FEATURES

12 Faculty-in-Residence Program Enhances the Boarding Experience
by Susan McGinnis McAllister ’86

14 Rethinking Why
by Tracy Walder, Upper School History Teacher

18 The Never-Ending Question of Women in the Media
by Jenny McCartney ’08

24 Hockaday Takes on the Issue
25 One Tweet for Girls
by Form IV students Ashley Deatherage, Laura-Brynn Neuhoff, and Megan Porter

26 Hockaday Helps Meet the Challenge of the OpEd Project
by Janet Bihlhart, Upper School English Teacher
and Ana Rosenthal, Mass Communications Department Chair and Student Publications Advisor

28 Students Publish Letters to the Editor

32 Comme Ça Change!
by Lisa Anastasi Camp, World Languages Department Chair

DEPARTMENTS

5 Perspectives
6 On Campus
10 Zoom
30 Our Turn
38 Class Notes
92 Milestones
98 Spotlight

www.hockaday.org
A century of individuals involved with the Hockaday community – students, faculty, staff, alumnae, parents, grandparents, and friends – have had a positive impact on each other and the world in which we live. Hockaday, published twice a year by the School’s Communications office, strives to articulate that impact – in the past, in the present, and in planning for the future. The magazine also seeks to highlight the activities of the School and its alumnae as well as to help define and analyze topics facing our entire community.

Printed on Finch Paper
Use of this paper sustains natural American forests, supports independently certified fiber sourcing, and reduces fossil fuel emissions through the use of renewable biomass and hydroelectric powers.
www.finchimpaper.com
Perspectives

A Message from Kim Wargo
Eugene McDermott Headmistress

Dear Members of the Hockaday Community:

In December 2010, Sheryl Sandberg, chief operating officer of Facebook, spoke at a TED forum. Sandberg explored the question of why there are so few women in top leadership roles in every sector. In her 15-minute talk, she offered a particularly compelling piece of advice to young women: “Sit at the table.” You can’t, she proposed, have an impact if you stay on the sidelines.

This simple statement underscores something obvious but profound: in order to have influence, one has to be present for the conversation.

At the heart of my belief about the power of the single-sex experience for girls is a simple truth: at Hockaday the presence of girls is vital to every discipline, every activity, and every conversation. When a girl comes of age in an environment in which she takes for granted the fact that her voice matters, she has a solid foundation for taking that assumption into the rest of her life.

As Hockaday enters its second century, I think this advice is imperative not only for our girls as individuals, but for our School on an institutional level. We are influencing the conversation about “what’s next” for education through our participation and leadership across many parts of the educational landscape, a highlight of which has been our hosting of several national conferences over the past few months.

As you peruse this issue of Hockaday, you will read about another arena in which we are seeking to influence the conversation—that of educating media-savvy girls. In June, Hockaday hosted the annual conference of the National Coalition of Girls’ Schools. More than two hundred educators from around the world gathered on our campus to hear from experts in the field of media literacy and digital citizenship.

Our redesigned Hockaday focuses on this important topic for girls and women, and we trust that you will enjoy the collection of articles gathered here, as they represent the voices of our students, alumnae, and faculty. We are excited about our new, content-driven publication, where all constituents of our community can “sit at the table.” Enjoy!

Warm Regards,

Kim Wargo
Eugene McDermott Headmistress

“WHEN A GIRL comes of age in an environment in which she takes for granted the fact that her voice matters, SHE HAS A SOLID FOUNDATION FOR TAKING THAT ASSUMPTION INTO THE REST OF HER LIFE.”
46% of current Form IV students received the National Merit Semifinalist or Commended designation.

Form IV’s Maille Radford was one of 85 high school seniors from across the country to participate in Princeton University’s 13th Annual Creative Arts & Humanities Symposium on September 23–30, 2012.

Lily Forbes Designs Costumes for Dallas Children’s Theater
This summer, Lily Forbes’ costume designs won the Dallas Children’s Theater’s costume design contest. Her designs were crafted by the theater’s professional costumer and incorporated into its season opener, Pinkalicious The Musical, which ran September 21 through October 21.

Soccer Champs
Hockaday’s varsity soccer team defeated Greenhill in the finals of the SPC Championships in mid-February. In an awesome tournament performance, Meredith Mihalopoulos kicked the ball past the crowd for an amazing assist to Mimi Asom for the winning goal. The defense then held off a tenacious Greenhill team for the win.

Form II Student Presents Paper at Global Conference on Educational Robotics
Ahona Mukherjee wrote a paper about robotics called “Learning the Ropes.” Her article was selected for presentation at the Global Conference on Educational Robotics (Botball) in Honolulu, Hawaii.

Fourcast and Vibrato Receive Recognitions
The Columbia Scholastic Press Association recognized both Fourcast and Vibrato staffs for their superior work, naming them CSPA Crown Finalists. Nineteen Hockaday students received Gold Circle Awards.
Carlyn Ray Visits Hockaday
In October, fifth-, sixth-, and seventh-grade students joined visiting artist Carlyn Ray for a day of STEAM (Science, Technology, Engineering, Arts, and Mathematics) and private tours of the Chihuly Installation at the Dallas Arboretum. Ms. Ray, a glassblower, worked with Dale Chihuly.

Juliette Turner Authors a Book
Fourteen-year-old Juliette Turner has written a book on our nation’s Constitution, Our Constitution Rocks! The national youth director of Constituting America encourages her peers to understand the importance of the Constitution and gain a deeper understanding of the document that helps make America the greatest nation on Earth.

Hockaday Student’s Research Work Published by DUJS
Shreya Ahuja’s essay, entitled “Humpty Dumpty Without the King’s Men,” was chosen from more than 80 essays for publication in the International Science Essay Competition hosted by The Dartmouth Undergraduate Journal of Science (DUJS).

Women Encouraging Women in Science
Last July Emily Wechsler and Shreya Ahuja spent two weeks at the University of Iowa (UI) at an intensive two-week introduction to neuroscience. The Hockaday School established an informal partnership with the University of Iowa, allowing its students to gain summer research experience in UI laboratories. In October Ahuja and Wechsler presented a poster about their UI experience at the Society for Neuroscience’s 2012 annual meeting in New Orleans. Their presentation was part of the conference session “Teaching of Neuroscience: K-12.”

Flipping Out
Miranda Ferguson stunned the football crowd at St. Mark’s by “outflipping” the previous Guinness Book record-holder. She completed 35 back handsprings; the previous record was 32.

For more Campus News, scan this QR code.
Faculty Grants

Summer Study Grant Recipients

Katie Croft, Upper School science teacher, received a Professional Growth Summer Study Grant, enabling her to refresh her neuroscience skills and reestablish connections with research colleagues and mentors. She also mentored two Hockaday students as they learned the true scientific process through neuroscience. Croft is showing her students the final step in the scientific process by working toward having her research published.

Leslie Box, Middle School Spanish teacher, spent two weeks in Málaga, Spain, studying Spanish and learning about the Andalusian culture. This opportunity provided her with new ideas for teaching.

Linda Elliot, Middle School social studies teacher, toured Morocco for nine days, exploring the intricate paths of souks (markets), sampling the local food, and riding a camel in the Sahara. This experience provided her with greater knowledge of the country that she shares with her students.

Martha Maldonado, Middle School Spanish teacher, received a summer study grant for travel to the Amazon. She gained insight into the cultural and ecological impact of modern life on surrounding tribal communities.

Prentiss Grant Recipients

Victoria Spears Johnson, first-grade teacher, toured Great Britain, visiting the Royal Victoria and Albert Museum, Buckingham Palace, Windsor Castle, and Stonehenge. The Thames River was a gateway to see the Magna Carta Memorial and the city of Bath. While in Ireland, Johnson visited Pembroke Castle, the Waterford crystal factory, and Blarney Castle. She is currently writing a book about her trip that she will use as a teaching tool.

Deborah Moreland, English Department chair, spent three weeks touring England and visiting important places associated with British literature. Moreland spent much of her time visiting the areas that pertain to the novels and memoirs of Virginia Woolf and the poetry of William Wordsworth, renewing her appreciation for these and other British authors. She shares with her students what she learned through her journey.
Seniors Visit Civil War Battlefields
by Margaret Merrick, Form IV

In mid-October, Steve Kramer, History Department chair and distinguished teacher; Darin Jeans, Middle School history teacher; and Karen Roberts, Lower School teacher; took 10 girls in my Civil War history class on a tour of battlefields of the war. The first day, we took a bus to Harper’s Ferry, Virginia. We first looked at the Fire Engine House, where John Brown retreated during the raid. My first impression was that it was unexpectedly small. I was surprised that so many people and supplies were able to fit into such a little space while being fired upon. We then went to the John Brown Museum, where the exhibit walked us step-by-step through Brown’s raid on the city. After looking at the layout of the town, I was surprised that Brown chose Harper's Ferry to make his raid. The raid seemed very poorly thought out because the town was surrounded by mountains and rivers, so there would not have been an easy way for Brown to escape, even if he were to take the town.

