THE INSTALLATION OF
DR. KAREN WARREN COLEMAN
Eugene McDermott Head of School
BELIEVING IN THE *limitless* potential of girls, Hockaday develops *resilient, confident* women who are *educated and inspired to lead lives of purpose and impact*. 
FEA T U R E S

8  The Installation of Dr. Karen Warren Coleman, Eugene McDermott Head of School

24  Firing on All Synapses: The Hockaday Neuroscience Program
    By Dr. Katie Croft, Upper School Science Teacher

26  Alumna Katya Jestin ’87

28  Connecting Middle Schoolers with Modern Day through the Study of Civil Rights
    By Darin Jeans, Middle School History Teacher

30  Alumnae Entrepreneurs Share their Journeys

34  Hockaday Alumna Achieves Harvard First
    By Maille Radford ’13

36  Hope, Happiness, and Hedayah – The UAE’s Message to the World
    By Kathryn Hodgkinson, Upper School History Teacher

38  Hockaday’s Class of 2017 Receives the Gift of Financial Advice
    By Connor Thomas ’11

39  Class of 2017 Matriculation List

DEPAR T ME NT S

5  Perspectives
14  On Campus
18  Scoop
20  Residence
22  Zoom
41  Class Notes
106  Milestones
112  Spotlight
Hockaday Magazine
A Publication of The Hockaday School

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

Believing in the inherent worth and dignity of all people, The Hockaday School is committed, within the context of its educational mission, to build and maintain an inclusive community that respects the diversity of race, ethnicity, national origin, religion, sexual orientation, family composition, socioeconomic status, and talents of its members. This commitment to diversity and inclusion is vital to educating and inspiring Hockaday students to lead lives of purpose and impact as resilient, confident women.
The following remarks were given by Dr. Karen Warren Coleman, Eugene McDermott Head of School, during her Installation on October 15, 2017

Girls, I offer you my most heart-felt greeting and thank you today. YOU are the reason I am here at Hockaday! Your talents and your goodwill inspire me every day. I came here to be part of this very special learning and living community where students can grow and thrive.

When Ela Hockaday retired in 1946, she described her great pleasure in seeing her students blossom. She said she saw the girls “grow into clear-eyed, forward-looking, magnificent women.” Isn’t that wonderful? “Clear-eyed. Forward-looking. Magnificent.”

You are all that and more, and I am grateful to be among you.

I am humbled to stand on the shoulders of Miss Hockaday today, and all the School’s leaders and teachers who have shepherded her bold vision.

The Hockaday School’s absolute commitment to providing girls the very best preparation for life is powerful and compelling. Educational excellence is our core value and it is 104 years strong! I am proud that the School has been seen as a national leader in girls’ education since its earliest days.

Our community is grounded in the importance and the unique nature of all-girls education: Here, each girl...every girl...can find her voice, her path, and her passion.

Here at Hockaday, these young people can develop an unshakeable confidence in themselves and an insatiable curiosity about the world around them.

Hockaday’s mission statement captures this essence so well. I love both the language and the intent:

Here’s what it says: “Believing in the limitless potential of girls, Hockaday develops resilient, confident women who are educated and inspired to lead lives of purpose and impact.”

Our mission is a mighty one: Enable every girl to be her best self, and to make a difference.

It is the most important of callings, and this mission will drive my leadership here at Hockaday. There have never been more opportunities for young women to make a difference in the world, and it is more important than ever before that they do so.

When I spoke at Commencement in the spring, I told the girls and their families a little of my own story. My early experiences helped shape not only my career but what I believe to be most fundamental in my life. Let me tell you about my mother’s experience growing up as a girl.

She did not have the same educational opportunities as her two brothers. Even though my grandparents loved her, their vision for my mom was entirely different than that for her brothers. Though my grandparents assumed their sons would go to college and have careers, they viewed college as unnecessary for their daughter – “a waste,” they would say. Remember, this was during a time when there were certain expectations based on gender, and women’s opportunities were sometimes narrow.

Despite these barriers, though, my mom forged a path forward. She went to college and then earned a master’s degree at Columbia University Teachers College in 1982.

She pursued teaching because she loved learning and reading – and because teaching was considered an “acceptable” profession for women. She became a public-school teacher close to where I grew up, in the Bronx. She loved her students unconditionally and they loved her back. She has lived a life of great purpose, and tremendous impact. I have never known anyone who inspires me more.

My parents believed in my own limitless potential. They were determined to give my brothers and me every opportunity to succeed. And my mother knew that she would NEVER allow me to feel the limitations she felt growing up as a girl. My parents taught me that anything and everything is possible.

My mom and dad were wonderful role models as I formed my own belief system, grounded in social justice and in the certainty that every student deserves an environment where she can thrive and feel valued, and that each student has a story that profoundly shapes her identity in myriad ways.
And that brings me here, to you, today.

Together, we will build on The Hockaday School’s great strengths. It is a milestone time for us in an increasingly complex world.

When Miss Hockaday opened the School in 1913, she recognized the importance of broadening girls’ education and making it relevant for a world they would increasingly shape. It was at that time, remember, that women were fighting for the right to vote.

When Miss Hockaday threw the doors open that day, she demonstrated true fearlessness and determination. Her innovative spirit was far ahead of its time. Today’s challenges and complexity require us to once again tap into that innovation and fierce conviction.

The dramatic and rapid pace of change in the world now is breathtaking.

Much of what defines the lives of our girls today – and the world they will enter as graduates – has become mainstream only within the last decade or less.

Now our cell phones are powerful computers bringing us vast amounts of information with the speed of a tap …

... social media has become part of our connective tissue, and now often defines how we engage with one another and present ourselves to the world …

... Artificial Intelligence creates smart machines, driverless cars and robots of all types.

There is remarkable promise with these advances – but also serious consequences that must be considered.

Our world, and our work, is changing dramatically.

More than ever, a Hockaday education must offer our students the very best preparation for the complex world they will enter, and the multi-faceted paths they will forge.

As head of Hockaday, I will challenge us all to continuously evaluate whether we are living up to this commitment and what ways we should grow as a School.

In this context, I have been struck by how Hockaday’s Four Cornerstones continue to be so relevant and fresh as we work to meet our girls’ educational needs today. I wanted to know more about the history of the word “cornerstone,” so, of course, I Googled it.

My first impression of a cornerstone was ceremonial in nature, where leaders would sort of “inaugurate” a new building by laying an inscribed cornerstone in an official ceremony.

But here’s what Wikipedia had to say: “The cornerstone concept, also called a foundation stone, is derived from the first stone set in the construction of a masonry foundation...important since all other stones will be set in reference to this stone...thus determining the positioning of the entire structure.”

Cornerstones are foundation stones.

This certainly is true for us at Hockaday. I hope we will continue to embody the four historic values that anchor our community even as we shape Hockaday’s future: Character, Courtesy, Scholarship, and Athletics.

Character is to know what’s right, and to live our lives with the courage of those convictions. I told the graduating class that, for me, Character and courage are two sides of a coin – one not fully realized without the other. It takes strength to stay true to our character amid the frenetic pace and pressures we face in our 21st century lives.

Character allows us to stay on the right path when outside forces or expediency would push us into unwise or unethical decisions.

I think Courtesy might be the most under-appreciated value in society today. In a world often far too discourteous and mean-spirited, Hockaday’s commitment to Courtesy is more important than ever before. Here on campus we can – and we must – model a supportive, positive, and caring culture.

Putting Courtesy into practice here and now will enable us to later put it into action in the world.

Of course, our Scholarship, our academic excellence, is Hockaday’s hallmark. We want to inspire a love of learning in our girls, an intellectual curiosity that drives them to be truly engaged in their education. In our curriculum as well as our extracurricular programming, we have the chance to provide learning opportunities that develop teamwork, leadership skills, and critical thinking.

Today, our students need to understand not only how to access the vast amounts of data available to them, but how to critique and use that information to make well-informed decisions.

They need to discover what is real, and what is important.

Especially given the frayed and often degraded level of societal discourse today, it is critically important to foster in girls an understanding of informed citizenship, so they can help shape a world sorely in need of their voices and perspectives.

Also, today’s Scholarship is enriched when the learning environment is truly diverse, and inclusive.
Our girls must reflect the diversity of our city, our state, our country, and our world – and develop a global cultural understanding that will go with them into college and career paths. There is a great deal of research that proves what we know in our hearts: that every student benefits greatly from a diverse learning environment.

You have my promise to celebrate our community’s diversity and do all I can to foster a truly inclusive environment – one where every voice is welcomed and encouraged.

The final Cornerstone, of course, is Athletics. When Ela Hockaday and her colleagues first articulated the Cornerstones, the inclusion of Athletics must have been a very modern idea. I believe firmly in sports and fitness not only to develop a sense of wellness, strength, and confidence – but also to build in our girls a deep-down sense of fair play and grace, both in winning and losing.


These are such important attributes for living a life of purpose and impact.

Recently I read an update in the news about a young woman I have admired for several years, a role model who inspires me and shows me what it means to have character, courage, a love of learning, and true grace.

Her name is Malala.

In October 2012, Malala was a 15-year-old Pakistani girl who was shot by the Taliban because she was advocating publicly for the right of girls to be educated in her country. Thankfully she survived, and went on to win the Nobel Prize at the remarkable age of 17. At her acceptance speech, she said she was certainly the only Nobel Prize winner that still fights with her younger brothers.

