Raising the Curtain
The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts
Hockaday’s Mission

BELIEVING IN THE limitless POTENTIAL OF GIRLS, HOCKADAY DEVELOPS resilient, confident WOMEN WHO ARE educated AND inspired TO LEAD LIVES OF purpose AND impact.
THE HOCKADAY SCHOOL

Fall 2016

FEATURES

15  Prayer of the Complaining Horse
    By Harper Tagg (Fifth Grade)

22  Raising the Curtain
    The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts
    By Ed Long, The Nancy Penn Penson ’41 & John G. Penson Distinguished Teacher in Fine Arts; Fine Arts Department Lead Chair; Dean of Upper School
    By Susan Sanders-Rosenberg, Visual Arts Chair; Art – Middle School
    By Beth Wortley, Performing Arts Chair; Dance – Middle & Upper School

30  In Their Own Words
    Five Alumnae Share Their AP Art Experiences

34  Yes, and ...
    By Katharine Gentsch ’07

36  The Impact of Hockaday Fine Arts
    By Hallie Gu ’16

37  Fine Arts Emboldens My Spirit
    By Kemper Lowry (Eighth Grade)

38  Centennial Campaign Donor Recognition

44  Teaching Barefoot
    By Dr. Sarah Traphagen, Upper School English

46  The Opportunity to Lead
    By Elizabeth Jones, Assistant Head of Upper School

48  Sixty Going on Seventeen
    By Laura McCulloch Gibbs ’74

DEPARTMENTS

5    Perspectives
6    On Campus
16   Scoop
18   Residence
20   Zoom
50   Class Notes
92   Milestones
98   Spotlight
100  Retiring Faculty and Staff
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.

Believing in the inherent worth and dignity of all people, The Hockaday School is committed, within the context of its educational mission, to build and maintain an inclusive community that respects the diversity of race, ethnicity, national origin, religion, sexual orientation, family composition, socioeconomic status, and talents of its members. This commitment to diversity and inclusion is vital to educating and inspiring Hockaday students to lead lives of purpose and impact as resilient, confident women.
Hockaday’s history from the very beginning is a story of leadership, loyalty, and love. From the very beginning, Miss Hockaday positioned the School not only for stability, but also for progress. This year, we will celebrate the achievements of many years of support for, and delight and interest in the arts with the highly-anticipated opening of The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts. This wonderful Center is not only a culmination of a century of the arts at Hockaday, but also a pathway into the future of the arts in the 21st century.

The building truly represents Miss Hockaday as described by her dear friend and colleague, Miss Trent:

*Miss Hockaday is innately artistic. Her nature requires beauty in her surroundings, her work-a-day world. Not luxury or extravagance in any form but the beauty of nature and the simplicity, harmony, and elegance of good taste.*

Simplicity and harmony are evident in every element of the new Center for the Arts. It has been meticulously designed as a highly-functional academic space created to give each girl the opportunity to express herself and to showcase her creative talents, and it is also a beautiful, graceful container for all the arts we offer. Its airy, light-filled spaces look out on landscaping that is peaceful and encourages reflection, with beautiful gardens and trees, and spaces – even an amphitheater – that support every form of artistic expression. We now have a building and facilities to enhance every arts program we might wish for and to encourage the kind of innovative thinking and creativity the arts demand. Moreover, we can exhibit to the world our students’ talents, interests, and creativity. Throughout the year, the Center for the Arts will come alive with stage performances, coffeehouses, art shows, ceramics exhibitions, orchestra concerts, special events, and milestone celebrations, just to name a few.

I have been re-reading the history that commemorated Hockaday’s 25th year, and it has made me realize that in part the Center is the result of Miss Hockaday’s vision and in part the result of decades of the expression of that vision by and through the students and faculty. The arts were vital to Miss Hockaday’s dreams for her School. By the second year of its existence, she had established the Arts Department and named a department chair, and by the third year Miss Trent had instituted drama programs, and dramatic productions had become vital to the traditions of the School. The music program, which began in earnest the third year of the School, had become the largest of the arts programs by the 25th year. With the opening of the Center for the Arts, we will take the time to celebrate another exceptional mark in our history; to cherish the faculty and students who bring Miss Hockaday’s vision to reality every day; and to celebrate all of those who have helped make Hockaday a beloved place in which our girls develop their unique talents, express their voices, and define their dreams.

Warmly,
Liza Lee
Eugene McDermott Headmistress
On Campus

Hockaday Students Place in DFW Regional Brain Bee

Christine Ji (Class of 2018) won the second annual DFW Regional Brain Bee, which took place at Hockaday in early January. Christine faced tough competition, with participants from Hockaday, Cistercian, TAMS, and Jesuit. Claire Marucci (Class of 2018) won third place. Special thanks to Heather Xiao '16, Cristina Chavez '16, Suzette Kane '16, and the Neuroscience Club officers for helping make the Brain Bee another very successful event.

Grace Cai Plays Carnegie Hall

Grace Cai (Class of 2017) was chosen as a First Place Winner of the American Protégé International Music Talent Competition, Spring 2016. As a recipient of this esteemed honor, she was invited to perform at a recital in New York City this past summer at Carnegie Hall’s Weill Recital Hall.

Destanye Brooks ’16 Wins Award for Short Film

“In the Driver’s Seat,” the short film by Destanye Brooks ’16, was awarded second place in the inaugural North Texas Alliance to Reduce Teen Pregnancy (NTARuPT) Student Film Contest on Sunday at the Angelika Film Center. Destanye’s short film was shared with the greater community to raise awareness and start a dialogue about teens and sex. NTARuPT is a non-partisan, non-profit organization that seeks to improve the quality of life for children, families, and communities by reducing teen pregnancies in North Texas. Its vision is for every young person in our community to have the opportunity to set goals, plan education and careers, and become self-sufficient before entering into parenthood.
Hockaday Debate Students Featured on KERA

Hockaday’s Director of Debate and Forensics, Dr. Chuck Walts, and debate students Kaleigh Beacham (Class of 2018), Sahar Massoudian (Class of 2017), and Emma Deshpande (Class of 2017) were featured on KERA discussing their passion for debate and their aspirations to continue the growth and success of the program. Search “Hockaday Debate” on keranews.org to listen to the full story.

Emma Siegel Earns Entrepreneurial Internship

From establishing her own jewelry company, Emma Siegel (Class of 2017) has risen in success and in her business prowess. She earned an internship at the www.akolaproject.org and learns small business and entrepreneurial skills. Akola Project is a clothing and jewelry company employing women in developing parts of Africa. Emma is also the Vice Chair of Hockaday’s Community Service Board.

Hockaday Publications Recognized at CSPA Conference

Hockaday publications won Crown Awards at the Columbia Scholastic Press Association Conference at Columbia University in New York City for their 2014–2015 work. Crown Awards are the highest recognition for overall excellence given by CSPA to a student print or digital medium. Cornerstones and The Fourcast won a Silver Crown, and Vibrato won a Gold Crown. All honorees are members of the Class of 2017. For Vibrato, honorees include: Shannon Anderson, Teal Cohen, Ellea Lamb, and Amanda Yang.

Hockaday Celebrates 10th Habitat for Humanity House Dedication

Hockaday celebrated its 10th Habitat for Humanity House Dedication. Homeowner Marta worked countless hours alongside students and volunteers...
Hockaday athletes recognized for exceptional academic performance pictured seated left to right: Talia Meidan '16, Alexandra McGeoch '16, Sloane Castleman '16, Caroline McGeoch '16, Ilana Perkins '16. Standing left to right: Maddie Skaife (Class of 2017), Eleanor Wilson (Class of 2017), Melanie Kerber (Class of 2017); Not pictured: Gigi Lancaster '16.

to make her dream of owning her own home a reality. She is very grateful to the Hockaday, St. Mark’s, and Habitat for Humanity communities for all their support and kindness.

National Academic Squad Recognizes Hockaday Athletes

Nine Hockaday athletes were named to the 2015 NFHCA / Keith Waldman – Optimal Performance Associates High School National Academic Squad, which recognizes high school seniors and juniors who have achieved a minimum cumulative, unweighted GPA of 3.5 out of 4.0 (or the equivalent) through the first quarter of the 2015–16 school year. The following Hockaday students were recognized: Sloane Castleman ’16, Melanie Kerber (Class of 2017), Gigi Lancaster ’16, Alexandra McGeoch ’16, Caroline McGeoch ’16, Talia Meidan ’16, Ilana Perkins ’16, Maddie Skaife (Class of 2017), and Eleanor Wilson (Class of 2017).

Hockaday Films Accepted in Dallas International Film Festival

The Dallas Film Society announced the North Texas High School Shorts Showcase. All three Hockaday films submitted were accepted. These films were screened during the 2016 Dallas International Film Festival: “Delivery!” by Lexie Chu ’16 and Whitney Middlekauff ’16; “Foxberry” by Sadie Lidji ’16; and “Just Like Me” by Destanye Brooks ’16.

Hockaday Math Club Competes at the Harvard-MIT Mathematics Tournament

The Hockaday Math Club brought a team of eight girls to participate in the Harvard-MIT Mathematics Tournament (HMMT) in Cambridge, Massachusetts. HMMT is one of the most rigorous and prestigious international mathematics competitions. After applying to participate and being accepted, the girls...
were required to do a full day of math tests. Ninety-one teams participated from all over the world, and Hockaday was the only all-girls mathematics team. The following eight girls represented The Hockaday Math Club at HMMT: Effie Guo (Class of 2018), Elizabeth Guo (Class of 2018), Wendy Ho (Class of 2017), Lin Lin Lee (Class of 2018), Lydia Li ’16, Jasmine Jin ’16, Elizabeth Zhou (Class of 2017), and Vivian Zhou ’16. For sweepstakes, Hockaday got 69th overall, besting 21 teams. For individual scoring, Lydia Li ’16 and Lin Lin Lee (Class of 2018) placed in the top half of all participants (over 700 individuals competed).

Lily McKenna Participates in National Geographic Bee

Fourth grade student Lily McKenna qualified to enter the state level competition of the 2016 National Geographic Bee. This is an incredible accomplishment, as the competition is open to grades four through eight, and the finalists ranged in age from 10 to 14 years old. This year’s bee began with a field of 2,500,000 contestants from 11,000 schools across the U.S.

Students Place at TPSMEA Solo and Ensemble

All six Hockaday singers who auditioned received Gold Medals at TPSMEA Solo and Ensemble. These students included Adelaide Brooks (Class of 2017), Ameya Chavda (Class of 2018), Cheryl Hao (Class of 2018), Morgan Lutz (Class of 2019), Joy Nesbitt (Class of 2017), and Angela Shi (Class of 2018). For the All State Round at The Oakridge School, these talented musicians sang classical vocal solos accompanied by Mona Rejino.

Three Students Place at Chinese Speech Competitions

Three students placed in the Chinese Bridge Contest and North Texas Speech Contest at University of Texas at Dallas, the most rigorous and difficult international Chinese language competition. This contest is comprised of three parts: a Chinese speech, a talent show, and a written test (questions included Chinese politics, history, geography, and culture). Claire Marucci (Class of 2018) beat out 24 students to win Third Place in the Chinese Bridge Contest. In the Upper School division of the North Texas Speech Contest, Anna Taglioli (Class of 2018) won third place and Claire Marucci received an honorable mention. In the eighth grade division, Charlene Brzesowsky (Class of 2020) won first place.
The Fourcast Wins at The Dallas Morning News Competition

The Fourcast staff attended The Dallas Morning News High School Conference and Competition. Schools from the entire Dallas-Fort Worth metropolitan area participated in the event, and there were over 1,200 entries. The Fourcast did very well, winning many awards, including First Place for Best Website and Third Place for Best Newspaper. Individual awards are as follows:

- **Best Review:**
  1st Place, Inaara Padani ’16, “Brooklyn”
- **Best Page Design Portfolio:**
  1st Place, Erin Thomas ’16
- **Sport Feature Story:**
  2nd Place, Mary Orsak (Class of 2018), “Women Infiltrate Fantasy Football Leagues”
- **Graphics Portfolio:**
  2nd Place, Jenny Zhu (Class of 2017)
- **Review:**
  3rd Place, Sunila Steephen ’16, “Hail, Caesar? Fail, Caesar!”
- **Illustration Portfolio:**
  Honorable Mention, Sofi Mira ’16

Athletics Signing Day 2016

Congratulations to eight members of the Class of 2016 who confirmed their intent to play various sports at their chosen colleges and universities this fall:

- Anna Buford, Amherst College, Track and Field
- Jasmine Jin, Massachusetts Institute of Technology, Track and Field
- Darcy Malican, University of Southern California, Rowing
- Hailey Mount, Whitman College, Lacrosse
- Claire Noble, Boston College, Rowing
- Anastasia Stewart, Savannah College of Art and Design, Equestrian
- Sarah Taylor, Stanford, Rowing
- Jasionna Terry, Texas Christian University, Athletic Training

These student athletes have worked tirelessly, and their athletic talents will be tremendously beneficial to their chosen schools.

