Leadership through Grace

LIZA LEE
EUGENE MCDERMOTT HEADMISTRESS
BELIEVING IN THE **limitless** potential of girls, Hockaday develops **resilient, confident** women who are **educated and inspired** to lead lives of **purpose and impact**.
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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.
“Time present and time past/ Are both perhaps present in time future/ And time future contained in time past.”

T. S. Eliot
from Burnt Norton in The Four Quartets

I’ve worked hard to find a theme for this magazine’s essay since the magazine is supposed to honor me, and it seems inappropriate to write about myself. However, I realize that this is the last time that I will write for it, so perhaps it is appropriate simply to speak of Hockaday and of my enormous gratitude for my Hockaday experience and my particular delight in the past two years.

I especially want to tell all of you reading this how much I love and thank you. Each one of you has played a part in helping Hockaday to achieve its dreams, from the teachers and students who give life and hope to the School; to the alumnae who uphold the traditions and standards that characterize the culture of the School; to the staff who ensure the stability of the community; to the trustees who guarantee that the Hockaday experience will continue for decades to come. My beloved companions, thank you. All of you have given me just as much support as you have given the School, and you will be in my heart forever.

I gave a talk at a recent Hockaday dinner – a talk that touched on the past, present, and future of the School, and I thought that some of it was especially appropriate for the magazine. I began by mentioning the past and admitting that my memory is not always reliable. I referred to Billy Collins’ poem, “Forgetfulness.”

The name of the author is the first to go followed obediently by the title, the plot, the heartbreaking conclusion, the entire novel which suddenly becomes one you have never read, never even heard of,
No wonder you rise in the middle of the night to look up the date of a famous battle in a book on war.
No wonder the moon in the window seems to have drifted out of a love poem that you used to know by heart.

Now I still remember that love poem because my affection for Hockaday has never dimmed, and I also have the journal I kept over the years since I arrived that helps me recall my early days at Hockaday.

Here is what I said about school and my students and colleagues as the 90s began: “I love this school and being in a world of women and girls. Already Hockaday has increased the amount of joy in my life and the beauty of this place seems to increase my sense of beauty in the world.”

My own education and work in girls’ schools seemed remarkable because it was so completely female. Annie Dillard, in her delightful reminiscence about her life in an independent school, An American Girlhood, talks about the solace that girls’ schools provide:

[We] carried around with us like martyrs a secret knowledge, a secret joy, and a secret hope: there is a life worth living where history is still taking place; there are ideas worth dying for, and circumstances where courage is still prized.
This life could be found and joined, like the Resistance.

Looking back I think that I was certain that schools like Hockaday were part of a great and noble educational tradition. In a world that was often chaotic and ugly and despairing, school was a symbol of truth and value and hope.

Moving ahead to the future, I don’t think that school, that education, is thought of in quite such lofty terms. Twenty-five years ago school was homogeneous, traditional, and comfortable; now schools seek to be innovative and relevant, diverse and competitive. But I think that in spite of new descriptors, and the lack of certainty about the nobility of education, Hockaday remains for the foreseeable future a symbol of truth and value and hope.

I feel especially strongly because of my excitement about Hockaday’s future. I am not exaggerating when I say that I am ecstatic that the Search Committee and Board chose Dr. Karen Warren Coleman to be our next Head of School. I truly believe that Karen embraces the values of diversity, innovation, and tradition; that she will forge new pathways for Hockaday; that she will help us dream new dreams; and that she will enhance the trajectory of education itself. This magazine features the amazing present of The Hockaday School, but the future will be, I think, astonishing.

In short, in Karen we will find that in Eliot’s words, “Time present and time past/ Are both perhaps present in time future/ And time future contained in time past.” Here’s to an astonishingly wonderful future with DR. KAREN WARREN COLEMAN!

Liza Lee
Eugene McDermott
Headmistress
When one reflects on the impact Liza Lee has had not only on The Hockaday School, but also on the field of education, many words, anecdotes, stories, and superlatives come to mind. From teachers to parents, to students to alumnae, to trustees to community leaders, all would vigorously agree that Liza Lee embodies the enduring vision of Miss Ela Hockaday. As the Eugene McDermott Headmistress, Liza Lee has deftly led the School through many phases in the ’90s, ’00s, and again for a short while in the ’10s. With more than 50 years as both an educator and an administrator, she continues to be honored and adored by the girls who find joy in learning with her at the helm. With her kindness, clarity of thought, motivating stories, and sense of humor, Mrs. Lee instills in each student the confidence to eagerly embrace the challenges she meets head-on in both the classroom and in life.

Throughout her years at Hockaday, Mrs. Lee has touched thousands of lives with her undeniable wisdom, careful consideration, sincere kindness, and unwavering support of the School. Now, as she bids farewell at the end of the 2016–17 school year, there are many words that express the gratitude of an entire community, but one word that will be forever associated with Liza Lee is LOVE.

LIZA, WITH OPEN ARMS, WE THANK YOU AND WISH YOU A JOYFUL AND FULFILLING FUTURE.
I had the unique privilege of working with Liza as both the Board Chair and HPA President, and her graceful and unequivocal leadership has set the standards for Hockaday that will withstand the test of time. She has cultivated a community defined by confidence, empathy, and purpose – always doing what is in the best interest of the students. Liza has never been afraid to make difficult decisions that are right for Hockaday and fulfill the mission of the School. Liza is my friend, my role model, and my treasure.

MARYANN SARRIS MIHALOPOULOS ’78, IMMEDIATE PAST BOARD CHAIR

Transformational is the impact that Liza has had on our beloved Hockaday and on all who have known and worked with her. She demonstrates daily enlightened, compassionate leadership.

LINDA CUSTARD, LIFE TRUSTEE
It has been an absolute privilege and honor for me to have been able to work with Liza as board chair during her second tenure at Hockaday. I have the utmost admiration and respect for the expertise, wisdom, and thoughtfulness that Liza has contributed to the School in a wide variety of circumstances. She is always the epitome of elegance and grace and combines these attributes with her naturally warm and engaging personality. Liza has truly been a valued colleague and (stabilizing) force these past two years. The Hockaday community at large owes her an enormous debt of gratitude.

DAVID HAEMISEGGER, BOARD CHAIR
Liza is truly one-of-a-kind. She is incredibly witty, wise, and intelligent with the rare ability to make a person feel like the most important person in the world. Liza has taught me many things – the most important of which is what it looks like to value and appreciate people. She is a treasure!

JT COATS, CHIEF FINANCIAL OFFICER

There’s been no one better to fill the shoes than she, not once, but twice, the indomitable Liza Lee!

MARK BUSCHARDT, FACILITIES MANAGER
Diminutive only in height, Liza is towering in heart and love for the School. She has nurtured all of us and brought unparalleled commitment to tasks and campaigns too numerous to count. She seems fearless when we need that, witty and thoughtful in every instance, and she is the one we want in our corner (or perhaps the School’s four corners). Thanks, Liza, for your exceptional stewardship and great regard and support for what we do.

ED LONG, THE NANCY PENN PENSON ’41 & JOHN G. PENSON DISTINGUISHED TEACHER IN FINE ARTS; FINE ARTS DEPARTMENT – LEAD CHAIR; DEAN OF UPPER SCHOOL
Liza Lee has been an exceptional leader of Hockaday. In both her terms as Head of School, her performance has been superb. She has diligently dealt with issues and challenges with mature judgment. The School is a much better institution as a result of her leadership, and she has my heartfelt thanks for all that she has done to maintain and improve the School.

BARNEY YOUNG, LIFE TRUSTEE

I will always appreciate that Liza saw me as a leader to a greater degree than did I. She pushed me to ask things of myself that were out of my comfort zone by choosing me to be Head of Middle School. That joint choice has made a joyful, positive difference in both my professional and personal lives, for which I will forever be grateful.

LINDA KRAMER, HEAD OF MIDDLE SCHOOL
What does a super woman look like? Contrary to any stereotype, she is petite, bright, passionate, kind, and forceful. Liza Lee’s years of experience make her a wise and patient ear to the Hockaday community and to the many of us who, to our great fortune, call her a friend. I admire Liza as a leader, mother, grandmother, and wife and partner to Will. During her tenure at our School, she reminded us of who we are and strive to be. Hockaday is stronger and exciting, both unchanged and changed, because Liza gets us and celebrates us. I am thrilled to have the chance to celebrate her!

BARBARA GLAZER ROSENBLATT ’75
BOARD CHAIR-ELECT

Dear Liza,
Thank you for writing that letter and walking it over; for inviting me back and letting me speak; for answering every call and then lending both a hand and an ear. You have been to me all that I hope to be to other young women: a resource, a role model, a friend.

