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Lower School students at play on the lawn of Ashley H. Priddy Commencement Terrace

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.

EDITOR
Susan Earhart Brower ’92
Director of Communications

ART DIRECTION & PHOTOGRAPHY
Elizabeth Enloe Malakoff ’86
Creative Director

Believing in the inherent worth and dignity of all people, The Hockaday School is committed, within the context of its educational mission, to build and maintain an inclusive community that respects the diversity of race, ethnicity, national origin, religion, sexual orientation, family composition, socioeconomic status, and talents of its members. This commitment to diversity and inclusion is vital to educating and inspiring Hockaday students to lead lives of purpose and impact as resilient, confident women.
Dear Friends,

One of the attributes that drew me to Hockaday just over three years ago was the bold leadership that, in part, defines our community. Leadership manifests itself in myriad ways, and each day I am inspired by our students’ confidence and tenacity in taking risks, solving problems, and proposing solutions. Our girls and young women are curious and inquisitive, and during their time with us on Welch Road, they are honing their passions as lifelong learners as they shape their own unique experiences at Hockaday. Whether they are leading a class discussion, designing a social impact program, serving on a club or council, playing on a team, or contributing to a performance, Hockaday students are pacesetters, and way ahead of the pack.

We made a bold statement in The Hockaday Difference, our new strategic plan, that “Hockaday will be the recognized leader in education and a model for how to educate girls.” To live up to the ambitions in this statement, we must understand where Hockaday is currently a leader, and where we could become a leader. In tackling these lofty questions, we are fortunate to have a devoted and innovative faculty who lead by example and are wholeheartedly committed to developing creative and divergent thinkers who are prepared to lead lives of purpose and impact in a rapidly changing, complex, and connected world. Our teachers are the heart and soul of our community, and they animate their classrooms by sharing their experiences from worldwide travel excursions, current events, lab research, emerging technology, and stories relevant to their students’ lives. They encourage our girls to take risks with confidence and to push the limits beyond what they know in order to discover what is possible. Hockaday has a long-standing commitment to faculty professional development, and in this issue, you will learn about several faculty members’ recent travels and what they are bringing back to their classrooms as a result of the professional development grants they received that allowed each of them to become students again. Without question, our teachers’ dedication to providing a joyful and meaningful experience for all students is a responsibility they take seriously, and as a result, our girls learn, thrive, lead, and become their best selves.

Confident and ready for their futures, Hockaday alumnae are well-equipped to pursue any path they choose. Both on campus, around the country, and throughout the world, Hockaday’s alumnae are leaders in their communities and professions, while continuing to support their beloved School by serving on committees, spearheading fundraising efforts, and returning to campus to speak to students about their experiences as career professionals and industry pioneers. One such alumna leader is Hockaday’s Director of Alumnae Relations Amy Spence ’87 who was recognized as the 2019 recipient of the Ela Hockaday Distinguished Alumna Award at the Fall Alumnae Dinner this year. Amy has served the School for 24 years by keeping thousands of Hockaday alumnae engaged and connected to Hockaday long after they have graduated. In no small part due to her inspiration, alumnae return year after year to serve as leaders on the Alumnae Association Board of Directors and participate in programs like HAARTS, Affinity and Special Interest Groups, Board of Visitors, Young Alumnae Advisory Committee, and mentoring programs. We honor our alumnae leadership as they continue to strengthen and embolden future generations of Hockaday women.

Thank you for your continued confidence in us to carry out our mission and our purpose. We are grateful for the support of our community and our shared commitment to providing an extraordinary student experience for every girl.

With gratitude,

Dr. Karen Warren Coleman
Eugene McDermott Head of School
SENIORS NAMED NATIONAL MERIT SEMIFINALISTS

Thirteen seniors were named National Merit Semifinalists in the 65th annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955. The semifinalists include: Juhi Agrawal, Margaret Crow, Varsha Danda, Eliana Goodman, Sarah Beth Kelton, Arushi Mukherjee, Meghan Shimer, Anoushka Singhania, Angela Walsh, Sidney Wang, Kate Woodhouse, Lucy Young, and Yijing (Lily) Zhou.

SOPHIE GILMOUR AWARDED BEST STUDENT SHORT FILM

Sophie Gilmour’s ’19 short film Bait was awarded Best Student Short at the 18th Annual Asian Film Festival of Dallas. Twenty short films were submitted by students in Dallas, and half were from 10 Hockaday students including Alexa May ’19, Emily Ma ’19, Sari Wyssbrod ’19, Anoushka Singhania (Class of 2020), Joy Gao (Class of 2020), Phoebe Knag (Class of 2020), Haley Coleman (Class of 2023), and Mohana Ghosh (Class of 2020).

