BELIEVING IN THE LIMITLESS POTENTIAL OF GIRLS, HOCKADAY DEVELOPS RESILIENT, CONFIDENT WOMEN WHO ARE EDUCATED AND INSPIRED TO LEAD LIVES OF PURPOSE AND IMPACT.
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COVER ART
Hockaday students show their school spirit
at a One Hockaday event

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HOCKADAY MAGAZINE
A Publication of The Hockaday School

More than a century of individuals involved with the Hockaday community – students, faculty, staff, alumnae, parents, grandparents, and friends – have a positive impact on one another and the world in which we live. Hockaday Magazine, published 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 alumnae, as well as to help define and analyze topics facing our entire community.

The Hockaday School does not discriminate on the basis of race, color, creed, sexual orientation, religion, national or ethnic origin, in the administration of its admission and educational policies, financial aid programs, and other administered activities.
“You may not have given great attention to Hockaday’s motto, however, and interestingly, that motto was one of the many reasons Hockaday attracted me from the beginning. Virtus Scientia seemed to express what I saw in the classrooms and experienced in the hallways.”

– Liza Lee, Eugene McDermott Headmistress
Certainly \textit{Virtus Scientia} is a shorthand description of the culture of the School. I understood it initially as “virtue through knowledge,” and thought I could interpret it as meaning that goodness arose from knowledge. However, when I consulted Hockaday’s resident Latin scholar, Dr. Stipanovic, he said that his preferred interpretation was “Excellence through Knowledge, with excellence embodying the spiritual, mental, and physical aspects of the individual that Miss Hockaday’s Four Cornerstones also address.”

Certainly \textit{Virtus Scientia} is a shorthand description of the culture of the School.

I have to confess, though, that one of the reasons that I was initially struck by Hockaday’s motto is that it differed so in tone from the motto that governed the school I went to. That motto was “By Truth and Toil.” Truth and Toil seemed a rather onerous burden to me. Truth was reflected in my report card, which accurately depicted my failings:

- My gym teacher wrote, “Liza’s aura of squealing timidity does not serve her well in the gymnasium.”
- My French teacher added, “Liza is so far behind that it is doubtful that even summer work will bring complete success in French.”
- And my mother simply said, “Liza, you are a late bloomer.”
I knew they spoke the Truth, and the truth was not particularly pleasant.

Toil was an interesting concept. I wrote in my ninth grade journal, “Toil seems such an oppressive word. It’s what the serfs did. Whoever wrote the words didn’t enjoy life.” I did enjoy life. I loved my school. I didn’t toil; I mostly just enjoyed my classmates, adored my teachers, and thought about boys. Alas, because I was such a poor toiler, I missed some of what my school had to offer, but I got what I needed at that particular time in my life: a community that sustained my spirit. My spirit’s flame was fired, if not by truth and toil, certainly by teachers and staff, whose devotion to truth and toil was exemplary.

It wasn’t until I became a teacher and administrator that I understood Truth and Toil. Here is what I finally knew: Truth – well the truth was NOT unpleasant, it was profound. The truth was – and is – that girls’ schools are places where everything you do matters, where relationships are not disposable, and where character and intellect are forged in a crucible.

I also finally understood that toil was necessary to “learn life’s deepest blessings.” As a teacher and then as an administrator I worked harder than I had ever worked in my life. It was toil, but the end of it was certainly great joy.

When I moved on to Hockaday, whose motto was more immediately comprehensible, I was thrilled that this motto was undergirded by principles that opened its meaning and did not hide it. There was plenty of truth and toil in the Hockaday experience, but what was pervasive was a striving for excellence in all areas of life, not just the academic.

Miss Hockaday’s understanding of the moral imperative for schools was deep and wide, and her legacy has been a culture that distinguishes this School from all others in which I’ve worked. I know that within the Hockaday community there has been a worry that the Cornerstones of Character and Courtesy have been ignored recently, but I can assure you that the strength of this School is that ALL Four Cornerstones and Virtus Scientia will continue to prevail.

The motto and the Cornerstones are alive in the faculty and administrators who have met this year’s changes in leadership with courage as well as character and courtesy; the students who are willingly engaging in courageous conversations that require courtesy and character; and the staff who with utmost courtesy and grace maintain the School’s beauty, tend to the needs of its people, and keep us all safe. We are all on the same course – we are, as we now say, “ONE HOCKADAY.” In this issue, members of the Hockaday Community share their perspectives about what makes us truly one, with the Four Cornerstones serving as guiding principles.

Now we are preparing to admit a newcomer to this singular culture, and I know that many of you are anxious about what it will mean for the School. But just as you took Will and me into your hearts and minds and helped us daily to understand its singularity, its values, and its precepts, you never asked us to give up the characteristics that made us unique. After all, both of us were Yankees, both of us had never been to Texas, and both of us had only known Hockaday through one alumna, and Karl Hoblitzelle, who gave the land where Hockaday now stands. He was our summer neighbor on Cape Cod during the years my family went there. I thought of him as someone who gave lovely parties, but as it has turned out, he was actually the first Hockaday major donor of my acquaintance. I just didn’t know it then! I have to mention him tonight as he is an example of the unexpected surprises and coincidences we will meet in our search. (I think Mr. Hoblitzelle’s spirit played a part in my own search.) SO I anticipate a grand experience as we search for a new leader – an excellent adventure with the Four Cornerstones at its heart, and Virtus Scientia at its end.

Eugene McDermott Headmistress
Liza Lee’s remarks at The Hockaday School Major Donor Dinner on February 18, 2016.
HOCKADAY MAGAZINE

ON CAMPUS

Math Prize for Girls at MIT

Seven Hockaday students participated in the 7th annual Math Prize for Girls competition held at Massachusetts Institute of Technology (MIT). The goal of the competition is to encourage young women with exceptional potential to become the mathematical and scientific leaders of tomorrow. Each year, students must apply, and if they earn a certain qualifying score on the American Mathematics Competition (AMC), then the students are invited to attend. There were a total of 270 girls from 32 U.S. states and two Canadian provinces. The girls had 2.5 hours to complete a twenty-question examination. Hockaday was one of the most represented schools. The students who attended included Class of 2016 students Hallie (Qinyi) Gu, Jasmine (Mumin) Jin, Lydia (Yanlin) Li, Annie (Zhen) Lin, and Vivian Zhou; Elizabeth Zhou (Class of 2017); and Elizabeth Guo (Class of 2018). While at the competition, the girls attended an MIT info session with the Assistant Director of Admissions, had a campus tour of MIT, and visited with three Hockaday alumnae: Snow Zhou ’15, Mary Zhong ’15, and Mary Clare Beytagh ’14.

Laura Roberts ’12 Named Rhodes Scholar

Laura Roberts ’12 was named one of 32 American Rhodes Scholars for 2015. For more than 110 years, Rhodes Scholarships provide all expenses for two or three years of study at the University of Oxford in England and possibly allow funding for four years if needed. The recipients were selected from 869 applicants at 316 schools throughout the United States and will join international recipients at the University of Oxford in England in October 2016.
“I was so humbled to have been named a Rhodes Scholar and thought immediately of everyone throughout my life, from Hockaday to Duke, who had made that moment possible,” said Roberts, a Duke University senior majoring in history, focusing on issues of women’s rights, gender, and religion in the early modern period. While at Oxford, Roberts plans to pursue a master of philosophy in British and European history at Oxford University, and then continue her studies by pursuing a law degree. Roberts has worked with refugees in Durham, North Carolina; the Rwanda Girls Initiative; and the Washington, D.C., civil liberties watchdog group Freedom House. Additionally, she has held leadership positions with the Duke International Relations Association, Duke Human Rights Center Student Advisory Board, Phi Alpha Theta History Honor Society, Order of Omega Honor Society, Big Brothers, Big Sisters, and Church World Services.

Laura is the second Hockaday alumna in 10 years to receive the Rhodes Scholarship as Libby Longino ’06 received the scholarship in 2009.

Nine Hockaday Students Selected for TPSMEA All-Region and All-State Choirs

Each year singers from the Upper School Concert Choir prepare and perform an audition for selection in the Texas Private School Music Educators Association (TPSMEA) All-State Choir. All private schools in the state submit auditions for their choral singers, and a panel of judges ranks the singers according to specific vocal and musical skills. The top 25 students in each vocal part from each of the three regions are selected for the All-Region Choir. These top 25 from each region are re-judged for the All-State Choir. The top 40 in each vocal part then join together to make up the 160-voice All-State Choir. Nine Hockaday students were selected to participate in these choirs. The girls who performed in TPSMEA All-Region and All-State Choir include Mary-Carolyn Sloan (Class of 2016), Ameya Chavda (Class of 2018), Sara Held (Class of 2017), and Quinn Brodsky (Class of 2018). Girls selected for TPSMEA All-Region Choir include Grace Bush (Class of 2017) and Angela Shi (Class of 2018). Finally, the girls selected for TPSMEA All-Region Treble Choir include Adelaide Brooks (Class of 2017) and Cindy Lu (Class of 2018).

Hockaday Teams Compete at LEGO League Regional Qualifier

Three Hockaday teams (Hockadaisies, Hockaway, and Hockabots) competed at the LEGO League Regional Qualifier in December, and the judges commended them for their poise, presentation skills, and work ethic throughout the
Hockaday Robotics Team Wins Judges Award at Texas BEST Robotics Competition

The Hockaday Robotics Team competed in the Texas BEST (Boosting Engineering, Science, and Technology™) Robotics Competition. The event started out positively with great showings in the team’s marketing presentation and successful practice rounds. On day two, the team started the rounds slowly with a broken connection between the remote and the robot, and they did not score in the first two rounds of the competition. However, once the team figured out a solution, they consistently scored points in every round. This success in overcoming their trials and working as a team won them the Judges Award. The team included Cristina Chavez (Class of 2016), Kate Clement (Class of 2016), Christine Ji (Class of 2018), Tosca Langbert (Class of 2019), Lydia Li (Class of 2016), Annie Lin (Class of 2016), Linda Liu (Class of 2019), Gillian Meyer (Class of 2016), Alexandra Randolph (Class of 2016), Emma Rose Shore (Class of 2018), and Christina Yang (Class of 2019).

Adoette Vaughan Featured for Her Win at the SPC Championship

Adoette Vaughan (Class of 2019) was featured in an article in MileSplitTX, an online news forum for cross country and track and field, titled “Five Freshmen Girls to Watch in 2016!” The Hockaday freshman had a big race at the McNeil Invitational placing 11th, running the fastest freshmen 5K time this year of 17:53. This was the only race all year in which Vaughan did not place in the top three. At Marcus II Invitational she was the third-fastest finisher in the girls elite race. While in Form I, Vaughan won the SPC North Zone Championship and went on to win the SPC Championships. She will be someone to watch during the next three years!

Adoette Vaughan (Class of 2019) wins SPC as a freshman.

Hockaday Robotics Team with their robot at Texas BEST Robotics Competition

competition. The Hockadaises team won the Judges award. This award is given to a team whose unique efforts, performance, and dynamics merit recognition. These girls were also one of the overall top five teams at the competition (out of 32 teams) and qualified for the championship. The Hockaway team was one of the overall top 12 teams at the competition, and the girls qualified for the super qualifier, which is a second chance for the girls to compete and qualify for the championship. Participants in the LEGO League competition included Hockadaises: Sarah Crow (seventh grade), Riya Guttigoli (sixth grade), and Anusha Mehta (eighth grade); the Hockaway: Kelsey Chen (seventh grade), Madeline Sumrow (sixth grade), and Payton Thurman (sixth grade); and the Hockabots: Sydney Ghorayeb (sixth grade), Sophia Podeszwa (sixth grade), and Ananya Sharma (sixth grade).
Hockaday Student Publications Win Top Awards at NSPA

The Hockaday student publications received top national awards at the National Scholastic Press Association (NSPA) Fall Conference. *The Fourcast* received a Pacemaker Award, generally considered to be among the highest national honors, known unofficially as the “Pulitzer Prizes of student journalism.”

