STEVE KRAMER

Distinguished Teacher, History
History Department Chair
Retiring After 39 Years
Hockaday’s Mission

Believing in the limitless potential of girls, Hockaday develops resilient, confident women who are educated and inspired to lead lives of purpose and impact.
THE HOCKADAY SCHOOL

Spring 2019

Features

20 Steve Kramer: Distinguished Teacher, History History Department Chair, Retiring After 39 Years

26 Athletics: A New Era The Athletics Cornerstone
By Deb Surgi, Director of Athletics

34 The Hockaday Difference: Educating Girls for Extraordinary Lives

38 The Film Scene: A Montage of Voices and Visions
By Glenys Quick, Upper School Film Teacher

40 Fifth Graders Win Essay Contest

43 Engineering Equipment for Hockaday’s Crew Team
By Felicity Diamond (Class of 2019)

44 Building Animatronic Props for the Hockaday Musical
By Eloise Sinwell (Class of 2019)

45 Engineering Builds Lift for North Dallas Shared Ministries Warehouse
By Bailey Savoie (Class of 2019)

46 Engineering a Dream
By Kate Petersen (Class of 2019)

48 Rita Crocker Clements ’49 Foundation Makes Extraordinary Gift to Support CDC and Facilities

Departments

5 Perspectives
6 On Campus
14 Scoop
18 Zoom
51 Class Notes
96 Milestones
102 Spotlight
Students paint walls for Habitat for Humanity.

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,

Every day I am reminded how remarkable our Hockaday students are. Their positive energy and excitement define our culture, and their uninhibited intellectual curiosity drives our School forward—and teaches us a thing or two on more than one occasion! Our exceptional faculty and staff remain the steady and guiding force that supports our students in their Hockaday experience, so our girls can think, dream, and become the change-makers and contributors of tomorrow.

As you know—and as anyone can see when they spend time with our students—the world around us moves and changes at a rapid pace. Hockaday always wants to be a leader in education, delivering the very best for our students and creating the model that other schools emulate. With that in mind, this year the School and the Board of Trustees reviewed the Hockaday 2020 strategic plan to see what aspects still felt core to us, what we wanted to refresh, and what aspirations we have now that might be missing from the plan and should be captured.

Because we were able to build on the strong foundation of Hockaday 2020 and the incredible work that engaged the entire Hockaday community in developing it, we were able to accelerate this process. We sought detailed input from Hockaday Trustees, faculty, and staff members, beginning with a leadership retreat in the summer and extending across two faculty-staff in-service days and multiple Board and Committee meetings. Our goal was to create an enduring plan that can guide our priorities and investments for many years, while also being a living document that is flexible and can be updated periodically with detailed action plans.

As a result of this thoughtful and inclusive process, I’m pleased to share Hockaday’s refreshed strategic plan: **The Hockaday Difference: Educating Girls for Extraordinary Lives**. The Hockaday Difference is accessible on our website at www.hockaday.org/thedifference, and the four goals and supporting strategies are outlined on pages 34–37 of the magazine.

If you compare it to Hockaday 2020, you will see that all the original goals have been retained, with two combined into one, and a new goal added to better express our focus on the quality of the student experience. We also have defined more fully what we mean by these goals and what strategies will help us to achieve them. We are enthusiastic about this plan, and I am especially grateful to everyone who contributed to it. **The Hockaday Difference** brings our mission to life, and remains true to our Four Cornerstones and to Hockaday’s enduring culture.

In the spirit of continuous planning and reflection, I welcome your thoughts about this plan and about the ongoing work we will do to achieve it. As part of this effort, we have launched two work groups to focus on two of our key priorities: the Quality of Student Experience and Educational Innovation. The work groups, composed of dedicated faculty, staff, counselors, advisors, and coaches, began with a design thinking workshop to spark their creative energy, and have continued meeting throughout the year. They are committed to designing a robust experience to support the girls’ well-being, enhance their co-curricular opportunities, and expose them to new ways of learning. We all look forward to seeing the ideas and recommendations they will develop.

**The Hockaday Difference** has inspired me and energized our community. I am honored to be a part of a School community that is empowered, thrives on intellectual curiosity, and never rests on its past achievements. As we embark on this next phase, I look forward to many thought-provoking conversations about how we can best support our girls to be lifelong learners and confident contributors in today’s ever-changing and complex world.

Warmly,

Dr. Karen Warren Coleman
Eugene McDermott Head of School
13 Seniors Named National Commended Scholars
Out of more than 1.6 million test takers, and amongst the 34,000 top scorers on the PSAT/NMSQT, 13 seniors were named National Commended Scholars: Sawyer Bannister, Meredith Black, Charlsie Doan, Sarah Haetzel, Samantha Jackson, Ileana Kesselman, Cindy Lu, Morgan Lutz, Audrey Martin, Kaitlin (Kate) Murray, Nushaf Rahman, Anna Sheeder, and Kathryn (Kate) Short.

Middle School Robotics Team Wins First Place
Middle School FLL Robotics, coached by Laura Baker and Lisa Dwinal, had a wonderful season this year. Out of 469 teams that competed, 60 teams advanced to the North Texas Championship. All five Hockaday teams advanced this year, and Saturn V (Sydney Slay, Jayna Dave, Nina Dave, Celine Ebert, and Anika Kapoor) won the First Place Championship!

All-State Choir Students Perform Concert at Eisemann Center
Sidney Kronbach (Class of 2022), Sarah Beth Kelton (Class of 2020), Sophie Pearson (Class of 2019), Cindy Lu (Class of 2019), Kate Short (Class of 2019), Charlotte Ding (Class of 2019), and Isabella Page (Class of 2019) were selected by audition to become members of the All-State Choir, which participated in a concert at the Eisemann Center for Performing Arts with singers from all over Texas.
Students Compete at Harvard-MIT Mathematics Tournament

Eight Hockaday Math Club students participated in the Harvard-MIT Mathematics Tournament in Cambridge, MA as the only all-girls mathematics team. HMMT is one of the most difficult and rigorous international mathematics competitions, with 87 teams from all over the world. This was Hockaday’s fourth year competing in this competition. Congratulations to: Kelsey Chen (Class of 2021), Hope Fu (Class of 2020), Lynn Jung (Class of 2021), Kyulee Kim (Class of 2022), Clara Shi (Class of 2019), Angelina Wu (Class of 2022), Jennifer Xiong (Class of 2022), and Angela Yuan (Class of 2023).

Math Students Win 2nd Place at Metroplex Math Contest

Twenty members of the Math Club represented Hockaday at the 16th Annual Metroplex Mathematics Contest at The Oakridge School in Arlington, Texas. Congratulations to the following students for placing in the competition: Kelsey Chen (Class of 2021), Hope Fu (Class of 2020), Kyulee Kim (Class of 2022), Shinjini Mukherjee (Class of 2021), Clara Shi (Class of 2019), Angelina Wu (Class of 2021), and Lucy Young (Class of 2020). The Hockaday team placed second in the team competition.

TEAMS Competition

Three Hockaday teams competed in the Tests of Engineering Aptitude, Mathematics, and Science (TEAMS) annual competition designed to help them discover their potential for engineering. The Form III/IV Team (Katrina Liang, Hope Fu, Juhi Agrawal, Lily Zhou, Lucy Young, and Sidney Wang) came in second place; the Form II/IIIB participants (Julian Hurley, Naz Soysal, Uyen Tran, Jillian Martin, and Sriya Chebrolu) placed second, and the Form II/IIIA participants (Anaya Phadke, Riya Malhotra, Emily Stevenson, Jennifer Xiong, Shinjini Mukherjee, Sophia Bahad, and Suzanne Baxter) tied for third.
Seniors Commit to Play Sports in College

Nine seniors have committed to play a sport at their chosen college or university next year. Congratulations to Swiler Boyd (Soccer, Acadia), Reid Cohen (Lacrosse, Pitzer), Felicity Diamond (Crew, Columbia), Ariyanna Easter (Lacrosse, Southwestern University), JoJo Gum (Lacrosse, Yale), Parker Hawk (Cross Country, Washington & Lee), Justice Coutee-McCullum (Track, Rice), Sophie Rubarts (Field Hockey, Hendrix), and Adoette Vaughan (Cross Country, Arkansas).

Hockaday Film Students Recognized in Competitions

Phoebe Knag’s (Class of 2020) short film, “Influenced,” was selected as one of the nine finalists in this year’s NTARUPT (North Texas Alliance to Reduce Unintended Pregnancy in Teens) student film competition. The nine films screened at the Wyly Theatre. NTARUPT aims to improve the quality of life for children, families, and communities by preventing unintended teen pregnancies. Emily Ma’s (Class of 2019) short film, “Galene,” had its world premiere at South by Southwest (SXSW) in March. SXSW considers the Texas High School Shorts Competition to be “a preview of the next filmmaking generation.” Sophomore Annie Zhao’s short film, “Being an Adult Is Hard,” won Best Comedy in the Dallas Public Library’s 2019 Dallas Teen Film Festival. All films in the contest were filmed on smartphones. Alexa May (Class of 2019) was nominated for Female Rising Star Award for her film, “All Grown Up,” which was nominated for Best Drama.

Hockaday Teams Shine at SPC

Hockaday Varsity Soccer had a successful season and came in second overall in SPC Tournament. The Varsity Swim Team was successful in many events, specifically earning second place in the 200m Medley Relay and third place in the 400m Free Relay. Freshman Brooke Adams won second place in the 100m Backstroke. After a successful meet, the swim team finished third overall in SPC.
One Hockaday Dr. Martin Luther King, Jr. Celebration and Day of Service

The annual One Hockaday Dr. Martin Luther King, Jr. Celebration and Day of Service was a resounding success. This year, Dallas Mavs CEO Cynt Marshall engaged the faculty, students, and guests, sharing her wisdom and inspirational story; Dr. Raymond Wise directed an uplifting music performance by faculty and students, and the entire community came together in the afternoon to paint 60 boards to be placed on the interior walls of the Habitat for Humanity House built by Hockaday and St. Mark’s students.