PEGASUS FILM FESTIVAL AWARDS

Hockaday film students won top awards at the Pegasus Film Festival at the Angelika Film Centre. Sophie Gilmour’s short film, Bait, won the Best Narrative prize. Anoushka Singhania’s short, Comfort Food, was awarded second place for Documentary, and Sari Wyssbrod’s short, Meet Metal: Bangover, was awarded third place for Documentary.
T.R. HOOVER SUMMER CAMP

Junior Kaitlin Kelly led a volunteer summer camp program at T.R. Hoover in South Dallas. This is the fourth summer that Hockaday has partnered with T.R. Hoover to serve children from the Bonton neighborhood in South Dallas. Through daily academic objectives, fitness goals, fine arts activities, and field trips, they provided an enriching summer camp experience.

ALLIE LYNCH ’19 RECOGNIZED BY THE AMERICAN FOREIGN SERVICE ASSOCIATION

Allie Lynch ’19 received an honorable mention for her essay, The Differences in Diplomacy: A Comparison of US Involvement in Bosnia and Somalia, submitted to the American Foreign Service Association. The American Foreign Service Association’s national high school essay contest completed its 21st year with nearly 700 submissions from 41 states and five countries.

GENHERATION DISCOVERY DAYS

Upper School students Stella Kozielec (Class of 2023), Lily Fu (Class of 2022), and Lola Isom (Class of 2023) participated in the GenHERation Discovery Days 2019 program, a network where young women and companies connect. GenHERation Discovery Days are immersive day trips that provide high school girls and college women with the opportunity to visit and interact with female executives at the nation’s most innovative companies. It has empowered more than 250,000 young women and hosted 300 events across North America.

SENIOR CELESE GIERHART MEETS WITH MAYOR MIKE RAWLINGS

Celese Gierhart (Class of 2020), co-editor of the youth commission’s citywide publication for the City of Dallas, met with Mayor Mike Rawlings for an exit interview before he left office. Amongst many topics, they discussed initiatives that would benefit the community, like GrowSouth, and bringing back the Youth Commission.
MIDDLE SCHOOL ROBOTICS WINS EDISON PITCH CONTEST

Middle School Robotics Team Space Daisies won first place in the Edison Pitch Contest in New Jersey. More than 150 students from 60 teams and 17 states competed in the contest. Coached by Middle School Science Teacher Laura Baker, the girls developed their robotics prototype “Buzz Gloves,” which alerts astronauts when too much force is exerted through a haptic sensor that touches the fingers.

UPPER SCHOOL COMMUNITY SERVICE BOARD DONATES TO DALLAS YOUTH CENTER

In order to raise awareness, the Community Service Board sold hair ties depicting the number of homeless youth. The proceeds went to support the designing of a new homeless shelter for DISD high school students. The After8toEducate’s Fannie C. Harris Youth Center is scheduled to open this fall. Hockaday and Thomas Jefferson high school students worked together to help design the shelter.

HOCKADAY CHARITY ORCHESTRA

Hockaday hosted a Charity Orchestra Concert and raised $1,700 to support the work that community organization Big Thought does on the opportunity gap in the arts and music.

SENIOR ISABELLA AKHTAR RECOGNIZED FOR ARCHITECTURAL PHOTOGRAPHY

Isabella Akhtar (Class of 2020) won a Citation Award for her architectural photography at the American Institute of Architecture Dallas.
Twenty four Hockaday seniors were inducted into the Cum Laude Society. Inductees were Ashna Ramchandani Ahuja, Meredith Claire Black, Dominique Danielle Buford, Si (Cirrus) Chen, Josephine Regan Dawson, Charlotte Nicole Doan, Jenna Rose Hofmann, Meghna Jain, Natalie Elizabeth Jones, Courtney Ann Katz, Tanvi Kongara, Sarah Michelle Landry, Cindy Siqi Lu, Morgan Lee Lutz, Megan Elizabeth Ortmann, Amanda Rose Peppard, Helena Perez-Stark, Rachel Nicole Rohrlich, Anna Kathryn Sheeder, Zhining (Clara) Shi, Kathryn Short, Qianqian (Caroline) Subbiah, Adoette Ellene Vaughan, and Isabella Michele Yepes.

