SAVE THE DATE

Saturday, February 2, 2019
The Year of the Daisy – A Celebration of Asia
The Hockaday Parents’ Association Benefit

Tuesday, March 26, 2019
HAARTS: The Art of Healing

Thursday, April 25 – Saturday April 27, 2019
Alumnae Weekend

Parents of Alumnae: If your daughter has a new mailing or email address, please email it to alumnae@hockaday.org.
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.

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THE HOCKADAY SCHOOL

Fall 2018

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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:

When the new school year began this fall, I was asked by a group of students about my impressions of Hockaday during my first year as the Head of School. Without hesitation, my immediate reflections centered on the extraordinary people who make this place so special. In particular, I immediately thought about Life Trustee Margaret McDermott, who throughout her lifetime generously supported Hockaday and numerous organizations across Dallas. Collectively, we owe an enormous debt of gratitude to Mrs. McDermott and her family for their unwavering devotion to our School, and to the mission we espouse. Her profound dedication and fierce advocacy for education, the arts, and science was unparalleled.

I am tremendously grateful to have known Margaret McDermott and to personally have been able to bear witness to her inimitable and incisive vision. Without question, Margaret embodied what it means to develop resilient, confident women who are educated and inspired to lead lives of purpose and impact. She is and will forever be greatly missed by our community.

Every day I am reminded of the distinct privilege I have to lead this incomparable institution. Foremost, I am thankful to our faculty for their dedication and commitment to teaching—and for animating their classrooms, laboratories, stages, studios, and fields—each and every day—with their knowledge and love of learning. In doing so, we remain committed to nurturing and supporting all of our students as each pursues her own unique interests.

Likewise, I am energized by the progressive and thoughtful approach we are taking to help prepare our students to live in a complex world that calls for teamwork and creative problem-solving skills. On any given day, I find myself captivated by classroom discussions where lively, decisive, and respectful exchanges about timely and relevant issues are the norm. Learning is taking place both within and outside the traditional classroom walls, and teachers regularly integrate real-world scenarios into the student experience to help our students realize the potential they have to make a lasting impact in our broader community.

As I look ahead, I am confident that our girls are prepared to make a positive and lasting impact in our world. They are curious, excited, diligent, bold, and unafraid, and I delight in the sparkle they have in their eyes, and the determination they have in their hearts to make a difference in anything they choose to pursue. I am deeply grateful for the invaluable opportunity to serve Hockaday’s faculty and students, and for the confidence and trust of the Hockaday community. The School’s commitment to creating a community where young women can learn, flourish, and think beyond what they know to be possible has been the foundation of our School for more than a century, and I am grateful for the opportunity to continue this meaningful work together.

Dr. Karen Warren Coleman
Eugene McDermott Head of School
Twenty Seniors Named 2018 National Merit Semifinalists

Twenty seniors were named National Merit Semifinalists in the 64th annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955. The semifinalists include: Ashna Ahuja, Sara Aldis, Michelle Chen, Sophie Dawson, Shivani Ganesh, JoJo Gum, Meghna Jain, Sophie Kim, Tanvi Kongara, Chaucer Langbert, Tosca Langbert, Isabel Peppard, Helena Perez-Stark, Nisha Singh, Eloise Sinwell, Caroline Subbiah, Emma Unglaub, Elaine Williams, Christina Yang, and Isabella Yepes.

Families Enjoy Dallas Zoo with Andy Coleman

A group of Hockaday families joined Dr. Karen Warren Coleman and her husband Andy Coleman, a renowned National Geographic photographer, for a one-of-a-kind photography and animal experience at the Dallas Zoo in September. Andy has traveled the globe in search of amazing wildlife, and he shared his expertise for filming these incredible landscapes.

Fifth Grader Sena-Ter Asom Places Fourth in Nation for Junior Olympics Long Jump

Sena-Ter Asom (Class of 2026) participated in the Junior Olympics in Des Moines last summer. Sena made it into the Semi-Finals (U10) in the 100m and 200m, and she medaled in the long jump, placing fourth overall in the country.
Varsity Lacrosse Wins SPC and State Championships

For the first time in Hockaday’s history, the varsity lacrosse team won the SPC Championship and became the State Champions with their victory in the Texas Girls High School Lacrosse League Division 1 final. It is the varsity lacrosse team’s fourth state championship and the first since 2012.

Golf Team Wins “Hooten Cup” Tournament for Fifth Year

Congratulations to the varsity golf team for winning the “Hooten Cup” tournament at Pecan Valley. They won overall with a team score of 342, a season low. Gabri Kim (Class of 2019) came in first place with a score of 82, Nyomi Thomas (Class of 2019) placed second with a score of 83, and Sarah Haetzel (Class of 2019) received third place with a score of 84. This is the fifth time that Hockaday has won this tournament. Additionally, the varsity golf team placed second out of 12 teams at SPC.

Varsity Track & Field Places 2nd at SPC

Exemplary of the Athletics Cornerstone, Track & Field persevered and placed second at SPC.
Junior Celese Gierhart Appointed to Serve on Dallas Youth Commission

Celese Gierhart (Class of 2020) was appointed by Dallas Mayor Rawlings to represent him and District 15 on the Youth Commission. In this position, she will be working alongside 14 other boys and girls from each district across Dallas. Throughout her next two years as a commissioner, Celese will hold town halls, organize city events, implement new projects in her district, and work to improve Dallas.

Celese Gierhart (Class of 2020) and Dallas Mayor Mike Rawlings

Film Students Selected for the All-American High School Film Festival


Joy Gao (Class of 2020), Alexa May (Class of 2019), and Sophie Gilmour (Class of 2019)

Junior Nirvana Khan Wins 2018 National History Day Regional Competition

Nirvana Khan (Class of 2020) received first place in North Texas, advancing to the state level of competition, where she received fifth place. This year’s theme was “Conflict and Compromise Throughout History.” Nirvana selected the platform of creating a website and the topic she selected was the Radium Girls; female factory workers who contracted radiation poisoning from painting watch dials with self-luminous paint in the early 1920s. Nirvana looked at the legacy that was left by the Radium Girls’ landmark case that provided more rights of individual workers who contract occupational diseases to sue their employers.

Joy Gao (Class of 2020), Alexa May (Class of 2019), and Sophie Gilmour (Class of 2019)

Student Publications Receive Coveted National Award

For the first time, The Fourcast, Vibrato, and Cornerstones all received a Pacemaker Award during the National Scholastic Press Association conference held in San Francisco. The Pacemaker is the association’s preeminent award, and this is the first year that all three Hockaday publications have received the Pacemaker in one year.

The Fourcast’s website won Best Website for the third year in a row at The Dallas Morning News’ 26th Annual High School Day and Competition.
The Fourcast Staff Receives Multiple National Awards

Aurelia Han’s ’18 single page layout received first place in the nation and the National Federation of Press Women’s Communications Award of Excellence. Brenda Lee ’18 received second place for Graphics/Photo Illustration and Mary Orsak ’18 received third place for Editorial. National Honorable Mentions included: Mary Orsak ’18 – Review; Ali Hurst ’18 – Opinion; Emily Fuller ’18 and Aurelia Han ’18 for Double Truck Layout. Additionally, Aurelia Han ’18 received first place in the NFPW High School Communications Award of Excellence. Additionally, The Fourcast’s website, hockadayfourcast.org, won Best Website (for the third year in a row!) at The Dallas Morning News 26th annual High School Day and Competition.

Fourth Annual Brain Fair

The fourth annual Brain Fair, a cross-divisional collaboration between fourth grade students and Neuroscience students, was a success. The seniors created booths designed to educate the fourth graders through hands-on activities about how the brain works. This year, there were five booths on topics such as: neuromyths, sleep, reflexes vs. reactions, touch, and memory. The Brain Fair began with a general introduction into the basic anatomy of the brain taught by the seniors, which allowed the fourth graders to learn about the different functions of the various lobes of the brain, and to feel the texture of what a real brain feels like through touching a Jello®-molded brain.
Sixth Grader Thriving on Golf Circuit

Following a hole in one during the U.S. Kids regional golf tournament in Virginia this spring, Leya Glazer (Class of 2025) won six of eight summer tournaments, and she placed first in the U.S. Kids 10 to 11-year-old Dallas summer local tour. She now qualifies for the world championships in Pinehurst, North Carolina next summer.

Four Seniors Receive Girl Scout Gold Award

Seniors Grace Laber, Meghna Jain, Maddie McBride, and Sara Dorward received the Girl Scout Gold Award. The Gold Award represents the highest achievement in Girl Scouting, recognizing girls who demonstrate extraordinary leadership through remarkable Take Action projects that have sustainable impact in their communities—and beyond.

Fourth Graders Learn from Dr. Lee Berger

Paleoanthropologist Dr. Lee Berger, Archaeologist Dr. Becca Peixotto, and representatives from the Perot Museum of Nature and Science taught fourth graders about some of their experiences and gave the students several hands-on archeology activities in the Perot Idea Lab. The Perot Museum has formed a partnership with one of the world’s leading paleoanthropologists, positioning the Dallas museum as a center for the study of the origins of humankind—a center that will impact education and science in Dallas, nationally, and across the globe.

