

The cover graphic features a dark olive green background with a white, stylized border of vertical lines. The text "WARING SCHOOL" is in a small, white, serif font at the top. Below it, "Annual Report" is written in a large, white, serif font. At the bottom, "2009-2010" is written in a smaller, white, serif font. In the bottom right corner of the graphic, there is a small logo for "WHS" with "1972" below it.

WARING SCHOOL Annual Report 2009-2010

35 STANDLEY STREET • BEVERLY, MASSACHUSETTS • 01915

WWW.WARINGSCHOOL.ORG

Report of the Headmaster

by Peter Laird Smick



Admissions & Enrollment

I am happy to report that the 2009-10 admissions cycle turned out to be more successful than we originally projected. Our initial pessimism was based on the continuing gloom of the economic forecast together with the widely held opinion that the second year of the recession would present more of a challenge than the first to independent schools seeking to maintain their enrollments. As a result, some of our early budgeting scenarios anticipated a fairly significant drop in enrollment and the final 2010-11 budget was based on an enrollment of 146, representing a decrease of six students from our enrollment at the beginning of the 2009-10 school year. As it turned out, we began the 2010-11 school year with a student population of 150, only two students down from the start of the previous year and four students more than our budgeted enrollment. Though the number of total applications declined by about 14%, the number of candidates who completed our application process, including the two-day visit, actually went up by 8%.

Most encouraging of all was the high quality of the 31 new students who accepted our offer of admission. When all is said and done, our most important measure of admissions success is filling our available places with students who want and are prepared to take advantage of what the school has to offer. Our corps of newly enrolled students certainly fits this description. Spanning grades six through ten, they are impressive in the diversity of their talents and backgrounds. And, most importantly, they are already demonstrating on a daily basis a deep commitment to their new school community, a commitment that involves a full investment of their intellectual, creative, and personal energies.

In spite of thinning demographics and the still lingering recession, there is cause for optimism about Waring's enrollment outlook over the next couple of years. Our current junior and senior classes are on the small side—20 and 22, respectively. These smaller classes are followed by freshman and sophomore classes of 27 students each. The effect of graduating smaller classes and replacing them with larger classes is likely to be a “bump” in enrollment over the next two years, assuming that our new 9th and 10th grades continue to be on the large side. In fact, a 10% increase in Waring enrollment for 2012-13 is entirely possible with a fairly modest increase in the number of new students enrolled each year. This means that, if we were able to increase our enrollment of new students by five or six each of the next two years and our rate of attrition stays within our historical average of 5% to 6%, our overall enrollment would grow from its present 150 to 165 by September of 2012. This is a feasible goal in keeping with the Board's strategic objectives regarding the size of the school. But, given the realities of today's market, even this modest increase in annual new enrollment will require a more focused marketing effort that persuasively communicates Waring's distinctive academic and cultural advantages as well as its competitiveness in terms of the more traditional factors that families take into account when weighing their school choices. We are embarked on this challenge, and I am confident that we can succeed.

(CONTINUED ON PAGE 3)

TABLE OF CONTENTS

ANNUAL REPORT

2009-2010

REPORT OF THE HEADMASTER	1
REPORT OF THE BOARD CHAIR	7
FINANCIAL STATEMENT	8
DONORS IN THE FISCAL YEAR 2009-2010	9



Annual Report

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Class of 2010

The twenty-four graduates of the class of 2010 received their diplomas last May at Waring's 31st commencement exercises, bringing the school's total number of graduates to 459. Last year was another impressive year for Waring in the college admissions sweepstakes. All members of the class of 2010 were accepted into highly regarded four-year colleges and universities. All but one, who opted for a gap year before starting college, began their undergraduate studies in the fall of 2010. The class of 2010 submitted 164 applications to 104 different institutions. These 164 applications yielded 90 acceptances, 26 deferrals or 'wait-lists', and 48 denials of admission. The overall acceptance rate of 55% for the class of 2010 is in line with previous years and commendable given the selectivity of the schools applied to. Ten of the 15 seniors who indicated a first-choice college were accepted to that institution.

