordon was maybe the first person I met that had truly no obligation to care for me, and yet he did. I felt very understood by Gordon; he had the same gift as Shakespeare, an innate understanding of human nature. And I miss that. I miss him. The last thing Gordon began to teach me was about creating my own memory palace. He talked of it all the time, and I was so honoured when he sent me an email, asking to meet to begin the process. I accepted, and we began to meet almost every week to create my memory palace. Unfortunately we did not get very far, but I think it is only right that I create one in his honour. It is only right that in my memory palace, Gordon has his own room.

From Brian D. Cohen: Gordon did more varied things well than anybody else I've ever known. He was a gourmet chef and ran an Italian restaurant in the north of England. He was a letterpress printer at a book press. He was a psychological counselor, and I don't mean just informally — he was trained as one. He was a Latin scholar and translator. He was a gifted pianist and artist. He was an erudite and captivating classroom and studio art teacher. With Emily he started and ran a school in the jungles of Thailand, clearing the land, designing the buildings, creating a curriculum, hiring the faculty, and enrolling students. He wrote a prominent reference book on grammar, then decades later he wrote a prominent reference book on JS Bach's choral works. Gordon was a protector of the things he cared most about, his family, the English language, his Shakespeare, and traditional painterly values. He also relished removing the delusory structures and formalities that held up any situation he couldn't abide, if only to see the disorder he could create. The protective and anarchic didn't battle within Gordon; they simply took turns. The same scholar who reproached me for mangling an English vocabulary work I had no business using possessed an inner nine-year-old who, at my 50th birthday party, released my French Bulldog from his leash in order to see him knock over every food table and little kid in sight. He's still laughing about that now, I am sure. Gordon could be unsparing and dismissive, and funny about it. He was the opposite of a virtue-signaler. Notwithstanding his oft-repeated comment "remind me to send \$50 to Planned Parenthood" every time he saw an unruly little kid, he rarely spoke about the hours he volunteered counseling paroled young offenders in the criminal justice system, the difficult, detailed, and unseen work (as well as the many paintings) he contributed to community arts organizations, or the time, tutelage, and art supplies he gave to any student with a spark of interest in visual art, and how very proud he was of what they accomplished.



Gordon Jones in flight on a bike; Gordon working with Leo Gadick '17 during spring work day; portrait of Gordon Jones by teacher and artist Cai X. Silver



Carol

“I felt very understood by Gordon, he
had the same gift as Shakespeare,
an innate understanding of human
nature. And I miss that. I miss him.”

ON THE HILL



XXXX

LETTER FROM THE HEAD OF SCHOOL

My time at Putney is ending frighteningly soon. It has been my home and my life for 15 years, almost twice the length of time I have lived or worked anywhere else. In these years I have craved time to read, to think and to write, and I look forward to doing that. On the other hand, the shift from living in the hive mind of a boarding school to solitary contemplation will challenge my self-discipline, no doubt. A school is a place of organized learning, with adults and students grouping and regrouping in a fixed dance throughout the day, and learning is planned and evaluated. But at Putney at least as much of the learning happens in the margins, by serendipity or happenstance, over meals, on the trails, in dorm common rooms, on a bus or over breakfast. John Rogers '47 wrote, in his MIT thesis about the nature of the Putney campus, that the scattering of the various classes and arts across the campus meant that students regularly encountered "others bent on other purposes" which was part of what made the culture what it was and is still today. When I first came to Putney, people called the schedule here "the rural rat race." We've modified it considerably, with the goal of doing somewhat less, and doing it better. There needs to be time in between to allow for contemplation and conversation, as these are where wisdom and understanding grows.

I regret that much of my last years at Putney has been in a lockdown that made visiting alumni and friends of the school impossible. In the past those conversations were a rich source of understanding of what matters here, what lasts in the minds and hearts of those who were Putney students. Hearing stories—some of them painful—made me better able to see what was in front of me back on campus. Our current students benefit from those tales that helped to make visible what wasn't obvious on the surface. These conversations also reminded me of the power of the land itself, and of the importance of social and emotional learning as part of the curriculum. I have also appreciated over the years those who came back to visit campus, often after many years away, and reflected on who they were as teenagers, and what happened next. My first alumni visitors in my first week on campus in 2007 came across me by accident. I had moved my office to what used to be a classroom. They told me all sorts of things, but what I remember best was "I hated Sing, but now those are the songs I sing to my children." It helps to be reminded that high school seniors are not meant to be finished products, but simply equipped with the ability and inclination to keep learning.