Students Place at North Texas Chinese Speech Contest

Charlene Brzesowsky (Class of 2020) won first place in the regional competition for the International Chinese Bridge Competition and will represent Southern United States at the global competition in Beijing, China. In addition, she was selected to attend the National Chinese Language Conference in Salt Lake City. Sohee Chung (Class of 2020) won first place and Jordan Walker (Class of 2020) received third place for the non-heritage group, and Erin Yuan (Class of 2025) received second place for the heritage group.

Pre-K Circus Celebrates 40th Year

The Pre-K Circus celebrated its 40th year in May 2018. In 1978, former Head of Lower School Marion Crume and Lower School faculty members Pat Coggan and Karen Fielder, developed the Pre-K Circus with the thought of integrating physical education, poetry, and music for developmental learning. It continues to be a cherished Lower School tradition today!
Upper School Music Teacher Dr. Grace Long, Karen Huang (Class of 2021), Lucy Young (Class of 2021), and Zoe Lelevich (Class of 2025) at Carnegie Hall

**Students Perform at Carnegie Hall**

Three girls performed in Carnegie Hall, Weill Recital Hall in New York City, in a winner’s recital of the 2018 Sonata and Sonatina International Youth Piano Competition, organized by the Fryderyk Chopin Society of Texas. Karen Huang (Class of 2021) played Liszt’s Concert Etude “Waldesrauschen;” Lucy Young (Class of 2020) played Liszt’s “Liebestraum, No. 3;” and Zoe Lelevich (Class of 2025) played Chopin’s “Mazurka in F major, Op. 68, No.3.”

**Middle School Students Compete in Annual Spanish Competition**

Hockaday Middle School students participated at the annual Spanish competition hosted by Good Shepherd Episcopal School. Participants included: Viviana Armendariz (Class of 2023), Kate Borson (Class of 2022), Kennedy Eagleton (Class of 2023), Grace Emanuelson (Class of 2023), Sydney Ghorayeb (Class of 2022), Asha Gudipaty (Class of 2023), Tarini Gupta (Class of 2024), Jordan Hanna (Class of 2023), Minje Kwun (Class of 2022), Lauren Li (Class of 2023), Danica Ly (Class of 2024), Christiana Miele (Class of 2022), Olivia Park (Class of 2023), Polina Terekhova (Class of 2024), Libby Warren (Class of 2023), and Elena Zeballos (Class of 2024).

**Four Lower School Students Win Poster Contest**

Maddie DeLeon (Class of 2029), Maggie Hurley (Class of 2028), Lauren Schwartz (Class of 2027), and Denning Thompson (Class of 2026) were recognized at Dallas City Hall as grade-level winners of the City of Dallas Water Utilities 34th Annual Drinking Water Week Poster Contest.
Hockaday Team Wins First Place at EarthxHack 2018, Beating MIT Team

Isabel Peppard (Class of 2019), Ann Segismundo (Class of 2020), Maisy Crow (Class of 2020), Riyana Daulat (Class of 2020), and Karen Lin (Class of 2020) participated as the only all-girls team in EarthxHack 2018, a 24-hour hackathon designed to inspire, educate, and empower students and professionals to use technology to solve real issues plaguing the world today. With basic coding experience, they decided to create a group to enter the hacking competition to learn more on how they could positively impact the world. Competing against 79 school teams, and one other high school team, the Hockaday team and their ROAMMATE app won first place overall, and a team from the Massachusetts Institute of Technology placed second.

Seventh Grader Starts Program and Teaches Children in India

Over the summer Tarini Gupta (Class of 2024) and her family worked with the children at the Khushi School in India. This is an after-school program for underprivileged kids, and she taught them outdoor games like soccer, dodge ball, and tag, as well as math, science, and keeping the environment clean. They balanced work and play by learning for an hour and would then play outside. For studies, she taught logical reasoning, science experiments, and physical hygiene. Together, they planted trees and taught the children how to keep the world clean. Tarini reflects, “This experience really inspired me, and I am eager to do it again. Hockaday helped me get the courage to do this service project because everyone there is so encouraging and builds up your confidence. This opportunity made me realize that there are many other kids in the world without an education that I can help. It was a memorable experience. No act of kindness, no matter how small, is ever wasted.”

Hockaday Celebrates Annual Roman Banquet

Hockaday celebrated its annual Roman Banquet. The banquet commenced in 1933, and in 1939 Dux Femina Facti, the Latin Honor Society, was founded. The banquet takes place on Graduation Terrace, and it is a time-honored tradition at Hockaday.

Class of 2018 members Mary Orsak, Bailey Hollingsworth, Olivia Naidu, Jennifer Wang, and Angela Shi enjoy the Roman Banquet.
Laura Day Receives United to Learn Award

Laura Day, Director of The Dr. William B. Dean Service Learning Program, was presented with the “Outstanding Accelerator: Advocacy and Awareness” United to Learn Award, for her unwavering commitment to the development of the next generation of leaders equipped to engage in educational equity.

Alumnae News

Dallas native and Tony Award winner Victoria Clark ’78 was announced as the 2018 recipient of the Leah Jerome M. Fullinwider Award, honoring her for her impact in the Dallas theater community and beyond.

Alexis Jones ’14 is one of four recipients for the 2018–19 Bonderman Fellowship, the University of Michigan’s Center for Global and Intercultural Study (CGIS). The Bonderman Fellowship offers $20,000 to travel the world over the course of eight months. The individuals must travel to at least two regions of the world and six countries over the course of that time, and they are expected to immerse themselves in independent and enriching explorations, engaging with cultures, people, and ideas of the world with which they are not familiar.

Micah Lyles Selected President-Elect of TACAC

Micah Lyles, Associate Director of College Counseling, was selected by his peers as President-Elect of TACAC (Texas Association for College Admission Counseling) for his outstanding professionalism and dedication to the organization. As president-elect, he will represent Texas and Hockaday students in national conversations regarding education and college admission.

Hockaday Donates 80 boxes of Athletics Uniforms to Kenya

The Mavericks DJ, Hockaday parent, and alumna Ivy Awino ’08 loves basketball and her home town of Nairobi, Kenya. Several years ago, she recognized the Nairobi girls’ basketball team, the LOF Spears, need for athletic uniforms. Last spring Hockaday students, the Director of The Dr. William B. Dean Service Learning Program, Laura Day, and staff helped load more than 80 boxes of former Hockaday athletic uniforms to be shipped to Nairobi, and the girls were thrilled to receive their new athletic shorts, shirts, jackets and more this fall. Hockaday looks forward to continuing to partner with the Nairobi LOF Spears.

Upper School Science Teacher Katie Croft, PhD Published

Upper School Science teacher Dr. Katie Croft’s paper, titled “Choosing Spouses and Houses: Impaired Congruence Between Preference and Choice Following Damage to the Ventromedial Prefrontal Cortex,” was published in the journal *Neuropsychology*.

Head of School and Faculty Members Participate in NCGS Global Forum

Dr. Karen Warren Coleman, Laura Day, Tracy Walder, Michelle Goldsmith, and Karen Roberts attended and presented sessions at the Global Forum on Girls’ Education which brings together girls’ education advocates from across the globe to exchange innovative approaches for academic excellence.

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2018–2019 Bonderman Fellowship recipient Alexis Jones ’14

2018–2019 Bonderman Fellowship recipient Alexis Jones ’14
Teachers Without Borders

By Ponette Kim (Class of 2019)

She signs out at the Upper School office, climbs into her car with several of her classmates and heads to Valley View Mall in the middle of the school day to see “The Post.” She gets curious stares from security officers and other moviegoers since it’s unusual to see high school students at 1:10 pm at the movie theater. But she is not simply ditching class—she’s going to it. Several Hockaday Upper School teachers have used outside venues to bolster students’ classroom learning. Students have attended movies, literature festivals, and tours around Dallas to enhance their learning experience.

Contemporary American Literature

Upper School English teacher Claire Cothren, who teaches Contemporary American Literature, heard that author Jesmyn Ward was visiting Dallas to speak at the Bishop Dunne Literary Festival. Her class had read “Salvage the Bones,” written by Ward and went to go hear him speak on April 16.

“I couldn’t believe she was coming here and speaking about “Salvage the Bones,” which is not her newest novel. But the timing was perfect,” Cothren said.

Cothren believes that presenting her class with the opportunity to hear renowned authors speak is beneficial.

“You can get a sense for the process, and students can get real-time answers to their questions,” Cothren said. “It’s inspirational for other aspiring writers and adds deeper meaning to the content.”

She hopes that this trip will enrich the material that her students create.

“I’m having my students write a paper using secondary topics, and one of the sources they can incorporate is information from this talk,” Cothren said.

Senior Shreya Gunukula used one of Ward’s quotes in her paper. “I quoted Ward saying, ‘I wrote this book so people can feel for each other’ in my paper because I felt like it gave me insight into why her literature is important,” Gunukula said.