FEMPWR

A new student-led organization, FEMPWR (pronounced fem-power), was founded on the basis of empowering young women through conversations on gender related issues and presenting them with opportunities to make an impact in their community. Seven high schools were represented at the first FEMPWR forum titled, From Your Bubble to the Outside World: Dealing With the Transition From a Sheltered Society to a Contemporary Lifestyle.

Senior Riyana Daulat in Support of House Bill 311

Riyana Daulat (Class of 2020) visited the state capitol in Austin to testify in front of the Ways and Means Committee in support of House Bill 311, which will eliminate the tax on feminine hygiene products in Texas. She recently started a change.org petition to increase support and awareness of the bill.

2019 Cum Laude Society

Neelam Jivani (Class of 2020), Sabrina Fearon (Class of 2020), Emily Stephens (Class of 2020), and GiGi Spicer (Class of 2020) attend the FEMPWR forum.
SENIOR HERITAGE RECEPTIONS

Personal stories of appreciation and accomplishment were shared at the Senior Heritage Receptions held in honor of the Class of 2019. Alumnae keynote speakers included Nikky Phinyawatana ’96 for the First Annual Asian and Pacific Islander Heritage Senior Reception, Valencia Mack Yarbrough ’77 for the 14th Annual Black and African Senior Heritage Reception, and Nancy Bernardino-Lira ’97 for the Second Annual Latin and Hispanic Heritage Senior Reception.

SENIOR JENNY CHOI WINS PHOTOGRAPHY AWARD

Jenny Choi (Class of 2020) won a gold and two silver key awards for her photography from the 2019 Scholastic Art and Writing Awards.

2019 FOUNDER’S DAY AWARD RECIPIENTS

Ashna Ahuja ’19, Clarissa Fuentes ’19, and Parker Hawk ’19 received Hockaday’s highest student honor, the Founder’s Day Award. This award is given to the seniors whose teachers and peers believe most exemplify the Four Cornerstones of Character, Courtesy, Scholarship, and Athletics.
HOCKADAY SENIORS CREATE RECYCLING APP

Hockaday’s Upper School Anatomy, Evolution, and the Zoo Class in partnership with W.T. White High School’s Aquatic Biology Class and the Dallas Zoo presented their unique design strategies to solve environmental issues to community leaders in a “shark tank” event, including Dallas entrepreneur and philanthropist Lyda Hill ’60, Dallas Zoo President and CEO Greg Hudson, Nicole Ginsburg Small ’91, President of the Lyda Hill Foundation and CEO of LH Holdings, Inc., and David Campbell, President of Hunt Utility Services and President and CEO of InfraREIT. The judges awarded current seniors Anika Bandarpalle (Class of 2020), Casey Freeman (Class of 2020), and Chloe Johnson (Class of 2020) of the Scrap That! team for their proposal of a gaming app to educate others about recycling programs with a “encyclopedia” and fun and educational games.

EIGHTH GRADER OLIVIA PARK WINS DART ART CONTEST

Eighth grader Olivia Park won first place for middle schoolers in the DART Student Art Contest. This is the third year she has received an award from DART since 6th grade, and the theme this year was: “My next stop is _______."

NATIONAL LATIN EXAM

The exam this year was given in all 50 states and in 20 foreign countries to over 139,000 students. These students performed well above the international average and in the top percentile for their respective levels. Honorees include Breland Bach (Class of 2022), Kyulee Kim (Class of 2022), Eleanor Lockhart (Class of 2022), Lily Fu (Class of 2022), Karen Huang (Class of 2021), Victoria Newsome (Class of 2022), Sophie Dawson ’19, Eliana Goodman (Class of 2020), Angelina Wu (Class of 2021), Lily Zhou (Class of 2020), Tarini Gannamaneni (Class of 2020), Megan Ortman ’19, and Hailey Sipes (Class of 2020).
MIDDLE SCHOOL STUDENTS BUILD HYDRAULIC MACHINES

Middle School students designed and built hydraulic machines in the Middle School Makers Project. Throughout the engineering design challenge, students learned about the power of fluids, used workshop tools, and worked collaboratively to learn about important scientific and engineering concepts.

