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A century of individuals involved with the Hockaday community – students, faculty, staff, alumnae, parents, grandparents, and friends – have a positive impact on one another and the world in which we live. Hockaday Magazine, 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.

The Hockaday School does not discriminate on the basis of race, color, creed, sexual orientation, religion, national or ethnic origin, in the administration of its admission and educational policies, financial aid programs, and other administered activities.
John Chubb, President of the National Association of Independent Schools, recently visited Dallas. While here, he spoke to a group of faculty, staff, and administrators from most of the ISAS schools in our city, and he visited many of our campuses. His post-visit blog highlighted his visit to Hockaday (and a few of our peer schools) in a column called “Schools That Thrive.”

Dr. Chubb affirmed that schools like Hockaday thrive over time “because they have been steadfastly committed to offering something distinctive, something deeply good for kids, something consistent with the needs of the time, and something that enough families, year in and year out, have been willing to sacrifice to provide.”

I agree wholeheartedly with Dr. Chubb: schools that thrive – schools like Hockaday – do so because they keep what is right for students throughout the generations as the central driving force behind the business of school. This mantra is how Hockaday balances its commitment to tradition with its appetite for innovation.

On Saturday, January 31, we demonstrated just how deeply held this principle is at Hockaday. More than 250 people gathered during Visioning Day 2020 to consider two questions:

- If we could have the school of our dreams and the impact we most desire, what would The Hockaday School look like in 2020?
- What must be accomplished in order for the vision to be achieved?

Coupled with the work of our Self-Study (part of our reaccreditation process with the Independent Schools Association of the Southwest), the in-depth conversations among parents, faculty, staff, administrators, students, alumnae, past parents, and trustees during Visioning Day 2020 will ensure that our Strategic Plan is an inclusive, holistic road map for the next five years.

That road map will ensure that the Hockaday of 2020 is, indeed, a school that is “deeply good” for the Hockadaisy of the 21st century.

KIM WARGO
Eugene McDermott Headmistress
Hockaday Promotes Literacy During 2014 Annual Day of Service

The Hockaday School partnered with nine Dallas Independent School District schools for its annual Day of Service to create new and sustainable opportunities for children to learn to read. Hockaday students, faculty, staff, and alumnae spent the day organizing libraries and working with children to promote literacy and learning. Students who remained on campus crafted bracelets to sell to raise money for Dr. Tererai Trent’s School in Africa, wrote letters to young children about the importance of reading and
their favorite childhood books, and made “study kits” for parents and children to use at home and read together. Since the event, the positive results of the Day of Service have been seen through the books that were donated to DISD school libraries and the ongoing support through Hockaday’s tutoring programs.

Visioning Day 2020

Visioning Day 2020 was held on Saturday, January 31, 2015, and gave more than 200 members of the Hockaday community an opportunity to share their ideas, suggestions, expertise, creativity, and vision for the development of Hockaday’s 2015–2020 Strategic Plan. With a defined purpose for the day, volunteers were guided by the new mission statement and key goals based on five strategic drivers, which centered on optimizing the student experience, maintaining faculty excellence, building a diverse community, leveraging facilities to maximize learning, and assuring institutional sustainability. Based on the visioning statements that were developed, Hockaday will craft its new strategic plan and plans to share it with the community in the coming months.

Beth Wortley and Buster Cooper Honored by Dance Council of North Texas

Hockaday’s Beth Wortley was awarded the 2014 Larry White Dance Educator Award by the Dance Council of North Texas (DCNT). Ms. Wortley has taught dance at Hockaday since 1989, inspiring many students to pursue dance while at Hockaday as well as after they graduated. Currently 85 Upper School students are enrolled in dance. Not only do these students perform in five dance groups, but many create original choreography.

In 2008, Ms. Wortley was named Chair of the Hockaday Performing Arts Department. “I owe my own career in dance to Beth Wortley,” says Christie Browning Sullivan ’95, a dance teacher at Hockaday. “Without the guidance and support she gave me as one of her students, I would not have had the courage to follow my dream in dance. She continues to be my mentor now as my colleague, and I am very proud to call her my friend.” The DCNT also announced the renaming of the Texas Tap Legend Award in honor of Leonard “Buster” Cooper who passed away in March 2014 at the age of 90. A Dallas tap icon and legendary Hockaday dance teacher, Cooper will be honored with the final Texas Tap Legend Award.

Hockaday Science Inspires a Global Collaboration

Lower School science teacher Amy Banks met with Jennifer Nantale, Country Director for Nyaka AIDS Orphans Project in Southwest Uganda, and Sandra Washburn, Executive Director
of Oysters & Pearls. Ms. Banks shared information about the Engineering is Elementary (EiE) program and discussed how it is used with students in grades 1–4 at Hockaday. Ms. Banks encouraged her to contact EiE at the Museum of Science in Boston to learn more about the program and how to apply it to their own organizations. Ms. Washburn took this advice and trained six teachers from the Gulu Primary School in Uganda who were then ready to teach on their own. The program was a roaring success. Ms. Washburn credits Amy Banks for the launch and success of EiE in Uganda because she took the time to explain the program and discuss how it benefits Hockaday students.

Hockaday Sweeps the Dallas Area Model UN Competition

Twenty-five participants from Hockaday Model UN participated in the Dallas Area Model UN conference at North Hills Preparatory in Irving, Texas. High schools from the North Texas area competed in the conference. Hockaday represented the countries of South Africa, the United States, the United Kingdom, Israel, and Zimbabwe, and won every award in every category, making it an unprecedented performance for the Hockaday Model UN. Hockaday received best Overall Delegation and special awards were given to 10 Hockaday students.

Heard at Hockaday Presents Steve Pemberton

Hockaday hosted Steve Pemberton for its Heard at Hockaday speaker series in January. A renowned child advocate, motivational speaker, and author of A Chance in the World, Mr. Pemberton shared his firsthand account of growing up in the foster care system, facing abusive situations, and overcoming seemingly insurmountable odds to become one of the leading executives for Walgreens. Mr. Pemberton also shared poignant conversations with his children about his own childhood and how he has used his experience to ensure they never have to encounter the obstacles he endured. At the conclusion of his daylong trip to Dallas, he received a standing ovation for his inspiring story.
Thirty-one Hockaday Students Recognized by Prestigious Scholarship Programs

Three Hockaday seniors were selected by the National Merit Scholarship Corporation as Semifinalists in the 51st annual National Achievement Scholarship Program. Two Hockaday seniors were Scholar and Honorable Mention recipients for the National Hispanic Recognition Program. Twenty-six Hockaday students were named Commended Students in the 2015 National Merit Scholarship Program.

Juliette Turner Promotes Our Presidents Rock on O’Reilly Factor and Oprah Winfrey Network

Juliette Turner (Class of 2016) was recently in New York City promoting her second book, Our Presidents Rock. Juliette appeared on the Fox News Channel’s O’Reilly Factor with her mom Janine Turner and Oprah Winfrey’s Where Are They Now in the fall.

Hockaday Student and Alumna Receive Philanthropy Awards

Charlsie Doan (eighth grade) attended the 29th Annual National Philanthropy Day Luncheon, hosted by The Greater Dallas Chapter of Association of Fundraising Professionals, and was awarded the Outstanding Youth in Philanthropy Award for her involvement with Texas Scottish Rite Hospital for Children. She is a member of the hospital’s KidSwing Junior Committee and has raised more than $167,000 for patient care, including hospital equipment and therapy. Katherine Perot Reeves ’89 also attended the luncheon and received the Outstanding Philanthropy Award for her active involvement with the North Texas Food Bank.

Hockaday Wins Two SPC Championships This Year

This year, two of Hockaday’s varsity teams took the crown at the Southwest Preparatory Conference Championships. In the fall, the varsity field hockey team played its best and won, and in February, the varsity swimming and diving team rounded out the year with yet another SPC championship for Hockaday.

Hockaday Featured in the Dallas Symphony Christmas Pops

The Dallas Symphony’s 2014 Christmas Pops performances included a dance element choreographed by Hockaday’s Christie Browning Sullivan ’95. The concert featured The Dallas Symphony Orchestra, The Dallas Symphony Chorus, The Children’s Chorus of Greater Dallas, and the Christmas Celebration Dancers. Included in the fantastic cast were Hockaday students Lily Sumrow (Class of 2016), Ally Guba (Class of 2017), Sara Grace Aldis (eighth grade), Meredith Black (eighth grade), Annie Sheeder
Gayle Embrey ’73
Directs First Feature-Length Documentary

The Video Association of Dallas screened the documentary Beyond the Walls at the 27th Annual Dallas VideoFest. Gayle Embrey ’73 is the film’s director and executive producer. In her first feature-length documentary film, Embrey chronicles the lives of artists around the world who bring to life the history, personal struggles, and successes of their communities through the creation of murals. The film spans several countries and regions, including the West Bank, Northern Ireland, Liberia, El Salvador, and the United States.

Austria Arnold
Elected as National Youth Cutting Horse Association President

Austria Arnold (Class of 2016) was elected president of the National Youth Cutting Horse Association during the group’s annual July convention in Fort Worth. The 850-plus youth membership organization elected Arnold to this position. The 16-year-old Terrell, Texas native has been a member of the Fort Worth-based cutting horse organization since she was nine years old. Arnold hopes to rally additional adult and corporate support over the coming year, in an effort to increase scholarships, prizes, and recognition of the organization’s youth competitors.

Hockaday Publications Recognized at 2014 JEA/NSPA Convention

In November at the Journalism Education Association/National Scholastic Press Association Convention in Washington, D.C., Hockaday’s publications received the following recognitions for their respective classifications:

- Vibrato: Best of Show
- Cornerstones: 3rd Place Best of Show
- The Fourcast: 6th Place Best of Show
- Design of the Year Contest: Vibrato’s Taylor Pak ’14 and Mary Margaret Hancock ’14 received second place in the Spread Design category.
- The Fourcast’s Tiffany Le ’14 received an Honorable Mention in the Page One Design category. Kate Cooper (Class of 2016) received an Honorable Mention in the Illustration of the Year category for an illustration she did for The Fourcast.

Hockaday Continues Tradition of Service

For the second year in a row, Hockaday students spent a day off from school serving others. More than 60 Greenhill, Parish, St. Mark’s, and Hockaday students spent Martin Luther King, Jr. Day preparing and sorting meals at the North Texas Food Bank.

Upper School Math Club Competes in McNabb Competition

Fourteen Hockaday students placed when Hockaday’s Upper School Math Club competed in the Greater Dallas Council of Teachers of Mathematics (GDCTM) McNabb Competition against local private schools, including Cistercian, St. Mark’s, and Trinity Valley, as well as local public schools like Jasper High School, Science/Engineering Magnet, and Clark High School. Students could compete in one of six exams: Pre-Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus, and Calculus.

Catherine Jiang
Published in the Journal of Chemical Science

During the summer of 2014, Catherine Jiang (Class of 2016) worked with two science professors at SMU researching hydrogen sulfide and the role it plays in human health and disease. Catherine helped publish an article in the Journal of Chemical Science regarding this research.
SCOOPEvery time I read the news and see a new story about a student being bullied, I am left feeling like there is something fundamentally wrong with our school. I do not know what this is, but I have a feeling that it is not just the bullies.

The Story Behind the Sugar
By Charlsea Lamb (Class of 2015)
Gatorade has been around for almost 50 years, and the creation of this carbohydrate-electrolyte sports drink has become a phenomenon: the number of college teams, professional teams and even professional race car drivers using the beverage increases each year. Recent research, however, suggests that this once innovative formula is actually detrimental to athletes.

