ED LONG

Beloved Teacher.
Extraordinary Talent. Influential Leader.
Inspirational and Devoted Educator.
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**.

Upper School Spanish Teacher Alejandra Suárez and her daughter Fernanda Treviño Suárez (Class of 2018) volunteer for Habitat for Humanity.
FEATURES


30 The Priddy Legacy

34 The Junior Research Paper – A Rite of Passage at Hockaday

CONTRIBUTED by
STEVE KRAMER, Distinguished Teacher; History – Department Chair
LUCIO BENEDETTO, Upper School History Teacher
ELIZABETH BENNETT, PhD, Upper School History Teacher
TRACY WALDER, Upper School History Teacher

36 Service through Science: Transforming an Anatomy Class Project into a Community Movement
By Brandi Finazzo, Upper School Science Teacher

38 Shaping Service Learning
By Neha Dronamraju, Emily Fuller, and Shreya Gunukula, all Class of 2018

42 Speakers Bring their World Experiences to Hockaday
ALLMAN FELLOW, HARTMAN FELLOW, and FOUNDER’S DAY SPEAKERS

45 A Conversation with Grace Lowry, Class of 2018

46 Hockaday’s Rhodes Scholars – Where Are They Now?
By Libby Longino Cohen ’06, Laura Roberts ’12, and Mary Clare Beytagh ’14

DEPARTMENTS

5 Perspectives
6 On Campus
16 Scoop
18 Residence
20 Zoom
48 Class Notes
96 Milestones
104 Spotlight
Editor
Susan Earhart Brower ’92
Director of Communications

Design
Elizabeth Enloe Malakoff ’86
Creative Director

Cover
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

Hockaday Magazine
A Publication of The Hockaday School

More than a century of individuals involved with the Hockaday community – students, faculty, staff, alumnae, parents, grandparents, and friends – have a positive impact on one another and the world in which we live. Hockaday Magazine, published biannually by the School’s Communications Office, strives to articulate that impact – in the past, in the present, and in planning for the future. The magazine also seeks to highlight the activities of the School and its alumnae, as well as to help define and analyze topics facing our entire community.

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.
Dear Hockaday Community:

As I reflect on my first year as the Head of this magnificent School, I am thankful and humbled by the magnanimity of the Hockaday community. It has truly been a whirlwind, and in this short time, I have learned so much about Hockaday through the wonderful people I have met including students, parents, grandparents, Trustees, alumnae, faculty, staff, and friends of the School. To those of you who have spent time with me and with my husband Andy, thank you for your warm and generous welcome. We could not be happier here in Dallas.

At Hockaday, I have been working closely with the faculty and staff to ensure Hockaday continues to be one of the leading all-girls schools in the nation, setting standards for a rigorous curriculum in the humanities, STEAM, fine arts, and athletics. Similarly, I am working closely with the Board of Trustees and the Leadership Team to further implement the goals outlined in the Strategic Plan so that we can continue to develop the Hockaday experience. The School is implementing strategies to achieve the Plan’s goals, which call us to look beyond what we’re doing currently and challenges us to ensure that we are providing a transformative experience for our students. The Strategic Plan reminds us of what is important, essential, and forward-thinking so we will graduate young women who are confident and prepared for their futures.

One exceptional initiative that we have launched this year as part of our Lower School Character Education Program is our Mindfulness Program, which focuses on Social-Emotional Learning. This program is being implemented in collaboration with community partners and medical professionals who specialize in this industry and are focused on providing effective tools for building resilience. We have developed a multi-year plan to integrate this program in both Middle and Upper School.

Giving back to the community continues to be an eye-opening part of every student’s experience, and every student is charged with making a commitment to serve the community through service projects, to which the girls committed more than 30,000 hours this year.

Additionally, we are building on the continued success of our Diversity and Inclusion curriculum. Students, faculty, and advisors are having critical dialogue about how inclusivity enhances and expands their understanding of the world around them. Teachers and students across all divisions are coming together and engaging in tough and important conversations to better understand each other, their backgrounds, and how we work together. In support of this initiative this year, we held our second annual Dr. Martin Luther King, Jr. celebration, and it brought together the entire school community for a mesmerizing educational experience. Not only were our special guests some of the best orators and performers we’ve ever seen, but the performances by our Hockaday students were received with standing ovations! The entire event was captured on video and is on our website for everyone to enjoy.

Outside of the classroom, our athletes have had strong showings at the SPC competitions held throughout the year. Their determination, commitment, and teamwork are awe-inspiring. Several of our student athletes confirmed their intention to play their chosen sports in college on National Signing Day this year, and they will be playing lacrosse, running track, and playing tennis and soccer at colleges and universities including UNC, Bowdoin, Endicott, Yale, Harvard, and Dartmouth.

During early April, the School’s focus was on the 51st Annual ISAS Fine Arts Festival held at Hockaday this year. From your time at Hockaday, you may recall the enormous planning process involved with the Festival. My thanks to Ed Long, Emily Gray, and the entire Fine Arts faculty for putting together an exciting and inspirational Festival. Over 4,000 students and teachers from more than 40 ISAS schools had an extraordinary experience. This particular ISAS Fine Arts Festival was especially memorable as it was our beloved Ed Long’s final Festival as he will be retiring at the end of this year after 47 years, and he will be dearly missed by all.

Finally, we are looking forward to our next stage of growth with plans for a new Child Development Center. For 20 years, the Child Development Center has been the heart of the School for the children of our faculty and staff. During these two decades, the Center has grown dramatically and outgrown its original two, temporary portable buildings in which our incredibly capable CDC faculty have lovingly taught and cared for hundreds of girls and boys. As a result, I’m pleased to confirm that the Board of Trustees announced the School will undertake to raise money to build a new permanent facility for the Hockaday Child Development Center to better accommodate the needs of our faculty and staff. This is a meaningful recruitment and retention tool for our faculty, and we trust that our community will join together to make the new permanent facility a reality.

As you can see, Hockaday continues to provide the unparalleled educational experience Miss Hockaday envisioned in 1913, five years before women were granted the constitutional right to vote. Hockaday remains fresh and invigorating because of its community and its commitment to excellence. Our girls are courageous and curious, generous and kind. Miss Hockaday founded her School with the intention of preparing girls to grow, thrive, and lead in an ever-changing world, and everything we do at Hockaday continues to be guided by that bold vision.

With tremendous gratitude,

Dr. Karen Warren Coleman
Eugene McDermott Head of School
On Campus

2018 Founder’s Day Award Recipients Honored

Congratulations to the 2018 Founder’s Day Award Recipients Kaleigh Beacham, Olivia Naidu, Quinn Brodsky, Rory Finn, and Samantha Watson. For 59 years the Founder’s Day Award has been Hockaday’s highest honor. The recipients are seniors that Hockaday teachers and peers believe most strongly exemplify the Four Cornerstones of Courtesy, Character, Scholarship, and Athletics as originally envisioned by Miss Ela Hockaday in 1913.

Students Lead Awareness Campaign about School Violence

Upper School students and faculty gathered this spring to hold discussions about the ongoing issue of school violence across campuses in the United States. Plans were discussed about how our community can be engaged, support those affected by school violence, and how students could take action. During several “Changemakers” information sessions, students learned about specific ways to get involved in civic organizations and the processes behind government operations, so they could affect change in the community through political participation, community service, and community engagement. Additionally, security discussions were planned for Form Meetings, and student-led initiatives were held throughout the spring. In March, Upper School students were invited to a gathering on Commencement Terrace to honor the victims of the school shooting at Marjory Stoneman Douglas High School. The names and ages of the Parkland victims were read and followed by 17 minutes of silence, and Form IV students distributed orange ribbons, which was part of a national movement to support the lives lost on February 14. Students continue to be mindful of the impact school violence is having across the U.S. and are showing their solidarity in support of raising awareness about these tragic events.

F=ma Math Competition

Congratulations to Hope Fu (Class of 2020) and Elizabeth Guo (Class of 2018) who qualified for the next level of the F=ma competition. Only the top 400 physics students in the country qualify for this level, and the top six are chosen to be a part of the national Physics Olympics team.

Junior Adoette Vaughan Breaks Personal Cross Country Records

Form III student Adoette Vaughan competed at the Lovejoy Spring Distance Festival in March. She ran the nation’s top time in the 2K Steeplechase while also breaking her own School record with a time of 6:56.77. Her hard work continues to show as she makes a mark on the national Track and Field scene. She also competed in The North Texas 1600, an elite girls 1,600m race, at the Texas Distance Festival hosted by Southlake High School. She finished strong in second place with a personal record time of 4:55.61, which breaks her own School record. With this time Adoette ranks second in Texas and twelfth in the United States.
Freshman Sarah Kate Ashton wins First Place at USA Climbing: Bouldering Youth National Championship

Sarah Kate Ashton (Class of 2021) won first place in her age category at the USA Climbing: Bouldering Youth National Championship held in Salt Lake City, Utah. During the competition, Sarah Kate competed against the top rock climbers in her age category from all around the country. In order to qualify to climb at Nationals, each of these outstanding climbers must compete successfully in bouldering competitions at the local, regional, and divisional levels. Sarah Kate’s win makes her the 2018 USA Climbing: Bouldering Youth National Champion for her age category, and earns her a spot on the USA Youth Climbing Team. In 2020, competitive rock climbing will be included in the Japan Summer Olympics as a brand new Olympic sport.

Vibrato and The Fourcast Receive Gold Crown Awards

The Vibrato and The Fourcast received Gold Crown awards at the Columbia Scholastic Press Association (CSPA) Spring Conference in New York in March. The Crown Awards are CSPA’s highest recognition for overall excellence given to a student print or digital medium. The following Form III students attended the CSPA conference: Penelope Piccagli, Courtney Katz, Paige Halverson, Ellen Schindel, Ileana Kesselman, Charlotte Dross, Ponette Kim, Michelle Chen, Maddie McBride, and Emily Wu.

Senior Camille McElroy Recognized as Community Playmaker

Camille McElroy (Class of 2018) was recognized at a Dallas Mavericks game as a Community Playmaker for her dedication to improving the lives of others and being a force for good. She was selected by Walmart and the Dallas Mavericks after being nominated for her work as President of the Genesis STAR (Students Tackle Abusive Relationships) Auxiliary. Camille has been involved with STAR since her freshman year and is currently president of the eight-member board, representing 100 students from 14 different schools that work together to support the Genesis mission.
2018 Signing Day for College Athletics
Six seniors have committed to play their chosen sport at the college or university they will attend this fall. Lizzie Benedict will play lacrosse at the University of North Carolina; Emily Fuller will play lacrosse at Bowdoin College; Anna Glasgow will row for Dartmouth Crew; Sophie Isom will run for Yale track and field, Trinity Thomas will play soccer at Harvard University; and Fernanda Treviño Suárez will play tennis at Endicott University. Through their diligence and commitment to Hockaday Athletics, these girls are well-prepared for the intensity of college-level athletics, and the Hockaday community wishes them well.