I am so glad that Danny O'Brien has chosen, and been chosen, to come to Putney next. We are lucky to have him, and he is enormously lucky to be given this honor and this challenge.

All the best to all of you, and thank you.

EMILY JONES

Head of School



Our graduates must be culturally fluent and able to work easily with those different from themselves, or they will be irrelevant to the world in which they live.

EMILY JONES, winter 2008,
on her first Putney Post story



ORCHESTRA

Putney's student musicians have joined forces with the Keene Chamber Orchestra this year, in what Music Director Eric Thomas believes to be a highly beneficial relationship.

When Thomas became the director and conductor of the KSO, he realized that, instead of also building a new Putney orchestra, he could bring students to this one—a long-standing and well-established group with a repertory.

"It's been my dream to have an orchestra for Putney students good enough to play concertos with," he said.

"It's a rare thing for a high school student to be able to perform as a soloist with a full sized orchestra. I am grateful for the unique opportunity to work with and learn from experienced professional musicians in the Keene Chamber Orchestra."

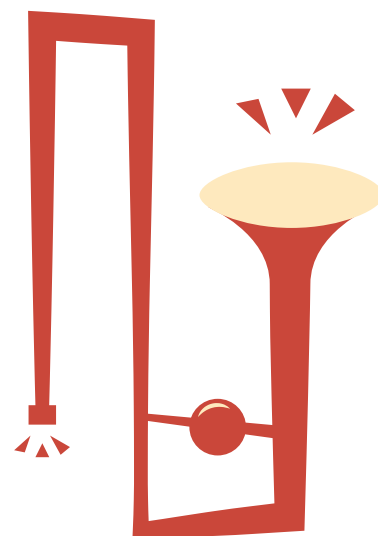
—MARK '22

Salamander Crossing

In what has become a rite of spring in Putney, science teacher Dawn Zweig lead a salamander crossing guard training this spring, as the weather warmed up and salamanders began the treacherous nightly forays.

"Unfortunately, when it's warm and rainy this time of year many of our frogs and salamanders get killed while trying to cross the road while going to or from their vernal pools," said Zweig.

"Crossing guards help monitor heavy crossing areas to ensure as many make it safely across as possible"





MAKING IMPROVEMENTS >>

Four students came together for Project Week to rebuild the horse barn's stall doors and change out the design from swinging to sliding. The sliding design offers more control and safety for the horses themselves, and the students learned real building skills.



EXTRA

Lane '22 found a weaving project online that she really wanted to try, but the weaving studio lacked the proper loom to complete it. In stepped—literally—fiber arts hero Melissa Johnson '77 to lend two extra hands and feet to the textile.

"I never expected to complete such a complicated pattern in my time here—much less one that required an extra person. This project has taught me all sorts of things about problem-solving, from choosing the exact right color combinations to fixing loose threads," said Lane.

"I love the challenging projects that students come up with. I also enjoy figuring out how to create the textiles they envision with the equipment and materials that we have. Lane's project required a strong commitment from both of us. It was fun to create and very satisfying to see the complex weaving roll off the loom."

—MELISSA JOHNSON, FIBER ARTS TEACHER

For(r)est Wanderings

Ninth-grader Owen G. '25 strikes you as a kid who could fly up a mountain, bright and bouncy. Not to be confused with Owen B. (junior), Owen J. (senior), or Owen W. (also a junior, but "the one with the hair"), or, for that matter, Owen C. '17, the snowboarder careening into the truck road on p. 9, Owen G. carries a kind, quiet energy. Adina '25 (we only have one Adina) darts around a soccer field like a bug on water, is usually smiling. From a distance, you might confuse her with Juno '25 (we have a Juna but only one Juno, at least this year). Adina didn't think of herself as a hiker. And Forrest. He is new junior is an explorer who lands somewhere between Ted Danson in his *Cheers* years and that guy from the *Sopranos*, doesn't like phones, is friends with everyone, and carries himself with the poise and reflective presence of an adult. You find yourself hoping he'll run for political office someday. The three of them have climbed every mountain and forded every stream in their brief time at Putney, with many more still yet to see.