>>> read the full article
http://hockadayfourcast.org/?p=8632

Sitting Is the New Smoking
By Austria Arnold (Class of 2016)
It is 8:30 in the morning and almost anywhere on campus hundreds of students can be spotted sitting in classrooms. At 11:45 a.m. the Upper School gathers in an assembly to sit and listen to a speaker. Then, at 3:15 p.m. the halls are lined with girls sitting on the floor and working on projects. At almost any moment of the day, there are girls sitting within the buildings at 11600 Welch Road. The reality is, however, that sitting has become as deadly as cigarettes.

>>> read the full article
http://hockadayfourcast.org/?p=8570

What’s In a Name
By Manisha Ratakonda (Class of 2016)
“Manoosha Tatatonga? Did I say that right?”
“Yeah that’s close! It’s actually Manisha Ratakonda!”
(Muh-NEE shuh Rat–a–KON-duh)
The above is a routine conversation that takes place between a stranger and me at least once a week. I’m not very good with first impressions as it is, but somehow, having a weird name makes introducing myself to strangers much worse. Before I even begin talking to someone, I anticipate the dreaded question, “What’s your name?”

>>> read the full article
http://hockadayfourcast.org/?p=8821

Protesters Take a Stand Against Injustice
By Courtney Le (Class of 2015)
On Tuesday, November 25, senior Azani Creeks gathered with almost 200 protesters near the Dallas Police Department headquarters. The crowd had assembled in an outcry against the controversial decision made by the jury the day before to not indict police officer Darren Wilson, who shot unarmed 18-year-old Michael Brown. The jury reached their decision after two days of reviewing extensive evidence, stating that they could not charge Wilson with a probable cause to arrest him. Creeks, who did not agree with the jury’s decision, joined the protest.

>>> read the full article
http://hockadayfourcast.org/?p=8821
Hockaday Breaks Ground on the Nasher-Haemisegger Family Center for the Arts

What the girls are able to do in the current fine arts facility is astounding, but imagine the opportunities that await with a new theater and arts center – now a reality. Thanks to the generosity of the Hockaday community, construction began on the Nasher-Haemisegger Family Center for the Arts in early March. A new state-of-the-art theater will anchor the Center for the Arts, and will serve as a performance space for our tremendous performing arts program, while also continuing to serve as a community gathering space for speakers, assemblies, and other special events. In addition to the theater, the Center for the Arts includes a permanent home for the Hockaday orchestras as well as a new art gallery, choral rehearsal hall, black box theater, drama room, scene shop, 10 private lesson studios, Middle School music room, dressing room, and fully renovated spaces for painting and ceramics. And, as an addition to our beautiful grounds, a new amphitheater will provide a unique venue for performing arts students and our entire community.
If a student wants to find excitement, creativity, challenge, and self-expression in an environment of warm community acclaim, then she will find a home in and with Hockaday arts.

The Nasher-Haemisegger Family Center for the Arts is a dream long held. It is fitting that the arts and sciences will be joined in the Centennial Center, for Miss Hockaday was a biology teacher who loved the arts. Miss Hockaday frequently quoted Keats, “Beauty is truth, truth beauty,” and she clearly felt that character and aesthetics were deeply entwined. That was the model she conveyed to students. Miss Trent was the School’s first teacher of art history. Miss Hockaday began the School’s private music program in 1919, opened the Music Institute in 1938, and required her seniors to listen to radio broadcasts of the New York Philharmonic.

There is no question in my mind that Miss Hockaday viewed arts and arts education as crucial to the development of each graduate. And she knew early in the School’s history that arts would often be center stage as the public face of her school. The arts have continued to serve as a keystone of the Hockaday experience. It often feels as though they are the very heart of every school day.

But I doubt that Miss Hockaday could have imagined the abundance of riches that constitute the current offerings in the arts – myriad programs that develop the creativity, the analytical thinking, and the personal voice of 1,086 students. It doesn’t take much time in the presence of that special level of commitment and energy to gain an insight into why so many teachers and students are devoted to their arts endeavors.

In a typical year, more than 20,000 people attend performances and art openings held at the School, and those programs vary from Lower School Orchestra to the Upper School Musical, from the First Grade Neighborhood and City Planning Project and two Middle School choirs to the AP Studio Art Show and national-level debate.

Our carefully sequenced program begins in Lower School with projects as intriguing as the Digital Story Telling Project with After-Effects Animation, the second-grade strings program that places an instrument in the hands of every second-grader, and this year’s fourth-grade musical, Tom Sawyer.

And soon students find themselves in Middle School. Choirs and orchestra at every grade level – specialized art projects including the fabulous string bridge that you should see as an installation in the Middle School art room – and every eighth-grader participates in the long history of a major, team-building musical production.

In Upper School, we have significant programs in Choir (four to be exact), Orchestra, Private Music Lessons, Drama (both technical theater and acting), Dance (five companies), Debate (divided between Lincoln Douglas and Public Forum), Film/Video, Visual Arts including Drawing, Painting, AP Studio Art, Ceramics, and Photography – did I mention the academic courses of History of Art and Music and Monuments of Contemporary Culture? That’s an impressive litany and then some – a very comprehensive program driven by an emphasis on the process of art – each student in an active, fully engaged, hands-on approach to the arts that lead her to deep levels of understanding, purpose, and accomplishment. Throughout all three divisions, ways of doing one’s art are balanced with ways of responding to and celebrating that art.

I frequently quip that we are the Department of Energy, and while we are certainly that, we are also the Department of Accommodation. Why? Because we have clearly outgrown our physical spaces and the auditorium designed in 1961, as well as the arts building designed in 1987.
We are probably victims of our own success.

The choir room was built for 40 students – we now have 62 students in Upper School Choir and 100 students divided into fifth- and sixth-grade choir and seventh- and eighth-grade choir.

Orchestra works out of a portable building that was built as a temporary facility — 14 years ago. Upper School Orchestra now numbers 72 with a space so packed we have some level of safety concerns just navigating the room. The ceiling height is so low that one of our unexpected hazards comes when I excitedly stab my baton into the drop-down ceiling.

The Black Box is so small and so over-scheduled that we can’t do major productions there. Middle School drama does not have its own room.

The Fine Arts Corridor is our major storage area – costumes, dressing room tables during production, choir risers, choir dresses, set pieces, and technical theater equipment – all hang out in the hallway.

The auditorium will no longer seat all of Upper School for an assembly – teachers stand in the aisles. We have no full flyspace for scenery, and the stage has insufficient depth to put two of our performing units on stage at the same time.

Theater Tech classes are tucked into a narrow corridor that was originally designed for storing set pieces.

Art Openings happily pack the Purnell Gallery – but the operative word is pack.

The facility needs are dramatic and compelling.

And despite new and amazing facilities in the past two years for photography, publications, film, debate, and History of Art and Music, the remaining facility needs are still quite urgent and conspicuous. Now we are at the moment of ignition – the moment we begin to fold all these woes into the past tense. The Fine Arts hall is currently empty, completely – no longer a wellspring of thriving activity – uncharacteristically mute. And what is the phoenix about to rise? The Nasher-Haemisegger Family Center for the Arts with its bounty of new possibilities will be built as an affirmation of the importance of the arts to Hockaday.

And who will mentor the work of young artists in these new facilities? The arts faculty is sterling in every way. Without their passion and zeal for teaching, without their advocacy for the talent of students, without their unswerving dedication to the mission of the arts, we would have no case for new facilities.

The 30 members of the arts faculty are superbly qualified and vastly experienced. Every faculty member continues to serve as a practicing artist or performer. The range of faculty talent is impressive – they are painters, choir directors, pianists, authors, composers, actors, choreographers, photographers, filmmakers, ceramicists, theater directors – four are members of the Dallas Opera Orchestra, and Juliette McCullough is a past winner of the Moss-Chumley award for best painter in North Texas. They are part of a long and proud tradition of Hockaday teachers who allow their own art to inspire their teaching. We would not be able to lay claim to being one of the nation’s finest arts programs without this distinguished, caring, and innovative faculty.
Equally, such a moment reminds the faculty in the most profound way that many donors have provided the resources and support that have given us our career home, our venues for working our particular magic with students.

And we have helped build a School that fosters not only a commitment to the arts, but the kind of student artistic achievement and invention that we as faculty members relish every day. So what we owe to the generosity of donors is immense, and we are very thankful. Believe me, gifts in support of the arts have had great consequence at this School, and the faculty in turn offers great appreciation.

While for most alumnae the arts continue to enrich their lives after graduation, Hockaday does produce its share of arts majors in college and graduates working in arts fields. We have had students enter some of the most prestigious arts institutions in the country.

And these alumnae come back to us, accomplished and honored. Only last year we were treated to the return of Victoria Clark during the Centennial – returning as an alumna who won the Tony for best performance in a musical. And there are plenty of other Hockaday alums with professional and volunteer careers in the arts.

But far more important is the heady pace of remarkable art made by today’s Hockaday students.

So what would you see if you haunted our halls for a couple of weeks?

In February, the curtain came down on a glorious Upper School production of Sound of Music with 110 cast and crew members (effectively a quarter of Upper School), but the curtain was also closing on the last performance in Hoblitzelle Auditorium – the site of a storied tradition of more than 100 musicals since 1961 – and a tradition that began when Hockaday was the first school in the Southwest to do a full book musical in 1953.

The coed social organization Junior Patrons’ Guild, with its 200 members, will attend La Boheme at AT&T Stadium, shown on the Jumbotron® no less. Lower School Chorus and Orchestra will be going to Children’s Hospital. Four seniors are currently rehearsing concertos with the Hockaday Orchestra. Students are preparing a dance concert with 22 pieces of original student choreography. The Debate Team closed out finals at Flower Mound, and a Hockaday student won the Royse City tournament. Eighteen girls braved the snow to go to the Harvard tournament. Incidentally, they have all decided to go to the Berkeley Tournament next year.

At the end of March, 216 girls will represent Hockaday at ISAS with 17 performances, including the presentation of the Hockaday Theater Company, which has now expanded to 20 students – ISAS itself has grown to 3,300 participants from 40 schools, six states, and two countries – more than 300 performances in a mere 48 hours. And for the fifth time, Hockaday will proudly host ISAS, in 2018, our second year in the new Nasher-Haemisegger Family Center for the Arts.

Students are collecting ceramic bowls to be donated to the Empty Bowls project. Last year, ceramics students contributed 43 bowls in an auction effort to raise money for hunger relief in Dallas – the current 3-D show expands ceramics and sculpture to 3-D photography so viscerally powerful that I hope you strapped on your special glasses and savored the whole experience.

In January, Hockaday sponsored a Suzuki playoff with 80 string players.

THE CENTENNIAL CAMPAIGN

The Centennial Campaign is a multi-year campaign to support both endowment initiatives and facilities improvements. To date, we have raised $80.3 million of our $100 million goal. Through the generosity of thousands of donors, the majority of the capital improvement projects, including the science building, the renovation of the LLARC classrooms, and the renovation of the residence department, have been funded.

Currently, we are still working to fully fund the Center for the Arts.

Please join us in helping to shape Hockaday’s next 100 years by supporting the Centennial Campaign today. Your gift, at any level, will help provide Hockaday students and faculty with this amazing new facility that supports the arts curriculum at the School. The arts at Hockaday offer a wide range of programs that, in Ed Long’s words, “nurture the creativity, the analytical thinking, and the personal voice of students.”

Please help Hockaday students for generations to come realize their full talents and their passion for the arts with a gift to the Centennial Campaign.

To make a gift online: www.hockaday.org/makeagift

For more information, please contact:
Debby Hay Spradley
Director of Development and External Affairs
214.360.6579
dspradley@hockaday.org
from throughout Dallas, first playing the most difficult Suzuki books in a countdown to the entire ensemble playing “Twinkle Little Star” as the finale. The third-grade multimedia self-portraits, the sixth-grade self-portraits, and the Upper School digital portraits will all go to the Art Ball at the DMA. Earlier film students submitted their work to Austin’s South by Southwest. A kindergarten student has had her art accepted into the Texas Art Association Show to be hung in the state capitol building — the list is exhausting, but far from exhaustive.