After Harper’s Ferry, we then drove to Sharpsburg, Maryland, to tour the Antietam battlefield. This September was the 150th anniversary of the battle. It was amazing to think about the significant impact that this battle still has on us. So many men died in one day, and as we walked around places such as Bloody Lane and Miller’s cornfield, it was harrowing to think about the amount of death that each side experienced on that day. Twenty-three thousand men were killed, wounded, or missing on that one day. Walking around Sharpsburg and the Antietam battlefields allowed me to visualize all the maneuvers of the battle, but most significantly, it made the battle more real to me and more personal. I could imagine tens of thousands of men fighting along the countryside, and I could see the different obstacles that they had to overcome. At the end of The Antietam tour, we all walked along Bloody Lane, where the Union army tried to charge the Confederate army, resulting in the death or injuries of 5,500 men. Walking along the road, I remembered a picture that Mr. Kramer had shown us in class of soldiers’ bodies lining Bloody Lane. I could now almost see all those bodies as I stood there. Visiting Antietam showed me how hard war is and how destructive it can be.

The next day we traveled to Gettysburg, Pennsylvania. We spent six hours walking around the battlefields and the museum. A tour guide showed us the main fighting areas and explained what had happened at each place. Coming into the tour, most of the girls were having a hard time visualizing the battles and maneuvers, but after the guide explained everything and showed us the different formations of each army, we all felt like we fully understood the battles. We then went to the Gettysburg Visitors Center, where the main exhibit was a 377-foot-wide, 42-foot-tall cyclorama of Pickett’s Charge. It was not only an amazing piece of artwork, but it also helped me see certain parts of the charge. We finished the day at Gettysburg by walking Pickett’s Charge. It was about a mile-long walk through some fields, and it ended with a slight hill which we had to climb. It was difficult walking it in comfortable conditions and clothes, making it hard to imagine how challenging it was for the already-exhausted men, dragging supplies and weapons, to make this charge while under fire. As we left Gettysburg, I was so impressed by the bravery of the men who willingly fought in these battles. Most of these men knew that they were going to die, but they still obeyed orders and charged into battle.

Our group grew very close on this trip. And the trip further developed my love for history and especially my love for the Civil War.

From left to right, seniors Emily Goldberg, Jessica Westberry, Natalie Pasquinelli, Courtney Burke, Hollis Tardy, Margaret Merrick, Megan Porter, Evi Shiakolas, Steve Kramer (History Department chair and distinguished teacher), Chloe Warnberg, and Callie Eichner
Eighth Grade presents 
Annie
FACULTY-IN-RESIDENCE PROGRAM ENHANCES THE BOARDING EXPERIENCE

by Susan McGinnis McAllister ’86

It’s a typical Monday night in the Hockaday Residence Department. Students gather for “Mash-up Monday,” a time set aside just to have fun after a long day. Sometimes the girls do crafts, and many times they are cooking. Tonight it’s donut making with Courtney Skerritt, one of the two faculty-in-residence teachers who make their homes in newly created apartments located within the dorms.

Skerritt, associate director of College Counseling, moved into the apartment in fall 2012, along with her husband and 2-year-old son. Vicki Palmer, the lead dorm mom, moved into the other new apartment as part of the Faculty-in-Residence program.

Skerritt’s toddler enjoys playing with the girls as well. “It’s like he has 80 big sisters, and he always wants to be let out of our apartment to be with them,” Skerritt said.

The Residence Department has been a significant part of the School’s culture since Ela Hockaday established the Home Department in 1914 with six girls as boarders. Today’s resident students are a diverse group from around the world and across the United States. The entire School community benefits from the range of cultures, languages, experiences, and educational values that the boarders bring to campus.

“The students enjoy having this young family living among them. “It’s so much fun and a great stress relief to have these fun Mondays to bond and take a break from studying,” said Cassie Yuan, a Form IV student from Shanghai, China.

Skerritt’s toddler enjoys playing with the girls as well. “It’s like he has 80 big sisters, and he always wants to be let out of our apartment to be with them,” Skerritt said.

The Residence Department has been a significant part of the School’s culture since Ela Hockaday established the Home Department in 1914 with six girls as boarders. Today’s resident students are a diverse group from around the world and across the United States. The entire School community benefits from the range of cultures, languages, experiences, and educational values that the boarders bring to campus.

“Boarding is like a bounty of culture,” said Doris Xu (Form II), a Shanghai native. “There is always someone to talk with, and you make friends from everywhere in the U.S. and the world.”

“WE LOVE LIVING ON CAMPUS,” said Skerritt.

“This is truly a unique opportunity to be at the forefront of this type of program.”
These informal interactions may be the most important benefit of the Faculty-in-Residence program. Students love to visit Palmer’s cozy apartment on Upper Morgan Hall. According to Cassie Yuan (Form IV), “It looks like an enchanted cottage in a movie.”

Palmer hosts movie marathons and organizes craft projects with the girls. She and fellow Dorm Mom Masha Barsuk have even been teaching a small group of girls the art of quilt making. Sewing machines are available in the dorms, and the girls get together once or twice a month to work on their projects.

“Having [Palmer] living with us is the best feeling in the world!” said Elizabeth Cathcart (Form IV) of Durango, Colorado.

A librarian by profession, Palmer is called upon to do all of the typical things moms do. “I’ve worked with many students over the years, but I never knew I would become a professional mom,” she said. “We help them with whatever needs come up. You never know what’s going to happen on any particular day. It’s so much fun!”

“I’m so glad I moved here. It’s turned out even better than I hoped it would.” Then she adds with a smile, “And the commute is just wonderful.”

Residence Department Facilities
Renovation to Begin This Spring

$1.3 million raised in support of the $2.5 million challenge grant

Due to the incredible support and generosity of our community, The Hockaday School is pleased to announce that $1.3 million has been raised in support of the $2.5 million challenge grant for the renovation of the Residence Facilities. Because of the successful fundraising efforts, renovations to the Residence Department facilities will begin this spring.

A generous Hockaday family whose three daughters have been a part of the residence program pledged a $2.5 million challenge grant in support of the renovation of the residence facilities. Many members of the community – alumnae and parents – have come forward during the last several months to help earn the match. $1.2 million is still needed to complete the project. The donor family sees this challenge as an opportunity for all whose lives have been enriched by Hockaday’s residence program to show their support.

Projects will include:
- Complete renovation of the bathrooms
- New bridges between the two dorm buildings on every level that include the creation of a new common space, including study rooms, work rooms, and practice rooms
- Addition of two new Faculty-in-Residence apartments to make four total
- Elevator added to give access to all floors
- Furniture refurbished or replaced in all dorm rooms
- Meeting ADA code guidelines

To join your classmates and support the Residence Challenge Grant, please contact Kathy Limmer, Director of Development and External Affairs, The Hockaday School, 214.360.6579 or klimmer@hockaday.org.

www.hockaday100.org/campaign
Rethinking Why

Hallie: So how exactly did you decide to go into counterterrorism? Was it a career you wanted to pursue before you worked for the CIA?

Counterterrorism was not something I ever thought about before I decided to work for the CIA. It's a very new field, and the work is very different from what I expected. It's hard to say where your career will take you, and it's important to be open to new opportunities.

In the beginning, I worked as a special agent, and I was involved in the investigation of terrorism. I was able to work with many different agencies, including the FBI. It was an exciting and challenging experience, and I learned a lot about how to work with different groups to solve complex problems.

Meet Tracy Walden, Upper School History Teacher.
“DON’T allow the question of WHY to give you tunnel vision along your JOURNEY.

Sometimes you have to take a LEAP OF FAITH and make choices that are different than one might expect.”

Merriam Webster’s dictionary defines why as a question concerning the cause or reason for which something is done and/or achieved.

But my question to you is: Why do we have to have a reason for the path we make in our lives? Sometimes a goal just seems right to want to achieve. Some call this a “gut feeling.” But oftentimes we spend so much time getting caught up in needing to find the reason for the why that the opportunity passes us.