MIDDLE SCHOOL STUDENTS PARTICIPATE IN ANNUAL SPANISH COMPETITION

Hockaday students participated at the annual Spanish Competition hosted by Good Shepherd Episcopal School. This competition provides Middle School students the opportunity to demonstrate their skills in the language, as well as their passion and hard work they commit to Spanish class. This year Hockaday students participated in the categories of vocal, memorized poem and prose, verbal fluency, art, and food. The following students participated: Polina Terekhova (Class of 2023), Megan Manning (Class of 2023), Jordan Hanna (Class of 2023), Emily Loftus (Class of 2023), Caroline Zimmer (Class of 2023), Sydney Hoyl (Class of 2023), Viviana Armendariz (Class of 2023), Elena Zevallos (Class of 2024), Sophia Fowler (Class of 2024), Charlotte Lauten (Class of 2024), Savannah Frederiksen (Class of 2023), Libby Warren (Class of 2023), Anisha Sharma (Class of 2024), MC Murray (Class of 2024), Charlotte Franklin (Class of 2024), Reese Dondero (Class of 2024), Tairini Gupta (Class of 2024), Hayden Marchant (Class of 2024), Asha Gudipaty (Class of 2023), and Annie Hurley (Class of 2023).
FACULTY NEWS

Fifth Grade Science Teacher Jennifer Stimpson was selected as one of the Top Ten new AAAS (American Association for the Advancement of Science) IF/THEN® Ambassadors supporting women in STEM.

Upper School History Teacher Hollie Teague presented research at the National Association of African American Studies (NAAAS) national conference. Her presentations were titled: “In the Broad Open Daylight … It Was Bad for All Black Girls: Regulation and Management of Black Female Bodies in North Texas, 1900–1940;” and “Race, Class, Gender, and the Strain of In-Between: To Be Black, Female, and Middle-Class in Jim Crow Texas.”

HOCKADAY HOSTS SMALL WORLD INITIATIVE TRAINING WORKSHOP

More than 20 faculty and professors from 18 universities and two high schools participated in a Small World Initiative® (SWI) Instructor Training Workshop in the Lyda Hill ’60 STEAM Institute at Hockaday over the summer. The training was led by Hockaday’s Dean of Studies Dr. Barb Fishel and SWI’s President & CEO Erika Kurt ’98. The Small World Initiative is an innovative program that inspires and retains students in the sciences while addressing one of the most pressing global health challenges of our time – superbugs and the antibiotic crisis. Approximately 10,000 student researchers participate in the program each year in more than 330 undergraduate institutions in 45 states and 15 countries.

ALUMNAE NEWS

Nicole Ginsburg Small ’91, president of Lyda Hill Foundation and CEO of LH Holdings, Inc., was recognized at the Texas Women’s Foundation awards dinner with the Maura Women Helping Women and Younger Leaders Award, which recognizes leaders who have positively impacted the lives of other women and girls. Nicole is spearheading the Lyda Hill Philanthropies’ IF/THEN® initiative, a platform aimed to elevate positive and successful female STEM professionals with a focus on funding their work and sharing their stories, and developing and supporting programs for middle school girls to learn about STEM opportunities.

Corporal Bebe Sullivan ’18 visited Hockaday to speak about military service and training in college, specifically ROTC and Corps of Cadets. She talked about the leadership and service opportunities found in these programs and the role they can play in an undergraduate experience. Bebe just completed her first year as a student at Norwich University where she is enrolled in Navy ROTC and the Corps of Cadets.
Anyone who knows me can say definitively that I am a learner. As nerdy as it sounds, nothing thrills me more than finding a new book to read, discussing an obscure part of history, making an etymology connection in my Latin class or asking my teachers extremely specific questions related to our course material only by a hair.

So, as podcasts are rising in popularity among the youth, I've been determined to find one that piques my intellectual curiosity and exposes me to new and exciting topics. For a long time, however, I just could not find one. I listened to episode after episode of varying historical, scientific, business-related, true crime, and comedy podcasts, but the lull of the recorders’ voices sent me daydreaming rather than actually listening to the subject material. The only podcast I religiously listened to quite literally put me to sleep—if you need help sleeping, I highly recommend listening to “Nothing Much Happens: Bedtime Stories for Adults,” by the way.

About a week ago, an ad for the podcast “Revisionist History” by Malcolm Gladwell, a well-known journalist, author, and public speaker, popped up on my computer. In my seemingly Sisyphean efforts to find an enjoyable-yet-educational podcast, I decided to give it a listen.

The podcast, according to its website, is “a journey through the overlooked and misunderstood.” In other words, each episode focuses on something from the past—whether that be Dr. John Rock, a Catholic man who invented oral contraceptives; the semicolon; or the breakdown of the word chutzpah—and tells its story comprehensively, linking it to something relevant going on now.