Described this way, the department looks like a whirlwind.

But art is never an anonymous whirlwind to the 1,086 students who make art at Hockaday – it is personal, individual, idiosyncratic, self-expressive, soulful – it overcomes risk and nerves, it discovers productive collaborations. Our students give us art that soars and delights, and art that is by turns profound, provocative, intriguing, aspiring, innovative — and fun.

And what makes these arts so vital, so indelible?

Don’t underestimate the pounding adrenalin rush of an opening night. Have you looked into the faces of 31 students playing nuns in The Sound of Music, adjusting their wimples, singing along backstage with all the principals, proud of their team, their performance — and their school? And for the leads, what an academic feat of memory, under pressure, in front of a sellout crowd, with an orchestra, contending with a body mic, and testing the limits of the most personal instrument of all – the human voice. In those moments is there a harder, more difficult task in a school? Unless it is being the student set designer who has worked for months and now sees her designs realized and functioning. Unless it is one of the many, many arts tasks that asks students to accomplish something truly difficult. The immediate and long-term rewards are obvious, but the personal growth and the honing of important skills have an even greater impact on developing the integrated life that we want for each graduate.

Or that moment in the visual arts when a teacher approaches a student in front of her work, almost in awe. How did you do that? How did you see that? How did you get that down on canvas? I could never do that, and look at what you have achieved. And the realization for all of us at that kind of moment, is that all art is new, always new – from a kindergartener’s painting to a student interpretation of Debussy. And with its constant flow of invention, the arts frequently help prepare our young women to navigate the unexpected terrain of change.

These experiences are what the new facilities will so brilliantly sustain and inspire.

Facilities that will truly support the program, the effort, the aspiration of arts at Hockaday – and will continue to support new endeavors that we cannot yet imagine.

I hope everyone understands the pull, the power, the intense personal involvement of the arts for our students. Think of the abundant and meaningful leadership opportunities that the arts provide. And while we value the arts for themselves, we also value the arts as exemplars of what is often best in us.

Speaking for the faculty, we teach the arts, and we believe deeply in the arts. They are integral to what we do as a school, and they are integral to the life we imagine for our students. To laugh, to dance, to draw, to sing, to seek out a sculpture at the Nasher, to settle into a seat at the Meyerson – these are positive, adaptive behaviors. As a variant on how George Frederick Handel described the purpose of music, the arts are not merely to please and delight, they are intended to improve one’s life.

So it is with Hockaday, students leave each school day a better person because of the transformative power of their art.

That’s quite a claim, but that is the unswerving intent of the arts at Hockaday. And this vision for arts education needs and has now found commensurate facilities.

The Nasher-Haemisegger Family Center for the Arts will offer exemplary studios and performing spaces that will foster, promote, and sustain the talent and learning of every student, in every grade level, across the full variety of programs.

And indeed it has been a journey – 27 years since the Fine Arts wing was reworked, 53 years since the auditorium was built. And today we are beyond thanks that the resources are in place to bring our long-held plans to fruition. Just as a potter carefully raises a pot up from the wheel, the girding of the auditorium fly system will soon stretch into the sky. And in the fall of 2016, the Nasher-Haemisegger will open to enthralled, engaged students who will quickly take the full measure of these new facilities. The Arts Department is thrilled beyond measure, and we offer bravos, cheers, and heartfelt thanks for all those who have brought us to this moment.
HELP SHAPE HOCKADAY’S FUTURE WITH A GIFT TO THE CENTENNIAL CAMPAIGN

In 1913, Miss Ela Hockaday’s vision for her school was nothing short of revolutionary. Her determination that young women should receive an equal education to young men, her unwavering dedication to excellence, and her perceptiveness in defining the Four Cornerstones of Character, Courtesy, Scholarship, and Athletics set the direction and tone for The Hockaday School.

Over the past century, Hockaday has successfully educated thousands of young women, giving them the skills they need to transform our world. Through innovation and cross-disciplinary teaching, we will continue the visionary work started by Miss Hockaday.

To do this, we need your help. The Centennial Campaign is a multi-year campaign to support both endowment initiatives for faculty support and financial sustainability, and facilities improvements to address the increasing programmatic needs in the arts and the science curriculums.

CAMPAIGN PRIORITIES

- Endowment Giving
  - Faculty Support
  - Financial Sustainability
- Facilities Support
  - Center for the Arts
  - Residence Renovation
  - Science Center
- Planned Giving

CAMPAIGN PROGRESS

- Goal: $100 Million
- Current: $80.3 Million
- Still Need: $19.7 Million

Help us shape the next century by supporting The Centennial Campaign.

MAKE A GIFT TODAY

Make a Gift Online: www.hockaday.org/makeagift
Make a Gift by Phone: 214.360.6579
For More Information: Debby Hay Spradley
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214.360.6579, dspradley@hockaday.org
Upper School presents The Sound of Music
When I first began my career at Hockaday 29 years ago, my fifth-grade students were bright, eager, and curious – a joy to teach. On most days, my voice was the one all of us heard most often – either imparting information or answering questions. My goal each day was always to have the girls “thinking, thinking, thinking.”

As I reflect on that period now, those lessons didn’t always provide the experience each day that I intended. As I developed my skills, research on the brain flourished, and all of us learned more about the importance of experiential learning as a means to promote a deeper understanding of material and how one learns, my role changed in my English classroom. My voice was heard less often – not only providing the instruction needed to my students, but also providing myriad prompts and questions to enable the girls to craft their own solutions and opinions. Additionally, technology most certainly continues to transform teaching, learning, and our students. This is engagement I observe today in classes throughout the School, and, thus, Hockadaisies are still bright, eager, curious, and now more confident, deeper thinkers, and strikingly self-aware and secure in their own voices.

As Hockaday now begins its second century of educating girls, the charge for all is to envision and design programs and curricula that will provide our students the content and skills needed for relevant careers and lives that we truly cannot clearly imagine at this point in time – obviously quite a daunting task. The National Association of Independent Schools (NAIS) has conflated from numerous sources the following as being imperative skills for students in this century: character (self-discipline, empathy, integrity, resilience, and courage); creativity and entrepreneurial spirit; real-world problem-solving (filtering, analysis, and synthesis); public speaking/communications; teaming; and leadership. Indeed, NAIS also included a draft of the demonstrations within a student’s portfolio that could be identified as key to graduating students who will be well educated

What will the 21st century Hockaday girl become?

By Linda Kramer

Head of Middle School
Hockaday girl must be able to:

Conduct a fluent conversation in a foreign language about a piece of writing in that language.

Write a cogent and persuasive opinion piece on a matter of public importance.

Declaim with passion and from memory a passage that is meaningful – of one’s own or from the culture’s literature or history.

Produce or perform a work of art.

Construct and program a robot capable of performing a difficult physical task.

Exercise leadership.

Using statistics, assess whether or not a statement by a public figure is demonstrably true.

Assess media coverage of a global event from various cultural/national perspectives.

Describe a breakthrough for a team on which you served and to which you contributed to overcoming a human-created obstacle so that the team could succeed in its task.

Demonstrate a commitment to creating a more sustainable future with means that are scalable.

and well prepared to solve the problems they will need to address as citizens in the future. While certainly not set requirements for all independent schools, the utility of these skills (see sidebar) does shape the vision of the 21st century Hockaday student.

As Hockaday moves through its current self-study, departments and divisions are exploring their visions and “explorations” for the next 10 years. Further, three school-wide committees have been created – Essential Skills, Learning and Teaching, and The Whole-Girl Program – and each has literally taken apart the structure and fiber of what Hockaday offers in these areas to determine best practices that the School should retain and those areas where we must make adjustments. All three committees, whose membership is cross-divisional and comprising both faculty and staff, are envisioning core skills essential to the health and success of students in the upcoming decades. Not surprisingly, many of these traits (curiosity, adaptability, resilience, active citizenship, ethical behavior, leadership, collaboration, responsibility, creativity, and balance) are evident in not only Hockaday students of the past and present, but also comprise the core of our Four Cornerstones. But the degree to which these skills will be demonstrated by young women in the future must be notably heightened, presented, and achieved in a broader scope.

Elizabeth Duffy, Headmaster at The Lawrenceville School in New Jersey, identifies several trends that will shape students of the future in the fall 2014 Independent School Magazine article, “Educating Students for Their Futures: Three Trends for Schools in the Conceptual Age.” She identifies the first as the workplaces and school spaces of tomorrow, the actual physical manifestation of societal trends, stating that “today’s open-concept office spaces similarly mirror the features of our networked, less hierarchical culture.” Ms. Duffy notes that most
people work in areas that can be easily reconfigured for optimum effectiveness, flexibility, collaboration, and innovation. I see an ever-growing, rather urgent need for our students (and I would suggest in the School’s programs also) to become more adaptable and “nimble” to maximize learning and productivity. Even more significant are the possibilities that the Internet, social media, and other technological innovations enable, requiring that same adaptability, “mobility,” and a more entrepreneurial mind-set. Students must become more comfortable with blended and virtual learning models, collaboration in idea labs or maker-space types of environments, and risk-taking and exploration in all subjects – truly viewing the art of “failing forward” as the most productive path to a deeper understanding. Finally, the third trend discussed defines our students as citizens of the world and global stewards. Hockaday is fortunate to have in place the foundational technology, programs, and philosophy to encompass the growth of student experiences, skills, and perspectives beyond those with which they are familiar, thus committing to a global perspective. Expanded travel, language, service learning, and character education programs will build the skills our girls require in a world that grows more connected every day.

It is difficult to definitively describe the Hockaday student of the 21st century; I’m not even sure what those skills I’ve discussed will actually “look like” in the classroom of 2050. But, I know our girls will carry forward the vision upon which Miss Hockaday built her School – students who are bright, eager, curious, confident, deeper thinkers, self-aware, and secure. I am also sure the students and adults in the community will be asked to balance the meaningful traditions of our School and the cultural shifts that will keep the education it provides relevant in all areas of a young woman’s life. The Hockaday graduate of the future is going to find it essential to become more comfortable with being uncomfortable – with letting go to some degree of what seems the norm in courses, situations, structure, and even her “path” as she moves through the School. Prioritizing and making choices will be of paramount importance in that process. In my experiences, Hockaday has never been a complacent place; our girls will need to embrace that philosophy wholeheartedly. I do trust that the most meaningful skills our future students will take from this place will be centered in the relationships they cultivate and maintain while at Hockaday and in knowing both how to learn and their own learning styles.
There is no 21st Century Hockaday Girl. There are only girls, in the plural. 21st Century Hockaday girls live and think in the plural. They have plural interests, plural lives. They recognize in one another plural talents and plural differences. They work in groups, play on teams, naturally partner and collaborate. They are liberal in sensibility and pluralist in their values. They are members of the Hockaday community and of communities beyond the School. There is no 21st Century Hockaday Girl, but 21st Century Hockaday girls do share a distinguishing characteristic.

21st Century Hockaday girls feel the weight of expectation. They know their place at Hockaday is a privilege, that with privilege comes responsibility, and that of those who have much, much is expected. This knowledge calls them to service and stewardship and leadership. 21st Century Hockaday girls authentically feel called to serve their communities locally and globally, to understand the lives and challenges of others, to foster change, to make the world better.

What Hockaday girls express and Hockaday faculty, staff, and administration hear as stress, an obsession with grades, and anxiety about college admission is the weight of this expectation. While we are all about the girls, the girls are all about what is expected of them. 21st Century Hockaday girls are not about themselves. They are not about self-discovery, self-fulfillment, finding and pursuing their passions, being all they can be. These are 20th century values. 21st Century Hockaday girls feel the weight of expectation as creative challenge, transformative experience, living with privileged purpose. 21st Century Hockaday girls look like the world on its very best day.

