FULFILLING HOCKADAY'S MISSION

L I M I T L E S S  P O T E N T I A L

FULFILLING HOCKADAY'S MISSION
BELIEVING IN THE LIMITLESS POTENTIAL OF GIRLS, HOCKADAY DEVELOPS RESILIENT, CONFIDENT WOMEN WHO ARE EDUCATED AND INSPIRED TO LEAD LIVES OF PURPOSE AND IMPACT.
FEATURES

22 Limitless Potential
By Randal Rauscher Rhodus ’97, Head of Lower School

26 A Teacher’s Perspective
By Dr. Beverly Lawson, The Lyda Hill ’60 Distinguished Teacher, Upper School Science Teacher

27 A Student’s Perspective
By Frances Burton (Class of 2016)

28 What Gooch Means to Me
By Eshani Kishore (Class of 2017)

30 Main Ingredient: Hockaday
By Nikky Phinyawatana ’96

32 From Argentina to the U.S.
By Marcela Matienzo Gerber, Lower School Spanish Teacher

34 From the Sidelines

38 The Historian
By Sophie Dawson (Class of 2019)

40 Wealth Management Unwrapped
By Charlotte B. Beyer ’65

42 Senior Essay
By Phoebe Smith ’15

43 Looking to the Future
Class of 2015 Heads to College

44 College Admission Today: An Update
By Carol E. Wasden, Director of College Counseling

DEPARTMENTS

5 Perspectives

6 Welcome Back, Liza Lee

7 Happening at Hockaday

8 On Campus

12 Scoop

14 Residence

16 Building the Future

18 The Impact of Endowment

20 Zoom

46 Class Notes

87 Milestones

92 Spotlight

FALL 2015
HOCKADAY MAGAZINE
A Publication of The Hockaday School

More than a century of individuals involved with the Hockaday community – students, faculty, staff, alumnas, parents, grandparents, and friends – have a positive impact on one another and the world in which we live. Hockaday Magazine, published biannually 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 alumnas, 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.
PERSPECTIVES

’Tis a gift to be simple, ’tis a gift to be free
’Tis a gift to come down where we ought to be,
And when we find ourselves in the place just right,
’Twill be in the valley of love and delight.

When true simplicity is gained,
To bow and to bend we shan’t be ashamed
To turn, turn will be our delight
’Til by turning, turning we come round right.

’Tis a gift to be loving, ’tis the best gift of all –
Like a quiet rain, it blesses where it falls.
And if we have the gift we will truly believe
’Tis better to give than it is to receive.
Shaker hymn

This summer, as I have listened to the many voices of the Hockaday community, and as I realized the distress caused by the sudden change in leadership, I thought that my personal theme for the School this year should be “simplicity.”

I know, having been an interim head at four different schools over the past decade, that an interim year becomes a time for reflection, for assessment, and for introspection. A “bridge” year can bring simplicity to the tumult of everyday school life. Schools can quietly and deliberately focus on what has happened in a context of analysis and hope. They can maintain what Henry David Thoreau called the “infinite expectation of the dawn, which does not forsake us in our soundest sleep.”

Originally I thought only of the hymn for this piece because its words are so appropriate to school life, but now Thoreau seems just as appropriate with his exhortation to the nation to “Simplify! Simplify! Simplify!” I’ve decided not to abandon my original intention, but I do recommend a rereading of the essay in Walden, “Where I Lived and What I Lived For.” This is really Thoreau’s hymn to simplicity, the credo of a man who “went to the woods because [he] wished to live deliberately, to front only the essential facts of life.”

At the outset I wanted to exhort the School to simplicity because as I looked at the events on the school calendar, as I studied the various meetings and celebrations of the School that were already marked there before the year had even begun, we were already too busy. As I thought of the work that was also ahead of us, I worried that it would be difficult to lead our lives deliberately. I worried also that the controversy about the graduation dress and the change in leadership might make us forget those “essential facts of life.”

Our children who are organized, entertained, and stimulated virtually every day of the week, for every waking hour, and the adults who must supervise and organize their activities feel driven and harried. My fear is that, as another school head so eloquently expressed it: “Minds [of the children, their parents, and their teachers] are never still and hearts have little chance to open to the small, unexpected joys of life.”

We will be looking at a variety of ways to give simplicity and freedom to our community. The new rotation schedule for Lower School should give a calmer pace to the day. We are examining our various extracurricular activities from assemblies to clubs to see how they might become more measured. We are also reviewing the school calendar to see what events might be eliminated.

A growing area of concern for me is the confusion of joy with excitement. One of the great philosophers, Sogyal Rinpoche, says that “… laziness … consists of cramming our lives with compulsive activity, so that there is no time at all to confront the real issues.” If our purpose is to produce young women who know “what is right and good,” we must give them time to think about their lives in terms larger than their next academic, athletic, or social obligation. We who work in schools must make time to examine the conditions under which we all can thrive.

Lastly, I hope that if we emphasize simplicity this year, we will reduce the anxiety of the unknown and the sense that life is out of balance. The eternals of this great School are amazing children, loving families, caring and knowledgeable teachers, and committed staff. Anything is possible if we proceed with purpose and strength and grace.

The verses of the hymn say very simply what I have said inelegantly. I hope that as you read them, you’ll feel delight in the blessings of this community, and gratitude for the love we experience every day. Delight and love are the great simplicities we are left with in our complicated and uncertain world.

LIZA LEE
Eugene McDermott Headmistress
“Pure excitement,” “brimming enthusiasm,” “eager anticipation” — sentiments that have been expressed by members of The Hockaday School community as Liza Lee returns as the Interim Eugene McDermott Headmistress and the 2015–2016 school year begins. Since early summer, she has already met with the Board of Trustees, alumnae, faculty, staff, parents, students, and members of the larger community to warmly greet these constituents, listen to their thoughts and ideas, and celebrate a new beginning for Hockaday.

As she demonstrated throughout her 14-year tenure as Headmistress (1990–2004), Ms. Lee is committed to Hockaday, both as a thoughtful leader and a highly-respected educator, and her top priority is to further strengthen an invigorating learning environment for our students.

The positive response from all facets of the community has been overwhelming. Board Chair David Haemisegger said, “With Liza’s experience and commitment to the traditions of the School, I am confident that her expertise will provide the structure and future vision for Hockaday.”

Looking to the future, Ms. Lee reflects, “My goal is to make this coming year a bridge to the future that opens all sorts of marvelous possibilities for the School. I hope to manage a seamless transition to a new year that will deepen and enrich our sense of community, and to help the School plan strategically for the future so that we will have continued excellence in all areas, and the financial security to support our dreams.”

“As a student, particularly a senior beginning my last year, I so value Ms. Lee taking on this role to see the School through a time of transition and growth. I look forward to everything the school year has to bring and am confident that her leadership will guide our community in promoting Hockaday’s mission,” said Frances Burton, Form IV, Student Council President.

Nicole Small ’91 agrees, “Liza is an optimist and a gifted leader who is extraordinarily well-suited to ensure Hockaday’s continued excellence while preparing students for a dynamic world. I’m delighted that she’s back, proud of all that the School has accomplished over these last several years, and very energized about the future.”

During her tenure as Head of the School, Ms. Lee was instrumental in spearheading Hockaday’s growth, during which time she strategically worked with faculty to create a new curriculum with emphasis on science, technology, engineering, arts, and mathematics. Additionally, she collaborated with members of the Hockaday community to complete Hockaday Tomorrow, a successful capital and endowment campaign, and she implemented new initiatives such as the service learning program that allowed every student to explore the community and learn beyond the classroom. Her service to the School was recognized by the Board of Trustees in May of 2004 with the naming of the Liza Lee Academic Research Center. In addition, Ms. Lee and her husband, Will Lee, were both named Honorary Hockaday Alums by The Hockaday Alumnae Association.

Ms. Lee has nearly 40 years of experience at some of the leading private schools in the country – most recently serving as Head of School for the Columbus School for Girls in Columbus, Ohio. An advocate of all-girls education and service to the community, Ms. Lee also serves many organizations, including the National Association of Principals of Schools for Girls as Past President; Country Day School Headmasters Association as Past President; Oldfields School as a board member; and the Dallas Holocaust Museum/Center for Justice and Tolerance as a board member.

In addition, Ms. Lee served as interim Head of School at Trinity Episcopal School in Austin, Texas; Porter-Gaud School in Charleston, South Carolina; and the College Preparatory School in Charleston, South Carolina. Her work with The Brearley School in New York City spanned from 1967–1990 and included serving as Acting Head and Head of the Middle School. Ms. Lee has also served on the boards of The Lawrenceville School in New Jersey, The Brooks School in Massachusetts, The Brearley School in New York, St. Phillip’s School and The Winston School in Dallas, and several other independent schools.

As an inspired student herself, Ms. Lee received her Bachelor of Arts, magna cum laude, from Mt. Holyoke College where she was a Mary Lyon Fellow, and her Master of Arts from Columbia University where she was a Woodrow Wilson Fellow. She has received numerous honors throughout her career, including the Elizabeth Topham Kennan Award from the Mt. Holyoke College Alumnae Association; a Doctor of Humane Letters, Honoris Causa, Southern Methodist University; The Maura Award from Southern Methodist University for support of women’s lives; the Excellence in Education Award from the Dallas Historical Society; and the Girls’ Champion Award given by Girls Inc.

Ms. Lee’s husband, Dr. William M. Lee, holds the Meredith Mosle Chair of Medicine at The University of Texas Southwestern Medical School. Liza and Will have two sons, one daughter, and three grandsons.
HAPPENING AT HOCKADAY

BLAIR LOWRY  
Assistant Head for Academic Affairs

Blair Lowry joins Hockaday as the new Assistant Head for Academic Affairs. In her role, Blair will work closely with faculty and administration to maintain and grow a culture that supports teaching and learning in an ever-changing educational landscape. Most recently, Blair was the Head of Middle School at the Hammond School in Columbia, South Carolina, a post she held for eight years. As both a teacher and an administrator, Blair was actively engaged in curriculum development and professional growth, leading the implementation of several school-wide initiatives at the Hammond School. She was part of developing the school’s strategic plan and campus master plan, and has served on a number of accreditation teams for other independent schools. She is a regular participant and presenter at national conferences and is highly conversant with and knowledgeable about current trends in education. At Hammond, the Head of School described Blair as a person of great integrity who uses her strong relationships with faculty and her impressive organizational skills to ensure programmatic excellence.

TERRY MURRAY  
Head of Upper School

Terry Murray joins Hockaday as the Head of Upper School. Terry is an effective leader with the ability to bring teachers, students, and parents together in support of Hockaday’s mission. For the past 13 years, Terry was the dean of students, history teacher, and head soccer coach for the Mary Institute and St. Louis Country Day School. Terry is committed to exciting students about the opportunities of being lifelong learners and building confidence they need to take on challenges in the school environment and beyond. At MICDS, Terry was responsible for the development of the curriculum and programs focused on the growth of the whole child. Terry has helped students feel confident, empowered, and trusted to explore their voices in the classroom. He understands that today’s learning environments must continually evolve to meet the demands of an ever-changing world, and that working hand-in-hand with teachers to build a collaborative and compassionate educational environment ensures that students feel valued and invested in their own learning.