To be completely real, I was expecting to be bored. But I have a 40-minute commute to Hockaday, so I decided to listen to his most recent episode, “The Queen of Cuba,” in place of my typical morning playlist.

This episode was about how two Cuban fighter jets shot down two American planes operated by Brothers to the Rescue in Feb. 1996. It linked the downing of the planes to a Cuban spy who held a high-ranking position in the American Defense Intelligence Agency. Gladwell then went on to provide fascinating insight and data about people’s lying patterns.

The way this episode articulated the chain of events was thrilling. A raconteur at heart, Gladwell captivated my attention so much that once I arrived at school, I locked myself in a study room in the library with my headphones on to finish the last 10 minutes of the episode.

Since that day last week, I have listened to new episodes on my way to and from school and have told anyone who will listen to me to give it a shot.

I love how Gladwell has a remarkable talent for storytelling. He adds humor to short history lessons, then connects those lessons to relevant human behavior patterns in an intriguing way.

For example, because I heard his podcast tying the story of British artist Elizabeth Thompson to moral licensing (the mindset that just because a person has a friend of color they are not racist, or because a woman holds a power position that sexism is over), I’ve listened to and discussed sexism under the lens of moral licensing. I learned about Julia Gillard, the first female Prime Minister of Australia, and gained sincere appreciation for her efforts for gender equality. Her misogyny speech is well worth a listen.

The podcast has given me the opportunity to relive my “glory days” of junior year AP Biology and learn more about the discovery of the enzyme reverse transcriptase and its role in viruses like HIV. An episode entitled “The Obscure Virus Club” painted a clear picture of the struggles that scientists like Francis Rous faced when they disagreed with what others in the scientific community believed.

Read More: http://hockadayfourcast.org/gladwell-to-listen-revisionist-history-podcast-review/
OUR DAISY VISION IS CLEAR AND FOCUSED ON THE FUTURE

With your help and investment in the Annual Fund, there is no limit to what we can do to create exceptional experiences for our students today and prepare for their success tomorrow.

MAKE AN IMPACT TODAY

What is the Annual Fund and what does it do?
The Hockaday Annual Fund covers the gap between tuition and the full cost of a Hockaday education, providing 5% of the School’s operating budget. Your gift makes an immediate impact on our girls and teachers and ensures a distinctive learning experience now and in the future.

MAKE A GIFT TODAY

Your can make your gift in the following ways:
Make a gift online: www.hockaday.org/makeagift
Make a gift by phone: 214.360.6583

For additional information, contact:
Mary Crain Roman ’01
Director of Annual and Planned Giving
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HOCKADAY.ORG/MAKEAGIFT
The Hockaday Color Run and Wellness Festival
Ann Graves Child Development Center Opens
After operating in portable buildings for nearly 20 years, the Ann Graves Child Development Center officially opened in the summer of 2019 to support the children of Hockaday’s faculty and staff.

The Center has already made a joyful and transformative difference for the School and the talented faculty who are working to provide an exceptional experience for Hockaday students, inside and outside of the classroom. The Center not only helps Hockaday retain teachers, it provides peace-of-mind for the parents of children in the program. Knowing their sons and daughters are cared for on campus has reassured hundreds of families that have utilized the Center since it originally opened.

In addition to the generosity of major donors, individuals, friends, and foundations, the proceeds from the past two Hockaday Parents’ Association Benefits were directed to the Child Development Center. The unequivocal support of Hockaday’s parent community has galvanized the School and reiterated the undeniable importance of the faculty and staff. Hockaday’s parents are loyal and committed to ensuring the best possible experience for the students and teachers, and as a result of their unified support, the state-of-the-art facility is now a thriving learning environment for our youngest students.

The Ann Graves Child Development Center accommodates infants, toddlers, and preschoolers. It has grown dramatically since 1998 and had reached maximum capacity. Today, the new Center accommodates 64 children in six classrooms with 15 teachers. These children will now grow and learn in facilities comparable to the rest of Hockaday’s campus.

The new Center includes two infant rooms with 12 cribs; one mothers’ room; six outside, covered play areas for infants, toddlers, and preschoolers; family restrooms; a wellness/recovery sick room; a Director’s office, a conference room, and a staff workroom and kitchen. Additionally, the new, 3,000-square-foot playground has ultra-modern, age-appropriate equipment including swings and imaginative play areas and elements. The playground promotes gross motor development and social interaction as the children play and discover the world around them.

“Being close to my family throughout the day has brought me more joy than I ever knew it could. Seeing my kids laughing on a stroller ride or running into my advisory for a hug and a high-five gives me so much happiness.”