Throughout my life the question of why has always been asked of me. This isn’t because people are being rude or nosy; rather; it is because I have chosen a rather unique career path that was seemingly out of character for me. I grew up in a loving and supportive environment, went to great schools, studied dance for about 15 years, and sang and danced in high school musicals. Though I have always had a love of the performing arts, I have always had an even greater love of history and astronomy, but my lack of prowess in math made the decision to pursue my love of history an easy one. From what I can remember, I decided in junior high that I wanted to be a high school history teacher. Though this is what I do today, my road to this ultimate career was different than one may expect. Upon reflection of my careers prior to my current one, I realize that had I taken the time to think about the why, I might not have had the experiences that I so deeply cherish today. Sometimes the question of why answers itself along the way.

So how does one decide to work for the CIA Counterterrorism Center, serve as a Special Agent with the FBI, and become a high school history teacher? I think the best way to describe my journey along the path of why is to describe it to you in different scenes—scenes that began in college.

Tracy Walder worked as staff operations officer (S0O) at the Central Intelligence Agency’s Counterterrorism Center. During her time at the CIA, she travelled to Afghanistan, Jordan, Uzbekistan, Algeria, Morocco, Denmark, Sweden, Italy, and England.
I’m a senior majoring in history at USC, telling my parents that I will be going to Washington, D.C., during the last semester of my senior year to intern for the Senate minority leader, a relatively unknown senator (at least to those living in California) from the state of South Dakota. They support me in this venture, but their question to me is: “Why?” And my answer was, “I don’t know—why not? It could be fun.”

In January 2000 I am at the State of the Union in a receiving line waiting to meet then President of the United States, Bill Clinton. I am surrounded by senators, news teams, and congressmen. I expect to shake the president’s hand and take a picture; instead, President Clinton asks me a question. Almost 13 years later I actually remember this question: “Why did you choose to intern for this senator?” I would like to say that I had a profound and eloquent answer, but at just 21 years old, all I could say was “because he is interesting.” To this day, I am the only student from this program at USC who had the opportunity to meet a sitting president. The real answer to that question was that a friend of mine had done the internship before me and told me that if I wanted to have a chance at meeting a president, my best bet was to intern for the Senate minority leader. Well, I did. And I did. Had I been so consumed with why I opted to intern for Mr. Daschle rather than the senators from my home state, I most likely would never have had the opportunity. Don’t allow the question of why to give you tunnel vision along your journey.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

In January 2000 I am at the State of the Union in a receiving line waiting to meet then President of the United States, Bill Clinton. I am surrounded by senators, news teams, and congressmen. I expect to shake the president’s hand and take a picture; instead, President Clinton asks me a question. Almost 13 years later I actually remember this question: “Why did you choose to intern for this senator?” I would like to say that I had a profound and eloquent answer, but at just 21 years old, all I could say was “because he is interesting.” To this day, I am the only student from this program at USC who had the opportunity to meet a sitting president. The real answer to that question was that a friend of mine had done the internship before me and told me that if I wanted to have a chance at meeting a president, my best bet was to intern for the Senate minority leader. Well, I did. And I did. Had I been so consumed with why I opted to intern for Mr. Daschle rather than the senators from my home state, I most likely would never have had the opportunity. Don’t allow the question of why to give you tunnel vision along your journey.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

In January 2000 I am at the State of the Union in a receiving line waiting to meet then President of the United States, Bill Clinton. I am surrounded by senators, news teams, and congressmen. I expect to shake the president’s hand and take a picture; instead, President Clinton asks me a question. Almost 13 years later I actually remember this question: “Why did you choose to intern for this senator?” I would like to say that I had a profound and eloquent answer, but at just 21 years old, all I could say was “because he is interesting.” To this day, I am the only student from this program at USC who had the opportunity to meet a sitting president. The real answer to that question was that a friend of mine had done the internship before me and told me that if I wanted to have a chance at meeting a president, my best bet was to intern for the Senate minority leader. Well, I did. And I did. Had I been so consumed with why I opted to intern for Mr. Daschle rather than the senators from my home state, I most likely would never have had the opportunity. Don’t allow the question of why to give you tunnel vision along your journey.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

In January 2000 I am at the State of the Union in a receiving line waiting to meet then President of the United States, Bill Clinton. I am surrounded by senators, news teams, and congressmen. I expect to shake the president’s hand and take a picture; instead, President Clinton asks me a question. Almost 13 years later I actually remember this question: “Why did you choose to intern for this senator?” I would like to say that I had a profound and eloquent answer, but at just 21 years old, all I could say was “because he is interesting.” To this day, I am the only student from this program at USC who had the opportunity to meet a sitting president. The real answer to that question was that a friend of mine had done the internship before me and told me that if I wanted to have a chance at meeting a president, my best bet was to intern for the Senate minority leader. Well, I did. And I did. Had I been so consumed with why I opted to intern for Mr. Daschle rather than the senators from my home state, I most likely would never have had the opportunity. Don’t allow the question of why to give you tunnel vision along your journey.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

In January 2000 I am at the State of the Union in a receiving line waiting to meet then President of the United States, Bill Clinton. I am surrounded by senators, news teams, and congressmen. I expect to shake the president’s hand and take a picture; instead, President Clinton asks me a question. Almost 13 years later I actually remember this question: “Why did you choose to intern for this senator?” I would like to say that I had a profound and eloquent answer, but at just 21 years old, all I could say was “because he is interesting.” To this day, I am the only student from this program at USC who had the opportunity to meet a sitting president. The real answer to that question was that a friend of mine had done the internship before me and told me that if I wanted to have a chance at meeting a president, my best bet was to intern for the Senate minority leader. Well, I did. And I did. Had I been so consumed with why I opted to intern for Mr. Daschle rather than the senators from my home state, I most likely would never have had the opportunity. Don’t allow the question of why to give you tunnel vision along your journey.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

In January 2000 I am at the State of the Union in a receiving line waiting to meet then President of the United States, Bill Clinton. I am surrounded by senators, news teams, and congressmen. I expect to shake the president’s hand and take a picture; instead, President Clinton asks me a question. Almost 13 years later I actually remember this question: “Why did you choose to intern for this senator?” I would like to say that I had a profound and eloquent answer, but at just 21 years old, all I could say was “because he is interesting.” To this day, I am the only student from this program at USC who had the opportunity to meet a sitting president. The real answer to that question was that a friend of mine had done the internship before me and told me that if I wanted to have a chance at meeting a president, my best bet was to intern for the Senate minority leader. Well, I did. And I did. Had I been so consumed with why I opted to intern for Mr. Daschle rather than the senators from my home state, I most likely would never have had the opportunity. Don’t allow the question of why to give you tunnel vision along your journey.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.

I receive a letter from the Central Intelligence Agency telling me that I have passed all background checks and all portions of the interview process, and that they would like to offer me employment upon my graduation from college—I have 30 days to decide. I entered college with every intention of being a high school history teacher; why would I work for the CIA? Why did I even apply for the CIA? I don’t know.
Scene 7: It’s 2004, I am in the midst of my final PT (physical training test) and gun qualification at the FBI academy in Quantico, Virginia. I pass. Seven days later, after about five months of training, I graduate from the FBI Academy and become a special agent in Southern California. Why I left the CIA is an easy question to answer; I loved counterterrorism work and my coworkers, but I did not want to spend my life overseas. A career switch to the FBI would allow me to follow my passion but remain stateside.

Scene 8: It’s 2005, I am waiting to enter a house where there are members of a dangerous gang hiding. Clad in my bulletproof vest with my handgun and badge on my waist and a shotgun in my hands, I’m not scared. Why? I don’t know.

Scene 9: I decide to leave the FBI. Why? Because I am ready to achieve my ultimate goal, and I would not change any of the experiences I have had along the way.

Final Scene: I am walking across the stage to receive my master’s degree in education, ready to embark on my teaching career. I received the award of master’s Student of the Year, and my thesis is published in an education journal. This time I know the why. It is because this is exactly where I am supposed to be.

“...if I always had to have a reason for why I took the career path that I did, I might have found myself gripped with FEAR or perhaps realizing that this is COMPLETELY OUT OF MY CHARACTER. I figured out my WHY along the way.”

Debriefing: My point is that if I always had a reason for why I took the career path that I did, I might have found myself gripped with fear or perhaps realizing that this is completely out of my character. I figured out my why along the way. I am certainly not saying that we shouldn’t think before we act; we absolutely should. However, we cannot let ourselves become too involved in answering the question why. Always needing to know why we want to pursue a goal can give us tunnel vision and can keep us from pursuing other interesting opportunities that present themselves along the way. Sometimes the best answer is, Because.