MARYANNA PHIPPS  
Director of Admission & Enrollment Management

Maryanna Phipps joins Hockaday as the new Director of Admission & Enrollment Management. For the past 11 years, Maryanna has held key admission positions for the Harpeth Hall School in Nashville, where she served as the Associate Director of Admission and Financial Aid. Maryanna’s distinctive experience with the admission process, including events, information sessions, parent engagement, data analysis, and marketing, will ensure that Hockaday can continue to attract, engage, and support prospective and newly admitted Hockaday families. Maryanna believes strongly in the power of all-girls education. Her vast experience at Harpeth Hall and in the college admissions world has prepared her well to lead our dynamic and professional Admission Team. As a member of the School’s Leadership Team, Maryanna will work collaboratively with our division heads, faculty, and Head of School to ensure that our recruitment and retention processes remain mission-centered and aligned across all Lower, Middle, and Upper Schools.
Thirteen Students Named 2015 National Merit Finalists

The Hockaday School is proud to recognize the following 13 members of the Class of 2016 who are finalists in the 60th annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955. The finalists include Avita Anand, Kathryn Banks, Alyssa Berger, Isabel Billig, Bridget Colliton, Shriya Das, Alexis Espinosa, Jane Gu, Anne-Marie Hwang, Ahona Mukherjee, Lakshmipriya Upfalapati, Mary Zhong, and Sarah Zhou.

Mona Rejino Receives Distinguished Alumna Award

Each year the West Texas A&M University School of Music presents a Distinguished Alumnus Award to successful WTAMU graduates who contribute time and support to the University and to humanitarian causes. This year, Hockaday piano teacher Mona Rejino was one of three recipients. An accomplished pianist and teacher, Rejino is co-author of the Hal Leonard Student Piano Library and Adult Piano Method. Rejino received her bachelor’s degree in piano performance and music education at West Texas State University and completed her master of music in piano performance degree at the University of North Texas.

Team MECCAS Dominates at the FIRST LEGO League Championships

Middle School students Meredith Jones, Clarissa Fuentes, Sarah Crow, Audrey Martin, and Swiler Boyd (Team MECCAS) entered the 2014 FIRST LEGO League CLASSSM Challenge and had a fantastic showing at the North Texas Regional Championship Tournament last February. The MECCAS competed against 250 teams to make it to the FIRST LEGO League (FLL) championship tournament, where they competed against 51 other teams. They won the prestigious Project Award for Research, recognizing a team that utilizes diverse resources to formulate an in-depth and comprehensive understanding of the problem they have identified. The girls investigated the best ways to help students learn how to type. The judges remarked about how incredibly thorough the girls’ research was, and that their research was in a class of its own. They even recommended that the girls take their textured typing skins global, using a site such as Pinterest!
Rachel Rohrich Wins Dallas Regional Youth American Grand Prix Award

Being awarded the Youth Grand Prix Award for world-class dancers, ages 9 to 19, at the Dallas Regional Youth American Grand Prix last February, placed Rachel Rohrich (Class of 2019) as the only student in YAGP history to win top honors in four sequential years regionally. She has received the “Hope Award” twice, and also won the Youth Grand Prix in 2014. Rachel was seen as the Sugar Plum Fairy in The Dallas Conservatory’s 2014 production of The Nutcracker at Dallas City Performance Hall. She was a scholarship winner to Pacific Northwest Ballet’s Summer 2015 Intensive.

Catherine Jiang Dares to Learn

After taking almost four years of Latin and competing in multiple Latin regional and state competitions, Catherine Jiang (Class of 2016) founded a 501(c)(3) nonprofit called Discere Aude (“dare to learn” in Latin) in 2014, which focuses on teaching the Latin language and Greek mythology to underprivileged students. Many schools in the United States today do not have sufficient funding to provide their students with a Latin and Greek education. Catherine established a successful Latin and Greek summer program at Lumin Lindsley Park Community School. She then initiated a Discere Aude Community Service Club at Hockaday in which the members helped design the curriculum for the next Discere Aude summer program. She is working on expanding the program to more schools in the area, talking with Wesley Rankin, DISD schools, and Park Cities Family YMCA.

Staci Shelby ’15 Wins Princeton Prize in Race Relations

Staci Shelby ’15 was selected as a winner of the Princeton Prize in Race Relations for 2015. The President of Princeton University, Christopher L. Eisgruber, presented Staci with the award during a local ceremony in April. As a winner, Staci received a cash prize and an all-expense-paid trip to Princeton, New Jersey, to attend a symposium on Race Relations.

Hockaday and Jesuit Host Inaugural Refugee Carnival

Hockaday and Jesuit students hosted a carnival for refugees from the Congo and Tanzania in April. More than 50 child refugees ages 3-18 attended the carnival, which took place at Jesuit. The children enjoyed games, dancing, books, prizes, pizza, and more. The inaugural refugee carnival was such a success that it will now become an annual event and will be organized by Talia Meidan (Class of 2016), Vice Chair of Community Service at Hockaday.

Hockaday Featured at the DMA Young Artists Exhibition and Reception

Hockaday pre-kindergarten, third grade, sixth grade, and Upper School photography students exhibited artwork at the Young Artists Exhibition at the Dallas Museum of Art in April. Caroline Warlick (fourth grade), Amalia Evans (fourth grade), Isabella Pendergrass (fourth grade), Elizabeth Ann McNeil (fourth grade), Inez Johnson (seventh grade), and Faith Wangermann (seventh grade) attended the Young Artists reception at the DMA in May.
Hockaday Crew Celebrates Successful Season at Texas Rowing Championships

The Hockaday Crew Team participated in the 2015 Texas Rowing Championships in April, and the girls performed exceptionally well. Our Varsity Squad won the State Championship with members Teal Cohen (Class of 2017), Manisha Ratakonda (Class of 2016), Elizabeth Michel ’15, and Emma Winson (Class of 2016). The doubles team of Teal Cohen and Manisha Ratakonda won a silver medal as well. Hockaday qualified for the finals in every event except one.

Second Graders Partner with Groundwork Dallas

Hockaday second graders partnered with Groundwork Dallas to help clean the environment, specifically removing litter from the banks of the Trinity River. This service learning project is helping girls learn about the environment. Executive Director Peter Peyton came from Groundwork Dallas to speak to our students on the Day of Service, and he inspired the girls to help him in his effort to clean the Dallas water supply and make the Trinity River banks more beautiful.

Hockaday Students and Families Involved at Dallas International Film Festival

Hockaday Upper School students participated in the ninth annual Dallas International Film Festival in April. Two students had films selected for the North Texas High School Shorts Showcase, and two students filmed and conducted interviews on the DIFF Red Carpet. Nathalie Naor and Sadie Lidji (both Class of 2016) submitted films that were selected and screened at the film festival. Nathalie submitted Curiosity, and Sadie submitted Something Not Unlike Myself. Both students created their films in their advanced filmmaking class taught by Glenys Quick, and the films were screened at the film festival. Lexie Chu and Kate Clement (both Class of 2016) conducted interviews for The Fourcast on the DIFF Red Carpet.

Hockaday’s Inaugural Signing Day a Success

In March, members of the Hockaday community gathered in Clements to be a part of the inaugural spring Signing Day. Members of the Class of 2015, Mackenzie Capetillo, Samantha Toomey, Jessica Savage, Mimi Asom, Charisea Lamb, and Maura McCrary all received athletic scholarships to impressive colleges and universities across the country. The girls’ coaches, families, and friends joined them for a celebration as they signed contracts, committing to their respective schools for the fall of 2015.

The Fourcast, Cornerstones and Vibrato Celebrate an Award-Winning Year

It was another successful year for Hockaday’s publications and journalists. Below is a 2014–15 year-in-review for Vibrato, The Fourcast, and Cornerstones. Eighteen Form III journalism students traveled to New York City to attend the Columbia Scholastic Press Association Spring Conference and were presented with three Crown Awards, Vibrato received a Gold Crown, and Cornerstones and The Fourcast each received a Silver Crown. Crown Awards are the highest recognition given by the CSPA for overall excellence in student print or digital media. Hockaday was one of very few schools in the country that received a Crown Award for each of their publications. The Fourcast was also recognized by The Dallas Morning News during its High School Journalism Day and Competition. More than 45 area high schools participated in the event. The Fourcast and Cornerstones were rated by the Interscholastic League Press Conference (ILPC) and each received an Award of Distinguished Merit, which is the association’s highest rating. The state’s top publications are also entered into competition for ILPC’s prestigious Gold, Silver, and Bronze Star awards. Recipients of the Star Awards represent the top 10 percent of student newspapers and yearbooks in Texas. This year Cornerstones received a Gold Star and The Fourcast received a Silver Star at the ILPC Spring Convention.
Evan Miller Places Top Five in Texas Poetry Out Loud Competition

Evan Miller (Class of 2016) represented Hockaday at the Texas Poetry Out Loud Competition in Austin, Texas, in February, and placed as one of the top five finalists.

Hockaday Succeeds at First Harvard-MIT Math Tournament

The Hockaday Math Club was invited to bring one team to participate in the Harvard-MIT Math Tournament in Cambridge, Massachusetts, in February. This is one of the hardest international mathematics competitions, consisting of five hours of math tests. Ninety teams from around the world participated, and Hockaday was the only all-girls team. Due to the level of difficulty, teams usually recruit participants from various schools. The second-place team consisted of students from several different schools in California. This was the first time Hockaday competed in the HMMT, beating 17 teams.

Fifth Grade Artwork Selected for C.A.R.E. Calendar and NorthPark Display

Congratulations to the 19 Hockaday fifth graders whose artwork was selected for the Chemical Awareness Resources & Education (C.A.R.E.) online calendar and NorthPark display. These calendars are created each year to remind families and children of the importance of committing to living drug and alcohol free.

Mira Mehta Wins First Place at the Dallas Symphonic Festival

Mira Mehta (Class of 2018) competed at the Dallas Symphonic Festival in February and received first place in the Senior Piano Concerto division (ages 15–18). Mira was also selected as a finalist in piano to represent Dallas in the Texas State Music Competition that was held this summer in Houston.

Hockadaisies Excel at 2015 American Mathematics Competition

American Mathematics Competition is America’s longest running and most prestigious math contest. AMC is a 25-question, 75-minute, multiple choice examination. Based on an AMC score, students can be invited to take the American Invitational Mathematics Examination (AIME). The AIME is a 15-question, three-hour examination. Hockaday had 14 qualify for AIME, and 13 girls competed in March and did very well.
The following are excerpts from articles written by Hockaday students. They appeared in various issues of The Fourcast, Hockaday’s student newspaper, during the 2014–2015 school year. Our student journalists invite you to read the entirety of these articles and others online.

LEADERS ARE MADE, NOT BORN

By Catherine Jiang (Class of 2016)

Newly-elected Student Council members will soon receive multiple opportunities to test the theory about whether leaders are born or made. The results of a recent Student Council StrengthsQuest assessment indicated that Hockaday does a good job of turning girls into future leaders, and that council members and their classmates have different types of extroverted and introverted leadership skills.

>>> read the full article
http://hockadayfourcast.org/?p=9454

TECHNOLOGY HAPPY HOUR: BRING YOUR OWN DEVICE

By Shreya Gunukula (Class of 2018)

A plethora of uniform Toshibas and Lenovos sit on the laps of Upper School students as they gather in the halls and classrooms, working on homework and chatting with friends. But every so often, the silver gleam of a Macintosh catches the eye as Apple laptops work their way into the Hockaday community for the first time—with permission, at least. For the 2015–2016 school year, the Technology Department is officially allowing students to bring their own devices, in addition to being able to purchase a laptop from the two school-recommended brands, Toshiba and Lenovo.

>>> read the full article
http://hockadayfourcast.org/?p=9574
BOARDING DEPARTMENT CALLS TO GIRLS WORLDWIDE

By Sonya Xu (Class of 2017)

[Former] Upper School Head John Ashton sat in a school gym on a sunny and warm November day in 2011. Wearing his usual coat and tie, he proceeded to interview Sara Mustafa '15, who was a freshman at the time. He asked about her interests and hobbies—routine questions asked of any student applying to Hockaday. The two were sitting in the gym of Mustafa’s school at the Aramco Residential Camp in Dhahran, Saudi Arabia.