On Signing Day, Director of Athletics Tina Slinker congratulates Class of 2016 athletes. Pictured from left to right: Darcy Malican, Sarah Taylor, Claire Noble, Jasmine Jin, Anna Buford, Jasionna Terry, Anastasia Stewart, and Hailey Mount.
A.G. Ford Returns to Celebrate Students’ Illustrated Books

After visiting Lower and Middle School students earlier last year, illustrator A.G. Ford returned to Hockaday to celebrate the completion of illustrated books by third and fifth grade students. He also met with members of the Hockaday Libraries and Academic Research Department, the Visual Arts Department, and the Lower and Middle School English Departments for a professional development lunch.

Carolina Villanueva Suarez Named Horse Champion

Many students participate in athletics outside of Hockaday, and Carolina Villanueva Suarez (Class of 2019) has received national recognition from a nationwide horse competition. Carolina received the Circuit Reserve Champion in 1.35 (Medium Jumpers) in HITS Ocala, Florida, coming in second overall during 14 weeks of tough competition against the best of the best in the U.S. She received this recognition with her horse Laconia, and with Chenoa, the second horse, she was proclaimed Half Circuit Grand Reserve Champion.

Daly Montgomery ’12 Featured for her Self-Defense Class

Daly Montgomery ’12 created a class at Stanford called “Protecting Your Bubble,” a self-defense course to empower female classmates to be their own protectors. NationSwell.com published an article...
commending Daly for her efforts in creating and teaching this course with the headline, “If Universities Made This Course a Pre-Requisite, Campuses Would Be Safer for Female Students.”

Claire Marucci Wins Photography Contest

Claire Marucci (Class of 2018) was awarded First Prize in the 2016 “Retail as Art” photography contest, sponsored by the Retail As Art organization in Dallas. The “Retail As Art” competition showcases photographic images that capture the essence of Dallas retail. This year the contest received more than 220 submissions from students in 23 high schools across North Texas. Claire’s entry was a black and white photo titled “Nocturnal Energy.” Winners are awarded scholarships for their efforts.

Lower School Students Win Water Conservation Poster Contest

Margaret Hohenshelt (second grade) and Denning Thompson (third grade) are winners of the 32nd Annual Water Conservation Poster Contest sponsored by The City of Dallas Water Utilities. At the end of May Margaret and Denning attended a reception in the Flag Room at Dallas City Hall, and each received an enlarged copy of their poster and an iPod shuffle. Winning posters for the contest are viewable online at www.kids.savedallaswater.com/contests/.

Hockaday Lower School Students Visit Operation Kindness

Hockaday students visited Operation Kindness to practice their reading and oral skills by reading aloud to the animals.
This program makes reading even more fun for girls and gives them the chance to read with confidence to the most loyal and comforting animals you could wish for, while showing love and kindness to pets awaiting their forever homes.

**Hockaday Celebrates SPC Victories**

Spring athletics had several reasons to celebrate in 2016. The undefeated Hockaday Tennis team won the highly-coveted SPC Championship. Additionally, Golf and Track and Field had great tournaments and fought hard to capture second place.
Over the past three years, Hockaday graduates have chosen to attend the following 107 schools.

American University  Purdue University  University College London
Amherst College  Rhodes College  University of Arkansas
Auburn University  Rice University  University of California, Berkeley
Austin College  Saint Louis University  University of California, Los Angeles
Barnard College  Sarah Lawrence College  University of Chicago
Baylor University  Savannah College of Art and Design  University of Colorado at Boulder
Boston College  Sewanee: The University of the South  University of Florida
Boston University  Southern Methodist University  University of Illinois at Urbana-Champaign
Bowdoin College  Spelman College  University of Maryland, College Park
Brandeis University  St. Edward's University  University of Miami
Brown University  St. Olaf College  University of Michigan
Bucknell University  Stanford University  University of Mississippi
Carleton College  Stephen F. Austin State University  University of Notre Dame
Carnegie Mellon University  Syracuse University  University of Pennsylvania
Case Western Reserve University  Texas A&M University  University of Pittsburgh
Chapman University  Texas Christian University  University of Richmond
Colby College  The George Washington University  University of South Carolina
Colgate University  The Peabody Institute of The Johns Hopkins University  University of Southern California
College of Charleston  The University of Arizona  University of St Andrews
College of the Holy Cross  The University of Edinburgh  University of Virginia
Colorado College  The University of Georgia  Vanderbilt University
Columbia University  The University of North Carolina at Chapel Hill  Villanova University
Connecticut College  The University of Oklahoma  Wake Forest University
Cornell University  The University of Texas at Austin  Washington and Lee University
Dartmouth College  The University of Texas at Dallas  Washington College
DePaul University  The University of Texas at Tyler  Washington University in St. Louis
Dickinson College  Trinity University  Wesleyan University
Duke University  Tufts University  Whitman College
Emerson College  Tulane University  Yale University
Emory University  Franklin University Switzerland  Georgetown University
George Washington University  George Institute of Technology  Goucher College
Harvard University  Johns Hopkins University  Harvard University
Haverford College  Lawrence University  Howard University
Pennsylvania State University  Louisiana State University  Johns Hopkins University
Point Park University  Massachusetts Institute of Technology  Lawrence University
Pomona College  Middlebury College  Louisiana State University
Princeton University  New York University  Massachusetts Institute of Technology
Rice University  Northwestern University  Middlebury College
Sarah Lawrence College  Pennsylvania State University  New York University
Sewanee: The University of the South  Point Park University  Northwestern University
Syracuse University  Purdue University  Pennsylvania State University
The Peabody Institute of The Johns Hopkins University  Rhode Island School of Design  Point Park University
The University of Arizona  Rice University  Pomona College
The University of Edinburgh  Rice University  Princeton University
The University of Georgia  Rice University  Rice University
Prayer of the Complaining Horse

(Inspired by Carmen Bernos de Gasztold)

Dear God,
Give me extra hay tonight.
I'm very hungry.
Let it be sunny outside,
I don't like the rain.
Give me a more comfortable saddle,
I don't like the feel of the other one on my back.
And could you make sure my rider gives me a scratch.
I've got a terrible itch.
Protect me from the evil riding crop
And wet hay
And hot riding pads.
And please, I really don't want to be ridden
At all today.
I want to sleep in.
Amen.

Harper Tagg (Fifth Grade)
**Hockaday Paves the Way to Foreign Affairs**
*By Erin Thomas '16*

Women fill 40 percent of jobs in management. Twenty-five percent in mathematics and computer sciences. Less than 10 in engineering. Given this trend, it may not surprise you to hear that women make up less than 25 percent of foreign policy positions. But, then again, maybe it will. In recent years, questions have arisen about gender disparities in STEM-related fields. “Where are the women?” Forbes contributor Heather R. Huhman said in a 2012 article. “No matter where you turn, the stats are grim.” Huhman was specifically referencing the lack of women in STEM-fields, but her statement tackles a universal problem: men dominate the majority of all fields, including those involving foreign policy, international relations, and international business.

[Read the full article](http://hockadayfourcast.org/?p=13653)

---

**Beauty is a State of Being**
*By Neha Dronamraju (Class of 2018)*

When we are young, most of us are taught by society that beauty is superficial. Beauty is the way you look after hours spent waxing, styling, and refining every feature that doesn’t conform to conventional standards. Beauty is flawless skin, shiny hair, high cheekbones, and tiny waists. We are taught that beauty is what you see on the outside when in reality beauty is a state of being – your being. Elisa Goodkind and Lily Mandelbaum are two empowered women set out to defy societal norms and spread self-acceptance through fashion. In November 2014, the mother-daughter duo launched a kick-starter campaign to support the production of a documentary film, which would capture their viral video series, The What’s Underneath Project. It was a huge success. Within 18 days of the launch, Goodkind and Mandelbaum raised over $100,000.

[Read the full article](http://hockadayfourcast.org/?p=14036)

---

**Women’s Role in Professional Sports**
*By Katie O’Meara (Class of 2018)*

On March 31, 2016, members of the United States’ Women’s National Soccer Team filed a lawsuit against U.S. Soccer for the wage gap between them and their male counterparts. These inconsistencies between men’s and women’s sports do not only exist in soccer, but also basketball, golf, softball, and hockey. The lawsuit—filed by standout athletes Carli Lloyd, Hope Solo, Alex Morgan, Becky Sauerbrunn, and Megan Rapinoe—outlines the disparities in the respective teams’ payment versus their international success. Since the 2000 Summer Olympics where the U.S. men placed fourth, the U.S. women have won one World Cup and three Olympic gold medals, while the U.S. men have passed neither the Group of 16 round in the World Cup nor the Group Stage in the Olympics.

[Read the full article](http://hockadayfourcast.org/?p=13893)

---

**An Upper School Math Teacher’s Labors of Love**
*By Megan Philips '16*

On one of the last days of their classes at Hockaday, Mathematics Department Chair Jeri Sutton celebrates her advisory’s college decisions and departures with one of her elaborately decorated cakes, this one modeled after the map of her advisees’ college locations that her advisees have been adding to on her white board over the past couple of months. Complete with small, collegiate pennants along the border next to the girls’ frosted names, Sutton’s cake represents each girl’s success at Hockaday and her future. This is certainly not Sutton’s first celebratory cake. Sutton’s love for decorating began at a young age when she made a castle themed birthday cake for her friend.

[Read the full article](http://hockadayfourcast.org/?p=14114)
Hockaday Alumna STEAMs Forward Girls’ Education

BY AURELIA HAN (CLASS OF 2019)

Editor’s Note: In the Fall 2015 Hockaday Magazine, we were proud to feature Nancy Bernardino ’97 as our Alumna Spotlight. Since then, the school where she is the principal has opened, and Fourcast writer Aurelia Han has written the following article from the student perspective.

A purple laptop with a Ron Jon Surf Shop sticker buzzes at a constant rate of 10 email alerts per minute. A walkie-talkie in the back corner of the office muffles something to do with the end of recess for first graders. A “Shh!” right outside the door hushes the stomping of feet and chatter as this particular line of kindergartners passes the principal’s office.

Nancy Bernardino ’97, with her hair tightly slicked back into a bun and an SMU lanyard hanging around her neck, remains calm, cool and collected with the new school year. This, however, isn’t the typical back-to-school story. Solar Preparatory, an all-girls science, technology, engineering, arts and mathematics school near the Knox Henderson area, opened August 22. At the head of it all, Bernardino, a Hockaday alumna, hopes to make trailblazers and history-makers out of these young women.

“It’s only the second week of school, and I can already see how much these girls can offer to the world. Our job now is to nurture that potential and make sure that nobody can extinguish that light within them,” Bernardino said.

In November of 2014, when Dallas Independent School District Superintendent Mike Miles called for district principals to design the school of their dreams and to write and submit a proposal with the incentive of school district funding, Bernardino, then the head of John Quincy Adams Elementary, took on the challenge of improving education for Dallas families. Alongside a small team led by herself and current vice principal, Jennifer Turner, Bernardino sent out the letter of intent that very month and a formal proposal by January of 2015.

After less than two years of making a 60-page model proposal become reality, the school doors of what was once Bonham Elementary reopened this school year. Solar Preparatory, the first transformation school of DISD, welcomed 198 students grades kindergarten through second.

“I actually have four sons so my initial thought was to open an all-boys school, but as I gained more experience in the education field, I realized the need for support to girls,” Bernardino said. “When we did additional research, we then found there was a huge underrepresentation of women in STEAM fields.”

Solar Prep not only prepares the girls academically to excel in the science, technology, engineering and mathematical fields, but also focuses on the social and emotional learning. Bernardino realized that the school must prepare women, often the minority entering STEM-related career fields, to persevere through struggles and help other women. The school’s guiding principles called the “Solar Six,” which includes curiosity, self-awareness, empathy, humility, leadership and grit, closely resembles Hockaday’s very own Four Cornerstones.