Adoette Vaughan (Class of 2019)

Senior Adoette Vaughan Places First in Open 2K

Adoette Vaughan (Class of 2019) ran a season record of 6:58.34 in the High School Open 2k Steeplechase at the Lovejoy Spring Distance Festival. Her time was the fastest 2019 high school time in the nation, ranking her number one!
Varsity Field Hockey Members Named to NFHCA High School Academic Squad

Six Varsity Field Hockey players were named to the 2018 National Field Hockey Coaches Association (NFHCA) High School National Academic Squad: JoJo Gum (Class of 2019), Mary Gum (Class of 2020), Natalie Jones (Class of 2019), Penelope Piccagli (Class of 2019), Gigi Spicer (Class of 2020), and Margaret Woodberry (Class of 2020). The High School National Academic Squad program recognizes those seniors and juniors who have achieved a minimum cumulative, unweighted grade-point average of 3.50 out of 4.0 (or the equivalent) through the first quarter of the school year.

Photography Students Win for Black and White Images

The annual juried photographic exhibition and competition “Black and White Images” held its 31st reception and awards ceremony at the Fort Worth Country Day School. “Black and White Images” was created to provide high school students with a forum for the exchange of ideas, a place to share their work, and the opportunity to receive recognition for their photographs. Gigi Spicer (Class of 2020) won first place for Nature and Animals, Regan Halverson (Class of 2019) received first place in Photojournalism, and Mia Savoldelli (Class of 2021) placed second in the Experimental category.

Hockaday Hosts DFW Regional Brain Bee Competition

The 5th annual DFW Regional Brain Bee competition was held in the IDEA Labs of the Margaret Doggett Crow Science Building. Hosted by Upper School Science teacher Dr. Katie Croft, the Coordinator of the DFW Regional Brain Bee, the competition tested students’ knowledge of the human brain, including topics such as: emotions, memory, language, sleep, vision, hearing, movement, sensations, stroke, epilepsy, general neuroanatomy, and diseases of the central nervous system. Nineteen students participated from six different public and independent high schools, and Naz Soysal (Class of 2022) placed second.

Junior Nirvana Khan Wins First for Website

Nirvana Khan (Class of 2020) won first place in the individual website category at the North Texas/Dallas History Day Competition at Fair Park. This year’s theme was “Triumph and Tragedy in History.” Nirvana’s website, Ten Days in a Madhouse: How Nellie Bly Uncovered Tragedy and Became the Voice of America’s Neglected, advanced to the state-wide competition in Austin.
**Once Upon A Mattress**

Hockaday’s 2019 musical, *Once Upon a Mattress*, was performed in The Nancy A. Nasher and David J. Haemisegger Family Theater, with the cast consisting of students from both Hockaday and St. Mark’s. The musical comedy is based off the story of “The Princess and the Pea,” and told the fairy tale in song, humor, and dance.

**Students Earn Honors in World Languages**

Four Latin Club students placed in the top ten in their respective levels at the Junior Classical League Area C Regional Competition held at Baylor University. Congratulations to **Lahari Thati** (Class of 2021), **Angelina Wu** (Class of 2021), **Lily Fu** (Class of 2022), and **Kyulee Kim** (Class of 2023).

Junior **Charlene Brzesowsky** competed individually and as the head of the U.S. Team II at the International Chinese Language, Talent, and Knowledge Competition held in China. The American team won second place, and Charlene placed second in the Individual Comprehensive category.
Faculty News

Lower School teacher Karen Roberts received the National Geographic Educator Certification, and through this program she will teach students how to become the changemakers of the future so our community, and our world, is a better place for future generations.

Alumnae News

An essay by Dr. Elizabeth Bennett has been published in a special issue of the Huntington Library Quarterly (Winter 2018). Her article, “Elizabeth Montagu’s Political Sociability,” draws on original research conducted at the Huntington Library, CA as a Fletcher Jones Foundation Fellow.

Dallas Mavericks DJ, Hockaday parent, and Alumna Ivy Awino ’08 loves basketball and her hometown of Nairobi, Kenya. Several years ago she recognized the needs of a Nairobi girls’ basketball team for athletics uniforms. By working with Hockaday students and the Director of The William B. Dean Service Learning Program, Laura Day, more than 80 boxes of former Hockaday athletics uniforms were shipped to Nairobi. The girls were thrilled to receive their athletics shorts, shirts, and jackets!

Nicole Ginsburg Small ’91, Chief Executive Officer of LH Holdings, Inc. and president of Lyda Hill Philanthropies, will receive the Texas Women’s Foundation’s 2019 Maura Women Helping Women and Young Leader Award for Leadership and Service. Nicole continues to support Hockaday and community initiatives focused on advancing education for women and girls. Most recently she spearheaded the IF/THEN Initiative, a platform designed to elevate positive and successful female STEM professionals, with a focus on funding their work and sharing their stories, while also developing and supporting programs for middle school girls to learn about STEM opportunities. She is a member of the Hockaday Board of Trustees, Dallas Assembly, YPO, Charter 100, and International Women’s Forum.

Putting safety and quality first, Alexandra Brousseau Halbardier ’04 was part of a team that launched Alto, a Dallas ridesharing startup. The business model differs from other rideshare companies, and it has been featured in numerous media outlets. Moving forward, Alto plans to expand and will remain committed to the unique value it offers its members.
On March 27, Hockaday Athletics hosted the first annual Color Run. Students of all ages joined faculty, staff, and their families in a one-mile run followed by food trucks and Steel City Pops!
The following is an excerpt from an article written by a Hockaday student. It appeared in The Fourcast, Hockaday's student newspaper. Our student journalists invite you to read the entirety of their articles and others online.

**Luck of the Draw: How the Zip Code Lottery Affects Students from Across America**

*By Kate Woodhouse (Class of 2020) and Emily Wu (Class of 2019)*

It’s a sunny Monday morning, and 8-year-old Abby has just arrived at school with a full stomach and fresh excitement to conquer the day. In another school across town, 8-year-old Anna is stepping onto the grounds, hungry, unprepared, and exhausted from doing nothing but watching TV all weekend. Before Abby left for school, her parents checked her homework and packed her a peanut butter and jelly sandwich for lunch. But before Anna left for school, she had still not completed her homework and did not have breakfast because her parents had already left for work. Now, her only hope is that the lunch provided by the school is good today.

In the classroom, Abby’s teacher uses tablets to instruct the students and projects videos onto the board. The air-conditioned classroom has brand-new desks with chairs and is filled with colorful, informational posters and interactive physics models. Anna has to take notes from an old chalkboard that barely has enough chalk. Her shabby classroom, with flickering lights and leaking ceilings, makes it difficult—nearly impossible—for her to concentrate during the lesson.

Abby and Anna have vastly different educational experiences, but why? The answer: their location. Because they were born into neighborhoods with different socioeconomic statuses, their opportunities in school—and even in life—are affected by five numbers tacked onto the end of their addresses.

The Problem

In the 21st century, life’s competition begins as early as infancy. As soon as a child is born, he or she will be immediately assigned to a predestined path. While some children are lucky enough to be born into a middle class, comfortable family with caring parents and a safe home environment, others face poverty, a lack of parenting, and unimaginable trauma. Otherwise known as the “zip code lottery,” the children who were born into a less affluent neighborhood must overcome the unfavorable odds to succeed, when it was just by a roll of the dice that they were born into that socioeconomic class in the first place. Hockaday’s Director of the Institute of Social Impact, Laura Day, echoes the random nature of the opportunity gap. “The opportunity gap is based on no choice of your own and based on where you’re born, how or what you are born into. Some people are provided access and resources that others aren’t,” Day said.

Education researchers at the University of Kansas, Betty Hart and Todd Risley, have constructed three broad classifications based on socioeconomic status that American families fall into. This in turn helped them discover the far-reaching impact that one’s family environment can impose on children. Their research indicates that as early as the age of four, children that belong to low socioeconomic status will already have a word gap of up to 30 million words from their more well-off peers. This unimaginable 30 million words actually comes from the daily accumulation of words used in a family’s routines. As a consequence, a family’s socioeconomic status is the first determining factor that shapes a child’s future, granting the “winners” of the zip code lottery earlier access to the world’s resources, but dragging those who have already fallen behind even further down.

By this point of a child’s life, the opportunity gap has already unveiled its unfairness. Access to healthier food and early childhood education compound together to build an insurmountable mountain between children of different classes. The opportunity gap enlarges as each child ages, and by the time children enter school, the victims of opportunity gap have found themselves even more disadvantaged in comparison to their peers. This problem extends far beyond just the scope of school. “Some people are born into a neighborhood where there isn’t any grocery store within 3 miles and their family doesn’t have a car, and the public school is failing, and some people are born into a neighborhood where that’s not the case,” Day said.

The turning point comes at third grade, a time that marks a key periodic difference between individuals’ academic performances. By third grade, affluent children are in the lead for up to an entire school year, advancing with the help of high-quality summer activities, enriching experiences, and an abundance of other opportunities. In comparison, students of a lower socioeconomic standing are behind the curve. In the third grade, the teaching style shifts from “learning to read” to “reading to learn,” so these students will miss out on lessons on reading techniques and subject matter. If students are not reading by third grade, it becomes increasingly unlikely they will ever catch up to their peers who can read. According to Day, third grade reading not only indicates the children’s access to educational resources throughout infancy and childhood, but also measures a child’s potential development.
"[Third grade reading] is the biggest indicator researchers found for high school and college readiness," Day said. "If you're caught up in reading on grade level by third grade, there's such a higher percentage that you're going to be college-ready, and you're going to make it through high-school at the age appropriate [time]."