Allen Hubbard
Upper School Science Teacher
The Center has been deeply committed to providing a nurturing educational environment and was awarded accreditation through the National Accreditation Commission for Early Care and Education Programs in 2013, with reaccreditation in 2016. As an accredited center, the CDC has been recognized as an early care and education program exemplifying excellence in the care of young children. The students are thriving in an environment that is stimulating, comforting, and appropriate to their unique talents and abilities. Through the leadership of Director Angel Duncan, the Center has an established curriculum based on growing and learning through play. The Center staff works to achieve the following goals:

- Instill a strong sense of self-worth in each child, as well as a respect for others and the environment
- Equip children with reasoning and problem-solving skills to help them acclimate to new environments
- Develop and strengthen a child's verbal and nonverbal language skills through sign language, story time, finger plays, and dramatic play
- Increase a child's knowledge of his/her body to make healthy choices in eating and exercise
- Teach pre-reading, pre-writing, and other skills that are essential to solidifying future success in school
- Provide families with the support and resources needed to manage the changes and challenges in their growing children
- Experience, regulate, and express emotions in a socially and culturally appropriate way

The new Ann Graves Child Development Center exemplifies Hockaday’s commitment to the continued support and well-being of its faculty. The School is forever grateful to the donors, parents, alumnae, and friends of the School who have made this vision a reality.

“The CDC was such a warm and nurturing place for my children to grow and develop. Knowing they were being well cared for allowed me to be 100% present for my students. The lessons that we learned as parents from the amazing staff were invaluable. The CDC will always hold a special place in my heart.”

Tymesia Smaw
Lower School Primer Teacher

Eugene McDermott
Head of School
Dr. Karen Warren Coleman, Rachael Dedman, Ann Graves, Bob Dedman, and Director of the Ann Graves Child Development Center Angel Duncan at the Grand Opening Celebration
“The Hockaday CDC has been invaluable to my family over the past seven years. It has allowed me to stay connected with my three children at all phases of their development, while also focusing on my work as a teacher and coach – the best of both worlds!”

Jenn Johnson
Assistant Director of Athletics

“The outstanding care and early childhood education my children received at the Child Development Center prepared them to be empathetic, thoughtful, and creative students throughout their Lower and Middle School years.”

Stephanie Rhodus
Director of Community Relations
Temple Church
WAR, RHETORIC, AND FAMILY CONNECTIONS

By Dr. Chuck Walts, Director of Debate and Forensics

This summer I was provided with the opportunity to visit locations in London and Bruges that hold special significance for rhetoric and debate. I will highlight some of my experiences here. I began my trip in London where I visited Temple Church, the site of negotiations for the Magna Carta and significant developments in human rights law. Built in the 12th century, several of the Founding Fathers were members of the church. I also visited Parliament, a site which does not need much context as to its historical significance. Of interest within Parliament is the glass sculpture above the entrance to St. Stephen's Hall created by Mary Branson that celebrates women’s suffrage. This sculpture is lit from behind, and the lighting changes according to the height of the Thames. The light represents that progress ebbs and flow like a river. I also visited the House of Lords and the House of Commons, where many debates about national policy occur. I was also extremely fortunate to be allowed entrance to the Lansdowne Club. Founded in 1761, the Lansdowne was the location of negotiations between England and the United States in 1782. These negotiations led to the signing of the Treaty of Paris in 1783. I also visited the War Rooms where Churchill stayed during the Battle of Britain, which was an eye-opening experience.

Menin Gate

Traveling to Bruges, my plan was to experience the history of the city and visit several locations that served to inform our understanding of World War I. I have been interested in the effects of World War I on political and philosophical thought for a long time, and this was my opportunity to visit the Ypres Salient. I visited the location where John McCrae found his inspiration to write his famous poem, “In Flanders Fields,” which is also the location where one of the youngest members of the British military is buried. Valentine Strudwick was only 15 when he was killed at Flanders, and children on field trips from all over Europe visit his grave as a way of understanding the scope of the war.

In a surprising twist, I concluded my tour of the Ypres salient at the Menin Gate. The gate was constructed in 1927 as a monument to British soldiers who marched the Menin Road between 1914–1918 to the salient (the front line) but were missing in action. Of the 300,000 British soldiers who died at the salient, and the 90,000 who have no grave, the Menin Gate lists 55,000 names of those missing. As I was looking at various panels, I discovered several soldiers who shared the name of my mother’s side of the family. After researching this a little, I discovered that my Irish ancestors were a strong clan in Ireland and fought in most of the major conflicts Britain has been involved in.