>>> read the full article
http://hockadayfourcast.org/?p=9581

PREGAME RITUALS HELP ATHLETES

By Neha Dronamraju (Class of 2018)

Three minutes until the big game. The Hockaday varsity field hockey team huddles in the middle of the field, shaking with excitement and anxiety. As they prepare themselves for the SPC championship, the team starts chanting, “Here we go, ride that pony; this is how we do it,” a routine they have practiced before all of their games. Adrenaline pumping, they jog out onto the field, take their positions and wait for the referee whistle. But they’ll have to wait until the end of the game to find out if their pregame ritual was effective.

>>> read the full article
http://hockadayfourcast.org/?p=9602

ARCHITECTURE AFFECTS LEARNING

By Jenny Zhu (Class of 2018)

For many Hockaday seniors, the year 1997 is at best an abstract concept. Many, however, are aware of, and use classrooms in the LLARC or in the main building, which were either designed or redesigned by Good Fulton & Farrell Architects, a Dallas architectural firm that started working with Hockaday on these projects in 1997. Though often overlooked, architecture can significantly affect academic learning and performance. According to a 2012 study done by the University of Salford in the U.K., the physical environment and design of a classroom can affect a student’s academic progress over a year by up to 25 percent.

>>> read the full article
http://hockadayfourcast.org/?p=9642
ASSIST is a nonprofit, international educational and cultural exchange organization based in the U.S. and active in more than 20 countries around the globe. Their mission is to create life-changing opportunities for outstanding international scholars to learn from and contribute to the finest American independent secondary schools.

Wiktoria Lukasiewicz
(Class of 2016)

My experience with ASSIST this year was an incredible one. Of course, it was sometimes hard to be away from family for a whole year, but the experience of being here was worth it. Having a host family is like having another family away from home, and I am glad that I got to spend a lot of time with these amazing people who really made us feel at home. My favorite part of the host family experience was spending Christmas with them, because they took us in and shared this special holiday and their family with us, which made us feel like we really were a part of their family. I am never going to forget these people and my amazing year here.

Nora VanBraam
(Class of 2016)

ASSIST did not only prepare me for my year in advance, for example with a fun, three-day orientation in Boston, the organization also supported me, encouraged me, and pushed me throughout the year. I arrived here as a 16-year-old girl with a small suitcase and very little awareness of the world outside my country. Now, I’m about to leave as a 17-year-old with at least two suitcases and so many memories, experiences, exciting ideas, and challenging plans for the future. This year was a life-changing opportunity for me. Not only did I find great new friends and a perfect host family that gave me a second home in the USA, but I also experienced and learned so many new things academically, culturally, and socially. I believe that these experiences, the connections I built, and my accomplishments make me more independent, more focused on my future, and more confident in my abilities. ASSIST helped me to grow into a better person. Finishing my year, I can certainly say that their motto “Today’s scholars, Tomorrow’s leaders” is what I strive for in my future.

Enjoying the view on a Colorado ski trip

I BELIEVE THAT THESE EXPERIENCES, THE CONNECTIONS I BUILT, AND MY ACCOMPLISHMENTS MAKE ME MORE INDEPENDENT, MORE FOCUSED ON MY FUTURE, AND MORE CONFIDENT IN MY ABILITIES.

Nora VanBraam
(Class of 2016)
Virginia Sloan and family

Serving as a host family for Nora and Wiktoria has been a delight for all of us. We especially enjoyed having the girls with us during the three weeks of holiday break. We enjoyed sharing Christmas traditions and pictures and messages back and forth from their families in Germany and Poland. We surrounded them with our family and extended family and attended Christmas parties and teas as well as a candlelight Christmas Eve service. We shared their special Christmas Eve traditions, also. One in particular we enjoyed was from Poland. Wiktoria’s family sent a special wafer imprinted with the nativity scene that we broke and shared with each other along with wishes as Christmas Eve turned into Christmas. We have sampled and baked foods from their countries and shared recipes. We of course have done our part in exposing them to the full cowboy experience at the Fort Worth Stockyards, where we celebrated Nora’s birthday Texas style. Easter we enjoyed Nora’s traditions of egg painting at a much more sophisticated level than our egg dying. We have taken a road trip to the mountains of Colorado to ski and exchanged photos back and forth with Nora’s parents who were in the Bavarian Alps. We have ventured to Fredericksburg to get photos with the bluebonnets and Indian paintbrush, and in the process of sharing life, we have become family. They have shared in our joys of our son getting engaged and getting to know his fiancée, and we have shared in the joys of getting them ready for their first St. Mark’s Homecoming and Winter Formal with manicures and pedicures and makeovers. We will miss both the girls when they go back home, but we know we will be forever marked by each other. There is no doubt that this is just the beginning of our friendship.

WE WILL MISS BOTH THE GIRLS WHEN THEY GO BACK HOME, BUT WE KNOW WE WILL BE FOREVER MARKED BY EACH OTHER.

Virginia Sloan, host parent for ASSIST program
IN MAY, The Hockaday School announced a $3 million gift from the Dean Learning Center to create the Dr. William B. Dean Endowment Fund for Service Learning and Academic Learning Support. This generous gift will serve as a catalyst for continued development of these two important priorities at Hockaday and honors the memory and legacy of Dr. William B. Dean, trustee of The Hockaday School from 1970–1977.

Dr. Dean’s relationship with the School was long and positive, beginning in 1961 when Hockaday teachers worked collaboratively with the Dean Learning Center and the Texas Scottish Rite Hospital for Children in pioneering programs for teacher training and for diagnostic evaluations. The Dean Learning Center was a K-12 school focused on students with dyslexia and other forms of learning differences and in need of learning support programs. Additionally, Dr. Dean’s daughter, Rebecca Dean Dewey ’74, attended Hockaday for eleven years.

David Dean, Chair of the Dean Learning Center and son of Dr. Dean, said, “It is incredibly satisfying and exciting to be able to continue my father’s legacy through this Endowment Fund at Hockaday. I know these existing initiatives are priorities at the School and are at the heart of Hockaday’s culture. I hope this gift will continue to strengthen and enhance these programs by placing more resources towards creating innovative programs that not only serve Hockaday’s students now, but also will have a long-term, positive effect on our community as a whole.”

Dr. Dean was an active civic leader, a sought-after pediatrician, and the founder of the nationally acclaimed Dean Learning Center. His commitment to serving his community was evidenced through his numerous and lifelong involvements in medicine, education, visual and performing arts, parks and recreation, civic participation, and historic preservation organizations throughout Dallas and North Texas. The endowment fund at Hockaday honors Dr. Dean’s lifelong commitment to serving his community and educating children with learning differences.

In alignment with the School’s mission—“Believing in the limitless potential of girls, Hockaday develops resilient, confident women who are educated and inspired to lead lives of purpose and impact.”—these programs will allow each girl to learn more about themselves and the world beyond the classroom. Each of these programs is currently headed by a highly-respected educator—Laura Day, Director of Service Learning, and Shelley Cave, Director of Learning Support—and they look forward to enhancing these exceptional programs at Hockaday through the support of this gift.

Pictured: David A. Dean and Rebecca Dean Dewey ’74. Special thanks to Dean Learning Center Board Members: David A. Dean, Jean M. Dean, Jon Cranfill, and Rebecca Dean Dewey ’74.
In 1913, Miss Ela Hockaday’s vision for her School was nothing short of revolutionary. Her determination that young women should receive an education equal 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: $85.3 Million
Still Need: $14.7 Million

Make a Gift Online: www.hockaday.org/makeagift
Make a Gift by Phone: 214.360.6579
For More Information: Debby Hay Spradley
Director of Development and External Affairs
214.360.6579
dspradley@hockaday.org

HELP SHAPE HOCKADAY’S FUTURE WITH A GIFT TO THE CENTENNIAL CAMPAIGN

Southwest aerial view of The Hockaday School with the addition of the Nasher-Haemisegger Family Center for the Arts
Endowments are not a new idea, but rather an ancient one. The first endowments were established by Marcus Aurelius in Athens in 176 AD, when he established endowed chairs for each of the major schools of philosophy that existed at that time. When the modern university system was created in England in 1502, endowed chairs in divinity were created at both Oxford and Cambridge. Isaac Newton held the Lucasian Chair of Mathematics at Cambridge in 1669. Today, the celebrated physicist Stephen Hawking holds this same chair.

Why do schools accumulate endowment assets? The key role of the board, and ultimately the primary function of the board, is to secure the future of the School. An endowment helps The Hockaday School maintain its independence and ability to chart its own course. It provides financial stability to Hockaday's operations by providing an annual contribution to the operating budget in accordance with our endowment spending policy.

An endowment also allows us to create and maintain a “margin of excellence” through a greatly enriched academic program. Over the years, our endowment, which has grown from $8 million dollars in 1984 to approximately $150 million dollars today, has allowed us to supplement faculty compensation, provide more responsible levels of financial aid, and enjoy moderate increases in tuition. Virtually no aspect of Hockaday is untouched by our endowment fund. Over these three decades the annual endowment draw to support operations has grown from roughly $300 thousand to the current $6.6 million. Our endowment investment goals are easy to specify but complex to implement. We want to preserve the real purchasing power of the fund in perpetuity, while providing a stable, sustainable, and increasing income stream to the operating budget. The tension here is obvious between the desire to support Hockaday's current programs and an obligation to preserve assets for future generations. We are the guardians of the future against the claims of the present. James Tobin, a Nobel Laureate economist from Yale, referred to this tension as “intergenerational equity.” The key to addressing this issue is contained in both the construction of our portfolio and our spending policy.

Endowment funds are unique vehicles due to their perpetual nature. We can invest with a very long time horizon. We don't have to outperform an array of indices every quarter, although we do peek a bit to see how our peer schools are doing. We can tolerate investments that are less liquid, allowing us to take very early advantage of a variety of alternative investment vehicles that operate in less efficient sectors of the markets in which we participate. We think about risk all the time, and we look for vehicles that offer us above average returns with below-average risk. Decades ago, endowments were basically invested in stocks and bonds; managers in those days could not imagine what endowment portfolios would look like today.

In summary, endowment provides the means for Hockaday to establish and maintain a superior educational environment. Endowment helps attract better educators and scholars and provides superior facilities. Although, difficult to quantify, endowment size correlates clearly and strongly with institutional quality. Additionally, by helping to fill the gap between revenues and expenses (virtually all schools run at an operating loss), we are better able to address the issue of affordability of a Hockaday education.

While our endowment is large, I thought you might find the following to be of interest: Cambridge Associates, our consultant for many years, has identified a peer group of 26 independent “Hockaday like” schools, some single sex and some coed. On an endowment dollars / student basis, we rank 16 out of 26; we rank 13 out of 26 on the basis of total fund size. Our performance has exceeded the median performance of our peer group for the past one-, three-, five, 10-, and 15-year periods.

Outstanding faculty, exceptional facilities, and affordability all create the potential for a superior educational environment. This is what an endowment is all about.
ENDOWMENT INITIATIVES

As part of the Centennial Campaign, endowment funds are being raised for both faculty support and financial sustainability. The endowment is critical to the School as draws from the endowment provide approximately 17% of the operating budget each year. Named endowment funds begin at $50,000, but gifts of any size may be made to Hockaday’s General Endowment Fund. If you are interested in making a gift to Hockaday’s endowment, please contact Debby Hay Spradley, Director of Development and External Affairs at dspradley@hockaday.org or 214.360.6579.
Lower School students enjoy a beautiful day at Hockaday during recess.
In April of 2014 I left the Board Room at Hockaday with chills, having just been part of a group who helped to create the first draft of Hockaday’s new mission statement:

Believing in the limitless potential of girls, Hockaday develops resilient, confident women who are educated and inspired to lead lives of purpose and impact.