*Vibrato*: 1st Place – Best of Show Literary Magazine

*Cornerstones*: 3rd Place – Best of Show Yearbook

*The Fourcast*: 3rd Place – Best of Show Newspaper

HockadayFourcast.org: 4th Place – Best of Show News Website

*The Fourcast’s* Alexis Espinosa (Class of 2016) received 1st Place in Design of the Year Award for Newspaper Page One Design. Addie Walker (Class of 2017) received an Honorable Mention in Design of the Year Award for Magazine Spread.

Hockaday Publications Receive Multiple CSPA Awards

In February, the Columbia Scholastic Press Association announced the 2016 Gold Circle Awards for superior work by student journalists working with either print or online media. These media are published in schools or colleges throughout the United States and in overseas schools which follow an American plan of education. This year, Hockaday publications received the following Gold Circle Awards:

- Headline writing: Commendable Mention, *The Fourcast* Staff
- Computer generated art/illustration: 3rd Place, Wendy Ho (Class of 2017), “A Greener Future”

- Traditional fiction: Commendable Mention, Victoria Almanza ’15, “July”
- Overall design of literary magazine: CM, *Vibrato* Staff
- Cover design: 1st Place, Katie Mimini ’15 and Julia Teeter ’15
- Table of contents page: 3rd Place, Katie Mimini ’15 and Julia Teeter ’15
- Literary multi-page presentation: 1st Place, Katie Mimini ’15, “Purple Ink” and Commendable Mention, Katie Mimini ’15, “Smoke on the Water”
- Literary portfolio: Commendable Mention, Katie Mimini ’15

- Cover: 1st Place, *Cornerstones* Elizabeth Michel ’15 and Barrett Smith ’15
- Opening and closing spreads: 3rd Place, Elizabeth Michel ’15 and Barrett Smith ’15
- Sports reporting: Commendable Mention, Anna Buford ’16, “The Great Divide”
- Personal profile: Commendable Mention, Elizabeth Michel ’15 and Barrett Smith ’15, “Andre Stipanovic”
- Theme and concept: Commendable Mention, *Cornerstones*
- Advertising layout: Commendable Mention, Bridget Colliton ’15

Erika Kurt ’98 Leads Small World Initiative and Pilots the Program at Hockaday

Erika Kurt ’98 is the President and CEO of the Small World Initiative (SWI), an innovative program started at Yale University that allows students
from around the world to take part in the discovery of the next generation of antibiotics. SWI encourages students to pursue careers in science while addressing a worldwide health threat – the diminishing supply of effective antibiotics. It centers on an introductory biology course in which students conduct original hands-on field and laboratory research in the hunt for new antibiotics. Erika notes, “As a leader in girls education, Hockaday stood out as the perfect place to pilot the Small World Initiative in the high school setting. Dr. Barbara Fishel, Hockaday’s Dean of Studies and Director of Research, has been instrumental in pioneering the course at Hockaday and engaging her students in original research. I am thrilled to see how engaged Hockaday students are in using science as a tool to make a difference in the world and look forward to continuing to work with Hockaday and Dr. Fishel to inspire the next generation of science leaders.”

Second Grade Cleans Up Trinity River

In November the second grade girls cleaned up the Trinity River riverbed in coordination with Groundwork Dallas. Helping the Environment has been the second grade’s service theme for the past four years, an important theme for everyone in Lower School. This is the third year the second graders have participated in this service-learning project. Peter Payton, the Executive Director of Groundwork Dallas, showed the class the eco-classroom and taught them about the five eco-systems there. While the girls bagged 12 garbage bags of trash, Payton explained there is a direct correlation with what we did and the cleanliness of the drinking water that comes out of our faucets. It was fascinating to learn that the Trinity River provides 70 percent of Dallas drinking water.

Hockaday Recognized for Service by National Network of Schools in Partnership

The National Network of Schools in Partnership commended Hockaday students for their service in Dallas Independent School District (DISD) schools to promote literacy. A study released by the American Educational Research Association in 2011 revealed that students who cannot read at grade level by third grade are at a significant disadvantage. Unfortunately, DISD has a population where only 35 percent of third graders are reading at grade level. Hockaday has focused their community engagement and partnership programs on the improvement of the DISD literacy rate. The strategic approach involves all members of the Hockaday community (alumnae, parents, students, and teachers) and is a long term, sustainable effort that aims to improve students’ reading ability to grade level by the time they reach third grade. The schools that Hockaday works with are Gooch Elementary, Cabell Elementary, Sudie Williams Elementary, and Degolyer Elementary. Hockaday also works with all elementary schools in the Thomas Jefferson and W.T. White feeder patterns during the Day of Service, which focuses on literacy.
Nineteen Hockaday Students Compete in Texas A&M Math Contest

Nineteen Hockaday students attended the annual Texas A&M Math Contest with schools from across Texas, and they were very successful. Out of all participating students, seven placed in the competitions. Students included: Elizabeth Guo (Class of 2018) placed 7th on the DE Subject Exam, Clara Shi (Class of 2019) placed 8th on the DE Subject Exam, Lydia Li (Class of 2016) placed 9th on the EF Subject Exam, Jasmine Jin (Class of 2016) placed 10th on the EF Subject Exam, and Team Milo, which included Class of 2016 students Jasmine Jin, Lydia Li, Violet Li, and Annie Lin; Elizabeth Zhou (Class of 2017); and Elizabeth Guo (Class of 2018), placed 9th on the Power Team.

Forty-Six Hockaday Students Recognized by Prestigious National Merit Scholarship Program

This year, 11 students were named finalists in the 61st annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955. Nationwide, more than 16,000 semifinalists were named this year and had the opportunity to continue in the competition for some 7,400 National Merit Scholarship awards, worth approximately $32 million. The members of the Class of 2016 selected as finalists include: Mahima Agrawal, Rajya Atluri, Frances Burton, Cristina Chavez, Lori Jia, Suzette Kane, Alexandra McGeoch, Caroline McGeoch, Whitney Middlekauff, Heather Xiao, and Vivian Zhou.

Sonya Xu and Erica Jones, students from the Class of 2017, have been named co-authors for a capacitance paper, which will appear in the American Journal of Physics, widely recognized as an official publication in the field of physics. This is a major achievement for the girls, whose lab research contributed to the publication being accepted.
Additionally, 35 girls were named National Merit Commended Students for the 2016 program. These girls are among approximately 34,000 Commended Students throughout the nation who are being recognized for the exceptional academic promise demonstrated by their outstanding performance on the qualifying test used for the NMCS program. This honor signifies that these students placed among the top five percent of more than 1.5 million students who entered the 2016 competition. Commended Students from the Class of 2016 include: Allison Aldrich, Virginia Beshears, Anna Buford, Sloane Castleman, Katherine Clement, Kathleen Cooper, Ida Cortez, Lauren Giles, Anne Gingery, Felicity Henderson, Catherine Jiang, Nicole Krampitz, Zhen Lin, Darcy Malican, Caroline McNamara, Talia Meidan, Gillian Meyer, Kendra Mysore, Nathalie Naor, Jemma Nazarian, Julia Pasquinelli, Ilana Perkins, Alexandra Randolph, Manisha Ratakonda, Courtney Rourk, Elizabeth Sachs, Sidra Siddiqui, Sunila Steephen, Olivia Stern, Lily Sumrow, Aleena Tariq, Sarah Taylor, Tala Vaughn, Katherine Warner, and Berkley Wood.

Jennifer Stimpson Attends Legislative Conference of the Congressional Black Caucus

Fifth grade science teacher Jennifer Stimpson attended the 45th annual Legislative Conference of the Congressional Black Caucus (CBC), an organization started by the African American members of the U.S. Congress in 1970. During the four-day event, the diverse attendees participated in town hall meetings, leadership dialogues, and social justice forums focused on issues that impact and affect the African American community. Congress holds brain trusts which highlight the work being done by the federal government on particular issues, including transportation, environmental awareness, science and technology, energy, child welfare, health, and criminal justice. Invited by Congresswoman Eddie Bernice Johnson, Jennifer led the STEM panel as moderator and began the dialogue with panelists about the future of space travel and STEM education for students of color. Panelists included current NASA astronauts, top science and technology directors of the White House, directors of SpaceX, Texas Instruments, Microsoft, and Google. Participating in the CBC gave Jennifer
great information to bring forth to enlighten and engage our girls in meaningful dialogue about global issues which ultimately and truly affect us all.

Violet Li and Amanda Jin Win Piano Competition

Violet Li (Class of 2016) and Amanda Jin (Class of 2018) won the first place of the high school level in the 8th Annual Youth Duo-Piano Competition at Texas Wesleyan University in Fort Worth. The competition is a celebration of young pianists and the skilled collaboration between two such performers, and duo-piano playing is defined as performing music specifically composed for a player at each of two pianos. The repertoire chosen for the festival was originally conceived, arranged or transcribed for the duo-piano genre and could not exceed a maximum performance length of seven minutes. Their performance of the 2nd movement of Mozart’s Sonata in D major, K. 448 for two pianos was exceptional and recognized by the judges. In addition to receiving certificates for their first-place finish, the girls also received a cash prize.

Mollie Monaco Published in The Language Educator for Outstanding Work at Hockaday

Mollie Monaco was published in The Language Educator, the magazine of the American Council on the Teaching of Foreign Languages. Mollie teaches Hockaday’s Business French course, and this article places a national spotlight on the Hockaday curriculum that ensures our girls are appropriately prepared, and can communicate effectively in a real-world setting.

Model UN Sweeps Baylor University Conference and Dallas-Area Conference

The Hockaday Model UN team won Best Delegate and Outstanding Delegate awards in every single committee in which they participated, an unprecedented score for this team. They also won the Best Position Paper award. This is the largest conference in Texas, and to emerge this victorious is a huge accomplishment for Baylor Model UN. They represented the countries of Russia, Iran, Iraq, Turkey, and Syria. They also swept all awards at the Dallas Area Model UN conference. Hockaday represented the countries of the United States, China, the United Kingdom, the Song Dynasty, and Russia in a contemporary crisis committee. Though they won the Best Delegation award, the conference’s highest accolade, seven Hockaday students were also singled out for special recognition, totaling the most single recognitions the School has received. Participants included students from the Class of 2016: Mahima Agrawal, Rajya Atluri, Kate Clement, Suzette Kane, Allison Lofgren, Jemma Nazarian, Inaara Padani, Madison Smith, Aleena Tariq, Brittany Tovar, and Camila Trejo; Class of 2017: Kate Keough, Vyanka Sotelo, and Martha Winslow; Class of 2018: Dana Choi, Ritika Dendi, Sofia Espinosa, Shreya Gunukula, Elizabeth Guo, Sunita Hu, Tanvi Jakkampudi, Christine Ji, Ellie Lee, Claire Marucci, Mira Mehta, Sloane Parker, Samantha Watson, Kelly WestKaemper, and Maria Zhang; and Class of 2019: Sruthi Atluri, Eva Batelaan, Ashlye Dullye, Rebeca Espinosa, Shivani Ganesh, Catherine Howard, Ponette Kim, Tanvi Kongara, Bianca Schwimmer, Nisha Singh, and Isabell Yepes.

Hockaday Swimming and Diving Back-to-Back SPC Wins

For the second year in a row, Hockaday Swimming and Diving won SPC! In true Hockaday spirit, it was a team effort with a first place win in the medley relay, which was the first event of the day, getting the meet off to a great start. Although Hockaday was seeded third going into the meet, the girls scored in every single event with many swimmers posting new personal bests. Congratulations 2016 Hockaday Varsity Swimming and Diving SPC Champions!
Erasing Cultures in the Middle East

By Katherine Clement (Class of 2016)

As ISIS’ warpath expands in the Middle East, antiquities are destroyed. In September, ISIS committed a violent crime that only added to their list of atrocities. Beginning their destruction of the ancient Semitic city Palmyra, Syria, the terrorist organization began doing what all dictatorial regimes attempt to do: claim and control history. During Fine Arts Lead Chair Ed Long’s career, he has watched how we view art transform. “Fifty years ago, hearing about people destroying a statue would be saddening,” Long said. “Now, in the age of social media, watching someone take an ax to a priceless statue is heartbreaking, because we are helpless.”