In the process of drafting this school, Bernardino returned to the walls of Hockaday she walked through nearly two decades ago to draw inspiration. Her team visited the Hockaday Lower School, and Head of Lower School Randall Rhodus ’97, a classmate of Bernardino’s, offered her thoughts on the benefits of being in an all-girls environment at a young age. Hockaday teachers also went out to Solar Prep in August to talk to their teachers about enriching girls.

“Hopefully, this is the beginning of a long-lasting partnership between Hockaday and Solar Prep, and both our teachers and students can network with one another,” Rhodus said. “I am so delighted that I not only got to know her as a classmate and friend but now as a colleague as well.”

Bernardino grew up in a low-income home of East Dallas and would take a bus at 5:00 a.m. every morning to get to Hockaday by 9:00 a.m. While switching schools from a co-ed public school to Hockaday was a culture shock for Bernardino, she appreciated the welcoming and supportive environment she entered every day.

Her four years at Hockaday also showed Bernardino the success girls can find when they support and celebrate one another. When The Dallas Morning News article about Solar Preparatory was published, Bernardino was overwhelmed with the Facebook and text messages from her Hockaday classmates who were all happy that other students were going to receive the all-girls experience.

“Girls have no limits in their minds at Hockaday, they can be whoever they want to be, and that is exactly what I want Solar Prep to offer,” Bernardino said. “I want our students to feel the joy that a sisterhood, bond and lifelong friendships brings.”

Read the full story on www.hockadayfourcast.org.
Hock-a-Home Stay Introduces New Life Skill to Students

By Meshea Matthews, Director of Residence Life and Global Outreach

Hockaday has long been recognized as one of the best college preparatory schools for girls in the nation and attracts inspired young women from small towns and cities all over the world. Just two years into the development of the School, Miss Hockaday created the Home Department for girls from the small towns of Texas and neighboring states to have the opportunity for a Hockaday education. In addition, Miss Hockaday recognized the importance of exposing “her girls” to a world view, and she believed that could only be accessed through travel abroad and casting a large recruitment net to attract a diverse community to Hockaday. As a result, in the 1930s Hockaday opened its doors to its first international students from Mexico.

Today, Hockaday students are still offered the chance to take part in travel programs, semester away programs, and global exchanges to enhance their educational experience. It seems fitting that as we look forward to the next 100 years of the School, we envision a future that Miss Hockaday would dream of and pursue for her students that would bring a global experience into our own backyard. Even though a true international experience can only be achieved through travel and immersion in other cultures, more than 80 residents from 12 countries currently reside at Hockaday and eagerly share unique stories about their lives giving each other a glimpse into a world unlike their own. As these young women learn to live together, they come to respect their backgrounds and differences and develop a sisterhood that lasts a lifetime.

Whether an eighth grade resident or new underclassman, new residents embrace the opportunity to live independently from their families and yet still be nurtured by an extended family of caring faculty and residential staff. The fabric of the Residence Life community quilt includes unique and diverse life experiences, and our residents learn from each other how to manage relationships, share experiences, challenge stereotypes, celebrate achievements, solve problems, and resolve conflict.

With Miss Hockaday’s words in mind, we are proud to offer a true college preparatory experience – one that includes not only a premier education, but also the chance for all students, including day students, to experience independent living through our residential program. In October 2016, the Residence Life Program will launch a new program for all sophomore day students, which will provide each girl the opportunity to reside in the dormitories with their boarding classmates for “Hock-a-Home Stay” – a two-week stay to prepare for life in college. “Day Boarders” may face new challenges like homesickness or learning to do their own laundry, but more importantly they will gain self-confidence and new friendships through shared experiences. We believe Miss Hockaday would be proud that the School has again found a way to bring another facet of a college preparatory curriculum to all Hockaday graduates with these essential life skills.

How Hock-a-Home Stay Works:

• “Day Boarders” will check in on Sunday afternoon and check out two weeks later on Sunday morning.

• “Day Boarders” are expected to follow the Residential Life schedule and honor the safety and security protocols of the School.

• Hockaday provides transportation to residents for weeknight and weekend activities within a range and time frame and will include “Day Boarders” in the rotation. “Day Boarders” with significant off-campus commitments will need to provide a schedule to the Director and alternate transportation arrangements.

• Participation in optional weekend service projects gives day students another opportunity to complete service learning hours and work jointly for the benefit of the community.

• Each bedroom is equipped with two beds, storage shelves and drawers, a private closet, and safe for personal items.

• Basic linens are provided but “Day Boarders” can bring linens, towels, washcloths, sheets, and other bedding items.

• The cost of the program includes a shared bedroom and bathroom, three meals per day, snacks, and organized weekend activities.

• Reservations will be accepted beginning in October 2016 for two-week periods from October through May. Some blackout periods apply to weeks before and after long vacation breaks.

For more information about Hock-a-Home Stay, contact:

Vicki Palmer
Dorm Parent and Residence Community Outreach Coordinator
at vpalmer@hockaday.org.
The purpose of the Hock-a-Home Stay program is to bring day and boarding students together and support the strategies of the long-range plan for the School and the **Residence Life House Goals**:

<table>
<thead>
<tr>
<th>Residence Life House Goals</th>
<th>Hockaday 2020 – Long-Range Plan Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Find joy and friendship</strong></td>
<td>Foster a climate where mutual respect encourages and catalyzes learning, creativity, collaboration, and celebration, and builds life-long bonds.</td>
</tr>
<tr>
<td><strong>Gain understanding</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Act responsibly</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Lead with purpose</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
Raising the Curtain

The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts

By Ed Long, the Nancy Penn Penson ’41 & John G. Penson Distinguished Teacher in Fine Arts; Fine Arts Department Lead Chair; Dean of Upper School
Susan Sanders-Rosenberg, Visual Arts Chair; Art - Middle School
and Beth Wortley, Performing Arts Chair; Dance - Middle & Upper School
ENTERING THE NEW NANCY A. NASHER AND DAVID J. HAEMISSEGER FAMILY CENTER FOR THE ARTS IS LIKE ENTERING A FORCE FIELD – THERE IS ENERGY EVERYWHERE. THE SENSES COME ALIVE WITH THINGS TO SEE, THINGS TO HEAR, AND THINGS TO TOUCH. IDEAS SPRINGING FROM EVERY CORNER, INVENTION AT ITS CORE. THE FINE ARTS SPEAK DIRECTLY TO THE MISSION OF HOCKADAY. STUDENTS USE THEIR EXPERIENCES IN THE ARTS TO FORM PERSONAL, CONFIDENT VOICES. THEIR POWERS OF DISCERNMENT GROW. THEY PRODUCE ACCOMPLISHED, ORIGINAL WORK IN TEAMS AND AS INDIVIDUALS. AND THEY COME TO COUNT ON THE ARTS AS A SOURCE OF JOY, EXPRESSION, AND MEANING IN THEIR LIVES – ALL IN AN ENVIRONMENT OF WARM PUBLIC ACCLAIM AND SUPPORT.

THE ARTS ALSO SERVE AS A BALANCE TO THE FRENETIC PACE OF STUDENT LIVES AND EVEN TO OUR CULTURE’S HURRIED, OFTEN SUPERFICIAL MANNER OF DEVOURING IMAGES AND MEDIA. STUDENTS IN THE ARTS FIND NEW RESOURCES OF CONCENTRATION AND FOCUS, PEACE AND EASE, AND A SPECIAL Understanding OF WHAT SLOWING DOWN CAN OFFER IN TERMS OF REFLECTION AND DEEPER UNDERSTANDING. TO LAUGH, TO DANCE, TO DRAW, TO SING – THESE ARE POSITIVE, ADAPTIVE BEHAVIORS. HOCKADAY’S NEW HOME FOR THE ARTS ALLOWS THE STUDIOS, THE STAGES, AND THE CLASSROOMS OF THE FINE ARTS DEPARTMENT TO FORM A CRUCIBLE WHERE KNOWLEDGE, SKILL, INNOVATION, AND LEADERSHIP ALL CONVERGE AND ILLUMINATE. HOCKADAY HAS REACHED AN IMPORTANT NEXUS IN WHICH THESE NEW FACILITIES WILL HELP TO INITIATE AND SUPPORT REMARKABLE NEW OPPORTUNITIES.

THE OPENING OF THE CENTER FOR THE ARTS ASKS US ALL TO STEP BACK AND SENSE THE GOALS AND ACHIEVEMENTS OF OUR ARTS PROGRAM, AND THEN IT URGES US TO STEP FORWARD INTO THE NEW FACILITIES AND WATCH THESE STUDENTS AND TEACHERS AT THEIR JUBILANT WORK. IN THIS INAUGURAL YEAR, THERE IS AN EXTRA SPARK IN EVERY STUDENT PIECE, AN EXTRA SPRING IN EVERY LEAP, AN EXTRA AMBITION TO EVERY CHALLENGE SOUGHT.
The Hockaday Fine Arts faculty believes that the Fine Arts are best learned in a mode that is active and dynamic, with as much authentic and hands-on involvement as possible. Mentored by their artist-teachers, students seek out arts experiences that have true artistic validity and that nurture feelings of personal satisfaction and growth. The program in Fine Arts offers opportunities within the curriculum for the student to reach an array of very important behavioral outcomes: improved self-esteem and self-discipline, successful teamwork and group participation, confident self-expression and effective communication skills, resourcefulness in problem-solving, heightened critical judgment, savvy media literacy skills, an appreciation of cultural differences and diversity, greater adaptability toward change, increased emotional maturity, and a wide-ranging global perspective. Whew! That’s why the Fine Arts Department is known in some quarters as the Department of Energy – there is a lot going on in these new facilities!

We all know that a Hockaday Arts education is not a destination to be reached at Commencement, it is a trajectory that can inform and impel a student’s entire life. Ours is a rare School with great ambition and a sense of high endeavor, and every Hocka-Day is a day full of the Arts. This earnest and compelling investment of students in the Arts has taken the School and its students in directions hardly imagined decades ago.

Hockaday Arts education is not a destination to be reached at Commencement, it is a trajectory that can inform and impel a student’s entire life.

The growth of the orchestra program is only one example among many. The first piece played by the current reiteration of the Hockaday Orchestra was the then newly-minted theme from Star Wars and a Scott Joplin rag, “Swipesy.” In the ’70s we had eight students in orchestra, and at the time it would have been hard to anticipate a future that would find last year’s Upper School Orchestra with 68 members led by Ed Long playing the first movement of Mahler’s Symphony No. 6. Or that we would have grown the program to include a Middle School Orchestra of 25 led by Yung-Fang Ludford and a Lower School Orchestra of 33 led by Sunny D’Apice. Or that we would be moving those orchestras from a series of portable buildings (including several years in Tarry House) to the wonderful, new permanent Kelli and Gerald J. Ford Orchestra Hall in the Center for the Arts. This year’s Upper School Orchestra repertoire will include Stravinsky’s Rite of Spring and the finale of Beethoven’s Symphony No. 9 with the Hockaday Choir.
When the curtain goes up for the first time in our new Nancy A. Nasher and David J. Haemisegger Family Theater that seats 630, Hockaday will showcase family-friendly musicals from all three divisions, fully staged story ballets from the Dance Department, and varied repertoire including major works written for women’s voices from our Concert Choir, Madrigals, and Show Choir members. We have magic to do!

Middle School gets the “claim to fame” of being the first cast and crew to do a show in the new theater when they demonstrate “Oh, the thinks you can think!” with Seussical JR! The Class of 2021 will recreate these beloved characters through music, dance, and drama. And they will be the first team to work in the amazing new Horchow Family Scene Shop with our technical guru, Robert Kallos. The technical team will also operate lights in the new student-friendly light grid and the battens in the full fly system. And with Susan Hubbard in charge of hair, makeup, and costuming, the Class of 2021 will completely inhabit the magical world of Dr. Seuss.

Besides major productions in the main theater, Middle School drama classes will welcome having their own specifically designed Middle School drama room. This dedicated space with separate sound and lighting capabilities and separate storage to be used exclusively for Middle School classes will allow costumes, sets, and props to remain in place and be accessible to our Middle School students. No longer will these students need to put everything away for classes in other divisions to use the room.