Owen and Adina: WHAT IF WE...

How many bad ideas are cooked up with a "What if we..." introduction? A lot! Especially during adolescence. But not always. Sometimes great ideas arise. That's exactly what Adina and Owen said to each other last fall, contemplating their first Putney Project Week. They wanted to climb Mount Monadnock. "What if we climb it every day?" they wondered. "Could we do it? In December?" The two ninth graders, who became friends during a Long Fall bike trip in September, took up the challenge, found a faculty sponsor and drivers, created a food plan, procured winter hiking gear, and set out to climb the same path every day, with no sense of how challenging the task would be.

Day three was the worst! Remembers Owen, with a laugh. Two opening days of fresh energy, then collapse. How did they manage the low points? "We got through it by helping each other. I would help her, and she would help me. It was good. If it'd been just one of us, it would have been a no." The White Dot Trail climbs the mountain steeply, with steps, boulder scrambling, and open rock faces to navigate. "At first, the stairs were the hard part,

and the boulders were easy because you're using your whole body," said Owen. "By the end, we were running up the stairs, and over the boulders, we realized our whole bodies hurt." They also learned the importance of respecting nature, and paying attention to weather, one day hiking around the perimeter of the mountain's base because climbing would have been too dangerous. Said Adina, "I have always had a big appreciation and awe of nature and the earth, but my respect for it grew a lot over these two weeks. We really had to listen to the weather and be aware of the mountain for our own safety." Now, they have started dreaming up their next project ("Let's climb a mountain! A ... different one!"), and remember reveling in the experience, the ice cream they ate after the ascents, laughing about the slipping and falling in the mud, and finding motivation together on the days when they could have stayed home. Adina saw the big picture, the highs and the lows, and the value in doing something challenging together. "We collaborated well, and built off of each other's ideas. There were times when we both wanted to be as far away from each other as possible, and there were disagreements, but that is really just

part of friendship. As we humbled up the mountain, being able to look next to me, and give a pained little smile really helped this project feel fun."

Adina and Owen climbed Monadnock seven times during the ten-day project week, 12,600 feet of elevation gain over almost 30 miles. What better way to end it than a sunrise hike? They left school at 2AM. The thermometer read -10 degrees when they arrived at the trailhead. Cloudy. For a sunrise hike. It remained cloudy when they reached the windy summit. But then, on cue, the clouds parted. Owen recalled, "The clouds left, and we could see the sun. We were at the top and the view was incredible. At the top of the mountain, the trees change, and are like classic Christmas trees. They're perfect. The orange light from the sun and the blue light from the sky gave the snow a crazy, neon look. I've never seen anything so pretty."

"In the end, your mind is just as important as your legs," reflected Adina.

Forrest THE WANDERER

"One of my favorite things about Putney is the relative lack of supervision." Our conversation was off to an interesting start. Where was he going with this? "If I wanted to go on a huge hike at my last school, I'd have to talk to six different people to get permission, ask my parents to sign forms, and ultimately the answer would probably be no." At Putney? "I tell a teacher I'm going on a long hike, probably will be gone all day. And if I'm not back by, say, seven, to worry." And the teacher's response? *Cool! Do it!* "I love that about Putney," said Forrest.