With such dramatic differences already present among children, the damage caused by the opportunity gap is irrefutable. But, as problem solvers and educators examine the root of the disparity, the fundamental cause of the problem appears to be even more complicated to tackle.

As a matter of fact, history has played a large role in the opportunity gap, causing profound and long-term harm to modern society, especially in the Dallas-Fort Worth area. The past ghosts of segregation have sowed the seeds of education disparity. Jonathan Feinstein is the Director of Community Engagement of The Commit Partnership, a non-profit organization that aims to cooperate with Dallas-Fort Worth schools and school districts to address opportunity gaps, and believes that public schools play a large role in maintaining or closing these gaps.

"The opportunity gap goes back as far as public education has ever existed," Feinstein said. "And it continues in today's schools, which are still largely segregated, despite the 1954 Supreme Court decision of Brown v. Board of Education, which declared legally segregated schools to be inherently unequal."

However, under the past shadows of segregation that roam Texas, this phenomenon gradually resembles a newer form of segregation in the Dallas-Fort Worth area. The past ghosts of segregation have sowed the seeds of education disparity. Jonathan Feinstein is the Director of Community Engagement of The Commit Partnership, a non-profit organization that aims to cooperate with Dallas-Fort Worth schools and school districts to address opportunity gaps, and believes that public schools play a large role in maintaining or closing these gaps.

In addition to being faced with poverty, children are also confronted by numerous other obstacles. For some students of immigrant descent, language barriers can add to the challenges. "[More than half of] our Hispanic students, [who are] above 70 percent of our student body, or about 50,000 students, don’t speak English at home," Flores said. "We have a combination of poverty and challenges to confront every day in our classrooms for those students who don’t speak English at home, but we don’t apologize for our demographics." With such difficulties hindering the ability to eliminate the opportunity gap, challenges such as language barriers or family environments both demand time and effort to tackle. To prevail in this tug of war, schools and organizations must take action. Fortunately, they are on the right path.

The Solution
As more and more research has been published about the disparity of opportunities between kids of varying socioeconomic classes, organizations, school districts, and private schools have decided to change the narrative. DISD has implemented many new policies in order to ameliorate the disparity.

In 2006, DISD went district-wide with two-way dual language learning, where English language learners and fluent English speakers learn to read and write in both English and Spanish. By the end of the dual language program, students will be fluent in both languages. It also allows African American students to learn a new language fluently. According to Flores, since the program’s implementation, there has been a significant increase in student achievement in comparison to the rest of the state because of the program’s rigorous nature. "[The dual language program] is a slightly more difficult path for [students; however] the kids do better without any doubt," Flores said. This aligns with national data on biliterate students.

DISD has also improved teacher evaluation systems to better serve the students. Currently, the State of Texas evaluates teachers on their attendance, adherence to the dress code, and completion of lesson plans, among other things. Since 2012, DISD has developed and implemented the Teacher Excellence Initiative (TEI) to better assess educators. "The methodology used by the State of Texas to evaluate teachers does not measure anything related to student outcomes," Flores said.

Read the full article: https://hockadayfourcast.org/luck-of-the-draw-how-the-zip-code-lottery-affects-students-across-america/
Young Women’s Leadership Conference

After an open call for essay submissions, 21 Hockaday juniors and seniors had the unique opportunity to attend the Young Women’s Leadership Conference at the Margot and Bill Winspear Opera House. The students attended breakout sessions, and unbeknownst to the students, early during one of the sessions, three Hockaday girls were chosen to participate in a book discussion with Former First Lady Michelle Obama! Later that evening the girls attended “A Conversation with Former First Lady Michelle Obama” at the American Airlines Center. The following perspectives were shared by two seniors who express the impact that this experience had on them.

Meeting Michelle Obama was truly a surreal experience! She is someone I’ve always looked up to, and I think she is a great role model for young people. Getting to read about her life and then talk to her about it was really interesting—I think oftentimes we focus on people’s accomplishments while they are successful and don’t really look at the years of hard work that got them where they are. It was especially amazing because I wrote my APUSH Junior Research Paper about American First Ladies, so it was really cool getting to meet someone who embodied my argument about the underlying political power of these women. It was truly a remarkable experience, and something that will inspire me and stay with me forever.

Anika Bandarpalle, Class of 2019
Meeting Former First Lady Michelle Obama was an experience I will carry with me for the rest of my life, for more reasons than that she is a former First Lady. During our two-hour conversation, she spoke to us about what it means to be a woman in today’s world, specifically a woman of color. From being an applicant in the college process to being a woman in the workplace, Mrs. Obama explained the importance of speaking up for ourselves, remembering our roots, and learning from our failures. Since our conversation, I’ve reflected on how I interact daily with failure and success, and as Mrs. Obama suggested, I’ve started to “swerve” from the path in front of me. Recognizing the value in deviating from the path, I have begun to use my failures as a means of exploration. I’m eternally grateful to Hockaday for this experience, and I will always remember how I sat across from Michelle Obama for two hours, thinking I was one of the luckiest people in the world.

Ashna Ahuja, Class of 2019
ZOOM

Seniors Jenna Hoffman, Jessica Katzman, Parker Hawk, Ashna Ahuja, Clarissa Fuentes, Sophia Kim, and Amanda Peppard at the Founder’s Day Reception
"When the girls are challenging themselves in my class and responding to those challenges, that is enough to tell me that I had chosen a good place to teach and have a career."

STEVE KRAMER

Distinguished Teacher, History
History Department Chair
Retiring After 39 Years

Steve Kramer
For nearly four decades, Steve Kramer has taught history to hundreds of Hockaday students and served the School in a myriad of ways. In addition to serving as the History Department Chair and being one of four faculty members to be honored as a Distinguished Teacher, he was an Assistant Coach for the Volleyball, Basketball, and Track teams; served as the first ex-officio faculty liaison to the Board of Trustees; chaired the Faculty Salary Committee; served on the Head of School Search Committee which brought Dr. Coleman to Hockaday; was chosen to be the Commencement speaker for the Classes of 1995 and 2002, and was named an Honorary Alum in 2003.

He has dedicated his career to teaching and advising students, and he has learned from them as well. He says, “Education is a reciprocal process. If you are empathetic to the students’ needs, they will work hard for you and meet your expectations. I enjoy their joy, and I am sympathetic when there is not joy for them.”

When reflecting on what he has enjoyed most, Mr. Kramer notes, “Working with the students has always brought me the most joy. The Hockaday girl is hard to explain to outsiders because she has a drive to excel. Listening to student comments and observations in class discussions, reading their papers and seeing them form their own conclusions, and helping them with their JRP’s, especially on topics about which they are passionate are moments that few people get to have in their careers. To challenge Hockaday girls is another highlight and ‘putting them on the spot’ is something many say that they remember. Another area of joy is watching the girls in their extracurricular activities. I like sports so watching them, especially in volleyball, has always been important to me. Having colleagues with whom to discuss scholarly ideas also was a happy part of Hockaday.”

Students have thoroughly enjoyed Mr. Kramer’s classes, which he has worked tirelessly to make interesting, informative, and worthwhile. He says, “When the girls are challenging themselves in my class and responding to those challenges, that is enough to tell me that I had chosen a good place to teach and have a career. There are lessons to be learned from history, but it does not repeat itself. History is not static as historians are constantly reevaluating their ideas based on a variety of factors. Hockaday is not only a wonderful place to teach, but it is a great place to learn perseverance, resilience, and confidence.”
“Idanelle McMurry brought Steve Kramer to Hockaday from Harpeth Hall—the first of five Hockaday heads whose tenures his career spanned and enriched. A rangy, basketball-loving, seeming iconoclast, he is in fact deeply traditional in his academic rigor and expectations of excellence. He is a historian’s historian with a mania for original sources and an insistence on data-based interpretation. Rarely the romantic, his world travels with wife, Linda, might be sidetracked by excursions such as the honeymoon trip to the British War Museum in London or, on another occasion, to a shale mine in Wales. Perhaps most unexpected of the roles at which he excels began when, in mid-life, he became proud and loving father to teenage daughters and devoted partner to their mother, Linda. The roles of husband and father became as central to his identity as scholar and teacher.”

JEANNE WHITMAN
Eugene McDermott Headmistress, 2004–2011

“The two years I spent in Mr. Kramer’s class were transformative. His passion for history knows no bounds and his enthusiasm was infectious, making each of us excited to attend 8am class every other morning. My senior AP Euro class began keeping a notebook full of funny memories and “Kramer-isms” from our class, dubbing it “Kramer’s Book of Limericks.” A group of us had also converted a corner of his classroom into a hangout space during free periods, which he allowed as long as we did not sit in his beloved black leather recliner. As a thank you for teaching us the intricacies of the French Revolution and World War II, while he was far away grading national AP US exams, each of the seniors in our AP Euro class sat briefly on his beloved recliner and we quickly snapped a photo. When we presented him with the final “Book of Limericks,” he noticed the last 20 pages included a photo of each of us in that chair, and he simply chuckled. Every time I return to his classroom for a visit, he always reminds me of our small act of deception and tells me that he still has our book tucked away at home.”

TRISHLA JAIN ’11

Steve Kramer engages students in a lively classroom discussion.

“Idanelle McMurry brought Steve Kramer to Hockaday from Harpeth Hall—the first of five Hockaday heads whose tenures his career spanned and enriched. A rangy, basketball-loving, seeming iconoclast, he is in fact deeply traditional in his academic rigor and expectations of excellence. He is a historian’s historian with a mania for original sources and an insistence on data-based interpretation. Rarely the romantic, his world travels with wife, Linda, might be sidetracked by excursions such as the honeymoon trip to the British War Museum in London or, on another occasion, to a shale mine in Wales. Perhaps most unexpected of the roles at which he excels began when, in mid-life, he became proud and loving father to teenage daughters and devoted partner to their mother, Linda. The roles of husband and father became as central to his identity as scholar and teacher.”