Malala’s story moves me greatly. Her message is a simple one: she wants girls to have equal educational opportunities. She believes that excellent education for young women is the foundation of a healthy society.

She said this:

“So here I stand, one girl among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights, to live in peace, to be treated with dignity. Their right to equality of opportunity. Their right to be educated.”

Like all of us here at Hockaday, Malala believes in the limitless potential of girls.

She teaches us that every girl deserves the opportunity to flourish. Her most recent news warmed my heart. She has been accepted to Oxford. The young girl who almost died in her fight for girls’ education now will study at one of the world’s best universities.

Oxford is lucky to have her.

Girls, you have my commitment that I will work tirelessly to support your ability to flourish here, to be your best self.

Parents and families, know that all of us at Hockaday will lift your girls up so they can tap into their potential and be well prepared for a purposeful, rewarding life.

We need to listen carefully to your girls. We need to hear about their joys, and their fears. We can help them face failures, and draw strength from them.

We need to give our girls space to explore and create and think and play in what can be an overly-programmed life.

I want our girls to have the room they need to discover what “limitless potential” can really mean for them.

Teachers and administrators and board members, I am thrilled to join you as we build on this community’s tremendous strengths. My first weeks with you have been exhilarating, and I look forward to imagining the future with you.

To the members of the Dallas community here with us today, I pledge my support and partnership. I am so impressed with Hockaday’s engagement in the city and the region, and I believe this deep connection with Dallas benefits everyone, both our girls and our neighbors. Hockaday and Dallas are inextricably linked.

Finally, to my family and friends, I am grateful beyond measure for all the ways your love and support has brought us to this day.

Miss Hockaday was right, girls. You are truly magnificent, young women. And YOU will shape the future.

It is my honor and privilege to be here with all of you today.

Thank you.

Dr. Karen Warren Coleman
Eugene McDermott Head of School
Dr. Karen Warren Coleman, Eugene McDermott Head of School and Life Trustee Margaret McDermott
The Installation of
Dr. Karen Warren Coleman
Eugene McDermott Head of School

Sunday, October 15, 2017

“The Hockaday School’s absolute commitment to providing girls the very best preparation for life is powerful and compelling. Educational excellence is our core value and it is 104 years strong! I am proud that the School has been seen as a national leader in girls’ education since its earliest days.

Our community is grounded in the importance and the unique nature of all-girls education: Here, each girl...every girl...can find her voice, her path, and her passion.”

— Dr. Karen Warren Coleman

Left to right: David J. Haemisegger, Immediate Past Chair of the Board of Trustees, Dr. Karen Warren Coleman, Eugene McDermott Head of School, and Barbara Glazer Rosenblatt ’75, Chair of the Board of Trustees
Alumnae speaker Gretchen O’Brien ’14 and Colby College President David A. Greene congratulate Dr. Coleman.

Dr. Coleman’s family and friends attend the Installation.

Life Trustee Margaret McDermott
Choral Director Bonnie Jean Coleman directs the Upper School Concert Choir.

Student speakers included Samantha Watson (Class of 2018), Sarah Roberts (Class of 2022), and Evelyn Yau (Class of 2026).

Dr. Karen Warren Coleman, Eugene McDermott Head of School and Barbara Glazer Rosenblatt ’75, Chair of the Board of Trustees.

From left to right: Dr. Tad Howard, Georgetown University; Dr. Colette Pierce Burnette, Huston-Tillotson University; Dr. Karen Warren Coleman; Dr. Stephanie Balmer, Harpeth Hall; and Dr. Andrew McGadney, Colby College.
Board of Trustees Chair Barbara Glazer Rosenblatt ’75, University of Chicago Rockefeller Memorial Chapel Dean Elizabeth Davenport, and Board of Trustees Immediate Past Chair David J. Haemisegger prepares to introduce keynote speaker David A. Greene, President of Colby College.

Former Trustee Carlyle Chapman, Trustee Jennifer Mosle, and Jon Mosle III

Gretchen O’Brien ’14 and Colby College ’18 prepares to introduce keynote speaker David A. Greene, President of Colby College.
Fellow Heads of ISAS Schools and friends attended the Installation. From left to right: Scott Griggs, The Greenhill School; Dr. Stephanie Balmer, Harpeth Hall; Dr. Terry Flowers, St. Philip’s School; Dr. Karen Warren Coleman; David Dini, St. Mark’s School of Texas; Dr. Kirsten Ring, Hutchison School; and Julie McLeod, Good Shepherd Episcopal School.

Students from First Grade through Form IV participated in the Installation ceremony.
Third Grader Kaitlyn Ouyang Performed at the Cliburn

Kaitlyn Ouyang (Class of 2027) performed with The Cliburn’s education program, “Van Cliburn: An American Hero” in mid-October. Kaitlyn performed in six concerts for 12,000 fourth graders at Bass Performance Hall in Fort Worth. She performed alongside three other child pianists, her brother Jaden, two sixth graders from Highland Park ISD, and world-renowned pianist Adam Golka.

Senior Emma Shore Received Gold Award

Emma Shore (Class of 2018) received the Girl Scouts of Northeast Texas 2017 Young Women of Distinction award. Emma was chosen for her outstanding commitment to community service and leadership, and her efforts to address gender disparity in STEM. As a Girl Scout, she has demonstrated impeccable courage, character, and confidence, and she has inspired young women across their communities to go above and beyond in order to make the world a better place. Emma is president of JETS and also participates in Model UN, Science Olympiad, TEAMS, Latin Club, and NSDA Honor Society. She focused her Gold Award project around robotics, where she formed the Cabell Elementary Robotics Club specifically for girls and underrepresented minorities. Through the club, girls learn to code basic robot movements, understand the engineering process, and solve problems as a team. She is also the recipient of the U.S. Presidential Volunteer Service Award, and the Visionary Award given by Girl Scouts for her work in advancing women’s equality.

Sixteen Hockaday Seniors Named National Merit Semifinalists

Sixteen seniors will advance as semifinalists in the 63rd annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955.

Hockaday semifinalists include Emily Baschab, Kaleigh Beacham, Ritika Dendi, Kate Fundis, Effie Guo, Elizabeth Guo, Aurelia Han, Christine Ji, Lin Lin Lee, Maye McPhail, Mira Mehta, Eleanor Newman, Mary Orsak, Zasca Ristianto, Jennifer Wang, and Kelly Westkaemper. These girls were chosen from approximately 1.6 million juniors in more than 22,000 high schools by taking the 2016 Preliminary SAT/National Merit Scholarship Qualifying Test. This year, more than 16,000 semifinalists have been named in the United States, and these individuals now have the opportunity to continue in the competition for some 7,500 National Merit Scholarship awards, worth approximately $32 million.
To be considered for the finalist designation, students must have an outstanding academic record throughout Upper School, be endorsed and recommended by an Upper School official, write an essay, and earn SAT® scores that confirm their prior performance on the qualifying test. The 2018 National Merit Scholarship recipients will be announced beginning in April.

Hockaday Senior Sharon Zhang Organizes Charity Concert

As the main organizer of the Joy of Giving Charity Concert which was held in August, Sharon Zhang (Class of 2018) recruited a variety of performers, composed a program, communicated with all volunteers and performers, and advertised the event. The night of the concert, she worked hard to make the performance run as smoothly as possible and emceed, giving a short speech about the purpose of the event and introducing each act, in addition to performing a dance solo of her own.

Scholastic Storyworks “Create a Character” Winners

Last year in Lisa Waugh’s Fifth Grade English class, the students analyzed and evaluated the qualities that made an interesting character in a piece of literature. The students then created characters that were creative, imaginative, or original, and finally had the choice to submit them to Scholastic Storyworks’ “Create a Character” contest. Over the summer, Mrs. Waugh learned that her students, now sixth graders (Class of 2024): Elizabeth Echt, Evie Fox, Rachel Manley, Estee Phaneuf, and Ariana Wang submitted characters that were among the seventy-five runners-up handpicked from nearly 4,000 entries. We congratulate their teacher, Mrs. Waugh, and these budding writers for being WINNERS of the Storyworks’ “Create a Character” contest.

Scholastic Storyworks awardees Ariana Wang, Estee Phaneuf, Elizabeth Echt, Evie Fox, and Rachel Manley, all Class of 2024

Hockaday Students Honored at the Pegasus Film Festival

Several Hockaday students were honored at the Pegasus Film Festival on May 21. The works of Alexa May (Class of 2019), Shelby Schultz (Class of 2019), Caroline Subbiah (Class of 2019), Sari Wyssbrod (Class of 2019), and Yiwen Yang ’17 were screened in an impressive showcase of films by students either bound for film schools or with their sights set on attending film school. Shelby Schultz was awarded Best Documentary Film for Not Made Up and Yiwen Yang ’17 was awarded Best Experimental Film for The Fall, and she won the Women in Film Dallas High School Finishing Fund Award, receiving a film grant. Shelby and Yiwen each received a cash prize and a scholarship to Columbia University’s Summer Film Program.