Middle and Upper School Orchestra Members Honored at TPSMEA
Eight Middle and Upper School Orchestra members were awarded playing positions with the Texas Private Schools Music Educators Association’s (TPSMEA) 2018 Middle and High School Honor Orchestras. Their journey began in the fall as they prepared for their auditions, where each of them stood out among the top players from across Texas. On February 24, they played alongside top musicians from all over Texas to present an excellent concert at John Paul II High School in Plano under the baton of acclaimed guest conductors. These young musicians’ love for music and commitment to hard work is to be praised. Congratulations to Zoe Lelevich (Class of 2025), Julia Luo (Class of 2022), Danica Ly (Class of 2024), Tukwa Ahsan (Class of 2022), Anoushka Singhania (Class of 2020), Charlene Brzesowski (Class of 2020), Antonia Dinulescu (Class of 2020), and Jenny Choi (Class of 2020). Additionally, Upper School Concert Choir singers were chosen for TPSMEA Region and All-State Choirs. Seven members of our Hockaday Concert Choir were selected for All-State by the Texas Private School Music Educators Association (TPSMEA). These students are: Kate Short, Anna Taglioli, Cindy Lu, Sophie Pearson, Angela Shi, Sarah Beth Kelton, and Kirsten Kirk. Additionally, five girls were selected for the Region Treble Choir: Isabella Page, Ameya Chavda, Gina Miele, Emma Unglaub, and Rhett Anderson.

Members of the Varsity Field Hockey Team Named to the NFHCA High School National Academic Squad
Rory Finn (Class of 2018), Emily Fuller (Class of 2018), Audrey Magnuson (Class of 2018), JoJo Gum (Class of 2019), Natalie Jones (Class of 2019), Courtney Katz (Class of 2019), and Penelope Piccagli (Class of 2019) were named to the National Field Hockey Coaches Association (NFHCA) High School National Academic Squad. The High School National Academic Squad program recognizes those high school seniors and juniors who have achieved a minimum cumulative, unweighted GPA of 3.50 out of 4.0 (or the equivalent) through the first quarter of the 2017–2018 school year. 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 2017–2018 school year have been recognized as Scholars of Distinction.

Alumna Skypes from Parliament to Share Foreign Policy Insight
Catherine Kirby ’15, a current Rice University student majoring in Political Science and Asian Studies, Skyped with Hockaday Seniors in Tracy Walder’s AP Comparative Government classes. Kirby is currently interning with the British Parliament in London while also taking classes and working on a dissertation as part of a Scholars Program. With a true passion for foreign policy, she engaged the students with her experience and the importance of learning about policy making at different levels in order to better understand the field. As part of the Transportation Committee, a select committee of the House of Commons, she has gained great insight into the impact of transportation and how it affects the daily lives of constituents.
Mary Orsak Addresses Dallas City Council

This spring, senior Mary Orsak addressed the Dallas City Council about Confederate Monuments in Dallas. She is a member of the mayor’s Confederate monuments task force and requested “the removal of the monuments,” which was highlighted in full detail in The Dallas Morning News article, “Meet the 18-year-old I’m pretty sure will run Dallas sooner than later.” Mary has also served as Council Member Jennifer Staubach Gates’ Youth Commission appointee. The Youth Commission is made up of students from every council district, and aims to inspire Dallas youth to become lifelong leaders actively engaged in civic affairs, public policy, and advocacy. Earlier this year, Mary also gave a TEDx talk – “Take Your Seat at the Table,” encouraging youth to demand a seat at the grown-ups’ table. She raised issues about women’s inequality, and the lack of female representation in leadership.

11th Habitat for Humanity House Dedicated

Hockaday students in all divisions worked together this spring in many ways to support the Dallas Habitat for Humanity House. The ninth graders from Hockaday and St. Mark's built over 20 benches to be provided to existing Habitat homes. The advisory groups from the Middle School spent several weeks building a playhouse for the backyard, and Lower School students provided snacks and supplies for the building group. The house was dedicated in late March, making one family’s dream of owning a home come true.

Changemakers: Women in Politics

This winter, Dallas City Councilwoman Jennifer Staubach Gates and Former State Senator Wendy Davis visited campus to share their insights about the inner workings of government today. Both Gates and Davis have made a significant impact on their constituencies, their communities, and helped shape the political climate. These events were followed by a meeting on how students can get involved in civic organizations and learn more about the process of government, and the opportunities that exist for them both now and in the future.
TEAMS Competition

Twenty-one students (Angela Shi, Jennifer Wang, Lin Lin Lee, Emily Baschab, Christine Ji, Kaleigh Beacham, Emma Shore, Hannah Marlene Sipes, Lily Zhou, Hope Fu, Katrina Liang, Joy Gao, Kathryn Bowers, Emily Stevenson, Kelsey Chen, Annie Zhao, Ananya Phadke, Sophia Bahad, Riya Malhotra, Sriya Chebrolu, Suzanne Baxter) competed in a TEAMS (Tests of Engineering, Aptitude, Mathematics, and Science) competition focused on Engineering, Math, and Science. In the essay portion, they explored a building in their community and determined ways to make that building more efficient and answered questions regarding engineering better buildings for the environment. Hockaday had one team in the 11/12 grade division that won second place, and the two teams in the 9/10 division, and our A team won first place!

Junior Sophie Dawson Named Texas Poetry Out Loud Finalist

Sophie Dawson (Class of 2019) was one of five finalists in the 2018 Texas Poetry Out Loud competition, sponsored by the National Endowment for the Arts, the Poetry Foundation, and the Texas Commission on the Arts. Sophie competed against 24 other students at the Bullock Texas State History Museum reciting “Propositions” by Stephen Dunn, “On Monsieur’s Departure” by Queen Elizabeth I, and “Undivided Attention” by Taylor Mali.

Math students compete at the TEAMS competition.

Team Hockaday Ties for First Place at the 15th Annual Metroplex Mathematics Contest

Math Club members participated in the 15th Annual Metroplex Mathematics Contest. This year’s contest took place at the Oakridge School in Arlington. Members competed in two individual contests and one six-member team contest. Team Hockaday tied for first place with Hirschi High School, the School of Science and Engineering, St. Mark’s, and Trinity Valley School. Hockaday team members included: Kelsey Chen, Hope Fu, Effie Guo, Lin Lin Lee, Clara Shi, and Angelina Wu.

Hockaday Publications Shine at NSPA!

Thirty Hockaday journalism students attended the Journalism Education Association/National Scholastic Press Association (JEA/NSPA) Convention in November. This year’s national convention was held in Dallas and drew over 5,000 attendees, and Hockaday publications were recognized with several top awards.

- The Fourcast: Pacemaker winner
- The Fourcast: Third Place, Best of Show
- The Fourcast: Fourth Place Design of the Year Award – News Magazine Cover [Mary Orsak (Class of 2018) and Tasneen Bashir ’17]
- The Fourcast: Fifth Place Design of the Year Award – Illustration (Brenda Lee ’17 “Uprooted” illustration)
- Vibrato: First Place Best of Show
- Vibrato: Fourth Place Design of the Year Award – Literary Magazine Spread [Hailey Sipes (Class of 2020)]
- Vibrato: Fifth Place Design of the Year Award – Literary Magazine Cover (Teal Cohen ’17 and Ellea Lamb ’17)
- Cornerstones: Seventh Place, Best of Show
Hockaday Film Students Excel at Festivals

Sophie Gilmour’s (Class of 2019) short film, “Ukiyo” was accepted to the San Luis Obispo International Film Festival in the category, Filmmakers of Tomorrow. Additionally, “ONE,” Emily Ma’s (Class of 2019) and Grace Zhang’s (Class of 2018) short film, was screened in Houston at the Bechdel Film Festival in late February. The festival, named after “The Bechdel Test,” is dedicated to supporting and promoting female filmmakers. In addition, Emily and Grace were invited to participate in a panel discussion focused on “Producing Your Independent Film” during the festival.

Students Attend Society for Neuroscience Conference

Seven students including Clarissa Fuentes (Class of 2019), Chaucer Langbert (Class of 2019), Christine Ji (Class of 2018), Claire Marucci (Class of 2018), Neha Dronamraju (Class of 2018), Grace Olson (Class of 2018), and Anden Suarez (Class of 2018) attended Neuroscience 2017, the 47th annual Society for Neuroscience meeting. The Society for Neuroscience (SfN) is the world’s largest organization of scientists and physicians devoted to understanding the brain and nervous system. The annual meeting brought together 30,021 attendees from 80 countries, 13,552 abstract presentations, and 902 sessions.

Upper School science teacher Dr. Katie Croft presented scientific work in an abstract entitled, “Choosing Spouses and Houses: Impaired Congruence Between Preference and Choice Following Damage to the Ventromedial Prefrontal Cortex.” By attending the conference, the students were able to hear from neuroscience experts, explore the newest tools and technologies, and learn about various career paths in neuroscience.

Middle School Robotics Wins First Place at the First Lego League

Congratulations to the Middle School Robotics teams for their big wins at the First Lego League (FLL) North Texas Championship. Hocka ‘scuse me? (Jayna Dave, Grace Dorward, Tarini Gupta, Juliana Lu, and Ashna Tambe) won a major award, Core Values: Teamwork, and The Hockabots (Nina Dave, Riya Guttigoli, Anisha Sharma, Stella Wrubel, and Sophia Yung) won the First Place Championship Award for achieving excellence and innovation in both the Robot Game and Project. The Hockabots went to the World Championship in Houston in April where they were nominated for five different awards and accomplished their goal of finishing the Robot Game in the top 50 teams.
Middle School Students Compete in National Geographic Geography Bee

Middle School students competed in the School Bee of the National Geographic Geography Bee on Friday, January 5. Grade Level Finalists were: fourth graders Lekshmy Anoop and Emily McLeroy; fifth graders Anna Bolden and Caroline Polosky; sixth graders Charlotte Lauten and Lily McKenna; seventh graders Jayne Dave and Zoya Haq; and eighth graders Hannah Philip and Naz Soysal. Lily McKenna (Class of 2024) won the final round and Zoya Haq (Class of 2023) was the first runner-up.

Beth Wortley Studio

In January, The Hockaday Parents’ Association named the Penson Athletic Center Dance Studio in honor of Beth Wortley, Performing Arts Chair and Middle and Upper School Dance Teacher. For 29 years, Beth has inspired hundreds of Hockaday students in the Performing Arts by encouraging each girl to share her creative expression through dance, stage performance, and choreography. One of Hockaday’s most beloved teachers, she has encouraged both top performers as well as neophytes to develop their skills. Now, for future generations of Hockaday dance students, The Beth Wortley Dance Studio will serve as the place where they will discover their inspiration for performance.

Alumna Lisa Loeb ’86 is Hockaday’s First Grammy Award-winning Alumna!