The average number of applications per senior worked out to 6.8, down from the previous year's high of 7.5 applications per senior. Averaged into the 6.8 figure, however, were four seniors who were accepted through Early Decision or Early Action programs and therefore applied to only one school. Consequently, there was little meaningful change in the number of applications per senior between 2009 and 2010. The national trend for students to apply to more schools is still very much in play, however, a trend encouraged by the ease of on-line candidacy as well as the now near universal use of the Common Application. While at Waring we leave the number of applications ultimately submitted to the discretion of our seniors and their families, we do encourage our college applicants to concentrate on quality rather than quantity as they shape their college lists. Our goal for each of our seniors is a realistic list of excellent schools that offer challenging environments and programs that will complement and extend the educative paths that they have begun at Waring. Such a list should of course include a balance of "reach" and "safety" schools. But every college on this list should be a school that defines the search process as a success for the applicant and that he or she would be happy to attend.

Members of the Class of 2010 were accepted at the following colleges and universities: (The schools that they are now attending are in bold. Figures, where shown,

indicate the number accepted or the number attending out of the number accepted.)

Art Institute of Chicago, Beloit, Bennington (2), Bowling Green, **Boston University** (1/4), Bryn Mawr, Carnegie-Mellon (2), Chapman University, Clark University (2), Clemson University, College of the Atlantic, College of Wooster, College of Charleston, Columbia College, **Columbia University**, Connecticut College (2), Drexel, Eastern University, Elon, Emerson, **Fordham**, Franklin & Marshall, George Mason, **George Washington** (1/2), **Gordon**, **Hampshire College** (1/2), High Point University, **Ithaca** (1/2), **James Madison University**, **Kenyon**, Lawrence University, Loyola University-IL, Marlboro College, **MIT**, McDaniel College, **McGill**, Miami University, Muhlenberg, **NYU** (2/2), Occidental, Providence College, **St. Lawrence University**, **St. Olaf**, Sarah Lawrence, **Skidmore** (1/3), **Smith**, SUNY Purchase, **Swarthmore**, Trinity College-CT, Tufts, **U. of Delaware**, UMass Amherst (5), U. of Michigan (2), UNH, U. of Oregon, U. of Rhode Island, U. of Rochester, **USC**, UVM (3), U. of Wisconsin, Villanova, **Wake Forest**, **Washington University** (1/2), **Wesleyan-CT**, Wheaton College-IL, Whitman College, Xavier College.

Faculty and Staff Transitions

Year-to-year turnover of Waring faculty and staff is generally modest, and the past year was no exception. On the faculty side, however, I would make note of one particularly important departure, and that is the retirement of Neil Glickstein. When Neil came to Waring in 1990, he was already a veteran teacher with more than 15 years of experience in the classroom. During his 20 years at Waring, Neil undertook the wide range of teaching and advising responsibilities that typifies Waring faculty at their best. Educated in both chemistry and the biological sciences, he taught science at every level, including Chemistry, Biology, Physical Science, Ecology, and Environmental Science. Neil also taught a variety of Math courses, served as a Tutor/Advisor, and chaired the Science program. Neil's enthusiasm for stepping outside his areas of immediate expertise was well known and very much, of course, in the Waring tradition. He became the advisor and resident champion of Current Events, a popular Elective that is largely run by students. He was a frequent presence in the bass section during all-school chorus. An outdoorsman, who was always disciplined

about keeping to his personal fitness regime, he regularly supervised the “Y” option in our Sports program. Over the years, Neil led a variety of creative and energetic End Term offerings that involved everything from biking on Nantucket to making art in North Carolina. Finally, as every student who ever had Neil in class knows, he was an inveterate creator of “opportunities”—his benevolent term for quizzes, tests, and exams. That Neil persisted in referring to one of the more odious aspects of academic life as an “opportunity” is entirely typical of his deep optimism and determination to make the most of every learning experience. In addition to Neil’s obvious contributions to our academic program, we will miss his steady, affable, and intelligent presence as a colleague, mentor, and friend. It is this gift of himself—his compassionate intellect, his love of learning as discovery, and his devotion to his students and colleagues—that will be Neil’s ultimate legacy to the Waring School.