Scholastic Storyworks awardees Ariana Wang, Estee Phaneuf, Elizabeth Echt, Evie Fox, and Rachel Manley, all Class of 2024

Alexa May (Class of 2019), Shelby Schultz (Class of 2018), Film teacher Glenys Quick, Caroline Subbiah (Class of 2019), Sari Wyssbrod (Class of 2019), and Yiwen Yang ’17 at the Pegasus Film Festival
Hockaday Orchestra Goes International

Selected string players from Middle and Upper School Orchestras organized by Yung-Fang Hu Ludford, coordinator of orchestral activities, were invited to play side-by-side with The New Philharmonic Orchestra of Irving for the 2017 SOLUNA International Music and Arts Festival in May. Congratulations to Julia Luo (Class of 2022), Danica Ly (Class of 2024), Hanna Zhang (Class of 2022), Charlene Brzesowsky (Class of 2020), Jenny Choi (Class of 2020), Antonia Dinulescu (Class of 2020), Lin Lin Lee (Class of 2018), Ellis Lee (Class of 2018), Anoushka Singhani (Class of 2020), Daniela Vallejo (Class of 2020), and Sidney Wang (Class of 2020) from the Hockaday Orchestra Program.

Community Impact by Design Class Presents at the Dallas Zoo

The Community Impact by Design Class recently visited the Dallas Zoo to present their final projects to the primate keepers at the zoo. The class met with Educational Director Marti Copeland and the Education Supervisor/Youth Director, Courtney Jonescu. The class made their presentation to the zoo staff and executives, including CEO and President of the Dallas Zoo Gregg Hudson.

World Languages

At the end of the 2016–17 school year, several students were recognized for demonstrating excellence through national language competitions. The following girls were recognized.

Hockaday Students Win Platinum at the National French Contest

Hockaday students who made a perfect score on Le Grand Concours 2017, The National French Contest, earned platinum medals. This exam is administered by the American Association of Teachers of French, and almost 80,000 students participated worldwide. Hockaday’s award recipients included: Middle School French 01 and 1: Tukwa Ahsan (Class of 2022), Kelsey Chen (Class of 2021), Estelle Fisher (Class of 2021), Lacy Green (Class of 2022), and Faith Wangermann (Class of 2021). Upper School French 1: Nirvana Khan (Class of 2020). French 2: Sydney Geist (Class of 2020), Neelam Jivani (Class of 2020), Catherine Sigurdsson (Class of 2020), Julie Valois (Class of 2020), and Sidney Wang (Class of 2020).

Hockaday Students Awarded Gold Medals for National Latin Exam

The National Latin Exam, sponsored by the Junior Classical League, was taken by over 149,000 students. The following Hockaday students in the top ten percent were awarded Summa Cum Laude Gold medals: Middle School Latin I: Ellis Copley (Class of 2021), Angelina Wu (Class of 2021). Upper School Latin I: Sophie Dawson (Class of 2019), Lily Zhou (Class of 2020). Latin II: Sarah Beth Kelton (Class of 2020), Margaret Woodberry (Class of 2020).
Latin III: Charlsie Doan (Class of 2019), Shivani Ganesh (Class of 2019), Kate Short (Class of 2019), Christina Yang (Class of 2019). Latin IV Prose: Mary Orsak (Class of 2018).

Hockaday Students Place at the Annual North Texas Chinese Speech Contest

In April, three Hockaday students participated in the annual North Texas Chinese Speech Contest and received awards. Charlene Brzesowsky (Class of 2020) won first place, Katie Harmon (Class of 2021) received second place, and Jordan Walker (Class of 2020) received Honorable Mention.

Hockaday Students Win Gold at the National Spanish Exam

The National Association of Teachers of Spanish and Portuguese sponsors the National Spanish Exam, and this year over 160,000 students participated nationwide. A special congratulations goes to Amanda Kim ’17, the National Second Place recipient of the 2017 Senior Scholarship Award of $1,000. The Hockaday Gold Medal winners with scores of 99% and above were: Middle School Level I: Margaret Bracken (Class of 2021), Annie Herring (Class of 2021), Joy Hu (Class of 2021), Hudson Johnson (Class of 2021), and Anna Schindel (Class of 2021). In the Upper School, Level I: Si Chen (Class of 2019) and Riyana Daulet (Class of 2020). Level II: Yaying Bai (Class of 2018), Natasha Chuka (Class of 2020), Caroline Fraser (Class of 2020), Shalini Kishore (Class of 2020), Gina Miele (Class of 2020), Abby O’Brien (Class of 2020), Madeline Petrikas (Class of 2020), Isabella Quiñones (Class of 2020), Nushah Rahman (Class of 2019), Kate Woodhouse (Class of 2020), Lucy Young (Class of 2020). Level III: Ashna Ahuja (Class of 2019), Dominique Buford (Class of 2019), Sophie Dawson (Class of 2019), Meghna Jain (Class of 2019), Sophia Kim (Class of 2019), Alexa May (Class of 2019), Helena Pérez-Stark (Class of 2019), Annie Sheeder (Class of 2019), Nisha Singh (Class of 2019), Caroline Subbiah (Class of 2019), and Isabella Yepes (Class of 2019). AP Spanish: Kaleigh Beacham (Class of 2018), Quinn Brodsky (Class of 2018), Jane Cook (Class of 2018), Shreya Gunukula (Class of 2018), Effie Guo (Class of 2018), Elizabeth Guo (Class of 2018), Aurelia Han (Class of 2018), Sarah Hodgson (Class of 2018), Sophie Isom (Class of 2018), Christine Ji (Class of 2018), and Samantha Watson (Class of 2018).

Retirements

Three beloved members of the Hockaday faculty and staff retired in 2017. The community expresses its sincerest gratitude for their dedication to the School.

Mark Buschardt
Facilities Manager
22 Years

Marcela Gerber
Lower School Spanish Teacher
35 Years

Socorro Martinez
Housekeeper
30 Years
Girl Scout Gets Craft

By Kate O’Meara (Class of 2018)

As she stood in front of the Studio Art I class in February 2017, then sophomore Meghna Jain instructed the class to paint their canvas one solid color. Jain then asked them to look around the room and draw a blind contour with a sharpie of some of their classmates, creating colorful canvases to adorn the counseling rooms at Promise House, a shelter for teenagers in Dallas.

Jain, a Girl Scout since Kindergarten in her troop through Hockaday, started her work for her Girl Scout Gold Award Project during the summer of 2016 when she partnered with Promise House. Her vision was to furnish the therapy areas with artwork that would increase the comfort level of those at the shelter as they went through counseling sessions.

But this is not the first time that Jain has partnered with Promise House. She worked with them through a previous Girl Scout project in 2016.

“For my [Girl Scout] Silver Award, I did a project at Promise House too. We renovated the library there,” Jain said.

Since the start of Jain’s Silver Award Project, Paloma Belmarez, an executive assistant at Promise House, has worked closely with Jain to plan and help her find projects that would improve the space.

Belmarez was hesitant at first because not all of the remodeling projects always turn out as planned.

“In her case, she was thorough and intuitive into what our population wants,” Belmarez said. “The library is still in the same pristine order because the kids have learned a lot about respectability.”

As a result of Jain’s work with the library, Belmarez wanted to continue the work with Jain to create art to adorn the counseling rooms.

“What I like about it is that she has actually been very considerate to our population,” Belmarez said. “[She] tried to find out what we need rather than what she thinks would benefit the agency.”

After she decided to complete her Gold Award Project through furnishing these rooms at Promise House with artwork, Jain—a Studio Art student herself—asked Form I Dean and Studio Art teacher Emily Bemenderfer if the class could participate.

“As part of the Gold Award, you need a leadership component, so we came up with teaching the art classes with the Studio Art I girls with a project that they could do so that I could lead them in it,” Jain said.

Jain’s work in planning and approaching her with the nearly completed plan that aimed to combine her love for art and her involvement in Girl Scouts impressed Bemenderfer.

“We talked about where might be a good place and we realized that I could incorporate the project into the Art I curriculum,” Bemenderfer said. “It would be a good leadership opportunity for her to lead the class.”

After Bemenderfer and Jain decided that the Studio Art I class would be the best fit to help with her project, Jain solidified her plan and started teaching it to the class.

>>> read the full article
http://hockadayfourcast.org/girl-scout-gets-crafty/
United to Learn Unifies Public and Private Schools

*By Maria Harrison (Class of 2018)*

A product of strong public elementary schools, Founder and Executive Director of United to Learn Abigail Williams was raised by a single mom who worked three jobs continually. Williams’ mom decided it was important to teach her children to understand that education was the only thing that would change the cycle of poverty.

Williams said, “I’m a perfect example of what could’ve been a statistic. I believe that every citizen should be engaged with our public school system to the best of their time, resources, and availability. Everyone should be clearly informed of the challenges that exist within our public schools and where they can get engaged to make a difference.”

Thus, Williams, who has two sons at St. Mark’s, wanted to find a way to provide that same opportunity to others and accomplished this when she found P3 (Public Private Partnerships) Network in the 2012–2013 academic year. Last spring, Williams renamed the organization United to Learn because it better suited the vision of a united community.

United to Learn is a coalition of 24 public schools and 12 private institutions along with third party members who are interested in investing time or resources to developing opportunities for students in North Dallas.

“[United to Learn] found that the problem in the North Dallas community was that there was passion and interest for being engaged in our community,” Williams said. “However, it was difficult given the limited budget and sometimes staffing within our public schools to make that bridge happen effectively.”

United to Learn serves as the infra-structure between the public schools and the private institutions in North Dallas. Together, they identify the resource gaps that exist in the community and how United to Learn can make it easier for different organizations to be engaged and get involved.

Specifically, United to Learn focuses on three separate high school feeder patterns: Hillcrest High School, Thomas Jefferson High School, and W. T. White High School.