>>> read the full article
http://hockadayfourcast.org/?p=11399

Gun Control: Switching the Safety on Violence

By Maria Katsulos (Class of 2017)

On August 1, 1966, former U.S. Marine Charles Whitman walked to the top of the clocktower of the University of Texas at Austin with five firearms. Ninety-six minutes later, 13 people were dead, 30 injured. On August 1, 2016, exactly 50 years after Whitman’s attack, UT Austin will pass a law legalizing concealed carry on campus, as will the rest of the four-year colleges in the state of Texas. As the legalization of concealed weapons on campus approaches, the topic of gun violence and the factors that cause it are fresh on the table.

>>> read the full article
http://hockadayfourcast.org/?p=10366

Girl Code

By Inaara Padani (Class of 2016)

It’s no secret that people’s interest and desire for novel technology has grown over time – Apple recently reported that from January 2008 to March 2015, approximately 700 million iPhones were sold worldwide. Additionally, schools around the world, even those in developing countries like India, are implementing STEM programs into their curriculums. But this positive trend doesn’t apply to everyone. Despite increased awareness and financial initiatives,

Lee Berger Makes History

By Emily Fuller (Class of 2018)

World renowned anthropologist, Lee Berger, shared his findings from the Rising Star exploration with The Hockaday School on Sept. 29, 2015, the first high school he had spoken to since his excavation of 1,550 specimens of Homo naledi. With Lee Berger and his colleagues sitting front and center, a film crew scanning the room, and Lyda Hill ’60 conversing with trustees, the entire Upper School knew today would be an iconic day. Excitement began on Nov. 16 of 2014 when Berger spoke at an optional Y period assembly, many students awaited his arrival. On his return, many Hockadaiysies were eager to hear his presentation.

>>> read the full article
http://hockadayfourcast.org/?p=10129
Our Boarder Buddy Program has expanded this year to build connections and relationships across divisions and into the greater community. Close to 50 families have opened their homes to our girls as part of the Boarder Buddy Family Program.

Two families with senior Boarder Buddies share their experiences ...

From Hallie Gu (Class of 2016), Boarder Buddy to Dawn Grove and Family

To me and my host mom, the Boarder Buddy Family Program is about mutual mentorship and the sharing of culture. When I first arrived at Hockaday as a freshman, I was very lucky to be paired up with the best host family I could ask for. Over the past three years, the Groves made Dallas a home away from home for me, and I have come to see them as family. One of my happiest memories was celebrating Thanksgiving with them my sophomore year. My parents are not festive in any way, so it was a fascinating experience to help my host family prepare a traditional Thanksgiving dinner from scratch, and stuff ourselves with cold turkey sandwiches the next day while decorating a 14-foot-tall Christmas tree together. I’m beyond thankful for everything they’ve done for me, and I believe the relationship we built during my time at Hockaday will last a lifetime.

From Dawn Grove, Boarder Buddy Family to Hallie Gu (Class of 2016)

My favorite memory of Hallie was the week she stayed with us for Thanksgiving. It was such a joy to share this holiday and introduce her to Thanksgiving dinner, our crazy dogs, and even trimming the Christmas tree. For my eight-year-old daughter who is an only child, it was like having a big sister in the house. I learned so much from Hallie about her childhood, family, and traditions. Hallie is an incredible pianist, and our house sounded like a concert when Hallie practiced every day.

There is immense value in being a boarder buddy. The friendship you forge with a sweet child is priceless. The boarders stay busy and often months will pass without hearing from them. The academics and student activities keep them occupied, but at the end of the day, you know that if you are needed, they will call. After all, if this were your daughter in a far-away land, wouldn’t you want a family to open their heart to her?

Lower School homerooms and Form I residents are also bonding through the Lower School Boarder Buddy Program. Form I residents attend each Day 2 “Morning Meeting” to learn about Hockaday from our youngest Daisies and to share their previous experiences.
Second grade girls show their spirit during an all-school rally to support Hockaday’s winter athletics teams at SPC and the cast of the Upper School musical.

PHOTO BY: ABI POE
Music blared from the speakers while a wave of green and white pompoms shook to the beat. Students from Lower, Middle, and Upper Schools came together to support the athletics teams as they prepared to compete in the SPC tournament.

The Upper School Athletics Board, led by President Manisha Ratakonda (Class of 2016), planned an energetic program including team introductions and a hilarious game of Human Hungry Hippo featuring students and faculty. The all-school spirit rally concluded with fourth graders and Ms. Sabrina Kessee leading the student body in an enthusiastic rendition of the Hockaday Rag.

When the faculty and staff self-study committee work concluded in Spring 2015, one recurring theme was the desire to strengthen our internal school community. Suggestions included providing more interaction between divisions and opportunities for older girls to mentor younger students. Giving every girl an awareness that others within the Hockaday community are supporting her and cheering her on is a pivotal part of the One Hockaday effort. Students who have strong school spirit and pride are more likely to exhibit character traits exemplifying the values taught throughout their Hockaday experience. Strengthening our all-school community benefits every constituent and builds School pride centered on tradition and our strong heritage.

All-school spirit rallies are only one way in which One Hockaday is working to build relationships between students in Upper, Middle, and Lower Schools. From rallies to community service, the One Hockaday activities are designed to encourage teamwork, leadership, and mentoring opportunities within a fun and spirited environment.
One Hockaday efforts began this year with the distribution of yard signs for all our families. Spotting a Hockaday sign down the street or when taking a child to a playdate helps create a feeling of community and school spirit. Many parents have commented they never knew so many Hockaday girls lived in their neighborhood.

Weekly spirit carpools, attended by Upper School student athletes and club members, have been a fun way for the younger girls to interact with Upper School students and to recognize the many teams and groups affiliated with our Upper School. Helpers might open doors or help younger students out of the car. Some teams have provided game schedules and worn team shirts to encourage attendance at their games.

In November, the first team-based One Hockaday activity took place when the entire student body was split into 60 smaller teams of girls from each division. Each group was given a Cornerstone designation and meeting place on campus. After an ice-breaker introduction, girls worked on activities ranging from bracelet making and tower building to packing meals for refugees and completing a photo scavenger hunt. Upper School students took the lead and helped guide the younger girls throughout the afternoon. Smiles, conversations, and new friendships were formed as the girls worked together as Hockadaisies of all ages.

In February, students from all divisions attended a pep rally for the winter SPC competition. Excited girls, decked out in Mardi Gras colors, were greeted by a drum line and given Mardi Gras beads to show their spirit. The Upper School Dance Workshop I entertained the crowd with a Hip Hop routine. Student athletes worked with the dancers to hype up everyone in the bleachers. A wild bead toss game engaged all grades, and everyone joined together to sing Yankee Doodle Daisy to end the rally. Additional One Hockaday all-school spirit rallies are being planned for April and May.

Moving forward, Hockaday will continue to consider ways in which One Hockaday can help strengthen relationships amongst all students of our School. While Hockaday may logistically be separated into three divisions, within our hearts we are all One Hockaday.
Throughout the year, all divisions are working diligently to create programs and create an environment that nurtures the healthy development of girls, faculty, staff, and administration. To ensure a unified approach, the Whole Girl Committee was created to identify strengths and generate recommendations to reflect the needs within each division as well as provide direction to support each division’s effort to strengthen its programming.

In Lower School, Middle School, and Upper School, Hockaday provides educational activities that guide students through their psychosocial development. The planned activities are reviewed by the faculty and administration to ensure a healthy learning environment is created. With the understanding that the developmental needs of students change and are different across divisions, the committee identified divisional strengths and recommendations.

In Lower School, Morning Meetings where students can share their personal interests and develop social skills; School Gatherings provide an opportunity for girls across grade levels to share academic and social accomplishments; and finally, the students pledge the Lower School core values of Respect, Friendship, Empathy, Honesty, Responsibility, and Perseverance every day.

In Middle School, the girls take part in the Cornerstones program, where Hockaday’s Four Cornerstones – Character, Courtesy, Scholarship, and Athletics – are taught, discussed, and reinforced in a variety of activities throughout the year. Middle School also includes an advisory program to guide girls as they navigate their way through Middle School.

Finally, in Upper School, the Whole Girl Program created and implemented four years ago provides the foundation for programmatic efforts in Upper School. The program follows a thematic sequence, and scheduled discussions in advisory groups occur three times per year to explore the ideas and behaviors associated with each Form’s specific theme. In addition to this program, the Student Council is focused on fostering communication with the student body through advisory groups and engaging in meaningful conversations with faculty and administration. The Student Council sponsors discussions, reviews student feedback, and creates student-led activities to develop a nurturing and buoyant sense of community, such as spirit weeks and themed dress days.

As supportive and nurturing as we believe Hockaday to be, social, economic, technological, and cultural changes beyond Hockaday have created a world that can be overwhelming. As these changes accelerate, we believe Hockaday must adjust its culture and practices to prepare our girls with the skills to meet these challenges in healthy ways. Additionally, whatever actions we take to create a more supportive environment for our students will also provide the same for our faculty and staff. Ultimately, Hockaday’s goal through these programs is to create a place where students, faculty, and staff have the best possible academic institution in which to learn, work, and thrive.
My primary aim is to instill character by expanding our students’ awareness and experience of the community around them.

In so many ways they are engaging with a wide array of backgrounds, ages, and demographics – from the students tutored through our partner organizations at Dallas Independent School District (DISD), to homeless clients at Austin Street and homeless teens at Promise House, to seniors at Legacy retirement home. Throughout the year we have retreats where students get to fully immerse themselves in the cultures and experiences of the residents of West Dallas and South Dallas. A 48-hour poverty simulation with City Square in South Dallas gives select students an unforgettable opportunity to better understand life for their homeless neighbors as for two days they actually experience homelessness for themselves.

Character is further built as students choose to use their lunch periods to leave campus to tutor DISD students – learning the value of meeting their commitments, showing up on time, and approaching another person only with an aim to help. On average, 50 girls leave campus each day to mentor younger students and brighten the day of our elderly neighbors.

When I was growing up, I had a poster in my childhood bedroom that read, “Champions are made while no one is watching,” and I believe this happens every day with our students. Our girls are working in partnership with so many of their neighbors, who in turn help them grow in immeasurable ways. In a 365-day period, Hockaday students spend over 35,000 hours serving others, learning from others, and developing the character necessary to be the leaders of our future.
When I first came to Hockaday in kindergarten, I remember looking up to the older girls with admiration and awe.

They were all intelligent, polite, and caring – everything I wanted to be when I grow up. Occasionally we would have activities planned with Middle and Upper School, and these days were extremely special to me; they gave me the opportunity to socialize with the girls who I so admired.

Now, as a senior in Upper School, it’s crazy to think that I’m now one of the “older girls.” After being at Hockaday for 13 years, I understand the importance of having a community. I’ve been surrounded by the most knowledgeable and talented girls and faculty, but even so, the environment at Hockaday has never been a cutthroat one. Out of the 123 girls in the senior class, there has always been someone to help teach a concept, to provide a shoulder to cry on, and to laugh at jokes (even the really bad ones).

The girls in my grade have helped define my schooling experience, and I hope through One Hockaday, students will be able to build a community not only with the girls in their grade, but with girls throughout the entire school. It helps us in our pursuit to live in line with the School’s Cornerstones. Character education is extremely important, and grouping younger girls with older students gives us the chance to be active role models and think about what we want the younger students to see when they look up to us.

This year, the One Hockaday program gave us the chance to meet with students in Lower and Middle School through various activities, and seeing how excited the younger girls were and how much they appreciated us was extremely meaningful.

As President of the Athletics Board this year, the board members and I have had the opportunity to begin a new tradition of having all-school pep rallies through One Hockaday. Seeing girls of all ages sitting in the bleachers and cheering for our varsity athletes has been very thrilling, and we hope it is a tradition that the School continues.