Singer-songwriter Lisa Loeb ’86 took home her first Grammy Award for Best Children’s Album at the 60th Grammy Awards. Lisa won for her album Feel What U Feel, establishing her as one of the best artists in the world of children’s music. After her win, Hockaday students across all divisions celebrated this exciting event during lunch.

Mary Clare Beytagh ’14 Named Rhodes Scholar

Alumna Mary Clare Beytagh ’14 was named one of 32 American Rhodes Scholars for 2018. Beytagh will graduate from the Massachusetts Institute of Technology in 2018, and she is the third Hockaday alumna to receive the Rhodes Scholarship. Libby Longino Cohen ’06 received the scholarship in 2010 and Laura Roberts ’12 received it in 2016.
Sixteen Hockaday Seniors Advance as National Merit Finalists

Sixteen seniors advanced as finalists in the 63rd annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955. Hockaday finalists include Emily Baschab, Kaleigh Beacham, Ritika Dendi, Kate Fundis, Effie Guo, Elizabeth Guo, Aurelia Han, Christine Ji, Lin Lin Lee, Maye McPhail, Mira Mehta, Eleanor Newman, Mary Elizabeth Orsak, Zasca-Aisha Ristianto, Jennifer Wang, and Kelly Westkaemper.

Sabrina Kessee Recognized as a “Next Generation Music Professional”

Lower School Music and Performing Arts Teacher and Voices in Harmony Gospel Choir Director Sabrina Kessee was recognized by the Dallas Metroplex Musicians Association and the National Association of Negro Musicians as a “Next Generation Music Professional” at the Serita Doyle Lattimore Scholarship Luncheon. Sabrina has dedicated many years to teaching Hockaday students and has made extraordinary contributions to the community in the field of music.

Thirty-two Hockaday Seniors Named Commended Students in the 2017 National Merit Scholarship Program

Thirty-two 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 1.6 million students who entered the 2017 competition. Students who received this honor will become candidates for scholarships sponsored by corporations and businesses. This year’s honorees are Shivanii Batra, Mackenzie Brabham, Bailey Brand, Quinn Brodsky, Ameya Chavda, Sarah Kate Feferman, Rory Finn, Shreya Gunukula, Payton Hart, Sarah Hodgson, Bailey Hollingsworth, Alison Hurst, Chloe Irwin, Sophie Isom, Tanvi Jakkampudi, Youngeun Lee, Audrey Magnuson, Julia Mitterer-Claudet, Katherine O’Meara, Lilly Okada, Sloane Parker, Allison Pluemar, Virginia Ryan, Shelby Schultz, Angela Shi, Emma Rose Shore, Radhika Singh, Anden Suarez, Kaitlin Vanesko, Samantha Watson, Genevieve Wood, and Sharon Zhang.
Hockaday Given Equipment for Neurocognitive Psychophysiology Laboratory

Steven L. Schandler, PhD, a renowned California psychologist, donated equipment and supplies for a complete and fully-functioning neurocognitive psychophysiology laboratory in honor of his granddaughter Sarah Grace Walder, the daughter of Upper School History Teacher Tracy Walder. Sarah Grace is in Hockaday’s Child Development Center.

Dr. Schandler visited Hockaday in the fall of 2017 and gave a “Hungry Scientist” lecture to Upper School students. Subsequently, he donated his equipment to the School, which will be used in several Hockaday classes including Neuroscience and Spycraft. The equipment consists of instrumentation and supplies for a complete and fully functioning neurocognitive psychophysiology laboratory. An eight-channel hospital/research-grade polygraph is the core of the laboratory, allowing ink-on-paper and digitized storage of all forms of electrophysiological activity including electroencephalogram (EEG brain), electrocardiogram (ECG heart), electromyogram (EMG muscle), and activity reflecting emotions and body regulation controlled by the autonomic nervous system (e.g., skin conductance, temperature, respiration, blood volume). A computer-based data acquisition and laboratory control system provides real-time storage and analysis of physiological signals, and presentation and timing of research events.

Hockaday Hosts ISAS Fine Arts Festival

Hockaday held the 51st Annual ISAS Fine Arts Festival in April 2018, and approximately 4,000 students and teachers from five states gathered to celebrate the visual and performing arts at this time-honored event. Since the founding of Hockaday, the fine arts have been part of our culture, and the community-wide efforts and support of so many individuals was unmistakable throughout the Festival. Everyone worked collaboratively to transform our School so that students could come together to experience and celebrate their peers’ talents in the fine arts. Hockaday’s team of faculty, staff, volunteers, and students worked for months leading up to the Festival to make this extraordinary event possible. The Fine Arts faculty led by Ed Long, Emily Gray, Beth Wortley, and Susan Sanders-Rosenberg meticulously planned the intricate program to ensure our guests would enjoy their time at Hockaday. They led the entire Hockaday faculty and staff who readily supported venue coordinators, adjudicators, and workshop leaders to ensure visiting students and teachers would have a fulfilling experience. Due to the dedication and careful attention to detail from Hockaday’s facilities, maintenance, security, and dining staffs, the logistical needs were perfectly executed. Finally, HPA volunteers, led by parents Randi Hofmann and Judi Stewart, greeted and guided attendees throughout Hockaday so they could experience the performances and creative sessions that were planned. This was an outstanding community-wide effort that showcased the exceptional talents of fine arts students at independent schools today.
2018 ISAS Fine Arts Festival
Senior Shines Offstage

By Elizabeth Guo (Class of 2018)

When she’s not on the stage, senior Cate Ginsberg teaches and directs children for the JPAS’ upcoming show.

The curtains open. The spotlight beams. The orchestra strikes up a hearty rendition of “Tradition.”

But senior Cate Ginsberg is nowhere to be seen on stage. A theater veteran who has performed in the Hockaday Upper School musical every year since her freshman year, Ginsberg now stands backstage on the other side of the curtain, helping direct young actors to their places.

Ginsberg is currently working as an assistant stage manager for the Aaron Family Jewish Community Center Performing Arts Space’s spring production of “Fiddler on the Roof, Jr.”

The cast of JPAS’ show consists of children and teens with ages ranging from six to 16, and Ginsberg’s job is to help teach and direct them as well as help the show’s director and co-choreographer, Linda Leonard, in any way that she can.

“I usually help the kids learn music, make sure they’re staying on task, write down blocking notes, or say, ‘Hey, this is a difficult part, let’s go over it again,’” Ginsberg said.

The directors of JPAS, including Leonard and producer Alise Robinson, decided at the end of last summer to put on “Fiddler on the Roof, Jr.,” for the center’s spring show. Auditions were then held before holiday break, and afterwards, the cast and crew have been meeting for rehearsals every Sunday from 1:30 to 5:30 p.m.

“But Leonard and Robinson agree on Ginsberg’s affinity for connecting with these young actors. When Robinson asked Ginsberg last year to work on JPAS’ 2018 spring show, she immediately thought of Ginsberg’s responsibility and love of musical theater.

“As the director of the program, I trust her,” Robinson said. “She’s so reliable and always ready to roll up her sleeves. She’s the kind of person you want on your team.”

Indeed, throughout her time working on “Fiddler,” Ginsberg has delved into every task she has been presented with, which includes not only the enjoyable ones—assisting with blocking scenes and working on music with kids one-on-one—but also the less pleasant ones.

“I love kids, and these kids are really great, but things are not as fun when you have to discipline them,” Ginsberg said. “It can be a challenge to step in and say, ‘Hey, take this seriously,’ because you want them to have fun and have a good time.”

Leonard, though, affirms Ginsberg’s ability to act as a leader and teacher for these young performers.

“She has a positive attitude and a maturity about her that is uncommon in young artists,” Leonard said. “Cate is kind, but strong. The students love her, and she is able to assist in teaching and be effective in everything she does.”

Because Ginsberg will be heading to college next fall, she believes that this spring show at the JCC will likely be her last.

Prior to beginning work at the JCC two summers ago, Ginsberg had not had any technical experience. Thus, Ginsberg, whose majority of time in theater was spent on stage, has enjoyed gaining a more well-rounded sense of what it takes to put on a show.

“I’m a little sad about [leaving], but I’ve learned so much from the JCC. Before, I’d been strictly on stage and performing, and now I get to see the other side of it,” Ginsberg said. “This has helped me see as a performer that tech is working really hard backstage, and I think that not enough people realize that tech needs to be appreciated.”
Students Share the Stories of Heart House Refugees

By Amelia Brown (Class of 2018)

Some jumping up and down with excitement and others shying away in fear, the third to fifth grade kids at Heart House watched a big group of high school girls in plaid skirts and saddle oxford shoes walk into their classroom. After a series of icebreakers, the high schoolers asked the kids to tell them about their journeys to America.

On November 6 the senior Contemporary American Literature classes hopped on a bus to Heart House to complete their most recent assignment. After many class discussions about immigration and refugees inspired by texts such as Jhumpa Lahiri’s “Interpreter of Maladies” and Philip Roth’s “The Plot Against America,” English Department Chair Janet Bilhartz tasked her class with interviewing refugee children and writing about their journeys to America.

Senior Katie O’Meara enjoyed the opportunity to integrate service into one of her every day classes.

“We have learned about the idea of ‘service learning’ and Ms. Day emphasized how [going to Heart House] was true service learning because the service we were doing was integrated into our English class,” O’Meara said.

After getting off the bus and entering the wrong apartment building, the class lost more of their already limited time with the kids. Without the time to build trust, Bilhartz realized it was unrealistic for the children to open up and share their life story after thirty minutes with a stranger.

“The girls got the sense that a lot of them didn’t particularly want to talk about [their journey to America] and many said they didn’t remember coming,” Bilhartz said. “They also had no idea why they’d come, which is reasonable considering their age.”

However, not all was lost. O’Meara still learned many things about her eight-year-old buddy named Dot. O’Meara was shocked to learn that Dot traveled from Malaysia to America when she was only two months old.

“In my paper I mention that most two month old’s parents are concerned about their child getting neck strength and doing tummy time but [Dot’s] parents are moving her across the world,” O’Meara said.

Senior Katherine Pollock also had luck when talking to Samuel, a nine-year-old from Malaysia. Hiding behind his Spiderman book, Samuel was shy at first but after growing more comfortable around Pollock he told her a little bit about himself and his journey. He remembers it taking one year for him to get to America as his journey was a combination of traveling by car and by boat. After several mentions of water, Samuel told Pollock that he missed Malaysia because he used to swim on the backs of swans in the water and he can’t do that in the US.

“I am writing a third person narrative focused on Samuel and the symbol of water by contrasting the calm and quiet atmosphere underwater and the loud and busy atmosphere of Dallas,” Pollock said. “Clearly his favorite place to be is underwater, which shows his fear of coming to the surface and living in a loud and busy country like the US.”

Although not all the kids opened up about their journey to America, Bilhartz was impressed with how the girls used the information they had to build a story.