“Obviously, our enclave within North Dallas has some of the most affluent and wealthy individuals as in the greater Dallas community,” Williams said. “Yet, within our public school system in that same geographic concentration, almost nine out of 10 of our students qualify for free and reduced lunch.”

United to Learn’s strategic planners decided on four key pillars to focus on: social and emotional health, campus environment, literacy, advocacy, and awareness. The first two pillars serve as the foundation that allow the other two pillars to be effective.

“If school is going to be their home away from home, then that time at school needs to make them feel like they are valued and often our surroundings are what tell us we’re valued,” Williams said. “If the school is a quality facility with the resources that you need, then there’s an inherent message there.”

This past summer, senior Katherine Pollock interned at United to Learn after she learned about the organization when volunteering at Everette Lee DeGolyer Elementary School through Hockaday community service. Since United to Learn is still fairly new, Pollock worked on setting up the database and checking in with the elementary schools to see how they used the reading grant given by United to Learn at the beginning of the last school year.

“After reading and writing the grant reviews, I grasped how crucial the reading grants were in allowing their reading programs and scores to grow,” Pollock said.

United to Learn’s third pillar is to improve student literacy in third grade, a milestone marker, by working with the schools in order to deliver the necessary resources to the campuses.

Only thirty-seven percent of third graders in elementary schools neighboring Hockaday and St. Mark’s read at a level where they are ready to proceed after graduating from high school. This statistic, reviewed by United to Learn in 2012, struck Courtney Flanagan ’91 to join the leadership of United to Learn this past spring.

>>> read the full article
http://hockadayfourcast.org/united-to-learn-unifies-public-and-private-schools/
Two Boarder Lifers’ Experiences

Caroline Forbes (Class of 2018) was a day student for 12 years and started boarding when she was a junior. In comparing the major differences between her experiences being a day student and a boarding student, Caroline believes the biggest difference was going from seeing her parents every day to seeing them maybe once a month. She says, “This was a big adjustment for me as I am very close with my parents. Now, to make up for not seeing my parents every day, I now FaceTime with them about twice a week.”

As a boarder, Caroline had to take on new responsibilities and plan her time so that she could focus on school during the week. She notes, “I do my own laundry, grocery shopping, errands, etc. whereas before my mom would do them for me. I also have a curfew, which is new for me. Another adjustment I have had to make is considering Hockaday my home in addition to my school. Before, there was a clear distinction between my life at home and at school since they were in two different places. To help adjust, I customized my room with decorative bedding, posters, string lights, photos, and a calendar so my room feels ‘homey.’”

Caroline loves the convenience of living on campus. “I get to wake up a lot later than I did when living at home, and I don’t have to worry about walking up from ‘over-over-flow parking’ every morning,” she says. “I also enjoy going to the library to study at night, which is something I didn’t do before becoming a boarder.”

She has learned a lot from her friends and fellow boarders as well. From her experience in Residence Life at Hockaday, she has learned to accept and treat others how she wishes to be treated. “When living with so many girls on one hall, you have to be courteous of everyone around you,” she says. “I have also learned the importance of small acts of kindness. For example, at the beginning of last year I felt a little out of place because I never thought I would live in the Hockaday dorms; however, everyone was so open and friendly that I immediately felt at home.” This experience has taught her to appreciate others’ kind actions and understand how one small gesture can really impact someone’s day.

When reflecting on how her boarding experience may have prepared her for college, she believes that learning to live independently from her parents has prepared her well, since she can balance schoolwork and the freedom of living without parental authority while staying on top of a weekly routine. She says, “Being a boarder has prepared me for college since I now know how to share a room with a roommate and how to live with many other girls my age by kindly sharing common areas, a kitchen, and bathrooms. As a boarder, I would say I have more independence than being at home since I don’t always have my parents watching over me 24/7. With a greater sense of independence, I have developed more self-discipline and maturity. On the weekends, I have to take the initiative and set my own schedule to make sure everything gets done before the next week starts. I don’t have my mom there preparing dinner for me or ensuring I’m working on schoolwork. However, through living away from home but under the great care of my dorm mom, I have learned to responsibly complete these tasks by myself.”
Anastasia Almyasheva ’12 was a day student for 11 years and then moved into Residence in Upper School and spent 3 years as a boarder. Today, Anastasia is planning to attend medical school in the future and plans to be a medical scribe in Dallas for a year while she goes through the application process, but she thinks back fondly on her time as a resident at Hockaday and the positive impact it had on her.

She recalls one of the biggest differences as a boarder was having a new schedule, since there were so many more restrictions such as lights-out times, and only a couple days a week where the boarders were allowed to stay up an extra hour. Another difference she experienced was having a roommate. Anastasia had grown accustomed to living in a single-parent household without any siblings and she definitely found Residence Life strange and new. She adds, “One major plus was that I did not have to wake up as early and could just walk down the ramp to get to class.”

When Anastasia became a boarder, she found there were many life adjustments that she would need to make. She remembers, “Of course, it was an adjustment not being as free to manage my own time. There were also a lot of internal conflicts for me in my transition to being a boarder. I definitely struggled with comparing my life as a boarder to my life as a day student. Though the only thing that really changed was my living situation, I still felt very disoriented when it came to going back to school as a boarder, because I thought it would put a strain on my studies and my relationships. I always hung out with my day student friends off campus and lived off campus up until sophomore year, and felt that with my new boarder status it was much more restricting and a little upsetting, because I had to spend even more time at Hockaday than I already had – not to mention Hockabuses as transportation instead of a regular car!”

She continued, “At first I was very resistant to integrating with the other boarders because they didn’t really understand what it was like, or so I thought, to go to a school for so long and suddenly have to go to that same school under very different circumstances. It was difficult knowing that my house was still 20 minutes away but I couldn’t sleep in my own bed, be with my cat or eat my own food. So at first I would try to spend as little time in the boarding department as possible. I would go home on the weekends and would study in the library and go straight to bed on weekdays. But as I grew to be less stubborn and accepting of the experience, I found that the other boarders really cared about me in a new way that I hadn’t necessarily felt before with day students. Of course, many day students and I had strong friendships, but with the boarders, we bonded over some very tough times and some very great times because we just spent many waking hours together.”

By being a boarder at Hockaday, Anastasia was prepared for college in many practical (and some less practical) ways. She was able to find ways to take care of herself, her time, and her space a lot earlier than many of her peers in college. She was able to adjust to being away from home much quicker in college because of this experience.

“Sheing a boarder also helped me with long-distance communication,” she remembers. “After graduation, I knew many of my friends from the boarding department would not be returning to Dallas because they lived all over the world. The same happened when I came to college in Connecticut; most people live either in San Francisco, New York or Boston, and so when we are on break, I have found that it’s easier for me to adjust being away from my college friends in the same way that I adjusted to being so far from my boarder friends. Although, I think I’ve managed to see most of my friends from boarding at least once since graduating, which makes me hopeful for the future after college.”

When she thinks about what she learned from her friends in the dorms, she recalls, “I definitely learned an incredible amount from my fellow boarders. I had to learn quickly how to interact with people in a way that I hadn’t had to before. Since we had to live together both on a hall with a communal bathroom as well as with a roommate, there was a steep learning curve when it came to interacting with my classmates. I also just spent an incredible amount of time with people I may not have otherwise and found really deep friendships with them. I generally learned a lot about being a human being who relates to other human beings from my boarder family from all those times we spent talking and joking around in the lounge, in each other’s rooms, in each other’s cars, laying in the hall, and brushing our teeth next to each other – these are things that simply did not happen when I lived alone with my mom and for that I am grateful.”
Varsity soccer players from left to right: Alexandra Sachs (Class of 2021), Isabel Malakoff (Class of 2021), Meg Wilson (Class of 2020), Isabella Shadle (Class of 2019), Annie Allen (Class of 2018), Campbell Swango (Class of 2018), and Gigi Spicer (Class of 2020).
The brain has the capacity to store more information than a supercomputer and to create a network of connections that far surpasses any social network. It has enabled humans to achieve breathtaking milestones, such as mapping the human genome and composing masterpieces of art, literature, and music. And yet, we know very little about this complex organ which controls every aspect of the body, from heart rate and appetite to emotion, learning, and memory. At the time that I was introduced to neuroscience, very few undergraduate programs existed. Today, the study of the brain is a vast and fast-growing interdisciplinary field of science that seeks to understand how the brain enables the mind. Researchers investigate the structures and functions of the brain at multiple levels of biological organization, from simple molecules and networks of neurons to large-scale systems working in concert to produce complex behavior.

When I came to Hockaday after completing a postdoctoral fellowship in cognitive neuroscience, I knew I wanted to teach neuroscience to the girls – to share with them the true wonders of the human brain so that they could begin their own journey of exploration into the great unknown.

Students may engage with neuroscience in a variety of ways at Hockaday. We have a neuroscience course, a student-led club in the Upper School, and various research opportunities. Hockaday is one of a few high schools in the world that offers a neuroscience course (most are college-level and beyond). In our semester elective course, students perform hands-on lab explorations such as learning neuroanatomy through a sheep brain dissection and investigating neurophysiology through electromyography and extracellular recordings of action potentials in the cockroach leg. They learn how to locate and read primary scientific literature, seeking to understand the basics of both the healthy and pathological brain. Students also get a chance to interact with neuroscientists via Skype or classroom presentation so they see “real” science in action. Thus far, all have been female scientists who are leaders in their fields.