By Dr. Katherine Botzney, Upper School English Teacher
By Charlesea Lamb, Class of 2015

The eight years I have spent at Hockaday will define who I become five to ten years from now. The lessons I learn, the events I experience, and the people I meet will influence me for the rest of my life. My school’s resources and opportunities are responsible for shaping me into the informed, well-rounded, and successful 21st-century woman. With the science building construction complete and the fine arts building remodel underway, I will be confident in pursuing an engineering degree in college, and experienced in all different kinds of fine arts. But the 21st century asks more from us, and the students have recognized several smaller projects that could make a big impact in ensuring that Hockaday prepares us for the future. In May, I will proudly receive my diploma and become a Hockaday graduate. But before then, I would like to have more opportunities to observe and speak with alumnae. A student-alumna pairing program would build stronger connections among current students, recent graduates, and past alumnae. Shadowing programs with alumnae would give me a “real-world” experience in an engineering job, which is something I can’t experience through a physics or chemistry class. Additionally, in my future career, I will realize the importance of teamwork. Hockaday does an amazing job of promoting teamwork inside the classroom, but we often forget that teamwork can be on the field, too. Over the years, athletics have become very important to me and a large majority of Hockaday girls. Athletics is one of our Four Cornerstones, and we find that excelling in this area helps us become the well-rounded girls we desire to be. Some simple changes to increase sports participation and spectator numbers would help Hockaday students realize their potential in Athletics. Five to ten years from now, I want to be a woman who can say I have experienced many things. I want to say that I have participated in a full-scale musical, played in a sports game watched by hundreds of fans, excelled in a field females aren’t expected to, and learned how to incorporate all of my knowledge into everything I do. The 21st century has high demands for women, and I look forward to meeting these demands based on my experiences at Hockaday.
“It’s a pity,” Ed Long said, looking at the two paintings behind the Biggs doors. “Reaugh’s scholars consider these a classical example of his pastel landscapes. But they’re completely ignored [behind these doors].”
As Ed Long, Fine Arts Department Lead Chair, walks down Hockaday’s hallways, he isn’t looking at his phone as most people do on their way to lunch. In contrast, he looks at the walls.

On any given day, he meanders through the halls, occasionally stopping to admire one of the many paintings that hang on Hockaday’s walls.

But not all of Hockaday’s artwork is displayed on the walls we navigate every day. Two are displayed, with a plaque and lighting, in the Centennial exhibit in the former Memorial Living Room. One of these paintings is an untitled 19th-century portrait painted by the American Impressionist William Merritt Chase. The other piece in this room is an early 20th-century painting by Miss Ela Hockaday’s close friend, and famous American Impressionist, Guy C. Wiggins: a snow scene painted in his characteristic style, set in New York City, with a patriotic, blurred flag dominating the foreground.

Both paintings, and most of the School’s collection, were owned by Miss Hockaday and were added to the School’s collection after her death.

The School owns three paintings by Wiggins: *St. Regis in the Winter*, in the Centennial exhibit; *A Walk in the Park*, which hangs in Chief Financial Officer J.T. Coats’ office; and an untitled work in Memorial Dining Room.

A few other paintings from the collection can be found in Great Hall. In the shadows of the portraits of Miss Hockaday and other Hockaday figures, an imposing landscape hangs alone.

Other pieces are found in offices around campus, like the one that hangs in the office of Assistant to the Eugene McDermott Headmistress Nita Brewer’s back wall—Texas artist Frank Reaugh’s *Cattle on High Plains* is halfway hidden behind a stack of books.

Its sister paintings, *Desert Landscape* and *The Watering Hole*, are not as lucky. They are constantly being covered by the doors entering Biggs Dining Hall.

“It’s a pity,” Ed Long said, looking at the two paintings behind the Biggs doors. “Reaugh’s scholars consider these a classical example of his pastel landscapes. But they’re completely ignored [behind these doors].”

Even in Technical Director and theater teacher Robert Kallos’ office, behind layers of old props, stunning framed costume sketches are stacked, waiting to be hung.

Hockaday student artwork, which is being added to the collection every year, is scattered around the Fine Arts building. The large scale paintings from *Mame*, the musical, have been leaning against the walls outside of Hoblitzelle Auditorium for the past five years.

As an art project in the ‘80s, Ruth Harrison, a Hockaday art teacher (deceased), assigned her students to create a large-scale replica of Bruegel’s charming masterpiece *The Hunters in the Snow*.

“It’s one of the few things that we carried over from the old building,” Long said.

The School shows its Texas pride by featuring other Lone Star artists besides Reaugh, like his students Edward G. Eisenlohr and Olin H. Travis.

Considered to be the greatest Texan painter of all time by collectors, Julian Onderdonk is known for his bluebonnets paintings. In his decidedly impressionistic style, most of his paintings are small, like the sketch that hangs in the Memorial Dining Room.

But the larger piece displayed over the fireplace in Whittenburg Dining Hall is “one of the largest ever painted” by the artist, according to Long. The painting, which is on loan from a private collection, has been featured multiple times over the years in exhibits across the country.

Many people in the community are not aware of the collection’s existence. But last week while in Whittenburg, Juliette Turner’s (Class of 2016) jaw stayed open for a good 30 seconds in disbelief, staring at the captivating landscape abounding with misty indigo bluebonnets and an endless sky, before stuttering, “I didn’t know we had that! Why’s it in here though?”

welcome

HOME

By Meshea Matthews
Director of Residence Life
and Global Outreach
Every year in late August, the doors of the Hockaday School open to 1,086 girls for the start of a new school year. In the days before the school convocation, the halls are bustling with faculty and staff tending to the business of the opening of a new year. Weeks before, when the academic halls are still quiet and empty, a small army of residential life staff and support team members are working feverishly to prepare a home in the Schmitz Residence Hall for close to 80 new and returning “daughters” of the Hockaday School.

The housekeeping staff clean bedrooms and kitchen appliances and give the bathrooms a beautiful shine. The maintenance staff tests bedroom fans and closet safes to ensure that everything is in working order. Much like the final inspection before a visiting dignitary arrives at the White House, the Residential Life team walks the halls with its final checklists; 80 beds – check, 80 bathroom caddies – check, 80 door name plates – check, 80 flashlights – check, and so on. Everything has to be just right for our girls.

Finally, with great anticipation and joy, the Res Life team along with faculty, staff, and day-parent volunteers open the doors to the old “Hockaday Home Department,” now referred to as the Residential Life Program. Hockaday has been receiving girls into the Home Department for 99 years and will celebrate its centennial year during the 2015–2016 school year. Team members and volunteers greet each arriving girl with a “Welcome HOME!” and then help them deliver their personal items to their new bedrooms and settle in. For the next nine months, girls between 13 and 18 years old will live as sisters and be cared for by a dedicated and nurturing community that will help them throughout the school year.

Nurses teach the girls how to stay healthy and care for them if they are feeling sick; “Hockabus” drivers make sure that each girl arrives safely where she needs to be and greets her with a warm smile when it’s time to leave. Housekeepers help keep the dorms clean and comfortable to live in while teaching the girls the importance of being respectful of shared spaces (but only after the girls have done their chores, collected the garbage, made their beds, and cleaned their own rooms!). Kitchen staff make delicious home-cooked meals and serve them with love to the girls, always making sure that they are getting the nutrition that a growing girl needs. And, at the end of the day, the dorm parents are there for conversation, a warm hug, mentoring, and a “lights out!” when it is time to get some rest.

To get involved and support the Res Life Program, you can:

Act as a Boarder Buddy Family to a resident.

Consider friends and family members who would benefit from such a rich academic and boarding experience and work with the Admissions office to recruit them to Hockaday.

Serve as a Hockaday Parents’ Association volunteer liaison to the program.

We welcome all eighth grade through Form IV day students to stay with us when their parents or guardians are traveling or when a student needs a short-term stay. For a small fee, day students may stay in one of our guest rooms on each hall and have access to all that residents have daily — welcoming and caring staff, private bedroom, three nutritious meals, afternoon snacks, nightly tutoring, and friends to hang out with.

For more information, please contact Meshea Matthews, Director of Residence Life and Global Outreach at mmatthews@hockaday.org or 214.365.6637.
It takes a village in partnership with parents – some living thousands of miles away – to raise healthy and happy young women. While we support the overall mission of the School, we also have our own “HOUSE GOALS.”

FIND JOY AND FRIENDSHIP

On any given weekend, drivers and our transportation coordinator are scheduling, delivering, and retrieving girls from community service projects, music lessons, sleepovers with day-student friends, concerts, shopping trips, musicals downtown, sporting events, and countless other activities. We encourage our girls to see the city and enjoy this special time in their lives with both day-student friends and boarding sisters. We also take time to relax at home with family dinners, movie nights, and special arts and crafts projects led by our dorm moms and affiliates that include painting, sewing, scrapbooking, and more.

ACT RESPONSIBLY

As in any home, we have our spats (imagine 20 girls sharing a bathroom!), but we stress the importance of communication and forgiveness and ask girls to support one another in both good and not-so-good times. If we think of others first and take responsibility for our actions, we can always find common ground.

NAME A ROOM

The Schmitz Residence Hall was renovated in the summer of 2014 thanks to the generosity of many donors to The Centennial Campaign. We are still working to complete funding for the Residence Hall renovation. There are still opportunities to name a room for your daughter, your roommate, or a favorite teacher. For more information, please contact Debby Hay Spradley, Director of Development and External Affairs, at dspradley@hockaday.org or 214.360.6579.
I love that everyone here is so easy to talk to. It is amazing - everyone is so willing to share their own background. When I hear their stories, it encourages me to share my culture, and I gain a broader view of the world right here in my own “home.”
Hufsa Husain (Class of 2015)
Saudi Arabia

Hockaday became home to me the first day I could walk to the lounge in a crumpled T-shirt with my hair thrown up into a messy bun, and the first evening I spent talking and laughing with girls down the hall, or raiding someone’s dorm room. Hockaday is home because I feel a type of acceptance, comfort, and love that can only be described as familial.
GAIN UNDERSTANDING

With residents from 13 countries, multiple cultures, religious beliefs, and backgrounds, it is crucial that we respect differences and take the time to learn about one another. We believe that when we gain understanding, we not only gain knowledge, but maturity and depth to our humanity.

LEAD WITH PURPOSE

In our home, every girl has a chance to be a leader. Whether you are a senior prefect, House Council executive officer, Big Sister, or you don’t have a formal title but choose to lead by example in any situation – all girls have opportunities to demonstrate leadership and commitment to the betterment of our home.

As we prepare for the next 100 years, we are contemplating – what values should define our program? What sets us apart from other boarding schools across the country and world? How do we add value to our school’s community? As we thoughtfully approach these questions, we have gained confidence and even more belief in what we want to accomplish through our house goals. We may be small and somewhat unconventional in relation to other traditional boarding schools, but we are big in heart. We care about the development of each of our “daughters.” Through the eyes of such a diverse group of young women, we know we can be role models for our school. Most important, we believe we can be a home away from home.
I was in my last school year at Porto Seguro School in São Paulo, Brazil. I was feeling more confident, beginning to think what course I would take in college after I finished high school. I had a nice boyfriend, when in late June 1957 out of the blue I got a call from the American Consulate informing me I had been awarded the American Field Service (AFS) scholarship. I was so shocked that I merely said “thank you” and hung up. I started shaking, not knowing what to think. I had gone through the process of applying for the scholarship, but had never thought I might actually get it. It occurred to me that there might have been a mistake. I called the Consulate and found out there was no mistake, I had indeed been selected to attend The Hockaday School, and I would be
traveling to the U.S. by boat in three weeks. I had never heard of Dallas. I could not have known at that time how decisive this trip was going to be for my life. In a short time I had to get a passport, a visa, buy some clothes, try to find out a little something about the people I was going to live with for a year, say good-bye to family and friends, and board a large boat all by myself for the voyage to America.