“[The experience was] not what we expected and in some ways it was disappointing but in other ways a lot of it was very interesting,” Bilhartz said.
From Daunting to Halcyon, Reflecting on a Five-Year Boarding Experience

By Cheryl Hao (Class of 2018)

My decision to come to Hockaday was not a complicated one. I knew I wanted a better education than the one provided to me in the public school across from my house, and I knew I wanted that education to be all-girls. Hockaday fit these criteria, and despite the fact that it was 200 miles away from my home in Houston, I could apply because of the Hockaday Residence Department.

I first arrived to be a resident at Hockaday in August of 2013, and I still remember the chaotic rumble inside the dorms. I was welcomed by a multitude of smiling faces, and although at first I forgot each name as quickly as they had told it to me, their curiosity resonated with me. They saw me as more than a test score or quantifiable value; at Hockaday, people genuinely wanted to know who I was. Admittedly, that first night sleeping in the dorms was terrifying, as I felt like I was sleeping somewhere alien, in between four foreign walls.

But now, these walls have seen everything. In between these four walls – one painted tan, two ivory, and one camouflaged with shutters – I have felt happiness, sadness, failure, and success, but most importantly, I’ve felt at home. In these past five years, Hockaday has become my home; not only is it a safe place to fail and cry, but it’s also a place that fosters halcyon days.

Given, when I first came to Hockaday, this idyllic image that I have now was not fully formed. I was homesick for the first few weeks, missing everything from the smell of my mother’s cooking to the view of the sunset I would see from my room. However, I gradually came to realize that I could find everything I missed about home in different parts of Dallas: my host family welcomed me to dinner by purchasing a rice cooker machine, and I even found solace in the fact that I was looking at the same sun as I did when I was back home.

I’m the person I am today because of the support systems that I built and that were provided for me as a boarder at Hockaday. My best friends, Addie Walker ’17 and Vyanka Sotelo ’17, were my role models and guidance counselors in the four most formative years of my life. The dorm moms, Mrs. Angie and Mrs. Matthews, also had my back every day, whether it be with encouraging words or the best banana bread ever (thank you, Ms. Palmer).
I believe that I have received the best experience I could have gotten in the most important years of my life. I learned to live independently, making my own schedules, which included doing my own dishes and folding my laundry – chores that once seemed so daunting and time-consuming became painless tasks. I learned to manage my money when buying groceries. Most importantly, I learned time management, found a love in making “To Do” lists, and realized that living at school really isn’t so bad.

Above all, I formed my own views and beliefs: guided by the exposure to the different cultures in boarding, I learned about various ways of life first-hand. It was the little things that opened my mind to vast ideas, like learning that a boarder from Saudi Arabia was more similar to me than a boarder from Vermont.

When I walk across graduation terrace with my diploma in my hand in May, I won’t be thinking about trying not to trip, or where to look to get my picture taken. What will cross my mind first are memories from five years ago: in the eighth grade, Addie, Vyanka, and I would sit on those steps and do our homework, chasing after our papers that would get swept up by the breeze, swatting away mosquitoes that landed on our legs. A million sentimental moments like these overflow my Rolodex of memories made in the Hockaday Boarding Department.

Five years ago, graduating seemed like it would never come, but now, it’s only a few months away. This fall, I will attend college in Chicago, and I do not think I’m ready to go. Hockaday has completed its mission in preparing me to academically thrive there, so the fault lies with me – I don’t know if I’m ready to let Hockaday go yet. Plus, I doubt my college dorm bathrooms will be as nice as those of Hockaday Boarding’s.

Exchange student Mary Muñoz (Class of 2018) and Cheryl Hao (Class of 2018) when they were in the eighth grade
For nearly 50 years, Ed Long has dedicated his career to educating Hockaday students in all facets of the Fine Arts. Mr. Long began his tenure in 1971 and has taught every Hockaday graduate since 1974. Coming to Hockaday as the Composer-in-Residence, he has also served as the Director of Humanities, Curriculum Director, and for 44 years, the Chair of the Fine Arts Department. In addition to his iconic History of Art and Music class, Mr. Long has taught courses as diverse as Video, Anthropology of the American Indian, Philosophy, and Monuments of Contemporary Culture.
His impact on generations of students, many of whom have vivid memories of Mr. Long’s signature History of Art and Music (HAM) class, has been profound. He inspires each girl to discover new perspectives with a fervent energy that each student fondly remembers well after she graduates. His unique vision and his passion for teaching make him a driving and constant force for which students, parents, faculty, and alumnae have a deep-seated respect and admiration.

Today Mr. Long conducts the Hockaday Orchestra, which he founded in 1978 and has grown to 70 students. During his tenure as department chair, Hockaday added programs in ceramics, photography, film and video, orchestra, theater, dance, and debate. His continued commitment to alumnae is reinforced by his participation and leadership in alumnae events, such as his creation of a 10-Year Reunion Class Panel Discussion and his collaborative work with the Alumnae Association to create the annual Hockaday Alumnae in the Arts (HAARTS) program each year.

He has written and directed eight feature-length films and videos featuring Hockaday actors, written five concertos for Hockaday soloists, and wrote a musical for the opening of the Horchow Fine Arts Wing in 1987.
“When I think back on my time at Hockaday, memories of Mr. Long are always at the forefront of my thoughts. The one thing I always remember about Ed was how giving he was of his time. If ever I needed advice, he was always there. I never felt rushed and I always felt heard. On our graduation night, I happened to catch Ed alone, which was rare. His eyes were misty and I could feel how emotional this time was for him.

He said to me, “It happens every year. I get to know you seniors and spend time with you and before I know it, you’re gone.” He had to say goodbye to us so many times. This time, we must say goodbye to him. Enjoy your retirement, my friend. Hockaday will miss you.”

DEBBIE PEREZ VOHS ’95
Mr. Long started several programs that continue to be important parts of the Hockaday experience, including Senior Interviews and the Junior Patrons’ Guild to encourage students to participate in the Dallas arts community and cultural events from opera and museums to symphony, as well as plays throughout the school year.

Mr. Long has received many accolades during his tenure. He was honored by the Dallas Historical Society with the Award for Excellence in Community Service – Education; the Meadows Award for Teaching; the John Killion Award for Teaching; the Ellen Higginbotham Rogers Finalist for Faculty Excellence; and currently serves as The Nancy Penn Penson ’41 and John G. Penson Distinguished Teacher in Fine Arts. In 2016 with the opening of The Nancy A. Nasher and David J. Haemisegger Family Center for the Arts, Mr. Long was honored by the Eugene McDermott Foundation, which named the performance stage in his honor.

“If I examine my interest in the arts, there are three factors that are crucial to the growth of that interest. Going to college in England for one term and a college requirement that I take an art history course are the first two. The third is Mr. Long. His unparalleled knowledge and his willingness to explain that passion always impressed me. His suggestions for visiting exhibits or museums only increased my interest. Also, as the AP Modern European history teacher, I never had to teach art to my students because they’d had HAM. Usually taking it in their sophomore year, they remembered even in their senior year all the understanding that was important for AP Euro.”

STEVE KRAMER
Distinguished Teacher; History – Department Chair
“As I write this tribute, I find myself at a loss for words to adequately express my gratitude to Mr. Long for his mentorship not only during my time at Hockaday, but throughout my professional career as an educator. Through his example, I learned the art of educating is not in the subject matter but rather in creating an atmosphere where students feel challenged, engaged, and valued. I find the greatest way to honor his legacy is in my classroom emulating these ideals. Mr. Long, thank you for your unwavering belief in our abilities, your dedication to our community, and for sharing your talents and passion for the arts. You have inspired hundreds of Hockaday alumnae and students, and your legacy will continue to influence generations of future Daisies.”

CHARLSIE GRIFFITHS ‘98
So much depends on Ed Long teaching HAM to students raised in white shirts and saddle oxfords (With apologies to William Carlos Williams)

“I heard raves up and down the hallway about Mr. Long’s History of Art and Music (HAM) before I ever set foot in the classroom. I don’t remember why others loved the class – perhaps it was his ability to explain complex ideas clearly or because the class was engaging and fun. I do remember that HAM redefined my understanding of what art was and could be. John Cage’s 4’33”, for example, challenged my ideas about music. I still don’t know that I’d pay money to go ‘hear’ a performance of it (well, yes, yes I probably would), but I love how it makes me think about what music was.

“A teacher’s syllabus is a holy thing; it defines what we believe is important enough to pass down. In HAM, I learned not just about art and music but also about work that challenged assumptions and provided new perspectives on familiar objects and ideas. That didn’t just teach me about art; it taught me to be a better thinker, and, I suspect, a better person.”

MOIRA MULDOON ’91

“I have a memory of HAM that is associated with a friend of mine during her junior year. She was in a serious car accident. And a few weeks later had a terrible case of mono. Academically, this was a pretty devastating combination – especially junior year. But Mr. Long had a policy about difficult seasons. If he gave a test and you didn’t do well on it, he gave you a make-up test. And if you didn’t do well on that test he gave you another one. And if you didn’t do well on that test, he gave you another one. His goal was that you LEARN THE MATERIAL, not that you be stuck with a bad grade just because the rest of your life was in shambles. Mr. Long had not just a commitment to our learning, but to our adolescence. To the reality that we were going to have difficult seasons, but that didn’t make us poor students. We were teenagers, and he treated us like … regular people. In the book Good Influence, Daniel Heischman talks about what he calls ‘Pivotal Figures’ from our youth in a way that sums this up. He says that almost always, the people we admired in our youth had ‘a combination of high standards and some type of soft spot for the struggles of growing up that touched our souls and inspired us to do better.’ Can you think of a better description of Ed Long?”

KATHERINE BURCH CANALES ’96
“For 47 years, Ed Long has been ‘Mr. Hockaday’ – art and music scholar, teacher, innovator, historian, leader, gentleman, visionary, writer, punster, composer, conductor, colleague, and cherished friend who has more neckties than anyone I have ever known. Ed’s Fine Arts Department was built on his philosophy of Yes, we can! Over the years when students would come to him and ask such questions as, ‘Can I direct a one-act play? Can I learn to conduct? Can I do a play in Spanish and can you help me project translations in Clements? Can I play a concerto? Can I make a film?’ Ed would always answer, ‘Yes you can and I will help you or if I can’t do it, I will find a colleague who can!’ I keep asking myself what life at Hockaday will be like without Ed Long. I now know that it will continue to get better because of the incredible and long-lasting impact Ed has had on this School – and on each of us who have been blessed to have known and learned from him.”