As I walked through the hallway by the technology staff offices, I delighted in seeing students in the study carrels laughing while working on a project together, and when I started to turn the corner down the long stairway of the Liza Lee Academic Research Center (LLARC), I was overtaken by the sounds of music from a student playing the piano in Wang Commons during her free period. I remember thinking “Wow! These girls are limitless! How lucky am I to be part of this amazing School. I get to be part of helping to develop ‘resilient, confident women who are educated and inspired to lead lives of purpose and impact.’”

Our new mission statement not only speaks to me as Head of Lower School, but it also resonates with me as a Hockaday parent, alumna, and former Lower School teacher. As a student, Hockaday certainly educated and inspired me to lead a life of purpose and impact. And as an educator at Hockaday, my purpose has become to help support this mission statement in the lives of current and future Hockadaisies. Additionally, as a mother of three young daughters, two of whom are Hockaday students, I can only hope that my daughters will also be educated and inspired to each lead her own life of purpose and impact in whatever field or in any way that is right for them.

While our new mission statement is essential to guiding the work we do every day at Hockaday, it was also important in helping to ground the work of our faculty and staff for our self-study project during the 2014–2015 school year, as well as for the five-year strategic plan for Hockaday’s Board of Trustees. We were fortunate to be led by two extremely capable and organized leaders for both the self-study and strategic planning process: Cathy Murphree, former Assistant Head of School for Academic Affairs and Provost,
By Randall Rauscher Rhodus ’97, Head of Lower School

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and Jennifer Mosle, Chair of Hockaday’s Board of Trustees’ Strategic Planning Committee and Team. In addition to the committees typically charged to write reports for every 10-year self-study accreditation, there were three other cross-divisional committees that focused on specific aspects of Hockaday’s program and culture. These new committees included the Whole Girl committee, the Teaching and Learning committee, and the Essential Skills committee.

During the 2014–2015 school year, I had the privilege and opportunity to serve on the Essential Skills and Lower School committees for the faculty/staff-led self-study work, as well as the Strategic Planning Team, which was a subcommittee of the Board’s Strategic Planning Committee. While the Lower School committee consisted of all Lower School faculty and staff, the Essential Skills committee was made up of a cross section of faculty and staff from all three divisions and all departments of the School. The Strategic Planning Team included representatives from the faculty, staff, administration, alumnas, Hockaday Board of Trustees, and current parent community.

As an Essential Skills Committee, we were asked to create a list of essential and enduring skills that would help provide students with the tools to “lead lives of purpose and impact.” We began with the Guiding Questions developed by the Hockaday Self-Study Planning Committee and then consulted the Summary of Essential Capacities for the 21st Century School of the Future Committee from the NAIS Commission on Accreditation for ideas and guidance. During the course of our many meetings from August 2014 to March 2015, we recommended the following essential and enduring skills to be cultivated in our students: curiosity, adaptability, resiliency, active citizenship, ethics, communication, leadership and collaboration, responsibility, balance, and creativity. We listed commendations which explained the ways in which we are already working on these skills, and we listed recommendations to offer suggestions for improvement in each skill area.

These 10 essential skills were viewed by our committee as the student version of the Tenets of Faculty Excellence created for faculty goal-setting and evaluation purposes. We believe they are the ideal to which we aspire, rather than a concrete goal which can be quantitatively assessed. At the Board level, the Strategic Planning Team was charged with researching and identifying the strategic drivers that would lead to work in creating a vision statement, goals, and strategies to carry Hockaday into the year 2020. Hockaday 2020, the appropriately named strategic plan was created after countless hours researching, planning for Visioning Day, collecting data, and writing multiple drafts of a vision statement, goals, and strategies for the Board’s approval.

With the goals to redefine and inspire excellence, build a culture of genuine inclusion, broaden teaching and learning opportunities, and ensure sustainability, in addition to several carefully-thought-out strategies for each goal, Hockaday 2020 supports the plan’s vision statement that “Hockaday will engage every girl in a shared journey of discovery, integrity, scholarship, and accomplishment.” Even though many Hockaday students may already be engaged on these levels, the important word that we will focus on is “every.”

HOCKADAY WILL ENGAGE EVERY GIRL IN A SHARED JOURNEY OF DISCOVERY, INTEGRITY, SCHOLARSHIP, AND ACCOMPLISHMENT. EVEN THOUGH MANY HOCKADAY STUDENTS MAY ALREADY BE ENGAGED ON THESE LEVELS, THE IMPORTANT WORD THAT WE WILL FOCUS ON IN THIS VISION STATEMENT IS “EVERY.”
We want this shared journey of discovery, integrity, scholarship, and accomplishment to happen for every girl. As Head of Lower School and as a mom of young Hockadaisies, I want this for every student that starts in Lower School, and I want this for my daughters. Our School is fortunate to be filled with talented and bright young women, and it is important that we find ways to support their unique passions, their individual learning styles, and help them feel good about their work, while at the same time collaborating with and cheering on their classmates beside them.

One of the best parts about working on both the self-study and the strategic plan was the opportunity to meet and get to know people in our Hockaday community that I did not know well before. Who knew that I would find so much joy and sisterhood along the way through both of these processes! (I have to give a special shoutout to my Strategic Planning Team Writing Group here: George Lamb, Beverly Lawson, Jennifer Mosle, and Carol Thumlert!)

What excites me now at the start of this school year is beginning to roll out several initiatives that will support our new mission statement and vision, and ensuring that these goals and strategies are met over the next five years. I am certainly blessed to work at Hockaday and with the most amazing Lower School students, faculty, colleagues, and parents. I am excited for the future of Hockaday!
A TEACHER’S PERSPECTIVE

BY DR. BEVERLY LAWSON
THE LYDA HILL ’60 DISTINGUISHED TEACHER; UPPER SCHOOL SCIENCE TEACHER

VISION
Hockaday will engage every girl in a shared journey of discovery, integrity, scholarship, and accomplishment.

Since 20-20 represents ideal optical vision, it is ironic that the strategic plan is based on a vision supported by goals to be achieved between now and 2020. Over the last two decades, our department has been committed to making science accessible to all of our students. We have worked to meet our students where they are and to provide them the support they need to be successful in science. It is affirming to see the vision of the strategic plan for the next five years focus on the journey of every girl. Science is all about discovery. We believe that the accomplishment piece has to come from something other than test-based grades.

GOALS
Redefine and Inspire Excellence
By 2020, Hockaday rewards individual and collaborative exploration, courage, creativity, and perseverance in both teaching and learning.

During my 29 years at Hockaday, many changes have occurred, some positive and others cause for concern. The pressure students feel to be perfect has seemed to increase every year, and I believe, and many in our community agree, that the quest for perfection is dangerous. The recent New York Times op-ed piece on teen suicides in Palo Alto, where nothing but “the best” is acceptable, is a chilling reminder that there are consequences to excessively-high expectations. Redefining excellence sends the message that excellence does not require perfection, and that excellence can be achieved in a number of different ways. It does not have to be only or even primarily defined in terms of grades. There are many ways besides top test scores to demonstrate excellence in science – laboratory work, creative approaches to problem solving, and optimal collaboration, for example. But we have lacked the methods to evaluate and value those different demonstrations of excellence. Hockaday’s Strategic Plan establishes the mandate to do so, and now it is the School’s job to develop strategies to achieve this goal. Based on our experience with transitioning from 45- to 80-minute classes, and changing our teaching methods to accommodate the longer periods, I have no doubt that our faculty can do this if we are given time and training to work on it.

Some of my favorite stories involve students who felt diminished by their experience in Hockaday AP Chemistry. Some were so insecure of their understanding that they opted not to take the AP exam. But once they went to college, they emailed me to tell me that they were tutoring everyone on their hall; that they had decided to be chemistry majors; that they were going to med school or dental school. Those are great examples of excellence delayed – we need to convince our students that there is no schedule for excellence, and I think the strategic plan helps us do that.

A focus over the last 10 years, especially in chemistry, has been on helping our students grow more comfortable with ambiguity. We have believed this to be fundamental to their success in creating, collaborating, and persevering in the face of failure. But allowing students to fail, and learning from their mistakes rather than being penalized for them, takes time. So we have made a conscious decision to teach less and allow students more time to learn better.

Build a Culture of Genuine Inclusion
By 2020, the Hockaday community is a model of diversity, empathy, and mutual respect and support.

One of the biggest changes I’ve observed in my time here has been the growing diversity in our student body. I saw it coming when my daughters were in Middle School in the ’90s and have watched it continue to this day. But Hockaday’s Strategic Plan views inclusion as more than a numbers
game, a goal that includes building relationships based on understanding and respect. That is a notion we have embraced in chemistry, teaching group skills and requiring collaboration on many assignments. A favorite story of mine involves a pair of students—one a day student and the other a resident student from another country—who didn’t know one another until they were paired up in AP Chemistry. They ended up becoming best friends.

As a faculty, we need to understand the strategic plan’s goal of inclusion so that we model mutual respect and support for our students. We also need to have time to attend sporting events and arts productions to support our students outside the classroom.

While I’ve read several accounts of teaching science online, I remain skeptical about the student experience in the absence of face-to-face labs and student collaboration.

**Ensure Sustainability**

*By 2020, Hockaday’s innovative business model and development of sources of support assure the financial strength to sustain and advance the school’s current and future initiatives.*

Hockaday has been incredibly generous in funding our initiatives. We need to be good stewards of the resources the School affords us. We also need to be willing to partner with Development and External Affairs to promote our programs to potential donors and the community.

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**A STUDENT’S PERSPECTIVE**

**BY FRANCES BURTON (CLASS OF 2016)**

A plaid skirt, white polo, and saddle oxfords—this has been my everyday outfit-of-choice for the past seven years.

While Hockaday has an incredible reputation as a college preparatory school, I feel a little unprepared to shed this uniform once I graduate and pick out a new outfit each day. Not only this, but with my senior year and college decisions on the horizon, more importantly I ever-increasingly think about the undefined path ahead of me. With this in mind, when I sat down at Visioning Day to discuss what Hockaday would look like in 2020, I assumed that we would similarly focus on this future, a hazy and undefined one that would come to fruition long after I walked across the Commencement stage.

While the day did center itself on an uncertain future, as we began our conversations about the strategic drivers, right away I felt a sense of tangibility in these plans—yes, everyone hoped that the Hockaday five years down the road would look amazing, but even more important was what those five years would look like to make that future a reality. Whether through devise ways to create a constant environment of authentic diversity, or through defining a relationship between purpose and success in the 21st century, the discussions generated concrete goals to be implemented in ways that will revamp the institution as it looks toward its next 100 years.

As Ela Hockaday defined an educational experience for women over a century ago, I believe that the Hockaday of today will redesign a groundbreaking form of education based on these goals. It will build on its unprecedented tradition of excellence, but synthesize it with a learning style focused on expanding and exchanging perspectives, inspiring a genuine love of learning, and pushing girls to lead the changes in a dynamic world.

So while in 2020 I will not be wearing my plaid skirt anymore, I cannot wait to return to a Hockaday propelled by these goals, pioneering a path to guide the next generation of saddle oxfords.
Eshani Kishore (Class of 2017) tutors a student at Gooch Elementary School.
I started tutoring at Tom C. Gooch Elementary School last year as a freshman, and I still remember that on my first day I was pleasantly surprised. This was unlike any of the other schools where I had tutored before. Of course, many things were familiar—the flags of various universities to promote a college-going culture and manipulatives to help with skills such as multiplication and division. The biggest difference, however, was the administration—the caring teachers, counselors, and principal who truly believed in the school and made sure that tutors were constantly working with students to close the gaps.