One Hockaday has built a stronger school community this year, and will hopefully continue to do so for years to come.
In light of the thoughts and views from all of our key constituencies, the planning process began early in 2014 and took two years. In April of that year, a group of individuals from all facets of the Hockaday community came together to discuss the School’s Core Values, which represented Phase One of the development of Hockaday’s Strategic Plan for 2015–2020.

The second phase began with Visioning Day 2020, which was held in January 2015 for the entire School community including faculty, staff, students, parents, alumnae, parents of former students, and trustees. During Visioning Day, participants shared their ideas, suggestions, expertise, creativity, and vision for the development of Hockaday’s 2015–2020 Strategic Plan. Following Visioning Day, the vision and goals proposed for the School were approved by the Board of Trustees in May 2015 after a year-long process that included input from nearly 500 members of the Hockaday community. The strategies, initiatives, and action plan align with the work done in 2014–2015 by the faculty, staff, and administration for the School’s Self-Study, part of the re-accreditation process with ISAS, Independent Schools Association of the Southwest. Together, the strategic plan and self-study provide a roadmap for the future of Hockaday that will allow us to focus on the priorities that ensure the School’s ability to live out our mission.

With the announcement of the new mission statement, and with this refined direction and purpose, we now look to planning for the immediate future. Miss Hockaday imagined and created a place for girls to learn, achieve, and find purpose, and we will work to carry her vision forward. We believe we have set a strong course for Hockaday with input from the parents, alumnae, faculty, staff, students, and past parents who came together to share ideas about the ever-changing landscape of education, so that we might ensure that Hockaday remains a forward-thinking, relevant school for its students today and tomorrow.
Hockaday 2020
STRATEGIC PLAN

CORNERSTONES

CHARACTER

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

REDEFINE AND INSPIRE
EXCELLENCE
By 2020, Hockaday rewards
individual and collaborative
exploration, courage, creativity,
and perseverance in both
teaching and learning.

BUILD A CULTURE
OF GENUINE INCLUSION
By 2020, the Hockaday
community is a model of
diversity, empathy, and mutual
respect and support.

BROADEN
TEACHING AND LEARNING
OPPORTUNITIES
By 2020, Hockaday expands
its educational landscape beyond
traditional settings and practices.

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

GOALS

TO REACH THIS GOAL
OVER THE NEXT FIVE YEARS,
WE WILL ...

• Align constituencies around a
shared definition of “excellence”
at Hockaday.
• Re-shape Hockaday’s curricular
and extracurricular programs to
intentionally prioritize and teach
the Cornerstones of Character and
Courtesy in order to develop the
“whole girl” in mind, body,
and spirit.
• Re-engineer Hockaday’s
student assessment system to
recognize courageous risk-taking,
failing forward, and the pursuit
of passions.
• Advance and model a teaching
environment that rewards
innovation, integration,
collaboration, and professional
development.

TO REACH THIS GOAL
OVER THE NEXT FIVE YEARS,
WE WILL ...

• Foster a climate where
mutual respect encourages and
catalyzes learning, creativity,
collaboration, and celebration,
and builds life-long bonds.
• Recruit, develop, and support
excellent teachers while enhancing
faculty diversity of perspectives,
background, and teaching styles.
• Attract, enroll, and support best-
matched students while enhancing
diverse perspectives, talents,
backgrounds, and learning styles.
• Incorporate diverse perspectives
and cross-cultural skills into
Hockaday’s core curriculum,
program, and the daily life of the
School in order to equip all students
for living in a complex world.

TO REACH THIS GOAL
OVER THE NEXT FIVE YEARS,
WE WILL ...

• Increase student opportunities for
global learning through programs
and initiatives including travel
and exchange programs, enhanced
service learning, and online
instruction.
• Leverage the Residence program
to maximize enrollment, visibility,
cross-cultural opportunities, and
impact while ensuring sustainability.
• Increase interdisciplinary
and personalized learning
opportunities to expand
the definition of the
traditional classroom.
• Expand and develop project-
based, experiential, and real-world
learning opportunities through
exploring partnerships with non-
profit entities, businesses, higher
education, and other community
organizations.

TO REACH THIS GOAL
OVER THE NEXT FIVE YEARS,
WE WILL ...

• Leverage Hockaday’s resources
to achieve School goals and
facility needs while supporting
affordability and accessibility, and
ensuring Hockaday’s position as an
educational leader.
• Challenge our operational model
and adapt decision-making to
innovate without adding.
• Build alumnae support by
cultivating connections and mutual
engagement.
• Sustain and grow loyalty by
telling Hockaday’s story through the
generational voices of its alumnae,
faculty, students, and families.

HOCKADAY WILL ENGAGE EVERY
GIRL IN A SHARED JOURNEY OF DISCOVERY,
INTEGRITY, SCHOLARSHIP, AND
ACCOMPLISHMENT

STRATEGIES
Throughout the Lower, Middle, and Upper Schools, history is an essential part of the curriculum. The History Department engages students in a variety of autonomous disciplines, each of which encourages students to understand the world around them from multiple perspectives. With this guiding philosophy, the faculty encourages students to use historical details to fashion their own understanding of the past, the present, and the future. With the prominence of inquiry, research, writing, discussion, and analysis in the curriculum, the History Department seeks to cultivate students who think for themselves and outside themselves in addressing essential questions. Armed with these questions, the students travel directly to places of interest and find their own answers as history comes alive right before their eyes. Several members of the History Department share their individual perspectives about teaching history outside of the classroom.
Girls charge across Burnside’s Bridge at Antietam.

Sojourns to Civil War Battlefields: Taking the Classroom to the Source

By Steve Kramer
Distinguished Teacher; History Department Chair

The enthusiastic guide encouraged the students at the “Sunken Road,” better known as Bloody Lane at the Antietam Battlefield, to lie down just like the Confederates did so they could see how difficult it would be for the Yankees to shoot at the Rebels as the Union soldiers came over that hill. Pressed against the earth on the cool fall day, the girls understood a little bit better just what the Battle of Antietam was like over 150 years ago.

At Culp’s Hill at Gettysburg, the jovial guide asked the students, “Do you want to go down the side of the hill and see how the Confederates had to charge up toward the undermanned Union lines?” The girls peered down the rocky, overgrown hill and declared sure. They then found out what Ewell’s troops faced late on the second day at Gettysburg. But the girls had no packs, nor was anyone shooting at the Hockaday forces as they labored back up the hill (or maybe it was only their teacher who struggled). At Harpers Ferry, their teacher showed them one of the few buildings left from John Brown’s raid – the firehouse where Brown, his raiders, and their few hostages (including a great-grandnephew of George Washington) holed up as Robert E. Lee commanded the U.S. troops who captured Brown. The girls averred that the firehouse was so small to hold that number of men. After the tour of one battlefield one of the girls mentioned to me that “it is so much bigger than I thought, and now I understand the battle a little bit better.” These vignettes show just a few of the reactions that students of the American Civil War have had on their trips to Civil War battlefields since 2011.

When I started the class in 2011, the 150th anniversary of the beginning of the war, it was my hope that a trip could be a part of the course. The goal of the class was to have students understand the importance of the war and comprehend that while the war effected major changes in the American economy, society, culture, and law, the military campaigns and the battles were what people followed, and what boosted or diminished morale. To be able to visit a battlefield would give students a better grasp of what the soldiers of the time did and why. They could ascertain the difficulties faced by a commander responsible
for a whole battlefield that was often not visible in its entirety. As a teacher, I can detail Little Round Top at Gettysburg and what happened there, but to have a knowledgeable guide explain how the fighting happened as the girls view the area where it occurred only enhances the classroom experience.

With the support of the School, I decided that the Antietam-Gettsburg-Harpers Ferry parks were the best for us to visit. They are in close proximity to each other and can be easily accessed. As a matter of fact, the girls visit four states in four days, as we see Gettysburg in Pennsylvania, Antietam in Maryland, Harpers Ferry in West Virginia, and we arrive and leave from Dulles in Virginia. In addition, these Civil War parks and battlefields are among the most iconic of the Civil War, and a visit allows students to see how the war is memorialized with numerous monuments and statues, which is important for understanding how the war is viewed today.

In visiting these sites, we find that Pickett’s Charge, Burnside’s Bridge, and the railway bridge at Harpers Ferry become a reality. As we walk Pickett’s Charge, the girls see that the Confederates marched uphill into Union troops quite ready to annihilate them. At Burnside’s Bridge at Antietam, we rush across the narrow bridge just like the Union troops did and understand that the men could not have simply walked across the creek, even as it looks so shallow. At Harpers Ferry, it is easy to see why Frederick Douglass said of John Brown, “His zeal in the cause of my race was far greater than mine – it was as the burning sun to my taper light – mine was bounded by time, his stretched away to the boundless shores of eternity. I could live for the slave, but he could die for him.” There was no escape for Brown and his men except martyrdom, as the girls quickly notice, and as Douglass again observed, “the hour of his
Defeat was the hour of his triumph – the moment of his capture was the crowning victory of his life. With the Alleghany Mountains for his pulpit, the country for his church and the whole civilized world for his audience, he was a thousand times more effective as a preacher than as a warrior."

To be able to see the reality as best we can 150 years later makes the class more accessible and explicable. To walk in the footsteps of the past can bring history to the present. It also allows students to understand why the Civil War has such a hold on the American psyche.

Experiencing History through Travel

By Darin Jeans
Middle School History Teacher

“History is boring” – the words every history teacher loves to hear. Dare I say that even I uttered these words at times as a wayward youth. Indeed, history can be a bit dry if only seen through a textbook rather than from the stories that produce the history. To truly enjoy and experience history, one has to seek it out through travel. Only then can a proper appreciation and understanding of the world around us be achieved. In sixth grade history at Hockaday, we do our best to accomplish this.

In Middle School, our students’ first exposure to historical travel is a local trip to the Sixth Floor Museum. The reason for this is two-fold. First, we want the girls to understand that history is not isolated; it is all around them, even in their own town. Secondly, as we will be visiting President Kennedy’s gravesite at Arlington National Cemetery during the Williamsburg trip, it adds more meaning for the girls if they have visited the Sixth Floor beforehand. The fact that this event did happen in Dallas makes it more relatable to the students. And if history, or the story, is relatable, it is much easier to comprehend.

The highlight of sixth grade truly is the Williamsburg trip, as most alumnae would agree. We strive to have the girls experience the history of our republic from its early beginnings to the current day. We visit Jamestown, the first successful English settlement, to see where our democratic roots first took hold. The girls are able to see for themselves the harsh realities of colonial life and from whence the humble beginnings of our modern government came. The students also walk in the footsteps of our founding fathers (Washington, Jefferson, and Henry) by visiting Colonial Williamsburg. Whether we are re-enacting a trial at the Capitol, learning colonial dances at the Governor’s Palace, or playing hoop and stick, being “engaged” in the history brings it alive and makes it more relevant than any isolated text ever could. Here, the girls get to see how the democratic government, planted at Jamestown, was nurtured and matured, culminating in our fight for independence during the Revolutionary War.

With the foundation of our country firmly in the minds of the students, we finish our journey in Washington, D.C. where we highlight our history up to the modern day. A visit to the United States Capitol, where our laws are made, brings the whole trip together as it proves our democratic republic is in full bloom. We close our trip at Arlington Cemetery where we honor those who have fought and died defending the very government the sixth graders have spent the entire trip studying. While the facts regarding the places visited on the trip are easily gleaned with the click of a mouse, greater knowledge and understanding can be gained from experiencing the history more directly.