Love,

ANGELA ARDS ’87
Liza Lee has meant more to Hockaday over the last quarter century than any other person. She transformed the School—educationally, physically, and culturally. And she served us well in our times of need. Everyone associated with Hockaday owes her our deepest thanks and our best wishes.

JIM HOAK, LIFE TRUSTEE
I have a profound respect for Liza’s uncanny ability to assess and analyze a situation realistically and quickly, then to respond with clarity, precision, and wit. She is a good friend for whom I have always had great respect. She is an original.

DICK LOMBARDI, FORMER INTERIM HEAD OF SCHOOL, RETIRED FACULTY MEMBER
With her unique ability to give you her undivided attention, Liza can make anyone feel as if they are the most important person in the room. The atmosphere she creates at Hockaday has always been one of inclusion, and her sense of humor is one-of-a-kind. Liza has confidently led Hockaday over the years, and her legacy will endure for future generations of faculty, staff, and students.

VICKEY THUMLERT, DIRECTOR OF ACTIVITIES
Teal Cohen Brings Home the Gold for the U.S. Junior Rowing Team

Teal Cohen (Class of 2017), a member (and 2016 MVP) of the Hockaday Crew team, was selected this summer for the U.S. Rowing Junior National Team to represent the United States in the annual CanAmMex Regatta. After a tough four-week qualification and selection process in New London, Connecticut, Teal earned a spot to compete in the U.S. Women's Eight and Women's Four against the top junior rowers from Canada and Mexico. She earned GOLD in both of her races at the regatta in Sarasota, Florida in late July, which were two of only three golds earned by the U.S. women and men combined. Mexico won the overall medal count and the U.S. narrowly finished second ahead of Canada. It was a tough road to the regatta and the gold medals. Teal first had to earn an invitation to the U.S. Rowing camp, which she did through her ergometer testing and training with Hockaday Coach Tim McAllister. At the training camp, Teal was selected out of more than 60 of the top female high school rowers in the country to be one of only 13 junior women to represent the U.S. in the CanAmMex Regatta.

Hockaday Student Nisha Singh (Class Of 2019) Publishes Her Debut Book

Nisha Singh (Class of 2019) published her debut book titled *Rain & Other Mellow Things*. It is a contemporary poetry book and has received great reviews. She had a book signing event in July and did very well. The book is currently available on Amazon with a five-star rating.

Fourth Grader Leya Glazer Authors New Book, “Hey Mom ... I’m a Vegetarian”

Fourth grader Leya Glazer loves to cook, eat, and share her recipes with her family and friends. This may not be terribly unusual, however, Leya is a vegetarian and found that she and her friends wanted to find delicious options that were nutritious, well-balanced, and not so high in carbohydrates and sugar like many vegetarian diets. Over the summer, Leya and her mom developed several recipes and compiled them into a book to provide both kids and adults who are vegetarians, new and tasty dishes. *Hey Mom ... I’m a Vegetarian* is available in the Hockaday Bookstore for $15, and all profits will be given to the School. Additionally it is available on Amazon with a five-star rating.

On Campus

*Teal Cohen pictured third from the right with U.S. Junior Rowing Team*

*Students raise donations for Dallas Police Department. Pictured left to right: Lauren Roach (sixth grade), Emmy Roberts (fourth grade), Landry Nelon (sixth grade), and Lily Roberts (third grade) (courtesy of parents Tracy Roach and Kimberly Nelon)*
Lower School Girls Raise $10,000 for DPD Shooting Victims

In a true display of the Hock-a-Way, four Lower School girls, Landry Nelon, Lauren Roach, Emmy Roberts, and Lily Roberts donated $10,000 to the Dallas Police Department after five officers were killed while protecting an anti-police brutality protest last summer. They set up a two-day lemonade stand to collect donations for the Dallas Police Department and the victims’ families, and they were stunned by the community’s generosity. From their efforts, the girls presented the check to leaders of the Dallas Police Association and thanked them for their unwavering protection of the citizens of Dallas.

Fifteen Hockaday Seniors Named National Merit Semifinalists

The Hockaday School proudly recognizes 15 students who will advance as semifinalists in the 62nd annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955. The semifinalists include Emma Deshpande, Sara Held, Natalia Henry, Helena Hind, Wendy Ho, Lauren Hoang, Amy Jia, Melanie Kerber, Erin LeBlanc, Brenda Lee, Sarah Siddiqui, Chiharu Watanabe, Amanda Yang, Elizabeth Zhou, and Jenny Zhu. These girls were chosen from approximately 1.6 million juniors in more than 22,000 high schools by taking the 2015 Preliminary SAT/National Merit Scholarship Qualifying Test. This year, more than 16,000 semifinalists have been named across the nation, and these individuals now have the opportunity to continue in the competition for some 7,500 National Merit Scholarship awards, worth approximately $33 million.

Twenty-Five Hockaday Seniors Named Commended Students in the 2016 National Merit Scholarship Program

Twenty-five seniors received Letters of Commendation in the National Merit Scholarship Program. This honor signifies that these students placed among the top five percent of more than 1.5 million students who entered the 2016 competition. Students who received this honor will become candidates for special...
scholarships sponsored by corporations and businesses. This year’s honorees are Tassneen Bashir, Victoria Bennett, Kiersten Blinn, Maryam Bolouri, Adelaide Brooks, Grace Cai, Emily Christopher, Abigail Fleischli, Annabelle Folsom, Cameron Giles, Margaret Hudspeth, Lily Johnson, Neha Kapoor, Kate Keough, Amanda Kim, Heidi Kim, Eshani Kishore, Alyssa Knight, Ashna Kumar, Katherine Lake, Malini Naidu, Joy Neshbitt, Gabriella Sanford, Sonya Xu, and Ruining Ying.

Ivy Awino ’08 Named the Dallas Mavericks’ First Female DJ

The Dallas Mavericks have hired a new member of the in-arena entertainment team: DJ Poizon Ivy. Born Ivy Awino in Nairobi, Kenya, and raised in Dallas, Texas, Ivy attended The Hockaday School and worked as a Mavs BallKid on game-nights for over six years. While attending Marquette University she found her place at WMUR, the student-run radio station, and became “DJ Poizon Ivy.” Since then, she’s shared the stage with the likes of Nas, Wiz Khalifa, Lupe Fiasco, R.0.B, J. Cole, Juicy J, and more, always striving to learn and work with the best in the industry. Now back in Dallas, Ivy has become the official DJ of the Dallas Wings (WNBA) and Skylar Diggins’ Shoot 4 the Sky Basketball Camp Tour.

Stella Wrubel ’24 Named Youth Leader of the Year at North Texas Food Bank

Hockaday fifth grader Stella Wrubel was named the 2016 Youth Leader of the Year and awarded the Golden Fork Award by The North Texas Food Bank (NTFB) along with her business partner, Quinn Graves. Stella began selling mistletoe on the sidewalk in front of her house four years ago, at six years old, to raise money for the Red Cross following Hurricane Sandy. In 2013, she brought it home for the North Texas Food Bank and in 2015 made a $39,155.86 contribution to the NTFB with the earnings. Stella and Quinn now sell mistletoe in Highland Park Village with a team of student volunteers, with matching gifts from HP Village, stores, and companies. Stella is now gearing up for season 5 of “Quinn and Stella’s Jinglebell Mistletoe.” For more information visit kissandstella.com.

Jane Cook ’18 Selected for the US Equestrian Federation’s Emerging Athlete Eventing 18 Program

Form III student Jane Cook is one of only 17 under-18 eventers in the country to be selected to the USEF program. This talent-spotting program identifies promising young athletes who show the potential to one day represent the United States on an Olympic or other international eventing team. Eventing is the equestrian sport that encompasses the disciplines of dressage, cross-country jumping, and stadium jumping. It was first used as a test of military horsemanship skills, and it was first featured at the Olympics in 1912. In January, Jane accepted the award for top-ranked Junior Preliminary-level rider in North Texas, and she will take second place (Reserve Champion) in this division (Area V 4-state region).
Hockaday Model UN Sweeps All Categories at Baylor Conference

Congratulations to our Hockaday Model UN team on their astounding victory at the Baylor Model UN Conference, the largest conference in the state of Texas. Hockaday swept the awards in all categories earning the “Outstanding Delegation Overall” and “Best Team” awards – the highest awarded to a school. Hockaday represented the countries of Iran, USA, Israel, and Turkey. The girls worked to solve issues such as nuclear nonproliferation, the Zika virus, world wide data surveillance, and refugees. Participants included Shivanii Batra, Catherine Howard, Cathy Ma, Maria Zhang, Lauren Puplampu, Tosca Langbert, Christina Yang, Claire Marucci, Elizabeth Guo, Ellie Newman, Emma Rose Shore, Genny Wood, Jenny Choi, Kelly Westkaemper, Luize Gruntmane, Maisy Crow, Mo Oni, Maria Harrison, Rebeca Espinosa, Nirvana Khan, Nisha Singh, Ritika Dendi, Shalini Kishore, Shreya Gunukula, Shivani Ganesh, Sunita Hu, Sydney Polk, Riyana Daulat, and Ellie Lee.