African American History

Upper School history teacher Steve Kramer took his African American History class to see “Black Panther,” a movie renowned for its inclusivity due to having an almost all-black cast.

He believes that “Black Panther” is an important film because of its diversity.

“There aren’t a lot of mainstream films that are directed by African American directors, and that have a portrayal of African American characters as the leaders of a society, even if it is mythological,” Kramer said.

Gunukula, also a member of the African American history class, thought the movie was insightful and fun, yet brought serious discussions to the table.

“The movie was a fun talking point in class for often tough reading material, but it also gave us an important understanding of African culture,” Gunukula said.

Though he’s taken his history classes to see historical films before, he still thinks it’s essential to have classes that span a multitude of topics and to go see a film if relevant.

“I thought it was a worthwhile trip, it was a nice break,” Kramer said.

JFK Assassination Trip

Though not directly related to what his U.S. history class was studying, Upper School history teacher Lucio Benedetto organized a trip for all students to go on a John F. Kennedy assassination conspiracy theory tour. It originally started as a way for the Hockaday boarders to learn more about Dallas history, but he opened it up to the Upper School due to wide interest in JFK’s assassination.

“We also got a historical point of view, from talking about the different conspiracy theories that might have a possible justification and putting them into historical context,” Benedetto said.

Benedetto has a personal interest in the JFK assassination and dedicates time to the topic in his U.S. history class. But he’s noticed that in the last few years, he’s seen an uptick in interest in the whole concept behind conspiracy theories.

“Students were excited to be able to go on a trip and actually be on the ground and talk about these things,” Benedetto said. “It was pretty exciting to talk about it in the abstract.”

Read More
http://hockadayfourcast.org/teachers-without-borders/
The Prentiss Endowment was established by Kennedy Prentiss Herrington ’99, Paige Prentiss Coulman ’92, and their parents, Michael V. and Pat Prentiss, in 1999 for the further education and professional development of Hockaday faculty. Prentiss Grants are awarded annually to two teachers to allow them to travel and study over the summer. Grants rotate among the three divisions. This year Lower School teachers Amy Banks and Kathy Hogan received the Prentiss Grant.

Lower School Teacher Amy Banks Fulfills Lifelong Dream with Journey to the Galápagos

Lower School Science Teacher Amy Banks journeyed to the Galápagos Islands during Summer 2018 as a recipient of the Prentiss Grant. Her dream of visiting the Galápagos Islands actually began in 1979 when she saw David Attenborough’s series Life on Earth, and she knew then – at age 13 – that she had to get there someday.

The Galápagos Islands are a group of about 18 islands (with many smaller islets clustered together), straddling the equator, about 600 miles off the coast of Ecuador. She stayed mostly in the western part of the archipelago, visiting San Cristóbal, Española, Santa Cruz, Bartolomé, and Genovesa, and several of the smaller islets around these islands. These islands are famous for two reasons: One, they are an amazingly beautiful, geologically, ecologically, and biologically unique place on earth; and number two, Charles Darwin visited these islands in 1835. The time Darwin spent on these islands led directly to his understanding and elucidation of the process known as natural selection.

Amy shared the top 10 things she saw while in the Galápagos Islands with faculty and students this fall:

**Number 10:** The National Geographic Endeavour II. The ship, the crew, the equipment, the naturalist guides, the food … everything was absolutely perfect. If you decide to visit the Galápagos, go with National Geographic.

**Number 9:** A white-tipped reef shark. It is remarkable because it’s cool, but also because she is not a particularly strong swimmer, but I got out my GoPro and went for broke!

**Number 8:** Land iguanas. She saw these amazing creatures on Cerro Dragón, just north of Santa Cruz. They live in burrows, they eat cactus, and they are about one meter in length from nose to the tip of the tail.

**Number 7:** Opuntia cactus, also known as the giant prickly pear. The cactus has had to grow very tall and be very spiny to keep the land iguanas and tortoises from eating it. On a different island, the opuntia cactus has grown on an island with no land iguanas or tortoises, so they don’t need to grow as tall or be as spiny.

**Number 6:** Galápagos mockingbirds. These are very curious and brave little birds and they – despite the modern term “Darwin’s finches” – are actually the birds that got Darwin thinking about adaptations.
**Number 5:** Marine iguanas. Crazy, weird reptiles, they feed on the underwater algae attached to the rocks. This causes them to build up an intolerable level of salt in their bodies, which leads to one of their more endearing habits: they blow the salt out of their noses in spurts ... are you beginning to see how my 13-year-old self was captivated?!

**Number 4:** A tiny sea turtle hatchling who mistakenly crawled out during daylight hours.

**Number 3:** Sea lions. Many of the beaches were covered with sea lions in family groups.

**Number 2:** It’s a tie between the tiny hatchling giant tortoises she saw at the captive breeding center and the adult giant tortoises she saw in the wild in the highlands. These amazing creatures and their different shell shapes on different islands also factored heavily in Darwin’s thoughts on natural selection. And Amy’s personal Number One thing she saw while in the Galápagos Islands is: The blue-footed booby. Its cute mating dance and how its head is especially suited for diving are fascinating, and this was the creature that, seeing it in real life, has brought her the most joy.

Other than getting to check off a bucket list item, this trip did one other amazing thing for Amy. Her journey to the Galápagos Islands reawakened in her the delight and wonder that she felt as a 13-year-old, watching David Attenborough’s Life on Earth. As she welcomes children back into her classroom this year, she will do so with a renewed enthusiasm and a lighter heart, having been reminded of the wonder that life can bring.

Amy tries to look at everything through her students’ eyes. For her students, all of this is NEW, and so much of what she teaches can be absolutely fascinating, amazing, thought-provoking, and inspiring. Amy remembers that excitement and that awe she felt for the first time she learned about the Galápagos Islands, and she will continue to have fun, gasp, marvel ... so they will, too! Article continued in next document...
Lower School Teacher Kathy Hogan Explores Alaska

When First Grade Teacher Kathy Hogan received the email announcing it was the Lower School teachers’ turn to apply for the Prentiss Grant, she was thrilled. She knew just what she wanted to do – travel to an arctic region to enhance her class study of the Arctic and Antarctica. She felt so honored when she heard she had been chosen as a recipient of the Prentiss Grant!

Her class has been studying the polar regions for years in First Grade as part of their social studies curriculum on map skills. The girls create a diorama and write a report on an arctic animal, learn about totems and create a class totem pole, put on a play about the Tlingit tradition of the Potlatch, and study the indigenous people and how they learned to survive in this harsh environment. Last year was also special because one of her students’ parents had grown up in Alaska, and she came and talked to their class about her experiences living there.

Kathy set out on her journey on a small 183-foot boat with only 60 passengers and 20 crew, and they were able to travel into small bays and inlets deep in the wilderness of Alaska. It was outfitted with 20 double kayaks, numerous stand-up paddleboards, and four high-powered skiffs to get right by the sides of glaciers, or into the tidal pools to see sea stars and the salmon begin their trip upstream to spawn. It was an adventure cruise with all the action and outdoor activities one can imagine! The route took them from Juneau to Ketchikan, with a day-long stop in Wrangell, Alaska. In Juneau, she visited the Mendenhall Glacier and saw a black bear, the salmon running in the water, and she had a fantastic view of a mother bald eagle tearing apart and feeding a fish to her young eaglet in their nest directly above her.

In Wrangell, she went to Chief Shakes Island to watch the Tlingit people share their dances and stories. They have no written language, and there were only 10 elders who could still speak the language when they decided to celebrate their heritage and enlist the help of the teachers and public school system. Now all the children in school are exposed to the language and dances of the indigenous people, but those who are descendants of the native peoples are given the chance to express their pride by taking lead roles in the teaching and dancing if they desire.

Along the shore in Wrangell is an amazing petroglyph park. Petroglyph Beach State Historic Site is an Alaskan beach and public historical site with the highest concentration of Native American petroglyphs in the southeastern region of Alaska. At least 40 petroglyphs have been found to date. The site itself is about 8,000 years old.
Some of Kathy’s personal highlights of the trip were watching parts of the South Sawyer Glacier “calve” or fall into the water. The noise is like deafening thunder and a big wave is sent forward in the water. This fallen part is the most brilliant blue, as the ice is so dense all the colors of the spectrum are absorbed except for the blue wavelength. She also loved an all-day hike that they termed “bushwhacking.” They would drop the group off in a wilderness area with no trails, and just a guide or two. She would literally make her way through the mountains and brush with no trail, just holding back branches for the next person! The group’s naturalist guides would stop and identify and explain the geology and plants and animals of the area as they encountered them! On another hike she went high into the mountains to a hot (VERY hot!) natural sulphur-rich spring. Prior to her trip, she was able to schedule a visit with a second-grade teacher from Houghtaling Elementary School in Ketchikan. They enjoyed attending the Blueberry Arts Festival that takes place in town and participated in the Slug Race and the Homemade Boat race! They visited the Saxman Totem Park and learned and viewed the rich and varied history of this art form. They were able to discuss their curriculum and shared similarities and differences in their schools. During the upcoming year, Kathy plans to Skype with her fellow teacher and their students so that first graders can exchange boxes of items that display the culture and interests of both groups of students!