At Gooch, I usually work with Bethany from a math and reading workbook that targets STAAR-related concepts. Using the workbooks and online programs like Think Through Math and I Station gives me additional flexibility as a mentor while giving Bethany a more fun, interactive way to learn. I like that Bethany and I are supervised a little more at Gooch than other schools because it reminds both of us that every second really counts. Every Saturday that I come to Gooch, I am constantly reminded that we are immersed in an environment of concern and friendship that truly encourages each student to do his or her personal best, and that is the simple reason why Saturday tutoring is such a priority in my life. Some tutors think of tutoring at DISD elementary schools as an easy way to get hours, but for me, Gooch is so much more than that. I come to Gooch because I know that tutoring here means that my fifth grader, Bethany, has a chance to become the strong, independent, college-going young woman I can already see her becoming. Bethany and I have become such good friends over the past two years, and I see our friendship both as a partnership in our commitment to excellence and as a chance to bond. Although we laugh together and talk about her obsession over the boy band One Direction, we also get our work done. She knows that I don’t settle for just good enough to pass the STAAR, and that I will always find a way to push her and maximize her potential for academic growth. I’m so excited that Bethany and I have the chance to work together again next year because I truly believe that working with one student over a long period of time is the best way for the “Gooch model” to work.

The key to seeing success, with any tutoring program, is repetition and commitment. In the future, I would love to see Gooch improve by enforcing the checklist of concepts that is posted on the wall of the school cafeteria. I know that in the past, mentors were encouraged to form a team with his or her scholar and have the scholar check off the name of the concept once he or she had mastered it. I think that the Saturday tutors should coordinate more with the weekday tutors from Hockaday and other private schools. That way, each scholar would be able to get additional reinforcement of the same concepts twice a week, instead of just once. I would also love to see some communication between the teachers at Gooch and the weekday tutors. For example, I regularly see Bethany talk to teachers and ask questions about what she should be doing in class, but it would be helpful for me as a mentor to know how she is doing in class so I understand what our focus should be. Even though there is regular testing, I think that some quizzes/short tests should be created for students on a particular grade level who come on Saturdays. For example, around January each year, all fifth grade students could take a short test on a particular Saturday that covered some of the most essential concepts on the STAAR. That short quiz or test would be a benchmark and inform the work that the mentors covered the rest of the year.

All in all, however, I love Gooch as a school, the community behind it, and the work that we do each Saturday. When I tutor Bethany, I feel as if I’m giving back to my city, Dallas, and giving her a true future.
By NIKKY PHINYAWATANA ’96

As I sit here at the front of the bar at Asian Mint in Dallas, wondering what it is that inspires me to open my doors every day, I think of where I have come from to get me to this point in my life. I do what I do every day because of the joy I get from making my Mint fanatics (Mint customers) happy. By being a part of their day in their daily work life as an escape for a quick lunch or dinner, the true gratification of my passion is sharing my love for Asian food and it being received.
I am who I am today because of my parents and their strategic decision to send me to Hockaday for a better education. Today, when someone asks me about my Hockaday days, and I tell them I was a boarder, they always ask me, “How was that?” with a very curious tone. My response is ... “Amazing!” During my time at Hockaday as a full-time boarding student in the ESL program, a very supportive staff, teachers, and friend community surrounded me. The boarding department staff would encourage me to try new things. They are so supportive that I remember the time I decided to try out for all the sports available one trimester. What an experience that was! I learned very quickly that I was not made to play contact sports, run fast or long distance, nor play with balls, any balls. I knew I looked foolish trying out against the other girls, but it was too late to back out and not show up. I even ended up with a gigantic bruise from a field hockey ball. Imagine how encouraging and supportive the environment had to be for me to be able to just laugh it off and get up the next day to see what else I could try. I can remember till this day the looks I would get and the supporting hugs from Mrs. Jordan, Mr. Spencer, Ms. Brown, and Mrs. Sellman. Honestly, it was a great balance of push and pull that built me to be a confident caring woman today and not be scared of trying things out with the fear of failing.

On the push and pull note, Mr. Lombardi and Mr. Dumaine would not let me use my “English as second language” excuse to submit a subpar 11th grade research paper or an essay on Shakespeare. They would offer to work with me after school on it and if I didn’t “show up,” my grade would reflect it. Obviously, English and history were not my strong subjects, but I learned what I was good at academically. My time at Hockaday was a time to explore. I remember Mrs. Jordan from afar looking over me and asking me if I needed help with my speech when I was running for the position of International Student representative.

I learned to be supportive and encouraging to new boarders and international students from my experience. Today, I am always available and compassionate to my staff and customers. I show my eagerness to learn and explore on my face. My staff would know I was up to something (again) with new dessert recipes, drinks, or marketing programs. I am always curious and want to prove to myself that if someone else can do it, I can do it too.

How I decided to get into the restaurant business is another funny story. At that time of my life, around 25 or 26, I was deciding on what to do next. I was planning on going back to Thailand to open a coffee shop/bakery. As my curious self started doing research about career moves, I was chatting with a regular customer one night. I was asking what I should do next. Instead of getting the advice of what to do, my customer started telling me of what not to do and he said “Whatever you do, don’t own a restaurant, it’s the hardest job ever.” Guess what my response was? “I think I will start there and work my way backward.” Go figure! Ten years later, I’m still doing it and loving it more than ever. It’s a career that requires dedication and passion to say the least. Hard work, discipline, and a dedicated work ethic would expand it a little more. These are all traits that were instilled in me and that I practiced while at Hockaday. I think many girls would agree with me that unless you are a genius or have an eidetic memory, it would be hard to survive Hockaday without these traits.

Moving forward to the present, I had a moment of reflection last year after having my daughter. I have reached my 10-year goals of having a family and a sustainable business that can run on its own. I had to reflect and ask myself, “What’s next, what legacy do I want to leave on this planet?” Surely not just starting the recycling program at Hockaday! My mission in life shifted. I want to share my passion with more people and be able to provide and teach others that doing what you love can be rewarding and can support a family. My vision is to teach entrepreneurship via the Asian Mint restaurant platform that will create a better life for the entire staff and Mint fanatics. I am taking my motto to the next level of Enjoy Life, Enjoy Great Asian Food. When I have just two locations, there’s not much space to grow. My Mint fanatics demand to have more Mint locations so they can support and share our limitless passion. I want to open many more Mints so my staff can grow with me as a part of something they help create and sustain. I feel the responsibility to help others as I have been supported throughout my career. I am not special. I like to learn and more importantly, apply what I learn and share it. I have learned that flowers never compete, they just bloom. Let’s all inspire, support, and share our dreams.

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I had the opportunity to grow up attending an all-girls school just like Hockaday in Argentina. In this school, learning languages from an early age sparked in me the love for travel and the thirst to learn about the world around us. This is exactly what I strive to instill in our young Daisies.

In keeping with developmental research findings, children, especially the very young ones, learn more quickly and retain longer that which is learned through interactive and hands-on learning experiences. Young children’s minds are like sponges; the more they experience, the more they soak in! Because these early years are formative years, it is important to recognize that children are developing not only cognitive skills, but also major affective skills. It is my experience and observation that a child’s acquisition of language proceeds in a predictable manner from listening, absorbing, and filing away everything she is exposed to during their day. And learning a second language follows the same pattern.

Over the past 33 years, I hope I have instilled in the girls not only a passion to learn the Spanish language, but also an interest and love for the people who speak Spanish and their cultures. Hockaday has always supported any endeavor when it comes to enriching and educating its faculty with the most relevant and current trends in learning and teaching. While attending a seminar on teaching young minds, an editor approached and challenged me to embark on a very rewarding adventure: to co-author a series of 10 books, Oral Language Builders. Published in 2007, the purpose of this series is to create a language acquisition ancillary collection which teaches language around a story providing rich comprehensive input and output as children retell their own stories. Manipulatives and aural lesson plans are included in the program.

These are kits that teach language built around a story. They are designed in such a way that children can not only hear a story, but also work with the teacher to create their own stories. It was challenging to follow the process in the editorial sets, but it was fun to write songs, work long distance with the illustrators, record the audio parts, and most of all, it filled me with pride when all my students used the books, and I saw my name on the cover! It also brings a smile to my face when I hear children using the stories, because I named each character for a member of my family. After this adventure, I went on to be the consultant and editor of the second edition of the program, Viva El Español, a K–6 language program.

From my publishing experience, I know that challenge is something that motivates me. My daily challenge is to meet the different learning needs and styles of each student. Students challenge me daily to do my best, to reach each of them in their own learning style. Each day, I continue to enjoy meeting this challenge in new and creative ways while building and maintaining strong relationships with the students and families of Hockaday. I started teaching at Hockaday in 1982 under the guidance and mentoring of Mrs. Marion Crume, teacher and Head of Lower School 1958–1993. Now, I hope to finish my teaching career one day under the guidance and support of one of my promising students from 1985, Hockaday’s Head of Lower School Randal Rauscher Rhodus ’97. So my motto is: “Be attentive and caring to all your students — they may surely be your boss one day!”

Hockaday has been my home away from home for more than three decades. Home is where the heart is, and without a doubt, my heart will always be within the walls of this beautiful school. Given the choice, I would choose my years at Hockaday over and over again! I owe so much to this institution, and I strongly believe in the mission and vision they have for girls. I feel that my love for teaching and awakening young minds that love to learn is a small token I have given back.

HOCKADAY HAS ALWAYS SUPPORTED ANY ENDEAVOR WHEN IT COMES TO ENRICHING AND EDUCATING ITS FACULTY.
FROM THE SIDELINES
WHY DO YOU COACH?
WHAT MAKES COACHING AT HOCKADAY SO WORTHWHILE?
WHAT DOES BEING A GOOD COACH MEAN TO YOU?

One of the four Cornerstones, Athletics is an essential part of the lives of Hockaday students, and the coaches consistently encourage the girls to persevere both on and off the field. The coaches share their perspectives about the impact they make every day.

I COACH BECAUSE: I enjoy the challenge. I enjoy the challenge of working with a group of individuals that must come together as a team in order to be successful. I enjoy pushing and encouraging players beyond what they thought they could do, allowing them to realize that there really are no limits when they work hard towards their goals. I coach because I love the sport and the life lessons that are created along the way.

Being a good Hockaday coach means that you set high expectations and hold the team accountable. Being a good coach means that you are fair and transparent in your expectations, actions, and decisions. You are able to deliver the message that the team needs to come first in order to be successful, and you have that buy-in from your players.

Coaching at Hockaday is worthwhile because we have an opportunity to teach life lessons (responsibility, teamwork, resiliency, sportsmanship) through sport. Athletics at Hockaday bring together girls that might not ever cross paths otherwise. It’s a place to find out how you can contribute to a team, whether it’s on the field or in a support role.

JENNIFER JOHNSON
Varsity Field Hockey

I COACH BECAUSE: it has been a lifelong dream of mine. My first coach was my father, and he taught me so many things about myself through coaching. I gained so much as an individual from the previous coaches I had. Each one affected my life. Coaches have a very important role. Coaches are able to encourage teamwork, build leadership, give direction and guidance, teach responsibility, play with heart and competitiveness, push athletes beyond their limits so they can gain their full potential, and become successful. I knew that one day I wanted to have that same effect on someone.

Coaching by itself is worthwhile because of what it teaches an individual about them self and how that person can apply it to their daily life. Coaching at Hockaday is a great experience and a great opportunity to uplift and strengthen young women.

I don’t feel that where you are coaching makes you good, but it’s your morals and values that you exude that make you a good coach.

MELANIE HORN-FOSTER
Middle School Volleyball, Middle School Basketball

Coaching soccer gives me the opportunity to teach the game

I LOVE TO YOUNG PEOPLE who also appreciate “the beautiful game.” It is a gift to be able to spend time with young people, teaching soccer, and hopefully giving them an affection for the sport so that they would like to continue to play throughout their lifetime.