In the world of Hockadance, the new facilities will allow Christie Sullivan and Beth Wortley to choreograph the fall dance concert enhanced by sets, props, and lighting, and (after decades of need) full-length drops to create the worlds of Peter and the Wolf and Aesop’s Fables. Our newly enlarged theater will also give us room to invite our partner local elementary school students, many of whom have never seen a ballet, to attend these productions.

In celebration of the new Nancy A. Nasher and David J. Haemisegger Family Theater, we will pull out all the stops for the Upper School musical, Beauty and the Beast, directed by Emily Gray. This show is perhaps the most technically challenging musical Hockaday has ever done. Our new space allows our students to plan and experience grand scenic elements, dramatic lighting effects, theatrical magic, and out-of-this-world costumes, hair, and makeup. This will be a production to remember, and the new theater spaces make it all possible. In anticipation of our new theater, research and design ideas for this production began with our thriving technical theater class in March 2016, and by April, a scale model for the set was complete. Robert Kallos and our dedicated extracurricular crew students from Hockaday and St. Mark’s came regularly after school to execute the designs and make the most of all of the opportunities our new home offers for a production of this caliber. “If you build it, they will come.” They’re building it, and the cast is coming!

Hockaday Choir, Madrigals, and Show Choir will also grace our new theater in concerts for the fall. The size and scope of the theater will allow these groups to be showcased in ways previously impossible. Bonnie Jean Coleman plans to premiere a treble version of Vivaldi’s Gloria accompanied by orchestra for the choir concert in December. The new Ann Graves Choir Hall has been designed to allow the sound in the rehearsal room to resonate and for the conductor and choir to hear properly. This is a long-awaited gift that will result in an even more blended and refined sound from our choirs.

Seniors plan upcoming year in the new theater

Students use hallways in the new Nancy A. Nasher and David J. Haemisegger Family Center for the Arts to study.
Hockaday Fine Arts Faculty

Ed Long ........................................ The Nancy Penn Penson ’41 & John G. Penson
Distinguished Teacher in Fine Arts;
Fine Arts Department Lead Chair; Dean of Upper School

Beth Wortley ............................... Performing Arts Chair & Dance

Susan Sanders-Rosenberg ... Visual Arts Chair; Art

Ana Rosenthal ......................... Mass Communications Chair

Mark Alewine ......................... Private Music Instructor – Woodwinds

Emily Bemenderper ............. Upper School Studio Art

Jason Bennett .................... Private Music Instructor – Guitar

Meghan Birmingham ........ Private Music Instructor – Violin, Viola

Kevin Brady ..................... Upper School Ceramics and Sculpture

Christina Brandt ............. Lower and Middle School Art

Bonnie Jean Coleman ....... Choral Director

Suneetha D’Apice ............. Private Music Instructor – Violin, Lower School Strings

Carmen Doubrava ............ Private Music Instructor – Piano & Accompanist

Juliette Flanagan, PhD ... Private Music Instructor – Piano

Emily Gray ......................... Upper School Drama

Shelley Hampe ................. Lower School Art

Susan Hubbard ............... Middle School Fine Arts Coordinator; Drama

Jordan Innerarity ....... Assistant Director of Debate & Forensics

Denise Jones ................. Lower School Music

Robert Kallos ................. Technical Director & Auditorium Manager

Sabrina Kesser ............... Lower School Music; Voices in Harmony Gospel Choir Director

Ilana Lemke ................. Choir (5/6); Private Music Instructor – Voice

Grace Long, PhD ........ Private Music Instructor – Piano

Yung-Fang Ludford .... Middle School Orchestra Director and 5/6 Music

Vilma Peguero ............. Private Music Instructor – Cello, Orchestra Assistant

Glenys Quick ............. Middle and Upper School Film Studies; Journalism

Alison Read ................. Private Music Instructor – Harp

Mona Rejino ................. Private Music Instructor – Piano & Accompanist

Scott Scheffler .... Private Music Instructor – Bass

Robert Snook ................. Accompanist

Christie Sullivan ........ Middle and Upper School Dance

Chuck Walts, PhD .... Director of Debate & Forensics

Janet Yoshii-Buenger .... Middle and Upper School Photography

The Senior Balcony
Technology has transformed the teaching of general music, and our curriculum at this level is rich, varied, and global in emphasis.

In the 1930s Miss Hockaday founded the Musical Institute to provide conservatory-level training in the Southwest. Hockaday’s commitment to the private lesson program remains true to that initiative. The new Arts wing includes ten teaching studios that will serve our lesson program in piano, voice, violin, viola, cello, bass, harp, guitar, and woodwinds. Our distinguished private lesson faculty is excited about these new studios and all that they offer to our students. Further, they will be using the new Ann Graves Choir Hall as a recital venue. Yung-Fang Ludford has moved into a new Judy Austin Neuhoff Middle School Music Room with state-of-the-art technology for teaching music to the fifth and sixth grade students. Technology has transformed the teaching of general music, and our curriculum at this level is rich, varied, and global in emphasis.

The new Margaret Doggett Crow Amphitheater is a gift that will allow outdoor productions beyond a scope we have ever considered. In that venue in the spring of 2017, the Hockaday Theatre Company (the advanced acting class) will produce an all-female production of perhaps the most famous tragedy of all time, William Shakespeare’s *Hamlet*. This alfresco production will utilize not only the stage but also the surrounding new landscaping, as the cast will run, leap, and sword fight over its entirety. Sarah Bernhardt famously played Hamlet in the early 1900s (as have many other actresses since), and a very recent New York production of an all-female *Hamlet* have proven that this timeless story of revenge and loss can be heart-wrenchingly portrayed by a wide range of actors. This spring, Hockaday actors will be front and center and given the outdoor stage to speak the famous and beautiful lines of Shakespeare’s tragedy.

Daisy Company (the beginning acting class), alongside the technical theater class, will create an entire, immersive, experiential environment in the new Lacerte Family Black Box Theater as part of a devised retelling of an international myth. This will be aimed at a cross-divisional Lower School audience who will be invited to take part in the performance. The Black Box will be transformed into the world of the play, with the actors moving among the audience throughout the piece in a promenade style performance.

One can see that the Performing Arts Department has planned a cornucopia of events, which will challenge, excite, and energize our students to design, create, and explore every element of The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts.

Within our new home, Visual Arts opportunities are expanded by the enlarged and refurbished Ceramics Studio, by the similarly expanded Dondero Painting Studio, and by the new Ann Bower ’67 Gallery and Ownby Family Lobby, which is situated at the crossroads between the Hockaday Upper School Academic Hallway and the new Center for the Arts. Both Glenys Quick, who leads Hockaday’s Film Studies curriculum, and Janet Yoshii-Buenger, who oversees Photography for Upper and Middle Schools, will work with students to feature their work in these new facilities.
In the Hockaday Ceramics Studio, Kevin Brady’s curriculum teaches girls techniques of building, throwing, glazing, and firing. In addition to the building and throwing spaces, the new studio includes an outdoor kiln area, an indoor kiln area, an outdoor porch for construction, new storage and drying areas, and a glaze mixing room. This enhanced space will bring the physics of using the wheel and the chemistry of inventing their own glaze recipes to meet the scope of each young artist’s vision and ambition. With its increased ceiling height, dual exterior access, expanded natural light, and prime location at the front door of Forest Lane’s Hoak Portico leading to the Center for the Arts, the Ceramics Studio is the first stop along the boulevard connecting Science and Art to the whole of Hockaday! Truly, as the Hockaday Ceramics Program motto proclaims, Clay is the Way!

In Hockaday Upper School Studio Arts, the curriculum focuses on student implementation of the Principles of Design as a means to access creative expression combined with effective visual communication. The rigor and demands within the Dondero Painting Studio allow Emily Bemenderfer to prepare her young artists every step of the way as students work to develop personally meaningful pieces that have artistic merit. And in the four-year sequence of visual arts, students work to develop a cohesive portfolio of artwork. These portfolios are often submitted when applying for scholarships and college programs in Fine Arts or in other areas. In Advanced Placement Studio, which is co-curricular with St. Mark’s, students submit their portfolios to the College Board. Collaborative and community projects, like designing a mural for Kent Rathbun’s former restaurant Blue Plate, build unique and valuable studio and life skills. Field trips, artists’ lectures, student exhibitions, competitions, and attending ISAS Fine Arts Festival – a showcase for Hockaday artwork and opportunity for feedback – are highlights of a very full year in the Upper School Studio.
The recently-installed Centennial Sculpture was given by the graduating Class of 2014. Based on their study of phyllotaxis and Fibonacci sequences in nature, Hockaday visual arts students created an initial design. Visiting glass artist Carlyn Ray then guided math students as they collaborated with visual arts students in revising the sculpture’s design. Interdisciplinary and cross-divisional, this large-scale site-specific sculpture is comprised of recycled glass elements made by virtually the full Hockaday community, including students from all grade levels, faculty, and staff. The detail design, fabrication, and installation of the sculpture was completed by John Christian Designs and team. The Centennial Sculpture is a unifying centerpiece and an enduring physical record that establishes an interdisciplinary legacy and a permanent commemoration of Hockaday’s milestone year.

2017 will mark the sixth year of The Hockaday Student Collection Award. This honor is presented for an artwork created by one student from each of the four Visual Arts disciplines in the Upper School, and for one piece from a single graduating eighth grader. The award establishes an enduring legacy at Hockaday of collecting and exhibiting student work on a permanent basis throughout the School.

In looking ahead to what is next for the Visual Arts Program and for all of Hockaday Fine Arts, it is important that we continue to educate our Hocka-artists for possibilities that are not even invented yet. We honor our students for their accomplishments and their commitment, and we honor them for what we believe they can and will become.

Truly, all the Arts at Hockaday could give us similar accounts of growth, of achievement, of heartening applause and approval. The new facilities stand as a tangible form of support and a testament that the full Hockaday community joins the arts faculty in believing that the Arts are integral to what we do as a school, and integral to the life we imagine for our students. As Daniel Pink notes, “the future belongs to creators and empathizers, storytellers and meaning makers, artists and inventors – and it is they who will share society’s richest rewards and share its greatest joys.” The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts and the Margaret Doggett Crow Science Building will literally be joined. This is both symbolic and concrete, illustrating that Hockaday will remain in the forefront of this paradigm shift as a school that acknowledges that society will need designers with a head for science, and scientists with an eye for design. That’s the sort of Hockadaisy whose creativity and ability to innovate and adjust will directly shape the future for us all. The full panoply of the new facilities is truly inspiring, as is the generosity that has brought us to this point. Synergy is on the move, and many generations of Hockadaisies will benefit from all who have contributed to The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts.
In Their Own Words

Alumnae share their thoughts about how they have been influenced by Hockaday’s AP Art curriculum.
What was your experience in AP Art like at Hockaday?

Alumnae share their personal stories about Hockaday’s AP Art program led by former teacher Juliette McCullough and how it has influenced their careers and lives.

**Caris Reid ’01**

During Caris Reid’s AP Art experience at Hockaday, she was grateful for the space and beautiful light she had in which to work, as well as the longer class periods she used to delve more deeply into her projects. She was very eager to learn about art, artists, and the art world, and she credits her AP Art, History of Art, Photography, and field trips to the Dallas Museum of Art for the foundation she created. When she thinks back on how AP Art influenced what she is currently doing, Caris recalls that it allowed her to spend time painting, which is what she cared about most, and which has now become her profession. As a student, it was very unclear at the time what potential paths in the arts might look like, but her photography teacher was very encouraging and treated her like she was *already* an artist. This teacher was the one who exposed her to the most contemporary artists, for which she is forever grateful. That teacher kept in touch with Caris through college and continued to encourage her. Additionally, she remembers her Upper School English teacher being very encouraging of her talent, as well as being the very first person to buy a painting from her! The support these two women showed Caris was very influential and played a major part in her confidence to enter and win the Dallas Museum of Art Young Masters competition during her senior year. Caris recalls being so deeply touched (and happily surprised!) when Liza Lee showed up the night of the opening at the DMA to show her support.

When thinking about current AP Art students, Caris would encourage them to look at a lot of work by people who are alive and working the field, and also to start figuring out whom they respond to from art history. She would encourage students to make as much work as possible, and devote as much time as they can towards strengthening their skills. The essential elements of a well-rounded experience would include exposure to contemporary artists both within Texas, but more importantly within the contemporary art world outside of Texas, as well as other fields in the arts like fashion design, graphic design, textile design, and more, so the students gain a better understanding of the opportunities that can present themselves within the world of aesthetics. For today’s students specifically wanting to go down a painting path, Caris suggests that they follow their hearts. She wants them to know it is possible, but also to let them know it is a difficult path that requires enormous discipline, tenacity, and self-reliance, all of which she learned as a student at Hockaday. Caris recently showed her work at Denny Gallery in New York and is preparing for a solo show at Ochi Projects in Los Angeles, as well as the Untitled Art Fair at Miami Basel with Denny Gallery.