Kathy reflects, “This truly was a trip of a lifetime, and I am so grateful to Hockaday and the Prentiss family for the chance to visit Alaska. I highly encourage everyone to get off the beaten track and rediscover yourself as you open your heart and mind to the beauty of the natural world around you.”
The South and New Orleans in American History,” and was grateful for Hockaday’s sponsorship in this endeavor.

Serving students, educators, and the public as a research foundation, an archival collection, and a curator of professional education and history resources, Gilder Lehrman strives to offer content-rich, pedagogically-engaging seminar workshops that encourage teachers to build curriculum lessons using primary document sources and artifacts. Hosted with The Historic New Orleans Collection, prominent visiting scholars and researchers in the field conducted the workshops and discussions.

Beth’s group used the primary documents and artifacts from both The Historic New Orleans Collection and Gilder Lehrman to explore the social, economic, racial, and cultural history of the South, beginning primarily with the Trans-Atlantic slave trade and the Antebellum period. This intensive study then allowed them to move into probing discussions of the modern South, including race relations, political identities, economic divisions, geographical and environmental dynamics, and social justice. The pedagogical focus on primary documents allowed them to narrow in on key curriculum opportunities for their respective courses and subjects. As an English teacher, she was able to develop several lessons around key novels and short stories that she teaches.

Their seminar site was a timely location for these particular topics, as New Orleans is currently commemorating the 300th anniversary of the city’s founding. Their seminar experience became enmeshed with the activities of the Tricentennial, as we attended a local community meeting on Confederate statue removal, toured the historic Whitney Plantation, and met with researchers involved in curating civic displays and special historical exhibits. In this respect, they were able to witness and participate in a living history experience, as New Orleans engages in a difficult, retrospective analysis of their past in order to grow and evolve in their future.
My Boarding Experience

By Annalise Ashman (Class of 2020)

I am an only child from the suburbs of Atlanta. Except for brief stints at summer camp, sharing my space was an anomaly. The schools I attended appeared to be diverse, but when I came to Hockaday ... wow, what an eye-opening experience!

When I received my acceptance into the Hockaday Residence program, I was excited; this is a term I use to describe the over-the-moon joy mixed with the gut-turning nervous fear of the unknown. I was excited, because I would be living in a new city, making new friends, and expanding my education at one of the best high schools in the country. I was nervous, because for the first time I would be in a permanent state of sharing my room, living with a lot of girls, and not having home-cooked meals (my brain was stained by the description from books that I have read that boarding school food is cold, inedible, lumpy porridge).

I entered Hockaday in 2017 as a Form II student. I was happy to discover that the food was not just edible, but truly delicious. I enjoyed the trips to the mall and local restaurants. I loved exploring Dallas. But, I missed home and I struggled with making friends. After a few days of icebreakers and trips around Dallas, I started to bond with day students and Boarders. Hockaday is a melting pot of cultures; I formed friendships with girls from Bulgaria, Spain, China, and South Africa, to name a few countries. During the year, we host a variety of cultural dinners to celebrate different holidays such as Day of the Dead, Thanksgiving, and Ramadan. During these events, I learn so much about the teenage experience in other cultures.

Initially, it was uncomfortable sharing my space with 79 other girls. I was not used to people always being around. I did not like that there was little alone time. However, I quickly discovered that having people around is not so bad. It gives me a chance to talk about my day at school, complain about things that are bothering me, and get in-house friend advice about teenage woes.

My favorite Boarding event is prospective boarding weekend. During these weekends, boarding students open their rooms and host prospective students, and introduce them to Residence Life and a typical school day. We also tour iconic Dallas monuments and play games in the residence hall. Bonds are formed during this weekend. I recall visiting Hockaday during prospective weekend and leaving knowing that Hockaday was the place for me. I want to provide prospective students with the same feeling of confidence when deciding to come to Hockaday. During these weekends, I enjoy giving prospective students tours of the campus and introducing them to other students, so they will have a smooth transition if they decide to attend Hockaday.

As I reflect on the last year, I feel that Boarding has contributed to a boost in my independence, confidence, and maturity. I have been challenged with going outside of my comfort zone to meet new people and try new things. I continue to miss home, but having a close-knit group of friends composed of day and boarding students, helps make it easier.
ZOOM

Varsity Cross Country
After the Hockaday 2020 Goals were introduced during the 2015–2016 school year, school leadership began to identify action items that would support the strategies of each goal. While the work I do as a division head connects to all four goals of the School’s strategic plan, it was the strategies under the goal “Redefine and inspire excellence” that connected to me personally. I knew Lower School had the opportunity to strengthen existing programming or create new programming that would make an impact under many of the strategies in this goal.

Under the goal of “Redefine and inspire excellence,” there was an identified need to “intentionally prioritize and teach the Cornerstones of Character and Courtesy in order to develop the ‘whole girl’ in mind, body, and spirit,” and we knew that this mindfulness initiative would support this strategic area and strengthen our social-emotional learning curriculum in Lower School.

In addition to being more intentional about our “whole girl” programming, two other strategic drivers were to “advance and model a teaching environment that rewards innovation, integration, collaboration, and professional development,” and to “align constituencies around a shared definition of ‘excellence’ at Hockaday.” As much as it was important to develop this “whole girl,” it was equally important to emphasize the importance of faculty wellness as a critical element to being an “excellent” faculty member at Hockaday.

This idea of supporting the “whole child” and developing intentional wellness curriculum is something that many independent schools across the country are trying to successfully implement. In the 2017–2018 NAIS Trendbook, there is an entire section dedicated to the “Student Wellness Outlook.”

In this section of the book, NAIS reports that, “it’s likely that the relatively recent focus on wellness is being driven, at least in part, by the recognition of the growing rates of depression and anxiety among children and teens. Many schools have seen an increase in demand for behavioral health services from students and families.” And “while there is not consensus about what may be causing this rise in mental health issues, some experts believe that the inability to disconnect from technology is a primary driver.” Others attribute it to the achievement pressures placed on students, genetics, or even to food. Because of these growing areas of concern, many independent schools, including Hockaday, are working to integrate wellness and well-being into the life and the curriculum of the School.
SEL stands for social and emotional learning, and mindfulness is one of many practices that can support the social and emotional learning of our students. There are also several definitions of mindfulness.

- Mindfulness is the basic human ability to be fully present, aware of where we are and what we’re doing, and not be overly reactive or overwhelmed by what’s going on around us.
- Mindfulness can also be described as a mental state achieved by focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations.

While the study of mindfulness and practices to improve mindfulness have been around for decades (and actually even centuries), mindfulness programming for educators and students has become a hot topic in education in recent years. There are many books and articles on the topic of mindfulness in education, and there are hundreds of other books on the topic of mindfulness in other sectors such as medicine, health and wellness, and workplace productivity.

There continues to be growing research on the proven outcomes of mindfulness programming with children. There are many research studies that show that students who practice mindfulness have:

- Improved attention, including better performance on tasks that require attention.
- Greater ability to regulate emotions and conduct tasks when feeling emotional.
- Heightened calm feelings and decreased stress, including when in stressful social situations.
- Increased demonstration of compassion including desire to help someone in need.

Knowing this research, many of our faculty had already begun mindfulness practices in their own lives and with their students. Our Lower School Counselor, Susie Hawthorne, began to lead the work in meditation and mindfulness practices in her weekly class meetings in Lower School. Our faculty began to notice the differences in their students after these class meetings with Susie, and after working with homerooms whose teachers emphasized mindfulness practices in their classroom.

During our first faculty meeting in September 2016, six Lower School teachers shared what they had been doing in this area of mindfulness in their classrooms. After listening and talking with these teachers and with other teachers, students, and parents, there was clear interest to learn more about this area, and to make this work consistent across each grade level in Lower School.

What I have learned most from studying mindfulness in the two years is that...

A calm and focused teacher leads to a calm focused student and
A calm focused student leads to a student who is ready to learn
Our primary goal for beginning our mindfulness program in Lower School was to provide our teachers and students with tools to help them better manage stress and anxiety, be more mindful in their relationships with peers, help them find some calm in their very busy lives, and have a more attuned mindset, better ready to learn in their classroom. After understanding all of these benefits for teachers and students, we decided it was imperative to be more intentional about mindfulness programming in Lower School.

After interviewing several mindfulness groups in Dallas, we decided to partner with Dallas Yoga Center’s Mindfulness for Schools’ initiative, because they were able to customize a program for both Lower School faculty and students that worked with our existing schedule and personnel and fit our needs and our culture. The goal of this program was not intended to be an add-on to what we were already doing, but to be a part of the natural flow of the school day, so that faculty and students came to their classes ready to learn.