BETH WORTLEY
Performing Arts Department Chair,
Dance Teacher –
Middle and Upper School

“Beyond his incredible skill as a teacher, astonishing capacity to endure 47 years of volatile adolescents messily snacking and talking boys in his office, and remarkable talent as a musician in his own right, Mr. Long has proved himself a lifelong mentor and friend. He enabled me as a teenager to take audacious chances with my art, championing my independent productions, and always making himself available for after-school music composition tutorials. He has empowered me as an adult by lending an ear in my weaker moments and maintaining that all challenges are surmountable. I’m grateful beyond measure that our paths crossed two decades ago at Hockaday; Mr. Long’s lessons have shaped and enriched my life.”

JENNIFER CLARY ’01
Life Trustee Kathryn Amsler Priddy with Jeanne Whitman Bobbitt, former Eugene McDermott Headmistress, on the occasion of the announcement of The Kathryn Amsler Priddy Teacher Endowment in Mathematics in 2010
Often described as one of Hockaday’s unofficial founding families, the Priddy family is synonymous with leadership at Hockaday. Both Ashley H. Priddy and Kathryn Amsler Priddy unequivocally supported the School throughout their lives, investing in programs and facilities that would benefit students, faculty, and staff for generations to come.

The Priddy family’s relationship with Hockaday began in 1956 when Ashley and Kathryn Priddy’s oldest daughter Betty Priddy Walker ’69 entered the First Grade, and since then, there has been a Priddy family member continuously attending the School. The Priddys’ second daughter, Ann Priddy Bentley ’73, followed her sister and graduated in 1973. Since then, Kathryn Walker Francis ’94, Caroline Horne Walker ’98, Ashley Priddy Walker ’05, Elizabeth Ann Bentley ’10, Virginia D. Bentley ’12, and David Bentley, Kathryn also had seven great-grandchildren: Jackson Priddy Bell, Eleanor Amsler Bell (Class of 2026), Ashley Carter Francis (Class of 2024), James Byrne Francis IV, Robert Priddy Francis, Leighton Charles Priddy, and Isla Rose Priddy. Mr. and Mrs. Priddy’s sister-in-law, the wife of Robert Priddy was Ruby Norwood Priddy ’42.

Four members of the Priddy family have served the School on the Hockaday Board of Trustees including Ashley H. Priddy, Kathryn Amsler Priddy, Betty Priddy Walker ’69, and Kathryn Walker Francis ’94. Ashley H. Priddy served as Board Chair from 1974–1977, and Kathryn Walker Francis ’94 is currently Vice Chair and Chair-Elect and will serve as Board Chair from 2019–2021. In addition to serving on the Board, Betty Priddy Walker ’69 taught seventh and eighth grade mathematics in 1973–1974. Kathryn Amsler Priddy was named a Hockaday Life Trustee in 1989, and she was also named an Honorary Alum of the School, a designation she was most proud of. Ashley H. Priddy was named the first Honorary Alum and also served as a Life Trustee from 1979–1984.

In addition to the long legacy of family members, many major milestones of the School – new buildings, increased endowment, long range plans, and enhanced curriculum – have been made possible through the generous support of the Priddy family. They are committed to ensuring future generations of Hockaday students experience extraordinary teachers who engage them not only in the classroom, but also make an impact on the character and quality of their lives as young women and adults.

The Priddy family has taken a leadership role in every Capital Campaign undertaken by the School during the last 40 years. Ashley H. Priddy helped establish the original Hockaday Endowment Fund and worked tirelessly to raise support for the $15 million campaign for the 1970s. His daughter Betty Priddy Walker ’69 served the School’s campaign in the 1980s. As a result, Hockaday’s Development Office was created. Kathryn Amsler Priddy served on the Honorary Campaign Committee for the $50 million Hockaday Tomorrow Campaign. And Kathryn Walker Francis ’94 served as Chair of the recently completed $100 million Centennial Campaign, in addition to serving as the Centennial Executive Chair.
BUILDING AND BEAUTIFYING THE HOCKADAY CAMPUS

The Ashley H. Priddy Lower School greets our youngest Hockadaisies each day and provides them with bright, spacious classrooms specifically designed for the best learning environment for young students. The Ashley H. Priddy Commencement Terrace is cherished by students, parents, alumnae, and faculty alike. The columns that grace the terrace and provide the backdrop for Commencement each year are remarkable, sixteenth-century Spanish columns—acquired by way of William Randolph Hearst’s unused purchases for San Simeon. These columns support a pergola, continuing Hockaday’s tradition of graduating beneath a pergola that originated with the first graduating class in 1916 at the Haskell and Live Oak home.

Mrs. Priddy felt immense joy in seeing the beautification of the School’s grounds and indoor spaces. She approached the School about changing the chain link fence that surrounded the campus to the beautiful perimeter wall that exists today. This wall, made possible through her generosity, was one of her favorite gifts to the School. Each December, poinsettias line the halls during the holidays thanks to Mr. and Mrs. Priddy. Their anonymous gift to the School is still a proud tradition, and serves as a reminder of the spirit of the season. Above the fireplace in Whittenburg Terrace is a Julian Onderdonk painting of bluebonnets given to Hockaday by Mrs. Priddy.

Field of Bluebonnets Under a Cloudy Sky, an oil on canvas by Julian Onderdonk, an American painter from 1882–1922, was a gift to Hockaday from Life Trustee Kathryn Amsler Priddy.
Mr. and Mrs. Priddy perfectly embodied Hockaday’s Cornerstones of Character and Courtesy. Their commitment to the School will endure through the continued support of their family members in the Hockaday community, and they will be remembered with admiration and affection by all.

ASHLEY H. PRIDDY 1922 – 1984
Ashley Horne Priddy earned a BBA from Rice University in 1941 and a BS in Petroleum Engineering from The University of Texas at Austin in 1949. Mr. Priddy served as a First Lieutenant in the United States Naval Reserve from 1940s and spent his career with Sabine Royalty Corporation from 1949–1984. Additionally, Mr. Priddy served the community in many capacities, which included the Board of Directors for First National Bank of Dallas, the mayor of the Town of Highland Park, Texas from 1970–1976, president of the Dallas Wildcat Committee, trustee of the Engineering School Foundation for The University of Texas at Austin, and president of the Friends of the Governor's Mansion. He was a member of the Texas Mid-Continent Oil and Gas Association and the Dallas Petroleum Club.

KATHRYN AMSLER PRIDDY 1927 – 2017
Kathryn Amsler Priddy attended The University of Texas at Austin. In addition to her many activities at Hockaday, she served on the Texas Higher Education Coordinating Board, Friends of the Governor’s Mansion, Gaston Episcopal Hospital Foundation, St. Michael’s Church Foundation Board, Children’s Medical Center Nurses Aid Volunteer, Junior League of Dallas, Southwestern Medical Foundation Board, and the Dallas Women’s Club.

HOCKADAY EXTENDS ITS PROFOUND APPRECIATION TO THE PRIDDY FAMILY FOR THEIR LOYALTY, GENEROSITY, LEADERSHIP, AND FOR THEIR STEADFAST SUPPORT OF THE SCHOOL.
Wether it is with intense trepidation or dogged determination, for more than 25 years, every Form III student has written her Junior Research Paper – or JRP – that has become a rite of passage during her Upper School career. After countless hours of preparation and review with their history teachers, many students reflect on the process and confirm that it was a great preparatory experience for college. Hockaday’s Upper School History Department faculty share their collective thoughts on the significance of the JRP and why it is such an important part of the Hockaday experience.

History Department Chair and Distinguished Teacher Steve Kramer notes that, “The current iteration of the Junior Research Paper started in the mid-1990s. At the time the paper was longer than the current 10 pages, but the process was similar. We worked on the project for two or three months. However, there were earlier research papers. In the 1980s, junior English did a research paper, and the American History classes also did one. At some point, a decision was made, probably in the mid-1990s, to have one paper on which the English and History departments would work together. The English and History teachers for each student would grade the paper and then meet to agree on a grade. Some years, students were required to have a piece of literature incorporated into the paper, but eventually students were allowed to select their own topic as long as it connected with American History in some way. This allowed students to often pursue topics that are not seen as traditional American History research paper topics.”

Mr. Kramer recalls, “When I came to Hockaday in 1980, I believe that the English department was doing a research paper in the junior year. Also, for American History, all juniors take the course so it made it easier to do a paper when everyone could do it. That is still true today. With one or two exceptions a year, all Hockaday juniors take APUSH (AP US History) or RUSH (Regular US History). This means every student in her junior year writes a JRP.”

The range of topics students selected in the early 2000s included: comparing Arab-Americans and Japanese-Americans and xenophobia; Norman Rockwell; the military and environmental destruction; Lincoln, Bush, and preemptive foreign policy in the Middle East; and the over-prescription of Prozac – to name a few. Fifteen years later, topics now range from the US-orchestrated 1953 coup in Iran to the failure of US covert intervention at the Bay of Pigs, to the Military/Hollywood movie complex to the connections between the American eugenics program and Germany, and to the marketing of the Volkswagen Bug and Van during the 1960s. The range of topics and creativity with which they were created represents the thoughtful approach each junior takes when developing her research paper.

Each year, the process starts in late September when the project is introduced, and within the week, students will have a general topic idea that will be reviewed by their teacher. Upper School History Teacher Dr. Elizabeth Bennett notes, “The girls have the freedom to choose what interests them as long as it pertains to the United States in some way. This is important because it creates greater engagement with the project for the girls as they want to know something about what they choose to research. The girls must do some preliminary research to complete a series of notecards and bibliography so that they may formulate a working thesis statement.”
The JRP is an argumentative rather than a narrative paper, but the first part of the process is identifying a general topic. Upper School History Teacher Tracy Walder confirms, “We provide a great deal of scaffolding for the girls with the assignment. All topics must be approved by their teacher, a great deal of feedback is given to the girls on their thesis statements, outlines, and rough drafts, and weeks are set aside for students to work on these mini-JRP assignments in class and/or meet with their respective teachers.”

Throughout the process, students submit components of their papers including an annotated bibliography, introduction, argumentative thesis, outline, and examples of their papers so the faculty can see that they understand the methodology.

“We review these to ensure that the girls have an argumentative thesis and an effective but preliminary roadmap of where they intend to go with the paper,” says Lucio Benedetto, Upper School History Teacher. “During the week prior to Thanksgiving break, we postpone our classes and provide the girls with time to conference with us while they complete a draft including both a preliminary bibliography and endnotes. We review these to ensure that the papers are developing an argument, that evidence is being used effectively, and that their citations are in proper Chicago format. After we return the drafts with our extensive comments and recommendations, we postpone classes again for the last two weeks of school before the break, allowing the girls to use that time for conferences with us and to complete the final paper.”

Throughout the springtime, faculty will read the papers and finalize their assessments. For decades, alumnae have emailed their teachers or returned to campus to confirm that the JRP was one of the essential experiences they had that prepared them for their college careers.