*More information can be found at [www.carisreid.com](http://www.carisreid.com).*
Laura Terry ’00
Laura Terry spent two years in AP Art at Hockaday, which presented her with a new challenge because she was asked to create a portfolio of work where she was responsible for coming up with the medium, content, theme – everything. Having a technical foundation in the arts is one level of difficulty, but learning how to think for oneself is far more difficult and much more like the experience of being out in the real world making art. It was daunting and thrilling at the same time! Today, Laura’s profession is drawing as an illustrator and cartoonist. She makes drawings for apps, online publications like Slate, and in 2017 Scholastic, will publish her first graphic novel, Graveyard Shakes. AP Art was a great opportunity for her to learn and practice her craft, and if she had the opportunity to speak to Hockaday’s AP Art students today, she would encourage them to be experimental, make mistakes, and make the kind of art they would want to see as a viewer.

Hayley Juster St. Claire ’04
As a student, AP Art was a great oasis for Hayley among the academic rigor of her other AP and regular classes at Hockaday. Since academics are so difficult at Hockaday, it was nice to have a creative outlet as a focus for those who are artistically oriented! She recalls her experience with AP Art as one that allowed her to focus her style, and it was the first time she could create work that was specifically intended as part of a larger body of work to be submitted to a jury. Hayley remembers that AP Art allowed her to explore her technical skills and prepared her for rigorous art classes in college. She still has pieces in her art studio today which are remnants from her AP Art class. Now her style consists of non-objective acrylics on canvas (and some from other mediums). Currently, she paints as a hobby, and works as an analyst in a commercial real estate firm. However, making art is still very important to her. She has a room in her house where she paints and stores her paintings. For today’s AP Art student, she advises that their styles do not have to be fully developed, but rather that they are phases of exploration. Even though the students may not become painters or artists, the path will be important to their lives, and exploring art in this way is essential for those who may pursue art professionally.

Terry’s illustrated graphic novel Graveyard Shakes

Brooke Granowski ’09
After Hockaday, Brooke Granowski graduated from Carleton College with a double major in Studio Art and Religion in 2013. After a year-long, post-baccalaureate position working part-time in the Carleton art department and part-time as a night supervisor at the library, she joined the MFA program at The University of Texas at Arlington, specializing in Printmaking and Book Arts. After attending that program for a year, she left the program and moved to Los Angeles where she currently works as a wallpaper and fabric designer for Cavern Home, a boutique wallpaper and home goods company based out of Santa Monica. Brooke recalls AP Art as a formative experience.
experience and thinks of it often. She had a small class, and they relished that time together and each other's critiques, which were equally challenging and supportive. In fact, even considering her college and graduate school art experiences, she would still rate her critiques and classes at Hockaday with Juliette McCullough and her four classmates as some of the most productive, challenging, and sincere critiques of her education—well as fun! She still thinks back on some of the specific exercises, which included imagining that she was an alien and to see via the eyes that crawled across our objects of observation like ants, and then draw what she saw in that way. Ms. McCullough also once told Brooke to get rid of the part she liked best from a drawing, to sacrifice it for the sake of the whole piece, and that has stuck with her ever since. She is so grateful to Ms. McCullough (and Hockaday) for letting her draw professional live models. It was an extraordinary experience, and one that very few students go into college having done before. She fondly recalls that AP Art was an incredible class and it was so wonderful to have had the foundation of the prior years with Ms. McCullough—learning to observe and render with care and thoughtfulness—leading up to it. Then, through AP, she translated that education into a concrete portfolio with depth, breadth, and the beginnings of a thesis, which was a gift that she used to start her own life as a creative individual.

Currently, Brooke is in a field that calls for aesthetic judgments, draughtsmanship, and an eye for composition, color, and design—all of which were emphasized in AP Art. Ms. McCullough’s instruction left her hoping to make the world a little bit more pleasurable to see, to change some of the “visual assaults” that had or thoughtless designs impose on observers. Additionally, her classmates in AP Art have been some of her most enduring friendships. In fact, one of the reasons that she moved to Los Angeles after leaving graduate school was that two of her AP Art classmates live there and are working in creative professions. She thinks it is important to surround oneself with a good creative community, and she loves getting to be in the same place they are to recreate the energy and environment they had in AP Art. Brooke’s portfolio can be found at www.brooke-granowski.com.

Aschely Cone ’03

At Hockaday, Aschely recalls AP Art was challenging and allowed for more freedom than previous art classes had. After graduating, she became aware of the strength of the arts education she received while attending Hockaday and realized she possessed a very strong foundation for her interest in the arts, and for the career she would eventually pursue as a painter. AP Art at Hockaday—and especially the opportunity to work with Juliette McCullough—helped Aschely to discover and develop her love of art making, and painting in particular. She did not attend art school for college; however, she continued to take painting courses during the summers. Her education at Hockaday laid the foundation for her to continue working on her art, and this influenced her eventual decision to become a painter. She would encourage today’s AP Art students to listen to their teachers, do the work that is assigned, see what an incredible opportunity it is to have these teachers, and really soak up everything they know. The resources at Hockaday are impressive and make the class a great opportunity to learn so many things very quickly. Aschely is currently represented by The Meeting Street Gallery in Charleston, South Carolina, and is primarily focusing on school.

Turtle Swims the Abyss by Juster St. Claire ’04
By Katharine Gentsch ’07

TIME: 8:00 p.m. Location: the Pacific Ocean – more specifically, the Disney Wonder, one of Disney Cruise Line’s vessels at sea. I pick up my ship phone.

“Katharine.”

“Yes, Jeff?”

Jeff is my male co-dance captain, responsible for maintaining and cleaning the choreography set built by our Creative Team in Toronto for rehearsals for the duration of our 8.5 months on board. “You need to come upstairs.” This is the moment I enter ‘emergency mode.’

Jeff is not only my co-dance captain, but we also serve as swings. Swings are effectively the insurance policy of the performing arts. We are responsible for learning and retaining all of the ensemble tracks (as well as a handful of principal roles) in a show, which, when broken down between the five productions and three theme nights aboard the Disney Wonder, was 89 potential individual production numbers. This includes different costumes (up to 11 per show), different wigs, different vocal parts, different dance partners throwing us in the air, different traffic patterns, different aerial work, different puppetry, and different choreography. An ability to keep your cool, a willingness to adapt under lights in front of an audience in a potentially brand new situation, and a can-do attitude amidst it all is imperative.

Jeff continued, “So, we already have two boys out of the show, I’m in for Dan, and you’re going to have to go on for Michael.” As in Michael the boy, Michael the male track for which I did not study in rehearsals, size costumes, learn choreography and puppetry, and walk traffic patterns. Thirty minutes later, for an audience just under 1,000, I went on. It happened. And in fact – it went pretty darn well.

I have pockets full of these swing stories from my time aboard the ship as well as the national tour of Seven Brides for Seven Brothers with men of various sizes throwing me into the air repeatedly. Swing life is about saying yes and maintaining grace and zeal under pressure. It’s not a college major, it’s a job you can’t be trained for, and yet it’s a job in every Broadway show and tour that few people notice. I wasn’t a Swing or even Musical Theater major in college, but I had a surprising unfair advantage: I received what I believe is the most invaluable arts training from seventh through twelfth grade at Hockaday.
From the time I entered Hockaday in seventh grade, the arts provided a playground, a haven, and a means of navigating a tumultuous, though exciting, adolescence and young adulthood. After a rocky and overwhelming transition into Hockaday during my seventh grade year, the Eighth Grade Musical provided me with not only an opportunity to find my first Hockaday friends, but also an exhilarating artistic outlet and my first taste of performing. By the time Upper School rolled around, my interest in the performing arts had blossomed into a full-blown love affair, and the Hockaday Fine Arts Department was more than happy to fuel the fire.

Like all Dallas natives, I spent much of my time in the car and, like most Hockaday students, I was and continue to be fundamentally and proudly a nerd. During the majority of the many hours I spent in the car with my mother driving to and from school, I conducted the radio. Woefully nerdy though it may have been, I would hop in the car, kick off my saddle oxfords, turn on Classical 101.1, and conduct the car stereo. At the time, I was taking Mr. Long’s beloved and deservedly legendary History of Art and Music class, and my mother suggested I mention to him my interest in conducting. I did. I stopped him in the hall one day and asked him how I might learn a little more about orchestral conducting. Rather than guiding me to books or a website or even live symphonies, he offered to stay after school for an hour a week and mentor me in conducting. These lessons culminated in the opportunity for me to conduct a piece with the Hockaday Orchestra. This wouldn’t have happened anywhere else.

My junior year of Upper School, I had an interest in directing a one-act. I asked if I could direct Jason Robert Brown’s one-act, two-person musical about adults grappling with the vicissitudes of a relationship, and Hockaday said yes. So I music directed, staged, helped light, and costumed The Last Five Years.

By this point, I was fully invested in choir, show choir, playing in the orchestra, assistant directing plays, dancing and choreographing for the Hockaday dance company, and performing in the yearly musicals. May I choreograph with strobe lights and have girls rising onto the stage from the trap door in the orchestra pit? Yes. Can I choreograph a musical number from Legally Blonde, the musical? Yes. Can I choreograph a tap number with the other tappers in the dance company? Yes. Hockaday still hadn’t said “no” and The Last Five Years had gone well, so my senior year I directed, choreographed, lit, sound designed, costumed, and music directed Rodgers and Hammerstein’s The Sound of Music in Clements Science Hall. The Fine Arts faculty guided me through auditions for 60 students, helped me cast the show, and shepherded me through the entire process of putting up a mammoth production.

I was never the star of the Upper School musical, or the choir, or the dance company — nor did I need or want to be. At any other school, I could have so easily been overwhelmed or intimidated by those with one specific, extraordinary talent, but Hockaday valued the zeal, passion, drive, and willingness to adapt. Without even knowing what a swing or dance captain was, I was receiving training to become both.

Hockaday graduates, I’m sure, all have these moments. The further I get from being a Hockadaisy, the more I comprehend how radically unique and incredible so many of my experiences — particularly within the arts — were. The adaptability and unique interests Hockaday Fine Arts fostered afforded me travel, life, and career opportunities that I’m confident would not have happened otherwise. I’m so grateful to have been able to do what I love for a living — a career grown from a seed sown at Hockaday. I’ve spent my first adult years performing in Japan, at sea, and across the nation. Have I been lucky? Yes. But the fact is that I have been prepared and, more importantly, encouraged. The difference between the Fine Arts program at Hockaday versus elsewhere is that other schools have teachers, but Hockaday has mentors.

Every single faculty member in the Fine Arts Department happily makes a personal investment in any student that expresses a need or passion or curiosity. Girls at Hockaday have big ambitions and big dreams. I was an average Hockadaisy in this way. Because the faculty and Arts Department never set a limitation on my dreams, I didn’t either. I still don’t. Even as I set my sights on a new set of challenges, entering a new industry and beginning a career in marrying fitness and mobile technology (seemingly completely unrelated to the arts), the same attitude instilled in me as a Daisy continues to propel me on my way.

The storytelling and aesthetics I learned in putting together shows serves me with mobile design, the composure I was taught to hold in front of an audience serves when pitching an idea, and the willingness and ability to pivot (metaphorically and literally) when something just isn’t working serves me daily as I passionately, though imperfectly, clamber through new dreams and scavenge for fresh challenges. You see, the attitude and response to obstacles the arts training at Hockaday impresses extends beyond the arts. They are universal. Whilst dreaming up an idea, breaking down an obstacle, or attacking the new, Hockaday instilled an ability to make it work, to believe it somehow can be done, and the invaluable skill of not only rejecting the notion of “no,” but embracing the “yes, and ...”
Throughout my four years at Hockaday I was involved in three Fine Arts classes – yearbook, piano, and orchestra – and thoroughly enjoyed being part of the program. Having played the piano since the age of six, I was thankful to have the opportunity to continue playing and honing my skills as a performer during my time at Hockaday. I started taking private piano lessons with Dr. Grace Long at the beginning of sophomore year, and she was an amazing teacher and mentor to me. When I mentioned to her that I would like to participate in more competitions and play in recitals, she helped me develop my repertoire and provided me with a variety of opportunities to gain experience and build confidence as a performer. Throughout the past three years Dr. Long not only helped develop my technical skills, but also taught me how to understand music on a deeper level.