Tracy Walder made these remarks, entitled “re:THINK” at a TEDx Kids conference at SMU. Walder earned her degree in history from USC and her masters’ in education from Chapman University. From 2000 to 2004, Walder worked as staff operations officer (SOO) at the Central Intelligence Agency’s Counterterrorism Center. After working at the CIA, Walder became a special agent at the FBI’s Los Angeles field office specializing in counterintelligence operations. Following her time at the CIA and FBI, Walder enrolled in her master’s and teaching credential programs and began teaching high school history in 2007. She now teaches AP U.S. history, world history, and a self-created course on espionage and foreign affairs at Hockaday. She recently took eight Hockaday students to Beijing, Xi’an, and Shanghai, China.
THE NEVER-ENDING QUESTION OF

WOMEN IN THE MEDIA

by Jenny McCartney ’08
In a 2006 speech to Equality Now, film and television writer-director Joss Whedon, who has created such gems as *Buffy the Vampire Slayer*, *Firefly*, and most recently *The Avengers*, talked about how reporters at every press junket he has been to constantly ask him why he creates such strong female characters.

He goes through his list of answers. Because of his mother. Because of his father. Because they’re empowering. Because they’re attractive. Because he wants to write them.

Finally, he answers, “Because you’re still asking me that question,” Whedon explains.

“How is it possible that this is even a question?”

Why aren’t you asking a hundred other guys why they don’t write strong women characters? I believe that what I am doing should not be remarked upon, let alone honored.”

In 2013, there shouldn’t be a discussion of how there needs to be more positive representations of female characters in movies or more diverse writing staffs on television shows. There should simply be all of those things. Personally, this speech reminds me why I am pursuing a career in film and television. There are too many articles every year about the number of female television writers staffed on shows or the number of executives who are women. There are too many Disney movies with powerless, sexualized princesses. There are too many movies in which women are either the cute romantic lead or the nagging wife.

Whedon’s speech resonates so deeply because he concisely sums up the true problem about women in the media. There are issues of representations of women in film and television in their quantity, their sexualized portrayals, and their distorted body sizes. There are issues behind the cameras and newspapers about the number of women working in media and how their voices are muffled. But the true issue, in my opinion, is that it is 2013, and we still have to ask these questions.
As anyone who has tried to watch *Honey Boo Boo* can attest, representations of women in mass media have an astounding impact on the young women of America. As much as we all love characters like Ariel, Belle, and Jasmine, thinking about their stories can be troubling. Ariel loses her voice and surrenders her power in order to win over a man. Belle gets trapped in an abusive relationship but learns to deal with it for the greater good. Jasmine’s body is unrealistic for a real woman to have and overly sexualized, from her tiny waist to her revealing seductive hips.

Actress Geena Davis became concerned about the portrayals of women in G-rated movies when her daughter watched characters like Ariel, Belle, and Jasmine. She spoke at the Dallas Women’s Foundation, saying, “It occurred to me as a mother, surely kids should be seeing boys and girls sharing the sandbox equally. I realized that I would need the numbers, because no one seemed to be noticing how bereft of female presence entertainment media was.”

This realization led Davis to create the Geena Davis Institute on Gender in Media, an organization that has partnered with the Annenberg School for Communication to examine these issues. In a study of G-rated top-grossing movies from 1990 to 2005, the institute found that only about 30 percent of speaking characters in children’s movies is female. Only one in five characters in crowd scenes is female, and four out of five of the films’ narrators are male. Just by the numbers, women are represented less than men in these movies, despite the relatively even gender split in the United States. To use Davis’s metaphor, the sandboxes are mostly male and far from equal.

The female characters in these movies are often stereotyped and sexualized. The Annenberg/Davis Institute study found that the animated characters in G-rated movies wear the same amount of revealing clothing as women in R-rated movies. Males were shown to hold 81 percent of the jobs portrayed, and, as most of us know, the majority of women were career princesses. While some female characters do have major roles in G-rated movies, their portrayals aren’t always positive. Women tend to have power only as the love interest or as a princess born into royalty. For children, there are almost no portrayals of women as doctors, lawyers, or other professionals.

Davis concludes, “What message are we sending to boys and girls, at a very vulnerable age, if the female characters are one-dimensional, sidelined, stereotyped, sexualized, or simply not there at all? We are teaching them that girls and women are less important than men and boys. ...The message is sinking in.”

The problem continues beyond G-rated films. Films rated PG, PG-13, and R also have female characters who are sexualized, underemployed, underdeveloped, or simply not portrayed. When women are young, they often play the romantic lead or the manic pixy dream girl, a phrase created to describe the quirky, effervescent, irresistible love interests who are...
charming but have little personality. Once a woman is past the age of 30, she is often cast only as the mom or the boring wife. As a Hollywood intern, I once heard the adage, “No female protagonists over 35” thrown around in a development meeting. What she meant was that there wasn’t a film audience for a protagonist who didn’t appeal to the target demographic of most movies: men aged 18 to 25. No one wants to see a woman over 30 lead a story because she may not have the same sex appeal as a 20-year-old. When young, women can be the flirty princess or the fun love interest, but past a certain age, women are simply the nagging parent or spouse.

In a comic strip in 1985, Alison Bechdel inadvertently created a test to see whether a movie positively portrays females. In the comic strip, one character tells another that to have a positive portrayal, the movie must have at least two women in it who talk to each other about something besides a man. The Bechdel test grew to popularity on the Internet in the 2010s as a way to judge the quality of female representations. The test now lives as a website that chronicles nearly 4,000 films and judges whether they fit these criteria.

Mark Harris explains in Entertainment Weekly, “The wonderful and tragic thing about the Bechdel test is not, as you’ve doubtless already guessed, that so few Hollywood films manage to pass, but that the standard it creates is so pathetically minimal.”

Although there are obviously films that pass the Bechdel test, the fact that so many fail such a basic test is troubling. If girls grow up seeing only female characters who talk about men or exist only in a man’s world, how will they know that they can also be focused on other things? The problem most visibly comes from the desirability of thinness in popular media. Actresses are valued for being thin—of course not too thin—but thin enough. Tabloids stalk celebrities in order to get a shot one week in which they are too thin and worthy of our concern, and the next week they have a belly bulge like a pregnant woman. In 2006, talent agent Benny Medina talked to Vanity Fair about the young celebrity Nicole Richie. “I think she’s motivated to be scary-little,” he said. “There’s an aspirational look; the younger generation has become obsessed with thinness that pushes to the point of concern. It’s a style. I personally think everyone in California has an eating disorder.”

Medina notes how normal eating disorders and disordered eating are throughout the entertainment industry. This prevalence is perhaps best seen in the way Hollywood and the media treat actresses and celebrities with different bodies. Actress Christina Hendricks recently snapped at an interviewer for calling her “full-figured.” In September 2012, news anchor Jennifer Livingston in Wisconsin responded to a letter from a viewer that suggested that she was a bad example for young people because of her body size. Livingston responded, “You don’t know me ... so you know nothing about me but what you see on the outside and I am much more than a number on a scale.” Livingston’s response on her news channel became a viral video.
Whether too thin or too fat, women can’t really win in media. And even with media literacy training and education about these issues, it can be hard to ignore all of these social pressures. In her book *Perfect Girls, Starving Daughters*, Courtney E. Martin studies the trend of eating disorders among young girls. In relation to the media, she summarizes, “The sum total of all of these thin-is-in images does have an impact on the way we see our own bodies, not because we are impressionable or naïve but because we are human. It is exhausting to be constantly critiquing and filtering the contradictory media and advertising messaging through a media-literate lens.”

As Martin explains, the pressure to endure the onslaught of body-image messages from the media is exhausting and almost impossible for anyone to avoid. And since no one can really look like Kim Kardashian without the help of Russian scientists, the pressure to look a certain way is wearing us down day by day.

**GIVING WOMEN A VOICE**

Many argue that the sexism of the media is tied to the fact that there are so few female voices producing media content. From newspaper reporters to late-night comedy writers to film directors, women are underrepresented in almost all professional fields of media and entertainment. Without diversity in the creation of media, there’s little hope for better images and portrayals.