In developing our mindfulness program in Lower School, the Dallas Yoga Center’s Mindfulness team and I also wanted to enhance and strengthen the social and emotional learning curriculum that was already in place in the Lower School. We recognized the importance of connecting our new mindfulness program and social and emotional curriculum with our established six core values in Lower School, and the Four Cornerstones of Hockaday.

Since our initiative launched in April 2017, our Lower School mindfulness program has included several different components. We have held nine professional development sessions with faculty about mindfulness — including learning about what mindfulness is, the science and research on mindfulness, and specific mindfulness activities for teachers and students.

In addition to this training, five faculty members participated in an 8-week Mindfulness Based Stress Reduction program at Dallas Yoga Center, and five other Lower School faculty members participated in a six-session Mindfulness Based Stress Reduction for Teachers training last summer.

While continuing our professional development training for faculty into the 2017–2018 school year, we launched our student programming and curriculum, and our mindfulness parent education program in September. Introduced by Susie Hawthorne, the science-based Mind Up curriculum is being utilized for the weekly class meetings, and students have learned all about the parts of their brain and their nervous system, and how practicing mindfulness can help the parts of the brain (and body) communicate more effectively with one another.

Our students can actually tell you what the amygdala, hippocampus, and prefrontal cortex are, and their functions in the brain!

Each classroom in Lower School was outfitted with a “Calm Corner” or “Calm Basket,” and each teacher in Lower School participated in a “Calm Corner” training for their students. Additionally, we have held four Lower School assemblies on a mindfulness focus for the month ahead (i.e., what is mindfulness, the mindfulness core practice, mindful movement, mindful relating, and gratitude and kindness).

Mindful breaks are occurring a few times a day (either at morning meeting, after recess, or at closure before the end of the school day). Mindful breaks take 1–3 minutes, and they involve a teacher or a student leading the class through breathing exercises using the singing bowl, a quick meditation using Calm.com, or one of the several other mindfulness activities that we have learned this year.

Moving forward, we will begin using the Mindfulness Cards. The Mindfulness Cards will have various mindfulness activities on them that either students can read and participate in themselves, or that a teacher can use to lead the class in a specific mindfulness practice. Our DYC team partnered with our Lower School art teacher, Shelley Hampe, who is also a professional illustrator, and she has illustrated all of the mindfulness cards that we will be using in Lower School.

Our hope for our mindfulness training for faculty and student curriculum is to maximize our students’ and teachers’ individual potential, increase personal performance, and improve their emotional well-being.
Even before the school year had officially started, Hockaday’s new Director of Athletics, Deb Surgi, had fully immersed herself into the culture of the School, eagerly setting meetings with all coaches, reaching out to team parents, actively listening to colleagues to understand expectations, and organizing her vision for the next phase of Hockaday Athletics, one of the Four Cornerstones on which Miss Hockaday established her School 105 years ago.

In late April, the School announced Deb’s appointment as its new Director of Athletics after a thorough national search for the best candidate for Hockaday. With more than 35 years of teaching and coaching experience at independent schools across the nation, Deb has most recently served as the Director of Athletics at The Baldwin School, a prekindergarten through twelfth grade all-girls school in Bryn Mawr, Pennsylvania, where she was a member of the senior administrative team and responsible for the interscholastic athletic and physical education program. She worked collaboratively across all areas at Baldwin to maintain open channels of communication between the Athletics department and the entire school. Prior to Baldwin, Deb oversaw the Athletics, Physical Education, and Health Department at Moorestown Friends School in Moorestown, New Jersey, and she started her career at the Academy of the Sacred Heart in New Orleans, Louisiana. Throughout her career, she has intuitively led coaching staffs and served as an integral and innovative member of the leadership teams at independent schools. She will serve Hockaday students well so that they have unparalleled experiences in Physical Education and Athletics and continue to be mindful of their physical well-being throughout their lives.

Deb’s approach is rooted in her philosophy that Athletics is a rich learning field and mimics many of our societal structures, and therefore provides opportunities for young women to be tested with a myriad of challenges. These include handling failure, working with a diverse group of people, facing personal weaknesses and strengths, and experiencing the importance of teamwork, humility, self-discipline, and focus. Her goal is to not only provide a wide variety of athletic experiences, but to help each girl and each team to have the opportunities to reach a high level of success in terms of progress and winning.

As Deb’s first year begins, the community is invited to attend games and show their green and white spirit in support of Hockaday. Details about Athletics can be found at www.hockaday.org/athletics.
The community is a student’s classroom, and a commitment to serving the community has been ingrained in the culture of The Hockaday School since it was founded in 1913. With the ever-changing needs of our community, the School has launched the Hockaday Institute for Social Impact, unveiling a non-traditional solution for students from Dallas-area schools to collaborate and solve current issues.

In addition to cultivating partnerships with area high school students and organizations, Hockaday has reshaped its curriculum to integrate service learning and community engagement into more than 10 classes in the current curriculum. The Institute structures students’ learning experiences to achieve several important outcomes, which include developing practical skills through real-world experiences, designing solutions to complex social issues, building advocacy skills, seizing opportunities for leadership, developing empathy, and building character.

Reflecting on the launch of the Institute, Eugene McDermott Head of School, Dr. Karen Warren Coleman noted, “Serving our community has been part of the student experience at Hockaday for more than a century, and in today’s ever-changing world, teaching our students to collaborate with community partners in order to effect positive social change and improve our community is both paramount in the education of young people and also inextricably connected to Hockaday’s mission.”

The institute is led by Executive Director Laura Day, Director of The Dr. William B. Dean Service Learning Program, and defined by four key pillars of concentration, which include Community Service, Service Learning, Social Entrepreneurship, and Community Engagement. Students are partnering with area high schools and non-profit organizations who are fully immersed in designing new programs to solve social issues, cultivating partnerships to engage civic leaders, and putting new ideas into action to effect positive change.

“Creating and launching this institute allows our students (PK-12) to design solutions in collaboration with our community partners, make a measured impact and by doing this, it sets them up to be engaged citizens of the world,” notes Ms. Day. “I could not be more excited to continue to grow the programs and have our students involved in cutting edge innovative projects to help change our world.”

Whether it’s creating a business for social impact in second grade, building homes through Habitat for Humanity, socializing therapy animals to increase adoption rates at Operation Kindness, tutoring refugees at community centers, learning civic engagement through government classes with fellow high school students, or actively participating in hundreds of community, social, and civic programs in the area, all Hockaday students actively and eagerly embrace the opportunities they have to partner and serve the community in order to learn from these invaluable, real-world experiences.

Over the past year, Hockaday students made exceptional progress in each of the four pillars defined by the Institute for Social Impact. Their stories are examples of how they were inspired to make a difference in the community through their service.
COMMUNITY SERVICE

Community service is voluntary work intended for social organization and community support.

After her first volunteer experience at TR Hoover, a community center in South Dallas, Shreya Gunukula ’18 learned there were not opportunities for children during the summer like she enjoyed at camp. As a result, she raised thousands of dollars to create an eight-week summer camp, run only by Hockaday students, with an in-depth curriculum. During this time they have created a garden in a federally-classified food desert, and to keep the summer camp operational, many Hockaday volunteers dedicate their summers to continue these programs and run this camp, which is now in its third year.

SERVICE LEARNING

Service learning involves students involved in service projects applying classroom learning for local agencies that exist to effect positive change in the community.

Emma Siegel ’18 participated in an internship with the Akola Project, which evolved into an independent study and then ultimately a job. She spent her summer working with women in West Dallas to teach and make the jewelry to support the organization. Originally, she was a very timid Spanish speaker, but became fluent and comfortable working with new-found friends as a result of this experience. Emma still visits the women she bonded with around Dallas, and she is now studying Social Entrepreneurship as a Hunt Scholar at Southern Methodist University.

SOCIAL ENTREPRENEURSHIP

Social Entrepreneurship supports individuals with innovative solutions to society’s most pressing social, cultural, and environmental challenges while using business and collaborative strategies.

Five Upper School students with basic coding or IT experience, but a passion for environmental issues, decided to create a group to enter a hacking competition to learn more on how they could positively impact the world. They entered the DFW EarthxHack, hosted by EARTHx, a nonprofit dedicated to inspiring positive environmental change through expos, conferences, and films. The Hockaday team worked collaboratively to develop an app that would allow users to connect to use public transportation and increase safety, while reducing the carbon footprint for transportation. They then pitched the idea of “ROAMMATE” to the EarthxHack panel of judges. Competing against 79 school teams, and one other high school team, the Hockaday team and their ROAMMATE app won first place, beating many college-level teams, including one team from the Massachusetts Institute of Technology. These students are now launching their idea into a business and hope to recruit more students to compete in this competition next year.

COMMUNITY ENGAGEMENT

Community engagement seeks to better engage and partner with community organizations to achieve long-term and sustainable outcomes, processes, relationships, discourse, decision-making, or implementation.