Finding a suitable replacement for Neil, was a challenge and, as Neil himself would affirm, an opportunity. After a thorough search process, the position was offered to William H. Braunlin, who has now joined the Waring faculty. Bill holds a B.S. from Antioch College and a Ph.D. in Physical Chemistry from the University of Wisconsin. He is a recognized expert in molecular biophysics and polymer physical chemistry and has written widely on these subjects in peer-reviewed publications. Bill also has a strong background in physics, biology, and mathematics, both applied and theoretical. In addition to his native English, Bill speaks German, Swedish, and some “elementary French.” After a number of years teaching at the college level, Bill focused his energies on research with such firms as Genzyme Pharmaceuticals. Most recently, he has specialized in research and development of biomimetic devices for use in medical research at Rational Affinity Devices, a company that he himself founded. Though well-versed in a highly specialized field, Bill also recognizes the relevance of science and mathematics to everyday life and believes strongly that “scientific literacy is indispensable to every educated citizen.” He summarizes his own educational philosophy with these well-founded words: “Most importantly, in our roles as educators, we should always keep in mind that the traits of a successful, creative, teacher-scientist are not so different from those of the well-educated citizen: an open mind, an ability to listen to diverse

viewpoints, to critically evaluate them, and to come to one’s own conclusions.” Such understanding of the teaching role resonates well with the teaching-learning paradigm at Waring and suggests that Bill will be a great fit in our program and community.

Also joining our faculty on a part-time basis is Gallaudet Howard. Gallaudet holds an AB in English Literature from Harvard College, an MS from the Yale University School of Nursing, and an MFA from the University of Iowa Writers’ Workshop, where she won a Truman Capote Fellowship. Gallaudet’s nursing career has involved her with the practice and teaching of prenatal, pediatric, outpatient, and urgent care in a variety of settings, including India, East Africa, and the Oglala Lakota Reservation in South Dakota. More recently, she has focused her energies on writing and teaching. She is an editor with Iowa Wordwrights and has published her own work in a variety of publications. As if all of the above were not enough, Gallaudet is able to speak five languages, including Spanish, Hindi, Kiswahili, and, yes, French. Gallaudet, whose richly varied résumé will surely serve her well at Waring, is teaching 2-3 Humanities during the 2010-11 academic year.

The Waring Narrative

2009-10 was typical of the energetic and enterprising variety of Waring life that courses through our community in a given year. Much of this is captured on the Waring website under various headings, including archived editions of *Le Temps Retrouvé* and *Journal*, and I refer you to that source for a full panoply of the past year at Waring. Of course, the big news, certainly from my point of view, was the announcement last April of Allegra’s and my retirement at the end of the 2011-12 academic year. My letter to Board Chair Geoff Hunt confirming this decision, together with his response, is also posted on the Waring website. To say that the combined 55 years that Allegra and I have spent at Waring has been ‘not just a job but a life’ may be trite, but it is surely not overstating the case. The decision to move on from the community that has been our home for so long has been momentous for us. But, it is important that we do move on to our next learning environment, and we feel that the timing is right, both for us and for Waring.

Without question, the announcement of our retirement has introduced an important and challenging transition in the life of

the Waring School, one that will require the leadership of the Board of Trustees, in the exercise of perhaps its most important role, as well as the attentive effort of the school community as a whole. I believe firmly, however, that in such challenges lie important opportunities for growth. I have great confidence in the process that has been set forth to identify and recruit Waring's next head of school. I am also very pleased that the school has engaged Gregory Floyd, one of the premier search consultants in the independent school world, to assist us in this process.

As I indicated in my letter last April, I am deeply grateful for the privilege I was given of assuming leadership of the school when Philip and Josée Waring retired in 1990. It has been one of the great joys of my life, personal as well as professional, to build upon what they began, to further articulate the Waring philosophy and to implement it through the program and culture of a growing school community. In this process, my story—my personal and professional narrative—has merged with the larger Waring narrative in a way that has been deeply satisfying to me and has sustained my faith in the aspect of the educative enterprise that we call school. Our part in the Waring narrative is also what will connect Allegra and me to Waring when we are no longer in the community on a day-to-day basis, when our story line and that of the Waring School diverge.

You don't have to be around our school very long to capture the importance of the Waring narrative as story. But, there is another, related sense of the word narrative that is equally important and even more fundamental to Waring's identity. When I first came to Waring in the late 1970s, I was struck, as most people still are, by how much the school differed from other independent, preparatory schools. Of course, Philip and Josée had no intention of creating yet another version of the standard New England prep school, of which there were already many. Rather, they wanted to start fresh by asking the most basic questions about what school should be for. They wanted to get at the true purposes of schooling and then create a school that fulfilled this end or *telos*. Not surprisingly, the well of ideas generated over the years by this inquiry, summed up in the statement of Guiding Assumptions that serves as our philosophical underpinning, focuses on answering questions that have a strong teleological bent, such as: What purposes or ends should schooling serve, and why

do we do what we do at Waring? Though these ideas are not necessarily new (some, in fact, are quite old), they have coalesced into a compelling educational narrative that does not fit the standard mold. Waring's penchant for non-conformity to standard operating procedure is but one expression of this narrative and has been a great strength right from the start. For one thing, it has given us the telling advantage of being able to begin fresh on almost everything that schools do, from our program to the way we shape our school culture and community.