In newspapers, women are vastly underrepresented in reporting jobs and in op-ed pieces. In a report done for the Op-Ed Project, founder Katie Orenstein found that in more than 10 months of surveying, women made up 38 percent of the authors on online news outlets and 25 percent of the sources referenced. The study found that women write more frequently about what they labeled as pink issues like food, family, furniture, and fashion. In addition, men represent about 65 percent of bloggers, 80 to 90 percent of contributors to key opinion forums, and 84 percent of TV pundits on Sunday morning talk shows. In 2010 the Global Media Monitoring Project found similar results. Women represented 24 percent of people interviewed, heard, seen, or read about in mainstream broadcasts and print news. In positive news, the study found that female reporters were twice as likely to challenge gender stereotypes than male reporters. If we read into the statistics, it seems that not only could more diverse writing staffs lead to better reporting, but it could also help question and challenge traditionally accepted gender norms.

Similarly, women tend to be shyer about editing and participating in online forums. A recent study by the Wikimedia Foundation found that 91 percent of Wikipedia editors are male. Not enough women contribute to Wikipedia, and the ones who do are often too shy to say that they are female. Sarah Stierch, a former Wikipedia editor and a research fellow at the Wikimedian Foundation, told The Daily Dot, “The average Wikipedia editor is a well-educated white male. Well-educated white males have been writing history and the story of the world since ancient times... Its community, like so much of the early Internet, has been male dominated.”

Even in platforms that are known for promoting free speech and open dialogue, women often feel overshadowed by their male counterparts.

In screenwriting, television writing, and playwriting, the statistics are even worse. According to Women’s Expressive Theater, a theater company in New York City founded to empower women and girls in media, equal opportunity does not exist in the entertainment industry. They have found that 17 percent of theater productions in the U.S. are written by women, 15 percent of film directors, producers, and writers in the U.S. are women, and only 20 percent of film studio executives are women. When only 15 percent of writers are women, a writing room on a television show can be an uncomfortable environment for women. Elizabeth Sarnoff, a writer on shows like *Lost* and *Deadwood*, explains her experience: “There just aren’t enough women on writing staffs, period. There just aren’t. I felt very marginalized on every staff I’ve ever been on, because you feel like, ‘Now I have to say that chicks wouldn’t do that.’ You know what I mean? Because...”
“THERE JUST AREN’T ENOUGH WOMEN ON WRITING STAFFS, PERIOD. I FELT VERY MARGINALIZED ON EVERY STAFF I’VE EVER BEEN ON.”

ELIZABETH SARNOFF
WRITER, LOST AND DEADWOOD

there’s nobody else to say it.” Nell Scovell expressed a similar discomfort when she wrote a controversial piece in Vanity Fair about her experience working on The Late Show with David Letterman. While Scovell never was overtly sexually harassed, she felt uncomfortable in the work environment and felt that she got unwanted sexual attention. When Scovell wrote her article, there were actually zero women writing for any of the major late-night programs. Scovell suggests that these programs need to make a real effort to hire more women. She concludes, “I have a dream—that one day a late-night writers’ room will be filled with poop jokes and fart jokes ... and everyone will laugh, including men and women of all creeds and colors.”

It seems as though the problems with the representation of women in media are inextricably tied to the dismal statistics of women creating media. Without significant changes to the way film, television, and newspapers are created, there’s little hope for improving media representations.

HOPE FOR THE FUTURE

As grim as the statistics and the frequent articles that my mom always sends me sound, there is hope for the future. Artists like Tina Fey, Amy Poehler, Shonda Rhimes, Mindy Kaling, and Lena Dunham are trailblazing through television and creating female-driven comedy and drama series. For the first time ever this year, the Sundance Film Festival had a 50-50 parity among the 16 films in the competition. In the last six years, there has been a 6 percent increase in women’s op-ed writing in some of the nation’s top media outlets. In a 2012 byline study, researchers found that there were increases of 5 percent, 9 percent, and 4 percent respectively, in the number of women writers at The New York Times, The Washington Post, and the Los Angeles Times.

Every year, things will continue to get better. More women who are my age will see women executives, newspaper editors, and famous writers. Young girls are growing up with more role models in the media than ever before. And slowly but surely, things can change. Maybe someday no one will ask why someone creates strong female characters, but they will ask someone why they didn’t.
HOCKADAY takes on the issue of WOMEN IN THE MEDIA

Illustration by Katie Bourek (Form IV)
Bout, Vibrato Design of the Year
Gender has never limited us. We grew up watching football with brothers and fathers. Saturdays were not limited to the mall but extended to the sports field. Comfortable Nike shorts were much preferred over skirts and heels. In fact, at Hockaday many girls can even be slightly weary of outspoken women ferociously arguing for equality. As far as we are concerned, at an all-girls’ school we have just as many opportunities as boys and are able to hold our own when competing against them.

After attending the National Coalition of Girls’ Schools conference at Hockaday in June 2012, where the three of us represented our school at the International Girls’ Forum we realized that our experiences did not hold true outside of the independent-school bubble. We listened to speakers and watched the moving documentary Miss Representation. We learned how women, although 51 percent of the U.S. population, compose only 17 percent of the members of Congress. In addition, the documentary focused on the gender gap prevalent in today’s movie and film industry. For centuries, women have been the damsels in distress or the powerless princesses told to sit and look pretty. In movies, only 31.6 percent of females have an occupation, compared to 57.9 percent of males.

While reading statistics presented about women in the media, watching videos, and hearing testimonials, we discovered the necessity of changing society’s view of women for the better. Inspired especially by Geena Davis and her work with See Jane, we took on Marian Wright Edelman’s motto: “You can’t be what you can’t see.” If young girls see only men as the powerful gender, girls will only see that they should accept men as being superior. This experience inspired us to support the necessary changes to encourage social equality for women.

At this conference, we created the One Tweet Campaign to highlight positive media messages for girls while encouraging them to challenge the status quo. Through social media, we aim to add a positive voice about females amid all of the sexualized and condescending depictions. The campaign encourages our followers to tweet or retweet pictures, articles, and quotes that showcase women positively in the media to counteract the negative images currently shown. This conference sharpened our awareness of the gender gap prevalent in today’s society and empowered us to seek change. One Tweet itself tweets at least one positive message a day about women or girls in the media or in real life. Kate Bosworth follows us, and Marcia Cross retweeted us. We know that we, along with our international One Tweet girls, have the ability to change the world for the better.

ONE TWEET CAMPAIGN: @onetweet4girls

To join the conversation, check out twitter.com/onetweet4girls or tweet @onetweet4girls with your example of great women. Post or retweet once a day with positive news, quotes, and stats about women and girls.
Reading excerpts from Catherine Beecher’s *Treatise on Domestic Economy* and Sarah Grimke’s *Letters on the Equality of the Sexes* crystalizes for students in Honors English III the mid-nineteenth century True Womanhood movement, which celebrated a private sphere for women, one limited to domesticity and the home, and excoriated those who attempted to break through its walls and engage intellectually in the public life of the United States, which at that time was, of course, the sphere of men.

So when I attended the National Coalition of Girls’ Schools (NCGS) meeting at Hockaday last June and listened to Katie Orenstein speak about the OpEd Project, I wished my students were with me to hear her suggest that our country is still one of two spheres. According to Ms. Orenstein, a “gateway” to the public sphere exists—writing for “op-ed pages or online commentary sites”—yet women today contribute only about 15 percent of submissions. Interestingly enough, this is roughly the same percentage as the number of women in Congress. The goal of the OpEd Project, then, is to increase the percentage of such submissions, thereby increasing women’s public engagement.

The suggestion of this connection intrigued me, and eager for Hockaday juniors to participate, this fall I challenged my honors students to write a letter to the editor or an opinion piece for any magazine or newspaper, print or online. While the publication of any student’s writing will certainly be exciting, my more profound anticipation is for the effect of that writing:

> **THE OPENING OF THE GATE TO THE PUBLIC LIFE OF THE UNITED STATES BY THESE FUTURE HOCKADAY ALUMNAE.**

JANET BILHARTZ

"While the publication of any student’s writing will certainly be exciting, my more profound anticipation is for the effect of that writing: the opening of the gate to the public life of the United States by these future Hockaday alumnae. And when that happens, to quote Ms. Orenstein, our citizenry will “have a richer, smarter, better public conversation.”"
According to the American Society for News Editors, women comprise 36.9 percent of journalists working full time at daily U.S. newspapers, making journalism a male-dominated profession. Despite the fact that for decades women have made up the majority of students in journalism schools and of bylines in college newspapers, men still call the shots when it comes to the opinion writing section in the nation’s leading papers.