“Allowing the girls to choose their own topics, with teacher approval, encourages them to think for themselves and to trust their personal interests,” agrees Mr. Benedetto. “During the research process, the girls learn how to recognize and use a wide range of legitimate scholarly resources that include books, journals, and other forms of media that may be relevant to their paper, and how to properly cite the information that they use in the paper. The research process also teaches the girls that they need to be intellectually flexible and be willing to amend their arguments if the information they find does not fully support their original thesis. Because the JRP is required to be an argumentative paper, the girls also learn how to properly and effectively marshal factual, historical evidence to effectively support their thesis. These skills will be valuable to their future academic and professional careers. In fact, during their visits with us, many alumnae tell us that the JRP was one of the most beneficial parts of their Hockaday education.”

Dr. Bennett has observed, “While a difficult and lengthy project, it is also very rewarding for the girls. They come away from the project proud of what they have accomplished and more confident in their ability to tackle a major research paper. Many girls become engrossed in their topic and find it leads them to ideas they had never considered. The lessons learned in this project are applicable to every area of academic endeavor: learning systematic research methods as well as deepening skills of analysis, organization, and written communication.”

“By doing the JRP, girls feel that assessments such as these in college are far less daunting, and they are much more prepared than their classmates,” notes Ms. Walder. “So much more prepared, that many girls have told me that they teach their fellow classmates how to organize their information and how to start their papers. Additionally, learning to support one’s argument with facts derived from primary and secondary sources is a critical tool and life skill. At Hockaday, we want our students to engage in discussions in a constructive, thoughtful, and respectful manner, and I believe that the skills they acquire in the JRP help them do this.”

Mr. Kramer notes that there are two ways of knowing the benefits of the JRP: “The first is anecdotal. The girls come back from college and relate to us that if they had a research paper in a course, they knew how to organize, research, and write, whereas many of their peers had difficulties. One of my students from last year related to me that she had written two 15-page research papers in the same course, and she was so pleased that she had learned how to approach them in her Hockaday APUSH course. The second acknowledgement of the utility of the JRP comes from college syllabi that students have sent to me. Almost every college humanities/history course has some form of a research paper. The department thinks the JRP is one of the most important assignments we do. We have added different kinds of research papers in the world history and US government courses because of the value we place on the JRP.”

Hockaday alumnae who have (fond) memories of their own JRP are encouraged to share these with Hockaday by emailing communications@hockaday.org.

Examples of JRP Topics from 2016-2017:

**Patients and Pariahs: How the Medical Industry Dissected, Abused, and Excluded African Americans**
by Kaleigh Beacham

**The Disease of the ‘Lazy’ South: How Hookworm Represented an Enemy of Progress**
by Effie Guo

**Hamilton’s Take on Hamilton: How the Musical that Intended to Renew His Legacy Actually Rewrote It**
by Sophie Isom

**On Thin Ice: The Evolution of the United States’ Antarctic Policy During the Cold War**
by Ellie Newman
It’s 7:20 am on a Tuesday, and a flurry of green plaid skirts fills the Ownby Family Lobby on the north side of the Hockaday campus. Some student volunteers help coordinate the finishing touches to the displays that will beckon guests to stop as they walk through the door from the Forest Lane parking lot, while others are receiving a crash course in donor registration protocols from the bone marrow registry affiliate or the registered nurses from Carter BloodCare.

It is now 7:30 am, and each girl assumes her assigned post, eagerly awaiting her first visitor. The excitement is palpable and justified. Today, April 27, 2017, marks the first-ever Hockaday Give Life event, a community-wide education campaign hosted by the students of Hockaday. The campaign focuses on creating awareness among the various members of our community about the current deficit of organ and tissue donors in the United States. Student-designed webpages highlighting every currently transplantable human organ and tissue illuminate an interactive monitor alongside a television screen displaying original student-produced public service announcements (PSAs) playing on a continuous loop. The most striking visual, however, may be the oversized shadowbox surrounding a life-sized human skeleton possessing incredible 3D printed components.

In addition, this special event provides an immediate on-site opportunity for individuals to become part of a positive change by registering to become an organ donor, donating blood with the Carter BloodCare mobile unit, or registering with Be The Match as a potential bone marrow donor.

The work for this culminating event began back in August as the school year opened, when Upper School students enrolled in the Comparative Vertebrate Anatomy course were introduced to the concept of this year-long project.

After being touched by a radio ad encouraging listeners to join the Be The Match national bone marrow registry, I began doing some independent research on global donor deficits and found it was a much larger problem in the United States than I had realized. I felt this was exactly the topic that could connect my students’ understanding of homeostasis in the body with real-world impact and application – a way to make their understanding of anatomy and physiology more meaningful. To this end I quickly enlisted the expertise of Hockaday’s Technology Integration Specialist, Candace Townsley, to help brainstorm the right platform to display the student research, and to train the students on the various forms of technology they hoped to employ.

Townsley, attracted by the purpose of the student project and recognizing the great potential for community impact, immediately volunteered to help me plan and coordinate the Give Life event details.
Once the basic components of the project were announced in class, students organized themselves into teams and selected their project focus from a list of currently transplantable organs and tissues. Through completing a series of project checkpoints, students experienced the value of STEAM learning as they explored the science behind organ and tissue transplantation, employed various technologies (including student-designed webpages and public service announcement videos) to deliver their findings to a broad audience, engineered 3D replicas of their topics using 3D printers, and partnered with art students to create a unique public display which showcased all of their hard work.

The community response to the students’ presentation and the rest of the Give Life event was incredibly positive. Parents, alumnae, faculty, staff, and students alike felt connected to the cause, educated on the topic, and inspired to join the movement.

One Hockaday family, the Schultzes, was particularly invested in this project because both of their daughters (Shelby Schultz, Class of 2018 and Sarah Schultz, Class of 2019) had enrolled in the Comparative Vertebrate Anatomy course and participated in the project. Betty and Brian Schultz remarked, “[Our family] is truly enriched by the decades of faculty, administrators, parents, and students in our local community dedicated to creating programs that open the hearts and minds of our community. We are grateful that our girls are being taught how to communicate stories and events in amazingly compelling ways. Our family is so proud of Shelby and Sarah for taking on this cause and embracing social responsibility.”

Overall, the course project met all of the goals that Townsley and I had aimed for. Students were given a task that asked them to explore the intricate details of body systems in an authentic context that extended well beyond the walls of the classroom. They were challenged with learning and employing various technologies to convey their understanding and inspire change. Rory Finn (Class of 2018) saw the project and culminating event as a departure from typical PowerPoints and in-class presentations. “It just makes the stuff you learn all so real,” she said. “I think such a big event effectively attracted the attention of the student body.”

The campus was abuzz for weeks following the Give Life event. The Comparative Vertebrate Anatomy students were very proud of their work and the message it delivered. “Many people’s lives depend on the donations of others. I found that if my efforts convinced one person to become an organ donor, then it was worth it. It was that practical application of my knowledge from the classroom that truly made me feel that what I learned would better the world around me,” said Shelby Schultz.

In the summer immediately following the Give Life event, Townsley and I represented Hockaday at the STEM Think Tank and Conference in Nashville, Tennessee. There, we presented the components of the project and discussed the many facets of the event coordination to conference participants from all over the United States. Our goal was to inspire more schools to pursue partnerships with local, regional, and national organizations interested in creating positive change through the buy-in of their students, the community leaders of tomorrow. The response from conference-goers was excellent, and many wanted additional details so that they might attempt to implement a similar event at their local schools.

Although the Give Life event is not scheduled to occur again until the 2018–19 school year, I have been brainstorming ideas for ways to make the experience for my students and community members even better. This past fall, the student project research teams were given the opportunity to explore some alternative visual display options, such as building a Rube Goldberg machine highlighting the physiology of their topic, or crafting an original three-dimensional art piece out of recyclable materials that conveys the anatomical and physiological details of their topic organ or tissue. In addition, I expanded options for the media influence component and prompted students to watch blockbuster films centered on the topic of organ donation with the goal of identifying and correcting misconceptions presented in these movies.

Because the project is so relevant to everyday life, there are many directions in which I could choose to take it, and that’s very exciting to me as an educator.

No matter the many possible versions of both this project and the Give Life events yet to come, the students of Hockaday’s Comparative Vertebrate Anatomy class will continue to explore, learn, and teach others about the incredible machine that is the human body, and the power of organ and tissue donation.

Comparative Vertebrate Anatomy students share what they have learned with their peers through their interactive webpages covering transplant research.
Shaping Service Learning

By Neha Dronamraju, Emily Fuller, and Shreya Gunukula, members of the Class of 2018
As part of the culture of the School, all Hockaday girls – from prekindergarten through their senior year – continue to serve others and improve the community in which they live. From designing educational camps to weekly tutoring at DISD schools and building Habitat for Humanity homes, every girl finds their education does not stop within the walls of their classrooms.

At Hockaday, The Dr. William B. Dean Service Learning Program is focused on community service and learning from these experiences outside of the classroom. Students are encouraged to build meaningful relationships with organizations, understand the issues like hunger, homelessness, and domestic violence that they encounter in their volunteer work, and to reflect on the service they’re involved in and the impact they have on their community.

Three seniors share their service learning experiences, how it has impacted their lives, and how they will continue to serve the community after they graduate.

Giving Students a Voice through Tutoring at Cabell Elementary

By Neha Dronamraju (Class of 2018)

My community service engagement at Hockaday has been predominantly focused in the education space. I have tutored at Cabell Elementary for about three years, and have nurtured a desire to pursue educational reform on a larger canvas. I found my avenue in a junior year service opportunity with Leadership ISD (LISD), whose tagline, “to advance educational excellence and equity,” resonated with me.

The Leadership ISD organization sponsors a student-led effort called the Student Voices Program, which empowers area high school students with diverse racial identities, ethnicities, and socioeconomic status to identify challenges in the community and take the initiative to address them. Students are organized into cohorts, where each cohort focuses on finding solutions, large or small, to current issues in low-income Dallas ISD schools. My cohort spent one semester getting acquainted with the educational inequity rampant in high schools less than five miles from mine. An example of this inequity was when we learned that the DISD operating budget is equally distributed between a campus with $150,000 in median household income and one with $23,000 as its median income. In another example, we learned that of the 500,000 students in the DISD, 63% are not college-ready, as compared to Hockaday’s 100% college acceptance rate.

In my role as an intern for the Student Voices Program, I am working towards that larger goal of increasing equity in resource distribution. I liaise with the Dallas ISD board and advocate for the students’ most immediate problems, to ensure that any investment is proportional to the need. In addition to liaising with DISD’s board, I have also worked with students in Thomas Jefferson and Conrad High Schools to discover their most critical needs. The fall term in my senior year was spent in the discovery phase. Through a series of empathy interviews, I uncovered that the schools did not have enough resources to cater to the non-English-speaking populations. I then worked with community leaders to set up an ESL tutoring program to serve not just the Spanish-speaking students, but also those from refugee populations who speak languages as diverse as Burmese, Arabic, and Hindi.