Hockaday Math Club Wins First Place Sweepstakes Award

In January, 16 Hockaday students competed at the 14th Annual Metroplex Mathematics Contest at St. Mark’s School of Texas. The students competed against more than 100 students from nine local schools including Cistercian, Science and Engineering Magnet School, Ursuline, Parish, Trinity Valley, and Oakridge. They did an outstanding job representing Hockaday.
Hockaday Shines at Brain Bee

Congratulations to Christine Ji (Form III) for winning the third annual DFW Regional Brain Bee. Christine (once again!) faced tough competition, with participants from Hockaday, Texas Academy of Mathematics and Science (TAMS), and Coppell High School. Second place went to Sophia Lin from TAMS and third place went to Chaucer Langbert (Form II) from Hockaday.

Field Hockey Players Recognized for Top GPAs

Congratulations to Kiersten Blinn, Rory Finn, Melanie Kerber, Audrey Magnuson, Eleanor Wilson, and Martha Winslow who were among more than 2,500 student-athletes from 328 schools who were named to the Keith Waldman – Optimal Performance Associates/National Field Hockey Coaches Association (NFHCA) High School National Academic Squad. The National Academic Squad program recognizes those 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 2016–17 school year. There were a total of 2,522 honorees on this year’s squad coming from the 328 schools. Seniors and juniors who have achieved a minimum cumulative, unweighted GPA of 3.9 out of 4.0 or the equivalent through the first quarter of the 2016–17 school year have been recognized as Scholars of Distinction. A total of 714 students received the Scholars of Distinction designation.

Field Hockey players pictured for exceptional academic performance left to right: Rory Finn (Class of 2018), Eleanor Wilson (Class of 2017), Martha Winslow (Class of 2017), Melanie Kerber (Class of 2017), Kiersten Blinn (Class of 2017), and Audrey Magnuson (Class of 2018).
Middle School Robotics Teams Recognized at Statewide Competition

Congratulations to our Hockaday Middle School Robotics Teams! Competing in the North Texas Championship against more than 300 teams, our two teams were named champion teams this season. The Hockaway team including Madeline Sumrow, Sophia Yung, and Tianxin Xie won the Inspiration Award for Core Values. This award celebrates a team that displays extraordinary enthusiasm and spirit. They were praised for their teamwork, creativity, knowledge, and “playful banter.” The Hockadaisies team including Sarah Crow, Morgan Day, Veronica Fang, Riya Guttigoli, and Sydney Slay won the third place Champions Award. This award recognizes a team that fully embraces core values while achieving excellence and innovation in both the Robot Game and Project. They were praised for their polished communication skills, solid robot design, innovative programs, well-researched project, and excellent teamwork, and they placed third overall out of the 60 champion teams.

Students Win Verizon App Challenge

A group of our Form III and IV students have won Best in State for the Verizon App Challenge. The team qualified for the Fan Favorite award, and if they win they will have the chance to develop their app with a team from MIT. Their app “DoctDocs” was designed to lighten the paperwork load for physicians and their patients, and the concept was developed after the students spoke to area physicians about the inefficiencies in the medical community driven by an abundance of paperwork.

Upper School students designed the DoctDocs app and won state in the Verizon App Challenge. Pictured left to right: Chelsea Watanabe (Form IV), Wendy Ho (Form IV), Lin Lin Lee (Form III), Elise Nguyen (Form III), Elaine Nguyen (Form III), and Mira Mehta (Form III).

Middle School students compete at North Texas Robotics Championship.
Service Through Science

By Jenny Zhu (Class of 2017)

It’s a weekday morning in the spring of 2015, and Upper School anatomy teacher Brandi Finazzo is driving to school, the circadian rhythms of radio chatter flushing her car speakers. As she pulls up to a stoplight, an advertisement for Be The Match, a national bone marrow library, takes the air, and Finazzo turns the volume up.

Sharing the personal stories of cancer patients in need of bone marrow transplants, the PSA implored listeners to get their cells swabbed, in order to be matched with these individuals through the donor registry.

“I was really touched by the stories, and I got very, very upset when I realized what a deficit we have as a country in donor pools,” Finazzo said.

Spurred by the advertisement, Finazzo implemented a project in her anatomy classes last year, in which students researched organ transplants, created video PSAs for transplantation, and then 3-D printed a full-scale skeleton.

“I wanted to marry some kind of education research for the girls,” Finazzo said.

>>> read the full article
http://hockadayfourcast.org/service-through-science/

Concussion Rates Rise Among Teens

By Maria Katsulos (Class of 2017)

Field Hockey varsity senior night on October 28 was an emotional affair. The team had just lost a game to ESD 0–1, meaning that they lost the opportunity for a bye to start out SPC next weekend. When it came to the postgame ceremony, however, spirits palpably lifted as Head Coach Jennifer Johnson acknowledged each senior.

Early in the alphabetical roster, Johnson was overcome with tears. Manager Alexis Castillo, Form IV, was only second on the list, yet already the emotions were running high. Castillo played on the junior varsity field hockey team as a freshman, sophomore, and junior, before injuries of a specific nature ended her on-field career: concussions.

Johnson noted how Castillo had fought back from these injuries multiple times, and even when she couldn’t join with a stick in hand, she stayed with the team this season as manager. Due to a Hockaday policy that stops athletes from participating in school sports after three concussions, Castillo was barred from playing field hockey this season.

The first was due to an errant ball hitting her in the forehead; the second occurred when she collided with an opposing player during a game. In senior year, she decided not to play field hockey, as she wanted to avoid a concussion in her last year of high school. Unfortunately, she suffered one while working out and even had to abandon her beloved post of manager when the noise at games became too much.

After each of Castillo’s three concussions, the comeback was more and more difficult. The process of waiting out her injuries was harder too.

“You’re supposed to be in a dark room and not talk to anybody or use your head, so you can’t do any work, you can’t be around loud noises, and sometimes the light affects you,” Castillo said. “Being isolated really takes a toll on you, because you go from this normal life to not normal anymore.”

>>> read the full article
A Mindful Initiative

By Morgan Fisher (Class of 2018)

Study for Spanish test. Edit English essay. Finish math homework. Soccer practice. Sound familiar? For some students, the list of to-do’s can go on and on, leading to overwhelming amounts of stress.

Countless studies have shown the negative impact of stress on teenagers and children and the importance of mindfulness, defined by the Oxford English Dictionary as “a mental state achieved by focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts and bodily sensations, used as a therapeutic technique.”

Mindfulness has been proven to not only improve overall health, but also to benefit performance in the classroom and beyond by various researchers such as Kirk Strosahl, PhD, and Patricia Robinson, PhD, authors of “In This Moment: Five Steps to Transcending Stress Using Mindfulness and Neuroscience.”

Upper School formerly had a mindfulness program, commonly known as Whole Girl, but it was discontinued after the 2014-2015 school year.

Upper School counselor Judy Ware said, “Whole Girl was discontinued because the students weren’t enjoying it anymore.” The advisors leading the Whole Girl programs pushed for its discontinuation, but Ware said there are plans to create a modified mindfulness and character development program when the new Head of School is installed.

Despite the lack of a formal mindfulness program for Upper School, some students and teachers are attempting to de-stress and relax through teacher-led activities and student clubs. Upper School drama teacher Emily Gray, for example, began leading meditation sessions in the Lacerte Family Black Box Theater this year. Last school year, Upper School French teacher Molly Monaco led yoga sessions with her advisory. Both yoga and meditation are common techniques to improve mindfulness.

Senior Kate Keough and sophomore Rachel Curry are leading the knitting club this year. Aside from working with needles and yarn, the knitters relax and take time to de-stress.

The club consists of roughly 50 students, with an average of 20 attending each meeting. During the informal meetings more experienced knitters help novices knit in a relaxing atmosphere. “My junior year I started knitting because junior year is super stressful and I needed something to relax and take my mind off things, and it became a hobby that I really enjoy,” Keough said. Keough created the club her senior year to spread her hobby. But mindfulness can be instilled at an early age. With that in mind, Lower School is implementing organized activities to help young girls improve mindfulness to succeed in school and life as a whole.

>>> read the full article
http://hockadayfourcast.org/a-mindful-initiative/
Residence Designs Their Own Amazing Race

The Amazing Race is an amazing opportunity for both local residents and nonlocal residents to bond as a hall and get to know Dallas better in the form of friendly competition. This year, the Amazing Race was held in Downtown Dallas, and different sites in Downtown Dallas such as Klyde Warren Park, the JFK Memorial, and Pioneer Plaza were destinations of witty clues that boarders were given.