Katie Orenstein’s OpEd Project, an organization that aims to diversify public debate, identified that women authored only 20 percent of the op-eds in the nation’s most renowned newspapers between September 15 and December 7, 2011. Why the vast difference? Surely there is no lack of smart and influential women who want to have their opinions heard.

In the Hockaday journalism room, girls are encouraged to have a voice and to have it heard. As the girls discuss story ideas for our monthly newspaper, they are expected to voice their opinions. They do understand, however, that with this voice comes responsibility and that this voice carries weight in our community. They are taught to conduct the necessary research that will help them write an educated and resourceful opinion—and that is what we are most concerned about—the educated part. We instill in them the importance of having a stage where they can voice an informed and cultivated point of view. We hope that this will be a voice that will extend far beyond their Hockaday years and a voice that will prepare them for a life where their opinions will be heard and can make a difference.

“IN THE HOCKADAY JOURNALISM ROOM, girls are encouraged to have a voice and to have it heard. They are taught to conduct the necessary research that will help them write an educated and resourceful opinion.”

ANA ROSENTHAL
Hockaday Partners with NCGS on The OpEd Project

Beginning March 1, 2013, The Hockaday School partnered with the National Coalition of Girls' Schools (NCGS) on a bold new initiative for young girls, educators, and schools that will be a live experiment in public discourse and a study that will illuminate how information about the world is shared and by whom. The program, named The OpEd Project (OEP), is a specialized curriculum through which students, working in teams, will be assigned a single media outlet to monitor. They will count the female vs. male bylines while tracking and coding subject matter. This pilot program will be three months long and include approximately 100 to 200 students from between five and eight girls' schools across the nation. Hockaday girls from The Fourcast staff, 17 in all, will participate.

Students will track their findings weekly by writing a short blog post; eventually they will conclude the study by writing a final essay or larger blog post that analyzes such questions as “How might the story we are told about the world be influenced by who is telling it?” Students will then be encouraged to submit exceptional op-eds that they have written to The Huffington Post—and other outlets—for publication. The OEP will aggregate the data collected by girls across all schools and will analyze their findings and summarize the research in a report.

ABOUT: The OpEd Project was founded to increase the range of voices and quality of ideas we hear in the world. We are a collective of high-level working journalists who actively share our skills, resources, and connections across color, creed, and gender lines. We train women and other minority voices to take thought-leadership positions in their fields, we match them with high-level media mentors, and we channel the best ideas and experts to media gatekeepers who need them, across all platforms. We have been featured in most major media. We envision a world where the best ideas, regardless of where they come from, will have a chance to be heard and to shape society and the world.

To learn more about The OpEd Project, please visit www.theopedproject.org.

Students Publish Letters to the Editor

These six letters written by Hockaday students were published in The Dallas Morning News.

In response to:

“TEA Expert Testifies STARR Test Isn’t Too Difficult”
The Dallas Morning News, December 10, 2012

“If you are honestly looking to have the ‘achievement gap between white students and minority students ... narrowed over time,’ stop gerrymandering the public schools. As long as property taxes are tied with school funding, and neighborhoods are segregated as deliberately as they are now, we will never close this gap.

Increasing students, decreasing teachers ... harder tests, less funds ... a third-grader could tell you that these cannot possibly all go together. It is utterly confusing to me what kind of trajectory would show that the current condition of our public schools can generate progressively higher results on the STARR in the future.”

– Emily Yeh, Form III

In response to:

“Marriage Deficit Among Middle Class a Worry”
The Dallas Morning News, December 17, 2012

“Lumping together two crumbling pieces does not create a stable whole – marriage is simply not the saving grace Kathleen Parker suggests. The decline of marriage and rise in the percentage of children born to unmarried, semi-educated mothers are not the rudimentary problems of our society. The real kiss of death springs from a lack of a higher education, not a lack of a husband.

The fact is, if we target a lack of marriage as the core issue and attempt to rectify it, no progress occurs. Pregnant, unmarried, middle-class women become pregnant, married, middle-class women. If we truly seek change, we must present these women with a role other than “baby maker.” Education provides options. College-educated women have preparation; they have authority; they have power. They can be doctors, lawyers, businesswomen, diplomats, and, if they so choose, mothers and wives.

Overall, marriage does nothing besides fruitlessly peck at the corners of the glass ceiling; education provides the force to destroy it.”

– Kendall Ernst, Form III
In response to:
“Let Teachers Carry Concealed Weapons”
The Dallas Morning News, December 17, 2012

“Adam Lanza obtained a gun—lawfully owned gun—from his mother. As such, I ask: Why make lethal weapons available to children? We don’t trust children with a match, and yet Perry wishes to let them have potential access to a gun. We place a great deal of trust in our teachers; however, they are fallible. It would take only one weapon left in a desk drawer and one curious child who accidentally pulls a trigger to spark a catastrophe. An 11-year-old brought a .22 caliber rifle to school in Utah. Although the gun was unloaded, the playful ‘hands up’ at recess could have been a tragedy that would leave a small child weighed down with the guilt of murder. Should we make guns so easily available to children by letting adults bring them on school grounds, the inevitable, resulting downfall of two children’s lives: one through death and one through remorse?”

~ Jessica Cloud, Form III

In response to:
“Police Presence to Increase”
The Dallas Morning News, December 31, 2012

“The increased police presence in North Texas school districts cannot possibly serve its purpose of ‘reassuring folks.’ Though this measure ensures greater safety for the children in schools, increased presence only strengthens and reinforces this idea that their safety is at risk. With the appearance of more and more officers, the children will become more prone to fear and constantly feel the need to be protected. After the recent tragedy in Connecticut, we must recognize that fear is not something to be reckoned with. Children must be allowed the opportunity to move forward from this event instead of entering a new reality where fear reigns. Seeing police officers every time they enter or exit their schools serves as a constant reminder of the potential for danger, stripping children of their ability to push past the fear that has already rooted itself in their minds.”

~ Maya Sawla, Form III

In response to:
“Yoga Classes Prove to Be a Knotty Idea”
The Dallas Morning News, December 26, 2012

“The outcry over yoga promoting Hindu beliefs in Encinitas, California, goes to show the outright hypocrisy on religious studies that is present in schools today. As a Hindu student sitting in public elementary schools, I was keenly aware of praising ‘the Holy king of Israel’ in our holiday carols and discussing biblical parables in relation to our classroom reading. Whatever ‘nudge’ toward Christianity this imposed on me, however, was counteracted by my own faith and, above all, my openness and awareness of all systems of belief—something that should be promoted rather than suppressed in education.

Ironically, Hinduism is one of the only religions that does not endorse the idea of indoctrinating others. The most unbelievable thing, however, is that this controversy was prompted by yoga, a practice which countless recent studies have shown improves health, stamina, and concentration and even relieves symptoms of cancer.”

~ Divya Walia, Form III

In response to:
“Rangers May Be Okay”
The Dallas Morning News, January 6, 2013

“Before we adhere to the gross overstatement that this has been ‘the worst off-season in the history of off-seasons,’ let’s take a second to assess the pragmatic and holistic approach of Jon Daniels. Rather than blindly spending, Daniels has showed incredible restraint, refusing to irrationally overspend even on talented players (tenured Rangers fans know how that goes ... I mean we were the idiots who paid A-Rod $252 million for 10 years, even though he was only a Ranger for a mere three seasons). With the loss of Josh Hamilton, who was sometimes more of a liability than an asset, and a leader like Michael Young as well as the considerable loss in the bullpen of Adams and Uehara, the upcoming season undoubtedly has its challenges. But when the going gets tough, the Rangers can have faith in their budding youth and build from within. With Profar, Olt, Martin, and Perez waiting in the wings, perhaps this off-season was a blessing in disguise.”

~ Anna Dyer, Form III

The letter below was published in the New York Daily News.

In response to:
“Victoria Secret Model Cameron Russell Gives TED Talk on Why Girls SHOULDN’T Want to Be Supermodels”

“Professional runway model and Victoria Secret campaign star Cameron Russell has no right to deny young girls of a dream, a dream that she herself has achieved. Rather than encouraging the ambitions of the youth, she squashes them underneath a four-inch heel. I realize that the likelihood of striking the genetic jackpot is slim, and the percentage of actual success in the fashion industry is slimmer, but that is the magnificence of a dream. The very foundation of a dream is the lack of rationale, the elusiveness of the goal. For Russell, who has actually accomplished monetary success and fame as a model, to degrade the very credibility of her profession is incomprehensible. Obviously, if she appeared at a TED Talk conference alongside other elite professionals, there must be substance to the career.”