JEANNE WHITMAN
Eugene McDermott Headmistress, 2004–2011
“Mr. Kramer instilled in me a love for history that shaped my education through college and law school. His classes, always unique and engaging, incorporated literary classics, films, and studio art projects to bring the curriculum to life. Few are lucky enough to have a high school teacher who makes them read Émile Zola AND watch Monty Python—as he would say, “Girls, you can’t make this stuff up!” He stood firm in his commitment to funky ties and his classroom’s famed wooden chairs, and he always took the time to put his feet up and talk with me about whatever was on my mind. For all of those things and more I am forever grateful.”

JORDAN NAFTALIS ’10

“I’m a professional historian today because of Steve Kramer. He made history seem fun—like something he looked forward to doing every day. He was the first scholar to introduce me to microhistory when we read The Return of Martin Guerre and he made the French and English wars come to life when we watched Jane Austen’s Persuasion. Sixteen years later, I remember his classroom so clearly because I remember Mr. Kramer so clearly: lecturing enthusiastically, gesturing with his arms, and above all, making the study of history seem important and fun.”

KATHRYN MCGARR ’03

For Senior Halloween Jill Bramblett ’86 came dressed as Mr. Kramer.
“Churchill’s ‘those who do not learn history are condemned to repeat it’ is a heroic statement. Steve Kramer’s teaching has consistently taken this to an immediate and practical level. He has always asked every student to discern how history informs current politics and citizenship and to be able to read texts critically. From his fierce competitiveness on the volleyball and basketball courts to his dashing appearance as the prince in the ‘ballet’ Duck Pond, from his memorable tours of the battlefield at Gettysburg to his masterful teaching, Mr. Kramer has always brought his “A-game.” Zeal and intensity characterize the many contributions he has made and continues to make to Hockaday as Distinguished Teacher and Chair of the History Department. Steve Kramer has earned his enduring reputation as a charismatic leader guiding his students down the path and pageant of history. His abilities as a raconteur of historical anecdote are without parallel, and he brings his encyclopedic knowledge of every epoch to every class period. Mr. Kramer may wear his politics openly, yet he never imposes them. Steve Kramer is the model of an effective, committed, and memorable teacher. Long live the JRP and the DBQ. Heartiest congratulations to Steve on his thirty-nine years of exemplary service.”

ED LONG
Nancy Penn Penson ’41 & John G. Penson Distinguished Teacher in Fine Arts, Fine Arts Department – Lead Chair, and Dean of Upper School (Retired)

“One word comes to mind when I think about Steve Kramer, and that word is passion. Passion for his subject. Passion for teaching. Passion for all things Hockaday. Steve always challenges his students in their thinking and their performance to do their best, and he is respected for that because the girls know he will work tirelessly for them to make it happen. He expects his students to put in as much work and effort as he does. He holds the same standard for his fellow teachers as well. As a department chair, I have always appreciated his frankness, openness, and understanding of how valuable our time is. His impact on this school has “literally” (to use his term) been immense. He will be greatly missed.”

DARIN JEANS
Middle School History Teacher

Steve Kramer performs in Duck Pond, a parody of Swan Lake, with Ed Long and students in the Faculty Talent Show.

Steve Kramer participates in a faculty basketball game.
“Occasionally donning Hockaday plaid trousers or tie, over the decades Steve Kramer grew into a Hockaday legend - an institution within an institution - part of the very fabric of the School. Plaid pants aside, the legend was built in the classroom and on the playing fields of Hockaday, as Mr. Kramer threw himself wholeheartedly into challenging his students to do their best. In addition to being an outstanding teacher, he is also a published historian. His commitment and contribution to the AP History curriculum at Hockaday are legendary as well. No student in the nation could have been better prepared by a more tireless and devoted coach for the AP US History exam than a Hockadaisy. He spent countless hours creating new and highly engaging courses, and he dedicated his time and energy writing college recommendations for every junior he taught. Evidence of his legendary status is easy to point to: the beeline each year at college fall break as recent Hockaday grads hurriedly flocked to his classroom to share their college successes and to enjoy the company of their friend and mentor. What might have been awe and maybe even a little fear when they were juniors gave way to gratitude and affection for someone they recognized had prepared them so well and who had cared so much. Hundreds of Hockaday alumnae proudly and gratefully count themselves as part of the Kramer Era and no doubt feel a little sorry for those who weren’t—and they will never forget him. I felt proud and privileged to teach alongside such an accomplished teacher and historian as Steve Kramer and to count him as a friend as well as colleague.”

MARY CAMPFIELD
Former History Department Chair

“A lifelong fan of basketball, Steve shown with former Dallas Maverick Jason Terry and his wife Head of Middle School Linda Kramer with the NBA Championship trophy.

“Steve is one of my greatest mentors. He has taught me the art of questioning in the classroom and has quite simply, made me a better teacher. The unwavering support that Steve as offered me as a mentor and a colleague is unparalleled and his honesty and insight that I have come to rely upon will be sorely missed. The research skills, knowledge, and passion that he has imparted on all of his students will stay with them for a lifetime. Steve has changed the lives of every student he has taught. The impact that Steve has had, reaches far beyond the walls of Hockaday. Steve has encouraged his students to be critical thinkers and has created young historians who will undoubtedly impact the world for generations to come. I wish that I was fortunate enough to have been a student of Steve’s, but I feel grateful to have had him as a colleague.”

TRACY WALDER
Upper School History Teacher
ELA HOCKADAY’S LEGACY

I believe to move forward we must remind ourselves of our rich history, AND the vision of Ela Hockaday in 1913 to name Athletics as a Cornerstone of a Hockaday Education. Ela Hockaday believed that a cultivated, well-disciplined mind, together with high cultural, moral, and spiritual values constituted the most valuable attributes of education. She also believed in the importance of athletic competition and being a modest winner and courageous loser. Athletics teaches a person about strengths and weaknesses. With that in mind Miss Hockaday founded the School, naming Athletics a Cornerstone.

Ela Hockaday was certainly ahead of the national organizations that govern high school interscholastic athletics and wellness, such as National Interscholastic Athletic Administrators Association (NIAAA), Southwest Preparatory Conference (SPC), and Society of Health and Physical Educators (SHAPE). From Hearts and Minds, The Hockaday Experience, Miss Hockaday expanded on the Athletics Cornerstone, naming a fourfold purpose: Expanding the competitive arena to Athletics, to provide opportunities to experience winning and losing and the skills to handle those with grace. Additionally, she understood the positive effect that nature and having unstructured play time could have on our students. And finally, she understood that Athletics was the perfect vehicle to teach leadership skills, or in her words, democratic skills. Today we have the responsibility to teach our young women about the legacy that has been provided them in the way of their Hockaday education, and their responsibility to leave a legacy in their own unique way. Legacy provides a framework for teaching young women in sport about their capacity to contribute no matter their assigned role, and how to work for the role they desire for the greater good of the team.
"Education-based athletics is often the fabric that endears a student, a family, and a community to a school."

National Interscholastic Athletic Administrators Association, NIAAA
All-School Spirit Nights have brought Lower and Middle School enthusiasm to varsity games.

Felicity Diamond (Class of 2019) and Meredith Jones (Class of 2019) at the Crew Senior Night celebration

Varsity Lacrosse athletes celebrated their Senior Night with a cookout next to the playing field.

The Athletic Board works with the Athletics staff to host spirit rallies like “Chomp the Comp” that bring the entire student body together to support student athletes.

Varsity Soccer at the Winter SPC Spirit Rally “Cook the Comp”

Coach Melanie Foster and Margaret Woodberry (Class of 2020) at the Winter SPC Spirit Rally
The All Blacks (named the All Blacks for their uniforms) is a professional New Zealand rugby team purported to be the most well-run and successful professional sports team in the world. I shared a book with the staff and students at the beginning of the year titled *Legacy – What the All Blacks Can Teach Us About Business and Life*. One of the sections in the book cites a Wharton School Leadership Conference and explores the concept of active followers. This is in line with our mission in leadership education. Leaders don’t create followers, they create other leaders, a powerful mission in sport – and certainly our mission here at Hockaday and in the Athletics program.

Athletics programs are in a unique position to touch a diverse number of constituents daily. Athletics programs have the responsibility to build community and solidify pride through events and programs that:

- **CONNECT STUDENT DIVISIONS**
- **CONNECT PARENTS**
- **CONNECT FACULTY AND STAFF**
- **CONNECT THE WIDER COMMUNITY**

The community-wide, one-mile Color Run was a huge success bringing together students, families, faculty, staff, and alumnae.

**THE CASE FOR ATHLETICS AND WELLNESS**

If we just examine athletics and leadership, it is noteworthy that 95% of male Fortune 500 CEO’s participated in high school sports, as reported by USA Today. Additionally, the Women’s Sports Foundation finds 80% of female executives at Fortune 500 companies identified themselves as sports participants.

We know that Athletics is a powerful teacher of leadership, drive, problem solving, failure, and so much more. Athletics programs create an environment where the skills of leading are tested daily. The possibility exists for the practice of setting goals, implementing time management, collaboration, accountability for one’s own fitness, and contribution to the mission of the team. In a pivot to Wellness, which is Health and Physical Education, I will borrow from an article in *Independent School Magazine* titled “The Role of Sports in the Lives of Girls,” and summarize that a healthy student is a happy student and a happy student is a successful student. Our mission is to teach and inspire students to lifelong fitness, learning how to manage stress and the challenges of the world around them. It is to guide them in unlocking their own unique leadership potential and style.
Creating an Extraordinary Student Athletics, Recreation, and Wellness Experience

Our mission through all means is to provide an extraordinary experience that is student-focused. The last line in all our decision making should be this: What is in the best interest of the student, the student athlete? Athletics and Wellness programs are part sport, business, and education. From hiring and training staff, to adhering to our detailed Athletics philosophy, to supporting our multi-sport athletes and training them, not only for sports performance, injury prevention, and rehab, but for lifelong fitness.