Being part of the Hockaday orchestra was also important to my growth as a musician. One thing I liked most about the orchestra was our diverse repertoire, which exposed me to a variety of composers of all periods and helped me understand different styles of orchestral music. However, as a senior looking back on my four years in orchestra, I believe it’s the people that made this experience so special.

As a synthesizer player and solo pianist, I greatly enjoyed the feeling of camaraderie in the orchestra and the deep connections we formed with each other. On the other hand, our conductor, Mr. Long, inspires every one of us with his infectious passion for his work, and instilled in me a lifelong love for music.

After my time at Hockaday, I plan on joining the Chamber Music Society at UPenn and possibly acting as an accompanist for students in the music school. Although I will not be pursuing a degree or a career in music, I will still keep playing the piano because the Fine Arts have been, and always will be, an important part of me.

The Impact of Hockaday Fine Arts

By Hallie Gu ’16
Fine Arts Emboldens My Spirit

By Kemper Lowry (Eighth Grade)

Being involved in the world of theater, I can honestly say that the Fine Arts curriculum is one of the biggest perks of being a seventh grader. Core subjects at Hockaday challenge my mind and broaden my intellect, but Fine Arts make my heart soar and feed my soul. Sometimes the opportunity to learn a new song for choir is the best remedy for the gripping concentration required of new math concepts. The freedom of dance shakes off memorized historical dates, while the poetry of Spanish is enhanced by the creation of a visual art. To me, the Fine Arts are a brief escape into other worlds where I can forget about the assignments, projects, and tests that fill my mind and focus instead on the joy that acting, singing, and dancing bring me.

I love the Fine Arts at Hockaday for the way they make me feel, and the ability to explore the tactile, sense-expanding part of my nature. While the academic challenges are stimulating, Fine Arts help anchor that knowledge by giving a voice to my artistic impulses, letting all the puzzle pieces of my mind clink into place. Instead of limiting students to only exploring one or two basic areas of the arts, Hockaday’s program lets us sample the whole spectrum, giving us short but fulfilling rotations of all the separate sections, including the often overlooked artistry of technical theater and debate. I have sung, danced, and acted before, but debating in front of my class was a new experience that I really enjoyed. Giving a speech about water conservation, something I care very much about, was enriching, and debating with a partner emphasized teamwork. I love drama because in order to act, you first have to become a different person, and it is fun not only to do that myself, but also to witness my friends’ transformations and find that they love it as much as I do. Choir, music, painting, theater, and dance are as necessary to a complete education as history, English, science, and math. The Fine Arts curriculum emboldens my spirit and helps fulfill the promise of limitless potential brought by my Hockaday education.

“The Fine Arts curriculum emboldens my spirit and helps fulfill the promise of limitless potential brought by my Hockaday education.”

Kemper Lowry (eighth grade) performs in Miracle on 34th Street at the Dallas Children’s Theater.
Major Donors

The Hockaday School is sincerely grateful to the thousands of donors who have made a commitment to future generations of Hockaday students through the Centennial Campaign. The campaign is an ongoing effort to raise $100 million for facilities improvements, financial aid endowment, and faculty support endowment.

The campaign has funded facilities improvement projects including The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts, the Lyda Hill ’60 STEAM Institute, the Margaret Doggett Crow Science Building, The Schmitz Residence Hall, the Margaret Doggett Crow Amphitheater, and renovated spaces in the Liza Lee Academic Research Center for journalism, film, debate, and photography.

The campaign is also planning for the future by raising endowment for faculty support and excellence as well as financial aid. Gifts to endowment provide financial stability and support to the operating budget for decades to come. Planned Giving is also a priority of the campaign as planned gifts from members of our community who have provided for the School in their estate plans provide a bridge to the future for Hockaday.

This list represents all donors who have given $10,000 or more to the Centennial Campaign as of September 1, 2016.

$20 Million
Lyda Hill ’60

$5 Million – $10 Million
Nancy A. Nasher ’72 and
David J. Haemisegger

$1 Million – $5 Million
The Edward & Wilhelmina Ackerman
Foundation
Helma* and Edward Ackerman
Paula Ackerman Menendez ’87
Samantha Ackerman Simons ’91
Lucy Crow ’71 and Henry Billingsley
Ann Bower ’67*
Rita Crocker Clements ’49 and Family
Dan Bass
Hong and Jim Bass
Barbara Bass ’75 and Jim Moroney
Bonnie Bass ’75 and Peter Smith
Kathy and Harlan Crow
Tiffany and Mark Cuban
Dean Learning Center
David A. Dean
Jean M. Dean
John Cranfill
Rebecca Dean Dewey ’74
The Dedman Family
The Robert H. Dedman, Jr.
Foundation
Rachael and Bob Dedman
Nancy Dedman
Claire Dewar ’75
James D. Dondero
Kelli and Jerry Ford
Pat Murphy ’42JC* and
Bryghte D. Godbold*
Ann Graves
The Hockaday Parents’ Association
Marguerite Steed Hoffman
Joyce and Larry Lacerte
The Eugene McDermott Foundation
Margaret McDermott
Mary McDermott Cook ’71
Nancy Penn ’41* and Jack Penson*
Kathryn Priddy and Family
Amsler and Don Bell and Family
Ann Priddy ’73 and Rhett Bentley
and Family
Kathryn Walker ’94 and Jim Francis
and Family
Beth and Charles Priddy and Family
Dianne and Hervey Priddy and Family
Robert T. Priddy* and Family
Ashley Priddy Walker ’05
Betty Priddy Walker ’69 and Family
Amanda and Brint Ryan
Sandy and John Schmitz
Peggy and Carl Sewell
And those who wish to remain anonymous

$500,000 – $999,999
Adriana and Jamiel Akhtar
Darleene White DeLee ’49
Hoblitzelle Foundation
Randi and Jay Hofmann
Jordan Family Foundation
Anne Jordan Logan ’63
Louise Corrigan Jordan ’35*
Carole Bond Jordan ’69
Claire Anne Jordan ’01
The Ralph B. Rogers Foundation
Ellen Higginbotham ’59 and
Richard Rogers
Katherine Rogers ’89 and
William Roberts
Callie Emery
Beth and Paul Savoldelli
Susan B. Wise ’61* and
Carol M. Frankenfield*
And those who wish to remain anonymous

$250,000 – $499,999
Dawn and Tobin Grove
The Horchow Family
Roger Horchow
Sally Horchow ’88
Regen Horchow ’80 and Jeff Fearon
Lizzie Horchow ’82 and Dan Routman
Melissa and George Lamb
The Marsh Family
Charlene Cline ’62 and Tom Marsh
Estee Marsh ’87 and Luke Kellogg
Charlene Catharine Marsh ’00
Melanie and Casey McManemin
Maryann Sarris ’78 and
Frank Mihalopoulos
And those who wish to remain anonymous

$100,000 – $249,999
Stephanie and Todd Anderson
Thalia Sarris Banowsky ’82
Richard D. Bass Foundation
Laura and Keith Benedict
Barb and Todd Bluendorf
Meta Alice Keith Bratten Foundation
The Browning Family
Fallon Browning ’77 and
Robert Vaughn
Averille Browning ’73 and
Stewart Dawson
Kathryn Browning ’72 and Hal Cook
Tamara Rorrie ’86 and David Campbell
Ann* and Gary Charlson
Kimberley Elting and Stewart Cohen
Lisa and Clay Cooley
Susan and Chris Cooper
Shirley and Stuart Crow
Linda and Bill Custard
Vivian Ding
Susan and Gregory Echt
Molly and Gregg Engles
Stacey Everett and Scott Everett
Mona and Bill Graue
Rosalind Redfern Grover ’59
The J. M. Haggar, Jr. Foundation
Isabell Haggar
Lydia and Dan Novakov
Margaret and Barry Hancock
Vicki Michaelis ’68 and Peter Bartholow
Patricia Huckins ’43* and
John Beckman*
Nell Fullinwider ’83 and Shelby Bush
Kelly Compton
Charron Ramsey ’53 and Peter Denker
Suzy and David Diamond
Tucker Ford ’79 and Richard Enthoven
Entrust One Facility Services
Sharon and Steve Folsom
Jennifer and Tal Franklin
Billie Jo Whipple ’53 and Jo Graves
Carmen and Michael Gross
Rajani Kapu ’90 and Russ Haden
The Hirsch Family Foundation
Susan and Larry Hirsch
Margaret Johansen ’97 and
Brad Hirsch
Daria Hirsch-Langbart ’93 and
Owen Langbart
Kristi and Ron Hoyl
Aminah Jatoi ’79 and Phuong Nguyen
Wendy and Edward King
Dana and Thomas Lutz
Sallie McCutcheon ’57
Leslie and Nick Merrick
Barb and Peter Mitchell
Minda and Gary Moor
Paula and Jon Mosle, Jr.*
Caroline and Rick O’Brien
Patti and Kevin O’Meara
Cary-Elisa Briggles ’83 and Bobby Rubarts
Shanon and Craig Schimmer
Jerrie Marcus ’53 and Fred Smith
Debby and Webb Spradley
Kim Wargo and Mark Cortez
Nicole and John Weeldreyer
The Willingham Family
Helen Biggs ’64 and Gene Willingham
Jennifer Willingham ’89 and
Phillip Williamson
April and John Willingham
Mary Lou and Steven Wilmeth
Kendall Burney Wilson ’82
Ann Whitley Wood ’82
And those who wish to remain anonymous
$25,000 – $49,999

Mary Amiri and Aaron Afzalipour  
Julie Uhlhorn ’83 and Mike Allen  
C.C. Whittenburg ’75 and  
Stewart Armstrong  
Oteka Little ’57 and Jerry Ball  
Carol Lynn Sandfield Birnbaum ’69*  
Heather and Mark Blinn  
Ryla Bouchier ’81  
Jennifer and Chris Cather  
Sharon and Scott Charlton  
Pallavi and Deepak Chavda  
Mary Thuss ’61* and  
Oakley W. Cheney, Jr.  
Anne Schoellkopf ’50 and Henry Coke  
Penny Tower ’72 and David Cook  
Jeanne Tower ’74 and Berry Cox  
Marjorie and Fred G. Currey  
Julia, Tim, and Madalene ’15 Danklef  
Leslie Melnick ’74 and Bryan Diers  
Melissa and Brent Dyer  
Canan and Joachim Ebert  
Betsy Reed ’84 and Richard Eiseman  
Candyce Eoff ’89  
Joyce and Mike Ernst  
Angella and Blake Estess  
Nancy Fallen ’92  
Kate Fullinwider ’92 and  
Charles Ferguson  
Julie Ford  
Kay Carter ’52 and Benjamin Fortson  
Shyama and Darshan Gandhi  
Christi and Larry Glasscock  
Kaleta Doolin ’69 and Alan Govenar  
Kimberly and Robert Hart  
Zoe and Todd Hart  
Pilar and Jay Henry  
Caroline Rose Hunt ’39  
Jennifer and Tom Karol  
Jan and Jeff Kramer  
Kathleen Keith ’75 and Frank Lauinger  
Chandler Roosevelt Lindsley ’52  
Michelle Morgan ’87 and Bill Lockhart  
Mona and Raj Malik  
Anne Windfohr ’56 and John Marion  
Kathryn King ’83 and Mark Marley  
Quin Mathews  
Lauralea Peters  
Marley McCrea ’58  
Cindy and Alex McGeoch  
Ixchel McKinnie ’86  
Paula Bosler ’87 and Bay Miltenberger  
Harry S. Moss Foundation  
Mary Jane and Frank Ryburn  
Francis Ryburn Barron ’04  
Eleanor Mills Ryburn ’06