“As I sprinted through the streets of Downtown Dallas, I was once again reminded and grateful that Hockaday’s boarding department provides the individual with opportunities to visit places and have experiences that the individual might not otherwise have. I have virtually lived in Dallas all of my life, and while I have visited Downtown Dallas numerous times since childhood, I had never even heard of or seen the JFK Memorial or Pioneer Plaza. The Amazing Race blissfully concluded at the Pie Tap for dinner and Wild About Harry’s for dessert. The Amazing Race is an exhilarating avenue for fun bonding and relaxing as each hall races together on foot and in buses, works together to solve clues, and dines together at appetizing restaurants. The Amazing Race is a major feature that makes Hockaday’s Residence Department unique.”

ANESU MUNYARADZI, CLASS OF 2017

“Amazing Race is one of the most meaningful community activities at boarding. Through this event, we are not only able to learn about the city of Dallas in great depth but also able to bond with each other through the intense yet friendly competition. Besides the fun of figuring out the mysterious clues, my favorite part of Amazing Race was dining at Pie Tap, where everyone had a great time eating the delicious salad and pizzas.”

MAGGIE YING, CLASS OF 2017
“We’ve been doing the Amazing Race for the past three years and it’s always been a lot of fun. Part of what makes this experience so amazing is that we work as a team to get to our next destination. We’ve had the opportunity to go all around Dallas and Fort Worth looking at different sites that I would have never seen otherwise. This past Amazing Race, two of the destinations were the giant eyeball sculpture and the JFK Memorial. I had a lot of fun working together with my hall while driving through Downtown Dallas.”

M aria G onzalez, Class of 2017

“This year’s Amazing Race challenged Lower Morgan on an intellectual and physical level. We were sprinting around Dallas for 3 hours. The most memorable location was at Neiman Marcus because ¾ halls were running up and down 6 flights looking for a clue. My favorite part of the race was bonding with my hall, it made me realize how much I’ll miss spending time with them next year.”

T ori Roy, Class of 2017
Lower School students show their spirit during a One Hockaday rally.
With great enthusiasm, The Hockaday School announced Dr. Karen Warren Coleman, former Vice President for Campus and Student Life at the University of Chicago, will become the next Eugene McDermott Head of School. Dr. Coleman will become the thirteenth head of school since its founding in 1913 when she officially starts in July 2017.

Throughout the winter and spring months, Dr. Coleman has made frequent visits to campus to meet faculty, parents, students, and volunteer leaders. She is dedicated to leading Hockaday to ensure the School continues to provide the exceptional opportunities that have defined the Hockaday experience for 104 years, and she will bring momentum to the School while holding true to the traditions of its Four Cornerstones of Character, Courtesy, Scholarship, and Athletics. As an educator and administrator, Dr. Coleman’s own educational philosophy is based on the exceptional responsibility and extraordinary privilege of working with young people.

During one visit to Hockaday, Dr. Coleman reflected, “It has been fascinating and exciting to have the privilege to meet with the students, teachers, and administrators, and observe classes and activities like Rotunda Rocks, the Senior Lock-In, and Winter Formal that are part of Hockaday’s traditions and culture. From the youngest students learning about technology to the seniors sharing their ideas and thoughts about the future, these experiences have reinforced my excitement about the importance of all-girls education today and serving as its next Eugene McDermott Head of School. Hockaday is a place that changes girls’ lives, and the passion and deeply-held commitment each individual has for the mission of the School is awe-inspiring. I am very eager to start my tenure this summer!”

Dr. Coleman not only believes in the transformative power of education, but is also wholeheartedly committed to creating and supporting a diverse and inclusive culture where the entire community is embraced for its unique experiences and contributions. Both her master’s thesis and doctoral dissertation reflect her knowledge and interest in these topics. She implemented programs and services at the University of Chicago that supported a diverse and inclusive campus community and offered opportunities to help create a sense of belonging for all members of that community.

Most recently, Dr. Coleman led the strategic direction at the University of Chicago in the Department of Campus and Student Life to support students, faculty, and staff. As an officer of the university she was a trusted leader who oversaw several campus departments. Prior to her time at the University of Chicago, Dr. Coleman served as Associate Dean of Students at the University of California, Berkeley, and also she held student affairs positions at the George Washington University, the University of Vermont, and Hobart and William Smith Colleges early in her career.

A lifelong student herself, Dr. Coleman completed her doctorate in education from the University of Pennsylvania, her master’s in education from the University of Vermont, and earned her bachelor of arts in psychology, cum laude, from the University of Massachusetts, Amherst. She attended Stuyvesant High School, a specialized college preparatory science, technology, engineering, and mathematics (STEM) focused liberal arts high school in New York City.

Now, as we look forward to Hockaday’s next chapter, Karen and her husband Andy will be welcomed with open arms when she officially arrives this summer.
Shannon Anderson (Class of 2017) tests a soil sample.
PROLOGUE, ERIKA KURT ’98

During the 2015–2016 academic year, Dr. Barbara Fishel, Hockaday’s Dean of Studies and Director of Research, was selected to pilot an innovative undergraduate science program in one of her high school courses. The program – the Small World Initiative (SWI) – was developed at Yale University in 2012 by Dr. Jo Handelsman, the founder of the Yale Center for Scientific Teaching and the outgoing Associate Director for Science in the White House Office of Science and Technology Policy. SWI aims to inspire and retain students in the sciences while addressing one of the most pressing global health challenges – the antibiotics crisis. The program centers around a biology course in which students conduct hands-on field and laboratory research on soil samples in the hunt for new antibiotics. This is particularly relevant as most antibiotics come from soil bacteria.

Erika Kurt ’98 leads the initiative and has grown the program to 180 schools across 35 U.S. states, Puerto Rico, and 12 countries. Thanks to generous funding from Lyda Hill ’60, Kurt was able to introduce the program at the high school level and knew that Hockaday would be the perfect high school pilot partner with Dr. Fishel leading the course. Before becoming a teacher and transforming Hockaday’s science programs, Dr. Fishel earned her doctorate in cellular biology and worked at the bench. Fishel found that SWI had such a strong impact on her students in last year’s biology course that she now teaches two versions of the program, and includes it in summer research projects.

Sara Held, Tori Gudmundsson, and Lily Johnson (all Class of 2017) work with soil samples.
We were thrilled to find that the research-based curriculum of the SWI introductory college lab course mirrored our own philosophy and goals for how best to teach science. Grounded in a significant, real-life problem, the SWI curriculum encouraged student-generated research questions and design of experiments to develop a capacity for scientific reasoning, and required application of the basic biological concepts taught in any first-year biology course.

Research has shown that girls who see relevance to social and relational issues are more likely to remain engaged, and this was certainly true in the biology course into which we incorporated the SWI approach. From the outset, students commented:

- It truly shows the relevance of learning biology.
- Allows me to get involved in an issue that will affect my future.
- We are learning about relevant and pressing issues as well, which helps stress the importance of what we are learning and gives us a clear idea of how our knowledge could be used in the real world.
- This class is very different from my other science classes I have taken because we aren’t just studying for tests all the time. We are doing real research, and that keeps me engaged much more than a regular biology class would.
- We do real experiments and real research ... To me that means the class doesn’t feel like busywork.

Importantly, the girls found connections between the concepts they studied in the classroom and the results of their experiments, and commented:

- This is a new type of learning experience.
- We combine lab work with a standard biology course to help us gain further knowledge of biology as well as lab procedures.
- Biology class echoes with some of what we find/observe during the experiments.

I was often humbled when listening to the students discuss how they might improve their next attempt to find antibiotic producing bacteria, and by the depth of their understanding of the procedure and the growth of bacteria – this does not happen in most traditional student lab courses. Discussions among themselves on how to proceed developed over the course of the year from “what did I do wrong” to “what is going on with this system that we are investigating and how can we design an experiment that better explores it”. By early spring, whenever the students were preparing a report on results for class or for one of the national conferences that several attended, I would routinely hear exchanges such as:

- We need to discuss the extensive amount of experiments we have done in the class in order to fully learn these procedures and how to examine our results properly.
- It is important to consider our failures in certain procedures, and then what we did to fix those (i.e. our first experiment compared to our final, and what we changed and why).

Current Hockaday seniors Shannon Anderson and Lily Johnson, two of the nine girls enrolled in the pilot course, have contributed their perspective to this article by reflecting on their experience, and the impact it had on them, via the pictures and accompanying text that follows.
WHAT WE DID:

We opted to take regular biology instead of AP Biology or one of the many semester biology courses the School offers, and were introduced to the SWI program in the class. Upon research into the problem, we were immediately hooked. It is not often that high school students have the potential opportunity to make a life-changing discovery in a biology class, so the goals of the Small World Initiative were very exciting.

