

WaringSchool

Report of Giving 2014 - 2015

Report of Giving

From the Head of School and Chair of the Board

Dear Waring School Community,

Waring School's recent 5-year Strategic Plan, drafted over the 2014-2015 year, set an ambitious course for Waring in the areas of diversity and scholarship, program development, and campus master planning. At no time in the school's history has annual giving been so critical for the implementation of our visions and aspirations.

We would like to express our sincere gratitude to our donors and to the Waring Community for helping our Waring Fund cover nearly 10% of our yearly budget. This goes a long way in keeping tuition affordable, providing the necessary financial aid to attract and retain our diverse families, and to achieve the many goals in our Strategic Plan.

In particular, we would like to extend our deepest thanks to Martha Bednarz, our Director of Advancement, who left Waring in the spring of 2016. Under Martha's leadership, Waring giving has seen record numbers and increased participation. With Martha's leading Advancement at Waring, we have changed the definition of "philanthropy" at Waring, from a topic folks avoided, to a calling for all community members to act in common and with generous hearts. On behalf of the Waring Faculty and Board of Trustees, we thank Martha for her years of service to Waring School. She has professionalized our Advancement Office and set a benchmark for annual giving that will drive us for years to come.

To the greater Waring School community and all of our donors, we extend our deepest thanks for your continued support of Waring, our values and our bright future.



Sincerely,

Tim Bakland '94

Head of School

Dick Prouty

Chair, Board of Trustees

Report of Giving

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Every effort has been made to ensure that the information in the 2014-2015 Waring School Report of Giving is correct. Please direct any changes or corrections to the Advancement Office. Please accept our apologies for any inadvertent misinformation contained herein.

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The “Psychic Paycheck”

in Marketing the Arts at the Guggenheim

by Martha Bednarz

Essie Lash '02 credits Waring humanities courses in large part for putting her on track to work in the arts, although she did not start out there. After Waring, Essie attended Wesleyan University and majored in Anthropology. She later continued her education at the American University of Paris where she graduated with a Masters degree in Global Communications. Her first professional foray was not working in the arts. Rather, it was working for a PR agency in New York City. And although she found the work engaging, something was missing. Says, Essie, “the psychic paycheck was essential for me,” and that’s what was missing.

“The arts”, she professes, “is where I saw myself long-term. Studying Humanities at Waring was key to developing that focus because that’s where I first learned about the exciting interrelationships between art and history and economics and culture.” Arts at Waring were equally as important to her during her Waring years, where she immersed herself in as many arts classes as she could including Studio Art with then Chair of the Art Department Ila Sahai Prouty '87.

Essie then started her career in nonprofit as Communications and New Media Manager at a cultural consortium called Heart of Brooklyn. Says Essie, “At the time, Brooklyn was becoming a hip spot on the map, and this organization was formed to promote six different cultural organizations as important destinations.” Heart of Brooklyn didn’t survive the economic downturn, but the Brooklyn institutions it served—including the Brooklyn Museum, Brooklyn Botanic Gardens, and others—have thrived.

In her next career move as Marketing Services Manager at the Jewish Museum, Essie found herself addressing a larger New York audience. According to

Essie, the museum “has a beautiful gallery space, and an important core collection, as well as a strong philanthropic tradition.” Another aspect of the Jewish Museum that spoke to Essie is “the ongoing vigorous debates on ideas—much like we have in Waring humanities classes!” The humanities connection helped her in launching new media projects for the museum during her time there.

Now she’s working just down the road on Museum Mile at the Guggenheim Museum as Marketing Manager specializing in multi-channel marketing. “I never imagined it to be possible to work for one of your favorite museums,” exclaims Essie. She says that although she had known the museum for its collections, she was surprised to discover the Guggenheim’s robust performing arts programming. “New York City is very collaborative in the arts and I’m learning every day.”



In fact, it wasn’t long after starting at the Guggenheim that Essie encountered Waring alumnus Brendan Pel-sue '04 as part of the performing arts there. “Brendan was on a panel and presentation of reimagining “Hagoromo”, a Japanese noh play with the Brooklyn Academy of Music!”