Although I was almost 17 years old, I was very sheltered and naive. I must have left Brazil on my AFS adventure a day or two after my 17th birthday. “Walk together, talk together, oh you people of the world, then and only then will there be peace” was the motto of AFS. The American Field Service was founded after World War I by volunteer ambulance drivers transporting wounded soldiers to field hospitals. They had witnessed the carnage of that war and were intent on keeping the tragedy from happening again. The AFS volunteer ambulance drivers were once more called to action during the Spanish Civil War and later during World War II. In the late ‘40s and early ‘50s a program of scholarships for high school students was established as a renewed attempt to foster better understanding among peoples. At that time, students from many nations came to the U.S. for one year to live with an American family and attend high school. American students were sent to these same countries for the summer or up to one year. Today AFS promotes exchanges among many different countries, not only bilateral exchanges between the U.S. and other countries.

Upon arrival in New York, I spent the first week with a family in West Hempstead on Long Island. Next I joined the 700-plus students who had arrived in New York from Europe on a chartered ship. In a hotel lobby there were signs for the various buses, trains, and planes we were to take to our final destinations somewhere in the U.S. After checking in, we were told to place our luggage under the sign for the specific bus, train, or plane we were supposed to take. Along with some 30 other teens from many different countries, my three-day-long trip to Dallas was by bus. The trip was tedious, but I got to know some of the fellow AFSers. Little by little, different ones were dropped off along the way. I noticed that one girl went into panic because the last Italian speaker was leaving and she spoke practically no English. I sat by her side, introduced myself speaking Portuguese slowly and told her that if she spoke Italian slowly I could understand her. As it turned out, Anna Laurini was also going to Dallas. When we arrived in Dallas, my American family was there to welcome me: Stanley and Mildred Schermerhorn, the parents, and a gorgeous, vivacious 15-year-old named Stephanie. Anna’s host family, however, was nowhere to be found and so we took Anna home with us, following the AFS instructions never to leave a student by herself. After a couple of hours Anna’s host family was located, came to pick her up, and apologized profusely for having missed the announcement that our bus had arrived. A few weeks later, I was invited to the home of Anna’s family. They had to go out of town and did not want to leave Anna by herself. Anna was a very gregarious, outgoing girl. Having been unable to say much for several weeks because she hardly spoke English, the torrent of repressed words rushed out when she saw me. There was no way I could understand the Neapolitan Italian at that tempo. I just let her words stream out, figuring she would eventually slow down. Anna was an opera lover and in the evening she regaled me with badly off-key renditions of her favorite arias. Her enthusiasm made up for her singing off-key.

To read the rest of Dorothea’s story, visit www.hockaday.org/1957.
WOMEN IN
UNCHARTED
TERRITORIES
An incoming 11th-grade student, Liz chose Hockaday for her last two years of secondary school after seeing the campus, meeting teachers, and learning about all of the opportunities the School offered. While at Hockaday, Elizabeth took her first theater design class and credits this experience with her eventual choice to become a theatrical lighting designer. “Between Sally Rosenberg’s theater design class and Mr. Long’s Monuments of Modern Culture class, I was hooked,” says Liz.

This past fall, more than 25 years after she graduated, Liz returned to Hockaday and St. Mark’s as a guest lecturer in her chosen field. She says, “Teaching students about lighting design energizes me. I also enjoy mentoring them so that they can learn about the professional opportunities that exist in performing arts. I was amazed – but not surprised – at how much the students grasped in the course of our five-session workshop about lighting, both technically and in terms of lighting’s relationship to theatrical presentations. It was a great pleasure to teach them.”

Liz is especially excited about the integration of the arts and sciences in the design of the new campus. “The fact that Hockaday has integrated the two fields in its curriculum as well as in its physical plant puts the School at the cutting edge of education. The science building is incredible. Once the new art wing is completed, students interested in the performing arts will benefit greatly from working in this state-of-the-art facility.” Elizabeth lived in New York City for a total of 30 years and moved back to Dallas in order to live closer to her family. Recently, she traveled back to New York City to sit in on the backstage preparations for a rollicking musical adaptation of Shakespeare’s “The Winter’s Tale” in the open-air Delacorte Theater. Staged under the auspices of the Public Theater’s Public Works program, the show starred professional actors alongside a host of New Yorkers, ranging from school-age children and senior citizens to ex-convicts and city park rangers. The show also featured performing arts groups from all five boroughs and even a cameo singing performance by the Sesame Street Muppets. “Live theater creates a uniting impulse,” she explains. “At a theatrical production you are right there, in the moment, with the rest of the audience and with the performers. Public Works brings art to people as a democratizing force. They recognize that the performing arts can stretch your horizons and inspire you to think in new ways.”

Liz follows in her family’s footsteps, as a Hockaday alumna and as a designer. Her great-great-grandparents Simon and Beccie Linz were among the group of parents who banded together to bring Miss Hockaday to Dallas in 1913 in order to provide their daughters with the same educational opportunities as their sons. As one of five brothers who established Linz Jewelers in Dallas in 1891, Simon appreciated fine jewelry design. For many years, Linz Brothers produced the Hockaday ring with the same Tiffany design still used today. Bernice Linz Kahn, Liz’s great-grandmother, was a member of the first class at Hockaday. Edna Kahn Flaxman ’35, Liz’s grandmother, served as President of the Hockaday Alumnae Board and in 1988 received the Hockaday Medal. Suzi Flaxman Greenman ’61 attended Hockaday for two years in Upper School and credits the experience with changing the direction of her life. “When I entered Hockaday, I felt like a duck who finally had found the water. It was a natural fit,” she says. As a result, she has been a strong supporter of Girls Incorporated and the Dallas Women’s Foundation, two organizations that focus on the empowerment and education of girls and women.

With the perspective of having attended Hockaday and coming back after a quarter of a century, Elizabeth credits her Hockaday experience with giving her the self-confidence to voice her thoughts. During her junior year, she was one of several history students selected to participate in a one-day conference for Dallas area high school students. Called “History and Hamburgers,” the conference topic was “What Makes a Great Leader?” In this setting Liz was struck by the fact that Hockaday students were the only female participants who spoke up during group discussions and concluded then that it was the empowering culture of Hockaday that led to this result.
DOCTORS WITHOUT BORDERS + REFLECTIONS ON LIFE AS AN OB/GYN

By Dr. Kimberlea Roe ’77
A CASE OF FATAL HEMORRHAGE
THE LEADING CAUSE OF MATERNAL MORTALITY WORLDWIDE

AWEIL, SOUTH SUDAN, OCTOBER 28, 2014

“Gosh, the time goes by quickly here. It’s day 21. I have done 11 C-sections, had four maternal deaths, and untold intrauterine fetal deaths. At the moment between two and four early miscarriages show up every day, and today alone there are two ladies with near or full-term fetal deaths that we need to get safely delivered. It’s not like at home when the death is discovered almost right away. Nearly always the bag of water has been ruptured for days and the mother has been pushing just as long. These ladies are often very sick … infected and severely dehydrated and on the edge of life and death. Today I’ve also had a mother with seizures and high blood pressure at 7 1/2 months, many pregnant malaria cases, two kidney infections in pregnancy, diarrhea and vomiting in pregnancy, two fistula cases, two post-delivery breast abscess patients, unborn twins – one with ruptured membranes and the other intact, two assault cases, and a patient with what I think is a severe ocular migraine.

I was up most of the night last night and decided just to stay at the hospital to see if I could get out early, but that didn’t happen. Just as I thought I could leave, what turned out to be my fourth maternal death came in and it was particularly sad. As is at least a daily occurrence here, a young woman (she was maybe 17) was brought into the maternity ward by her family and placed on the floor in front of the Triage area. She looked very sick so we asked the family to lift her onto the exam table instead. The story was that she had delivered a seven-month dead baby at home and had been bleeding heavily for several days. She had walked to the front gate of the hospital and then collapsed. All of us that could cram ourselves into the small Triage area began to work quickly in an effort to save the girl’s life. It was her second baby that had died. Her mother waited quietly nearby. We managed to get the girl’s hemoglobin level and it was only 1.6! I know that not everyone reading my blog is medical so I can’t stress enough how incredibly low 1.6 is. It is hard to imagine that anyone can still walk or talk at that level or even still be alive.

We tried to start an IV but the girl’s veins kept blowing and large areas developed under the skin where her blood had leaked out of the vessels. We finally got it! I called for O negative blood STAT and hoped there was some available. We gave her IV fluid and oxygen and wrapped her in one of those foil-like rescue blankets and waited anxiously for the blood. Her pulse and blood pressure were all over the place and she was still breathing, more like gasping. It was awful. As the blood arrived just a few minutes later the young woman stopped breathing … so we stopped everything. Then she gasped, and then a few seconds later she gasped again, clenching her teeth like a wild animal. It finally ended. The girl’s mother was sitting with a young baby on her lap on the other side of a half-wall between us. We motioned for her to come over. She sat at the head of her dead daughter’s bed while the baby played with the space blanket. We told her we had done all that we could and that we were very sorry. She told us she saw that we had, as she struggled over and over to close her daughter’s eyes. She told us that she had tried to get her daughter’s husband to bring her daughter to the hospital but he refused and that her death was his fault. All I could think was she was right.

When the husband arrived at the hospital a few minutes later it was difficult to be upset with him as he sat on the edge of the bed and sobbed his eyes out. I filled out the death certificate that I am too accustomed to completing and handed it to the poor man. I will not soon forget his wife’s face as she took her last deep gasps for air. It is a surreal thing to think that the last face she saw in life was mine, a white-faced woman (Kwaja) in a white t-shirt with a red and black logo … hovering over her and shouting out words in a language she couldn’t understand.”
COUPLED WITH A DESIRE TO BECOME A DOCTOR FOR AS LONG AS I CAN REMEMBER AND A HEALTHY DOSE OF “HANKERING FOR ADVENTURE,” THAT LARGELY EXPLAINS HOW I ARRIVED AT THIS PLACE.

This vivid account is told firsthand by Dr. Kimberlea Roe ’77 via her blog. Dr. Roe received her MD from The University of Texas Medical Branch in Galveston and did her residency in obstetrics and gynecology at Methodist and Parkland Hospitals in Dallas. She retired from her private practice at Presbyterian Dallas in 2010 and at the same time she became an OB/GYN Hospitalist and followed her dream of becoming a Field Volunteer for Médecins Sans Frontières (MSF)/Doctors Without Borders. In 2012 she resumed office practice where she practices gynecology and remains an OB/GYN Hospitalist. Dr. Roe returned home from South Sudan, her fifth assignment with MSF, in November 2014. Hockaday had the opportunity to speak with Dr. Roe, and she shares her experiences and insights with us.

Q HOW DID YOU BECOME INTERESTED IN VOLUNTEERING FOR MÉDECINS SANS FRONTIÈRES?

A When I was 12 or 13 years old, I saw an advertisement for MSF. I already knew I wanted to be a doctor and I decided, “When I grow up I want to volunteer for Doctors Without Borders.” As you know, Hockaday emphasizes not only education but also giving and charity. I think it was that, coupled with a desire to become a doctor for as long as I can remember and a healthy dose of “hankering for adventure” (which I owe to my father), that largely explains how I arrived at this place.

In 2010 there was a lot going on. I was terribly busy, tired, and frustrated with the path medicine appeared to be on, and all I wanted to do was take care of patients. My focus was shifting away from my patients and more toward the business of my practice and the ability to follow my dream of volunteering for MSF was fading. I made the difficult decision to retire from my private practice and restructure my doctoring so that my focus is patient care and the business part is left to someone else. It has been the best decision of my life!