By partnering with SWI, we got the chance to do real research that is being used by scientists to solve a global problem. Antibiotic resistance is a major issue in our world, and yet it is an unknown problem to many.

The SWI’s approach of crowdsourcing the search for new types of antibiotic producing bacteria through the use of students as the focus of an introductory college lab course taught us how to find bacteria that can be isolated from the dirt that surrounds us, and potentially identify new antibiotics.

WHAT WE LEARNED:

Incorporating SWI into our biology course taught us about biology in the context of learning how antibiotic resistance occurs, and which parts and processes of the cell that antibiotics affect, but it also taught us a lot about trial and error. We were able to apply the knowledge and skills learned in the classroom to actual experiments and research, and discovered that research is a long, active process – but that we can get results. We were excited when we found a number of bacteria that had antibiotic activity, even though we were not able to determine if they produced known or unknown antibiotics. We ventured into a world of science that we would have never had the privilege to see, realized the importance of process in understanding how life works, and the effect that we can have as human beings on the world around us.

WHAT WE WANT OTHER HOCKADAY STUDENTS TO KNOW:

Even if you think that you are not interested in biology, SWI is an amazing opportunity to get into the lab and make a difference in the world in which you live. We learned so much in this course and are certain that anyone else who takes it will feel the same. We made the best memories in that class (like when one of our group got a soil sample at a Friday football game) and we were part of something bigger than simple classroom learning. The topics we studied contributed to the research we were doing, and the research we did helped move everyone closer towards a solution to a global health issue. Working with SWI was an amazing experience, and we would not trade it for any other biology class.

Shannon Anderson and Lily Johnson (both Class of 2017) attend GAINS (Girls Advancing in STEM) Conference.
Sixth graders Maddie Muller and Lola Isom line up the robot for a run on the board.
FIRST LEGO LEAGUE TEACHES LIFE SKILLS

BY LAURA BAKER AND LISA DWINAL, MIDDLE SCHOOL FACULTY

First Lego League (FLL) is an annual competition held across the globe. Each year a real-world problem is selected and teams must research the problem and develop a new and innovative solution for that problem. Along with the research and development component, participants must also construct a robot capable of completing as many missions as possible in two minutes and 30 seconds. In order to achieve these goals, participants must incorporate imagination, critical thinking, presentation skills, problem solving skills, and be able to think fast under pressure.

Hockaday has participated in FLL for more than ten years. As an introduction to FLL, students in fifth grade science are taught basic programming and robot design skills through a unit focusing on robotics. Girls are provided missions, challenges, and tasks that they are graded on and must complete. This introduction helps girls get excited about programming and also about participating in FLL as an elective. Starting in the spring of their fifth grade year, girls may choose to join the FLL elective to hone their programming skills in preparation for the following year. Girls in sixth through eighth grades are afforded the opportunity to join the FLL elective at the start of each school year.
Teams are judged in three main categories. The robot’s mechanical design, programming, strategy and innovation, and robot performance are judged for the Robot Award. In the Project Award category, teams are judged on their research, development of an innovative solution, and presentation. In the Core Values Award category, teams are judged on their enthusiasm and spirit, teamwork, and their gracious professionalism.

Outside of these three categories, the judges can choose teams who may not have excelled in these areas but still stand out as “rising stars” or for overcoming difficult situations. These teams are awarded various Judges Awards.

The FLL North Texas region has grown by leaps and bounds within the past few years. In order to better accommodate the high number of participating teams, multiple levels of qualifiers have been developed. The first round of qualifiers is usually held in December around the DFW Metroplex and its surrounding areas. The second round is held in January, and the Championship is usually held in the first two weeks of February.

This year, four Hockaday teams participated in the first round of the competition. Three teams advanced to the second round qualifier that was held on January 21, 2017. Two of the advancing teams won the Project Award. This award recognizes teams who have used a wide array of resources to create an in-depth understanding of the problem they have developed, their solution, and their effective communication about the problem and solution to the judges and to other potential supporters.
PARTICIPANTS FEEL THAT THEY TRULY BENEFIT FROM THEIR EXPERIENCE:

“Lego League has taught me to always stay positive when things don’t go the way you want them to.”
KARLA CERVANTES, 6TH GRADE

“Lego League is a hidden gem of a program for our young girls. It has opened a door to a way of thinking about problem solving that Sarah had never experienced. Posed with a very open-ended challenge, Lego League has taught her to first find the problem or hurdle and then to seek out the solution with optimism and a can-do attitude. It hones a girl’s curiosity and a belief that problems are totally solvable and risk-taking is not something to be feared. Lego League gives her an opportunity for her mind to poke and pry with a purpose. It’s fun because she gets to use and apply her imagination. This gives her increased confidence to express her ideas and propositions … not just in Lego League, but in life!”
KATHY CROW, 8TH GRADE PARENT

“Lego League is an enjoyable elective that helped improve my programming, building, and designing skills.”
JAYNA DAVE, 6TH GRADE

“It has helped me be more organized with my time management. Also, it has helped me come up with new and better ideas.”
JULIA HAETZEL, 7TH GRADE

“Lego League is an excellent way to learn programming and design. It also taught my girls how to work together as a team, have patience, and perseverance.”
MONA DAVE, 6TH GRADE PARENT

“Even though my team didn’t advance to the next round, I learned a lot about teamwork and staying calm under pressure.”
NINA DAVE, 6TH GRADE

“Lego League has been a great opportunity for me to both learn and grow educationally and emotionally.”
SYDNEY SLAY, 6TH GRADE

“You get to know people from different grades.”
MADELINE SUMROW, 6TH GRADE

“We get to share our passion for building and programming.”
SOPHIA YUNG, 7TH GRADE
Just turn on the computer and let them play! Coding in Middle School is much like a game. The girls learn the basic “rules” to this game in fifth and sixth grade computer class, eighth grade math, and in the Scratch elective. In fifth and sixth grade, the students learn basic coding skills using the online program Code.org. While learning to code, students problem solve, think creatively and logically, and are challenged to use higher level thinking skills. Participants say that this program builds their self-esteem, determination, and social skills.

Sixth grader Nina Dave said, “Coding has helped me better create and design my math and art projects this year. For example, in math, I created a quiz about inequality that the entire class was able to use.”

By using the web-based program, Code.org, students use the drag-and-drop applications and coding skills for gaming, working through challenges, drawing, and creating animations. In December, the students participate in The Hour of Code, a global movement that celebrates Computer Science Education week. Upon completion of participating in The Hour of Code students earn certificates for their accomplishments.

Scratch is another online coding program taught in computer class and in the Scratch elective. This program is a great beginner’s tool to learn coding. In the Scratch elective, the students create unique programs. The students create sprites that move around the stage; they also use variables to create a momentum that makes objects bounce off other objects based on the coding script students write.

Maddie Stout, seventh grade student, said, “Coding has impacted me as a student in many ways, but some of the most prominent ones include the fact that I can use it in the majority of my school projects, and if I am struggling with a concept it can help me understand it more, either in game form or being told as a story. As I first began to use Scratch, I was instantly interested in the possibilities it could bring me and how I could maximize my use of it. One of the most interesting things I have done on Scratch
Many students enjoy creating quizzes and games, and some have used Scratch in their classes to integrate their coding skills. For example, students have integrated coding in projects for science, history, and world language. In history, a student created a states and capitols game to prepare for an upcoming test. In science, a student created an animation explaining the life of coral and threats to coral reefs by incorporating her own drawings and voice recording. In world language, students created sprites and programmed them to speak French and Spanish.

In eighth grade, students are introduced to Processing 2.0. To understand the grid background they drew a house on grid paper and used Processing 2.0 to draw the houses on the computer using lines, polygons, and different colors. Once they mastered the basic drawing techniques, the next task was to create a logo. The challenge with this project was that the shapes created this time would not be rigid, but would change proportionally in size as the size of the window changed. In order to accomplish this, students used variables for length, width, and vertices of their shapes, thus strengthening their algebra skills. Once created, the girls saved the logos as jpeg files and imported them into Outlook to use as email signatures.

Coding has encouraged students to challenge themselves, and they have found new methods of creating study guides. They have also used coding programs as an alternate way to create class projects and presentations. Students are excited and look forward to challenging themselves with the timely and relevant language of coding.
CHECK ALL THAT APPLY:
The Role of Race and Ethnicity in College Admissions

By MARIA HARRISON (Class of 2018) and NEHA DRONAMRAJU (Class of 2018)
$1.50 – Asian male. $1 – Caucasian. Free – Native American.

These were the prices of goods at an anti-affirmative action bake sale at The University of Texas on October 26 that attracted over 100 student protesters.