By embarking on these adventures, we hope to instill a desire for lifelong learning through travel and experience. There is no better way to fully understand the past and what people lived through. And … once you have experienced the history, who could ever possibly think it is boring?
New Mexico, “The Land of Enchantment,” is the enchanting destination for Hockaday’s seventh graders each spring. Each April since 2007, Hockaday’s seventh graders, along with their teachers, advisors, and other Hockaday chaperones, have enjoyed a five-day trip to northern New Mexico. Staying for four nights and five days at the SMU-in-Taos campus, Ft. Burgwin, is a treat for students and chaperones. Located at the foot of the Sangre de Cristo Mountains, Ft. Burgwin is a beautiful, serene place. Although the trip comes at the end of April, there is often early morning snow which melts rapidly when the brilliant New Mexico sun breaks through the clouds. Both student travelers and first-time chaperones express surprise and delight when they see the beautiful lodgings and experience the delicious variety of healthy food served at Ft. Burgwin.

The focus of the seventh grade trip is cultural exploration. Our students learn from native Puebloans about their long-held cultural traditions and also visit the site of the early pueblo at Pot Creek. This site visit is led by Dr. Mike Adler, SMU professor of anthropology, who introduces students to the ethics of archaeological site work and anthropological research, focusing on people rather than on objects only. Taos Pueblo and Bandelier National Monument are also rich sources of first-hand experiences of historic and current Pueblo ways of life in the Rio Grande Valley of New Mexico. The later arrivals, Spanish explorers and Franciscan priests, are highlighted when the group visits Martinez Hacienda in Taos, the homestead of an historically important northern New Mexico family, and the famous San Francisco de Asis Church in Ranchos de Taos. The third culturally historic aspect of northern New Mexico was the arrival of Anglo-American settlers and military personnel. Ft. Burgwin was the outpost that housed United States military personnel in the nineteenth century. Visiting and learning about the recreated fort and the archaeological work that made its recreation possible are fascinating connections to the other two primary cultures of the region.

The study of science is another significant part of the seventh grade trip. Geology is an important facet of the New Mexico educational experience and is taught throughout the week by Hockaday’s seventh grade science teachers. The Rio Grande Rift, one of the four major active continental rift valleys on earth, is clearly visible from a number of vantage points in the Taos Valley. The formation of volcanic cones and the tuff cliffs of Bandelier are land forms that become familiar to students as they travel through New Mexico. Additionally, Dr. John Ubelaker, retired SMU botany professor, leads students on an outdoor flora and fauna exploration at Ft. Burgwin. This “class” is always a favorite, with lots of cameras snapping photos!

The docents at the Bradbury Science
Museum, a division of the Los Alamos National Laboratory, teach Hockaday students about the historical development of the atomic bomb and the science of using atomic energy and other scientific innovations for peacetime purposes. The docents also guide hands-on scientific problem-solving activities.

The fabulous visual arts of New Mexico come alive when the group visits the Museum of Indian Arts and Culture and the Museum of International Folk Art in Santa Fe, and the Millicent Rogers Museum in Taos. Watching an archival video of Maria Martinez, the famous potter of San Ildefonso Pueblo, and then seeing her actual tools and ceramics at the Millicent Rogers Museum is a memorable and moving experience. Weaving, painting, silverwork, sculpture, and woodcarving are other beautiful art forms that seventh graders explore.

Every May, the girls spend a portion of this special day participating in a hands-on, outdoor educational adventure entitled “Spirits of the Revolution.” Dressed in period costumes, reenactors lead the girls through a series of activities designed to make Texas history come alive. The girls use period tools to lift and saw logs. Corn is ground to make cornmeal, and rope is braided from jute. They play with period toys – marbles, hoops, and hand-made tops. However, daily life in this peaceful, recreated Texas settlement is interrupted by news that Santa Anna’s soldiers have arrived to take back the small, smoothbore cannon that was given to them by the Mexican government in 1831.

Period actors engage the girls in a discussion about the rationale for refusing to return the cannon along with other issues pushing the settlers closer to declaring independence. The famous white “Come and Take It!” flag is unfurled and the girls see the first skirmish of the Texas Revolution from an insider’s perspective. This is just one of the experiences that takes the study of Texas history beyond the walls of the Hockaday classroom and brings it to life.

Fourth Grade Field Trip Brings Texas History to Life

By Barbara Miller
Fourth Grade Teacher

With the boom of a muzzleloading Kentucky rifle echoing through a thick stand of trees and the chorus of voices chanting, “Come and Take It! Come and Take It!,” it is easy for our fourth grade students to feel they have been transported to another time and place in Texas history. But they are not really visiting the settlement of Gonzales in October of 1835 at the start of the Texas Revolution, nor are they on the shores of the Guadalupe River. They are less than two hours from their classroom, deep in the woods at Sky Ranch in Van, Texas – site of the annual, day-long fourth grade field trip.

Fourth graders participate in Texas Revolution reenactment.
On a chilly morning in November, Jessica Savage ’15 sat down in her advanced French creative writing class at Colorado College and began to compose a fictional essay in French. Although Savage is as competent in expressing her ideas in French as the rest of the students, one thing separates her from everyone else: Savage is the only freshman in the classroom.
Savage attributes her advanced linguistic skills to taking French for 13 years at Hockaday and culminating her high school career with the Business French course.

Established in 2008 by Upper School French teacher Catherine Berryman, the Business French class teaches students grammatical concepts and vocabulary that are relevant in a professional setting.

After witnessing Berryman teach the course, Upper School French teacher Mollie Monaco published an article about the course in *The Language Educator*, a magazine published by the American Council on the Teaching of Foreign Languages. Monaco wrote the article to spread the word about the singularity and practicality of the Business French course, which is unique to Hockaday.

“I wanted to write about the Business French course because there are no other schools in the area that offer a course like it,” Monaco said. “I loved the practicality of the course and the fact that it prepares you for French courses taken at the university level.”

This article put the Business French course at Hockaday in the spotlight at a national level. After Monaco published the article, the foreign language departments at St. John’s School in Houston and Greater Latrobe Senior High School in Latrobe, Pennsylvania contacted Monaco and Berryman to explore the possibility of offering the Business French course at their respective schools.

“The representatives asked me about the Business French curriculum and when girls would normally take the course in their sequence of language study,” Berryman said.

Berryman developed this course to allow students to take an exam and earn the Diplôme de Français Professionnel, a certification that is only offered at the university level and affirms that the speaker can converse in a business setting.

Though all Business French students take the certification exam to earn the Diplôme de Français Professionnel, the goal of the class is not to simply pass the exam, but to learn vocabulary and grammar useful in a variety of business settings.

For this reason, Business French covers essential skills such as learning how to answer a phone, composing emails, and reading articles related to business, economics, and finance.

“I want girls to know how to function in a business French setting so that they can put it on their resume when looking for a job,” Berryman said. “Ultimately, I want girls to be able to feel confident in expressing their ideas when they go to a French-speaking country.”

Savage, who took the Business French course as a senior at Hockaday, plans to pursue a major in French and eventually become a nurse who can converse in French with her patients.

“I’m interested in medicine, psychology, and French, but I also want to connect with patients, so this career would be my goal,” Savage said.

Because of the writing and speaking proficiency skills she gleaned from the course, Savage feels grateful for the opportunity and recognizes that being able to take Business French at Hockaday is a privilege.

“The fact that we’re the only high school in America that offers the Business French course is something very special,” Savage said. “[It’s] something that we shouldn’t take for granted.”

This article was originally published in *The Fourcast.*

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“...I want girls to know how to function in a business French setting so that they can put it on their resume when looking for a job. Ultimately, I want girls to be able to feel confident in expressing their ideas when they go to a French-speaking country.”

— Catherine Berryman
Upper School French Teacher
PRO
OR
CON
Capitalism and the Environment
Hockaday’s award-winning debate students share their perspectives on climate change.

PRO
THE TWO ARE MUTUALLY EXCLUSIVE AND CANNOT WORK TOGETHER

By Emma Deshpande (Class of 2017)

Capitalism. When someone hears this word, they often think of the robust, thriving, American economy. Often, however, to an environmentalist or preservationist, the word capitalism conjures up images of fossil fuel extraction and the rapid death of the environment. For many, capitalism and the environment seem like natural enemies; capitalism seeks to commodify all in sight, including the environment. If there is a profit to be made, then our capitalist economy will stop at nothing to make a quick dollar. However, in spite of this view, a new form of capitalism has gained prevalence: green capitalism. Green capitalism is the belief that the environment and economy can work together, both seemingly benefitting from this arrangement. This view is certainly appealing; we, as humans, want to assuage our guilt over the destruction of the environment while also satisfying our need to make money. However, green capitalism simply is not pragmatic, due to the nature of capitalism. Capitalism at its root is the belief that everything can be for sale; it packages the environment (continued on page 38)

CON
THE ENVIRONMENT AND THE ECONOMY CAN WORK TOGETHER

By Lauren Hoang (Class of 2017)

The existence of climate change is unequivocal. Ninety-seven percent of climate scientists agree that warming trends are anthropogenic, or man-made. Their evidence for rapid climate change is compelling: in the last century, sea levels have doubled, global temperatures have skyrocketed, oceans are warming, and polar bears are dying as glaciers crumble. America can no longer contest the existence of global warming. With the intense flash floods in Dallas, a record amount of snowfall in the northeast, and hotter-than-ever summers, climate change is no longer a future catastrophe. It is a thing of the present.

Although some politicians insist on denying the blatant evidence, level-headed individuals have turned to another debate over climate change: the economy or the environment? In a typical human fashion, we have turned the debate on climate change into a pick-one-or-the-other issue, hindering any actual action towards improving either the economy or the environment.

(continued on page 39)
and sells it to you for a profit. Green capitalism can work two ways: either it can commodify the environment while attempting to preserve it, but to do this would be a harmful mindset, one that never prioritizes the needs of the environment. To take this mindset is equivalent to acknowledging that the needs of the capitalist economy are more important than the needs of the environment. The other brand of green capitalism alters the economy itself in order to be more amicable to the environment. But at this point, is that even capitalism anymore? The main issue with green capitalism is that to truly be “green,” you can’t work with the nature of capitalism. Other economic systems might benefit the environment, but capitalism at its core and the environment simply can’t work together. It’s the mindset that’s the problem; if we see the environment as this tool we can manipulate in order to achieve monetary ends (as capitalism at its core does), we can never bring about actual environmental change. Green capitalism is simply a naïve view that we can both help the environment while helping ourselves; under green capitalism, all that will occur is the illusion that we’re helping the environment, but it’s just a Band-Aid solution. Without seeking out the root of environmental degradation, the environment may improve at first, but this is just a temporary effect, which only masks the problems with our behavior. This view can help to assuage our guilt at the cost of the health of the environment. So, in conclusion, is it really better to try and cover up the problem with a catchy phrase, a pat on the back, and temporary solutions? Or should we seek to acknowledge our own part in the environment’s rapid death, and instead think of structural solutions to the problems we’ve created? So, no, capitalism and the economy can’t work together. As they say, you can’t have your cake and eat it too. Or rather, you can’t have your environment and commodify it too.

PRO

GREEN CAPITALISM SIMPLY IS NOT PRAGMATIC, DUE TO THE NATURE OF CAPITALISM. CAPITALISM AT ITS ROOT IS THE BELIEF THAT EVERYTHING CAN BE FOR SALE.

Dr. Charles Walts advises the debate class.
CON

Environmentalists point fingers at the decades of “superpower” countries outsourcing jobs to simple, back-office payroll, rock-bottom wage regions. Countries like Vietnam, Uruguay, China, and Mexico are now suffering from high levels of pollution, overuse of natural resources, and worker mistreatment. “Me-first” capitalism has stripped the earth bare of her resources, threatened biodiversity, soil vitality, and the quality of water and air, all of which is manifested in unprecedented floods, droughts, intense storms, and fires.

On the other hand, economy-first advocates express worry and anger over a world economy that is not producing enough jobs for all who want or need to work, an elite governing class that is increasingly out of touch, and excessive debt at all levels. Speculation in housing and the stock markets has sent the world economy reeling. It is hypocritical, they say, for rich countries to demand that developing countries make conservation their priority when they battle dire poverty and starvation.

Both have legitimate concerns, but both fail to see the bigger pictures. Most still believe that protecting the environment represents consumption rather than investment. The concept of the “triple bottom line,” or the three pillars of sustainability—people, profits, and planet—is misleading. Because of this debate, we lose sight of ways in which we can redesign infrastructure and economic relationships to create wealth and reduce environmental harm.