I applied to MSF in early 2010 and after an interesting process of checks and interviews, and more interviews, I was accepted. My first assignment was in 2011 and I have now been to Sri Lanka, Nigeria, Sierra Leone, and twice to South Sudan with MSF. The majority of these projects were established to address the incredibly high maternal, infant, and child death rate in these areas by supplying medical and surgical infrastructure, supplies, and manpower to care for women and children who would otherwise die if MSF were not present.
Q. **Would you please provide some information about South Sudan and what your responsibilities were while you were there?**

A. South Sudan has one of the highest maternal death rates in the world, about 100 times that of the U.S. In 2008, when MSF established the project in Aweil where I was most recently, the maternal death rate was estimated to be 10%, most deaths from hemorrhage, infection, or complications due to high blood pressure. Today it is much lower. Our program in Aweil delivers 450–600 (dead or alive) babies per month with one expat M.D. like myself, one expat midwife, and three local South Sudanese MSF midwives covering 24/7. The C-section rate is three percent while in the U.S. it is 33 percent. There is very little access to a C-section in much of the world, and a C-section is done to save the mother’s life, not the child’s. It always takes me a few days to adjust to this difference from practice in the U.S. In Aweil I was the only obstetric provider with surgical skills for an estimated population of one million people.

My responsibilities in the field included teaching local MSF staff, oversight of all medical activities in the maternity ward, management of complications, maintenance of maternal death statistics, and performing surgery, and other procedures as indicated.

Q. **How do you apply what you’ve learned in the U.S. to your volunteer work with MSF?**

A. As an OB/GYN resident, I was fortunate to have wonderful chief residents, staff, and even some famous names in OB/GYN as mentors so I received exceptional training. That has surely made it possible for me to more easily practice in resource poor areas in the rest of the world. When I have no idea what I’m looking at or have never seen a particular complication at home that I see in Africa, I just go back to the basics of my education and training and work it out the best I know how.

Q. **What advice would you give Hockaday students interested in careers in medicine?**

A. I can’t speak to all medical careers, but I would still encourage anyone interested in becoming a doctor to do so; however, it needs to be clear that the practice of medicine in the U.S. has changed dramatically over the last few decades. Doctors in small private practices today are faced with extremely cumbersome regulations and requirements that have nothing to do with taking care of patients. Insurance reimbursement for the services we provide is dwindling while operating costs continue to rise and, like a lot of people, I believe the demise of the small private practice is upon us.

Students interested in becoming doctors today seem to be more and more aware of this and are choosing non-medical careers, other types of medical careers or employment positions, which allow them to take care of patients, have a life outside of work, and to leave the headache and cost of the business side of practice to a larger entity like a university system or other managed group. More than ever I believe that one must truly want to become a doctor because he or she wants to become a doctor, not for prestige or income.

I worry that the “art” of medicine and the art of so many professions is slowly dying. There are many conflicting forces at work in our health care system today, and I hope students choosing a career in medicine will see to it that the art of medicine is not completely lost.

Q. **MSF does important work. Will you continue to volunteer for MSF?**

A. Yes, for as long as I can! The need in the world is immense, to say the least. While I love my practice and my patients here at home, my work with MSF makes my brain sing and my heart bigger in a new and different way. It’s what being a doctor looked like to me when I was a little girl at Hockaday. It’s a challenge with a capital “C” that pushes me to be more and better on every level, though it’s often very uncomfortable — but that’s half the fun!

For any questions, comments, or the link to Dr. Roe’s blog, you may email her: Kimberlearoe@mac.com
From artist to surgeon
When I went to Hockaday as a student, I did not know I was going to be a cardiothoracic surgeon. I was more interested in my friends, art, field hockey, reading, traveling, a St. Mark’s boy, and where I was going to attend college. I am glad I did not know I was going to do my current career, because I feel that I have had the opportunity to explore several professions and was able to choose what was right for me instead of what people wanted me to be.

Being raised in the home of Howard Rachofsky, I knew art would always be an important part of my life. I went on to The University of Texas at Austin with a firm foundation in education provided to me thanks to Hockaday. I studied studio art, painted, and dreamt of one day showing my work in the Whitney Biennial in New York. The problem was, I was not very good at it. Failure, and early failure especially, turned out to be a good thing in some parts of my life. I worked in an art gallery and tried to sell my paintings and eventually decided to go back to school. It was then that I decided to fulfill my medical school prerequisites and sit for the MCAT.

I went to medical school to be a pediatrician, and again found something I was not good at. It turns out I was better at surgery than pediatrics and found myself always trying to sneak into the operating room to see what happened to my patients instead of dreaming about Kawasaki Disease or what an infected ear looks like. When I chose surgery (or it chose me), I then had a life-changing experience that led me to decide to train further in cardiothoracic surgery. I was allowed to care for a woman who needed the entire arch of her aorta replaced, and it was the most exciting thing I had ever seen.

While training in Houston in the famous DeBakey-Cooley hospitals built for cardiothoracic surgery, I finally became pregnant and gave birth in the middle of my fellowship to beautiful twin boys who are now 10 years old. I went back to my training after my husband decided to put his career on hold and stay at home to care for our children. After going back, I discovered that I loved cancer patients. I then spent additional time training at MD Anderson Cancer Center. I then started and developed the Division of Thoracic Surgery in Houston Methodist Hospital. Eight years after having my boys, I gave birth to my daughter Grace, and am a cardiothoracic surgeon at Mayo Clinic in Rochester, Minnesota.

When I went to medical school, we were the minority. There are less than three percent of women in cardiothoracic surgery. The tide is changing. Today in my program, we have just as many women as men both on the faculty and at the resident level. Schools like Hockaday build a firm foundation that enable you to begin to be anything you want to become.

Based on my firm educational foundation provided by Hockaday and a lot of life experience, I have the following advice for Hockaday girls thinking about what career they should pursue:

1. Do what makes you happy.
2. Don’t be afraid to fail.
3. Be fearless and bond with people in your life who make you a better person.

By Shanda H. Blackmon ’87

she took the road less traveled
Julia Roberts Stole My Boyfriend.

...now please help me find my career!

By Jeri Leer

1977

The Essay published in the Huffington Post in 2014

Hockaday Magazine presents a Hockaday article by Jeri Leer featuring Julia Roberts appearances by Sigourney Weaver and Eileen Fisher
HAVEN'T BEEN ON STAGE SINCE 1991, WHEN I LAST PERFORMED AT THE ROUNDABOUT IN NEW YORK.

I was such the blonde, blue-eyed, pre-millennial darling of that era that my date decided during the curtain call that he wanted to marry me. I let him.

Six moves in nine years and two fabulous children later, my career had gone on the back burner and my marriage into the recycling bin. So I traded TV shoots for T-ball games and opening nights for bake sales. And I loved being home with my kids. But suddenly, my nest is looking empty. It’s time to go back to work. What’s a mother to do?

The industry coach has advised me that I need to network. So I’ve decided on dinner for eight – people I encountered during my Act I who might be willing to toss me a bone.

SIGOURNEY WEAVER, I’m hoping you can make it. I bumped into you in the bathroom the first day of my first job. You were very lovely and handed me a paper towel. Rocking my new Princess Diana haircut and ready for footlights and fame, I was promptly outfitted in armor and a codpiece. I carried a spear behind you all summer, Sigourney. Dinner’s at 8:00. We’re having cod.

Hello again, JULIA ROBERTS. You stole my boyfriend in Mystic Pizza, and that has made all the difference. It was scripted, of course. But I’m hoping you go, “Oh, yeah. The blonde in the pool hall.” Come to dinner and you can call me a hustler – of work.

NEIL SIMON, you are so invited. You were probably seeing your show for the eight hundred and forty-seventh time and were spotted taking notes during Act I. “He hates us,” we thought. “We’re all being fired.” Instead, you came backstage and handed out new punchlines during intermission. Thanks for showing me how you continued working so hard at it, even after winning a Tony for it.

By the way, anybody a vegan?

Hi, KAREN ALLEN – you’re my hero. When I last worked with you, you were feeding your baby backstage between shows. Now you’re hobnobbing with Indiana Jones again after all these years. Please tell me how you did it, ’cause my baby is driving now, and her Mommy needs a job.

DON JOHNSON, I hope you can make it. I wasn’t feeling too well when I guest-starred on Nash Bridges. Five minutes after doing a pregnancy test in my trailer, I had to film our big goodbye. My future baby was between us on top of a desk. She’s about to leave for college, Don, and I need to get a life.

OK, people: Brussels sprouts or broccoli?

Dear MIKE NICHOLS: You were the first big director I met after moving from Dallas to Manhattan. I was down to the wire on a lovely role in your film, and you told me fabulous stories about life in the City – like overhearing a little old lady point to her friend and excitedly whisper, “That’s Mike Nichols! From my window, I have a clear view into his living room!” Maybe you’ll have just as clear a view into my future career?

KIRK DOUGLAS, we had a funny scene together in Take Me Home Again. I’ve been home for 14 years. Please take me to work again!

And, EILEEN FISHER, I’d be tickled pink if you joined us. I realize you’re thinking, “I make clothes. Why the hell do I have to come to her pity party?” The thing is, Eileen, you understand middle-aged women like nobody’s business. I need your help with a savvy workplace wardrobe. My teenage daughter is now the one saying, “You’re not going out of the house dressed like that, are you?”

It’s a lovely table of eight, or better yet: a small reality show called Getting That Mom a Gig. Here’s the pitch: You all scroll through your iPhones during hors d’oeuvres, make a few calls while we yuck it up together. It’ll be like Six Degrees of Separation on steroids. You’ll leave with gluten-free leftovers, and I’ll leave with some small but plum roles to fill the gaping hole in my work history. No longer the All-American ingénue, but ready to play her doctor, her divorce lawyer, her 50-year-old neighbor successfully coping with empty-nest syndrome — or else that crazy lady up the block.

I’m ready for my close-up, MR. DEMILLE, and I’m bringing my crow’s feet and Spanx along. Please, Julia, save me from Poise commercials. My Act II has got to begin.
I SPY WITH MY LITTLE EYE...
...WHAT YOUR ANNUAL FUND GIFT CAN PROVIDE!

Supporting the Annual Fund helps bridge the gap between tuition and the actual cost of a Hockaday education. Tuition and fees alone can’t pay for all the opportunities that make Hockaday special. The Annual Fund and income from the endowment help make up the $7,989 per-student deficit.

Gifts to Hockaday’s Annual Fund go directly to the operating budget of the School. As soon as the School receives your gift, it will be put to good use. By making a gift to Hockaday’s Annual Fund, you have an immediate impact on the girls’ experiences at Hockaday. Your gift will support a wide range of programs and experiences.

Annual Fund donations range from $1 – $50,000. No matter the size, each gift is meaningful and each gift makes a difference in the daily lives of our students.

HELP US COMPLETE THE CIRCLE

TAKE A LOOK AT WHAT YOUR ANNUAL FUND DONATION COULD PROVIDE:

$1 Magnetic Eraser
$5 Meter Sticks
$10 Magnifying Glass
$20 Spanish-Language Board Game
$25 DVD Documentary Series for History Class
$50 Digital Calipers
$100 Pull-down World Maps

$200 Geiger Counters to Measure Radioactivity
$500 Computer Printer
$1,500 Theater Light Board
$3,000 Smart Board
$5,000 Soccer Goals and Nets
$5,000 Risers for Stage
$10,000 Laser Cutter

MAKE YOUR IMPACT TODAY BY DONATING TO THE ANNUAL FUND!