My association with the Student Voices Program has given me a platform to channel my energy and ideas and has empowered me to create change in the community. I am especially grateful to Hockaday’s Director of Service Learning, Ms. Laura Day, who supported each of my (sometimes) ambitious proposals and made every opportunity available to me, so I could progress to next steps.

I will continue my outreach even after I leave Hockaday, knowing I can rely on the many generous individuals who have opened their hearts and minds to support me in my cause thus far.
Building a Future with Habitat for Humanity

By Emily Fuller, Class of 2018

Last year when I was browsing through x2VOL, I came across Habitat for Humanity. It immediately sounded like something I would love, so I tried to sign up. I would have been the 26th student on the waiting list vying for 10 spots, so I knew I would need to find another way to come that weekend. So I thought to myself – press clearance! When it came to framing day – with my camera and journal ready to write a story about the new opportunity for a family and the experiences of volunteers – I didn’t realize that I’d soon become a part of it!

On my first day at Habitat, I was forced to reconcile with the fact that I had the privilege of spending my childhood marking my height on doorways, inviting friends over for sleepovers, and playing soccer in the front yard, while people who lived only miles away from me would not be able to provide that for their kids. I realized I could not just stand by and observe this. Habitat gave me the means to take action against that, so I jumped in with both feet.

To get my Core Volunteer certification I completed the Habitat University program, which requires “students” to participate on each of the eight stages of building. And no matter their experience levels, of all the people I worked with in the past 13 months, I have not met one person who did not approach this collaboratively. Not only have I found community in a way that I didn’t foresee even a year ago, but my involvement at Habitat has made me a better student and a better leader. I have developed an ability to assess a situation and figure out what needs to be done without having to ask, and when I face difficulty I have honed my ability to fight through it. Habitat has showed me that it’s OK to admit your faults, it is OK to make mistakes, and it is OK to take risks. So for me, as I plan to start college in the fall, I wanted to make sure I would continue to be involved with Habitat. Thanks to the School, I already understand how I will be involved in the next chapter of my own life. I am lucky enough that my home for the next four years, Bowdoin College, already has a campus chapter and a Habitat office is just half an hour away – because people need homes in Maine too!

I truly believe that no construction site will compare to the Hockaday-St. Mark’s one, though. Whether it’s 35 degrees and cloudy and windy, or 75 and sunny, the outpouring of support is there at Habitat. No matter the weather, at the Hockaday-St. Mark’s sponsored build there are always volunteers ready to bear the cold, families ready to bring food and coffee to the worksite, and Freshmen eager to build benches in the warehouse. People are called to contribute to the work we do at Habitat because it is undeniably a special place. For the last 12 years, Hockaday and St. Mark’s have brought relief to individuals and families stuck in Dallas’ housing crisis. On paper this may seem like a small number, but when we get to spend each week with the family that will live in the home, the effect of our service is right before our eyes. We see them cutting out the threshold to their new home, lifting up their walls, and planting the sod grass their kids will play on.
Designing & Developing a Summer Camp with T.R. Hoover Community Development Center

By SHREYA GUNUKULA, Class of 2018

The first time I came to T.R. Hoover Community Development Center, I was so determined to “make a difference,” the quintessential cliché of community service. I had spent months curating a curriculum modeled off of my own early education experience at Hockaday, that I thought the kids of South Dallas deserved. It was all laid out in my head. In the nine weeks I would be directing a summer camp for 50 kids, they would exceed academic objectives to be ready for school, open up to me about their lives to share their wildest dreams and darkest secrets, and in general, have the best time of their lives with adventures and resources they had never seen before. I ran around Target like a madwoman, knocking toys and books and games off the shelves and into my cart, expecting that their faces would light up at the sight of light-up water guns, new paint sets, Legos, and any of the latest crazes of the junior section.

I subscribed to teaching websites, watched parenting videos, met with business owners, and created the summer camp of my childhood dreams. I was so excited to teach them to read, dream, and prosper, I naively ignored that they needed to teach me some lessons as well. As we started to work together, they shed their reputations and instead shared their truth. During Week 3 of my first year, one of my kids threw a tantrum because another cheated during Knock Out. As he slowly drew his hand back to throw his first punch, I noticed his unadulterated rage and it scared me. When I took him inside, his anger rolled down in hot tears and I just held him as he hit my shoulder. He told me how unfair it is that cheaters can get away with their actions, and even though I taught him how to take a deep breath and count backwards from 10 to calm down, he showed me that sometimes it’s OK to cry about the way life works out, instead of just letting it happen. During Week 7, I marveled at wisdom well beyond his 12 years as he shared thoughts on gun laws and a dream to leave his home behind to pursue an NFL career.

I showed him how to have conversations about social justice, and even though his sports career may be unlikely, he showed me that dreams make you work for a future, so they don’t have to be practical, they just have to be there. Two years later, he still controls his anger by counting backwards from 10 or just talking to me, and every now and then, I cry about all the things wrong with this world to clear my head.

This student has since decided to change career plans after listening to a guest speaker from a small tech start-up and being fascinated with “cool light-up computers” and “lots of multiplication,” because that’s his favorite. Words cannot explain how much the kids and staff at T.R. Hoover have changed my outlook on life, how much their hugs have calmed my anxiety, how much their presence has given me a purpose for the rest of my life. Even though I will come back to see them no matter where life takes me, there’s a chance that my graduation marks our separation, but the ways this center changed my life will never fade. Through T.R. Hoover, I have discovered the true meaning of service learning to be a lifestyle rather than an action.

My initial goals for the camp were simply an imposition of my own materialistic childhood; I thought abundant resources and an elaborate syllabus made my Hockaday experience special. But while I am grateful for that privilege, it was the relationships forged over 14 years that truly shaped who I am today. The kids didn’t all exceed academic objectives, but I hope I provided a learning environment in which they felt comfortable to make mistakes and learn from them. They did open up to me about their lives, but not before I let myself be vulnerable as well. I don’t know if they had the best time of their lives, but I know that I did with them. I will always be waiting to see them defy expectations, and I can’t wait to see how other people change their lives because of them.
ALLMAN FELLOW

JENNIFER PHARR DAVIS

In January, Jennifer Pharr Davis, hiker, author, speaker, and National Geographic Adventurer of the Year who has covered over 13,000 miles of long distance trails on six different continents, visited Hockaday as an Allman Fellow to share her adventures with students. In 2011, Jennifer covered the 2,185-mile Appalachian Trail in 46 days, 11 hours, and 20 minutes, maintaining a remarkable average of 47 miles per day. By doing this, she claimed the overall (male or female) fastest known time on the “A.T.” and became the first woman to set the mark. Jennifer has written five books, including three North Carolina guidebooks and two hiking memoirs called Becoming Odyssea and Called Again. She has also written articles for the New York Times, Outside magazine, Backpacker, Trail Runner, and has been featured in The Washington Post, the New York Times, the Daily Beast, NPR’s Talk of the Nation, and the CBS Early Show.

Through named endowments, the Hartman and Allman Fellowships allow Hockaday to bring world-renowned speakers to campus. The following speakers were featured during the 2017–2018 Speaker Series and shared their inspirational stories with parents, teachers, and students alike.
ALLMAN FELLOW

AG FORD
AG Ford returned to Hockaday again this year as an Allman Fellow to work with Lower and Middle School students in developing their own stories. He is a *New York Times* Bestselling Children's Book Illustrator and recipient of two NAACP Image Awards. He grew up in Dallas, Texas, and quickly understood his ability to recreate what he saw with a pencil and paper. Ford attended The Columbus College of Art and Design majoring in illustration. He has illustrated picture books for Kareem Abdul-Jabbar, Sharon Robinson, Ilyasah Shabazz, Martin Luther King III, Nick Cannon, Jonah Winter, Archbishop Desmond Tutu, and many others. His work graces 15 (at this date) published children's books from houses such as HarperCollins, Simon & Schuster, Scholastics, and Candlewick Press.

HARTMAN FELLOW

LISA DAMOUR
In the fall, both parents and students enjoyed listening to Hartman Fellow Dr. Lisa Damour, a psychologist, best-selling author, monthly *New York Times* columnist, and regular contributor to CBS News. She provided insight about the latest research developments to provide sound, practical guidance to children and adolescents as well as to their parents, teachers, and advocates. In addition to her column for the Well Family section of the *New York Times* and CBS News contributions, she maintains a private psychotherapy practice, consults and speaks internationally, is a Senior Advisor to the Schubert Center for Child Studies at Case Western Reserve University, and serves as the Executive Director of Laurel School's Center for Research on Girls. Dr. Damour is the author of numerous academic papers, chapters, and books related to education and child development, including *Abnormal Psychology*, a widely-used college textbook co-authored with Dr. James Hansell. Dr. Damour's recent *New York Times* Best Seller is *Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood*. Dr. Damour graduated with honors from Yale University and worked for the Yale Child Study Center before earning her doctorate in Clinical Psychology at the University of Michigan. She has been a fellow at Yale's Edward Zigler Center in Child Development and Social Policy, and the University of Michigan's Power Foundation.

FOUNDER’S DAY SPEAKER

KRISTIN TUCKER ’99
After graduating from Hockaday, Kristin Tucker ’99 attended Georgetown University as an International Business major. It didn’t take her long to realize that field did not match her true interests, and she transferred to the University of Southern California to study Communication with a focus in entertainment. It was there that Kristin took her first screenwriting class and fell in love with the art form. She subsequently interned at several prominent media entities including FOX, Miramax Films, and Dateline NBC. After college, Kristin enrolled in graduate school at The University of Texas at Austin, where she received a master's in Screenwriting. After graduate school, she worked as an assistant to a television literary agent at William Morris Agency while delving into her own writing pursuits. With the television scripts she wrote, Kristin won the sitcom division of Scriptapalooza, was one of seven comedy semi-finalists in the Austin Film Festival, one of six comedy finalists for the Warner Bros. Television Writers’ Workshop, and was one of eight writers accepted into the NBC Writers on the Verge program. Her small screen debut came as a writer for the Disney Channel series “Dog With A Blog.” Most recently, Kristin has been working on a new Showtime series, “Ball Street,” which is scheduled to air in 2018. While at Hockaday, Ms. Tucker was selected by her classmates to be their Commencement Speaker. She was very active in Hockaday's Fine Arts program, served the community through our tutoring program, was honored with the Sudie Duncan Award, and elected Senior Class President. Today, Kristin remains active with Hockaday by serving on the Alumnae Association Board of Directors. She lives her life according to Miss Hockaday’s Four Cornerstones and continues to be influenced and guided by them.
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 $7,722. 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.

THE FUTURE IS GREEN & WHITE!

HOCKADAY ANNUAL FUND 2017–2018

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 $7,722. 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 MAKING A GIFT TO THE ANNUAL FUND 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:
The Hockaday School
Office of Development
11600 Welch Road
Dallas, Texas 75229

FOR MORE INFORMATION:
Mary Crain Roman ’01
Director of Annual and Planned Giving
The Hockaday School
214 360.6583
mroman@hockaday.org
A CONVERSATION WITH GRACE LOWRY, CLASS OF 2018

Hockaday senior Grace Lowry finds the theater as a place to tell her stories and finds her voice as a remarkable young playwright and director.