One of the most exciting class projects is the annual Brain Fair, where the seniors in my class engineer brain fair “booths” to teach the 4th graders about neuroscience. Lower School teacher Amy Banks was thrilled to start a partnership in which the big kids teach the little kids about the brain. “The Brain Fair provides an opportunity for my students to see that Upper School students enjoy neuroscience, that they have learned ‘fun stuff’
I learned a lot about neuroscience – a typically overwhelming and complicated field – in a way that was not only exciting but also informative. As a college student, that is something that I now look for in all of my classes regardless of the subject matter. Taking Neuroscience was an enriching experience and one that has helped me greatly in the transition from high school to college.

AMANDA KIM ’17

about neuroscience, and that they care enough about my Lower School students to spend their time sharing their knowledge in neuroscience. It is my genuine belief that cross-division collaboration like the Brain Fair inspires my students to aspire to study and enjoy science throughout their years at Hockaday and beyond.

The student-led Neuroscience Club was founded by Heather Xiao ’16 in 2012. Under her leadership, we established the DFW chapter of the Brain Bee, an international competition designed to foster interest in neuroscience in high school students. To date, we have successfully hosted three regional Brain Bees at Hockaday, drawing high school students from all over the Metroplex to compete.

Christine Ji (Class of 2018), the Neuroscience Club’s current president, has won the Bee three years in a row. She competed in the National Bee in her freshman year after winning our first regional Bee. She says, “One of the most formative experiences I’ve had during high school is participating in the annual DFW Brain Bee. Through both the regional and national levels of the competition, I’ve been able to surround myself with people who want to learn more about the brain. I personally think high school neuroscience competitions like the Brain Bee are extremely important, since it encourages young people to develop an interest in neuroscience early in their academic careers.”

The final aspect of Hockaday’s neuroscience program is the research component. Dr. Barb Fishel, the Director of the Hockaday Research Program, has orchestrated many of these opportunities through a variety of partnerships. One particularly fruitful collaboration with one of my former colleagues, Dr. Melissa Duff, now at Vanderbilt University, resulted in two Hockaday students, Shreya Ahuja ’14 and Emily Wechsler ’14, co-authoring a paper and presenting their work at two national scientific conferences. In addition, Shreya wrote an award-winning essay about traumatic brain injury that was inspired by her research experiences.

She reflects, “As a direct result of these experiences, I had the opportunity to develop advanced research, writing, and presentation skills – skills I continue to use in college today. This type of first-hand exposure to neuroscience is rare for many high-schoolers, and I am truly grateful for these unique experiences that revitalized my interest in STEM and have continued to shape the way I think about a career in health care.”

Everyone has that one thing that truly energizes them, and for me, that thing is neuroscience. I marvel at how the brain’s 100 billion nerve cells can organize themselves into functional circuits enabling us to interact with the world around us and perform complex behaviors like contemplate our own existence. And we are barely scratching the surface of understanding how the brain functions! It has been exhilarating to see Hockaday students’ positive response to the Neuroscience course. Our students are leaving high school with a significant advantage – not only do they have a solid foundation of neuroscience concepts, but in Neuroscience (as with other Hockaday courses) they are also encouraged to explore amazingly complex questions and delve into advanced research. Most importantly, they have learned how to become informed consumers of scientific information. They will become the next generation of doctors, philosophers, and researchers, and I can’t wait to see what they will discover.
ALUMNA KATYA JESTIN ’87

Relies on Hockaday Experience in the Arts and History to Realize her Dreams

From prosecuting organized crime figures in the courtroom to being featured on one of New York City’s subway mosaics, Katya Jestin ’87 explains why women can do anything today and why she thanks Hockaday for giving her the foundation she needed in life.

“Hockaday is truly an extraordinary place. For me, I loved most the art department at Hockaday. Although I am not an artist (I well-appreciated my limitations in that regard early on), I have a deep fascination with and appreciation of visual art. My husband and I are avid collectors of modern art, although I appreciate a wide range of artists and genres. Art appreciation (and I would say by relation a general appreciation of world culture) can be taught, and Mr. Long and Mrs. Harrison and others at Hockaday instilled in me a fascination with the world and all different points of reference. I believe that such fascination is critical to really appreciating, really feeling art of all types. At Hockaday, I also had the wonderful good fortune of being the daughter of a Hockadaisy, who also had Mrs. Harrison as her art teacher. Mrs. Harrison ignited a love of the visual arts in my mother, Susan Mead ’66 and me, and so that part of my Hockaday experience was extra meaningful to me.”

She continues, “In addition to a love and appreciation of the visual arts, Hockaday laid the foundation in me for critical thinking. Mr. Kramer’s American History class in particular engaged me academically more than any class I had ever taken before. In his class we debated our engagement in the Vietnam War, discussed civil disobedience and its interplay with political discourse and destiny, and the coming apart of the American idealism of the 1950s. Mr. Kramer brought these topics to life, and our classroom discussion was always lively and energizing. At bottom, I credit Mr. Kramer with the professional direction I have taken in my own life. He inspired in me a social conscience and an appreciation for the importance of engagement in our political process. I ultimately went to law school, and, while I work at a law firm for private clients (mainly large companies), I am heavily engaged in pro bono projects representing indicted criminal defendants in federal court, a high-value detainee in Guantanamo Bay, and myriad others who need a lawyer, but who cannot afford to pay for one.”

Recently, Katya was featured on a subway mosaic, and she explains how she worked with one of her clients, a well-known artist, to conceive the idea of visually communicating a convergence of different aspects of her life, and how this would resonate with the general public.

Katya’s children Samuel, James, and Madeline
"As you are reading this, you may be asking how any of this ties into the mosaic of me in the Second Avenue Subway in NYC. I have been fortunate to have done some legal work for the world-renowned Brazilian artist Vik Muniz. I am also the lucky owner of one of his most iconic pieces. Vik (along with Chuck Close and others) was chosen to create an enormous installation at the new Second Avenue/72 Street Subway station on the Upper East Side of Manhattan. It is an amazing piece of art called *Perfect Strangers*, meant to depict a diverse variety of New Yorkers existing harmoniously during their commute. Both my son James and I were fortunate to be among those chosen to be immortalized there in stone. James is leaping in the air in his superman cape, while I am a typical commuter waiting for the train carrying my high heels."

Katya confirms that Hockaday’s demanding curriculum helped to prepare her for her very demanding life! She says, “The most challenging thing about my work and life is the struggle to juggle. I am sure all working parents can relate to this. My job is fulfilling and challenging, but it can be very time-consuming and requires a fair amount of travel. I also have three extremely adorable children, with whom I like to spend time and who have very busy lives. Striking the right balance is a constant challenge – but with a supportive spouse and self-confidence, we women can truly have it all. I firmly believe that, and I try to live it every day.

When asked what she most enjoys about her work, she reflects, “That is a tough one – I love what I do. In my 30s, I was a federal prosecutor here in NYC, and I investigated and prosecuted organized crime. That was probably the best professional experience of my life. Working with the FBI, conducting large-scale investigations, followed by exciting, challenging trials was really great and hard to beat. Now, I derive a lot of satisfaction out of the help I can bring to my clients who are faced with very stressful situations in Department of Justice or SEC investigations. I also am tremendously fortunate to mentor a wonderful group of younger women lawyers – every day I work to involve women in my cases, provide advice or just listen, and I am very intentional in my efforts to promote their advancement. We professional women must stick together and focus on our collective advancement! I love that I get to participate in that effort every day as part of my job.”

Katya gives Hockaday girls today the following advice: “Squeeze everything you can out of this extraordinary opportunity you have. You have access to unbelievable facilities, top-notch faculty, and an ecosystem of global critical thinking that can nurture in you great aspirations. The key is believing that you can be anything you want to be – and Hockaday is a great springboard for your goals. I am the daughter of the product of Hockaday – an amazing, strong, independent woman. And as a product of Hockaday myself, I only hope I fill her shoes; I hope to inspire the same fierce independence, strength of ideas, and tenacity in my own children, Madeleine, Samuel, and James.”
CONNECTING MIDDLE SCHOOLERS WITH MODERN DAY THROUGH THE STUDY OF CIVIL RIGHTS

by Darin Jeans
Middle School History Teacher
The United States is a country with a very diverse population. Numerous ethnicities, religions, and cultures have impacted America and made it what it is today. It would stand to reason then that our history should be diverse as well. By adding the Civil Rights Movement to the sixth grade curriculum, Hockaday is attempting to teach that history to students.

Sixth grade history tells the story of the United States from its inception. Beginning with Colonial America, the class focuses on the American Revolution, Constitution, Westward Movement, and the Civil War. Of course, one cannot tell these stories without also including the African American experience. The actions of African Americans, whether they be a slave, a soldier, a farmer, a merchant, an abolitionist, or a civil rights activist, were an integral and crucial part of American history. This is why the decision was made a few years ago to conclude sixth grade history with a study of the Civil Rights Movement. In order to fully understand the cause of it, the girls first learn the reasons behind its formation. Their study begins with slavery and abolitionism, then moves on to the many systematic discriminatory policies instituted after the Civil War, including Jim Crow laws, convict leasing, and residential segregation. Once these are understood, students delve into the Movement itself, highlighting the significant events and people. The girls then discuss its impact on today and where we are now in regard to race relations.