My trip was enlightening, inspiring, and humbling. While I was expecting to see the places that I have read about for years, I was not prepared for the amount of personal connection that I would develop with the history I have known for so long. I am grateful to the committee and the Prentiss family for providing me with the means to experience a once-in-a-lifetime journey.
Within the many reasons I wanted to pursue a trip to Cuba, I will say that curiosity and passion for the unknown were at the forefront. Why? Well, the answer is simply because Cuban music and dance makes my soul rejoice. And then the culture, art, history, socio-political structure, and the controversy that still exists with this out-of-reach island where time seems to have stopped 60 years ago – all of these became the focus for applying for the Prentiss Grant.

In my Latin American Perspectives class, I explore the connection between culture, politics, society and art, and Cuba is an important part of the class because of its rich influence in Latin America. So, as I began to walk the streets of Old Havana, I thirsted to speak with the people and understand who they are, to experience their culture, learn their values, and walk in their history.
As general American tourism remains prohibited in Cuba, I traveled under the Support for the Cuban People section of the general license, which requires that each traveler engage in a full-time schedule of activities that results in meaningful interaction with the Cuban people, supports civil society in Cuba, or promotes the Cuban people’s independence from Cuban authorities. This was manifested in many aspects of the trip by visiting markets of local craftspeople, being exposed to the magnificent and diverse landscape of the island, and having personal meetings with various academics starting with Dr. Raul Rodriguez, a professor from the University of Havana, for a discussion on US/Cuban relations; Naima Torres, the daughter of Norma Guillard, who is one of the youngest women literacy workers; and art professor Lucila Fernandez, who guided a visit to the contemporary galleries of the Museo de Bellas Artes, Cuban Collection. I visited some fascinating places, including the Callejon de Hamel, the site of a huge multi-dimensional Afro-Cuban mural, and the clothing store Clandestina, Cuba’s first design store. I was also guided by a Santeria practitioner to learn more about this religion. I enjoyed a performance of the dance group Havana Compass, who combine dance with percussion rhythms, and visited the 331 Gallery to view the works of emerging artists. The opportunity to visit various museums allowed me to understand the Cuban perspective on the Revolution, its leaders, and the on-going complicated relationship with the United States. The most rewarding part of the trip was having the privilege to engage in spontaneous conversations and contact with local people on the streets and the casas where I resided. My guide Fidel – with his background as an economist – helped me understand the economic struggle that exists in Cuba.

When I returned, I pondered upon my new profound admiration of and love for this rewarding experience. Cuba reminded me that through compassion we can absorb the stories, humanity, love, struggle, friendship, family, community, colors, rhythms, poetry, and spirituality that are at the core of what makes the soul of a country. I hope to encourage my students to reach below the surface and move past the labels when working on cultural projects, by developing the gift of observing, sitting still listening to the music and sounds, reading from authors and historical texts, exploring the importance of the land, and connecting with the people’s experiences and beliefs. Looking at the culture of a country through different lenses can lead to a place of self-reflection. All of this can be tremendously fruitful for personal growth and global impact.
Megan Thomsen at Tell Yunatsite
I spent my summer digging in the dirt. Really, really old dirt. Instead of planting vegetables in my garden, I flew halfway around the world to carefully excavate and meticulously record pieces of pottery and bone that were nearly 7,000 years old from a Chalcolithic settlement site in southern Bulgaria. My background is in archaeology, and I strive each year to incorporate this fascinating and highly relevant field into my seventh grade ancient history lessons. Thanks to a summer grant from the Ela Hockaday Fund for Faculty Excellence, I was able to get my hands “dirty” again at a Balkan Heritage Foundation archaeological field school whose tagline read: “Seeking Europe’s First Civilization.” Each morning, I was up before the sun to hop in the caravan of taxis with my other field school colleagues to the ancient tell site of Yunatsite outside of Pazardzhik, Bulgaria. A tell is a settlement site that has been occupied so long that the layers of “life” (buildings, refuse, etc.) start to build up and create an artificial hill rising above the landscape. Tell Yunatsite rises twelve meters above the surrounding landscape, and its occupation lasted until the medieval period when it was used as a cemetery. As my colleagues and I hunkered down in our various five meter by five meter squares each day, a picture of the daily life of these ancient people came to life with postholes delineating walls, clay ovens revealing burnt remnants of food, pottery vessels with remains of grain and tiny fishbones, floors of unburnt wood and plaster, trash pits dug and filled with butchered animal bones and broken pottery and stone blades, anthropomorphic figurines of clay and bone, and even pieces of jewelry made from gold as well as imported Aegean seashells. After ten years out of the field, this excavation reignited my passion for archaeology and allowed me to bring back cutting-edge, directly relevant knowledge to my students. This knowledge – gathered as I knelt right there inside the ancient houses – goes beyond the textbook to include the heft of the stone tools used by these peoples, the curves and textures of their variously-shaped and beautifully decorated pottery vessels, and the feel of the day-to-day rhythms of life from sunrise to sunset, in this still-fertile river valley surrounded by protecting mountains. All of these elements represent an integral part of the portrait of prehistoric life that I endeavor to share with my students each year. When you dive into the everyday life of what someone eats, why they build their house where they do, and learn what activities and objects they are willing and able to spend their time on, it gives you a firm foundation in understanding how societies grow and advance. The students are then able to see more clearly into the motivations for the rise of religions, the development of centralized governments, the growth of art and technology through international trade, and even the role of warfare in the building of empires. As the school year progresses, then, I can give the students an entirely unknown archaeological artifact – such as the clay “Cyrus Cylinder” from ancient Babylon – and excitedly watch as they critically analyze and connect it back (in both general and specific ways) to the same motivations seen as a result of the Neolithic Revolution at sites like Tell Yunatsite, and to advanced civilizations more contemporary with Babylon such as Egypt and China. These skills will continue to build as they apply this knowledge to future history classes and current events alike, and maybe, the next time they’re digging in the dirt, they’ll think about the people who came before, and realize that they’re not so different from us.