Regenerative capitalism is our solution: materials cycle through the economy to be used and reused. What if we applied smart technology—sensors, communications, filtration, information management technology—to design our water systems to capture, treat, and reuse local sources of water? Why over-pump aquifers for long-distance water travel when we have storm water, ground water, and surface water? What if we paid the healthcare system for promoting health instead of for tests and procedures? How can we separate toxic materials from our water supply, air, and soil? What sustainable agricultural practices can we institute to maintain species diversity, soil health, and the crop numbers? What if companies reused natural resources and created “markets” for waste streams as well as for finished products? This could create local jobs and reduce the energy required to ship finished goods and waste products long distances. In what ways can we evenly distribute energy, lower the cost of electrical vehicles and alternative energy, and educate consumers on sustainable energy management? What techniques and products can we invent that are both economically and environmentally sound? These are the questions we should be asking ourselves.

The good news is that many companies, communities, and other institutions are researching, inventing, and implementing solutions that answer these questions. The biggest example is the cap-and-trade system. Already implemented in most of Europe, China, and even some states in the U.S., cap-and-trade is the most environmentally and economically sensible approach to controlling greenhouse gas emissions. The “cap” sets a limit on emissions, which is lowered over time, and the “trade” creates a market for carbon allowances, forcing companies to innovate in order to avoid going over their allocated limit. The less they emit, the less they pay: economic incentive to pollute less. The cap limits emissions from electric power generation to transportation. Additionally, companies can turn pollution cuts into revenue. If a company is able to cut its pollution easily and cheaply, it can end up with extra allowances. It can then sell its extra allowances to other companies, giving different companies with different resources options on how to meet each year’s cap. Cap-and-trade has successfully integrated capitalism and the environment.

Unfortunately, it’s not earth-shattering to say the world does not care about climate change. Global warming and even the less-charged term, climate change, are considered no-no words in the U.S. Loading the burden of environmental responsibility onto other countries or onto future generations—my generation—in favor of “economic progression” and vice versa demonstrates our leaders’ inability to find creative solutions. I believe humanity is resourceful. However, treating the environment and the economy as mutually exclusive decisions blurs our understanding of what needs to be changed. Humanity stands on the brink of extinction. It’s time to get inventive, not argumentative.

1 Ibid.
1 Ibid.
1 Ibid.
1 Ibid.
1 Ibid.

Works Consulted
PLANS HAVE THEIR OWN PLANS

Kristin Tucker ’99 Addresses the Class of 2015 at Senior Dinner
When I was asked to do this, my first thought was “what can I possibly tell them that they haven’t heard already?” I remember my senior year every speaker was reflective and wanted to impart that one bit of advice that would guide us for all of eternity. And I know you’re probably thinking, “If I hear one more piece of sage wisdom or if I have to listen to one more quote about the journey and life and untraveled roads, my head will explode.” So I promise no poems, no quotes, no advice. Instead, I’ll just talk about myself and hope you get something meaningful out of that.

There are two pretty big pills I’ve had to swallow since my days in the protective confines of Hockaday/St. Mark’s life.

First: I had to get used to the world not thinking I was as awesome as Hockaday did. During the eight years I was here, Hockaday was like one big, supportive, sisterhood pep squad. Granted, that sisterhood pep squad would occasionally turn on itself and break off into vicious, blood-thirsty factions, but it was a sisterhood pep squad nonetheless. Everyone—my teachers, my classmates, even Kief—would all say, “You can do it. You can be whatever you want to be, do whatever you want to do. You’re awesome and great. You have a world-class education, now go conquer the world.” And hearing that was wonderful and necessary, and I’m eternally grateful for the over-abundance of self-confidence it instilled in me.

And through college and grad school, that positive momentum stuck with me. But after I left academia and got further and further away from the pep squad bubble, things got real real. The world started letting me know that not everyone thought I was an awesome Renaissance woman who could do anything. My first job in LA was working for an agent, which is as bad as you may have heard. The assistant next to me actually had a phone chunked at his head by his boss. And I’m not talking an old school, five-pound rotary phone. My boss was mild in comparison; he just yelled at me all the time, slammed doors in my face, and threw me under the bus every chance he got. He was not impressed with me or if he was, he had a terrible way of showing it.

As I became more focused on writing, the rejection became more prevalent. Whether I was getting turned down for a writing program or having my agent rip apart a script I believed was Oscar worthy or having countless interviews for television jobs that seemed to go really well only to find out I was being passed on for reasons I had no control over. My favorite example: one staff writing job I was up for, they said, “We love your work. Love your voice. And we’d totally hire you. If you were a gay man.” Which is totally illegal by the way, but it’s Hollywood, and everything in Hollywood is some form of illegal. But, in true persistent Hockadaisy fashion, instead of telling them how illegal that was, I responded with, “Well, I played Man #2 in Fiddler on the Roof in eighth grade.”
And I’m pretty sure I didn’t have a wife. That should count for something.” Unfortunately, it did not.

Point is that the rejection I experienced grew exponentially when I hit the working world, and it’s very much a part of the industry I’ve chosen, and it’s something I continue to experience. And in the beginning, I took it very, very, very personally, and it was really, really, really terrible. And during that time I really perfected the ugly cry face. But since the rejection is always going to be there, the only thing that could change is my attitude towards it. I had to separate myself from rejection.

Many of you will probably choose challenging careers, and with that, you open yourself up to hearing a lot more no’s than if you played it safe. But, since I’m not giving advice, I will simply suggest this: you’ll be better equipped to handle the rejection if you make a habit of reinforcing your self worth so that it doesn’t fluctuate with someone else’s assessment of you—whether that assessment is good or bad. Now I love praise as much as the next person, and I will totally be open to it immediately following this speech, but in the end both the praise and the rejection are inconsequential. The only thing that matters, the only thing that can truly make or break you is what you believe about you. How good and worthy you believe you are.

But now use good judgment with this. Don’t go telling your friends how awesome you are all the time because they will find you super annoying, and don’t be delusional and tell yourself you’re the next Drake if really you sound like Weird Al Yankovich. But in private, there’s nothing wrong with reminding yourself what you bring to the table and why you deserve to be at the table in the first place. Maybe the person at the other end sees it, maybe they don’t or, my favorite, they see it and they just can’t handle it, but that’s not your concern. If they don’t want it, someone else will (that’s also the name of a singles’ group I’m starting).

The other hard lesson I’ve had to learn is this: my life plan has its own plan that does not look at all like I planned. When I discovered screenwriting, my plan was to go to grad school, get an agent, write a feature script, have it labeled a cinematic masterpiece, blah blah blah, win an Oscar. All by 25. Simple. But life post-grad school didn’t pan out that way, and feature writing was slow going. But one of the few benefits of my soul-crushing job at the agency was that it exposed me to TV writing, which at the time, seemed much easier to break into, so I started doing that.

So then my plan was to get an agent, get staffed on a revered dramatic show like *Mad Men* or *Breaking Bad*, write an episode that’s labeled a masterpiece of the small screen, blah blah blah, win an Emmy. All by 30. Simple. But that’s not what happened either. My break did not come on some great network drama that’s a cultural phenomenon; it came on a Disney channel comedy about a talking dog. Not my plan. And the further along I go and the older I get, the more unrealized parts of my plan I seem to accrue: by now I was supposed to have won several awards, have multiple shows on the air, been interviewed by Oprah at least twice, have a spread in *Vanity Fair* and be married to one of those Hemsworth boys. I thought it was a pretty straightforward plan.

Now for a fortunate few of you, your lives will look pretty much like you envision them at this very moment. You’ll graduate college, land a job in your desired field, marry someone you meet in college or on Tinder or whatever sketchy dating app is prevalent, be uber successful, and one day you’ll be sitting on a yacht somewhere wondering what the heck the lady at the
Senior Dinner was talking about. And kudos to you. Seriously. But for the majority of you, whatever you’re envisioning right now—five years out, 10 years out—is not quite what life will look like. And that might sound scary, but it’s also incredibly okay. This is not at all to say your dreams won’t come true and you won’t have your desires because you certainly can and will. What I am saying is that in wonderfully nurturing, encouraging schools like Hockaday and St. Mark’s, we’re taught that we’re masters of our own fate, that we decide our destiny. Which is a true and empowering principle. But I had to learn, and then I had to accept, that there is a caveat. I control my destiny to a certain extent. I decide what my dreams are and what I wish to become, but I don’t get to decide how it happens or when it happens or what exactly it looks like when it does happen and whether or not it involves a talking dog.

I’ve had to learn to hold on to my dreams but at the same time let go and follow the path that presents itself, be receptive to the opportunities that materialize, go through the unexpected doors that open and stop crying about the ones that close or the ones I thought should have opened for me but didn’t. I’ve had to stop seeing myself as the poster child for #fail every time something doesn’t go according to my arbitrary plan. I’ve also had to stop measuring the success and validity of my plan against everyone else’s, which basically means I had to stop going on Facebook because nothing boosts your self-esteem like reading your Facebook feed.

So what is my very contradictory point? I had to embrace a plan that included letting my plan go by the wayside if need be and trust that the better plan will still get me to where I want to be when I’m supposed to be there.

And now that I officially sound like a hippie, let me just go with it and add this: I had a habit of waiting for my life to get good. “Oh, when I get that job; oh, when I make that series; oh, when I land that Hemsworth, then life will be awesome.” And granted, if you’re going home to a Hemsworth every day (or the female equivalent), your life is probably pretty great, but it’s not just achieving the goal that will make life good, it’s how you spend your days in the meantime. I had to stop waiting for things to get good or waiting for the right time to do xyz and just make it good now, do xyz now, live it up now not because I don’t think my remaining dreams will come true but because I do, and I want to make sure I’m in a good mood when they get here.

But to be honest, I just learned that in like January, so I’m still a work in progress. In fact, I have not mastered any of the things I’ve talked about. Sometimes I get off track, sometimes I forget, sometimes something puts me in a bad mood, and I just feel like sulking, and in those instances I’ve learned not to fight it. You either take a nap and wake up refreshed or turn on some music and twerk out the angst. Whatever gets you back on track.

There’s one last thing I’ll mention. There have been countless times when I’ve asked myself why I didn’t choose a different career path—one with far less rejection and fewer challenges. I’ve even gone so far as to come up with a list of alternate careers that would still be respectable but where my spirit and ego would suffer far fewer bruises. And aside from the obvious answer that nothing else would be as fulfilling to me, the other part is that I know the bumps and bruises I get from trying, pale in comparison to the regret I’d feel if I didn’t. And until that balance shifts, I’ll keep doing it. And that’s what I wish for all of you—that you find the thing you love enough to go to battle for even when you’re still bloody from the last round. I guarantee it will make for an interesting ride, and you’ll reap some great rewards along the way—not the least of which will be coming back to tell your story at the Senior Dinner.

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I REALLY PERFECTED THE UGLY CRY FACE. BUT SINCE THE REJECTION IS ALWAYS GOING TO BE THERE, THE ONLY THING THAT COULD CHANGE IS MY ATTITUDE TOWARDS IT.
A Conversation with Nancy A. Nasher ’72

Q: How has your experience at Hockaday as a student, parent, and alumna influenced your career?

A: Running a successful business like NorthPark Center requires you to apply lessons learned throughout your life. My time as a student at Hockaday taught me that excellence can be achieved through hard work done ethically and fairly. As an alumna and parent, I regularly see how Hockaday, with its empowering mission, shapes young minds to become our future leaders.

Q: Was there a particular class, trip, or event that you recall frequently when shaping your decisions about future plans at NorthPark?

A: Hockaday laid the foundation for my career by teaching me how to bring communities together to make a difference. I recall one such instance on April 22, 1970 when I organized the first ever Earth Day event at Hockaday, which included a full day of educational programs, speakers, and films that encouraged the student body to support environmental causes. This idea of bringing important issues to the community at large is something I consider when planning our year-round activities at NorthPark, and we are grateful to have the opportunity to welcome so many important charitable organizations over the years, including Susan G. Komen Dallas County, Ronald McDonald House of Dallas, Dallas CASA, Salvation Army, North Texas Food Bank, SPCA of Texas, among others.