In his book *The End of Education: Redefining the Value of School*, the late media and technology critic Neil Postman, wrote compellingly of the importance of narrative in this deeper sense. Postman maintained that educational problems are essentially of two kinds: engineering and metaphysical. By "engineering" he meant those problems that are mainly technical in nature, problems that have to do with the *means* by which learning occurs. The issues here focus on the what, when, and where of the educational task. The associated questions are *how* questions, such as *how* do we teach a subject, *how* large should classes be, *how* do we pay for it? And solutions tend to come in terms of methods, programs, and organizational structures. "Metaphysical" problems, on the other hand, are of an entirely different nature. They have to do with the *ends* rather than the means of education. What is the reason for schooling? Is there something that students should be getting out of school in addition to proficiency in certain skills and content? Why school as opposed to other educational alternatives? According to Postman, who fully recognized the importance of addressing problems of engineering, it is the metaphysical question that must be answered if the idea of school is to make sense at all. Postman went on to say that it is through narrative that this answer is most effectively affirmed. If school in general—or any school in particular—is to make sense, students, parents, teachers, administrators, and governing boards must embrace a narrative "that tells of origins and envisions a future, . . . that constructs ideals, prescribes rules of conduct, provides a source of authority, and, above all, gives a sense of continuity and purpose." A great narrative will have "sufficient credibility, complexity, and symbolic power to enable one to organize one's life around it." Such a narrative may and should be captured explicitly in words, but it will be most effective when it

is internalized and implicit in the life of a school community.

In my view, Waring’s most important asset is its compelling narrative. Like all great educational narratives it places “making a life” before “making a living.” In the Waring narrative, learning and “making a life” become virtually indistinguishable as a *way of life*—a synthesis that we have often called “lifelong learning.” In most of today’s educational narratives, learning, even lifelong learning, is a means to an end—to college, to a higher income, to a career, to saving the planet, and so on. Learning is important, but primarily as a means to achieving other worthwhile ends. But, at Waring, learning is *itself* the end, the main thing, and these other things are by-products, important and valuable as they may be.

We have always sought to answer Neil Postman’s metaphysical question—What is school for?—with the affirmation of learning as a way of life that is fulfilling for the individual, that furnishes rich connections with our historical, cultural, and moral heritage, that provides a basis for social responsibility and community growth, and that equips young people with the habits of mind that will enable them to engage creatively in a rapidly changing world. This understanding of the *primacy of learning* is at the heart of the Waring narrative. It is rooted in our conviction that learning is not merely a means to an end but is an end in itself, an essential and defining human activity that should involve the whole person throughout life. As human beings, we are meant to be learners, and we are simply at our best when we continue to learn and to be open to all the wonder and complexity of the amazing world that we inhabit. This emphasis on the primacy of learning is not mere philosophical fine-tuning without practical implications for the program or life of the school. Rather, putting learning first changes everything about school, from the smallest things to the largest. Ultimately, the affirmation of learning as a way of life is an invitation to embrace our freedom passionately in order to perfect and apply our intellectual, creative, and personal gifts for the common good. Waring students so equipped with the passion and ability to authorize their own learning are ready for what the world has to offer. They are connected with their past. They are engaged in their present. And, they are prepared for a future that—more than ever—will require them to do their own thinking.

As the Waring community embraces the process of identifying the new leadership that will guide our school through the challenges that this future will inevitably bring, I can think of nothing that is more important than reaffirming this essential narrative.

Respectfully submitted,

Peter Laird Smick
Headmaster



Report of the Chair of the Board

by Geoffrey P. Hunt

We mark time passing as if we are on a riverboat with time having a continuum of reality in and of itself. Time thus appears to be relentlessly flowing through an immutable landscape where events unfold in a one way succession. But time is an illusion, so said Aristotle and Einstein. In reality time is a sinusoidal function of material change within and all around us, differently calibrated for each observer. Unfolding events create the waveform we see as time passing.