SPC Southwest Preparatory Conference

Hockaday is a member of the Southwest Preparatory Conference. It has 16 members, of which 13 are co-ed. Hockaday, St. Mark’s, and Cistercian are the only three single-sex institutions, and it is notable that Hockaday is the only all-girls institution. We compete at the end of each fall, winter, and spring season for the SPC title in most of our sports.
ATHLETICS INITIATIVES AND THE FUTURE

There is a list of new initiatives in Athletics: new field turf management, college bound student-athlete guide and counseling, Hockaday Athlete of the Week, a Middle School Athletics Board, captain’s criteria and leadership training, and a community one-mile Color Fun Run/Walk to name just a few.

To present the best example of the result of multiple initiatives in Athletics, I talked to the toughest and most important audience – the student newspaper, The Fourcast. When I was interviewed I knew this article could go either way! In the article “The Race for Change,” a student says, “The time of the forgotten Cornerstone Athletics has finally come to an end.” The article explains the reason for this statement in the changes toward program equity and unity, leadership training, captain criteria, communication, and celebration. The students feel something, and I hope it is only the beginning. Athletics can be transformative on many levels, and in keeping with Ela Hockaday’s vision, we have the responsibility to evolve and remain steadfast in our commitment to Athletics and Wellness.

Not only do I believe in the Transformative Power of Athletics, but also in the Transformative Power of Place. I invite you to join me in transforming Hockaday Athletics.


Varsity Crew Senior Night

Varsity Swimming

Coaches Johnson and Thumlert fist-bump Charlotte Benedict (Class of 2019) on Field Hockey Senior Night.
HOCKADAY MAGAZINE

ATHLETICS SIGNING DAY 2019

HOCKADAY MAGAZINE
THE HOCKADAY DIFFERENCE:
Educating Girls for Extraordinary Lives

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.

VISION

Hockaday will engage every girl in a shared journey of discovery, integrity, scholarship, and accomplishment.

“With the refined strategic plan, Hockaday continues to be the best place for our girls to learn, to achieve their potential, and to find their voice and purpose. Miss Hockaday imagined such a place, and we work to carry her vision forward. The community came together to share aspirational ideas about the ever-changing landscape of education today. We listened carefully in creating the strategic plan so we might ensure that Hockaday remains a school that has both relevance and a sense of tradition.

BARBARA GLAZER ROSENBLATT ’75
Chair, Board of Trustees
Updating the goals with a small group of colleagues was a wonderful and fruitful practice. It was refreshing to know that the work was distributed evenly across the entire Hockaday campus and that all of our input is highly valued.

ERIC INBODEN  
Lower School Spanish Teacher

GOAL 1  
Hockaday will be the recognized leader in education and a model for how to educate girls – developing creative and divergent thinkers who are prepared to lead lives of purpose and impact in a rapidly changing, complex, and connected world.

GOAL 2  
Hockaday commits to an extraordinary student experience – one that is empowering, joyful, and nurtures the well-being and success of every student both inside and outside the classroom.

GOAL 3  
Hockaday will sustain a culture of genuine inclusion and belonging by embracing diversity, fostering empathy, and establishing a solid foundation of mutual respect and support.

GOAL 4  
Hockaday will ensure its long-term financial sustainability, enhance affordability and access, and grow and diversify its sources of support.
Hockaday will be the recognized leader in education and a model for how to educate girls – developing creative and divergent thinkers who are prepared to lead lives of purpose and impact in a rapidly changing, complex, and connected world.

**STRATEGIES:**

- Articulate the philosophy of a Hockaday education, including the skills we will deliver to help girls become lifelong learners and confident contributors to their families, communities, and workplaces.
- Define excellence to encourage individual and collaborative exploration, courage, creativity, perseverance, risk-taking, failing forward, and the pursuit of purpose through academics, arts, and athletics.
- Promote a teaching environment that supports faculty excellence and cultivates innovative pedagogies, interdisciplinary learning, effective use of new technologies, integration between curricular and co-curricular learning, collaboration, and professional development.
- Expand project-based and experiential learning opportunities through exploring partnerships with non-profit entities, businesses, higher education, and community organizations.
- Educate and equip Hockaday students with practical tools and knowledge so that they may successfully navigate a complex and connected digital landscape.
- Re-examine assessment practices to fully support intellectual risk-taking, collaboration, innovation, and creative exploration.

I felt that the process of reframing Hockaday 2020 into The Hockaday Difference was rewarding. It allowed us to acknowledge work we had accomplished toward meeting the goals of Hockaday 2020 and provided a revitalized, actionable platform to move us forward, a bold statement of who we are and who we want to be.

**BARB FISHEL, PhD**
**Dean of Studies**

It is exciting that Hockaday provides an environment where teaching and learning take place at the highest level of excellence every day. With the refreshed strategic plan, I am encouraged by our commitment to the goals which will serve the needs of our students so that they will be inspired and unafraid to share their ideas and take every advantage of the multitude of opportunities that define the remarkable Hockaday experience.

**KATHRYN FRANCIS ’94**
**Board of Trustees Chair-Elect and Current Parent**

Hockaday commits to an extraordinary student experience – one that is empowering, joyful, and nurtures the well-being and success of every student both inside and outside the classroom.

**STRATEGIES:**

- Teach and model the Four Cornerstones (Character, Courtesy, Scholarship, and Athletics), recognizing and more strongly connecting the learning and growth that occurs across all facets of the student experience.
- Encourage and allow sufficient time for girls to discover and engage their talents and purpose, integrating a rich array of curricular and co-curricular opportunities.
- Develop programs to support and enhance each student’s physical, mental, social and emotional well-being, and intentionally address factors (both within the School and in society) that threaten this well-being.
- Embrace and support a wide range of student learning profiles.
- Strengthen the sense of community, collaboration, pride, and connection to all members of the Hockaday family: day students, residence students, faculty, staff, alumnae, parents, grandparents, and parents of alumnae.

I felt that the process of reframing Hockaday 2020 into The Hockaday Difference was rewarding. It allowed us to acknowledge work we had accomplished toward meeting the goals of Hockaday 2020 and provided a revitalized, actionable platform to move us forward, a bold statement of who we are and who we want to be.

**BARB FISHEL, PhD**
**Dean of Studies**
Hockaday will sustain a culture of genuine inclusion and belonging by embracing diversity, fostering empathy, and establishing a solid foundation of mutual respect and support.

STRATEGIES:
- Foster a climate where mutual respect catalyzes learning, creativity, and collaboration, building life-long bonds.
- Recruit, develop, and support excellent faculty and staff while enhancing faculty diversity of perspectives, background, and teaching styles as defined by the Tenets of Faculty Excellence.
- Retain excellent faculty and staff by attending to their mental and physical well-being.
- Attract, enroll, and support best-matched students who enhance and embrace diverse perspectives, talents, backgrounds, and learning profiles.
- Incorporate diverse perspectives and cross-cultural skills into Hockaday’s curriculum and culture to equip all students for living in a complex and increasingly diverse world.
- Extend opportunities for innovative, multicultural learning through travel and exchange programs, community engagement and service learning, online instruction, and other opportunities to enrich students’ experiences and perspectives.

I thought the process allowed faculty and staff agency while recognizing the importance of continuous planning throughout the years to come. This will benefit the entire school community to ambitiously embark into unknown frontiers and think differently as we shape the student experience in preparation for the new ever-changing world. We are The Hockaday Difference: Educating Girls for Extraordinary Lives.

TRESA WILSON
Director of Inclusion and Community

Hockaday will ensure its long-term financial sustainability, enhance affordability and access, and grow and diversify its sources of support.

STRATEGIES:
- Assess the competitive landscape and market pressures to more effectively define and communicate the “value proposition” of a Hockaday education.
- Maximize the use of Hockaday’s resources to sustain academic and co-curricular excellence, enhance affordability and access, and achieve School goals and facility needs.
- Challenge our operational model and adapt decision-making to innovate without adding.
- Evaluate opportunities to grow and diversify revenue streams to support Hockaday’s mission.
- Build support among all our constituencies by cultivating connections and engagement, with a goal of increasing participation in our fundraising efforts.
- Sustain and grow loyalty by telling Hockaday’s story through the generational voices of its alumnae, faculty, students, and families.

I am new to design thinking. This experience has inspired me to adopt the process in my methods of lesson planning, and by participating on this Work Group, I am able to see how we can stretch innovation within the classroom and our community so that girls can encounter the wonders and possibilities of an excellent education.

JENNIFER STIMPSON
Middle School Science Teacher
The Film Scene: 
A Montage of Voices and Visions

By Glenys Quick

Eight framed life-size movie posters line a wall above a row of iMacs in Hockaday’s film lab on the second floor of the Liza Lee Academic Research Center. The posters, a diverse assortment, ranging from Disney’s *Tangled* to Terrence Malick’s *The Tree of Life*, represent the favorite films of the seven students in the advanced film class of 2013, the inaugural year of Hockaday’s film program.

The posters recognize those founding students whose determination to pursue film was in many ways the impetus for establishing our program. With film unavailable at Hockaday, the students – two seniors, one junior, and four sophomores – had either traveled by Hockabus to St. Mark’s to participate in classes or had studied at summer film courses.

Upon graduating from Hockaday, most of those students went on to film schools. At the close of this year, 15 film students will have gone on to pursue film beyond Hockaday.