At first, Forrest's explorations offered a chance to improve his hiking with snowshoes. He tested the snow and the equipment, learned his way around the Putney Mountain trail system in below-zero weather, five miles here, a few more miles there. In February, on a Sunday morning,





Forrest atop the Pinnacle in Westminster West; Adina and Owen capturing beautiful moments on Monadnock (previous page)

LIES'S LOOP →

3k, 7k, 5b, 5a, old 5k, 10k, and more. A person could explore the Putney trails for ages and continue to discover old routes and fallen signs. Emerging from the overgrown woods, reclaimed for our enjoyment, Lies's Loop is named for Lies Pasterkamp, a dedicated keeper of the trail system who retired from Putney in 2021 following 42 years of service to the school. (She is, of course, still working for the school, picking up work here and there helping out immensely. What would we do without her?) Known for the massive uphill climb near its end, Lies's Loop gets your heart rate up and your legs burning, appropriate for a loop named for a person who is always on the go, and who encourages us to do the same.

he set off for his longest hike yet, to Putney Mountain from campus, across the ridgeline to the Pinnacle, and back, solo. He covered almost 17 miles that day. He returned to campus late afternoon, beaming. He's done a few of these long hikes this year, and will set out on more now that spring has arrived.

In an era when tech and data are everything, Forrest is an anachronism. Sometimes he hikes for elevation, sometimes for distance, sometimes simply to find a new trail. While he does use an app (he prefers Gaia GPS)

to map his routes ahead of time, that's where the reliance on tech ends, and he's clear about keeping phones out of sight when out and about in the world. If he's going on new roads, he plans ahead. "I write directions on a Post-it note, put it in my shirt pocket, and see how far it'll get me"

A shuttle picks him up in Boston when he comes to Putney. "I look out the window as we go through Western Mass. All of a sudden, the landscape opens up, and there's hills, and then there's mountains. I really love that"

He's hiked in Yellowstone and along the western coast of Washington, enjoys cross-country running. Merrill boots get him where he's going, and hardly show their wear. Maybe, someday, the Pacific Crest Trail or the famed Camino pilgrimage in France and Spain.

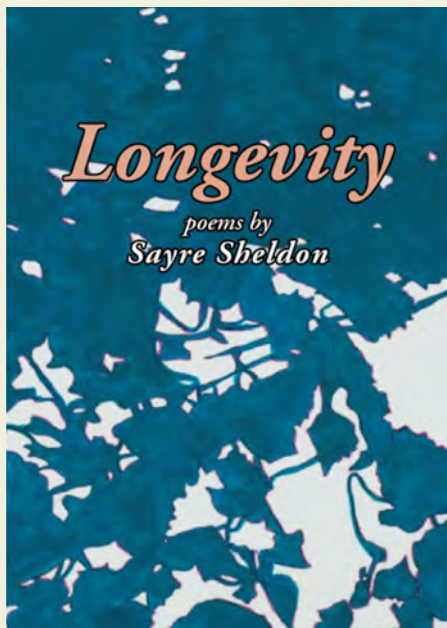
For now, on his trail maintenance crew at the school, he contemplates trails, and Putney, and life. "Kids can explore here. We trail crew members have different philosophies about trails, and I'm with Emily Jones. I don't like walking on a trail when there's dozens of different signs at every junction. You can go behind Keep and kind of get lost. It's left open for you. It'll be familiar eventually"



ALUMNI CONNECTIONS

Siblings Liz Heyneman Simmons '55
and Steve Heyneman '61

ALUMNI BOOKS



Longevity

Sayre Sheldon '44

Lulu.com, 2021

"Sayre Sheldon's collection of recent poems combines the wisdom of a veteran activist, the sadness of a widow, and the tenderness of a great-grandmother. Her incisiveness, wit, and rich language are proof that creativity has no age limit. Whether you are approaching 100 years or are just discovering poetry, Sayre Sheldon's poems offer outrage and hope." — Renata von Tscharner

Honoring the Circle: Ongoing Learning of the West from American Indians on Politics and Society