Neha Dronamraju ’18 participated in the United to Lead fellowship and became committed to education equity. With students from Thomas Jefferson High School, Neha spoke at DISD board meetings, talked to her school board representative, and became close friends with her counterparts at Thomas Jefferson High School. She learned about the language barrier many high school students face and decided to start her own ESL classes with a local refugee organization. She is now attending SMU in order to stay involved with DISD and study education policy.

Hockaday values its communities across Dallas, the state, and beyond, and views its partner organizations as an extension of the educational experience. The School has developed many deep and mutually beneficial community partnerships to enrich our students’ learning experiences and give back to the communities who have supported us throughout our history.

Visit www.hockaday.org/social impact
Life Trustee Margaret Milam McDermott, who was dearly loved by the Hockaday community, and whose impact on our School and the entire Dallas community was unparalleled, died this spring at the age of 106. Mrs. McDermott was appointed to the Hockaday Board of Trustees in 1965 and appointed Life Trustee in 1976. She was named an Honorary Alum in 2008 by The Hockaday Alumnae Association, and her steadfast devotion and unequivocal support of Hockaday for more than six decades helped make Hockaday the School it is today.

In 1998, Mrs. McDermott and her daughter Mary McDermott Cook ’71 established the Eugene McDermott Head of School Chair. Since then, four Heads of Hockaday have been proud to hold this title. In 2016, The Eugene McDermott Foundation named the performance stage in The Nancy A. Nasher and David J. Haemisegger Family Theater in honor of legendary teacher Ed Long. Mrs. McDermott’s involvement in and generosity to the School has supported many areas of School life including the School’s science program and its commitment to financial aid for students.

Mrs. McDermott dedicated her life to philanthropy focusing on education, the arts, and science. She was a fervent believer in elevating public and private education and bringing art and beauty to everyone. She donated over 3,100 works “spanning different cultures, disciplines, and eras” to the Dallas Museum of Art where she served as a museum trustee for 57 years. Her involvement at The University of Texas at Dallas was transformative, and she established the Eugene McDermott Scholars Program at UTD in 2000. Additionally, Mrs. McDermott believed strongly in the power of effective leadership. As a result, through The Eugene McDermott Foundation, Mrs. McDermott and Mary McDermott Cook ’71 endowed Heads positions across the City of Dallas. Included in this list of fine institutions that Mrs. McDermott cherished are The Hockaday School, St. Mark’s School of Texas, United Way of Dallas, and Dallas Museum of Art. The Heads’ titles of all of these institutions carry the name of her beloved late husband Eugene McDermott.

Mrs. McDermott provided philanthropic leadership throughout her life. Her dedication to and involvement in Hockaday and throughout Dallas has been awe-inspiring, and her kindness, enthusiasm, intellect, and her amazing zest for life will be long remembered by everyone at Hockaday.
Communication, Collaboration, Cooperation

A Conversation with Middle School Counselor Rachel Innerarity

Hearing from parents, teachers, and students alike, Hockaday and St. Mark’s Middle School Counselors have collaborated to create a new program to equip students in fifth through eighth grades with the social and emotional skills needed to navigate and understand the real-world issues they are facing today.

Hockaday Middle School Counselor Rachel Innerarity explains this new initiative, how the schools are providing students a new learning experience, and the goals for the future of the program.

Q. What is the joint Hockaday and St. Mark’s Middle School Collaboration?
Started in 2015, the Middle School Heads at Hockaday and St. Mark’s, Linda Kramer and Warren Foxworth respectively, envisioned a new program that would help middle schoolers come together through a structured program of activities and discussions between students from both schools. Each grade has individualized and intentional activities geared at fostering more respectful, productive, and meaningful interactions between our students.

Q. How is it implemented?
At this time, students come together by grade, once per year, to compete in team-building exercises, work together on Service Learning projects, and participate in a variety of activities which call upon their ability to strategize, compromise, and collaborate with each other. In the fifth and sixth grades, students have more active opportunities to work together to solve puzzles, riddles, and other fun tasks. When the students move into the seventh and eighth grades, they team up and work toward a cause, such as hunger or food shortage. After they complete their service, students have collective, guided discussions about how they can make a direct impact on their community.

Q. What was the reason behind starting this program?
The Hockaday and St. Mark’s Middle School Collaboration was born out of a need to create an opportunity for students to share ideas, learn new perspectives, and help them broaden their interactions and conversations. Administrators and counselors at both schools heard from parents and students alike, that they wanted more opportunities for students to come together and interact outside of a social context such as a mixer or a dance. Dr. Gabby Reed, the Lower and Middle School Counselor at St. Mark’s, agreed that there was much to gain if we could help our students participate in activities and discussions that required them to think deeply and engage in meaningful discourse.

Hockaday and St. Mark’s students enjoy team-building exercises.
Q. Who are our partners in the community that help us implement this program?

At St. Mark’s and at Hockaday, our Service Learning Coordinators are integral to the success of the program. They invite organizations such as Bonton Farms to partner with us in our endeavors, and they communicate the value of working together to support these community organizations. Additionally, faculty, staff, and parents have volunteered their time to help guide activities and facilitate discussions, which has been an invaluable asset.

Q. What do the students think about the program?

We hear from parents and students after our collaborative events about how much fun they have had! I don’t know that fun is what they expect on the front end, so they are often surprised when they enjoy themselves. As you talk to older students and parents of students, they seem to note the worth of the experience itself. They have voiced their appreciation for getting to engage with the opposite sex in a more academic setting.

Q. How will the program support students’ future growth?

This program supports not only basic interpersonal skills, but it serves as a reminder for students to consider their impact on the world around them, which is a very empowering thought to consider in Middle School. Furthermore, finding ways to work collaboratively, within the intersection of gender norms, is a skill that will serve our students in college, in the workplace, and well beyond.

Q. How does the program support Hockaday’s mission and Cornerstones?

The Hockaday and St. Mark’s Collaboration directly reinforces our mission to validate the worth of our students and their ideas, solidifying their confidence and resilience. When we set our students as equals in teams working together and discussing philosophical and pragmatic issues, we reiterate to each of them that they all have a seat at the table, and their ideas are valuable. By asking our seventh and eighth graders to consider their impact on the world around them, we are communicating that they do in fact have impact. Simply knowing that their choices and decisions matter encourages a sense of purpose in our students. Reminding our students to consider others in a multitude of scenarios falls in line with our Cornerstones of Character and Courtesy.

Q. What else is important to know about the program?

What is important to note about this program is the intentionality behind it. Team building is almost always beneficial, and we have worked together and created a specific program to produce specific results. The goal for the future of the program is ensuring the possibility of students respecting each other more, even when moving into more regular social interactions. This would be of great benefit to all.
Hockaday Brings World Renowned Speakers to Campus

In 2018–2019, Hockaday will host several distinguished thought leaders to educate parents, faculty, and students about the wellness and educational development of girls in today’s complex world. They are committed to addressing sensitive issues and providing guidance to openly discuss these topics that impact our students’ futures. These highly-respected experts in education and child development invited to Hockaday present a real-world perspective to help families communicate, learn, and respect different ideas, cultures, and values.

2018 HARTMAN FELLOW JULIE LYTHCOTT-HAIMS
New York Times bestselling author of How to Raise an Adult
Graciously provided by the Hartman Fellowship Endowment Fund at The Hockaday School.

Julie Lythcott-Haims is the author of the New York Times best-selling book, How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success (2015), and Real American: A Memoir (2017). She is deeply interested in what prevents people from living meaningful, fulfilling lives. How to Raise an Adult emerged from Julie’s decade as Stanford University’s Dean of Freshmen, where she was known for her strong advocacy for young adults, and her fierce critique of the growing trend of parental involvement in the day-to-day lives of college students. She received the University’s Lloyd W. Dinkelspiel Award for creating “the” atmosphere that defines the undergraduate experience, and toward the end of her tenure as dean she began speaking and writing widely on the harm of helicopter parenting. How to Raise an Adult has been published in over two dozen countries, and gave rise to a TED talk that became one of the top TED Talks of 2016, with over three million views and counting, as well as a sequel which will be out in 2019. Real American details Julie’s personal battle with the low self-esteem that American racism routinely inflicts on people of color. The child of an African-American father and a white British mother, Julie shows how microaggressions in addition to blunt-force insults can puncture a person’s inner life with a thousand sharp cuts. Real American expresses also, through Julie’s path to self-acceptance, the healing power of community in overcoming the hurtful isolation of being incessantly considered “the other.” Julie is a graduate of Stanford University, Harvard Law School, and California College of the Arts.

AUTHOR KAY WILLS WYMA ’84
Kay Wills Wyma ’84 is a blogger on MOAT (Mother of Adolescents and Teens), a mother of five, and an author. In her warm relatable style Ms. Wyma confronts societal issues – from the comparison epidemic to the entitlement trend to life’s pressures always making us feel overwhelmed. She encourages audiences and offers
remedies (plus a little laughter) along the way. She has appeared on NPR’s Think, the TODAY show, Glenn Beck, CNN, the New York Times, and Focus on the Family. She has published three books: Not the Boss of Us: Putting Overwhelmed in Its Place in a Do-All, Be-All World; I’m Happy for You (Sort of, Not Really) Finding Contentment in a Culture of Comparisons; and Cleaning House: A Mom’s 12-Month Experiment to Rid Her Home of Youth Entitlement.