$10,000 – $24,999

Elise Keeney ’67 and Burk Murchison  
Claire and Phillip Newman  
Mary O’Boyle ’70  
Vinita and Muktesh Pant  
Nancy Perot  
Pat and Brad Porter  
Margie Purnell ’54*  
Ricki and Andy Rabin  
Carolyn Perot ’86 and Karl Rathjen  
Graciela Garcia ’74 and Cesar Rendon  
Marie and Angel Reyes  
Chris and Dick Rogoff  
Neal Grinnan Rose ’60  
LeDee Kidd ’87 and Bill Sachs  
Nicole Ginsburg ’91 and Justin Small  
Caro Alexander Stalcup ’57  
Candace Campbell ’84 and Max Swango  
Meg Allen ’88 and Christopher Temple  
Sarah and John Wechsler  
Ariane and Jim Welch  
Susan Pierce ’65 and Addison Wilson  
Nancy Purse ’82 and Richard Winston  
Jenna Brasch ’82 and Seth Woodberry  
*And those who wish to remain anonymous

Andrea Levy Aranson ’65  
Manju and Radha Bandarpalle  
Linda Deal ’63 and Tommy Barrow  
Carrie Moore ’89 and Steven Becker  
Amsler and Don Bell  
Carla and James Bolden  
Julie Philipson ’82 and Todd Boren  
Sue Ann Bryant ’59 and James Holland  
Sara and Jackie Burke  
Christie and Joseph Cahooon  
Yoonkyung Jeong and James Choi  
Ann Colgin ’76  
Thomas H. Cook, Jr. and Sherri W. Cook  
Family Foundation  
Sherri and Tom Cook  
Christina and Kendall Cotten  
Leslie Crozier ’75  
Betsy Best ’73 and Bennett Cullum  
Margaret Anne Cullum ’58  
Ana Katherine and Gene Curry  
Theresa and William Daniel  
Becca Nelson ’81 and Mark Davis  
The Decherd Foundation  
Maureen and Robert Decherd  
Audrey Decherd ’05
Gifts to the Centennial Campaign

The Centennial Campaign is an ongoing effort to raise funds for both facilities and endowment, and to add members to the 1913 Society, which recognizes members of our community who have made Planned Gifts to Hockaday through their estate plans. Pledges to the campaign of $10,000 and more are payable over five years. The Campaign will conclude in May 2017, so please consider making an outright gift or planned gift today!

For more information about Hockaday’s Centennial Campaign, please contact:

Debby Hay Spradley
Director of Development and External Affairs
214.360.6579
dspradley@hockaday.org

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

The view from The Ed Long Stage in the Nancy A. Nasher and David J. Haemisegger Family Theater
“Logic will get you from A to B. Imagination will take you everywhere.”

- Albert Einstein
WHAT IS THE ANNUAL FUND?

YOUR GIFT to the Annual Fund makes an immediate – and virtually limitless – IMPACT on the School. For EVERY STUDENT, the HOCKADAY EXPERIENCE, filled with superior academic programs and EXCEPTIONAL extracurricular activities, is made possible in part by the ANNUAL FUND. The Annual Fund provides 5% of the operating budget and SUPPORTS all areas of school life.

CLOSING THE GAP

Tuition and fees alone cannot fund everything that makes Hockaday what it is. The gap between tuition and the full cost of each girl’s Hockaday education is $7,642. The Annual Fund and income from the endowment help bridge this gap. Your gift is vital to our students and to the future of the School.

Please consider a gift to the Annual Fund today.

MAKE A GIFT TODAY

You can make a gift in the following ways:

MAKE A GIFT ONLINE
www.hockaday.org/makeagift

MAKE A GIFT BY PHONE
214.360.6583

MAKE A GIFT BY MAIL
Office of Development
The Hockaday School
11600 Welch Road
Dallas, Texas 75229

FOR ADDITIONAL INFORMATION, CONTACT
Mary Crain ’01
Director of Annual and Planned Giving
The Hockaday School
214.360.6583
mcrain@hockaday.org

REVENUE

- Tuition and Fees: 74%
- Endowment Income: 14%
- Annual Fund: 5%
- Summer School and Other: 5%
- Bookstore and Laptop Revenue: 2%

HELP OUR DAISIES GROW
Perhaps one of my most favorite stories to share with students about Ela Hockaday is that she enjoyed the company of modernist poet Gertrude Stein. Stein was unconventional and authentic. So was Miss Hockaday. This fact inspires me in my English classroom in two ways: when choosing literature for students to immerse themselves in, and as I move about speaking, guiding, inquiring, and bursting with enthusiasm – all in my bare feet.
How strange this may seem at first glance. But, my purpose is meaningful. Reflecting on my teaching philosophy, I think of Miss Hockaday’s timeless yearbook message to her pupils from 1923: “I shall have no fear of your not keeping up with the needs of the day in being able to satisfy the most urgent demand of the times if you have formed an upright, noble character through thinking and doing right, if you have the knowledge and sympathy and courage to make the right kind of relations in your life.”

Literary study bonds closely with matters of the heart and character. In the same spirit, I cannot ignore novelist Dorothy Allison’s advice: “you will find love where you bring love.” How might bare feet bring love? Here, I equate love with authenticity, with passion, and with a profound sense that students will leave the Hockaday English classroom not only better writers and thinkers, but also better human beings.

That is why I begin my American Literature course with Walt Whitman. In his poem, “To a Pupil,” Whitman implores us to “Rest not, till you rivet and publish yourself of your own Personality” in an effort to address the push and pull between conformity and individuality. We move on to navigate the complex truths posed by Toni Morrison as she asks readers to make a difference beyond themselves. We contemplate the quandaries Tim O’Brien terms as “the moral paradoxes and the struggles of being human.” Then, Truman Capote’s semi-autobiographical novel, Other Voices, Other Rooms, invites students to identify with or explore characters’ reactions to deviations from social standards. I like to teach this text in particular because it is difficult – not in terms of prose, structure, or comprehension. Rather, the difficulty lies in what I term the “heart work” involved. Stories that facilitate this work captivate students, I have come to find. And, near the end of the course, they fall in love with F. Scott Fitzgerald’s The Great Gatsby because they appreciate the time to think about the consequences of constructing false identities instead of embracing our true selves.

Teaching these texts barefoot to me is grounding discussions in mutual excitement and modeling risk-taking. Authenticity is borne of risk-taking. Resilience is borne of risk-taking. I share my interpretations of issues with conviction, but the vibrant air in the room is surely filled with students’ ideas. Light switches turn on as they share their thoughts, listen to their peers, and teach me. We walk the pages and words together. I cannot contain my fervor sometimes. A leap into the air with wide eyes and head nodding is a frequent immediate reaction of mine. No matter. Such validation encourages students to step into the shoes of other people, see themselves in print, and express the new experience of looking through lenses previously unknown.

Overall, students at Hockaday learn with zealous literary scholars who are just as passionate about content as they are about each student’s journey. All who teach English create opportunities for students to examine humanity’s nuances, consider closely the lives of diverse peoples, hone analytical thinking, and craft intellectually sophisticated written analyses with clarity and individual voice. Each of us teaches core texts respective to our established rigorous curricula, but we are fortunate educators to have a great amount of autonomy. This is where the authenticity shared in our classrooms roots and grows.

As is evident from our exceptional alumnae and our current students, Hockadaisies lead the way in all paths they choose to take. Hockaday English seeks to enrich those paths and to instill the words of Whitman, Allison, Morrison, and countless voices into their life philosophies. More importantly, English at Hockaday prepares each student to walk proudly on her own two (bare) feet with a precise self-awareness that will inspire all whom she meets, and in the poignant words of Jandy Nelson, “to remake the world.”

I often ponder Miss Hockaday’s reaction to my bare feet, both literally and figuratively, and I feel strongly that she would bestow her approval. She might even remove her own shoes.
Through my experience within Student Council, I have learned that the term ‘leader’ can apply to anyone whose passion drives them to work beyond themselves. Those who are most qualified to be in charge are not necessarily the most vocal or strong-minded. Student leadership at Hockaday taught me to have confidence in my own leadership style,” shared Frances Burton ’16, who served as the Student Council President during the 2015–2016 school year.

The opportunities for Upper School students to lead within the Hockaday community are endless, and range from our fields to our stages to our classrooms. The structure of our council is, in many ways, unique to Hockaday and one of the greatest strengths of the student life program. Our Student Council consists of an Executive Council, made up of a president, vice-president, treasurer, secretary, and parliamentarian, along with 14 board chairs who represent all aspects of the School, including academics, athletics, arts, diversity, service, and residence, to name a few.

The five students elected to serve on the Executive Council come together with the 14 students elected to serve on the Student Council as board chairs, who come together with the 60-plus students elected to serve on one of these specific boards, all of which creates a student leadership program that is diverse, inclusive, and representative of the student body.

I have the distinct privilege of working with the dynamic visionaries who are elected to serve as part of the Upper School’s Student Council each year, and each year I am awestruck by the level of dedication our girls display not only to the School, but also to each other.

“I got involved with the Student Council because I saw it as a way to give back to a place that gave so much to me,” added Burton.
Our students are tasked with tackling tough questions and managing vital elements of the Hockaday experience, and they do so with confidence and maturity. For example, the Athletics Board plans, executes, and leads the all-school One Hockaday spirit rallies. The Convocations Board is charged with the task of implementing the Upper School’s year-long assembly programming, including sending invitations to guest speakers. Our Honor Council seeks to educate the entire community on the values intrinsic to the Character and Courtesy Cornerstones. Much like the “real” world, the work of our Student Council and respective boards is driven by clearly-defined mission statements, ensuring and teaching the importance of vision and accountability.

Student leadership at Hockaday aims to provide our girls with skills that will serve them years after they leave campus. These attributes include a clear understanding of how organizations are structured, the process for enacting change and implementing new initiatives, and the need to communicate with your constituents, which in their case is done through their annual “State of the School” address to the student body.

Hallie Gu ’16, the 2015–2016 Student Diversity Board Chair, acknowledged the value of her term when she said, “Being part of Student Diversity Board was a transformative experience. It not only instilled in me a desire to raise awareness and foster inclusion in the community, but also equipped me with the right tools to do so. I’m extremely thankful to the Student Council for helping me find my values, my voice, and my mission in the community.”

Burton echoed this sentiment when she said, “I feel more prepared for life after Hockaday as a result of my experience as a student leader, which instilled in me the confidence I need to make change in the world around me.”

Each year, the outgoing Student Council evaluates their accomplishments and suggests a focal point for the incoming council members to concentrate their efforts based upon their understanding of the student body’s priorities. In April, the 2015–2016 Student Council recommended that next year’s council adopt “unity” as their goal and focus their time and energy on strengthening the relationship within and between the three divisions at Hockaday, as well as with our peer schools in Dallas.

Current Student Council President Joy Nesbitt (Class of 2017) is eager to lead her newly elected team with this focus in mind: “I aim to continue the great work of the preceding council and look forward to understanding the community on a deeper level so that I can clearly represent their ideas and desires.”

“I got INVOLVED with the Student Council because I saw it as a way to GIVE BACK to a place that gave so much to me.

Frances Burton ’16
"How old would you be if you didn’t know how old you were?"
This familiar adage came to mind as I spent the weekend with nine of my classmates as we celebrated our collective birthdays. This year, the 60th graduating class of Hockaday turns 60 years old. Our weekend, however, proved that we could feel like the schoolgirls of yesteryear when we are together. This time prompted me to share some important revelations that I wanted to pass along to upperclassmen, graduating seniors, and new alumnae alike.

We have all been blessed with a very special experience as students at Hockaday. Not only did we have the benefit of an exemplary education, we were given an environment to form friendships with other girls that many others never have. I did not realize this until after I graduated; in fact, it did not become readily apparent until my 35th Reunion seven years ago.

There was nothing particularly different about my class and yours. We had our share of athletes, artists, beauties, and brainiacs. There were the usual cliques – the “popular” girls with steady boyfriends, the boarders, the loners, and the intellects. I became a student at Hockaday in the sixth grade. Some of my closest friends came before me; others did not start until Upper School. But all in all, we were together during our formative years.

Many of us experienced our first dances with St. Mark’s boys together, we shared the experience of not making the team, or the part in the school play we wanted so badly, or the heartbreak of a break-up with a boy. In Lower School we played jacks and skipped rope during milk break; in Upper School we sat in the hallways and gossiped about who was going out with whom. Our senior year we huddled around the television set in Tarry House watching “All My Children.” In the spring we sunned along the side of Hoblitzelle Auditorium with our sleeves rolled up and our midriffs exposed. But as we all made our decisions for life...
after Hockaday, with which college we would attend and what
degree or career we would pursue, my mind was not fixed on
when and where I would see my classmates again. There were
a few friendships that continued into our college years, but as
we graduated college, or married and moved away, I, for one,
lost touch.