When the first African American was elected president, many hoped it signaled the decline or even the end of racism. Instead, it brought racism back to the surface and the forefront. Now, with recent current events, knowing the history involved between black and white Americans has become crucially important. Students cannot truly engage in an educated discussion or debate on white supremacy, Black Lives Matter, or the removal of Confederate statues unless they have accurate knowledge of the history behind it all. Only informed citizens can hope to make a positive impact or affect change. Part of Hockaday’s mission is to develop “women who are educated and inspired to lead lives of purpose and impact.” The Civil Rights Movement would never have happened without ordinary people doing just that. Students are able to see the massive effect regular people can have on society. They also see how the choices made by those before us resonate today and beyond. Now, with this deeper understanding of history, our students can look to leave their own purposeful impact on the world.

We cannot escape our history. However, we can study it thoroughly so we are able to make informed decisions about our future. A diverse curriculum is crucial to achieving this. As writer Michael Wood says, “we all want it, and we all need it, for history is not history unless it is about all of us, and speaks to us all.” By studying the Civil Rights Movement, our students are laying the foundation for addressing current race relation issues and becoming the leaders of tomorrow.
ALUMNAE ENTREPRENEURS SHARE THEIR JOURNEYS

Hockaday alumnae continue to make an impact in fields and industries around the globe. *The Hockaday Magazine* recently checked in with three women who graduated in different decades.

COURTNEY NICHOLS GOULD ’88
*Co-Founder and Co-CEO, SmartyPants Vitamins*

What are your favorite memories of being a student at Hockaday? The time spent in the library or study halls with friends (admittedly not a lot of studying getting done) or our lunchtime tanning behind the assembly hall (also not allowed, not to mention not good for us, not to mention surprising if you could see how pale I am)!

Tell us about your experiences that are reflected in your work today. For me, Hockaday was about friendship and establishing a sense of purpose. I certainly saw that girls could be anything and met one role model who became my first boss, Former Texas Governor Ann Richards, which I think allowed me to consistently work in very heavily male dominated companies, board rooms, etc.

Why did you decide to create SmartyPants? We started the company because it seemed unfair that anyone should have to choose between quality, effectiveness, usability, and affordability when it came to supplements. The whole point of supplementation is to help.

What is the most challenging part of your work? We are scaling so quickly that every nine months we are a brand-new company, which means different competitors, different skills required, different strategies, different challenges. It’s a constant battle against entropy and constant problem solving. The thing is I love it so much and it’s the best thing I have ever done.

What are your plans for the evolution of SmartyPants? We believe we will be a top five company in the U.S. in supplements and a top 20 brand globally. Go big or go home.

Truly, because we chose better forms of nutrients than many of the competitors, particularly selling in mass markets, and because we donate more than any other single manufacturer to the leading non-profit, Vitamin Angels, in our vertical, it feels important to me that we do well as we can help bring more health to more people as a result of these commitments. It’s nice to have a purpose tied to something higher than profit.
What advice do you have for Hockaday students today?
Greatness is not something you are born with – it's something you earn, and leadership has much less to do with your greatness and much more to do with your ability to inspire others to push themselves beyond what they thought possible to achieve a shared end. I think the idea of “the secret” is totally not true. Most of the amazing things I have been a part of or great people I have worked with came not from some bolt from the blue idea that I must fulfill or my life is meaningless, but rather it came from a whisper of interest in something that I kept following until it was a loud scream that I couldn’t ignore. Don’t create stress thinking you must go to the perfect school, win the right awards – ideas are easy, it’s the execution that will bring you to your knees. So develop some resilience, get really used to being uncomfortable, until it becomes a habit. Then nothing can stop you, and I hope it doesn’t! I am such a believer in girl power – I am helping to train the next generation of female CEOs/leaders/thinkers at SmartyPants, and I know I could not have done it without my time at Hockaday.

MICHELLE VICK ’01
Founder, Baby Box Company

What are your favorite memories of being a student at Hockaday?
My favorite memories of Hockaday revolve around having the most amazing teachers – Mr. Wasserman, Dr. Saxon, Mr. Long – far too many to list here! I was consistently inspired, challenged, intrigued, and entertained. I also loved the independence and the variety of choices Hockaday had to offer. Beyond the standard requirements, I remember pursuing electives in creative writing, a tutorial on the Vietnam War, private voice lessons, and beginner dance classes. I was good at some of these things, decidedly NOT good at others, but every step of the way I was learning something new and pushing my boundaries.

Tell us about your experiences that are reflected in your work today.
The independence and creativity that I developed at Hockaday fostered my entrepreneurial spirit in a major way. I was also deeply affected by Hockaday’s emphasis on community service and giving back, which brought me to a point in my life where I wanted my daily work to have a positive social impact.

Why did you decide to create this business?
Fellow Hockaday student and my friend Jennifer Clary and I decided to start The Baby Box Co. shortly after I had my first daughter. I was completely overwhelmed by parenthood, even though I was lucky enough to have all of the resources I needed, and I wanted to find a way to provide support to new parents during this challenging time in their lives. Around this time, Jennifer and I happened to come across a fascinating article about the Finnish Baby Box tradition. We were excited by the idea of bringing this unique family support system to the US and other parts of the world.
What was the most challenging part? There is a new challenge every day, frankly! Creating this company from scratch was a huge learning experience for us. Generally speaking, one of the biggest challenges is simply dealing with the unknown. Long-term plans are often in flux, and new developments are constantly emerging. This volatility can be stressful, and it keeps you on your toes at all times.

What advice do you have for Hockaday students today? It’s hard, but try not to waste time comparing yourself to others. Perfection should never be the goal. Being tough, hardworking, and passionate about your pursuits will bring you so much more joy and fulfillment than striving to be perfect or worrying about what your friends have accomplished. Focus on what is meaningful to you on a personal level and how you want to contribute to the world, and forget about the rest.

VICKI BARTHOLOW ’68
Founder and Jewelry Designer, Petits Bijoux
What are your favorite memories of being a student at Hockaday? I have so many wonderful memories of my 7 years at Hockaday that I hardly know where to begin. My years at Hockaday were filled with so many wonderful friends and amazing teachers. I was fortunate to be in the Class of 1968, a remarkably smart class who pulled for one and all. We are a cohesive group of women to this day, and we are all looking so forward to our 50th Reunion in the spring of 2018. As a Class Agent of many years, I am working with my fellow Class Agent to plan the best weekend imaginable. My years at Hockaday nurtured my maturity and intellect and helped me find my talent and passions. I fell in love with the French language as a 5th grader, being taught by Mademoiselle Lucette Moulin. French was my minor in college and my second teaching field. When I founded my company along with another Hockaday, Carolyn Kemp Wittenbraker, we named it Petits Bijoux: French for “little jewels.”

Tell us about your experiences that are reflected in your work today. I think that my training at Hockaday helped in my business in a number of ways. I think that I learned at Hockaday to hold my nose and jump. I had the idea of starting Petits Bijoux after I was in a store and the manager asked me where I had bought my necklace. I laughed and said “Oh, I made it an hour ago!” Her next comment was “We want them.” With that the light bulb turned on. Opportunity knocked, and I answered the door. I think my Hockaday education from childhood taught me to jump at opportunity once it presented itself. Hockaday also greatly fostered a work ethic in me. The rest has been history!

Why did you decide to create your jewelry design business? I created my jewelry design business because I greatly enjoyed the creative process. My nest was empty, and I had the time to learn and study a number of jewelry making techniques. I had always been good at needlepoint and other types of hand work, so designing and making a necklace was just a further extension of this process. I learned so much about gemstones and pearls, and I very quickly developed an eye to discern the best of these. I also enjoy watching my clients delight in their new items, and it thrills me to see them wearing them when I go to an event.

What was the most challenging part? The most challenging part of founding Petits Bijoux was to figure out how to get my jewelry into the marketplace, be it by having trunk shows or in a store. I am currently in a major store in Dallas and two wonderful galleries in Maine, where my husband and I have a summer home, and I have two trunk shows a year.

What advice do you have for Hockaday students today? My advice for Hockaday students is a simple one: follow your passion and work will be fascinating – and fun! We have all heard this before, but I have discovered that it is so true. I love what I do and am always looking for new sources for gemstones and thinking of new designs. The possibilities are truly endless.
WHAT IS THE ANNUAL FUND?
Your gift to the Annual Fund makes an immediate – and virtually limitless – impact on the School. For every student, the Hockaday Experience, filled with superior academic programs and exceptional extracurricular activities, is made possible in part by the Annual Fund. The Annual Fund provides 5% of the operating budget and supports all areas of school life.

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Tuition and fees alone cannot fund everything that makes Hockaday what it is. The gap between tuition and the full cost of each girl's Hockaday education is $7,722. The Annual Fund and income from the endowment help bridge this gap. Your gift is vital to our students and to the future of the School.

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FOR MORE INFORMATION:
Mary Crain Roman ’01 Director of Annual and Planned Giving The Hockaday School 214.360.6583 mroman@hockaday.org
Maille Radford ’13 has accomplished something no other Harvard graduate has ever done – she has earned joint degrees in chemistry and history of art and architecture. Not only was she able to handle the rigorous demands of these programs, but she persevered and will continue to pursue her dreams.

After graduating from Hockaday, she was interested in pursuing a career in art conservation and initially declared a degree in chemistry because she felt that a rigorous education in the sciences would be most important to graduate studies in conservation. She says, “Having taken a few introductory courses in art history to complete a secondary field or minor, I loved the subject and department but missed the depth of study that I would have achieved if it were my primary concentration. I, therefore, began the process of petitioning for a joint degree and later completed my thesis under the History of Art and Architecture (HAA) and Chemistry departments with my research conducted in the Straus Center for Conservation and Technical Studies.”