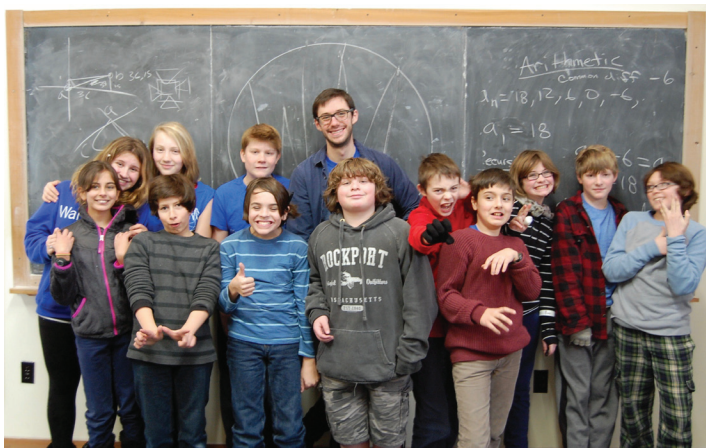
Working for a global museum such as the Guggenheim, Essie is certain to continue her interdisciplinary “life-long learning.” And as any Waring community member knows, her meeting fellow Waring alumni in far-flung and fascinating places will be par for the course.

Let it Roll:

Waring Math Circle

by Graham Rosby and Landis Van Alen

Imagine yourself at a conference with 29 important clients you need to impress. If you're most people, you might be interested in how many business cards you need to bring. (Thirty, right?) If you're a mathematician, you might wonder how many total times people will exchange business cards, and how to do it optimally (Not so easy to count now, is it?).



In 2014, Waring School's former Math Team became the Math Circle. Led by Waring math teacher Graham Rosby, Math Circle meets in two groups, one for Core students and Group 1, and one for high school students. The groups meet twice a week at lunch to discuss great problems, to help prepare for national contests, and to encourage a love of recreational mathematics.

For so many people, the competitive side of mathematics can be overwhelming. How many people do you know who tell themselves that they're "just not math people?" This anxiety, like so many phobias, comes from a fundamental misunderstanding of what mathematics is. The Waring Math Circle emphasizes that sharing and communicating a good problem is far more important than how quickly one can solve it.

To this end, each meeting starts with a stimulation of

the imagination. For example one of our student teaching assistants asks us to consider three large jars of candy: one filled with skittles, the other with M&Ms, and a third a mix of both. In another meeting, a seventh grader led a lecture about Georg Cantor's remarkable proof that some infinities are larger than others.

The heart of a great mathematics problem is imagination. Exploration of these problems leads to illustrations of many granular skills. By first wondering if the repeating decimal $0.999\dots$ is equal to 1, we discussed how to convert any repeating decimal into a fraction. If you're still looking for a hint about that business meeting problem, try answering an easier version – what if there were only 2 clients you needed to impress? This top-down approach is much more in line with the Waring Way of learning. It is Socratic, student-centric, and it works.

We are proud of our middle school Math Circle students, who won first-place in their division of the Intermediate Math League of Eastern Massachusetts (IM-LEM). Waring had three middle school champions at these meets, setting us up for years of success. In our high school division, two of our students achieved top scores in the national American Mathematics Competition.

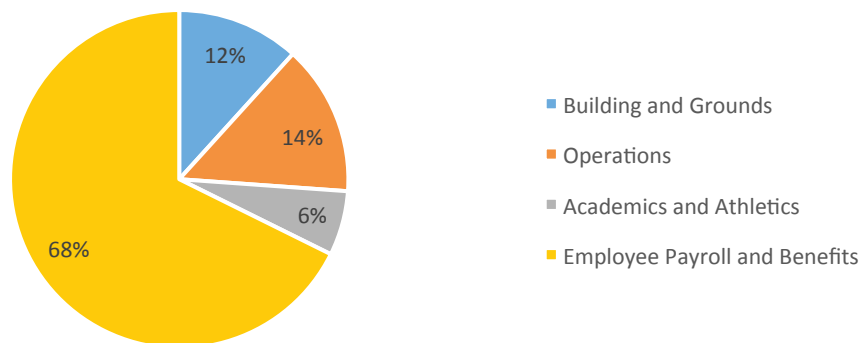
While our success is remarkable for the group's first year, the real proof of the Waring Math Circle's early success is the lasting friendships it has fostered. We hope our students will continue to develop their talent and passion in the middle school and see that translate into future success. In the future we aim to send teams of students to the Harvard-MIT contest in Cambridge, or qualify for the American Invitational Math Exam (AIME), the US Math Olympiad, or the American Regions Mathematics League (ARML) team. Roll on, Math Circle!