The eighth poster in the film lab I chose is for David Lowery’s *Ain’t Them Bodies Saints*. Lowery (*Pete’s Dragon, A Ghost Story, The Old Man & the Gun*) visited the beginning and advanced film students that first year. He was the first of over 20 visiting filmmakers – from screenwriters to directors, from composers to animators and make-up artists – who have shared their stories and expertise with the students.

Lowery and others of the filmmakers did not formally study film. I found that reassuring. With an undergraduate degree in English and one in broadcast journalism, as well as an MFA in Photography, at Hockaday I taught darkroom photography, digital imaging, and English before teaching filmmaking. My own photographic work was staged and narrative in style; it just wasn’t moving.

Telling stories through the moving image, however, was a natural next step, and I took wide-ranging workshops in preparation for teaching students how to make short films. My goal is for the students to explore ideas and issues that matter to them, and to experiment with film language in communicating their stories in a safe environment. Our film department is a community of diverse voices and visions.

Students tell stories about oppressive bosses, female metal rockers, foster kittens, filial piety, hurdle coaching, crises of identity, the Second Amendment, and flying solo.
While each student in the beginning filmmaking class works through a series of assignments in preparation for writing a screenplay and filming a short narrative film, the students in the advanced classes create heterogeneous projects according to individualized schedules.

Freeze-frame a moment this past February in one of the advanced film classes:

A student worries over her inability to contact the professional actress she has cast, the shoot slated for the coming weekend.

A student leans into her laptop as she secures permissions for her film recently announced a finalist in the annual contest sponsored by North Texas Alliance to Reduce Unintended Pregnancy in Teens.

Across the table a student emails her point-person at SXSW, where for the second year one of her short films has been accepted.

To her left, a student, who in October was nominated for the “Female Rising Star Award” at the All American High School Film Festival in New York City, toggles between her almost-finished narrative short and a documentary about the March of Dimes.

Further down the table, a student taking a break from a science-themed stop-motion project researches for her documentary on immigrants and food.

Upstairs in a repurposed science lab – now taken up by a three-walled, wood-paneled studio – a student has just torn down her set in readiness for a classmate who will transform the space yet again with fresh paint and props. The two students wrangle camera, tripod, light stands, and LED lights as they design lighting.

A film by each student screens in our annual Hockaday Film Festival at Studio Movie Grill. Short projects by middle schoolers will likely screen also, for visual storytelling extends into the Middle School.

Hockaday’s film festival may be the only time some students show their films on the big screen. These students, however, will have acquired important skills and experienced the exhilaration of creating a world out of nothing.

The students who plan careers in film are moving forward at an exciting time. The landscape of the industry is changing, history is being righted to recognize the accomplishments and innovations of pioneering women filmmakers, and initiatives aim for gender parity. The Hockaday filmmakers have the tenacity and talent to make an impact.
Fifth grade English students Maddy Oyakawa and Winnie Young won the Barbara Bush Foundation’s Student Essay Contest for students in second through fifth grades. Students were asked to write essays about a book that helped open the world to them, and two Hockaday girls received top honors. Please enjoy their essays that follow.

I Am Winnie
by Winnie Young
Class of 2026

“When the whole world is silent, even one voice can make a difference.”

Malala Yousafzai, I Am Malala

The first impression people have of me is shy. I am not tall, my voice isn’t booming, and I don’t like to be the center of attention, but my mother has always said I have a high “moral compass” and inner strength, which I didn’t really understand until I read I Am Malala. Malala Yousafzai was a girl who fought for what she believed in, stood up for herself, and others. In the process, she almost died. She got the whole world to take notice. Malala’s story has inspired me to be more than what people expect of me.

To be more than what people expect of you is a much greater accomplishment than people think. Malala was born in Pakistan and grew up during the time when the Taliban was in her country. She was a good student whose father was the head of her school. She was asked by the BBC to write an anonymous blog about her life during the hard times when the Taliban was occupying her country. The blog became popular. Malala became known around the world when she started doing interviews and was nominated for a children’s peace prize. Not long after, she and her friends were gunned down by a Taliban assassin while coming home from school.
Being shot is unimaginable. The only thing that comes close for me is falling off a limb of a tree. Most people after falling wouldn’t go back up, but Malala shook it off, then started climbing up again, harder and stronger than ever. She was sent to a hospital in London, and not long after she recovered from the surgery she became an unmistakable education activist. She started a fund, wrote her bestseller, I Am Malala, and won a Nobel Peace Prize.

The Oxford Dictionary says that the definition of moral compass is “used in reference to a person’s ability to judge what is right and wrong and act accordingly.” Reading the definition of moral compass made me think about my own moral compass. Since I can remember, I have always had this gut feeling when things don’t feel fair. I can put myself in other people’s shoes and be empathetic. All my life my moral compass has guided me unknowingly, until I read I Am Malala. Even though I may be small and my voice isn’t loud, I still stick up for myself and friends, stand a little taller, and speak a little louder. My small acts inspired by Malala may seem unimportant to many, but they make me feel proud.

People don’t always see someone’s full potential at first. Even Malala was a quiet blogger in the beginning. We all may start small or quiet in some way, but we all have it inside of us to be the bigger person, both in size and in “moral compass.”

I have been inspired to set new goals and reminded that I can do anything possible. It has been so inspiring to learn about the tough life of living in the projects and the challenges Sonia Sotomayor had to overcome in order to make it to where she is today.

As I read, I imagined how hard it must have been to feel as if you never fit in or you didn’t belong. Being Puerto Rican at her college, Princeton, people didn’t really appreciate her. Sometimes Sonia felt as if others didn’t even think she should be there at all, so she had to work extra hard to prove herself. The journey she made to get to the top took a lot of effort and perseverance. I don’t just wonder, but I know that I have the potential to make it there too.

I was reading a book about Sonia Sotomayor, but it felt like I was reading about my own mom. I was interested as my mom explained to me the many similarities in traditions and culture that she and Sonia shared. Not knowing much about my mom’s Puerto Rican culture, I couldn’t believe how much I really didn’t know. As I read more and more I was drawn to the fact that I have been picking up some of those same Puerto Rican traits that my mom has too. It didn’t only teach me about my mom, but also opened up the side of me that is truly Puerto Rican. I think that this connection is such an amazing thing, and something that I will always keep in mind.

Being a Supreme Court Justice might not be my goal or aspiration in life, but I definitely strive to do just as great as she has done. I want to follow that path, not of perfection, but of trying and pushing to be the best you can possibly be and bringing out everything inside of you to surpass your limits and reach for the stars.
STEAM

Upper School Engineering Projects
When you think of rowing, what comes to mind? Is it the unis that all rowers brazenly sport, the countless inexplicably blistered hands, or maybe it’s a kayak, because let’s be honest, most non-rowers believe that is our mode of transport.

Truth be told, all rowers know that hard work, endurance, and the pursuit of synchronized perfection on and off the water shapes a rower, but our equipment is an integral part of how we practice and compete.

On the water, our boats, from doubles to quads to eights, are highly visible, but an unsung hero in the rowing world, the low boy, is just as important in the storage and safety of a team’s boats during regattas.

Low boys are used as temporary boat stands to protect and support your rowing shell. These small but useful pieces of equipment give coaches and rowers peace of mind that their expensive cargo won’t be damaged during the storage or rigging of a boat.

Having rowed for five years with first the Hockaday Crew Team and then Founders Rowing Club, I have witnessed firsthand their importance.

So, when I discovered through Hockaday’s Engineering class that the Hockaday Crew team, due to its steady growth of rowers and equipment, needed more low boys to add to their number, I recognized the importance and jumped on the opportunity.

Along with two other Engineering class seniors, Isabel Peppard and Justice Coutee, I took on the task of rebuilding some of Hockaday’s crew equipment.

Before our project, the crew team used wooden low boys, which actually posed many drawbacks for the team. Not only was there a lack of long-term durability due to the wooden material, the heavy weight of each low boy was not ideal for the current strapping mechanism used.

For these reasons, plus the immense need for more low boys, the Hockaday Crew team asked for our help. The purpose of our project was to create not only more low boys, but also more innovative low boys. We aimed to solve current issues and combat the existing negative qualities.

After receiving the Hockaday Crew team’s request for improved low boys, we first visited their practice facility at Bachman Lake to inspect and oversee their existing equipment. At Bachman, we examined and measured all of Hockaday’s rowing shells. These measurements would be used in determining the length of each low boy and their overall size. We then inspected the current low boys, taking pictures for later reference, and also measuring them.

After collecting the much-needed data, we began to design our project. Starting with basic and minimal sketches, we brainstormed possible prototypes and discussed materials and design.

Finally, we decided to opt for more durable and weatherproof material and settled on PVC pipe. Not only is it resistant to weather and time, it is also lighter than wood and very stable.

We went through many steps and faced numerous challenges, but finally produced 14 low boys and delivered them to the team, helping the Hockaday Crew Team with space, quality, availability, and money.
Building Animatronic Props for the Hockaday Musical

By Eloise Sinwell (Class of 2019)

Every year, the Engineering class takes on projects from various organizations around campus, such as community service boards or athletics teams. This year was the first time the Engineering students teamed up with Hockaday’s tech crew to create something new: animatronic set pieces. As a member of the Engineering class and the head of this year’s tech crew, this project couldn’t have worked out more perfectly.

With every show, tech crew wants to push the set further than ever before. This year, we had already decided upon adding a huge moving part, something that we’d never done: a rotating tower. Animatronic props would tie in perfectly with our experimental design. So, for the first semester, the tech crew’s design team drafted beautiful sketches of project concepts, and the talented students in the class turned them into reality.