HOW WERE YOU INSPIRED TO WRITE AND DIRECT PRODUCTIONS?

It’s funny, because it just sort of happened. I’d always been a writer, but it had always been things like short stories or poetry, and I hadn’t really written theatrically. At the beginning of sophomore year, it occurred to me that theatre, something I was already deeply passionate about, could be a place for my stories, too. I’d read enough plays to know the formatting, so one day I opened up a Word document and just started writing.

In terms of directing, I actually have very distinct memories of bringing my favorite book, a hefty blue volume of old plays, to recess with me, and telling my friends where to stand and how to say lines. Besides that early portent of dictatorship, I learned pretty much everything I know from Mrs. Gray. When working in one of her shows, I could observe not only her techniques with staging, but also the way she handles actors and the team around her. I’ve worked as technical crew or stage manager on other shows with other directors, and I can heartily say that Mrs. Gray has a special effect on the people around her. She inspired me to take that first piece of work I made and direct it myself, and she continues to inspire me as I grow as a writer and director.

DO YOU HAVE A FAVORITE PRODUCTION?

I’m always so terrible with this question! I have a bad tendency to love my youngest child the most, meaning that the newest piece I’ve written usually becomes my favorite. Starving Artists will always hold a special place in my heart though, because it was such a step-up in terms of production quality and audience turn-out from Flooded! I remember on the first night we were standing room only, and on the second, we actually had to turn people away.

WHAT IS YOUR PLANNING PROCESS FOR WRITING AND DIRECTING THESE PRODUCTIONS?

I’m one of those people that English teachers hate because I never make a written outline. I know the general form of the story in my head, but I typically let it evolve as I’m writing it. When I’m both writing and brainstorming I listen to music a lot, and it helps me imagine all of the different details and outcomes in my mind. Typically I write and write and write, and spend about triple the time editing. Directing is more systematic, as I get the play approved, then get into pre-show mode with printings, design meetings, auditions, and scheduling. From there, I jump into rehearsals and typically divide attention between my technical heads in order to give final approval on choices.

WHAT HAVE YOU LEARNED FROM MRS. GRAY?

I’ve really learned everything I know from Mrs. Gray, but on a deeper level than just directing, as she’s taught me how to deal with people and become a better person. Being a leader is difficult, and as an introvert it’s very hard for me, but Mrs. Gray has shown me how to overcome that. The lessons and skills she’s shared translate into real life as well: not every person is easy to work with, not every problem can be solved, and sometimes you need to be creative and get your hands dirty in order to achieve what you want to achieve.

WHAT IS YOUR ADVICE TO YOUNGER STUDENTS WITH AN INTEREST IN WRITING AND DIRECTING?

Start small. My first play was a one-act that took place in one room with 10 actors. Our set was a couple chairs, and our costumes were pulled from everyone’s closets. The great thing about theatre is that at the core of everything, the only things that matter are the characters on stage and the emotions they are experiencing in that moment. So start simply – create a story that you would want to see that has a beginning, a middle, and an end. You could make it funny, make it sad, make it happy, it doesn’t matter. In the end, you’ll have had that first experience, and if you have the passion to continue with it and grow, people will always flock to that passion and want to see what you do next.

DO YOU PLAN TO CONTINUE WRITING AND DIRECTING AFTER YOU GRADUATE?

IF SO, HOW DO YOU PLAN TO DO THIS?

I do hope to pursue a career in theatre, but I know that even if I end up deviating from that path, it will always be a part of my life. I’ve developed sort of an addiction for writing shows, and I can’t really imagine a world without that!
The Rhodes Scholarships were created in 1902 by the Will of Cecil Rhodes. Rhodes Scholars are chosen in a two-stage process. First, applicants must be endorsed by their college or university, and then Committees of Selection in each of 16 U.S. districts invite the strongest applicants to appear before them for an interview. Applicants are chosen based on the criteria of intellect, character, leadership, and commitment to service in hopes that the men and women selected will make an important and positive contribution throughout the world. For more than 115 years, Rhodes Scholarships have provided all expenses for two or three years of study at the University of Oxford in England, and allow funding for four years if needed.

Libby, Laura, and Mary Clare maintain close ties with Hockaday and have shared the following stories.

**Libby Longino Cohen ’06**

I went to Oxford in 2010, immediately after completing my undergraduate degree at UNC Chapel Hill with a double major in public policy and English. I had spent a lot of time as an undergrad researching and doing advocacy work on human trafficking, and while at Carolina I had amazing opportunities to pursue this passion on four different continents. By the time I got to Oxford, I was grappling with the need to engage directly in politics in order to address injustices like human trafficking. I decided to use my time as a Rhodes scholar to pursue a DPhil (the British equivalent of a PhD) in Economic and Social History. After spending my undergraduate years working in lots of different countries, I was ready to spend more time understanding how people came together to tackle problems in the United States, but Great Britain’s political and religious institutions also fascinated me. I ended up writing my doctoral thesis on church-based grassroots organizing in Liverpool and Baltimore in the 1980s. I spent months pouring through archives and interviewing people in each city, which meant that in addition to learning about their economies and politics I also learned a lot about the Beatles and crab cakes.

Much to my own surprise, what was supposed to be nine months in Baltimore to finish my thesis has turned into four and a half years in the city. Inspired by the people I met while working on my thesis, I decided to become a community organizer with BUILD (Baltimoreans United in Leadership Development), the Baltimore affiliate of a large national network of community organizing groups called the Industrial Areas Foundation. Organizing has given me an opportunity to pursue my passion for justice and my curiosity about why things in cities and communities are the way they are in concrete, practical ways.

As a community organizer, I work with BUILD’s member institutions—congregations, schools, and neighborhood groups from every socioeconomic group in Baltimore—on issues in their own backyards that are important to them, as well as on issues of critical importance to the entire city.

With BUILD, I’ve been able to work in a variety of areas—which is perfect for me! Over the last several years, I’ve worked with BUILD members on neighborhood campaigns to repair recreation centers and shut down drug dealing corners. I’ve also worked on citywide campaigns to address massive education funding deficits in Baltimore City Public Schools and create good job opportunities for people coming home from prison. My favorite campaign has been around the development of what will be the largest urban renewal project in the United States: a 250-acre waterfront development that will include a new world headquarters for Under Armour, along with thousands of offices and apartments as well as new retail and entertainment offerings. BUILD worked to secure a community benefits agreement that will make sure the development also addresses city needs like affordable housing, education funding, and job opportunities.

Nevertheless, I never came to like seafood quite as much as I love barbecue, and in August my husband and I will be moving to Austin. I’ll be joining the team at Raise Your Hand Texas,
Laura Roberts ’12

After I graduated from Hockaday in 2012 I went on to Duke University, where I received my B.A. in History with double minors in Political Science and Religion. I loved my time at Duke and got so much out of my experience there. In addition to taking some really excellent courses, I was able to spend my summers working for independent human rights organizations, travel to Florence for a semester abroad, and involve myself in the life of the city and the university. Some of my most treasured memories from Duke are the opportunities I had to volunteer with Big Brothers, Big Sisters, and with Church World Service’s refugee assistance programs; exploring my favorite Durham haunts and the beautiful state of North Carolina; and making lifelong friends.

I am currently in the second year of the scholarship and working towards submitting my thesis for a master’s in British and European History. My work focuses on the experience of an English convent, Syon Abbey, and its change in self-perception from the late medieval to the early modern periods. Before the English Reformation, the sisters presented themselves as an elite house, perfecters of an intense and strict spiritual practice, and recipients of aristocratic patronage. After they were forced into exile under both Henry VIII and Elizabeth, the nuns maintained their own self-understanding of practicing perfect monastic discipline but came to emphasize their English identity as the primary component of that perfection. I am very excited about this strand in my research, and what it might say about the ways political ideology, religious conviction, and gender identity intersected in the early modern world.

Outside of my studies, I’ve loved meeting and getting to know better my Rhodes and Oxford classmates. Some of the most passionate and brilliant people in the world live and work here, and it’s been wonderful to learn from them and forge lifelong friendships together. When I’m not working, I also love volunteering with a domestic abuse helpline and tutoring newly-arrived refugees in the Oxford area. The historical landscape of Oxford and the UK has provided another hobby; I’ve compiled a sort of “pilgrimage” list of all the famous or notorious historic places I’d like to visit, and I’m steadily working my way through!

Mary Clare Beytagh ’14

I’m currently a senior at the Massachusetts Institute of Technology (MIT) studying biology and literature. Right now, I’m spending most of my time focused on my research. I’ve been working in the laboratory of Dr. Tyler Jacks at the Koch Institute for Integrative Cancer Research since the spring semester of my freshman year.

Currently, I’m creating a mouse model of colon cancer to study the interaction between tumor cells and the native immune system. Immunology is a rapidly advancing field within cancer biology, as many new immunotherapies have shown great clinical promise. It’s a very exciting time to be working at this interface, and I hope to continue to conduct research in this field when I head to Oxford in October. In the future, I plan to pursue an MD-PhD back in the U.S. in order to become a physician-scientist.

As for my literary ambitions, those are alive and well, too. I never thought I would be able to pursue literature at MIT (it is a STEM school after all), but I found the department to be warm and welcoming, rigorous, and intellectually stimulating. It was like being back at Hockaday; the professors really cared about supporting my development as a reader and a writer. My experience at MIT as a Literature major has allowed for immense personal growth, which I believe is a crucial component of any college education. Post-college, post-Oxford, post-MD-PhD, I hope to be a writer of popular science and medicine books, to translate the things that I love for the public, and to inspire the next generation.

One of my favorite parts of my Oxford experience has been the ease with which I’m able to travel to so many amazing destinations. Places as diverse as Cyprus and Denmark, Malta, and the Czech Republic are all three hours away or less. I’ve been so grateful for the chance to visit some beautiful places, and for the opportunity to explore the United Kingdom, too. London is my favorite city in the world, and I’ve loved being in such proximity to an abundance of history and to so many interesting people from all over the world.

After completing my master’s, I hope to obtain my JD. I’ve not yet decided on a school, but I’m interested in practicing human rights law, so I have my sights set on programs that offer the most intensive instruction and experience in that field.

More immediately, I’m looking forward to spending some time at home in Dallas this summer and reuniting with some of my Hockaday teachers and classmates. Most days, I still feel like I could wake up, put on a plaid skirt, and pull into 11600 Welch Road for another day of class (and I continue to have periodic nightmares about the JRP). I’m so proud to be a Hockaday grad, and so excited to welcome fellow Daisy Mary Clare to Oxford next year!
Ed Long teaches the History of Art and Music in the 1970s.