CASSIE REID, PHD, LPC-COUNSELOR
Parenting in a Digital Age
Technology has become an essential part of our world. Students today have access to a plethora of information, both positive and negative, that is only a few clicks away. Technology is at the root of many cases of anxiety, depression, and other life difficulties in this generation as a result of their “constant on.” Dr. Reid will provide an opportunity for parents to further educate themselves in order to know how to protect the next generation, recognize when technology has become a problem, and implement essential boundaries in order to ensure that technology works for us, not against us. She will provide up-to-date information regarding the technology of this generation, educate parents on the connection of mental health to our technology today, and provide more education and information about how to best help children navigate the intersection of technology and sexuality. Dr. Reid launched Cassie Reid Counseling in 2010 to utilize spiritual freedom, learned therapy, and a variety of other techniques to provide clients with powerful plans to combat any problems they face. Combined with her professional experience – serving as a school counselor and special educator in a North Texas school district, interning at The University of Texas Southwestern Medical Center, managing the Texas Woman’s University Counseling and Family Therapy Clinic, working as a member of the National Institute of Health research grant in pain management, partnering with numerous grief organizations, and currently serving as Director of Master of Marriage and Family Therapy graduate degree program at The King’s University – gives Dr. Reid an excellent combination of skill and approachability that enables her to provide her clients with counseling and therapy best suited to their needs, using a counseling style fine-tuned through her educational and professional journey thus far.

DR. WENDY MOGEL
New York Times best-selling author
Dr. Wendy Mogel is a practicing clinical psychologist, New York Times bestselling author and international public speaker. She has addressed diverse audiences including non-English speaking Chinese businesswomen in Beijing, youth leaders at the (Buddhist) Vajrayana Institute in Sydney, the staff of the New York Times, Baptist clergy, rabbinic students, and the graduating class of the Claremont Colleges at their interfaith baccalaureate ceremony. Currently she serves on the scientific advisory board of Parents Magazine and is a frequent guest expert on national media. She weighs in on issues of the day – from talking to kids about death to embracing the chaos of messy rooms – and on the topic for which she is best known: the protection and promotion of self-reliance, resilience, accountability, and exuberance. In a starred review Publisher’s Weekly described her perennial bestseller, The Blessing of a Skinned Knee, as, “Impassioned, lyrical, and eminently practical – a real treasure.” Critical praise for her book about raising teenagers, The Blessing of a B Minus, emphasized its wit, wisdom, compassion, and common sense. She is the author of Voice Lessons for Parents: What to Say, How to Say It, and When to Listen, through which she offers guidance for communicating with children across the expanse of childhood and adolescence, and explains the most effective ways to talk about your child to teachers, coaches, nannies and caretakers, grandparents, partners, and ... your ex.

MEGAN MICHELSON
"The Bird and the Bees"
Megan Michelson wants to give parents the tools and confidence needed to make a plan, to know how to answer those tough questions when a child asks them. Birds and Bees exists to empower parents to talk to their kids about sex in a healthy way. Megan Michelson provides guidance for talking to children about sex, from toddlers to school-age children, and even adolescents! Megan is a freelance writer based in Tahoe City, California. She is a correspondent for Outside magazine, a senior correspondent for Powder magazine, an editor-at-large for Backcountry magazine, a contributing editor for the REIs Co-Op Journal, and a regular contributor to publications like the San Francisco Chronicle, Red Bulletin, Men’s Journal, and more. She has written features about the housing crisis in mountain towns, the murder of her stepdad at a remote kayak lodge, and the woman turning Google into a green giant. She also writes stories and creates authentic, credible content for brands, many in the ski and outdoor industry and beyond. She is a mom to two adventurous kids, and she started a co-working space in Tahoe for freelancers and start-ups called the Tahoe Mill Collective.
Hockaday Breaks Ground on the Ann Graves Child Development Center

As a result of the $2 million lead gift from the Ann and Jack Graves Charitable Foundation, construction has officially started on the Ann Graves Child Development Center. For more than 20 years, the Center has served the School by providing top quality child care for the children of Hockaday’s faculty and staff. Once completed, the state-of-the-art facility will double its current capacity to allow for the care for 64 children.
Expressing her excitement, Dr. Karen Warren Coleman, Eugene McDermott Head of School, said, “This gift is paramount to our efforts to recruit and retain outstanding faculty who are in the early stages of starting and raising a family. The new facility will enhance the already stellar program that is available to our faculty’s children. The Graves Foundation’s commitment to early childhood education is evident with this gift, and their generosity will have a transformational impact on the children who attend this wonderful program.”

“I talk with my granddaughters and am amazed not only by their knowledge but by their ever-growing interest in the world around them. Hockaday encourages this active engagement with unparalleled classroom instruction and exposure to every facet of the arts, paired with a deep commitment to service,” muses Ann.

Mrs. Graves’ daughter, Rachael Dedman, Foundation Co-Trustee and mother to Catherine, Class of 2019, and Nancy, Class of 2021, sees the Child Development Center as the perfect vehicle to further the Foundation’s goals.

“The heart and soul of Hockaday is the faculty and staff who spend every day nurturing sparks of interest, hope, and agency within our girls. Offering a first-class child care center on-site demonstrates how Hockaday reciprocates that care for the families of faculty and staff. Contributing to the Center is a wonderful way to support the School and the education it provides,” says Rachael.

In addition to this generous gift, a $1 million gift was previously given to Hockaday by the Ann and Jack Graves Foundation to name the Ann Graves Choir Hall and the Ann Graves History of Art and Music Room. Ann Graves established the Foundation in 2006 to honor her late husband Jack and continue their joint commitment to helping others through education, the arts, and faith. Since then, the Foundation has been instrumental in supporting many programs across a broad range of philanthropies, including The University of Texas at Dallas and The National Center for the Performing Arts of the John F. Kennedy Center.

The Center is expected to open in Summer 2019, and through support and proceeds from The Hockaday Parents’ Association Benefit in both 2018 and 2019, funds will be directed to the continued development of the new Center.
HOW DID HUMANS OF HOCKADAY BEGIN?
A. Since Hockaday is a Pre-K to 12 school, students no doubt encounter lots of faces that they might not recognize in the hallways. Our inspiration stemmed from our belief that there is always an incredible story behind every face, as well as our vision of a more united student body, regardless of differences in age or background. Our team initiated the project “Humans of Hockaday,” inspired by Brandon Stanton’s photoblog “Humans of New York,” to tell the stories of our community. We aim to bring the community together through stories of the diverse student body and faculty, as well as to advocate for the unheard voices of those who, along with everyone else, make Hockaday unique in its own way. Our platform, we also hope to manifest the limitless potential of women in everyone from teachers to security guards.

WHAT HAVE YOU LEARNED THROUGHOUT THE PROCESS?
A. Throughout the process, we learned that everyone has their own story to tell, and it is important to not judge other people by their appearances, because their backgrounds and experiences might be a complete surprise to you. We also learned to love and embrace the differences in our community that make Hockaday so much more lively and colorful. Through our interview process, we learned to truly listen to someone else’s struggles and joys with open ears and open minds without judgment. “Humans of Hockaday” has truly been a wonderfully eye-opening experience for us, and it never fails to amaze us that if we just take the time to sit down and listen to another person, we can discover so many stories that make our community magical.

WHAT HAS THE RESPONSE BEEN FROM THE COMMUNITY?
A. Our compilation of personal anecdotes has attracted 369 supporters on Instagram as of this date, and received compliments from students, alumnae, and faculty. Our platform also obtained more exposure after being featured in The Fourcast and the yearbook. One student remarked that after following our platform, unfamiliar faces in the hallways became familiar with the stories they have shared. Some of the people we interviewed have become favorites among the community. After reading the words, “I never had time to play. Never in my life did I have a Barbie,” from Yolanda Rodriguez, a dining service employee and Mexican immigrant, a student gifted her a Barbie doll for Thanksgiving. Some students also approached us directly, wishing to be featured and share their own stories with the community.