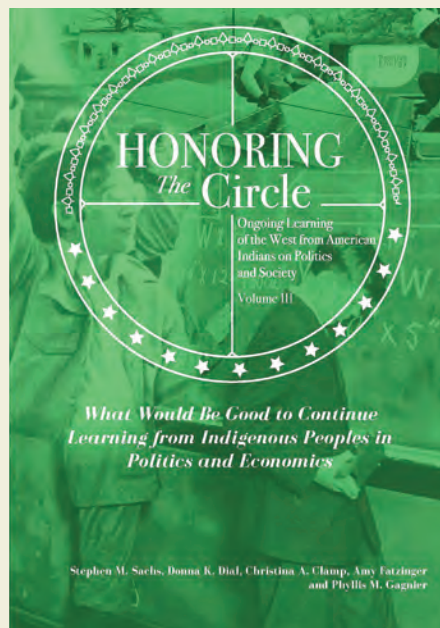
Stephen Sachs '56, Donna K. Dial,

Christina A. Clamp, Amy Fatzinger,

and Phyllis M. Gagnier

Waterside Productions, 2020

Honoring the Circle: Ongoing Learning from American Indians on Politics and Society in four volumes provides a comprehensive view of the tremendous, continuing learning from Indians by the West that has greatly impacted western socio-political thought, institutions, and practice, and how further learning would be helpful returning the world to harmonious relationships among people and with the earth. These books unfold how

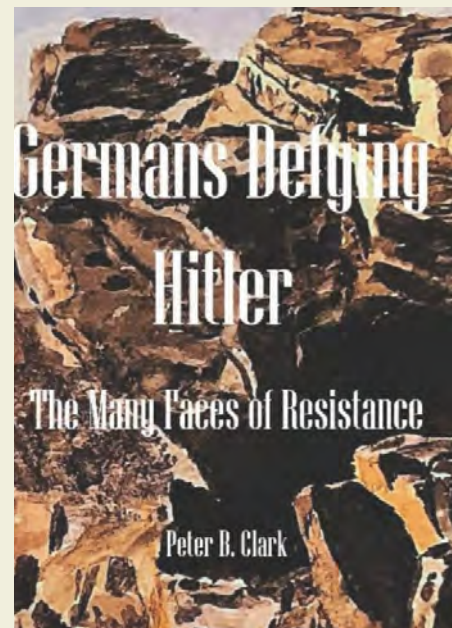


contemporary societies can do much better, with people living well together and with the earth, by applying Indigenous values in politics and economics, with the environment, and in education.

Germans Defying Hitler: The Many Faces of Resistance

Peter Clark '59

While most Germans revered Hitler, many did not. *Germans Defying Hitler* provides gripping descriptions of their resistance to the Nazi regime. Among the best known are Colonel Claus von Stauffenberg and the siblings Hans and Sophie Scholl, but there were many others who came from all segments of German society, including factory workers, members of the intelligentsia, government officials, church leaders, and military officers. Particular attention is given to the opposition to Hitler by working-class social democrats and communists. A group of conservatives and military officers planned a coup already in 1938 and continued efforts to topple Hitler through mid-1944. The Nazis responded savagely: thousands were imprisoned and sent to concentration camps, many were tortured, and large numbers executed. Thus many Germans had the inner moral compass which gave them the courage to confront the Nazi



terror. While ultimately unsuccessful, these Germans at least acted rather than remaining quiescent and often paid the ultimate price for defying Hitler.

The House of One Hundred Steps

Heathcliff Shepton-Mallett (Ethan Clifton '61)

Kindle, 2021

Trust begets murder of an heiress to the only fortune to come of the historic Great Diamond Hoax. A beautiful young woman calls upon a detective to discover hidden secrets of her charming beaux, both heirs to victims of the swindle. The beautiful young woman dies uniquely, sending the detective across the world in pursuit of a suspect to murder. The book is the debut novel by Ethan Clifton '61, writing under the pseudonym of Heathcliff Shepton-Mallett.

Beyond Birds and Answers: A Dialogue

Alice Pero '64, with Vera Campion

Elyssar, 2021

Dialoguing in poetry is an ancient form. The Japanese wrote linked poems. Alice Pero, the poet in this book, has been dialoguing with other poets for over 30 years, and even earlier as a dancer. Ekphrastic poetry is also as old as the written word. We see this in the beauty of the Chinese



scrolls. A poet writing with an artist becomes a conversation and an ever-expanding story. Writing can be like dancing to a painting. Painting can be like singing to a poem. Colors bring words and words invoke shapes and stories. We invite the reader to find a beautiful place to read this book, a place where you can sit and simply dream.