Perhaps the most remarkable event shaping the Waring School waveform in 2009-2010 was the announcement from our headmaster, Peter Smick, that he will retire at the end of the 2011-2012 school year. Indeed such an announcement might make time stand still, if only momentarily. After all, Peter has been Waring's headmaster for some 20 years; Waring's second headmaster in nearly four decades since its founding. The prospect of a headmaster retiring, in circumstances akin to Peter, can be unsettling, often provoking apprehension and uncertainty. While such change can be invigorating, it can also lead to unwelcome unintended consequences.

Yet Peter's announcement is less remarkable than realizing that Waring's academic footprint, exceptional culture and reputation for distinctive destinations of its graduates now transcend the vision of its founder, Philip Waring. And who could now doubt that Waring School will persist beyond the reach of even Peter who is largely responsible for Waring today as we know it? The Board of Trustees began planning for Peter's retirement and finding his successor at the end of calendar 2009 and into 2010. We weathered the economic downturn and maintained enrollment within our range of effective operating capacity. Waring realized another successful financial fiscal period where our total revenues provided a safe margin exceeding all costs and expenses. The firm financial footing was achieved even while moderating tuition increases.

Perhaps the most important undertaking by the trustees was to begin a review and restatement of Waring's strategic direction. The Board devoted the vast majority of its attention to that job—the job only the Board can do at an independent school: articulate in its own words “Why Waring?” “What makes Waring distinctive?” “How may Waring's considerable ambition be fulfilled?” “How can Waring be sustained?” We expect to share our

convictions and answers to those questions with the Waring community in early spring of 2011, just prior to launching the search committee. We also engaged an independent school headmaster search consultant, Gregory Floyd, to assist us in navigating the variety of issues attendant with a headmaster retirement, search for successor and transition to a new leader.

A well known long time observer of leadership and organization governance for private educational institutions, Richard Chait, says trustees have three primary tasks: fiduciary, strategic and generative. The Waring School trustees over several years have devoted considerable attention to ensure that Waring maintains a stable, even if modest, financial foundation. Our strategic appraisal, to be adopted and disseminated in early 2011 will largely complete the second of Chait's tasks for trustees.

Generative thinking—the source for continuous renewal and inspiration—is the next big job we face. Chait says generative thinking is the most important work of a Board but the last task most Boards get around to seriously addressing. Too often the change in headmaster happens too suddenly with compressed time lines to find and install a new head, leaving little room for generative thinking when it is needed most.

At Waring we've been fortunate to have structured with Peter a pre-retirement transition zone long enough to have the luxury of devoting considerable time to generative thinking as a Board and with Peter. The trustees have also been working with Peter to achieve successful closure on his tenure while preparing the climate for Waring's next leader's petal fall to be equally fruitful. As expressed in the Board of Trustees strategic survey, the timeless ideal is Waring as a School of Ideas, “*Waring is, and must remain, a community where love of learning is broadly interpreted, rigorously pursued, individually nurtured, and passionately expressed. Waring's culture of inquiry and its community of lifelong of learners is an enduring and immutable attribute. It must be preserved, untouched and untainted, to retain the School's quintessential character.*”

Respectfully submitted,

Geoffrey P. Hunt
Chair, Waring Board of Trustees



STATEMENT OF GIFTS

ANNUAL REPORT

2009-2010

The following summary shows the sources of charitable gifts to Waring during 2009-2010. It does not indicate the many hours that parent volunteers, Development Committee, and Board of Trustees, have donated to our school. Volunteer enthusiasm and generosity of time contribute enormously to Waring's strength as a learning community.

Summary of Cash Gifts

2009-2010

Annual Fund	\$219,856
Restricted Gifts	\$55,400
Junior Trip	\$104,664
<hr/>	
Total	\$379,920

Summary Financial Statement

2008-2009

Tuition and Fees	\$3,511,965
Other Income	\$411,326
Gifts & Contributions	\$379,920

Total Operating Income \$4,303,211

Compensation & Benefits	\$2,376,857
Operations	\$730,823
Plant/Technology	\$88,261
Capital Depreciation	\$284,428
Interest Expense	\$119,489
Financial Aid/Scholarship	\$483,660
Operating Reserve	\$205,916

Total Operating Expenses \$4,289,434

Operating Surplus \$13,777

D O N O R S

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We are grateful to each of our many donors listed below. Some names appear more than once in the list representing their various roles in the school. **This list reflects the contributions received only during the Fiscal Year 2009: July 1, 2009 to June 30, 2010.**

Annual Fund (Unrestricted)

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