While the courses for each field were very rigorous, it was really the process of petitioning for a joint degree and completing all of the requirements in four years that was the most challenging. Maille had been discouraged from petitioning for a joint degree in chemistry and art history during her freshman year because no student had completed this combination before, so both departments expressed concerns. However, during the summer before her junior year, her chemistry advisor recognized how passionate she was about both disciplines and helped to initiate the process, which required her to create an academic proposal demonstrating that all requirements could be met, and a reasonable thesis integrating chemistry and art history could be completed.
She was determined to see the process through, and said, “Though the approval process was quite long, I greatly appreciated the support of both departments as well as the Straus Center as I began my thesis. It was an incredible challenge to take on a second concentration, but I ultimately felt that those sacrifices were worth the opportunity to gain experience in conservation. It was also very rewarding to participate in introducing two departments that had previously been isolated and initiate a dialogue across these disciplines.”

Maille became interested in pursuing both the arts and sciences after she visited a family friend who was a paper conservator at the Metropolitan Museum of Art. Throughout her time in high school, she sought out ways to challenge herself across disciplines from AP Chemistry to Studio Art. Maille was ahead of her time. Hockaday had not yet formally developed the STEAM initiative, but she blazed a trail to develop a foundation in the arts, sciences, and humanities in parallel, and to integrate them whenever she believed there was a natural connection or opportunity.

“Having pursued that goal of interdisciplinary studies in high school and having been met with encouragement from my teachers, I felt more confident in being able to complete a joint degree in chemistry and art history as I entered college,” she confirms. “With the implementation of the STEAM program, I am excited to see what opportunities future Hockaday graduates pursue or create for themselves. I think that it is wonderful to have a school encouraging this integrated approach to education because, whether or not one goes on to work across these disciplines, it ultimately enriches one’s own field of study by developing this unique perspective.”

When reflecting on her time at Hockaday, Maille recalls, “I always appreciated the support and enthusiasm for learning across my years and how that passion went beyond the classroom. In particular, I really valued the friendships that I formed with my peers in Latin and with Dr. Saxon and in creative writing club. We would sit on the terrace for lunch every day and share whatever we were interested in at the time. While my courses prepared me well for college, I feel that it was the conversations and debates that I had with my friends that really enriched my education and taught me to value subjects outside of my area of interest.”

Having graduated from Harvard in 2017, Maille has been awarded a two-year Marshall Scholarship and began an MA in History of Art at University College London in September, before completing a second master’s degree in curatorial studies.

“While I greatly enjoyed the opportunity to work in conservation, I am now interested in how this understanding of materials may be applied to the way we interpret and display artwork,” she says. “With a focus on modern and contemporary, I feel that materiality as a methodology is particularly important to the study of works made from everyday materials that are meant to be ephemeral. For example, I analyzed Richard Hamilton’s fiberglass The Solomon R. Guggenheim reliefs for my thesis, arguing that his use of automotive material ultimately subverted not only Pop Art—his own movement—but the contemporary identity of the museum.”

Maille shares the following advice for Hockaday students today and tomorrow: “It’s important for young women to not feel that limitations are being placed upon them in their education, and I feel that the Hockaday community does a wonderful job of instilling confidence in its students to pursue their passions. Often, you may not be met with that same encouragement as you enter college, but remember to have perseverance. When it comes to what you want to pursue, it’s okay to not take “no” for an answer; instead, just keep working hard and prove that it’s possible.”
My trip to the United Arab Emirates in the spring of 2017 was eye opening. The Middle East has a history of conflict, violence, and, in most cases, the oppression of women. Never having traveled there, I did not know what to expect. I was pleasantly surprised that the UAE did not fall into any of those categories. Just the demographics of the country were surprising. Only 20 percent of the country’s population is Emirati. The remainder of the population comes from various places and backgrounds. Additionally, the UAE is a society infused with hope.

The UAE Embassy and the World Affairs Council sponsored my group of twelve teachers, and as a result, we had the privilege of visiting with several government ministers and directors of programs. One of the first significant revelations was that several of these ministers and leaders were women. Dialogues with each of these leaders resulted in a growing picture of life in the country. Meeting with the Minister of Education and visiting schools demonstrated their commitment to the education of their youth. In a meeting with the Director General of the UAE Space Agency, he revealed a planned mission to Mars to launch in 2020, which makes the UAE the only Islamic nation to be pursuing a space program! The Director General expressed the desire to send a positive message of hope to the world from the Middle East.

The UAE was exceptional in the Middle East and the world because while continuing to embrace its traditions, a progressive attitude is pervasive. The consistent message from the people we met during our trip was that this progressive outlook can be traced back to the first president, H.H. Sheikh Zayed. Characterized by most we met as a “visionary,” Zayed ruled the UAE from its founding in 1971 until his death in 2004. Given credit as a major force in the unification of the Emirates, Zayed is also considered the architect of the current UAE. His leadership led to the diversification of the economy and providing education and services to the people of his country. The more I heard and read about this leader, the more convinced I became that Zayed was indeed a great humanitarian and a unique individual in history. His leadership and direction at the beginning led the country to become a forward-thinking and hopeful society.

A totally unique program, which almost sounded a bit comical when we first heard of it, is the recently established Ministry of Happiness. When commenting on this new ministry, Prime Minister Sheikh Mohammed bin Rashid A Makroum commented, “The role of government is to create an environment in which people can achieve their dreams and ambitions, not to create an environment that government can control. The point is to empower people, not hold power over them. Government, in short, should nurture an environment in which people create and enjoy their own happiness.” (Ministry of Happiness Website) What is even more empowering is that this ministry is headed by a woman, H.E. Ohood Al Roumi, and she is committed to encouraging happiness and positivity as a lifestyle in her country.

Though there are several more examples of what impressed me about the UAE, the last one I will address is their leadership in developing programs to counter violent extremism. The thought behind these programs is that it is not enough to fight against terrorism in the present, but instead to attempt to prevent it in the future. Thus, addressing the causes of radicalization that lead to individuals being drawn to terrorist organizations is
essential. One of the ways the UAE is examining these issues is Hedayah. Arabic for guidance, Hedayah, an International Center of Excellence for Countering Violent Extremism, was created in 2012 with its headquarters in Abu Dhabi. According to the Hedayah website, “Hedayah was created in response to the growing desire from members of the Global Counter-Terrorism Forum (GCTF) and the wider international community for the establishment of an independent, multilateral center devoted to dialogue and communications, capacity building programs, research and analysis to counter violent extremism in all of its forms and manifestations.” This entity is a think tank to assist governments and non-governmental agencies around the world in countering violent extremism. Since the war on terrorism is a global issue, this places the UAE in a leadership role, not just within the Middle East, but worldwide. The guidance they provide has helped create programs in many areas of the world to counter violent extremism, such as Columbia, Germany, Denmark, and Afghanistan. I was enthralled with this program and the ideas behind it. Hedayah encapsulates their authentic approach in which they intentionally seek to be a positive role model in the Middle East and the world.

Works Cited
Hockaday’s Class of 2017 Receives the Gift of Financial Advice

by Connor Thomas ’11

Hockaday’s Class of 2017 learned important financial tips they will need in their college years. Representatives from Quest Capital Management, Inc. presented a college financial checklist that included steps they should take to budget and save money, as well as resources they can tap into for help.

According to the American Bankers Association, some of the top money mistakes college freshmen make include not creating a budget, overspending, not saving for emergencies, and overextending credit card usage. This is the first time they will take control of their finances, so it is important for them to avoid financial pitfalls while they are adjusting to their new life on campus.

Quest’s Client Service Associate and Hockaday alumna, Connor Thomas ’11 and her associate, Kelli Pluta, shared what to do before leaving for college and what freshmen should do when they settle into their college routine. “Our objective with this presentation was to offer a comprehensive overview that addressed everything from checking and savings accounts to expenses and budgets,” said Connor. “For instance, a good rule of thumb is to save 10–20% of your income, or at least get in the habit of saving a set amount every month. Also, don’t get carried away with credit card promotions and keep in mind your credit history is on record for seven years.”

Connor and Kelli also stressed the importance of saving and gave the students an example of the time value of money, which demonstrated the difference between saving early versus in later years. They also addressed crucial estate documents that should be signed such as a will, durable/medical power of attorney, and a directive to physicians prior to leaving home.

“Senior Transition Week at Hockaday provides our students with time to celebrate their great accomplishments with one another, to enjoy Hockaday’s rich traditions, while also providing programming that speaks to the excitement that comes with going off to college,” said Courtney Skerritt, director of college counseling at The Hockaday School. “We are grateful to Quest Capital Management for highlighting important financial matters students should take into account at this stage of their lives. Financial literacy is an important skill and it makes sense to offer a workshop to our students during a time when they are thinking about the responsibilities that come with living independently.”

“I commend Hockaday for offering this presentation to its students,” said Kalita Beck Blessing ’77, principal of Quest. “Establishing good financial habits in college will provide a strong foundation for these young women as they graduate and start their careers.”

Disclosure: Securities offered through Raymond James Financial Services, Inc., Member FINRA/SIPC. Investment advisory services offered through Quest Capital Management, Inc. Quest Capital Management, Inc. is not a registered broker/dealer and is independent of Raymond James Financial Services.
CLASS OF 2017 MATRICULATION LIST

Members of the Class of 2017 are attending the following colleges and universities.