Because *Once Upon a Mattress* is an over-the-top, ridiculous fairy tale, our design team wanted props that could add whimsy and magic while also echoing a deeper theme of the play. After scouring the set to find places where we could accomplish this, we settled upon the royal thrones. Throughout the play, the king and queen are locked in a strange power dynamic that completely reverses in the very last scene, and we wanted to embellish this. And what better place to exaggerate this than the literal seats of their power?

The design team settled on three projects. The first two were on the arms of the thrones: the queen’s would have snake heads at the end of the armrests that had moving mouths and glowing eyes, and the king’s would have lion paws that drummed each digit. The third was a pair of celestial faces: a sun and moon to reflect the banners we’d designed for the royal family’s crest. They would open and close their eyes, and look slowly across the audience, and would sit at the top of each throne. We wanted the sun’s eyes to stay closed until the very end, when the king regained his power of speech, and then awaken as the moon’s eyes closed. The engineering students divided up into three teams to accomplish these goals.

For four months, we worked to complete each project. We experimented with Arduino microcontrollers and learned to code. We made pulley systems and rotating parts with servos and motors to make each piece move exactly as we wanted. Every class, we’d come up with better ways to accomplish our task, creating prototypes and then moving to install the final ones in the throne. As the projects went on, tech-savvy members from tech crew jumped in to help. Every other day, I’d leave my D-period Engineering class and go straight to crew, lugging two enormous thrones behind me.

Through a whole lot of trial and error, and a great deal of adaptability, the Engineering students and the tech crew members created successful props for the musical. We knew that every project might not make it into the final show, because changes in the set happened constantly, and ultimately, we did cut out the armrest props. But the sun and moon hung on the walls of the wizard’s tower, moving eyes shining under the blacklight. Finally, after months of collaboration, art and technology melded perfectly to create a set more impressive than ever.

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*One of the animated celestial faces designed for the set*

*An animatronic prop*
To begin this process, North Dallas Shared Ministries reached out to our engineering class, looking for a small group of girls to create a new method of organization for their warehouse. However, after much deliberation with the owners and volunteers we discovered that their concerns and problems were different from just organization. Most of the volunteers were over age 60, and the shelving units in the warehouse were very high. This is not a good combination. Therefore, we concluded that the volunteers needed help moving large, heavy boxes along with lifting and removing them from shelves. That is when the idea for the scissor lift was born. We wanted to make moving boxes easier for the workers and less harsh on their bodies. It’s practical, easy to move and operate, and custom made to fit in the narrow halls. It is also all motor run, which means they don’t have to do any manual labor (except push a button). Our goal was to create a project that would support both community service and engineering. We could have easily chosen to rearrange donated clothing but, there would be no scientific engineering involved. So, we decided that a scissor lift would bring together community service and engineering all in one. We have learned a lot about the process these volunteers go through just to keep the organization operating. It is much more complicated than just rearranging jackets. The process of developing the lift was hard, time-consuming, and controversial. Not only did we disagree at first on what the charity needed, we also debated for days on how to build it specifically. We researched different scissor lifts for three days before sketching our prototype. Going into it, I believed the building process would be easy and quick once we had the plans. This was not the case; I completely over-estimated my skills. Our very first prototype was a small, wooden, hot-glued-together mini lift that operated by us lifting it. As we moved into the shop to start building we encountered many obstacles. For one, we needed to build a track for the wooden legs to move on. I assumed we could drill in some screws and call it a day. Needless to say, there was a lot of back-and-forth from the shop, to Fusion 360, and back to drawing on paper. At one point, we had a legality scare where we were concerned whether or not we could legally give them our final product. This was because we were alarmed about the liability of our lift. We know we are not a big company that manufactures these for a living, but we still wanted the maximum certainty that our final product would have a long-lasting life at North Dallas Shared Ministries. The learning process was very educational for my team and myself. I am so glad we were able to navigate the world of engineering together. My team and I estimate that our lift will be completed in late January and delivered to our clients by the beginning of February. We are excited to see it in action and cannot wait to lighten the load of these wonderful, hardworking volunteers.
Engineering a Dream

By Kate Petersen (Class of 2019)

When I was in the seventh grade, I wanted to build a cane for the science fair that would use modern technology to help the visually impaired, but I did not know how. I imagined prototypes for the idea and created some rudimentary designs, but I was never able to truly capture my idea.

At the beginning of this school year as a junior, I started my Engineering Design class with Mr. de Oliveira. He eventually presented us with a few different projects, but also gave us the option to do an independent project. The idea that had been stuck in the back of my mind was finally attainable almost five years later.

I was able to work both in and out of class, refining my goals for the project, sketching prototypes, and researching materials. Eventually, I settled on a design that I thought would best suit the customer and began building the cane, which took the rest of the semester course. I constructed the cane out of PVC pipe and Arduino electronics. It uses ultrasonic sensors (with echolocation technology) to measure the distance of the cane to the nearest object. Then to alert the customer of the obstacle, it vibrates a small motor in the handle faster as the object gets closer. Although the cane is far from perfect, the prototype that I have built proves that the idea I had works effectively.

The most important aspect of this idea was keeping the consumer in mind. As a project that supported both science and community service, I had to make sure what I was creating was the best possible option for the visually impaired. In the end, I wanted to make sure that my product could be used to help others, and I believe that my cane can achieve that goal. I plan to contact an organization for the blind in hopes of getting feedback on my prototype and to improve my idea. Eventually, I would like to pair with an organization to help the visually impaired with my design.

For now, I am focusing on improving my design. I want to ensure that my product is high quality and accomplishes all of my original goals. I am also applying for a patent so that I can freely pursue this idea in the future. I am excited to see how the idea that I had a few years ago will continue to improve and develop into the product that I have dreamed of for so long.
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:
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Make a gift by phone: 214.360.6583
Make a gift by mail:
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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
Rita Crocker Clements ’49
Foundation Makes Extraordinary Gift
to Support CDC and Facilities

Visionary, Life Trustee, and ardent supporter, Rita Crocker Clements ’49
made several special bequests to Hockaday in her estate plans prior to
her death in 2018. She supported the School for more than seven decades,
crediting Hockaday as one of the organizations that contributed most to
her success, well-being, and life enjoyment. She exemplified Hockaday’s
Four Cornerstones through her life’s work of service to others and to society.

To this end, in 2019 through The Rita Crocker Clements Foundation her children
confirmed two new gifts to the School totaling $2.5 million. These gifts will continue to
build Hockaday into the world-class institution that it is today and preserve its legacy
for future generations of Hockaday families. Mrs. Clements’ gifts support the capital
replacement needs of the School in order to maintain the state-of-the-art facilities that
comprise Hockaday’s beautiful campus, and, additionally, the new Ann Graves Child
Development Center that serves the needs of the faculty and staff by caring for their
children while they teach Hockaday students.

Her daughter Bonnie Bass Smith ’75 said, “I remember in her speech when she
received the Hockaday Medal, our mother concluded with her reflections on the ‘main
Cornerstone of her life: To whom much is given, of her much is required.’ She never
wavered in her insistence on giving back to the institution that helped mold her life.
Mom’s legacy will continue at Hockaday long into the future as her gifts further the
institution and the girls, faculty, administrators who walk its halls, and by their on-
going contributions, they will impact the world at large.”

Jim Bass, Mrs. Clements’ son, notes,
“Mom was exemplary in supporting
Hockaday’s first rate faculty and facilities
by creating over several decades with
her husband, Bill Clements, endowed
faculty funds and the Clements Lecture
Hall in 1981. And now her foundation
is addressing the School’s exceptional
facilities and affordability by endowing a
portion of the capital replacement needs
of the School.”

Barbara Bass Moroney ’75 added, “Her
gift to the Child Development Center
reflects our mother’s wish to ensure
Hockaday provides for faculty so that the
best faculty can be hired and retained.”

In addition to these new gifts, prior to
her death, Mrs. Clements made a special
bequest to Hockaday in her estate plans,
which specified that the proceeds from
the sale of her engagement ring should
be given in support of Hockaday’s
endowment. In 2018, all of the proceeds
were invested in The Rita Crocker
Clements and Family Endowed Fund for
Faculty Development at Hockaday.

Mrs. Clements has many family
connections at Hockaday:
two daughters – Bonnie Bass Smith ’75
(former Hockaday Trustee), Barbara Bass
Moroney ’75 (former Hockaday Trustee);
son Jim Bass (former Hockaday Trustee);
and eight granddaughters – Meagan
Moroney ’06, Julie Smith ’07, Caroline
Smith ’08, Aline Bass Callahan ’10,
Kate Smith ’10, Laura Bass ’11, Callie
Moroney ’13, and Jenny Moroney ’13.
Class of 1969
Retirements

Four beloved members of the Hockaday faculty and staff will retire in 2018. The community expresses its sincerest gratitude for their dedication to the School.

BONNIE JEAN COLEMAN
Choral Director, Middle and Upper School Music
15 Years

STEVE KRAMER
Distinguished Teacher, History
History Department Chair
39 Years

ANN TRENARY
Primer Teaching Assistant
23 Years

MARTHA ZAVALETA
Prekindergarten Teacher
21 Years
Q. WHAT ARE YOUR FAVORITE MEMORIES OF BEING A STUDENT AT HOCKADAY?
A. There are many things I appreciate about Hockaday that I did not realize until I left Hockaday. While there were many days as a student that I wished I could wear whatever I wanted to school, today I miss the luxury of having a uniform to avoid putting thought into my outfit! I attended Hockaday from pre-K until I was a senior and I really came to appreciate the closeness of the School community. I realized after I graduated that many of my peers in college and elsewhere had classes too large to really know everyone they went to school with. I think we are very fortunate as Hockaday students to grow academically and socially as a class, not being able to hide amongst the masses. While it was challenging to be a student at Hockaday, I quickly came to miss being in classes where the other students were engaged and constantly challenging me to push myself farther in my thoughts and studies.