Some of us married young and started families; others had
burgeoning careers. There was the occasional wedding where
we celebrated with our closest friends. But for the most part,
it wasn’t until our first reunion that I saw many of my former
classmates. It was 1984 and I had a four-year-old and an
18-month-old. Some of my closest friends were still leading a
carefree single life, or so it seemed. I lived in another city and
moved on to new friends and a new life.

It was at our 30th Class Reunion that I finally reconnected.
Over the years our differences faded away. We laughed and
talked about recollections we shared. We had, of course, chosen
different paths. Some have had long marriages, some have not.
Some have children, others not. Some have had very successful
careers; others have been homemakers and volunteers in their
communities. But at this stage of our lives, we seem to have more
in common than those “in between” years.

In this day of social media I have found classmates that I would
otherwise not see, or those who have shied away from class
reunions. We enjoy each other’s pictures and posts on Facebook
and Instagram and wish each other well on birthdays and major
life events. I find myself yearning to know each of my now adult
classmates in a way I did not while in school together. Some of
those I did not know well have become fascinating women with
interests and stories I would love to hear. Many are very different
than my own. But still, I would love to be in a book club together
or hear about their different journeys.

I share this because I want to encourage you all to keep up with
one another. Not just your closest friends. Make an effort to
attend your class reunions at the very least. Engage those girls
that you did not know well. Don’t let things hold you back, like
the way you look or your personal circumstances. None of us are
the same as we were all those years ago. We may look different,
we may have different life experiences, we may regret things that
we said or did as self-centered teenagers trying to find ourselves.
We share a very special moment in time – the “wonder years.”
And I find that when I am with the girls from the Class of ’74, I
feel as if I am that Green Team girl!

This past weekend the 10 of us toasted each other a happy
birthday. We laughed together, we danced and listened to the
music of our time, we piled into bed together and shared stories
and jokes, and we talked about our next adventure as we travel
down life’s road. Going forward we know that there will be more
heartache as we continue to lose our parents or other loved ones
or find our own health challenges. But I choose to believe that
these women would be there for me and I for them. And I think
we will make our time together an annual thing. I hope that other
classmates will join us or pull together their own small group and
share with us the joy their time together brings.

So, how old would I be if I did not know how old I was? This past
weekend I was my 17-year-old self with the benefit of 43 years of
experience! And even though we are not as thin and fresh-faced
as our younger selves, it is really just a state of mind, isn’t it?
You ARE as young as you feel, and when I am with these women,
I feel as young as I did the day I wore that white dress and
that hat of flowers as one of the 60th graduating class from
The Hockaday School.
An Interview with Suki Hawley ’87

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

My favorite memories of Hockaday involve the Media Department. There was an oasis quality back in the AV room tucked away behind several rows of books in the library. It represented creative thought and a willingness to try anything. Because video technology was something new, the very class itself felt something of a new frontier, especially when coupled with so many traditional classes that happened during the week. Experimentation was necessary, as there wasn’t much precedence. The room held two or three video cameras, and there was a video editing bay that sat in one of the four study rooms of the library. The editing was my favorite part – I just felt very at home in front of a control board slapping images together in a row to make them speak. I only knew of a few other schools that had this technology at that time, and I was aware that I was lucky to be learning how to use it. One of my early favorite pastimes was video games, and this editing bay was an extension of that activity – but right here at school! I focused on music videos mostly, and I also edited the video magazine called Montage. The experience set me up nicely to study film in college, and I haven’t stopped since.

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

Aside from the practical skills I learned in the AV Department, I learned a work ethic at Hockaday that has continued to help me in my career today. There was a seriousness of thought, an attention to critical thinking. The latter quality has especially helped me as I navigate the documentary world, wading through interviews with subjects and trying to figure out the best way to convey a situation on film. Making a documentary for me requires that I get at the emotional truth of a story, almost before I understand the factual truth. My husband and I make character-driven films – because the best stories are told through characters under pressure, even in non-fiction. When the audience can relate to a person and their life, they are more likely to have a satisfying viewing experience and actually learn something from it. So, learning early to have a critical eye toward the deeper truths of life honed at Hockaday has really aided me in my work. And the broad insights presented in Ed Long’s History of Art and Music class really set me up for an interest in art.

Describe what you are doing now.

I work with my husband Michael and our partner David in a production company known as RUMUR. We have made two narrative features and four documentary features – two of which were short-listed for the Academy Awards. Even still, it has been a struggle every time to get the machine started and going to make a completed film. A measure of perseverance learned early on at Hockaday has helped me stick it out in this untraditional career. Currently, we are releasing Who Took Johnny, a documentary about Johnny Gosch, the first missing kid pictured on a milk carton. Johnny was an Iowa paperboy who was abducted in 1982. His mother never gave up her relentless search for what happened to him. The film has just been released on Amazon and iTunes, and John Waters called it “an amazing, lunatic documentary that will leave you creeped out, excited, and surprised” when he put it on his top 10 list last year. It’s an important subject that really doesn’t get enough attention. We’re hoping to change that.

We are also in post-production on a film about a back doctor named Dr. John Sarno. He has helped millions of people from his practice and from his four best-selling books since the 1970s. He developed a psychosomatic theory of pain, one that focuses on repressed emotions as the source of most back pain when no underlying structural cause can be found. However, the medical establishment has not taken his work seriously. Fast forward to today, where a prescribed opioid epidemic is rampant – largely to address runaway pain issues – and the Institute of Medicine released a report stating that no effective treatment for chronic pain exists in the medical world today, and Dr. Sarno’s ideas take on more meaning. The film explores his life and work with the understanding that pain – like most illness – is a complex experience that involves both the mind and the body. Current medical techniques, which focus solely on a biomechanical approach, are analyzed from several different angles.

What is the most challenging part of your job?

The most challenging part of being a documentary filmmaker is the quest for resources and the time needed to complete a project. We have found that the most interesting projects occur over time, documenting a situation and its aftermath for many years. It is hard to find funding for such long-term longitudinal projects, but the rewards reflected in the finished product are hard to beat. The best stories involve a character arc, where a character begins...
with one set of beliefs and by the end of the story has evolved or changed. In the same way, a good documentary must reveal an arc of character, and that sort of evolution happens over time. In today’s world of immediate results and cable TV’s “breaking news” mentality, it has been a struggle to find an outlet and a funding source for such longer-term projects. But we have persevered, and have been able to find a way to complete many films. Each time it happens in a new way, but these films get completed at a high level nonetheless.

For example, our second film to reach the Academy Awards short-list, Battle for Brooklyn, was shot over eight years. The film followed the story of reluctant activist Daniel Goldstein as he struggled to save his home and community from being demolished to make way for a professional basketball arena and the most dense real estate development in U.S. history. Along the way, he fell in love, got married, and started a family while living in a vacated building located at the heart of the project site. Over the course of eight years Daniel spearheaded the movement against the development plan, believing that at its heart it would hurt the hard-working people of Brooklyn.

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 Arianne 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.

I learned a work ethic at Hockaday that has continued to help me in my career today. There was a seriousness of thought, an attention to critical thinking.

What advice do you have for Hockaday students?

I went to Wesleyan in Connecticut for college, mostly due to the high reputation of their Film Studies Department. As my college film mentor, Jeanine Basinger, used to say, “If you want to be a filmmaker, you should do three things: watch movies, play drums (because all good film is about rhythm and pacing), and understand physics.” I’m not as good with the last one and am hoping to get by on the other two skills! Watching great films definitely helps you to understand how to tell stories on film. What worked? Why did you have the emotional experience you had? What made you feel something? Watching camera angles and camera movement closely, and when cuts occur – or don’t – is very important to notice.
Retiring Faculty and Staff

In 2016, nine faculty and staff members retired after many years of loyalty and service to the School. Their commitment to the exemplary standards and the growth and learning of each Hockaday girl is sincerely appreciated by each member of the Hockaday community.

Cathy Bruff
11 years
Associate Director of Admission
for Middle School

Cathy Hall
22 years
Lower School Teaching Assistant

Victoria Spears Johnson
22 years
First Grade Teacher

Neal Lee
16 years
Development Information Systems Manager

Judy Mortenson
18 years
Director of Human Resources

Terry Kannan
8 years
Upper School Mathematics Teacher, SMU Tate Lecture Sponsor

Linda Nichols
24 years
Middle School Counselor

Elayne Powell
45 years
Facilities Supervisor for Food Services

Kifleab Tekle
30 years
Security Officer
Hockaday Charms

“When I started prekindergarten at Hockaday, my grandmother showed me her Hockaday charm bracelet from the 1950’s. I loved hearing the stories that went with each of her charms. I’m excited to have my own Hockaday charm bracelet as a reminder of all of my special Hockaday memories. Hopefully, I’ll get to share it with a daughter or granddaughter too!”

– Margaret Thompson, Class of 2020

“We have been thrilled to support the Hockaday charms project since my oldest started at Hockaday in 2006. We treasure having all the girls’ special events represented on one bracelet that spark so many great memories. These bracelets not only will be a very special memento of Hockaday, but will be great conversation pieces at their reunions and hopefully with their own Hockaday daughters in years to come.”

– Shannon Saalfield Thompson ’89

Hockaday sterling silver charms are available to wear to show your Hockaday pride or give as a gift. There are many options from the Athletic Split-H to the Saddle Oxford to the Daisy – and more! When charms are ordered by December 1, 2016, they will be available for pick-up on Alumnae Day on April 21, 2017.

To order charms, visit the Alumnae or Parent Resource Boards and click on the Charms link.
Leadership Team

Liza Lee
Eugene McDermott Headmistress

J.T. Coats
Chief Financial Officer

Jason Curtis
Director of Technology and Information Resources

Dr. Barbara Fishel
Dean of Studies

Linda Kramer
Head of Middle School

Ed Long
The Nancy Penn Penson ’41 and John G. Penson Distinguished Teacher in Fine Arts; Fine Arts Department - Lead Chair; Dean of Upper School

Blair Lowry
Assistant Head of School

Meshea Matthews
Director of Residence Life and Global Outreach

Terry Murray
Head of Upper School

Maryanna Phipps
Director of Admission and Enrollment Management

Randal Rauscher Rhodus ’97
Head of Lower School

Tina Slinker
Director of Physical Education and Interscholastic Athletics

Debby Hay Spradley
Director of Development and External Affairs

Tresa Wilson
Director of Inclusion and Community
Board of Trustees

OFFICERS
David J. Haemisegger
  Chair
Barbara Glazer Rosenblatt '75
  Chair-Elect
Jennifer Mosle
  Vice Chair
George Lamb
  Treasurer
Sandy Schmitz
  Chair, Executive Committee
Kathryn Walker Francis '94
  Secretary
Maryann Sarris Mihalopoulos '78
  Immediate Past Chair

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

TRUSTEES
Mary Ann Alhadeff
Carrie Moore Becker ’89
Keith Benedict
Herbert W. Buford, Jr.
Kathy Crow
Courtney Newman Flanagan ’91
Kelli Ford
Katharine Friguelotto
Amanda Ginsberg ’88
Rosalind Redfern Grover ’59
Marjorie Hass
Ariana Viroslov Held ’87
Elizabeth Cullum Helfrich ’98
Arnold Holtberg
Rajani Kapu ’90
Charlene Cline Marsh ’62
William Casey McManemin
Anna McPhail
Nicholas Merrick
Peggy Black Meyer ’81
Monty Montgomery
Shawna Nesbitt
Rick J. O’Brien
Maria Martineau Plankinton ’83
Pam Hudnall Quarterman ’72
Miguel Quinones
Jennifer Sampson
Samantha Ackerman Simons ’91
Juan Suarez III
Jacquelin Sewell Taylor ’99
Shannon Saalfeld Thompson ’89
Mary Ellen Wilensky

THE HOCKADAY SCHOOL
11600 Welch Road
Dallas, Texas 75229
Telephone 214.363.6311
www.hockaday.org

FIND US ONLINE!
www.facebook.com/
TheHockadaySchoolDallas
www.instagram.com/
TheHockadaySchool
Parents of Alumnae: If your daughter has a new mailing address, please email it to alumnae@hockaday.org.

SAVE THE DATE

Thursday, October 20, 2016
Fall Alumnae Dinner

Friday, April 21, 2017
Alumnae Day

Saturday, March 25, 2017
The Hockaday Parents’ Association Benefit

Saturday, May 20, 2017
103rd Hockaday Commencement