Q: How have your daughters, Sarah and Isabelle Haemisegger, been involved in the operations and events of NorthPark and the anniversary celebration?

A: Our oldest daughter, Sarah Haemisegger, Hockaday Class of 2012 and senior at Harvard University, was instrumental in the creation, planning, and execution of our 50th anniversary initiative, NorthPark50: Fifty Years of Giving, in which NorthPark gave back to 50 important local non-profit organizations over the course of 50 days. Isabelle Haemisegger, currently a sophomore at Hockaday, volunteers on a regular basis for the many organizations that come to NorthPark throughout the year and played an important role in the North Texas Giving Day celebration that was held for the first time at NorthPark on September 17, 2015 as part of our 50th year initiative. She is particularly involved with the SPCA of Texas, Shared Housing, Salvation Army, and Carter Blood Drive. It gives me great joy to see my children play an ongoing, active role in NorthPark’s commitment to giving back to the community.

Q: How do you keep your strategy for successfully marrying the elements of the Arts with new onsite exhibitions and the continual development of NorthPark retail fresh?

A: At NorthPark Center, it has always been our goal to provide visitors with a
unique experience that demonstrates the beauty of art and fashion, and the way these two unique art forms intersect in a powerful way. We are always seeking new ways to elevate the shopping experience by bringing to Dallas the very best retail in the world and influencing current market trends nationwide. This year alone, we are excited to present more than 50 new retail concepts to North Texas. And while retail is the heart of our business, our customers understand that shopping is just a part of what makes NorthPark special. This year, we have formed a new partnership with Uplift Education, bringing students of all ages across their entire network of schools to NorthPark to learn about our art collection that consists of over 150 works by such important 20th and 21st century artists as Henry Moore, Anthony Caro, Tony Cragg, Anish Kapoor, Andy Warhol, Frank Stella, Mark di Suvero, Joel Shapiro, and many others. Another outreach program at NorthPark that is unique in the country and which I am very proud of is our Bookmarks children’s library, a partnership with the Dallas Public Library. Each year, over 150,000 children 12 and under have the opportunity to develop a love of reading and learning through the countless fun and engaging educational programs Bookmarks provides.

Q: With the new Nasher-Haemisegger Family Center for the Arts opening in Fall 2016, how has NorthPark’s influence played a role in the design and development for future generations of Hockaday students?

A: I have always had an interest in great architecture, design, and landscaping which has been developed over the years and further enhanced by working with many great architects of the world in the creation of such projects as the Nasher Sculpture Center, the Nasher Museum of Art at Duke University, and the 2005–2006 expansion of NorthPark Center. I am excited that the Nasher-Haemisegger Family Center for the Arts will immerse all students in the arts from the moment they walk into the building, and I hope this will have a lasting impact on their lives. Through this gift to Hockaday, we hope students engaged in all arts disciplines – from the visual to the performing arts – will have the facilities and resources they need to fulfill their creative dreams.

Q: From your lens, what advice would you give to a Hockaday senior as she plans to enter the world?

A: Students leaving Hockaday have received the very best possible foundation for what lies ahead. Perhaps the greatest qualities to embrace in future endeavors are to avail oneself of every opportunity and never stop learning. Build your future by combining your passions with an ever-evolving curiosity about how things could be, not how they are. Most importantly, never forget that your successes can benefit many. Share what you have learned with others and continually consider how to positively affect your community and the world.
I am a Song

By Paloma Blanca Renteria, Class of 2018

I am a song
In a world full of people
Who have never heard a musical note in their entire lives.
I am different
And they don’t know how to categorize me.
I am neither right nor wrong
And others can’t tell
If I am to be admired or shunned.
So I wander by myself
Unable to stop being melodic
And sometimes I wonder
If something’s wrong with me.
But when I take a quiet moment
And listen to my symphonic sound
I am filled with swelling gratitude.
For what other than music
Can bring happy couples to their feet
Can breathe life into the dancer
Can nurture the wounded of heart?
If they would only listen
They might hear
The dove’s sweet tune
That carries me throughout my day
The lifts in the music
As various change occurs
The magic and the splendor
That comes simply from observing the skies
Or getting lost in a fanciful tale.
Musicality is the only thing I know
And live for.
I wake to the caresses of the harp
And sip my tea to the tickles of the piano
I dream upon strings
And wish upon chimes
In my moments of passion
The music grows quick and intense
Until all settles into its original
Beautiful tune.
Every thought
Every word
Every feeling
Is a note.
I let goodness keep the beat
And let kindness make phrases with perfect harmony.
I’m not understood by everyone else.
I sound foreign
I sound strange
But to me
I sound lovely.

I’m made of measures I can’t articulate
So I’ve stopped trying to understand
And started waltzing to the rhythm.
The piano makes sense of what I cannot
The strings soothe my soul
So that I may feel content.
If you find me singing as I dance down the halls
Now you know why.
I am unforeseen phrases
I am magical melodies
I am inspired ensembles
And I never even knew
I was written as a duet
Until I met you.

UPPER SCHOOL POETRY FEATURE

My name is Paloma Renteria, and I’m sixteen years old. Ever since I can remember I’ve had a strong love for arts and literature. I’m always looking for creative outlets through writing, singing, dancing, or acting. I wrote this particular poem as an English assignment about extended metaphor, and it quickly became something I took to heart. I hope to continue to write creatively at Hockaday and beyond.
Thousands of individuals in the Hockaday community have joined together in support of the School through their gifts to the Centennial Campaign. As a result, the campaign just passed the $92 million mark.

The Campaign is a multi-year campaign to support both endowment initiatives for faculty support and financial sustainability as well as facilities improvements to address the increasing programmatic needs in the arts and science curriculums.

The facilities created by this campaign benefit every student at Hockaday. From the new Science Center and soon-to-open Nasher-Haemigsegger Family Center for the Arts to the Schmitz Family Residence Halls and the recently renovated areas of the Liza Lee Academic Research Center, our campus has been brought up-to-date to meet the needs of our students and faculty.

Every Hockaday student benefits from this campaign - we hope you will consider a gift today.

**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:** $92.1 million
- **Still Need:** $7.9 million

**PLEASE CONSIDER MAKING A GIFT TODAY**

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

*Southwest aerial view of The Hockaday School with the addition of the Nasher-Haemigsegger Family Center for the Arts*
In Memoriam

1937  Patsy Lester Butler
     October 7, 2015

1937JC Charlotte Johnson White
     January 7, 2015

1939JC Ruth Eloise Harkey Pfeiffer
     September 21, 2015

1941JC Anne Hill McMahan
     December 2, 2015

1943  Catherine Mott Jordan
     February 11, 2016

Tennessee Whittenburg Cline McNaughton
mother of Charlene Cline Marsh ’62;
grandmother of Estee Marsh Kellogg ’87 and
C.C. Marsh ’90
     December 25, 2015

1944JC Ursula Guseman Lusk
     January 1, 2015

1945JC Alice Williams Stevens
     April, 2015

1946JC Ellen Tobin Cooley
     August 16, 2015

1947JC Betty Davis Pitcock
     January 5, 2016

1948JC Barbara O’Brien Curran
     November 2015

1949JC Beverly Laskey King Hand
     August 23, 2015

1950  Nancy Ann Sheldon Votteler
     mother of Karen Votteler Carreon ’81
     July 18, 2015

1950JC Alice Lee Cramer Knapp
     February 1, 2015

Lucille Wemple
sister of Edith Wemple Avery ’43JC and
Evelyn Wemple Allen ’49JC
     August 30, 2015

1953  Jane Overstreet Barclay
     July 16, 2015

1958  Margaret Anne Cullum
sister of Bennett W. Cullum (past parent and
Board of Trustees, 1996–2002) and Allen Cullum
(past parent); sister-in-law of Betsy Best Cullum ’73
and Sissy Best Cullum ’75; aunt of
Elizabeth Cullum Helfrich ’98,
Brannon Cullum Addison ’00, and
Margaret Cullum ’01
     September 1, 2015

1959  Margie Moore Croft
     November 2, 2015

Ruth “Honey” Altman Minshew
     January 6, 2016

1961  Ceanne Jackson Crane
     July 21, 2015

1967  Ann Bower
sister of Kate Bower ’71
     October 8, 2015

Nancy Katherine Green Hargrove
     January 25, 2016

1971  Alane Sauder McGuire
     March 1, 2015

1987  Elizabeth Greenman
daughter of Suzi Flaxman Greenman ’61;
great-granddaughter of Bernice Linz Kahn ’15 (deceased);
granddaughter of Edna Kahn Flaxman ’35 (deceased);
niece of Peggy Flaxman Millheiser ’71 and
Kathy Flaxman Baum ’63 (deceased); great-niece of
Betty Kahn Dreyfus ’42; cousin of Betsy Baum Block ’91

2001  Claire Gingrich
sister of Maggie Gingrich ’99;
daughter of Kayla Burds Kennedy
(former Lower School teacher)
     November 17, 2015
In Memoriam – Friends & Family

Samuel Beard
father of Alex Beard Ramsey ’70
October 27, 2015

Heino Theodor Brasch
father of Jenna Brash Woodberry ’82;
father-in-law of Lydia Smith Brash ’82;
grandfather of Haley Woodberry ’12,
Emma Woodberry ’15, Margaret Woodberry
(eighth grade), Abby Woodberry (third grade); uncle of Laurel Akin Deware ’73, Adrienne Akin Faulkner ’81, and Ashley Akin Pearl ’87
September 16, 2015

George Breen III
husband of Susie Strauss Breen ’68 and father of Natalie Breen ’10
December 28, 2015

James Buckner
husband of Jene Buckner; father of Carrie Buckner Sparkman ’99 and Jake Buckner; father-in-law of Britten LaRue ’96; grandfather of Sylvie Buckner (third grade) and Arden Buckner (kindergarten)
December 25, 2015

Gladys “Sis” Weatherby Carr
mother of Catherine Ann Carr ’62, Plack Carr, Jr. (Board of Trustees, 1980–1986), and Web Carr (past parent, deceased); mother-in-law of Cissy Wall Carr ’58 and Peggy Carr (past parent and Board of Trustees, 1992–1998); and grandmother of Leslie Carr ’80 and Catherine Carr ’96
March 2, 2016

Marvin Weatherby “Web” Carr
husband of Peggy Carr (past parent and Board of Trustees, 1992–1998); father of Catherine A. Carr ’96; son of Gladys “Sis” Weatherby Carr (past parent and grandparent, deceased); brother of Catherine Ann Carr ’62 and Plack Carr, Jr. (Board of Trustees, 1980–1986); brother-in-law of Cissy Wall Carr ’58; and uncle of Leslie Carr ’80
November 2, 2015

Howard Doggett Crow
son of Margaret Doggett Crow ’37 (Life Trustee, deceased); brother of Lucy Crow Billingsley ’71, Harlan and Kathy Crow (parents), Stuart and Shirley Crow (parents), and Trammell S. Crow (past parent); uncle of Lucy Billingsley Burns ’98,
Anne Sumner Billingsley ’05, Margaret Crow ’03, Kathleen Crow Craig ’04, Ginny Crow ’14, Isabella Crow ’14, Margaret Crow ’20, and Sarah Crow ’21
January 30, 2016

Suzanne Settle Dees
mother-in-law of Stephanie Hazlewood Dees ’94
January 6, 2016

Richard Sargent Dorr
husband of Sally Cortes Dorr ’69
August 21, 2015

Andrianna “Andy” Dugan
mother of Cristina Dugan Schmidt ’93
August 1, 2015

Dr. DeeDee (Anita) Gilliam
mother of Lisa Gilliam ’87 and Amy Gilliam Anderson ’89
November 21, 2015