Organized by a student group, Young Conservatives of Texas, this bake sale protesting affirmative action priced their goods in correspondence to which ethnicities are most affected by affirmative action. The prices of the confections descended from Asian to white to African to Hispanic to Native American.

But, according to YCT-UT chairman Vidal Castañeda, there was a reason for the bake sale. “Our protest was designed to highlight the insanity of assigning our lives value based on our race and ethnicity, rather than our talents, work ethic, and intelligence,” he posted on the group’s Facebook page that day.

In Regents of the University of California v. Bakke in 1978, the Supreme Court prohibited the use of racial quotas in the college admissions process. However, the justices contended that colleges could consider race as one factor in admissions.

Affirmative action, a policy favoring underrepresented groups in the corporate and educational systems, has been long debated since its initiation 48 years ago during the civil rights movement. In its tumultuous history, the policy has been praised for redressing discrimination against minorities and criticized for administering an unfair advantage for them.

The definition of diversity has broadened in recent years from just race and ethnicity to socioeconomic status, gender, sexuality, and more. The Common Application, the most widely used application system in the U.S., allows applicants to fill out an ethnicity with which they identify.

This information is stored in the Integrated Postsecondary Education Data System, a system of surveys conducted by the National Center for Education, in which colleges’ demographics can be monitored. According to Forbes.com, some university boards require the university to have a certain demographic ratio. As a result of the diversity ratio some universities are seeking to fill, high school students feel pressured to claim ethnicities to reap the benefits of affirmative action, even if they don’t identify with that ethnicity.

**RACE BEHIND THE ADMISSIONS CURTAIN**

According to Dr. Jedidah Isler, an astrophysicist and the first African-American woman to receive a master’s degree in physics from Yale University in 2014, race and intellect are completely unrelated. In her article, “The Benefits of Black Physics Students,” a reaction to ex-Supreme Court justice Antonin Scalia’s qualms about the ability of black students to succeed in higher-paced institutions, she addresses the need for affirmative action to afford equal opportunity to minorities.

Hockaday senior Addie Walker shares a similar view. Acknowledging that there are faults in the system, Walker said that the original intent of affirmative action is still needed today. “There are minority groups that tend to score lower on those tests and aren’t given the same opportunities. It’s there to level the playing field,” Walker said.

Statistically, races that benefit from affirmative action tend to be more disadvantaged in terms of socioeconomic status and accessible opportunity. Household income often varies by race. In 2015, the Census Bureau estimated that Asian-Americans have the highest average annual income at over $74,000 and African-Americans have the lowest at $35,000.

This information directly correlates to educational opportunities provided to students of disadvantaged races. A National Center for Education Statistics census shows that in 2015, the average SAT math score for Black, Hispanic and Native American students was 400-450 out of 800, compared to an average score of 600-650 for Caucasians and Asians.

In response to the statistic, colleges use the Federal Pell Grant Program to diversify their undergraduate class. This program established by the U.S. Department of Education “provides need-based grants to low-income undergraduate ... students to
promote access to postsecondary education.”
Not all universities are fixated on their ethnic demographics.
For example, California’s Proposition 209, passed 20 years ago,
prohibits the University of California schools from admitting
students based on race. The UC system is legally bound to
eliminate diversity quotas, while private institutions are at liberty
to establish quotas in their admissions processes.

Director of College Counseling Courtney Skerritt believes that
the diversity requirement is no longer solely about race and
ethnicity.

“In the past five years, it’s become less of a conversation about
ethnicity and more about socioeconomic backgrounds. A trend
that I have seen in the past 10 years is that applicant pools are
getting more diverse in every way, geographically and in terms of
gender and sexual identity,” Skerritt said.

In her years of experience as a college counselor, Skerritt has
noticed that race and ethnicity do not play as significant a role in
the admissions process as students often think.

“My experience shows that if you are admissible to an institution,
then you are admissible to that institution, whatever color your
skin may be,” Skerritt said. “Yes, colleges take race into account,
but not as much as perceived to be.”

THE STUDENT’S TAKE

The college admissions process is said to be a holistic one,
in which all applicants are considered based on their entire
application, not just their GPA, test scores, personal essays, or
the race they check on the application. This practice supposedly
enables the college to take into account a student as a whole
person, rather than numbers and statistics on an application.

A holistic review introduces subjectivity to a decision, making
it difficult for colleges to explain who gets in and why. Sara
Harberson, former Associate Dean of Admissions at the
University of Pennsylvania, wrote in the Los Angeles Times
that, to some degree, the holistic system has become a cover for
cultural and racial biases that are precepts in the admissions
process, calling for a change in the system itself.

Senior Cat Colson also believes that a larger-scale systemic
change is needed.

“I think that it is more of a flaw with the system itself, as opposed
to people who are putting ethnicities that they don’t identify
with,” Colson said. “You can’t expect everyone to be straight-up
honest.”

Conversely, senior and Student Diversity Board Chair Sahar
Massoudian finds fault with both the system and students who are
not completely honest about their ethnicities. While Massoudian
recognizes that this dishonesty does not stem from a place of
malicious intent, she regrets the lack of awareness associated
with it.

“[People falsely claiming identities] disappoints me because that
is obviously cultural appropriation, you’re taking somebody’s
ethnicity and you’re saying that you have lived through the same
experiences that a person of this ethnicity has lived through,”
Massoudian said. Massoudian concurs that if students feel
pressured to appropriate another culture, then there must be a
defect in the system.

“The part that makes me saddest is that I think the reason people
do it is because they believe one ethnicity one-ups another in
terms of college admission, and they don’t realize that every type
of cultural background, ethnicity, and experience you have is
unique. You’re always going to be bringing something different to
the table,” Massoudian said.

Racial and ethnic ambiguity also presents a complication in the
affirmative action system. Many people identify as one or more
ethnicity or race, which makes it difficult for them to choose one
to report to colleges.

“People falsely claiming identities disappoints me because that is obviously
cultural appropriation, you’re taking somebody’s ethnicity and you’re saying
that you have lived through the same experiences that a person of this ethnicity has
lived through ...”

Sahar Massoudian
(Class of 2017)
Hockaday Student Diversity Board
Chair
Junior Anden Suárez is both half-Mexican and half-German. Identifying more with the Mexican side of her lineage, Suárez plans to pick Hispanic on her college application.

“With affirmative action, it definitely will give me an upper hand in terms of the quotas that colleges have to fill, but I have no qualms about using that because it’s true, and I’m not going to check non-Hispanic because I’m half Mexican,” Suárez said.

That being said, Suárez acknowledges that affirmative action exists for other purposes, as well. “There are a lot of Hispanics that deserve more of an extra chance or more of a boost from affirmative action than I do because freckled skin and green eyes give me a lot of privilege,” she said.

NATIONWIDE AFFIRMATIVE ACTION DEBATE

Though the Supreme Court upheld the Equal Protection Clause of the Fourteenth Amendment permitting consideration of race in undergraduate admissions decisions under strict judicial standards in Fisher v. UT, there is still a discussion about the role of affirmative action and diversity ratios in the college admissions process.

In November 2014, Students for Fair Admissions and, in May 2015, the Asian American Coalition for Education filed a complaint against Harvard University citing that it violated Title VI of the Civil Rights Act, which prohibits discrimination on the basis of color, race and national origins in activities and programs receiving federal financial assistance. The lawsuit alleged that Harvard University was discriminating against college applicants on the basis of race, specifically those who are Asian-Americans.

However, the National Asian American Survey reported that 69.1 percent of Asian American/Pacific Islander Americans of California registered voters were in favor of affirmative action programs.

Columnist for The Wall Street Journal Online Jeff Yang, an Asian-American and a graduate of Harvard University, said that this lawsuit is “just the latest attempt to derail an apparatus that has given hundreds of thousands of blacks, Hispanics and, yes, Asians a means to climb out of circumstances defined by our society’s historical racism” in a CNN opinion article.

Since Proposition 209 passed in 1996, “the minority student admissions at UC Berkeley fell 61 percent, and minority admissions at UCLA fell 36 percent” according to National Conference of State Legislatures. Additionally, there were 46 percent fewer African-Americans and 22 percent fewer Hispanic students in the undergraduate freshmen class at Rice University after Texas abolished its affirmative action program in 1996.

In concordance with Yang, Walker supports affirmative action when it is used to level the playing field in college admissions. However, she believes that people who check on applications an ethnicity or race that they don’t necessarily identify with are furthering inequality and undermining the purpose of affirmative action.

“I don’t think you have the right to use [ethnicity, race, or culture] to advance you in your journey to college, because it takes away the purpose of having those things in the first place, which is to increase the diversity of an institution and the equity of an establishment,” Walker said.