(By the way, the answer is 435.)

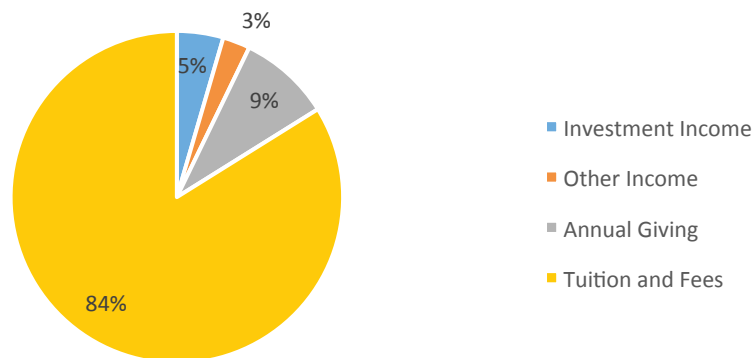
Waring School Financial Summary

2014 - 2015

Expenses

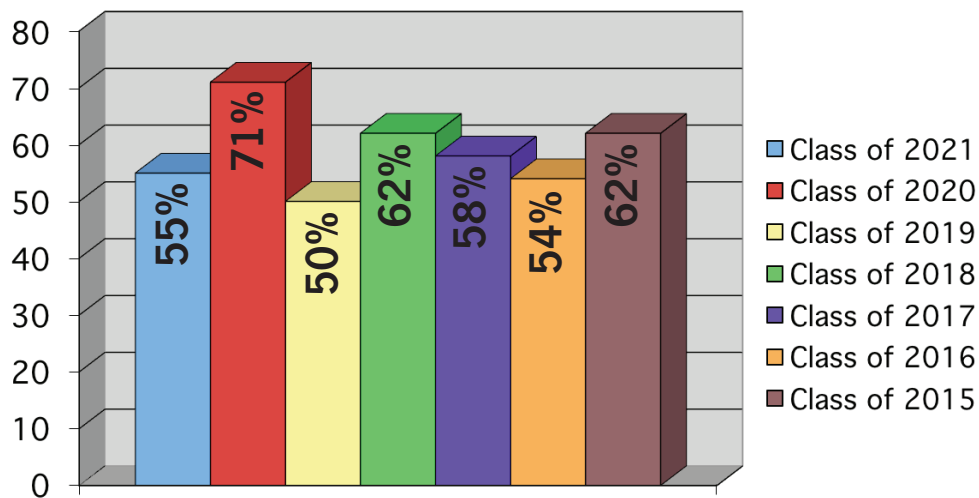


Revenue Sources



Waring Fund Participation

2014 - 2015



Summary of Cash Gifts

2014 - 2015

Waring Fund	\$305,207
Auction	\$45,110
Restricted Gifts	\$44,466
Total Giving	\$394,783

Donors

2014 - 2015

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 2015: July 1, 2014 to June 30, 2015.

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The Class of 2015

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We offer our sincere thanks to those donors who participated in the “paddle raise” at our Spring Auction to support the purchase of a new school van.

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Gifts in Honor

With special recognition and respect, friends, family and colleagues have made a gift to the 2014-2015 Waring Fund in honor of the following individuals and groups:

In Honor

Bridget Heersink
Katherine and Gillie Carlson
Clare Stanton
Louis Quinquis
Waring Faculty
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In Memoriam

Helena M. Glenn
Eugenia Bresnan Seybold
Stephen D. Malboeuf
Raouf Ismail
Dr. L. D. MacLean

Deferred Gifts

The Copper Beech Circle, founded in 2013, is the Waring School Planned Giving society. Planned giving is the process of making a deferred gift to a charitable organization, such as Waring School that will be transferred to the charity upon the donor's passing.

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