I feel fortunate to be able to coach at Hockaday because teaching is not my primary profession. With the adjunct coaching program, I am given the opportunity to work as a physical therapist and also coach these wonderful young women.

It means being able to not only coach soccer technique and tactics, but to teach the girls how to compete. This requires teaching the girls to use their skills and understanding of strategy to the best of their ability to achieve the goal of winning. However, the balance of competition is sportsmanship. We want to be able to teach the students to be respectful of their opponents in their success and find grace in a loss. We want them to learn from any mistakes, be resilient, and move on to the next competition.

LISA TOMASELLI
8th Grade Soccer
I became a coach because I believe I have something to offer the next generation on and off the court. I focus on life lessons and helping them navigate challenging situations. I enjoy seeing girls have a healthy sense of competition during practice and a fierce attitude and demeanor during game time. I want the girls to be the best they can be, and to know that hard work and resilience are paramount to success.

Adaku Achilefu
Varsity Volleyball
Middle School Track

I coach because I am passionate about the game and the life skills that playing team sports has given to me. My goal is to help girls lead successful lives and build integrity through trust, respect, honesty, responsibility, and accountability. Coaching, like teaching, is a challenging and rewarding experience.

Elia Stanfield
Varsity Lacrosse
Eighth Grade Field Hockey

I coach because swimming, as well as biking and running, have become a big part of my life. For me they are stress relievers and bring a sense of accomplishment, and I want the girls to get just as much out of swimming. It’s hard to describe how great it feels to surprise yourself, to do something faster than you ever thought you could. It’s fun to watch the girls improve throughout the swim season and to share their excitement and pride when they set a new personal best.

I think being a good coach means encouraging the girls to do their best. At Hockaday, we always strive to be the best, and that means getting the best out of yourself, not necessarily being the fastest swimmer in the heat.

Rachel Grabow
Upper School Swimming

I have been a coach for the past 20 years. I have always enjoyed coaching in addition to teaching in the classroom because it allows students to see me in another light. I have been able to reach students, make a difference, open a conversation, or just get them to believe in themselves.

Coaching at Hockaday allows me to be a part of the best educational institution in Texas, in my opinion. The young women that leave Hockaday have a foundation in academics, service, and world vision. I am truly honored to be able to coach these wonderful young athletes. Being a good Hockaday coach means allowing my players to stretch their expectations both personally and as a team, to learn life lessons regarding trust and communication with their teammates, and ultimately, to always have fun doing it.

Marcus Trevino
Varsity Softball
BEING A GOOD HOCKADAY COACH MEANS allowing my players to stretch their expectations both personally and as a team, to learn life lessons regarding trust and communication with their teammates, and finally to ALWAYS HAVE FUN DOING IT.

– MARCUS TREVINO
Varsity Softball

I HAVE ALWAYS BELIEVED IN THE ADAGE “DO WHAT YOU LOVE AND LOVE WHAT YOU DO.” I COACH BECAUSE I LOVE SPORTS, and I enjoy interacting with student athletes. I truly value the lessons learned in the struggle of competition—in both triumph and defeat—and passing on those life lessons to younger generations. It is the people that makes coaching at Hockaday so rewarding. The student-athletes are talented, intelligent, dedicated, and personable. They truly want to reach the pinnacle of their respective sports and are tenacious in pursuit of their goals. And there is the coaching staff, who are both knowledgeable and collaborative – a team in our own right.

Being a good coach at Hockaday means balancing the qualities of listening, caring, nurturing, and compassion with the qualities of competitiveness, drive, and the passion to win. I also believe a good coach honors the legacy of our program’s triumphs while working to forge new victories.

MITCH CLARK
Junior Varsity Field Hockey
Middle School Basketball
Varsity Tennis

Coaching Hockaday novice girls gives me the opportunity to introduce them to an exhilarating sport that will challenge them physically and mentally. Considered the ultimate team sport, crew is a combination of strength and coordination of all athletes in the boat. It is incredibly rewarding to see them learn the rowing stroke, practice, gain strength, work as a unit, and succeed in competition. Hard work, dedication, and perseverance are attributes of Hockaday students, and these also characterize each Hockaday crew athlete.

MARY CONDON
Varsity Crew
THE HISTORIAN

By Sophie Dawson (Class of 2019)

One day your eyes finally open
   to the layers of the years,
rock bearing down on Atlas’ shoulders.
   You see Time stretching, cat-like,
the years his scratching post, raking claws
down loose boulders,
   casting them down,
down, away from memory,
   into the abyss, crumbling,
sinking into the void,
   until nothing but dust
settles in the slow river’s tumble
where the water and rock are spun together, like wool,
your foot working the treadle,
your fingers feeding the everlasting hunger of the spindle.
   And your foot aches, and your fingers are rubbed raw,
and this is the leeching pain that forced your eyes open,
   and now you see the years,
   their multicolored strata,
and you will spin, and you will spin,
   and you will spin ’til your fingers are worn to the bone,
brittle, like rods of glass – what wretchedness.
   And then your story too shall be Atlas’ burden,
and you too shall be buried, deeper and deeper,
   and Time will calve you off,
   and you too will be remembered,
only in the spun yarn of history, and that is only
   if the spinner keeps spinning.

MIDDLE SCHOOL POETRY FEATURE

Sophie Dawson on left and friend, Shivani Ganesh, on right

I was born in Italy in October 2000, and moved to London when I was very young.
   There, I discovered early a passion for reading, and a love of writing naturally followed.
Over the years, I have had many different opportunities to learn and experience a variety
   of culture and history, opportunities for which I am very thankful, as they often feed into
my writing, this poem especially.
Daisy Dance
A Classic Remixed

Save the Date
Saturday, March 12, 2016 at 6:00 p.m.
Penson Athletic Center

2016 Hockaday Parents' Association Benefit
CHARLOTTE B. BEYER

WEALTH MANAGEMENT UNWRAPPED
In her recently-published book, *Wealth Management Unwrapped*, Charlotte Beyer ’65 takes a realistic approach to helping investors and wealth management professionals understand their responsibilities and communicate with each other so that both parties are able to maximize their results and avoid surprises. Excerpts from *Wealth Management Unwrapped* follow.

**WHO'S BRAVE ENOUGH TO TELL A CUSTOMER, “YOU'RE WRONG”?**

The best advisors recognize you may not be right about everything, and will even dare to say it to your face! The very skilled ones will show you how and why you’re veering off into treacherous thinking, and you will feel grateful – not angry!

* Instead of seeking the very highest return, you learn how to assess risk inside that breathtaking return.
* Instead of asking who are “the best,” you learn how to discern who will work best with you.
* Instead of insisting on “best in breed,” you learn the fallacy of that term. “Best in breed” is a powerful phrase in a sales brochure, but not a reality that stands the test of time.
* Instead of placing yourself onto an assembly line that dispenses template advice, you learn to recognize those advisors who take the time to fully understand you and your goals.

The lesson learned is that finding an advisor who will work well for you is not just a function of good chemistry, good friends’ recommendations, and good intuition.

**YOU'RE THE BOSS**

When it comes to your wealth, you are the newly appointed CEO of My Wealth, Inc. – whether you want to be or not. If you are to be a successful CEO, you need to consider what you will pay for, and what you will be lucky enough to get for free. Then consider the cost of this so-called free advice.

What hidden incentives are being paid to your advisor so he or she will push a particular product that includes a big payout? Is that investment the best one for you – or just the most lucrative one for the person selling it to you? An investment that is not appropriate for you should not be sold to you.

**WEALTH MANAGEMENT IS A BUSINESS**

The natural tension between customer and salesman or supplier and distributor exists in our industry like any other. The economics can, and should, be favorable and in balance for both you and the financial services professional.

You can build the foundation for this mutually beneficial partnership by understanding the economics of wealth management, or who gets paid for what. If you don’t uncover what hidden fees there are, those hidden fees stay hidden, and you invite an unethical firm to pursue profitable transactions behind your back and worse, sell you a product that is not in your best interest.

While Wall Street unquestionably needs to reform how advice is sold to the investing public, you, too, have a responsibility to reform how you buy advice. You can be smarter, more responsible. You can take on that role of CEO – the person who learns enough to avoid being naive, and who refuses to be hoodwinked or deceived.

**ABOUT CHARLOTTE**

Charlotte notes, “I owe an enormous debt to Hockaday, because in those formative years, I learned how to reach for the stars! First arriving in the seventh grade, I was terrified of the rigorous curriculum! A few years later, I had ‘found my voice,’ and was thrilled to be elected president of the ninth grade and to make honor roll!”

Charlotte graduated from Hunter College, and also attended the University of Pennsylvania and the Stern/ NYU Graduate School of Business Administration. She is Past President of the Board of Trustees of the Westover School (an all-girls school), and in 2012 funded the Principle Quest Foundation, a private nonprofit foundation whose mission is to support innovative education and mentoring programs for girls and women. After 20 years on Wall Street, she founded the Institute for Private Investors, IPI, in 1991 to help improve the relationship between wealthy investors and their financial advisors. She later launched the Investor Education Collaborative in 1994 to continue to spread the message of IPI, where she served as CEO for 21 years until her retirement in 2012. In 1999, Beyer collaborated with the Wharton School of the University of Pennsylvania to create the first private wealth management curriculum in the country. She continues to be part of the faculty for these five-day residential programs.

**CHARLOTTE B. BEYER ’65**

[www.wealthmanagementunwrapped.com](http://www.wealthmanagementunwrapped.com)

Twitter @CharlotteBBeyer

[www.linkedin.com/in/charlottebeyer/](http://www.linkedin.com/in/charlottebeyer/)
There is a Quaker saying: “Let your life speak.” On the application, it says: Describe the environment in which you were raised – your family, home, neighborhood, or community – and how it influenced the person you are today.

“And how’s that been?” is the typical response I get when I tell people I’ve gone to the same all-girls school for my entire life, given that a boy-free classroom is a completely foreign concept to most. Well, picture a four-year-old on her first day at The Hockaday School, afraid to talk to anybody besides her mother, afraid to speak up in the classroom, afraid to befriend her classmates. Now consider this series of events: Her history teacher asks her to recite the Pledge of Allegiance in front of her entire class, despite her fear of public speaking. Her science teacher recognizes her interest in oceanic ecosystems and encourages her to apply for a marine biology camp for young female scientists on Catalina Island. Her friends come to watch her perform a solo at a coffeehouse. Her English teacher allows her to turn in a controversial essay about her conflicting beliefs on the origins of the universe. She begins to share her opinions on current events, despite the differing political beliefs of students. She and several classmates angrily respond to tweets written by men who decry feminism or who claim that gender equality shouldn’t exist. Members of her choir ask her to lead rehearsals when the director is absent. Fourteen years later, and this community of powerful, independent, open-minded women at Hockaday has instilled confidence, perseverance, and determination in a naturally reserved young girl. And that’s how it’s been attending an all-girls school my entire life.
Members of the Class of 2015 were admitted to the following colleges and universities:

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COLLEGE ADMISSION TODAY: AN UPDATE

In the 2000–2001 school year, Northwestern University received 13,988 applications and admitted 34% of them. Johns Hopkins University also admitted 34% of their 9,129 applicants that year, and the University of Southern California admitted 69.7% of the 11,176 applicants in their pool.

Those numbers looked very different for the Class of 2015. Northwestern saw 32,124 applicants and admitted 13% of them. Johns Hopkins’ pool grew to 24,717 while their admit rate dropped to 12.4%, and USC’s pool grew from just over 11,000 applications to 51,800, resulting in an admit rate that dropped to 17.5%.