Instead of focusing simply on the skin color and the ethnic background of a college applicant, Walker thinks that college admissions should look at the opportunities afforded to the applicants and take what they did with those opportunities into account.

“I think that the purpose of affirmative action is trying to help the people that can have the same amount or more potential but are in a position that they can’t fully express that potential,” Walker said.

Fellow senior Nicole Klein, who checked both Hispanic and Caucasian on her college applications, agrees with Walker that a student shouldn’t claim a race or ethnicity as their own on a college application if it hasn’t played a role in their life.

“Colleges should make it clear that being a certain race will not make or break your admission,” Klein said.

In regards to the affirmative action bake sale, UT Vice President for Diversity and Community Engagement Gregory Vincent, PhD, issued a statement describing the bake sale as “inflammatory and demeaning.”

As students apply for undergraduate college admissions this year, they must decide what box to check for their ethnicity and race. Skerritt said, “If a student asks me whether or not to check the box, I always tell them ‘if it’s part of your story.’”

The Fourcast reached out to multiple college admissions officers and students for this article, but they refused our requests for interviews.
There is very little mystery as to why Mystery Skype is such a memorable experience for students. Not only does it promote an environment of collaboration, but it also encourages critical thinking and problem-solving skills. The geography lesson can extend way beyond the walls of the classroom. Current third grader Jasa Terry notes, “I look forward to Mystery Skype because it gives us a chance to interact with kids from around the world.” Mystery Skype has allowed Hockaday students to connect with children from New York City to Ireland.

So, what is Mystery Skype? Essentially, Mystery Skype is a geography learning game. The goal of the game is to guess the other school’s location by asking yes-or-no geography based questions. Each session is very organized and completely student led. Once the class from the other school pops up on the big screen, the girls are bubbling with excitement and eager to begin their quest of discovering their opponent’s location. Every student has a specific role designed to challenge their geography, communication, and technology skills. For instance, the videographers work to create an iMovie trailer about their experience. Another student is in charge of tracking the questions asked in order to ensure her classmates are using a logical and effective strategy. The majority of students are designated as mappers. They must work together to generate questions that will help to pinpoint the location of the other class. As current third grader Zoe Bennett notes, “I love Mystery Skype because we all get assigned jobs and everybody is part of the team.” This experience promotes an environment of engagement where students are eager to enhance their geography knowledge base while simultaneously developing team-building and communication skills. The more technical their map skills, the more competitive they can be in their session. For instance, having a thorough understanding of time zones, regions, landmarks, and bodies of water are just some of the skills necessary to be an effective team.

Of course, the actual Mystery Skype session is just the starting point for learning. As a class, the girls continue to connect with their new friends from around the country and the globe. They compare their daily schedules, school experiences, living conditions, and extracurricular activities. Mystery Skype gives the students a chance to think critically and allows the classroom to be a window into the world. It transforms geography lessons into an authentic learning experience that promotes community and cultural awareness.

By Kristin Jones
Third Grade Teacher

Mrs. Jones works with third grader Fendley Obert during a Mystery Skype session.
Third Grade students enjoy speaking with students around the world using Mystery Skype.

Third graders Evelyn Yau, Abigale Everett, and Lekshmy Anoop
Understanding Victoria Earle Matthews: African-American Civil Rights Activist and Settlement House Reformer

A Conversation with Distinguished Teacher and History Department Chair Steve Kramer

Reaching far beyond the walls of his classroom, Distinguished Teacher and History Department Chair Steve Kramer has organized a collection of primary sources about Victoria Earle Matthews, the renowned African American political activist, journalist, and social reformer who worked to improve the status of African American women in New York City and throughout the United States. This collection provides a unique perspective about women’s history which is accessible to teachers and students at universities, colleges, and schools around the world through the Women and Social Movements website, a subscription research service.

Mr. Kramer is one of over 100 scholars who reviewed hundreds of documents about women and social movements in the United States, and his exploration of Ms. Matthews’ efforts and activities in support of African Americans from the mid-1880s through the early twentieth century underlines the indelible impact she made as the voice of this community, and how she was able to make a positive difference to benefit future generations of African American women.

Now, through his unique lens, Mr. Kramer analyzes the documents about Ms. Matthews and her works. He wrote an introduction to the project as well as brief overviews of each document and a bibliography of some of the sources on Matthews’ life. The Center for the Historical Study of Women and Gender, Binghamton University, and Alexander Street Press co-published the project for the WASM website. Kramer shares his perspective with the Hockaday community through the following conversation.

H: How did you learn about this project and how long did it take you to interpret and analyze Ms. Matthews’ works?

SK: Thomas Dublin and Kathryn Kish Sklar, the editors of the WASM site, contacted me and asked if I would do a documents project on Victoria Earle Matthews. I have been working on Ms. Matthews and her work since 1995. Over that time I have published an article on her White Rose Mission, a New York City settlement house for young African American women, and a brief biography of her for the American National Biography Online. The documents in the project are ones that I have found in my research since 1995. The project took over a year and a half to complete since it entailed selecting the most pertinent documents, composing the introductions for the documents, and writing the introduction to the project. Dublin and Sklar reviewed the documents and my introductions. I had to substantially rewrite the project introduction as my first draft did not meet their standards.
**H: Why was this particular project important to you?**

**SK:** Victoria Earle Matthews is known among scholars, but there is very little on her beyond some memoirs of some of her co-workers and a few easily accessible primary sources. With this project I was able to present over 50 documents about her life and work, some of which are hard to find, in a presentation that was available to scholars on the WASM website. I was also pleased to be able to show much that I had found in my research over the years.

**H: Were there any “a-ha!” moments for you when reading the documents?**

**SK:** In doing the project I only found a few new documents about Matthews. All of the others I already had. In locating some of those earlier documents, I had some “a-ha” moments. Early in my research, much of which was done in New York City at the New York City Public Library research center and the Schomburg Library in Harlem, the branch specializing in African American history, I found two significant newspaper articles in the New York World about Matthews’ White Rose Mission. I had to utilize a hand-written index for the paper to find these articles. Both gave me a greater understanding of her work and the difficulties that she faced, which were much greater than I had ever thought. Courtesy of the internet, I found a document in the Manchester Library in England that showed the Woman’s Loyal Union (WLU), an organization of black women dedicated to pursuing civil rights for African Americans, had connections with other civil rights groups in England. Matthews was a founder of the WLU. There have been other such moments, but the last one I want to mention is a letter in the Paul Laurence Dunbar papers. It is from his future wife, Alice Moore, describing what a day at the White Rose Mission was like.

**H: How have you incorporated this project into your curriculum?**

**SK:** Some years I have girls read a paper I wrote in graduate school about Matthews. We do that when we are discussing the reformers of the Progressive Era. She was certainly one of them as she knew Booker T. Washington and W.E.B. DuBois, and before he passed away in 1895, she visited and corresponded with Frederick Douglass. She was one of the founders of the National Association of Colored Women as well, so she knew the important African American women of the era – Mary Church Terrell, Anna Julia Cooper, Josephine Ruffin, and others. Matthews is a way to broaden my students’ understanding of the Progressive Era by going beyond just the white reformers.

**H: What have the students deduced from reading Ms. Matthews’ articles and your interpretations?**

**SK:** In a class like AP United States History, adding information about people like Matthews adds to a nuanced and complex understanding of the Progressive period, as some historians take the chronology of the period back in to the 1890s. It shows the era to be one of reform but also an era where the subordination of African Americans was common, even among reformers. African Americans other than Matthews challenged this de facto and de jure segregation indicating that civil rights movements have been common in American history, not just beginning in the 1950s.

**H: How do you think Ms. Matthews will continue to make an impact – directly or indirectly – on future generations of African Americans?**

**SK:** Just as African American organizations today want to improve the status of black citizens, Ms. Matthews through the White Rose Mission, the Woman’s Loyal Union, and the National Association of Colored Women had that goal herself with a special emphasis on young African American women, especially those migrating north from the Jim Crow South. Her speech, “The Value of Race Literature,” given at a convention of black women in 1895, was one of the first statements that African Americans needed to produce black scholars, historians, and writers who would relate the experience of African Americans to the rest of society. That is still a need in America today. In “The Awakening of the Afro American Woman,” her 1897 speech to Christian Endeavor, then the largest convention in America, Matthews combined praise for the achievements of black women in overcoming the terrors of slavery with a call for alterations in the laws that forbade interracial marriages and sanctioned segregated seating on public transportation. There are certainly still issues of race today that, if Matthews was alive, she would be among the protestors.
It is dark
In this old, foggy room.
The once plush,
Lavish and lustrous
Leather of the furniture, now
Wrinkled, loose.
A poppy yellow,
Bright and youthful,
Blanketed the walls with optimism,
Bringing voices from shy girls,
Widening the bored eyes of lazy souls.
Now it is ugly,
A murky mustard,
A color that shouldn’t be named
Because it resembles more a
Dirty moss, an infectious rust.
The table, made of deep cherry wood,
Its masterfully carved legs once stood strong,
Holding the weight of many
Tea cups, filled to the brim
With sweet chamomile and honey.
They would clink and clink
Like a metronome to all the
Chatting and laughing,
Like a beating heart,
So full of life rushing through its veins.
But cracked and hollow they are now,
The table legs threaten to snap
Like twigs,
And the cups, left on the table,
Simply a pile of broken glass.
In the middle of the forgotten,
The broken, the heartbroken,
Layered in dust,
Is a candle.
It stands tall on its metallic post,
A bit rusted on the edges,
The flame of life and love blown out,
Yet it is sturdy in that musty room.
Now, hands of time,
Freckled and slack skin
Gently meet.
They touch softly at first,
Recalling the bittersweet memory once made
In the midst of that black room.
It is dark,
And they find solution in two items
As they bring these two together,
A scratch, a flicker, a sizzle,
A flame.