WHAT ARE YOUR PLANS FOR THE SITE NEXT YEAR?
A. The impact that our platform has had on the community last year was really heartwarming for us to witness. In the future, we definitely wish to establish “Humans of Hockaday” as a long-standing platform. This upcoming year, we plan to expand our current team by recruiting underclassmen who are willing to undertake the leadership roles after we graduate from Hockaday. We also plan to utilize sound and film in order to amplify the emotions of our anecdotes and create a stronger emotional impact on our followers. We will continue to experiment with photography, as well as other mediums, and explore different methods of interviewing. Most importantly, we hope to incorporate a more diverse range of features in order to celebrate diversity within our community.

https://www.instagram.com/humans.of.hockaday/
My school days began on Staten Island, during World War II. There were not enough students at the local public school, so teachers knocked on residents’ doors in the neighborhood. Mother was glad to be rescued. As a five-year-old, I could “think of mischievous things to do.” Mrs. Stanford was both my First and Second Grade teacher, and she saw to it that I spent most of my time outside the classroom door for “talking.” I was saved when Dad was transferred by Procter & Gamble to St. Louis. Dad was an industrial engineer with the company and was eventually transferred to Big D. In the hot summer of 1947, I took the entrance exam at The Hockaday Preparatory School for Girls, which had a boarding department in an old mansion on Greenville Avenue. The bathroom at the old mansion for Lower School was a hoot! It consisted of a row of wooden seats and a pull chain that when pulled roared like a lion. At this time, my family lived near Southern Methodist University, and that meant I had to take the Hockaday green and white bus with Mr. Coffee as the driver. I had to be at the corner of Lovers Lane and Hillcrest at 7:00 am and was returned home at 4:00 pm. It snowed one year, but I was at my bus stop. I looked up and here came my mother to tell me there would be no school today. I’m from snow country and couldn’t believe it!

From 1946–1956, Dr. Hobart Mossman was Headmaster, Ms. Buchan was the Principal of Lower School, and Ms. Lamour was the Upper School Principal. Every morning started off with Chapel under Ms. Skylark, which was a wonderful way to start the day and to learn the hymns because Hockaday emphasized music in its curriculum.

Then there was Polite Day, whereby teachers voted every month concerning a student who was polite during the month. Again, there was emphasis and structure at Hockaday and since I am a teacher among other things, I appreciated those lessons.

Ms. Moulin, which means windmill in French, made French come alive. She had come to America during World War II and was quite an individual as she rode a bicycle to school. Years later I had come home from serving with the Army in Germany, and I called her to tell her that I had been to Paris several times. She interrupted her escargot cooking, and we had a delightful chat.

Ms. Jones was our history teacher and she enjoyed talking about Elizabeth becoming Queen of England after her father, King George VI, had died. She had a way of making history come alive to the point one wanted see the world, and so I did!

Upper School was even more serious about academics than Lower School. Ms. Margaret Grow was our Latin teacher, who named all her possessions with Roman names, even her car. The first few weeks in her class frightened me because she’d kneel behind her desk with a beret on her head and teach. One day she asked a question about William Penn. My mother’s family is Pennsylvania Dutch, and I knew the answer. Well, Ms. Grow had a bust of Minerva, and she kept candy inside it. If one knew the right answer, the candy would come flying. Poor me, I answered correctly and got hit in the head by the “the flying rocket” to the point that Ms. Talkative didn’t talk for several more weeks.

Roman Banquet was a big deal with Ms. Grow. The Upper Classmates treated us Lower Classmates as subordinates and forced us to eat a mud pie. Lou Ellen McGinley had a darling Mercury costume, and she skated all around the Banquet. How I envied her, because she looked so pretty compared to our outfits.

Years later as an undergraduate at SMU, my mother visited and SMU Latin professor Ms. Elizabeth Blakney attended Ms. Grow’s Latin Banquet. We were given ivy wreaths for our heads and treated like royalty. At least I didn’t have to eat a mud cake!

I remember one day in study hall, which was held in the
auditorium along with plays under the supervision of the speech
teacher, Mrs. Helen Feustahler, a fight broke out between two
Hockadaisies! Ms. Grow had study hall duty that day, and one
can imagine she was the wrong teacher to misbehave under.
Many years later, Mrs. Feustahler called me and asked me to
accompany both she and her husband, George, to Ms. Grow’s
funeral. When her casket was being carried up the aisle, a rose
petal fell at my feet. I took Latin all through high school and
college so I wouldn’t have to take math.

Ms. Westgate was our algebra teacher. My dad was a brilliant
mathematician, and he had a terrible time trying to tutor me. I
learned the Australian Method to calculate math while a student
on Staten Island. I could care less when two planes would meet.
When I became a teacher for the deaf, I had to teach algebra, and
I’d look up at heaven and say, “Dad, you got me!” Jane Comer
was our hearing-impaired classmate, and I admired her as she
spoke. That was one of the reasons I became interested in the
Natural Language for the Deaf at the Lexington School for the
Deaf in New York City, where I trained, and lived again in an old
mansion like Hockaday.

Athletics was run by Ms. Fake from the famous Sargent
Physical Education School. We had the green and white teams.
Unfortunately, I was a goalie and the white team would come
at me with their hockey sticks. I wanted to run in the opposite
direction.

My mentor was Mrs. Helen Feustahler, our speech teacher,
who informed me I had “perfect vowels” and cast me in her plays
and speeches. Once, Mrs. Feustahler gave a speech assignment
asking the class to write a program for a high school speech class.
While at SMU, my main professor in speech therapy, Dr. Peggy
Harrison, asked for a similar assignment only to return my paper
noting it was too advanced for a high school assignment. Does
that tell you something about Hockaday?

Dad’s Day was a big deal. There were sports in the morning
which I announced. In the evening the fathers wore tuxedos,
and the daughters wore evening gowns with sleeves and a high
neckline. Then our dads would take us to the Baker Hotel and
watch the ice skaters perform. One year my dad had to go on a
business trip to Procter & Gamble headquarters in Cincinnati,
so Phyllis Dathe’s dad, Dr. Dathe, escorted me. It was always fun
to dress up after wearing Eisenhower jackets, combinations, and
pickle green skirts plus saddle oxfords.

Exam time was always nerve-wracking. We had to study
very, very hard which prepared us for college and actually made
college easier. I had a three-hour exam in Latin in the morning
and in the afternoon, a three-hour algebra exam. Dad called
them “my two-a-day pills.” I remember that I could barely move
after it was all over.

We had time for dances and took dance lessons after school
from a handsome ballroom instructor. One time I had a rose
tucked in my hair which he admired, and I will never forget, as
boys were not allowed on campus. Our other social event was to
have tea with Miss Ela Hockaday. She was very formal and very
serious, and she had a separate house on the property.

There are many memories about Hockaday which laid the
foundation to know how to study and how to stand up and be a
leader. I shall always be grateful to Mother and Dad for believing
a girl should have an excellent education, even if it took blood,
sweat, and tears. Hockaday was not an easy school because one
had to be prepared every day, just like the midshipmen at the
Annapolis Naval Academy. The foundation of hard work paid
off and has led me on a career not only in America, but in Japan
and Germany by starting necessary programs for the dependent
children of Air Force and Army personnel. I was president of
WEAL (Woman’s Equity Action League) during the height of the
woman’s movement, plus received honors both in America and
across the pond.

Thank you, Dad, for believing in me as I was crippled from a
birth injury, and you taught me to be strong to love sports (not
math), while mother taught me to love English and writing.
Hockaday’s faculty during the forties and fifties expanded my
interests further, and a special appreciation and thanks goes to
Miss Ela Hockaday.
OUR COMMUNITY IS STRONGER TOGETHER AS ONE.

When our alumnae, parents, grandparents, parents of alumnae, trustees, faculty, staff, and friends join together as One Hockaday and invest in the future of our students, there is no limit to what we can create to design inspiring and lasting experiences for our girls.

CLOSING THE GAP

Tuition and fees alone cannot fund everything that creates the Hockaday experience. The gap between tuition and the full cost of each girl’s Hockaday education is $8,097. The Annual Fund helps cover 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
Class of 2018 Matriculation

Members of the Class of 2018 were admitted to the following colleges and universities.

- Hockaday Class of 2018 Matriculation
- American University (2)
- Bowdoin College
- Brown University (2)
- Bryn Mawr College
- California Institute of Technology
- California Polytechnic State University, San Luis Obispo
- Carnegie Mellon University (2)
- Case Western Reserve University
- Chapman University
- Columbia University (2)
- Dartmouth College (2)
- Davidson College
- DePaul University
- Duke University (4)
- Emory University
- Endicott College
- Georgetown University
- Harvard University (5)
- Indiana University at Bloomington
- Johns Hopkins University
- Loyola University Chicago
- Massachusetts Institute of Technology
- Middlebury College
- New York University
- Northwestern University (3)
- Norwich University
- Oklahoma State University
- Purdue University
- Rice University
- Southern Methodist University (6)
- Southern University
- Stanford University (2)
- Texas A&M University (3)
- Texas Christian University (4)
- The American University of Paris
- The College of Wooster
- The University of Alabama
- The University of North Carolina at Chapel Hill
- The University of Texas, Arlington
- The University of Texas, Austin (8)
- The University of Texas, Dallas
- Trinity College Dublin
- Trinity University
- Tulane University (3)
- University of California, Los Angeles
- University of Chicago (6)
- University of Houston
- University of Miami
- University of Notre Dame (2)
- University of Pennsylvania (3)
- University of Richmond (4)
- University of Southern California (9)
- University of St Andrews
- Vanderbilt University (2)
- Villanova University (2)
- Wake Forest University (3)
- Washington University in St. Louis (4)
- Wheaton College (IL)
- Williams College
- Xavier University of Louisiana
- Yale University (2)