~ Mary Margaret Hancock, Form III
Kaleta Doolin ’69 is the daughter of Charles Elmer Doolin, the founder of the Frito Company. *Fritos® Pie Stories, Recipes and More*, written by Doolin, is an insider’s look at the never-before-told story of the Frito Company. The book is filled with personal anecdotes, more than 150 recipes, and stories. It recounts the company’s early days, the 1961 merger that created Frito-Lay, Inc., and beyond. It also represents Doolin’s journey to discover her father, who died when she was only nine years old.

This excerpt is a modified version of an article from *Fritos Pie: Stories, Recipes and More* published by Texas A&M University Press, 2011, and used with the permission of the publisher.
It’s clear to me that one of the keys to my father’s success as the head of the Frito Company was his ability to take advantage of opportunities provided by social change. My father was always thinking ahead and always ahead of the curve.

The general atmosphere in the U.S. at the end of the 1940s and throughout the 1950s was conducive to success for Fritos and the Frito Company. During the 1940s, women were filling in for men, doing their jobs in a national war effort. During that time, because so many women were working outside of the home, food manufacturers began marketing time-saving products such as frozen orange juice, Spam, cake mixes, and flavored instant rice mixes. The Frito Company was no exception. One ad campaign during that time said: “Just add Fritos ... and Presto!” The next line said, “Three Easy-to-Fix Recipes!” (The recipes were for Frito tuna salad, Frito loaf, and Frito crackling bread.)

The ad goes on to tout the versatility of Fritos: “They’re good for breakfast, lunch, snack-time, and dinner!” (The recipe for Fritos for breakfast is to serve Fritos with cream.) The ad also tells shoppers they can “write the Frito Company for a copy of their big recipe book that gives hundreds of ways to vary your war-time meals.”

After the war ended, food manufacturers scrambled to convince shoppers that they still wanted and needed time-saving products—that they still didn’t have enough time to use fresh ingredients or make home-cooked meals. Food editors featured the sort of recipes that women were supposed to want, such as “Mock Jambalaya” made with instant rice, canned shrimp, and Vienna sausages, and “Chipped Beef De Luxe” made from chipped beef, olives, white sauce, mayonnaise, and angostura bitters. Women appreciated this continued reprieve from spending hours in the kitchen making things from scratch.

The “Cooking with Fritos” campaign took advantage of the general attitude toward cooking among women during the era when Fritos became popular. Fritos made it possible to save time and cut corners.

Instead of measuring out cornmeal or flour, oil, and salt, housewives could simply open a bag of Fritos and toss some into the recipe. This was one of several factors that helped Fritos become a staple in virtually every well-stocked pantry in America during the 1950s and 1960s. Fritos also showed up in lunchboxes everywhere, packaged in small stay-fresh bags—because of my father’s emphasis on quality control, the Frito Company was constantly updating their bags.

Changes in the way groceries were sold and food was served in restaurants also contributed to Fritos’ success. Whereas before the Depression groceries were dispensed from behind the counter, the popularization of supermarkets, starting in the early 1940s, meant customers now helped themselves. Counter-service-style restaurants also started to become popular during the 1940s and ’50s. My father took advantage of these new ways of shopping and dining out by suggesting the idea for the clip rack to the company’s engineering department. Wid Gunderson, a company engineer, patented the clip rack and signed the patent over to the company. The clip rack made it possible for customers to get to bags of Fritos quickly and easily. Through personal contact with owners and managers, Fritos salesmen worked at getting Fritos-laden clip racks positioned in snack-food aisles in grocery stores and on countertops by cash registers in barbecue joints and similar restaurants as well as in gas stations (which later developed into convenience stores), where impulse buyers and hungry travelers would see them.
COMME ÇA CHANGE!

THE DEPARTMENT OF WORLD LANGUAGES AT HOCKADAY

by Lisa Anastasi Camp
World Languages Department Chair

The following article was excerpted from The Hockaday School: An Anthology of Voices and Views, 1913-2013 which will be available for ordering in spring 2013.
The photocopy machine, calculator, and VCR may have changed our lives for the better, but when we renovated the main academic building seven years ago and created these fabulous rooms with SMARTBoards™, our world exploded! The Language Department had to reside temporarily in the International Village, where the only technology we had at our disposal that year was a portable cassette tape player and a few computers on eight-foot tables. The day before classes started in September 2005, we moved into our SMARTBoard classrooms, switched to CD textbooks in our Middle School/Upper School language classes, and became a 1:1 laptop school. It was a lot to absorb at once. Some were fearful of the CD textbook—how can students learn if they don’t have a real textbook? Some parents panicked and bought hard copies. But to me it was a no-brainer. Just click and the textbook talks to you. It was a language teacher’s dream come true and a far cry from 1979, when I came to Hockaday and textbooks didn’t exist for many of my courses.

When I came to Hockaday, the thing that set Hockaday’s “Foreign” Language Department apart was the fact that we taught foreign languages in the Lower School. It was rather extraordinary. That is no longer enough. I ask myself, “What sets us apart now?” One area that our department is proud of, and which is increasingly setting us apart, is that more and more of our students are taking more than one language at Hockaday and are pursuing language study outside of school and during the summers. They are coming back and placing into more-challenging courses and moving forward more swiftly. They understand the need to have a repertoire of languages and to appreciate the importance of lifelong learning. We want our students to see what we do here as a stepping-off point for an ongoing pursuit of cultural understanding and global competency. Language is an essential tool to gain this understanding.

We educators have such a responsibility to raise globally competent citizens. Global competency goes far beyond just speaking a foreign language. That is just the beginning. To excel in today’s world, not to mention tomorrow’s world, our students must speak multiple languages. This is not because they won’t be able to communicate with people from other countries. We all recognize that English has surpassed French in many respects as the diplomatic language and has become the lingua franca of the world. But communication involves so much more than just having a common language.

“We WANT OUR STUDENTS TO SEE WHAT WE DO HERE AS A STEPPING-OFF POINT FOR AN ONGOING PURSUIT OF CULTURAL UNDERSTANDING AND GLOBAL COMPETENCY.”
Language is a useful tool, but we must understand the people, their cultures, and their mindsets if we hope to communicate effectively. It is so much more than just understanding words. It is a matter of understanding hearts and minds. It is what makes world peace a possibility.

At Hockaday we still offer French and Spanish in the Lower School, and we add the option of Latin and Mandarin Chinese in the seventh grade. The Lower School programs are as vibrant and exciting as ever, promoting learning through hands-on play, songs, games, dances, skits, and online games; and these days we can also connect with students via Skype in places like Martinique.

In the Middle School and Upper School, we take advantage of the laptop program and have quickly moved beyond the CD textbook to an online interactive v-text, which provides pronunciation, videos, and interactive activities which give instant feedback and hints for correcting. The workbooks and oral/aural activities are on an online Supersite, which again provides instant feedback. Students can request my review; they can record their responses, which I can listen to and comment upon and send back to them at any time of the day from anywhere. I can pull up their responses to any activity and go over them with the class on the SMARTBoard, which keeps track of each girl’s performance on each activity.

While there is no replacement for human interaction, many of us “flip” our classrooms, thus reconfiguring how we use our class time. I can record a grammar presentation or lecture, complete with SMARTBoard notes and my voice explaining the concepts and asking students to repeat or answer. I can write on it, underline, and circle, just as if I were teaching it live. I then ask the students to listen to the presentation as assigned homework, which can be done before starting new concepts or used for reinforcement and clarification. The advantage is that students can pause, rewind, and watch as many times as they need. We then use our class time to practice the concepts, to interact, and to collaborate. This is the best use of our face time, and this use of technology actually expands our 80-minute class periods. And lest you think it sounds impersonal to explain things in this manner, the girls live in this cyber world. This is their world, and they are very comfortable in it.

Skits are another typical language - classroom activity that I am sure all of you remember doing, and no language classroom would ever be without them. But they have been upgraded in this digital world. Our students do plenty of skits and impromptu dialogues in class, but now we use the fabulous facilities in the LLARC to produce movies in which our students can be standing in front of the Eiffel Tower, sitting in a French café, visiting a market in Mexico, dodging a lion in the Colosseum, or walking on the Great Wall. Girls learn best by doing, and the fabulous facilities in the LLARC allow them to do great things.