In the period of time it took for a student to grow from pre-kindergarten to her senior year in high school, the college admission landscape changed dramatically. Colleges that were once regionally known have become nationally and internationally attractive, and the profession that was once called admission counseling has evolved into the business of enrollment management.

The pressures that colleges face to consistently enroll the same size class year after year, while increasing the academic profile of the admitted students, meeting any goals the institution has for its student body, and not overspending the financial aid budget are tremendous. A notable development for enrollment managers in recent years is the linking of yield – the number of admitted students who choose to matriculate at a school – to colleges' bond ratings, making a successful admission cycle critical to the entire campus.

Tracking a student’s demonstrated interest in a college isn’t new, but until recently, colleges only had the ability to track a meeting with a representative who visited Hockaday or manned a table at a college fair, or a campus visit. Now, colleges can monitor whether students have opened and clicked through the emails they have been sent, how many times they have accessed their application portals, and the order they list colleges on the Free Application for Federal Student Aid (FAFSA). If all things are equal in the committee room, the nod may go to the student who appears most interested in attending; it’s a risky proposition for colleges to admit too many students who might not come.

As we counsel students through today’s college admission landscape, there are some real changes we must be mindful of. Gone are the days when applying “just to see” might prove fruitful; colleges refer to those students as “stealth applicants,” and without a visible history of active contact, admission officers are less inclined to give those students a seat in the class. The essay that asks students to describe why they would be a good fit at a particular college can be a deal-breaker – if a student can’t persuasively present details that go beyond the obvious, illustrating close and deep research into a school, the committee may choose the applicant who can.

Despite the changes that emerge each year, Hockaday students continue to be extremely well prepared to succeed in college and beyond. Ben Gutierrez reads Hockaday applications for Vanderbilt University and says, “I can always tell when a Hockaday file lands on my desk. Not only are these young women academically qualified and heavily involved outside of the classroom, they are also just doing genuinely neat things. Every single year, I cannot wait to learn about the unique ways that Hockaday students are making an impact on their local community, the greater Dallas area, and beyond.”

Hockaday students are the students who know how to write research papers and how to speak to their professors. They lead student organizations and go on to be leading job candidates. No matter how the world may change around us, the exceptional teaching and learning that go on in our classrooms are timeless. An excellent education will forever serve our students, wherever their paths may take them.

Carol E. Washen has been Director of College Counseling since 2007. She is currently the Immediate Past President of the Texas Association for College Admission Counseling.

AN EXCELLENT EDUCATION WILL FOREVER SERVE OUR STUDENTS, WHEREVER THEIR PATHS MAY TAKE THEM.
SAVE THE DATE

to celebrate

THE RESIDENCE DEPARTMENT’S CENTENNIAL

a dinner for all former boarding students
Thursday, April 14, 2016
7:00 p.m.
In 2015, 11 faculty and staff members retired after many years of loyalty and service to the School. Their commitment to the exemplary standards and the growth and learning of each Hockaday girl is sincerely appreciated by each member of the Hockaday community.

**MILESTONES**

**Retiring Faculty & Staff**

In 2015, 11 faculty and staff members retired after many years of loyalty and service to the School. Their commitment to the exemplary standards and the growth and learning of each Hockaday girl is sincerely appreciated by each member of the Hockaday community.
Faculty & Staff Recognition

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<tr>
<td>35</td>
<td>Steve Kramer</td>
<td>Distinguished Teacher History - Department Chair</td>
</tr>
<tr>
<td>25</td>
<td>Wendy Branson</td>
<td>Administrative Assistant to Head of Lower School</td>
</tr>
<tr>
<td></td>
<td>Justino Rodriguez</td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Oscar Silva</td>
<td>Maintenance</td>
</tr>
<tr>
<td>20</td>
<td>Lee Haller</td>
<td>Computer Technician</td>
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<tr>
<td></td>
<td>Jose Rodriguez</td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td>Ann Trenary</td>
<td>Lower School Teaching Assistant</td>
</tr>
<tr>
<td>15</td>
<td>Terry Bourek</td>
<td>Middle School Math Teacher</td>
</tr>
<tr>
<td></td>
<td>Alicia Diaz</td>
<td>Food Services</td>
</tr>
<tr>
<td></td>
<td>Carmen Doubrava</td>
<td>Piano Teacher and Accompanist</td>
</tr>
<tr>
<td></td>
<td>Lisa Heins</td>
<td>Middle and Upper School Latin Teacher</td>
</tr>
<tr>
<td></td>
<td>Charlotte Hoskins</td>
<td>Staff Photographer and Webmaster</td>
</tr>
<tr>
<td></td>
<td>Odie Milliorn</td>
<td>Summer Session - Assistant Director of Enrollment Services</td>
</tr>
<tr>
<td></td>
<td>Jose Ojeda</td>
<td>Food Services</td>
</tr>
<tr>
<td></td>
<td>Robert Patten</td>
<td>Varsity Swimming Head Coach</td>
</tr>
<tr>
<td></td>
<td>Olga Perez</td>
<td>Food Services</td>
</tr>
<tr>
<td></td>
<td>Maria Romero</td>
<td>Food Services</td>
</tr>
<tr>
<td></td>
<td>Yolanda Romero</td>
<td>Food Services</td>
</tr>
<tr>
<td></td>
<td>Andre Stipanovic</td>
<td>Upper School Latin Teacher</td>
</tr>
<tr>
<td></td>
<td>Mary Wilensky</td>
<td>Third Grade Teacher</td>
</tr>
<tr>
<td></td>
<td>Allyson Williams</td>
<td>Middle School English Teacher</td>
</tr>
</tbody>
</table>

Marriages

<table>
<thead>
<tr>
<th>Year</th>
<th>Couple</th>
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<tbody>
<tr>
<td>1972</td>
<td>Roberta Pearle Lamb to Robert Roth</td>
</tr>
<tr>
<td></td>
<td>May 31, 2015</td>
</tr>
<tr>
<td>1992</td>
<td>Nancy Fallen to Corey Kershaw</td>
</tr>
<tr>
<td></td>
<td>June 7, 2014</td>
</tr>
<tr>
<td></td>
<td>Margaret Roberts to James “Sahler” Parsons</td>
</tr>
<tr>
<td></td>
<td>May 9, 2015</td>
</tr>
<tr>
<td>1993</td>
<td>Erika Meeske to Ben Rafferty</td>
</tr>
<tr>
<td></td>
<td>October 26, 2013</td>
</tr>
<tr>
<td>2000</td>
<td>Michera Brooks to Jason F. Clouser</td>
</tr>
<tr>
<td></td>
<td>May 3, 2014</td>
</tr>
<tr>
<td></td>
<td>Kelsey Scroggins to Worth Groome</td>
</tr>
<tr>
<td></td>
<td>May 16, 2015</td>
</tr>
<tr>
<td>2001</td>
<td>Emily Garai to Erin Rakestraw</td>
</tr>
<tr>
<td></td>
<td>September 2014</td>
</tr>
<tr>
<td></td>
<td>Christina Lycke to Florian Rittmeyer</td>
</tr>
<tr>
<td></td>
<td>October 18, 2014</td>
</tr>
<tr>
<td>2004</td>
<td>Tania Milovanovic to Brandon Davis</td>
</tr>
<tr>
<td></td>
<td>February 8, 2014</td>
</tr>
<tr>
<td></td>
<td>Tiffany Schmitz to Mitchell Ward</td>
</tr>
<tr>
<td></td>
<td>October 11, 2014</td>
</tr>
<tr>
<td>2005</td>
<td>Nicole Keller to Jeffrey Goldstein</td>
</tr>
<tr>
<td></td>
<td>May 25, 2014</td>
</tr>
<tr>
<td>2006</td>
<td>Elizabeth Marley to Neal Hollingsworth</td>
</tr>
<tr>
<td></td>
<td>January 10, 2015</td>
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<tr>
<td>2007</td>
<td>Courtney Johnson to David Gilberg</td>
</tr>
<tr>
<td></td>
<td>May 2, 2015</td>
</tr>
<tr>
<td></td>
<td>Leslie McCombs to Ivan Roussev</td>
</tr>
<tr>
<td></td>
<td>June 14, 2014</td>
</tr>
<tr>
<td></td>
<td>Katie Morgan to Aaron Michelsohn</td>
</tr>
<tr>
<td></td>
<td>July 4, 2014</td>
</tr>
<tr>
<td>2008</td>
<td>Margaret Marley to Keith Walter</td>
</tr>
<tr>
<td></td>
<td>July 12, 2014</td>
</tr>
<tr>
<td></td>
<td>Christine Peterson to Reed Grogan</td>
</tr>
<tr>
<td></td>
<td>May 30, 2015</td>
</tr>
</tbody>
</table>

Births

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>Debbie Loeb Keon</td>
</tr>
<tr>
<td></td>
<td>Rose Mae Keon</td>
</tr>
<tr>
<td></td>
<td>May 17, 2015</td>
</tr>
<tr>
<td>1992</td>
<td>Anne Pederson Curtis</td>
</tr>
<tr>
<td></td>
<td>Otto William Curtis</td>
</tr>
<tr>
<td></td>
<td>January 22, 2014</td>
</tr>
<tr>
<td>1993</td>
<td>Jennifer Bonnett Parke</td>
</tr>
<tr>
<td></td>
<td>Noelle Parker and Sara Parker</td>
</tr>
<tr>
<td></td>
<td>December 9, 2014</td>
</tr>
</tbody>
</table>
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 email 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 214.360.6531 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 be included only 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 email 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. News of engagements and pregnancies will not be printed. 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 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.
In Memoriam

1935 Miriam “Mimi” Mayer Sternberg
mother-in-law of Susan Tocker Sternberg ’61
June 3, 2015

1936 Ruth Andersson May
mother of Elizabeth May Roach ’70
June 1, 2014

1940 Josephine Brintz Whatley (Tissie) Silberberg
January 29, 2014

1940JC Lillian Burnside Rhodes
mother of Amy Rhodes Stephenson ’80
April 30, 2015

1941JC Frances Thetford Cree
sister of Madeline Thetford Roane ’39JC
June 12, 2015

1942 Betty Ebeling Hulsey
January 13, 2014

1942JC Billie Gilder Grice
March 10, 2015

1943JC Emma Jane Vaughn Ivey
September 5, 2014

Nancy Magnolia Nicosia
January 9, 2015

1944 Paula Rupe Dennard
mother of Gretchen Chrane (Lower School faculty), grandmother of Austin Dennard ’03 and Brooks Dennard ’06
February 6, 2015

1944JC Mary Elizabeth Dewberry Boren
April 24, 2015

1947 Gwendolyn Stuckey Cupp
October 5, 2014

1947JC Caledonia Denman Moore
May 20, 2012

1950 Ann Fisher Bennett
mother of Martha Bennett Huffman ’82, sister of Jo Fisher Tuck ’55 and Nancy Fisher Mocker ’54 (deceased)
June 6, 2015

1954 Lelah Price Craig
aunt of Jeanne Whittenburg Latimer ’71, Liz Whittenburg Redwine ’72, C.C. Whittenburg Armstrong ’75, and Leslie Whittenburg el-Effendi ’83
February 5, 2015

1955 Ann Seidenglanz Mason
sister of Patricia Seidenglanz Chapman ’51
February 20, 2015

Betsy Buchanan Oates
February 13, 2015

1956 Jerry Johnston Andrew
December 24, 2014

1958 Deborah Beaard Tullis
April 16, 2015

1959 Mary Sheila Daly
January 6, 2015

1963 Johanna Smith
March 28, 2014

1969 Nancy Underwood
sister of Helena Underwood Sparling ’67 and Twinkle Underwood ’75 (deceased), and daughter of George Underwood (Board of Trustees, 1969-1976)
March 26, 2015