Barnard College
Belmont University
Boston College
Brandeis University
Brown University
Bucknell University
Carnegie Mellon University
Colgate University
Colorado College
Columbia University
Connecticut College
Cornell University
Dartmouth College
Davidson College
Duke University
Elon University
Emerson College
Emory University
Fordham University
Georgetown University
Hamilton College – New York
Harvard University
Indiana University at Bloomington
Johns Hopkins University
Lehigh University
Marymount Manhattan College
Massachusetts Institute of Technology
New York University
Occidental College
Pennsylvania State University
Pomona College
Princeton University
Rice University
Samford University
School of the Art Institute of Chicago
Southern Methodist University
St. Edward's University
Stanford University
Suffolk University
Texas A&M University, Commerce
Texas Christian University
The George Washington University
The University of Georgia
The University of North Carolina at Chapel Hill
The University of Oklahoma
The University of Texas at Austin
Tulane University
University of California, Berkeley
University of California, Los Angeles
University of California, San Diego
University of Chicago
University of Dallas
University of Miami
University of Michigan
University of Mississippi
University of Missouri, Columbia
University of Richmond
University of Rochester
University of Southern California
University of St. Andrews
University of Toronto
University of Tulsa
University of Virginia
University of Washington
Villanova University
Washington University in St. Louis
Wesleyan University
IN MEMORIAM

Ruth Altshuler
*Life Trustee*

Life Trustee Ruth Collins Sharp Altshuler died on December 8, 2017. Her leadership and philanthropic impact in Dallas was legendary. Mrs. Altshuler was a member of the Hockaday Board of Trustees from 1966 to 1980, and was named a Life Trustee in 1992 and an Honorary Alumna in 1999. She will be remembered for her kind heart, steady judgement, quick wit, and fervent commitment to the Dallas community.

Mrs. Altshuler’s loyal support and thoughtful guidance on the Board in areas of governance and development were key for over five decades. As a member of Hockaday’s Heritage Society, her legacy will endure through her many gifts to the School including the Mr. and Mrs. Charles Sharp Endowment Fund, which supports general purposes.

She served the Dallas community in many capacities. Her keen sense of civic responsibility and her ability to garner support from friends and the broader community were reflected in her leadership in many Dallas institutions including; Southern Methodist University, the Salvation Army, the United Way of Metropolitan Dallas. She was the first lifetime member elected to the Executive Board of Highland Park United Methodist Church, The University of Texas Southwestern Medical Center, Southern Methodist Foundation, Dallas Children’s Advocacy Center, KERA, and the Junior League of Dallas. On a national level, she served on the Library of Congress Trust, United States Commission to the United National Educational, Scientific, and Cultural Organization (UNESCO), and Laura Bush’s Foundation for America’s Libraries.

Mrs. Altshuler’s life was filled with many firsts. For nearly 50 years she served as an SMU trustee and was the university’s first female board chair. She was the first woman to serve on a grand jury in Dallas, the first woman on the board of First Republic Bank of Dallas, the first woman elected Chairman of the Executive Board of Highland Park United Methodist Church, and first female Chairman of the Board of the United Way of Metropolitan Dallas. She was the first lifetime member elected to the National Salvation Army Advisory Board, and was a founding board member of the Susan G. Komen Breast Cancer Foundation. She was also the first woman to serve as a board member of the Salvation Army of Dallas, Goodwill Industries, and the Dallas Citizens Council.

A native of Dallas, Mrs. Altshuler graduated from Woodrow Wilson High School and Southern Methodist University. She was married to Dr. Kenneth Altshuler and is the mother of Sally Sharp Harris ’66, Charles Stanton Sharp, Jr., and Susan Sharp ’77.

Rita Crocker Clements ’49
*Life Trustee*

Rita Crocker Clements, Life Trustee and alumna from the Class of 1949 died on Saturday, January 6, 2018. Mrs. Clements was a member of the Hockaday Board of Trustees from 1970 to 1976, and was named a Life Trustee in 1981. She will be remembered for her unwavering support of Hockaday, her civic leadership, her political acumen, and her lifelong commitment to serving the community.

For more than 70 years, Mrs. Clements enthusiastically supported Hockaday. In 1990, Mrs. Clements received the Hockaday Medal, the highest honor possible to be bestowed upon an alumna. While on the Board, she actively participated on many committees including the Investment and Long-Range Planning Committees. Mrs. Clements strengthened the School’s endowment through the Rita Crocker Clements ’49 Teacher Endowment for Science in honor of N. Pete Lohstreter, and the Rita Crocker Clements and Family Endowed Fund for Faculty Development. As a member of Hockaday’s Heritage Society, Mrs. Clements legacy will endure through her many gifts to the School including the gift of Clements Lecture Hall in the Science Center.

Mrs. Clements attended Wellesley College and graduated *cum laude* from the University of Texas at Austin. She served on The University of Texas Board of Regents from 1996 to 2007. She received the Distinguished Alumni Award from The University of Texas at Austin and the Santa Rita Award for her contributions to The University of Texas System.

Mrs. Clements, a former First Lady of Texas, received numerous awards during her lifetime including the Ruth B. Lester Award from the Texas Historical Society, Women in Art Award, Distinguished Service Award from the Texas Women’s Alliance, Hats Off Award from the Associated Republicans of Texas, and the Distinguished Service Award from the Texas Department of Commerce. She was a founding director of the O’Donnell Foundation and served on the boards of the Salvation Army, the Dallas Historical Society, and the Willis M. Tate Distinguished Lecture Series at Southern Methodist University. Mrs. Clements also served as a director for several community organizations.

SPOTLIGHT
An Interview with Kristin Kessler Schell ’86

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

The chess pie, obviously. I’m a foodie so perhaps my penchant for pie began in the hallowed halls of Hockaday. My fondest memories though are of the people. Hockaday remains an incredible community for me. Thirty years later, I still pick up the phone and call my high school friends when I need advice, a shoulder to cry on, or just to gab about life. The education was premier, but the relationships remain priceless. One of the not-so-favorite memories is when I almost flunked French class. At the time, it was the absolute worst experience.

However, Madame Lorenz had a solution. She encouraged my parents to send me on a summer immersion program in France. It was a last ditch effort. That failure turned into a life-long love of the French language and culture. I learned about myself, and life, in ways that continue to lead my decisions and career. I remember returning to Hockaday to thank Madame Lorenz. That summer I learned far more than how to conjugate verbs. The most powerful experience wasn’t the language or the scrumptious new foods like chocolate éclairs and croque monsieurs . . . it was the ritual of sitting at the table.

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

I am a table person. A natural-born gatherer. Bringing people together for real conversation and delicious food is so much more than a form of entertainment. For me, it’s a way of life. We live in the Digital Age – the most connected era in all of history. Yet, statistics show we are lonelier than ever. Social media has wonderful advantages, but the danger it presents is a false sense of connection. We are busier than ever and consume more data because it’s incessantly at our fingertips. But there is no iDevice that can ever replace eye contact. I’m passionate about unplugging and gathering at the table. And, it all began the summer I almost flunked French.

What are you doing now?

I’m on a mission to love my neighbors. Four years ago I put a picnic table in my front yard, painted it turquoise, and began inviting neighbors, friends, and even strangers, to hang out and do life together at the Turquoise Table.

A new concept of hospitality unfolded in my neighborhood, and before long the Turquoise Table led to a movement of Front Yard People – ordinary people who long to create community right where they live.

Today, there are Turquoise Tables all across America from California to Maine. In all fifty states and in seven countries, Turquoise Tables have become a symbol of hospitality, a safe place to sit down and connect and have meaningful conversations.

My first book, The Turquoise Table: Finding Community and Connection in Your Own Front Yard (HarperCollins Christian Publishing) released in June and I have the privilege of traveling the country speaking to people who want to slow down from the craziness of life and grow deeper in their relationships.
What is the most challenging part of your job?

Finding balance between family and work and quiet spaces to create is hard. I’m an entrepreneur juggling a new role as leader of an international movement. It’s happened unexpectedly and quickly. So, time management is my number one challenge. Next would be the steep learning curve of running and growing the business side of the Turquoise Table movement and still serving people well. We’ve launched a book, a national product line with Tuesday Morning, and have been on The Today Show and featured in Good Housekeeping. Yet, the number one priority is our community of Front Yard People. I often joke, “I’m just a girl with a table.” But, I take the role of leadership seriously and pray each day I handle what’s in front of me with wisdom and grace.

What advice do you have for Hockaday students?

Don’t be afraid of failure. I’m not talking about flunking French or blowing off school. Accept the invitation to lean into the hardest parts of your life. Icky situations provide our most significant growth plates.

Keep your heart curious and your spirit teachable. Learn to ask really good questions. Never consume more than you create. Hang on tightly to dear friendships. Remember you matter and are deeply loved. #YouDoYou
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SAVE THE DATE

Thursday, April 12 – Saturday, April 14, 2018
ISAS Arts Festival
The Hockaday School

Friday, April 27, 2018
Alumnae Day

Saturday, May 19, 2018
104th Commencement

Tuesday, May 22, 2018
Ring Day

Thursday, May 24, 2018
Eighth Grade Graduation and Reception

Alumnae Weekend
April 27-28, 2018

The Alumnae Day Luncheon will honor Ed Long, beloved teacher and the Nancy Penn Penson ’41 and John G. Penson Distinguished Teacher in Fine Arts, and Dean of Upper School, who will retire after 47 years.

We hope to see you in April. Visit www.hockaday.org