As for curricular changes in the Upper School, the College Board no longer offers AP French Literature or AP Latin Literature, so we have developed an Honors Latin Literature course to lead into the new AP Caesar and Vergil course. We offer the new curriculum in the AP Spanish Literature course. The AP Language programs have also changed dramatically and now focus on the three modes of communication: interpretive, interpersonal, and presentational. Students must demonstrate their understanding of the target language and cultures by making connections between the various topics and comparing cultures. The main recommended themes are the
following: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Our teaching must be authentic and relevant. No longer is there such a thing as textbook French/Spanish. Our students must learn real French as it is spoken by real humans (who mumble and do not enunciate clearly) in real settings with real noise and real slang. The new textbooks and accompanying activities and videos are authentic and very challenging.

In order to make our language programs relevant, we created an Honors Business French course at the fifth-year level, where cross-cultural differences between French and American societies are the main focus. Our students take a certification test (Diplôme de Français Professionnel) sponsored by the Chambre de Commerce et d’Industrie de Paris. Thanks to Madame Catherine Berryman’s efforts, Hockaday is now a certified testing center for this exam. This is a fabulous addition to our students’ transcripts and will add immensely to their future résumés.

In 2004 we began the Mandarin Chinese program in the Upper School. We gradually added one new level each year. In 2011–2012 we moved into the Middle School, offering Chinese in the seventh grade, and in 2012–2013 we offered eighth-grade Chinese. To provide relevancy and authenticity, we now also offer a fifth-year Honors Business Chinese course, which will explore the Chinese business mindset, customs, and practical language used in the context of the exponential growth of the Chinese economy.

The language and culture taught in our Latin program are alive and well. While AP dropped the Latin Literature course, we have actually found that loss to be wonderfully liberating. Dr. Andre Stipanovic has newfound freedom to develop the Honors Literature course in a way that best prepares our students. We at Hockaday continue our commitment to offer a complete Latin program, essential to being a serious and scholarly institution. Along with our own Honors Literature course, we offer the new AP Caesar and Vergil course.

In 2010–2011, the Upper School Spanish program began offering a Regular and an Advanced Spanish II and III, which allowed us to better meet the differentiated needs of each student. Girls in Advanced III go on to AP Language, while those in the Regular III have the option of a Spanish IV course to help prepare
them for optimal success in AP Language in their fifth year. Students can move in and out of the tracks based on yearlong performance, the March exam, and teacher recommendation. Many of our Spanish students go on with the AP Spanish Literature after AP Language, and we also offer a newly revised Spanish Communication and Culture course which is project-based learning and culminates with the production of a one-act play.

This full-year course has become very popular, allowing students an option to the AP courses and a way of maintaining language skills after completing all of the other course offerings.

We are finding students who have moved so voraciously through our language program that they have exhausted all of our curricular offerings and are seeking other options. Some of these options involve the Online School for Girls course offerings. The OSG Japanese courses have been very popular with Hockaday students. We also have a group of students working on an Independent Study in Greek with Dr. Stipanovic. Some students are taking one
language at Hockaday, one with OSG, and are being tutored in a third language outside of school.

We hope to develop our global education program to the point that most if not all of our graduates have had a global experience at some point in their Hockaday years. We would like to offer more international-service learning options, which would take the traditional homestay visit to a more community-minded global level. This is truly the most exciting thing going on today—the chance to use our tools and skills to solve world problems and contribute to the global community. Clearly our main challenges are not only the planning, the site visits, and the risk management, but also determining how to make these opportunities affordable for every one of our students.

The newfound global awareness the world has discovered is music to our ears. This is what the World Language Department has always been about. We believe in this mission, and we can’t move fast enough. I am speaking from my heart, because teaching at Hockaday has always been much more than work. It is my life’s passion, and I find all that we are doing now to be tremendously exciting and invigorating. As I said, nothing ever stays the same around here. While the French will say, “Plus ça change, plus c’est la même chose.” I say, “Plus ça change, plus ça change!”

“WE WOULD LIKE TO OFFER MORE INTERNATIONAL-SERVICE LEARNING OPTIONS... THIS IS TRULY THE MOST EXCITING THING GOING ON TODAY—THE CHANCE TO USE OUR TOOLS AND SKILLS TO SOLVE WORLD PROBLEMS AND CONTRIBUTE TO THE GLOBAL COMMUNITY.”
Are You Down for a Great Adventure?

Creative Arts Camp, Sports, Music, Drama, Computer, Academic Courses, Science, SAT Review, Chess Camp, and more!

Boys and Girls – Ages 3 – 18

LOWER SCHOOL
Session I: June 10 – June 21
Session II: June 24 – July 5
Session III: July 8 – July 19

MIDDLE & UPPER SCHOOL
Session I: June 10 – June 28
Session II: July 1 – July 19

www.hockaday.org
Centennial Campaign Kickoff at the Perot Museum

On Friday February 22, 2013, The Hockaday School kicked off the Centennial Campaign at the Perot Museum. Loyal supporters of Hockaday—alumnae, trustees, current parents, parents of alumnae, grandparents, faculty, and staff—gathered to celebrate Hockaday's storied past and to imagine the next century in the School's distinguished history.

Maryann Mihalopolous, chair of the Centennial Campaign, announced that Hockaday has already raised more than $55 million of a $100 million goal. The announcement was met with festive fireworks around the museum's perimeter. In her speech to guests that evening, Kim Wargo, Eugene McDermott headmistress, asked the school community to remember Ela Hockaday's bold act to open a school for girls in 1913, and she outlined the responsibilities of the current generation in preserving and furthering the work of the School's founder: “As we look ahead to the next 100 years, we are called to act audaciously. It is our turn to step forward, embracing the opportunity to be the visionaries for Hockaday's second century. The girls who walk the halls of Hockaday at this very moment are the leaders who will cure today's diseases, create tomorrow's new frontiers, and write, direct, and paint the 21st century's great works of art.”
HOCKADAY’S FUTURE IS NOW.

THE CENTENNIAL CAMPAIGN CHALLENGES US TO ACT NOW TO CREATE THE FUTURE WE IMAGINE.
LET US BE BOLD.
LET US BUILD, ENDOW, CREATE, AND THRIVE TOGETHER.
LET US CELEBRATE OUR EXCELLENCE AS WE ENVISION AN EVEN-MORE-VIBRANT FUTURE.

The excellence defined by Miss Hockaday in 1913 must now be amplified to meet the needs of our students in the coming decades. Over the past 100 years, The Hockaday School has successfully educated thousands of young women, giving them the skills they need to transform our world. Through continued innovation and cross-disciplinary teaching, we will continue the visionary work that is Hockaday’s hallmark.

LET US IMAGINE SO THAT HOCKADAY MAY LEAD.

To support the campaign, please contact Kathy Limmer, Director of Development and External Affairs, The Hockaday School, 214.360.6579 or klimmer@hockaday.org.
For online giving: www.hockaday100.org/campaign

Centennial Website Launches on Alumnae Day!
VISIT www.hockaday100.org

Watch videos, view photos, and learn more about the history of The Hockaday School. One hundred years of Hockaday will be featured on the new Centennial website to be launched on Alumnae Day, Friday, April 19, 2013.
Save the Date

CENTENNIAL PREVIEW EVENT
Friday, April 19, 2013
Alumnae Day 2013
Alumnae Day Luncheon
Ela Hockaday Centennial Exhibit Opening
Centennial Commemorative Merchandise
Centennial Website Launch – www.hockaday100.org

Saturday, April 20, 2013
Alumnae Boarder Reunion Breakfast
Alumnae Family Picnic

CENTENNIAL CELEBRATION WEEKEND
Friday, April 11, 2014
Alumnae Day 2014
Alumnae Day Luncheon

Saturday, April 12, 2014
Alumnae Boarder Reunion Breakfast
Alumnae Family Picnic
Centennial Celebration: The Party of the Century

May 24, 2014
100th Hockaday Commencement

Join us for the Hockaday Centennial Celebrations!

CENTENNIAL KICKOFF WEEKEND
Wednesday, September 25, 2013
All-School Student Convocation

Friday, September 27, 2013
Spotlight on the Arts
HAARTS: Alumnae Art Show
Fall Alumnae Dinner

Saturday, September 28, 2013
Kickoff Parade and Concert
Centennial Anthology Book Launch

October 16, 2013
Past Presidents of The Hockaday Alumnae Association Luncheon

November 13, 2013
Centennial Day of Service

February 26, 2014
Past Presidents of The Hockaday Parents’ Association Luncheon

May 25, 2013
99th Hockaday Commencement