MAKE A GIFT ONLINE: www.hockaday.org/makeagift
MAKE A GIFT BY PHONE: 214.360.6529
QUESTIONS: Caroline Parrack, Annual Fund Coordinator, at 214.360.6529 or cparrack@hockaday.org
Hockaday students attend English class in 1965.
2012

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Class Agents and Copy Submissions
Hockaday Class Agents act as liaisons between the alumnae and the School. They strive to keep each alumna connected to Hockaday. To submit information or news for Class Notes, please contact the Class Agent listed with your class. Contact information is listed with each Class Agent. If your Class Agent is not listed, please send information to The Hockaday School Alumnae Office, classnotes@hockaday.org.

If there is not a Class Agent listed for your class and you are interested in volunteering, please call the Alumnae Office at 214.360.6530 or email alumnae@hockaday.org.

Class Notes Photo Submissions
We welcome your photo submissions for Class Notes. Due to space limitations, we are unable to publish all the photos we receive. Only photos meeting the technical requirements below may be included.

Priority is given to the following photos:
1. Photos with groups of alumnae
2. Photos with one alumna
3. Photos without an alumna will only be included as space allows.

Please keep the following technical requirements in mind:
• Images need to be 3” x 5” or larger
• Images need to be saved at 300 dpi high resolution
• Images need to be saved as a JPG file

To submit photos electronically, please send them to classnotes@hockaday.org.

If you’d like to submit a hard copy of your photos, please mail them to:
The Hockaday School
c/o The Alumnae Office
11600 Welch Road
Dallas, Texas 75229
Photos will not be returned.

Class Notes Space Limitations
The Communications and Alumnae Offices of The Hockaday School retain the right to edit content included in Class Notes. Due to space limitations, each Class Agent will have a maximum word count of 300–500 words. When you send news to your Class Agent, please be aware that information may have to be edited in order to fit the space requirements.

Online Option
The Hockaday Magazine is posted online after publication. If you prefer to read the magazine online, please visit www.hockaday.org.
Memorial Tributes

Margaret Doggett Crow ’37 passed away on April 11, 2014. She served Hockaday with a lifelong commitment and unparalleled passion as a member of the Board of Trustees from 1969 to 1975 and was named a Life Trustee in 1981. She received the prestigious Hockaday Medal in 1991. She made numerous gifts to the School in support of the faculty, staff, alumnae, and development projects. These gifts helped to ensure the full potential of each student who would be guided intellectually and socially by the Four Cornerstones. With her daughter, she established an endowment fund in 1998 – The Margaret Doggett Crow and Lucy Crow Billingsley Chair in History. Mrs. Crow gave generously of her time and served on many other boards, including the Dallas Symphony Orchestra and The University of Texas at Austin Advisory Councils for the College of Fine Arts and the College of Arts and Sciences. In 1998, she opened the Trammell and Margaret Crow Collection of Asian Art. Mrs. Crow’s Hockaday family connections include Lucy Crow Billingsley ’71, Lucy Billingsley Burns ’98, Margaret Crow ’03, Katy Crow Craig ’04, Anne Sumner Billingsley ’05, Ginny Crow ’14, Isabella Crow ’14, Margaret Crow (seventh grade), and Sarah Crow (sixth grade).

John “Jack” Gordon Penson passed away on September 26, 2014. He was appointed to the Board of Trustees in 1957, named a Life Trustee in 1978, and received the prestigious Honorary Alum award in 1985. Mr. Penson made numerous gifts to the School and established two endowments, including the Nancy Penn Penson ’41 Endowed Financial Aid Fund in 1981, which was established to provide annual financial aid grants to qualified students who had shown strong potential in the area of competitive athletics and who had exhibited the fine qualities of sportsmanship that his wife had shown in both winning and losing. In 2011, the second endowment, the Nancy Penn Penson ’41 and John G. Penson Distinguished Teacher Endowment in Fine Arts, was established to provide support for a Distinguished Teaching position in the Fine Arts Department. In the 1960s he thought Hockaday should have an annual campaign, and shortly thereafter, Hockaday started the annual fund with the first goal of $100,000. Mr. Penson served on the Long-Range Planning Committee of the Board and was passionate about planning for the future of Hockaday. His Hockaday family connections include Nancy Penn Penson ’41, Ann Penson Vreeland ’64, Suki Penson Jarzemsky ’66, Read Penson Gendler ’70, Elizabeth Gendler Watson ’01, and Hilary Elizabeth Vreeland ’05.
In Memoriam

1932  Frances Dyckman Newsome  
mother-in-law of  
Jan Martindale Newsome ’61,  
grandmother of Stuart Newsome ’92,  
and great-grandmother of  
Victoria Newsome (fifth grade)  
October 27, 2014

1936  Tommie Bradford Walton  
October 26, 2014

1942JC  Patricia Murphy Godbold  
September 2, 2014

1944  Carolyn Levy Clark  
mother of Susan Tobian Palmer ’68 and  
Laurie Tobian Schell ’70  
November 11, 2014

1945  Myra Jo Draper Perley  
sister of Marilyn Draper Brown ’48  
September 24, 2014

1946  Elizabeth Ann Allen Edwards  
August 28, 2014

1947  Gwendolyn Stuckey Cupp  
October 5, 2014

1954  Betty McCarty Allen  
June 3, 2014

1963  Karen Virginia Bradley Pacini  
September 3, 2014

1974  Jennie Lee Taliiferro  
November 7, 2014

In Memoriam – Friends & Family

Ma’Amun Armush  
father of Maha Armush ’96  
September 13, 2014

Marie August  
mother of Staci Mankoff, Hockaday parent, and  
grandmother of Michelle Mankoff (Class of 2018)  
November 2014

John Bagalay  
husband of Judy Cunningham Bagalay ’54  
November 29, 2014

Chip Borg  
husband of Debby Barnes Borg ’63  
October 7, 2014

Ronald L. Bouchier  
husband of Linda Lott Bouchier ’58  
June 3, 2014

Brooke Cadwallader  
son of Laura Hillhouse Cadwallader ’48  
September 2014

Nancy Harrington Currey  
mother of Nancy Currey ’79 and Barbara Currey ’81  
October 16, 2014

Margaret Estes Davis  
aunt of Carol Lynn Estes ’55  
September 17, 2014

Charmaine Hooper Denius  
mother of Charmaine Denius McGill ’74  
October 19, 2014

Carol Epperson  
mother-in-law of Jessica Werner Epperson ’96,  
mother of Doug Epperson, Hockaday parent,  
and grandmother of Kathryn Epperson (first grade)  
October 21, 2014

Gerald Meyer Eubanks  
husband of Nora Elder Eubanks ’52JC  
February 5, 2014

Dudley Fowler  
father of Beth Fowler ’70  
May 21, 2014
In Memoriam – Friends & Family

Martin Gravel
husband of Barrie Niehuss Gravel ’58
October 14, 2013

John (Jack) P. Harbin
father of Linda Harbin Robuck ’65
July 27, 2014

Kenneth Hughes
father of Taylor Hughes Mason ’97
November 29, 2014

Tracy Hulsey
husband of Rachaele Hulsey, Hockaday parent,
and father of Erica Hulsey (seventh grade)
February 6, 2015

Nelson Bunker Hunt
brother of Caroline Rose Hunt ’39
October 21, 2014

Dr. Carlos Justiniano
husband of Veronika Karasek ’99
November 24, 2014

Yija Kapu
mother of Rajani Kapu ’90
and grandmother of Avani Haden (fourth grade)
November 2014

Jack Kinder, Jr.
father of Jayne Kinder Clements ’75
November 13, 2014

Conrad McEachern, Jr.
father of Cathy McEachern ’87
August 21, 2014

Steve Menscher
son of Lelya Levy Menscher ’56
July 19, 2014

Martha Moore
grandmother of Carrie Buckner Sparkman ’99,
and Jake Buckner, Hockaday parent,
great-grandmother of Sylvia Buckner (second grade)
and Arden Buckner (Kindergarten),
grandmother-in-law of Britten LaRue ’96,
and mother of Jene Buckner, Hockaday past parent
December 21, 2014

Jon L. Mosle, Jr.
husband of Paula Mosle (Life Trustee),
father of Sara Mosle ’82 and Jon L. Mosle III,
father-in-law of Jennifer Mosle (Board of Trustees),
and grandfather of Kate Mosle ’12
January 21, 2015

William Davis (W.D.) Northcutt III
Board of Trustees (1981–1987),
father of Cissy Northcutt Abernathy ’83,
and father-in-law of Cappy Copeland Northcutt ’85
August 12, 2014

Meg Oates-Smith
daughter of Betsy Buchanan Oates ’55
December 28, 2014

John “Jack” G. Penson
Life Trustee and Honorary Alum,
father of Read Penson Gendler ’70, Suki Penson Jarzemsky ’66, and Ann Penson Vreeland ’64,
and father-in-law of Elizabeth Gendler Watson ’01 and Hilary Vreeland ’05
September 26, 2014

Robert T. Priddy
brother-in-law of Kathryn Priddy (Life Trustee),
uncle of Betty Priddy Walker ’69 and Ann Priddy Bentley ’73, great-uncle of Kathryn Walker Francis ’94, Caroline Walker ’98, Ashley Walker ’05, Elizabeth Bentley ’10, Virginia Bentley ’12, and great-great-uncle of Ashley Francis (third grade) and Ellie Bell (first grade)
January 6, 2015

Dr. Rolando Segovia
father of Gela Segovia ’75
October 12, 2014

Theodore Strauss
father of Janie Strauss McGarr ’72 and Nancy Strauss Halbreich ’68, and grandfather of Elizabeth McGarr McCue ’00 and Kathryn McGarr ’03
September 5, 2014

Catherine Crawford Whattam
daughter of Katie Allen West ’59
August 15, 2014

Robin Bernat ’83 and husband, Jon Ciliberto
October 26, 2014

Becca Marcus to Alex Fernandes
September 20, 2014

Katy Harris to Nicholas Pierce
October 11, 2014

Emilie Bahr to Beaux Jones
September 27, 2014

Gracie Everitt to Tomer Alper
November 12, 2014

Meredith Mandle to Brian Spears
October 25, 2014

Marlena Reese to Reginald Brantley McKnight
November 8, 2014

Mary Meghan Bartos to Richard William Falotico
January 25, 2014

Anneka Anand to Dr. Hooman Kamel
November 15, 2015

Rachel Bock to Dr. David Starfield
May 25, 2014

Hayden Eberhart to Nick Aase
July 12, 2014
Mary Meghan Bartos Falotico '02 with her attendants, including Hockaday classmates Meredith Lee Ellenberg, Elizabeth Darver Leak, Sandy Barnett Haviland, and Bo Joplin

Victoria Montgomery Cullum '99 and family

Nabihah Kara '04, Rachel Conrad '04, and two friends from Duke at Nabihah’s wedding