Tassneen Bashir, 2017
WHAT IS THE ANNUAL FUND?

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Students in 1967 perform during Latin Class with Head of School Robert Lyle.
Friday, April 21

10:00 a.m.
ALUMNAE DAY BEGINS and REGISTRATION TABLES OPEN
Valet Parking Opens at the Liza Lee Academic Research Center.

10:30 – 11:15 a.m.
CAMPUS TOURS including the MARGARET DOGGETT CROW SCIENCE BUILDING, THE NANCY A. NASHER AND DAVID J. HAEMISEGGER FAMILY CENTER FOR THE ARTS, and SCHMITZ RESIDENCE HALL
Tours Leave from Metzger Plaza.

11:00 a.m.
DOORS OPEN TO LUNCHEON
Penson Athletic Center

1:00 p.m.
LUNCHEON CONCLUDES

1:15 – 2:00 p.m.
CAMPUS TOURS including the MARGARET DOGGETT CROW SCIENCE BUILDING, THE NANCY A. NASHER AND DAVID J. HAEMISEGGER FAMILY CENTER FOR THE ARTS, and SCHMITZ RESIDENCE HALL
Tours Leave from Penson Athletic Center.

1:15 – 2:15 p.m.
REUNION CLASS PHOTOGRAPHS
Reunion Year Classes ending in “2” and “7”
Hicks Meeting Room

1:30 – 2:30 p.m.
CLASSROOM DEMONSTRATIONS

3:00 p.m.
ALUMNAE DAY CONCLUDES

Saturday, April 22

10:00 – 11:00 a.m.
AFFINITY AND SPECIAL INTEREST GROUP BREAKFAST
Tarry House
This networking breakfast is an opportunity for the Alumnae Boarders, African American Alumnae Affinity Group, Alumnae Lawyers Special Interest Group, and Alumnae Real Estate Professionals Special Interest Group to gather together and enjoy a complimentary breakfast. Spouses and guests are welcome.

11:30 a.m. – 1:30 p.m.
ALUMNAE FAMILY PICNIC
Lower School Playground
Bring your families and children and enjoy a delicious catered barbecue lunch. Activities provided for children include a bounce house, face painting, and piñatas.
Hockaday Medal Award Recipient

JULIE GOLDBERG LOWENBERG ‘58

Julie’s training as an attorney has equipped her to decipher the legal, sociological, and interpersonal impacts of change. She has applied her thoughtful leadership abilities to many areas of the Dallas community, and she is a formidable advocate for change having served in many positions related to the right and obligation to vote. After completing her term as President of the National Council of Jewish Women (NCJW), Greater Dallas Chapter, she took on the role of Legislative Action Chair for this same organization and subsequently became its State Public Affairs chair. She also has served on several committees and boards for national organizations focused on social justice issues.

Honorary Alum Award Recipients

STUART BUMPAS
General Counsel for Hockaday and a Partner at Locke Lord LLP

For more than three decades, the School has relied on his wise counsel in governance as well as in legal affairs. His leadership stems from his ability to understand people, and he has always been a role model for dealing respectfully with various cultures and lifestyles.

JACKIE GIRARD
Upper School Math Teacher (1981 – Present)

Jackie has been a teacher for over thirty years, and she is seen as one of those unsung, quiet teachers. Both teachers and students can testify to her patience and her ability. Her great qualities are appreciated by everyone with whom she works.

Outstanding Alumna Volunteer

MICHELLE NEUHOFF THOMAS ‘83
Hockaday Board of Trustees, Board Chair (2008 – 2009)
Alumnae Association, President (1996 – 1997)
Daughters Connor ‘11 and Electra ‘16

Michelle has worked tirelessly in support of Hockaday serving in multiple leadership roles including Head of the Search Committee to bring Dr. Karen Warren Coleman to Hockaday as its thirteenth head of school.
What are your favorite memories of being a student at Hockaday?

In retrospect, every moment of my four years spent at Hockaday are my favorite memories. And I say that earnestly and honestly. I met some of my greatest friends and mentors there. I enjoyed watching the campus evolve as it currently still is. Whenever I’m back on campus and walking around, I can almost time-travel back and channel all the sentiments from the nerves I had walking into Upper School on the first day of 9th grade, to hanging out with my friend in the newly built commons, to walking down graduation terrace ... and actually graduating, the many nights I spent working hard on several different projects in the ARC, college counseling, to assemblies, to my advisory conversations with my guardian angel Ms. Candy Keen (R.I.P). There are so, so many. And of course, lunch in the dining hall, and every opportunity we had to drink Hockapunch.

Tell us about your experiences that are reflected in your work today.

The one thing I can say that my experience at Hockaday taught me that lends itself to my work today, every single day, is the necessity of initiative. There are a lot of great things in the world but I guarantee you, not many things will just fall in your lap one after the other. But whatever you want can be yours, if you go get it. I feel as though it was instilled in me that the greatest rewards come after exercising initiative. Don’t get me wrong, fulfilling the status quo can be rewarding but there’s an intrinsic sense of self-pride that comes after accomplishing something that you wanted to do, and not something that you were told/made to do.

What is the most challenging part of your work?

I’m someone who believes in the power of perspective. So I don’t really see challenges, instead I like to think of them as opportunities that I have to work a little harder for. It’s important that I think this way because the connotation of the word challenge I’ve found can be unnecessarily debilitating, even if just a bit. So I try to rewire how that word affects my thought process and inspire others to entertain the idea if it is of any help. But I would have to say that it is the fact that there are no limits to what I can do or what I can become. My career is unexampled and I think this is something we should be OK with. It can be a bit nerve-wracking because by thinking this way, you eliminate any “safety blankets.” Living in a world that now more than ever makes us want to incessantly idolize or try to parallel ourselves to whomever or whatever the world itself has labeled as the “holy grail” is difficult. But again, the power of perspective is my tried, tested, and true relief to this “challenge.” There’s a running joke between one of my best friends and I. Whenever I call her to ask for advice, she asks, “well, what would Ivy do?” And then we just giggle. But this is to remind me that the answer most always lies within. I just want to be the best version of me and hopefully somewhere along the way, inspire someone to be the best version of themselves.

What are you doing now?

I am currently the official team DJ for the Dallas Mavericks (NBA). I am the first female team DJ in team history and the 2nd ever in NBA history. I’m also the Dallas Wings (WNBA) team DJ, official tour/personal DJ for WNBA guard Skylar Diggins and her Shoot 4 The Sky basketball camp tour, and mixshow DJ at KKDA K104.5FM.
What do you enjoy most about your work?

No day is ever the same for me, ever. I honestly think this might be my favorite thing about what I do. As a child, I remember not really knowing what I specifically wanted to become but I do vividly recall knowing that whatever career path I chose would be contingent upon how varying my works days could possibly be. Be careful what you ask for because you seriously just may get it. No game, no radio mix, no event, nothing is ever the same and I love it. Predictable? Possibly, but never exactly similar. I live for the thrill.

What advice do you have for Hockaday students?

My advice to my Hockaday girls; dare to dream, and then act on those dreams. I think a lot of times, we are encouraged to dream big and end up with these colossal ideas, so large that they become slightly intimidating. But you have to believe that if you can think it, you for sure can achieve it. Dreams are not supposed to be fleeting thoughts. They are supposed to manifest into reality but the vehicle for them to get there is unbounded faith. Have unwavering trust that you are able and capable. Remind yourself incessantly that you are more than GREAT enough. Then watch how unstoppable you become. Pursue what you love in every aspect. And how will you know you’re where you are supposed to be? Well the best way that I can put it is by quoting one of my favorite authors. “You know you’re in love when you can’t fall asleep because reality is finally better than your dreams.” – Dr. Seuss
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