Alfred Francis Hurley
father of Mark and Mary Hurley (parents); grandfather of Johanna Hurley (sixth grade), Antoinette Hurley (fifth grade), Ellie Hurley (kindergarten), and Maggie Hurley (kindergarten)
June 8, 2015

Lawrence Herkimer
father of Sharon Herkimer Dewberry ’74, Carolyn Herkimer Cooper ’84, and Marilyn Herkimer Weber (former parent); grandfather of Harriet Weber ’11 and Allison Cooper (eighth grade); uncle of Jennifer Hazlewood Cronin ’90, Stephanie Hazlewood Dees ’94, and Allison Hazlewood Olson ’96
July 1, 2015

Lyndon Johnson
husband of Debra Hunter Johnson (Board of Trustees, 2001–2008); father of Blair Johnson ’12
December 19, 2015

Horace Tilmon Kirby
father of Melissa Curtis (staff); father-in-law of Jason Curtis (staff); grandfather of Abby Curtis (fourth grade)
January 30, 2016

Gail Koppman
mother of Katherine Koppman ’93
July 15, 2015

Pamela Leader
daughter of Jane Moody Leader ’33
June 27, 2015

Steve Lynch
husband of Margie Lynch (former Lower School teacher); father of Kristyn Lynch ’97
October 19, 2015

Jeanette McKenzie McCormack
grandmother of Alex Beard Ramsey ’70
September 21, 2015
Tommy Meaders  
husband of Jane Francis Meaders ’65  
May 13, 2015

Caroline Parravano  
daughter of Teresa Parravano (past parent and Board of Trustees, 1999–2001); sister of Barbara Parravano Teaford ’03, Annie Parravano ’05, and Rosemary Parravano ’08  
November 21, 2015

Martha Raley Peak (former faculty 1992–1993)  
mother of Martha Peak Rochelle ’71 and Margaret Peak ’75  
November 10, 2015

Gerard L. Regard  
husband of Betty Simmons Regard ’83; father of Monique Regard Duffy ’80 and Tania Regard Hardage ’82; grandfather of Margaret Hardage ’13  
February 5, 2016

James Rice  
husband of Myrtie Rawlins Rice ’57  
September 20, 2015

Evelyn Richardson  
mother of Linda Elliott (Middle School faculty); grandmother of Landy Elliott Fox ’92, Courtney Elliott ’94, and Bethany Elliott Holloway ’98; great-grandmother of Evie Fox (fourth grade) and Callan Fox (second grade)  
January 10, 2016

Anne Rodgers  
mother of Betsy Rodgers ’91 and Casey Rodgers Fleming ’94  
November 17, 2015

Sydney Hohenberg Rosenberg  
sister of Ruth Hohenberg Golman ’42; mother-in-law of Sally Wagner Rosenberg ’74  
November 4, 2015

Wilbur Smither III  
husband of Martha Mossman Smither ’65  
July 3, 2015

Norman Spencer, Jr.  
father of Jennifer Spencer ’79, Elizabeth Spencer Owens ’83, and Natalie Spencer Lorio ’85  
November 14, 2015

Keith Stone  
father of Eleanor Stone Falciani ’98  
November 13, 2015

Lorraine C. Wang  
mother of Courtney Wang (Board of Trustees); grandmother of An Rhiel Wang ’11  
March 1, 2016

Dr. Fred Wendorf  
husband of Christy Bednar (former Hockaday Director of Development)  
July 15, 2015

James Andrew Whittenburg IV  
son of Jeanne Price Whittenburg ’53 (deceased) and James A. Whittenburg III (past parent); father of Catharine Whittenburge Vexler ’95, brother of Jeanne Whittenburg Latimer ’71, Liz Whittenburg Redwine ’72, C.C. Whittenburg Armstrong ’75, and Leslie Whittenburg el-Effendi ’83; uncle of Forrest el-Effendi ’09 and Ellie el-Effendi ’12  
February 11, 2016

Margot Winspear  
mother of Barb Winspear Meyer ’81; mother-in-law of Ellen Needham Winspear ’77 and Cindy Hunt Winspear ’83  
October 20, 2015

Robert L. Wynne  
husband of Diana Jones Wynne ’60  
December 18, 2015
Turning Possibility into Reality

2015–2016 ANNUAL FUND

THE HOCKADAY SCHOOL

Contributions are directed where they are most needed.

Hockaday has the flexibility to strategically assess opportunities and respond appropriately and quickly. Your gift means Hockaday can provide exceptional academic initiatives in classrooms equipped with the latest technologies, offer arts programs that inspire creativity and discovery, and provide athletic opportunities designed to encourage the spirit of competition and teamwork. Your gift helps make this extraordinary educational experience a reality for the confident young women who call Hockaday home.

Help Fill the Gap

The gap between tuition and the full cost of each girl’s education is $8,434. The Annual Fund and income from the endowment help bridge the gap.

Please consider a gift to the Annual Fund today.

Make YOUR impact today

By Donating To The Annual Fund!

MAKE A GIFT ONLINE

www.hockaday.org/makeagift

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214.360.6529

QUESTIONS

Caroline Parrack, Director of Annual Giving, at 214.360.6529 or cparrack@hockaday.org

Tuition and Fees: 71%
Endowment Income: 17%
Annual Fund: 5%
Summer School and Other: 5%
Bookstore and Laptop Revenue: 2%
Alumnae Day 2016
April 14 – 16

Thursday, April 14
6:30 – 9:00 p.m.
Residence Department
Centennial Celebration Dinner
Biggs Dining Hall
Alumnae Boarders are invited to attend a dinner celebrating the 100th anniversary of Hockaday’s Residence Department. Details and reservation information are provided to Alumnae Boarders in a separate invitation.

Friday, April 15
10:00 a.m.
Alumnae Day Begins
Valet Parking opens at the Liza Lee Academic Research Center.

10:30 – 11:15 a.m.
Campus Tours and Schmitz Residence Hall Tours
Tours leave from Metzger Plaza.

10:30 – 11:15 a.m.
Hockaday Bookstore Open
Liza Lee Academic Research Center
Purchases may be made only by cash or check. Credit cards will not be accepted.

11:00 A.M.
Doors Open to Luncheon
Penson Athletic Center

11:30 A.M.
Luncheon and Program
Penson Athletic Center

1:00 P.M.
Luncheon Concludes

1:15 – 2:00 P.M.
Campus Tours and Schmitz Residence Hall Tours
Tours leave from Penson Athletic Center.

1:15 – 2:30 P.M.
Reunion Class Photographs
Reunion Year Classes ending in “1” and “6”.
Liza Lee Academic Research Center, Hicks Meeting Room

1:30 – 2:30 P.M.
Classroom Demonstrations

2:30 P.M.
Alumnae Day Concludes

Saturday, April 16
9:30 – 10:45 A.M.
Affinity and Special Interest Group Breakfast
Terry House
This networking event is an opportunity for the African American Alumnae Affinity Group, the Alumnae Lawyers Special Interest Group, and Alumnae Boarders to gather together and enjoy a complimentary breakfast with current students. Spouses and guests are welcome.

11:00 A.M. – 2:00 P.M.
Alumnae Family Picnic
Ashley H. Priddy Lower School Playground
Bring your families and children and enjoy a catered barbecue lunch including hamburgers, hot dogs, chicken, sides, desserts, and drinks. Activities provided for children include a bounce house, face painting, and a piñata.

Travel Partner

Host Hotel
Hilton Dallas Lincoln Center
(LBJ Freeway and Dallas North Tollway)
5410 LBJ Freeway
Dallas, Texas 75240
972.934.8400

Room Rate: $129.
King Bed Guestrooms – Single and Double Rate
Rates are good for April 14 – 17, 2016.
Dealey Decherd Herndon ’65

Recipient of the 2016 Hockaday Medal for her enormous impact on Texas as a preservationist, philanthropist, business owner, and volunteer, Dealey Decherd Herndon ’65 is an inspiration to women and a role model for Hockaday students and alumnae around the world.

Jeanne Whitman Bobbitt
Eugene McDermott Headmistress (2004 – 2011)

Robert I. Kramer, M.D., FAAP
Hockaday Medical Director and School Pediatrician (1977 – 1991)
Hockaday Board of Trustees (1993 – 1999)
father of Lisa Kramer Morgan ’82, Robin Kramer ’83, Jessica Kramer ’88, and Megan Kramer ’89; grandfather of Bebe Sullivan ’18 and Logan Sullivan ’20

Barbara Bass Moroney ’75
Alumnae Association President (2000 – 2001)
HPA President (2005 – 2006)
Co-Chair Alumnae Centennial Campaign (2013 – present)

Bonnie Bass Smith ’75
Co-Chair Alumnae Centennial Campaign (2013 – present)
SPOTLIGHT
An Interview with Vicki Lynn '70

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

I remember beginning my first year in third grade at the old campus (that dates me) and remember moving to the new campus which was like a space-age site. The new campus inspired me to dream. It was the beginning of the Space Race and although at that time there was no STEAM, I remember feeling every day that on that campus I was living the life of someone who could go to space.

I remember the day President Kennedy was shot, and they put a message on the loudspeaker and we stopped class. All the girls were crying because many of their parents were at the luncheon for President Kennedy. We were trying to watch TV, but there were not televisions in every classroom back then. A very sad memory but I will never forget it.

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

My whole life has been about creating dreams and making them come true. I have always imagined projects and gone out to try to make them happen.

In college, I went to SMU for a year and then ended up going to school in Taiwan and Tokyo, studying cultural arts and languages. After that I went to Europe and lived in Paris for seven years producing events and working in tourism to make a living while I went for my dreams.

Describe what you are doing now.

I am now, through my company, SEE CO’s (www.satelliteevents.com), working as a related-media producer and developing expert. I raise funds and develop media projects for non-profits, brands, and organizations around the world. My work connects with the touch points of innovation, cause-related entertainment, branded content, education, and global public and private partnerships. My background is in producing large scale cause-related entertainment, education, and branding projects. Some of the big events for which I served as one of the producers are TV events such as Live Aid, The Millennium Dome Project in London, the 100th Anniversary of the Eiffel Tower in Paris, and many others.

I created and raised $7 million to produce a global education project (www.theguardians.com) still used...
in Middle School classrooms in over 100 countries, working with various divisions of the UN from The UN Office of Outer Space Affairs, to UNESCO, to the Europe Commission, to Ministries of Education throughout Europe, to the U.S. Department of Education, and others.

I produced crowdfunding campaigns and many other fundraising projects. I work for various non-profits around the world and last year I was a consultant to the Berggruen Institute on Global Governance. Currently I am a media and development consultant to Ashoka’s Youth Venture.

What is the most challenging part of your job?
Dealing with people and being diplomatic.

What has been your favorite part about working in film and production?
There have been so many favorite parts. I remember sitting on the edge of the stage in a Philadelphia stadium at midnight for a dress rehearsal with Mick Jagger and Tina Turner. I watched them rehearse for a broadcast the next day that would be seen by the largest TV-viewing audience ever at that time.

I remember when I created the project, theguardians.com. I ran a contest with the European Space Agency in Paris where middle school students around the world competed to have their artwork on the Ariane Booster Rocket going to space. The student winners won a trip to Guyana to see the launch. I got it on the news around the world and it was so inspiring to empower young people to dream.

What advice do you have for Hockaday students?
You are so lucky to have a STEAM focus at Hockaday. Although I lived my life finding STEAM on my own path, you have it right in the heart of your Hockaday experience. Embrace STEAM, it will help you go for your dreams – no matter how far or how vast – and you will live a fulfilled life!
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

Ed Long
The Nancy Penn Penson ’41 & John G. Penson Distinguished Teacher in Fine Arts; Fine Arts Department - Lead Chair, Dean of Upper 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
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Telephone 214.363.6311
www.hockaday.org

FIND US ONLINE!
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SAVE THE DATE

Friday, April 15, 2016
Alumnae Day

Friday, May 27, 2016
Eighth Grade Graduation and Reception

Tuesday, May 24, 2016
Ring Day

Saturday, May 28, 2016
102nd Hockaday Commencement