1973 Angela Hancock Deaton
June 6, 2015

1976 Elisa Hammack
April 4, 2015

1989 Gilat Abramov Sakhai
February 2015

1992 Angela Runnels Andrade
March 13, 2015

In Memoriam – Friends & Family

Edwin “Ed” Alonzo Allbritton
father of Leigh Allbritton ’90 and Hillary Allbritton Kokes ’93
May 10, 2015

Richard “Dick” Bass
husband of Alice Worsham Bass ’56, father of Barbara Bass Moroney ’75, Bonnie Bass Smith ’75, and Jim Bass (past parent and former Board of Trustees), stepfather of Ann Aston Ratelle ’80, grandfather of Meagan Moroney ’06, Julie Smith ’07, Caroline Smith ’08, Kate Smith ’10, Aline Bass ’10, Laura Bass ’11, Callie Moroney ’13, Jenny Moroney ’13, and step-grandfather of Catherine Ratelle ’09, Alexandra Aston ’14, and Augusta Aston ’14
July 26, 2015

Sara “Sally” A. Bonnett
mother of Laura Bonnett Lohr ’85 and Jennifer Bonnett Parker ’93
February 15, 2015
Helen H. Cleveland
mother of Carol Lynn Cleveland ’76 and
Elizabeth Cleveland Howard ’84, and grandmother
of Catherine Elizabeth Howard (eighth grade)
April 1, 2015

Jake Decker
husband of Cassie Evans Decker ’00
March 1, 2015

Robert Dressler
husband of Carol Friedman Dressler ’63
May 3, 2015

Carlos Falchi
husband of Missy Gunn Falchi ’72, and son-in-law of Kay Wragge Gunn ’51JC
March 27, 2015

Benjamin Johnson Fortson III
son of Kay Carter Fortson ’52
April 20, 2015

Daphne Glickman
daughter of Ellene Glickman Leigh ’75
March 10, 2015

Wayne Hancock
father of Jan Hancock Wooldridge ’70, and Jean Hancock Eye ’76
May 10, 2015

Jess Hay (Board of Trustees, 1989-1992)
father of Debby Hay Spradley (Director of Development and External Affairs), grandfather of Jessica Werner Epperson ’96 and Rachel Spradley ’06, and great-grandfather of Kathryn Epperson (first grade) and Virginia Epperson (pre-kindergarten)
April 13, 2015

Archibald Thomas Higgins, Jr.
father of Peggy Sewell (Board of Trustees, 1993-1999) and grandfather of Jacquelin Sewell Taylor ’99
April 15, 2015

Tracy Hulse
husband of Rachaele Hulse (current parent) and father of Erica Hulse (seventh grade)
February 10, 2015

Patricia Inda
former Middle School Spanish Teacher (1996-2008)
April 13, 2015

Bob Johnston
father of Susan Kaminski (past parent) and grandfather of Madison Kaminski ’14
May 8, 2015

Dr. H. Glyn Jordan
husband of Ann Jordan (former faculty), and grandfather of Manning Jordan ’10
May 1, 2015

Philip Keever
husband of Mary Louise Keever (former Upper School faculty), and father of Elizabeth Anderson Wilson ’90
May 2, 2015

David Edward Post Lindh
husband of Linda Yost Lindh ’55
April 24, 2015

Dr. Alain J. Marengo-Rowe
grandfather of Tia Kirksey ’08
March 4, 2015

Tommy Meaders
husband of Jane Francis Meaders ’65
May 13, 2015

Dr. Roger Mendelson
husband of Shirley Young Mendelson ’70
January 28, 2015

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

Randall Murphy
father of Caroline Murphy ’98
May 17, 2015

Preston Peak
father of Margaret Peak ’75
December 26, 2014

Pattie Powell
mother of Joanie McNamara (parent), and grandmother of Callie McNamara (Class of 2016)
March 10, 2015

Emilie Schepps
mother of Shayna Schepps Selby ’59
June 14, 2015

Frederick M. Smith II
husband of Jerrie Marcus Smith ’53, father of Jennie Smith Wilson ’77, Juliette Smith Aston ’81, Courtney Smith Perevalova ’84, and Allison Smith ’88, grandfather of Augusta Aston ’14 and Alexandra Aston ’14
June 5, 2015

Stan Stokes
father of Stephanie Stokes Davis ’92 and Jessica Stokes-Sorvala ’94
June 1, 2015
What are your favorite memories of being a student at Hockaday?

I have so many wonderful memories, but perhaps the most meaningful one was advisory with Mr. Kramer. Mr. Kramer had a way of bringing out the best in each of us and making us feel proud of who we were. My advisory group helped me through some of my most difficult moments and, together, we celebrated the great moments. My years at Hockaday wouldn’t have been so wonderful without this amazing group of girls and Mr. Kramer.

I also have very fond memories of tutoring at Withers Elementary. I really enjoyed visiting with the kids and helping them with reading – perhaps this is where my love for teaching began.

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

I am a proud daughter of immigrants from Guanajuato, Mexico. My parents brought me to this country at the age of one, and I grew up in East Dallas. I lived most of my life not realizing that I was raised in poverty, because I always felt I had everything I needed. My parents were extremely supportive of everything I did and I was blessed to have an older sister, Dominga, who always advocated for my younger siblings and me. She helped instill in us that a solid education was the only way to help improve our community and help others. As a result of her encouragement, I became involved with community organizations at the age of 11, and my passion for serving my community has only grown over the years. I was blessed with the opportunity to receive a top-notch education from one of the finest institutions in the nation, and I am extremely grateful for this. Thanks to the teachers who pushed me to attend Hockaday and to the Hockaday teachers who saw more in me than I could have ever imagined (Pat Saxon and Steve Kramer), I am now in a position where I can impact the lives of children with backgrounds similar to my own.

I was the first in my family to earn a bachelor’s degree, and I am proud to say that this summer I will begin my doctoral studies at Southern Methodist University. I feel the responsibility to serve as a role model and mentor to young Latinas who are growing up in the same conditions. I want them to see that a solid education is the key to success.

When did you become interested in science and art?

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 take dance lessons.

Describe what you are doing now.

I am currently the principal of John Q. Adams Elementary in Dallas ISD. My school is located in Southeast Dallas (Pleasant Grove) and the children I serve are considered at-risk based on the demographics. The population of my school is 95% economically disadvantaged, 92% Hispanic, and 7% African-American. Over 65% of the children I serve are English Language Learners and first-generation Americans. Most of them will be the first in their family to graduate from high school and college.

I have served this community for the last three years and in that time my scholars have proven that if you put an effective teacher in front of them, they can learn. Over the last three years we’ve instilled a college-going culture and a “work hard,
get smart” attitude in our scholars. We start every morning by reminding our scholars that if they work hard they can achieve anything. As a result of our teachers’ and scholars’ hard work, we are breaking stereotypes about what this community can achieve. In 2013–2014 our school earned all six distinctions given to an elementary school as part of the new Texas accountability system. This means that when compared to schools with the same demographics, our scholars are outperforming their peers. Additionally, we were just recognized by the National Center for Urban School Transformation as one of the best urban schools in the nation – only 24 schools in the nation received this honor.

I am extremely proud of the work we have done and, while there is still much to do, I am confident that if we continue at this pace we will transform the lives of many children and in turn improve this community.

What is the most challenging part of your job?

The most challenging part of my job is being able to provide adequate support to every teacher I serve. Teachers are our most vital resource, and it is extremely important that they feel supported and encouraged daily. Our teachers experience first-hand the effects of a child not getting enough sleep, or enough to eat, or living in a detrimental situation. They are on the front lines, nurturing and encouraging our scholars, so I feel it is my responsibility to support them so that they in turn can support our scholars. As a principal, I feel that I can never do enough for my teachers, so I work hard to put systems in place to ensure that they receive the support they need.

What changes do you see taking place in the educational world?

We are tasked with preparing children for jobs that still do not exist, and in order to help them become innovative critical thinkers and problem solvers we must elevate the complexity of instruction. As a result of this demand, there is now a larger focus on teacher and administrator preparation programs. We must strengthen the quality of our educators in order to develop 21st century learners. Additionally, the face of education is evolving into more personalized learning so that every child can capitalize on their strengths and receive more targeted instruction in their areas of need.

What advice do you have for Hockaday students?

I believe that Hockaday women have a responsibility to transform the world around them. I am reminded of one of my favorite verses, “From those whom much is given, much is expected.” A Hockaday girl is given all the necessary tools to go out and leave her mark on the world, and I encourage all girls to never resist that urge. We live in a world where women still face many disadvantages, and it is up to us to make waves to bring more equality to all women around the world. I intend to leave my mark and challenge all girls to do the same.

Lastly, I also want to remind you to always lead with integrity and respect those you serve. My first mentor, Leonard Chairs, always repeated these words to me and they are words I live by: “You should have education enough so that others won’t look down on you; and then more education so that you will be wise enough not to look down on people.”
Leadership Team

Liza Lee  
Eugene McDermott Headmistress

J.T. Coats  
Chief Financial Officer

Jason Curtis  
Director of Technology and Information Resources

Linda Kramer  
Head of Middle School

Blair Lowry  
Assistant Head for Academic Affairs and Provost

Meshea Matthews  
Director of Residence Life & Global Outreach

Terry Murray  
Head of Upper School

Maryanna Phipps  
Director of Admission and Enrollment Management

Randal Rauscher Rhodus ’97  
Head of Lower School

Tina Slinker  
Director of Physical Education and Interscholastic Athletics

Debby Hay Spradley  
Director of Development and External Affairs

Tresa Wilson  
Director of Inclusion and Community
Board of Trustees

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Jennifer Mosle, Vice Chair  
Barbara Glazer Rosenblatt ’75, Chair, Executive Committee  
George Lamb III, Treasurer  
Kathryn Walker Francis ’94, Secretary  
Maryann Sarris Mihalopoulos ’78, Immediate Past Chair

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Rita Crocker Clements ’49  
Linda Custard  
Lyda Hill ’60  
James Hoak, Jr.  
Natalie “Schatzie” Henderson Lee ’55  
Margaret McDermott  
Paula Mosle  
Edith Jones O’Donnell ’44  
Margot Perot  
Kathryn Priddy  
Ellen Higginbotham Rogers ’59  
Richard S. Rogoff  
Barney T. Young

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Keith Benedict*  
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Tucker Ford Entloven ’79  
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Kelli Ford  
Katharine Friguletto*  
Amanda Ginsberg ’88  
Rosalind Redfern Grover ’59  
Marjorie Hass  
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Elizabeth Cullum Helfrich ’98  
Rajani Kapu ’90  
Suzanne Kim  
Charlene Cline Marsh ’62  
William Casey McManemin  
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Shawna Nesbitt  
Rick J. O’Brien*  
Maria Martineau Plankinton ’83  
Miguel Quinones  
Marjorie Reese  
Betty Simmons Regard ’55  
Sandy Schmitz  
Samantha Ackerman Simons ’91*  
Judith Stewart  
Juan Suarez III  
Allison Campfield Taten ’89  
Jacquelin Sewell Taylor ’99  
Jacquelyn Thomas  
Shannon Saalfiel Thompson ’89  
Courtney Wang  
Mary Ellen Wilensky*

* Denotes new members

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THE HOCKADAY SCHOOL

11600 Welch Road  
Dallas, Texas 75229  
Telephone 214.363.6311  
www.hockaday.org
SAVE THE DATE

**Thursday, October 22, 2015**  
*Fall Alumnae Dinner*

**Friday, April 15, 2016**  
*Alumnae Day*

**Saturday, March 12, 2016**  
*The Hockaday Parents’ Association Benefit*

**Saturday, May 28, 2016**  
*102nd Hockaday Commencement*