Fighting Times: Organizing on the Front Lines of the Class War

Jonathan Melrod '68

PM Press, 2022

Deeply personal, astutely political, *Fighting Times: Organizing on the Front Lines of the Class War* recounts the thirteen-year journey of Jonathan Melrod to harness working-class militancy and jump-start a revolution on the shop floor of American Motors. Melrod faces termination, dodges the FBI, outwits collaborators in the UAW, and becomes the central figure in a lawsuit against the labor newsletter *Fighting Times*, as he strives to build a class-conscious workers' movement from the bottom up. A radical to the core, Melrod was a key part of campus insurrection at University of Wisconsin-Madison. He led campus for the factory in 1973, hired along with hundreds of youthful job seekers onto the



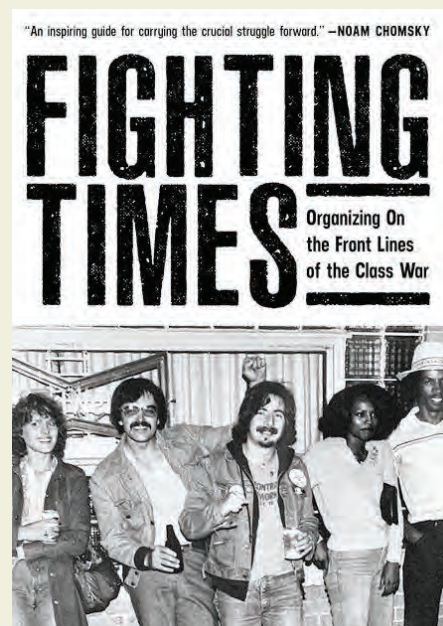
mind-numbing assembly line. *Fighting Times* paints a portrait of these rebellious and alienated young hires, many of whom were Black Vietnam vets. Containing dozens of archival photographs, *Fighting Times* captures the journey of a militant antiracist revolutionary who rose to the highest elected ranks of his UAW local without compromising his politics or his dedication to building a class-conscious workers' movement. The book will arm and inspire a new generation of labor organizers with the skills and attitude to challenge the odds and fight the egregious abuses of the exploitative capitalist system.

Fantastic Fungi Community Cookbook

Eugenia Giobbi Bone '78

Insight Editions, 2021

The *Fantastic Fungi Community Cookbook* is written by the people who know mushroom cooking best—mushroom lovers! These are the kinds of recipes you will actually cook for dinner: tried-and-true, family recipes representing cultures from all over the world. Recipes include Black Trumpet and Fig Pizza, Lobster Mushroom Chowdah, Chicken Chanterelle Paprikash, and Chaga Chocolate Chip Cookies. The cookbook also features five thoughtful and engaging



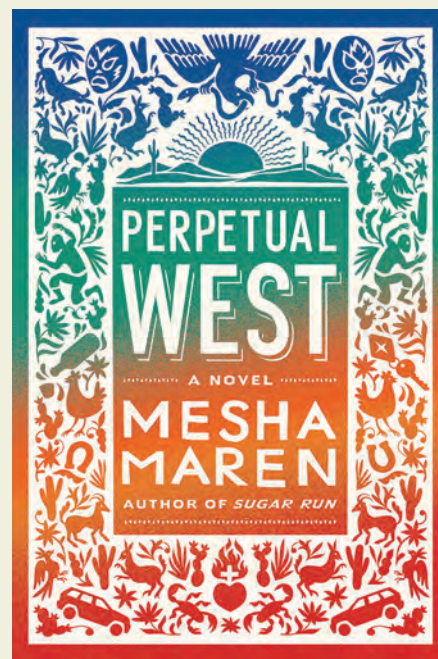
essays that explore a wide range of topics, including mushroom cultivation and foraging. Following the path set by Louie Schwartzberg's award-winning documentary, this cookbook will expand your appreciation of the fantastic world of fungi, their different tastes and varieties, and their many applications, from flavoring drinks to replacing meat in recipes. The most diverse and comprehensive mushroom cookbook available, this is the perfect gift for anyone who is curious about the marvelous world of mushrooms and the magic they can make in the kitchen.