Q. TELL US ABOUT YOUR EXPERIENCES THAT ARE REFLECTED IN YOUR WORK TODAY.
A. I use all the math that I thought would never be relevant in my life. I also use a lot of chemistry in my work. I am grateful for all of the teachers at Hockaday that taught in such a way that I can still remember it while being 12 years removed from high school! Aside from that, when I was a junior I participated in the CITYterm program in New York City. This program really emphasized experiential learning. So, instead of simply reading the history of a neighborhood, they sent us in groups to talk to people and ask about the history. Later, we would synthesize our information and combine it with what we had read in books to arrive at an answer. This in combination with our Hockaday senior projects where you would seek out a position and shadow someone for a week, really opened my eyes to how much there was to be learned outside of books and the classroom. I think having that exposure allowed me to grow in my craft.

I never would have imagined that I would end up as an architectural metalsmith – I did not even know that people did what I do. However, experiential learning created a natural pathway to where I am now. After high school I picked up jewelry making as a hobby. A woman I met had gotten into jewelry making and was willing to teach me what she knew. I would learn from her, and devoured books about stone setting, casting, and other processes that I practiced to be able to create what I had in my head.
When I moved back to Dallas in 2010, I signed up for a jewelry class at Brookhaven to have the studio time while I figured out exactly what I wanted to do. I figured I would have my own jewelry line and small business. However, while I was in the class a man walked in that my teacher introduced as someone who would be teaching a blacksmithing class the next semester. I was pretty clueless as to what blacksmiths did, other than it involved metal, hammers, and fire. I took the class thinking it would broaden my hammer skills in a way which would benefit my jewelry making. In this class we made our own tools such as punches and chisels. We also made our own nails. I was completely terrible at blacksmithing and didn’t see the point of making a nail when I could easily buy exponentially more nails in way less time at Home Depot. However, I really enjoyed blacksmithing. It required a discipline and energy which was exhilarating. At the end of the semester we took a field trip to the blacksmith shop in Grapevine, TX. The blacksmith there at the time was making stair railings. He also worked with copper and brass. Seeing his samples on the wall and the type of work he was doing really clicked with me, and I finally understood how to apply these skills in a way that was purposeful. I asked if I could hang out in his shop in trade of me teaching him some jewelry skills he was interested in. I ended up working there for over a year.

While there, I realized I needed to learn how to weld. The blacksmith would call a welder to come over for some things that were beyond his welding skills. This guy could weld anything. Naturally, I asked him — if he teaches me to weld, I will help him with some of the decorative elements that he was interested in having made. At this point I would spend weekdays at the blacksmith shop, then nights and weekends at the welding/fabricating shop, and not a lot of time on jewelry. I had heard of a shop in Dallas that made really nice custom stairs, gates, doors, and lanterns. One day I took the time to go over to this place, Potter Art Metal Studios (no relation), to see if that would be something I would be interested in doing, since my trajectory was quickly propelling me to custom architectural details. I met with the owner and to my surprise, he offered me a job. Mind you I was incredibly unqualified for this job. They were welding metals I was not aware you could even weld. I was told I would be working with a Polish machinist, Marcin, who really didn’t work well with others, but if I could get along well enough and he didn’t disapprove of my work, then I would be a good fit. Marcin worked mainly in sheet metal and making beautiful custom lanterns and gas range vent hoods.

In the two years I worked with Marcin I would learn more than I think I have ever learned in my life. He worked with 1/64” tolerance (this is very small). If scrolls were not exactly the same they were trash, if my bends on sheet metal were a hair off, it was trash. There were many nights I would come home from work in tears and wonder why I even thought I was capable of doing this job. I kept pushing though. I learned sheet metal patterning from Marcin – how to take something flat, then cut and bend it to something of volume. He turned me from an artist to a real craftsman. I would no longer see what shapes I could make from metal. Instead, I learned to dictate to the metal exactly what shape it should be. I took scraps home from Potter and would drive to the welding shop in Grapevine and practice, practice, practice until my welds were not only strong but uniform in pattern. I built confidence to weld in all welding processes and all types of thicknesses of metal. It got to the point where I would take scraps to my welding friend and teach him how to weld it.

Eventually it all came full circle when I needed help casting a piece in aluminum for some side work I was dabbling in for Gas Monkey Garage. My blacksmithing teacher from Brookhaven worked at a shop that had a foundry and he put me in touch with his supervisor. I exchanged the casting help for helping the supervisor on one of his projects. Our personalities and the way we worked really clicked, and he expressed interest in having me work at their shop, Smith Design and Manufacturing. It didn’t take long for me to accept an offer working at Smith, which is where I work today alongside my
first blacksmithing teacher! Smith Design is a custom metal and wood shop, complete with a foundry. Having worked here for almost seven years I have really grown in making and installing all sorts of custom works ranging from staircases, doors, gates, and lanterns to custom mailboxes, drier vents, and door hardware. I realize this is a very long answer. I wasn’t sure how to exactly convey the importance of experiential learning. The value of constantly seeking growth and knowledge are attributes directly tied to my Hockaday education and experience, without which I may have never allowed myself the time and process that led to my position today!

Q. **WHAT ARE YOU DOING NOW?**
A. I have had a very exciting run in my career lately that has allowed me to travel and do metalwork! This started with my first appearance on History Channel’s “Forged in Fire,” a television show competition focused on forging historical weapons. While knives and weaponry isn’t my preferred niche of metalwork, it requires the same skillsets I use when making custom architectural details. Someone I knew was applying and told me I should consider going on the show. While I am not thrilled with bladesmithing, I noticed the show was in its second season and had never shown a female smith. Each episode features four different bladesmiths, so I decided to apply to at least show viewers that there are competent female smiths. To my surprise, I was selected to compete! I was able to go spend the week in New York City to produce a blade under a time limit that would then be put through vigorous testing. I did not win the competition but had so much fun participating, and was proud of how my blade performed. I could never have anticipated the viewer response to my episode, which afforded me the opportunity to go back a year later to be part of a “fan favorites” episode. My travels did not end there.

This past March I went with some others from my company to install work we had done for the new Mormon temple in Rome, Italy. It was a great experience to live in Italy and work alongside Italians while trying to pick up as much of the Italian language as possible. Installing is a skill I have only learned and been able to participate in since moving to Smith Design. While it is rare to see another female on a job site locally, I suppose it was even more shocking for Italians to see me welding in our stair railings and using power tools, as I was told that does NOT happen in Italy. Despite being an outlier, I was able to make many friends in Italy that I still keep in contact with. Only in the past month has the temple campus opened for public viewing, and it has been incredible to see our work in the pictures that have been released.

After all of that excitement, I have returned to working on projects within the United States. Due to the temple doors we constructed in Rome, we have received more large bronze door projects that will end up all over the country. With my work travel winding down, I have enjoyed time to focus on improving upon my skills, dabble in jewelry and other creative hobbies, and spend time with my family in anticipation of my sister’s upcoming wedding in February!

"I had a plan of what life would be like after Hockaday, and I am so fortunate that I allowed myself to detour from that plan. By not fitting the mold that I expected myself to follow, I get to live the life I have today and have a job that I love!"
Q. WHAT IS THE MOST CHALLENGING PART OF YOUR WORK?
A. While my work is very physical, the biggest challenge in being a female metalworker is more mental. I have become accustomed to being prejudged for being female before being evaluated for the quality of my work. While this is not something I experience within the confines of our shop since I have the best coworkers, it is something I can usually anticipate on the job site. Because of this, I find it really important to be confident in the skills I know I have, instead of allowing myself to question my capabilities due to my environment.

Having worked with Marcin, I do possess a little bit of work OCD. In reality, there needs to be a balance between perfection and getting work done. Therefore, my biggest challenge is pushing myself to produce the most precise and finest work quality that I can, while acknowledging I am only human and not a machine. It can be hard to push past the fear of not being perfect or “messing up,” and instead getting out of my head to force myself to take action, especially in a job site environment that isn’t as comfortable as being in the shop. You may have limited tool resources, space, and the barriers of being within a finished space. In my work I am also frequently tasked with solving problems as they arise – evaluating problems a homeowner wants to address and creating a solution for their individual needs. This can be difficult, as many times I am tasked with inventing contraptions or modifying something that did not come from our shop.

These can be the most rewarding projects when completed, and the product often is symbolic of all of the thought that went in to make it a reality. Our shop really operates by the idea that “anything is possible,” and I love collaborating and brainstorming with the people I work with in order to make someone’s thoughts manifest into something physical.

Q. WHAT DO YOU ENJOY MOST ABOUT YOUR WORK?
A. Aside from the aforementioned qualities I enjoy about my work, I am thankful to have a job that I am excited to go to when I wake up in the morning. I love that I am surrounded by like minds within my workspace, and the collaboration that exists amongst my coworkers. There is always room to improve and grow within my work, which means there is always a new challenge. This is exciting to me because I can grow bored when I feel like I am stagnant, and I love how every project is different in its own way. I am relatively young as a craftsperson in my field and have been fortunate to work amongst talented craftsmen willing to show me their skills.

Q. WHAT ADVICE DO YOU HAVE FOR HOCKADAY STUDENTS?
A. My biggest piece of advice is not to limit yourself. The pressure to perform can be intimidating and, if you are perfectionistic like me, it can be hard to give yourself room to experiment with new things. I had a plan of what life would be like after Hockaday, and I am so fortunate that I allowed myself to detour from that plan. By not fitting the mold that I expected myself to follow, I get to live the life I have today and have a job that I love!
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SAVE THE DATE

Saturday, May 18, 2019
105th Commencement

Monday, May 20, 2019
Ring Day

Thursday, May 23, 2019
8th Grade Graduation and Reception

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