Dr. Tina Lalangas '03 and Gavin Minnis

Marriages

2003  Tina Lalangas to Gavin Minnis  
November 1, 2014

2003  Emily McDowell to Alex Cameron  
April 26, 2014

2004  Jessie Drayton to Stephen Unterberg  
August 23, 2014

2004  Tess Reeder to Peter Hales  
September 20, 2014

2004  Abigail Tice to Jimmy Gallivan  
October 18, 2014

2004  Allison Weiner to Ryan Mitchell  
September 27, 2014

2005  Samantha Gupta to Rajiv Parmar  
October 4, 2014

2005  Abigail Hoak to David Cody Morton  
October 25, 2014

2005  Nicole Keller to Jeff Goldstein  
May 25, 2014

2006  Emily McDowell to Alex Cameron  
April 26, 2014

2007  Jessie Drayton to Stephen Unterberg  
August 23, 2014

2004  Tess Reeder to Peter Hales  
September 20, 2014

2004  Abigail Tice to Jimmy Gallivan  
October 18, 2014

2004  Allison Weiner to Ryan Mitchell  
September 27, 2014

2005  Samantha Gupta to Gavin Minnis  
November 1, 2014

2005  Abigail Hoak to David Cody Morton  
October 25, 2014

2005  Nicole Keller to Jeff Goldstein  
May 25, 2014

2006  Emily McDowell to Alex Cameron  
April 26, 2014

2007  Bailey Anderson to Paul Schauffle  
June 21, 2014

2008  Monica Israel to Patrick Spence  
July 26, 2014
Births

1994  Kathryn Munson Beach
      Thomas Elijah Beach II
      November 2014

1996  Lyndsay Wright
      Coralie Kovar David
      February 25, 2014

1997  Lyle Foster Scovell
      Campbell Scovell
      December 26, 2013

1998  Louise Cottel Crain
      Grace Elizabeth Crain
      April 15, 2014

1998  Kavita Vyas Dharmarajan
      Ilya Vyas Dharmarajan
      January 1, 2014

1998  Katherine Redington
      Maya Gail Criden
      August 7, 2014

1998  Leigh Montgomery Sandwich
      Ellery Lane Sandwich
      October 28, 2014

1999  Charlotte Hudson Carter
      Dorothy Hudson Carter
      September 5, 2014

1999  Devonie Johnston Coble
      Tabitha Ruth Coble
      November 3, 2013

1999  Victoria Montgomery Cullum
      Jane Ellery Cullum
      September 17, 2014

1999  Becca Nycum Elder
      Henry Elder
      July 13, 2013

1999  Kelly Brantley Little
      Lucy Kate Little
      June 23, 2014

1999  Lydia Sands McCutchen
      Jack David McCutchen
      October 14, 2013

1999  Michelle Lloyd Morales
      Samuel Lloyd Morales
      June 18, 2014

2002  Anne Miller Morris
      Jack William Morris
      October 14, 2014

2004  Peri Wilson Merritt
      Wilson “Sonny” David Merritt
      May 21, 2014

2006  Ashleigh Phillips Foster
      Britton McClain Foster
      August 1, 2014

2006  Lucy Reid Murchison
      George Francis Murchison
      September 30, 2014
Montgomery and Jane Ellery Callum, children of Victoria Montgomery Callum ’99

Grace Elizabeth Crain, daughter of Louise Cottel Crain ’98

Samuel Lloyd Morales, son of Michelle Lloyd Morales ’99

Ellery Lane Sandwich, daughter of Leigh Montgomery Sandwich ’98
Each year, Hockaday hosts HATS Off to HAARTS, a program that combines alumnae in technology and science with alumnae in the arts. This year, alumnae who work in the fields of architecture, engineering, project management, and interior design were featured. As part of the program, each panelist was asked to share her advice to young women who were interested in pursuing a career in their profession.

**Abbie Ryan ’05**  
Senior Project Engineer, Fuel Cells Group, NASA Johnson Space Center

Do it! Get an engineering degree! The world desperately needs more female engineers to look at the world’s problems in a different way. And the best part about an engineering degree is that you can do almost anything with it: go to medical school, business school, become a teacher, or a consultant, or an inventor, or almost anything you can think of. Engineering school teaches you how to work in a team, how to approach problems from multiple angles (something I think Hockaday girls are well equipped to do), and how to learn complex subjects very quickly.

**Adrienne Akin Faulkner ’81**  
Founder and CEO  
Faulkner Design Group

Follow your passion. Do not give up. Be the best you can be. There is a place for everyone and so many options. Go for it! Success comes from learning, and we need to be able to learn from the challenges that we face. Don’t be afraid to say what you are thinking. Be honest and speak the truth, even if others are threatened by it. Do internships. Try new things. Find out what you like to do. The connections you make at Hockaday will last through your entire life.

**Susi Marzuola ’78**  
Principal and Owner  
Siegel and Strain Architects

Design matters – The practice of architecture is multifaceted and like many other professions, offers a wide variety of practice options in terms of project size (tiny to ginormous), project type (residential, community-serving, institutional, educational, commercial, industrial, hospitality), specialty (interior, exterior shell, construction type, technical expertise), and office type (size, focus, and culture). Whatever the interest area, design and problem solving are at the core of what architects do. My advice first and foremost for those of you interested in architecture is to practice design. Take design classes, perhaps enroll in a summer design program. Learn about design: how to think creatively, how to problem-solve, how to envision solutions, and how to represent them.

*Develop a point of view* – Visit and study examples of good architecture and think about what you are seeing and feeling. Architecture is a value statement. What values are being expressed and how well
are they expressed? What values might you want to express in your design and architecture?

Learn about people – If you think as I do that architecture is the design of places for people, knowing something about people and what makes them tick is good knowledge to have. In addition to college-level architectural coursework, I suggest taking classes in social sciences: sociology, social psychology, anthropology, and the study of human behavior as it relates to space and spatial needs.

Get comfortable speaking in public – I didn’t realize the amount of time I would spend as an architect preparing and delivering presentations to clients, community groups, and students. As it turns out, the narrative and the delivery matter. And humor always helps.

Know how to write – With speaking comes writing: the letter of interest, the qualifications statement, the awards submittal, the online office blog, the project description, and the storytelling. Master the five-paragraph essay, the perfect thank-you note, and proper use of grammar and punctuation. (This cannot be overemphasized.) Pay attention in English and creative writing classes as good writing skills will serve you your entire life.

Get your hands dirty – Craft plays a critical role in architecture as does an understanding of how things go together and how they are built. Use your hands to make and build, as an artist or do-it-yourselfer or a volunteer on a construction project. In my experience, hands-on involvement has led to a deep appreciation for the craft involved in constructing beautiful buildings and has informed my design work.

Train for endurance – A career in architecture is a long game that becomes more rewarding over time. Many women do not stay with the profession, not because they don’t love it but due to the difficulty of balancing family with work and maneuvering through the pinch points of earning the professional degree, completing the internship, taking the test, getting the license, and putting in the time. Be prepared for the long haul and be determined to stick with it. Lead through collaboration.

Dealey Decherd Herndon ’65
Retired Project Director, Project Manager & Business Owner, and Historic Preservation Professional

To be able to compete on the same level as men, you should have an honest understanding that everyone around the table is there to accomplish the same goals. I hope young women will feel confident in taking on large, complex projects and using their unique communication and leadership skills to be successful. Women have a talent for detail and for seeing the big picture. Women have passion for their jobs and process decision-making in a way that is very productive.

I HOPE YOUNG WOMEN WILL FEEL CONFIDENT IN TAKING ON LARGE, COMPLEX PROJECTS AND USING THEIR UNIQUE COMMUNICATION AND LEADERSHIP SKILLS TO BE SUCCESSFUL.

–DEALEY DECHERD HERNDON ’65

Abbie Ryan ’05 engages the audience with her experience.

HATS Off to HAARTS panelists answer questions about their careers.
An Interview with Mariel Pettee ’10

What are your favorite memories of being a student at Hockaday?

The incredible friendships I made with other students that are still just as strong as they were eight years ago are, of course, some of my favorite parts of my Hockaday experience. Looking back now, though, I also realize how special it was to have had so many teachers at Hockaday who were invested in me as a whole person, not just as a number in their gradebook. There were so many little shared moments of silliness or wonder – playing pranks on Mr. Jeans, chatting with Ms. Girard after math class, singing our instrumental parts to The Rite of Spring with Mr. Long during orchestra, joking around during rehearsal with Ms. Wortley or Mr. Blaydes, seeing a cloud chamber for the first time with Mr. Taylor, and so on. But small as these moments may have been, they are representative of an unconditional support that has really shaped my personal narrative and career goals since.

Tell us about your college career, what you studied, and your Senior Project.

Before Harvard, I hoped that one of my passions would reveal itself and beg for me to make it my focus. Fortunately, that didn’t happen, and instead I was granted the opportunity to dive headfirst into anything and everything I loved, developing my interests further than I could have imagined beforehand. I ended up with a joint major in physics and math and a minor in dramatic arts. I spent my days in courses like physics, literature, math, dance, or directing, and my nights dashing from rehearsals to problem sets to late-night conversations with friends. Somewhere in the middle of all of this exploration, it occurred to me that I had great momentum going in several very disparate fields, but I certainly had no intention of choosing between them for a career path.

My involvement in teaching upper-level math courses helped unlock the idea that I could brand myself as an interdisciplinary thinker, an artist-scientist-teacher. When teaching advanced math, I had to grasp abstract concepts very intuitively so that I could help students understand them from multiple perspectives. My experiences in choreography, theater, and art suddenly proved very relevant. They helped me to teach math in a more accessible way that highlighted the story we were trying to tell – the flow of one mathematical concept into the next – something much broader than just demonstrating the mechanics of the equations and methods.

BEING “SMART” HAS NOTHING ON BEING TENACIOUS AND CURIOUS. INTELLECT AND NATURAL CAPABILITIES INEVITABLY HAVE THEIR LIMITS, BUT AN EAGERNESS TO LEARN COMBINED WITH THE HUMILITY IT TAKES TO KEEP GOING EVEN WHEN YOU THINK YOU’RE OUT OF YOUR LEAGUE CAN LEAD TO INCREDIBLE OPPORTUNITIES.
My love of, and knack for, teaching with an interdisciplinary bent led me to two of my most influential projects to date in my unconventional career path: working with Arts@CERN and directing my creative thesis. As one of just four people spearheading the Arts@CERN initiative, I spent my summer as an ambassador who could speak freely with both artists and scientists and help them communicate with one another. Some of my favorite memories of the summer involved running around CERN (European Organization for Nuclear Research) with Bill Fontana, a renowned sound artist, helping him record hidden sounds and vibrations in the underground tunnels.

My involvement with the organization showed me the direct inspirational and educational impact of these frontier-pushing collaborations and drove me to attempt my first creative foray into interdisciplinary territory— a creative thesis in physics that I titled Symmetry Breaking. I met with the head of the physics department at Harvard and proposed my idea to write, direct, and choreograph an original piece grounded in particle physics concepts, particularly that of the Higgs boson. I continued to find support through the Harvard dance department, which awarded me a residency in the center as well as professional mentorships.

Eventually the piece grew into a massive performance installation that took place across five floors of a theater building on campus, filling hallways, rehearsal rooms, elevators, and even bathrooms, with scenes and movement sequences that I devised with my cast. The audience was guided through the space by the performers and occasionally had to chase after them to find hidden scenes, a structure designed to mimic the feeling of scientific searches. What I hoped to achieve with Symmetry Breaking was not to merely transplant the contents of a physics lecture into a different form, but rather to communicate the sensations, emotions, and fundamental imagery that accompany a particle physicist’s work.

Tell us something about your past that’s reflected in your activities today.

I really can’t remember a time when I wasn’t fascinated with science or art. My childhood career goals fluctuated between NASA mission control commander and famous artist or ballerina. I desperately wanted to go to space camp and art museums to see my favorite Impressionist paintings and dance lessons.

Describe what you are doing now, and what is next.

I’m spending this year at the University of Cambridge on a Harvard-Cambridge Scholarship to pursue a master’s degree in physics. My room is right next to where Isaac Newton lived when he studied here! I’m busy as ever with theater productions and dance as well. After this year, I’m continuing on to a PhD program in physics at Yale, where again I’ll have the luxury of working in an environment that is really conducive to creativity and interdisciplinary work.

Being “smart” has nothing on being tenacious and curious. Intellect and natural capabilities inevitably have their limits, but an eagerness to learn combined with the humility it takes to keep going even when you think you’re out of your league can lead to incredible opportunities.
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SAVE THE DATE

Friday, April 24, 2015
Alumnae Day 2015

Saturday, April 25, 2015
Alumnae Affinity Group Breakasts
Alumnae Family Picnic

Friday, May 29, 2015
Eighth-Grade Graduation

Saturday, May 30, 2015
101st Hockaday Commencement