Bag Lady: How I Started a Business for a Greener World and Changed the Way America Shops

Lisa D. Foster '79

Changemakers, 2022

Called a "master class for all who wish to make a difference in the world," *Bag Lady* is an inspiring account of the transformative power of purpose-driven entrepreneurship. Lisa is a business coach, speaker, and author whose mission is to help managers become better leaders by using emotional intelligence to create the conditions for high performance. In 2005, Lisa founded 1 Bag at a Time, Inc., a first-to-market reusable grocery bag company. *Bag Lady* is a masterful case study in how



to start up a company and use the tools of business to promote a better world.

Perpetual West

Mesha Maren '03

Algonquin, 2022

Perpetual West is a brilliant and evocative story of borders—between countries, between lovers, and between facets of the self. When Alex and Elana move from small-town Virginia to El Paso, they are just a young married couple, intent on a new beginning. Spanning their journey from Virginia to Texas to Mexico, Mesha Maren's thrilling follow-up to *Sugar Run* takes us from missionaries to wrestling matches to a luxurious cartel compound, and deep into the psychic choices that shape our identities. A sweeping novel that tells us as much about our perceptions of the United States and Mexico as it does about our own natures and desires, *Perpetual West* is a fiercely intelligent and engaging look at the false divide between high and low culture, and a suspenseful story of how harrowing events can bring our true selves to the surface.

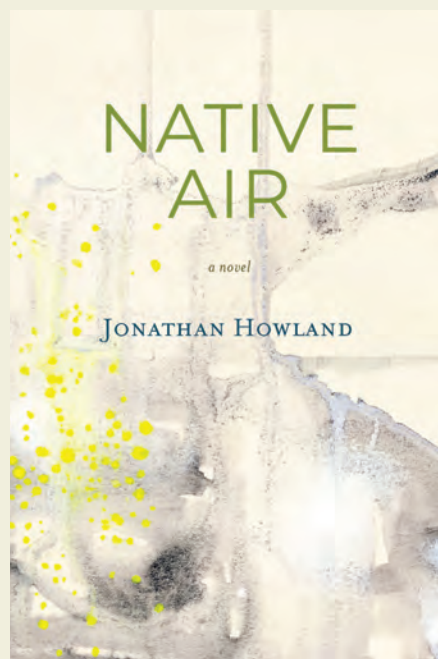
FORMER FACULTY

Native Air

Jonathan Howland

Green Writers Press, 2022

The austere beauty and high exposure of mountain adventure provide the context and the measure for what it means to be alive for climbing partners Joe Holland and Pete Hunter—until one of them isn't. When the book opens, it's the mid-'80s. Joe Holland, the novel's narrator, is a climber and a seeker, but mostly he's Pete Hunter's shadow. The two meet in college and spend the next ten years living at the base of any rock that appears scalable, most of them near Yosemite and California's High Sierra. The joys and strains of their friendship comprise the novel's first half. In the second half, the bare bones—obsession, grief, love, and repair—come into stark relief when Pete's grown son calls Joe back into climbing, into the past, and into breathless vitality.



P.S.



We love when STEM meets art. Here, Algebra 1 students watched and recorded Dance Intensive students performing works in progress. They then studied the videos and described portions of the dances as mathematical equations of the lines the dancers scribed in space. Through this collaboration, the Algebra 1 students turned 3D motion into 2D graphs, practiced generating linear equations, and had the opportunity to evaluate and describe dance through mathematics.

FROM THE PUTNEY SCHOOL INSTAGRAM @THEPUTNEYSCHOOL



SAVE THE DATE!

Harvest Festival 2022

SUNDAY, OCTOBER 9, 2022

FREE AND OPEN TO THE PUBLIC

More information coming late summer. Until then, stay well.
We can't wait to see you on campus again.



The Putney School

Elm Lea Farm, 418 Houghton Brook Road, Putney, Vermont 05346