For more information about Balkan Heritage Field Schools (anyone from any field is welcome to join), visit: https://www.bhfieldschool.org.
Over the summer, I ran a program at Holy Cross Lutheran Church in an attempt to combat the dreaded “summer slide,” where over the summer, students lose an overwhelmingly large amount of information from the school year. This can make coming back to school the next fall that much harder for students, especially if they were struggling the year before. In running this program, my goal was to create a fun, productive environment in which elementary school children were able to practice their reading skills and improve their literacy rate in a way that was different from a typical class setting.

In order to make this happen, I teamed up with a former Hockaday student, Katherine Pollock ’18, where we worked together to figure out the best way to accomplish this goal. Together we found that in combining reading practice with another fun activity, such as soccer, art, or cooking, we were able to keep the students engaged for a longer period of time and make them excited about the activities ahead. So, we divided the students into three groups, rotating them between stations of reading and another “activity of the week.” Most of the students took to it very well and we could see improvements in their confidence in their reading skills after even just one week! We worked with church and school volunteers alike to make this a positive experience for the children that was different from any other summer camp they had been to, and at the end of every week we provided the students with free books at their appropriate reading level that they could take home and practice over the weekend.

With the help of an online literacy program called BookNook, we were able to keep track of their reading levels and their improvement. This program allowed us to re-test the students each week so that we could put them in the correct group, ensuring that the students were challenged, but not discouraged. The program provided the reading “guides” – the volunteers who led the individual literacy groups – with different fun and engaging stories each session.

Overall, my experience running this program had more of an effect on me than anything else I’ve done. Watching the students improve each week and knowing that I played a role in that changed the way that I look at and experience my own education, and has taught me important lessons about organization and determination that I hope to bring into my senior years and college alike!
FOSTERING STEM DIVERSITY

By Halle Blend, Form IV

Have you ever watched a movie with 3D glasses? Imagine what it would be like if we could wear STEM glasses that allowed us to view mathematics in a new dimension. With walkSTEM®, we can! With the mission to create awareness of math in our everyday surroundings, Dr. Koshi Dhingra developed the walkSTEM® non-profit initiative in partnership with the National Museum of Mathematics. Drawn to the concept of getting others excited about mathematics, I became a Junior Docent for walkSTEM to lead math tours in the Dallas Arts District, and decided to create a walkSTEM program at Hockaday.

To encourage learning outside the classroom, walkSTEM provides a resource to view the natural and built environments of our campus through a mathematical lens. With the spectrum of students from pre-K through Upper School in mind, I designed a walking tour of campus to showcase mathematics in architecture and nature, ranging from simple concepts like addition and multiplication to more complex ideas involving geometry and fractals. The walkSTEM journey begins with a discussion of the math and physics behind the traffic bollards in the circle drive in front of the Nancy A. Nasher and David J. Haemisegger Family Center for the Arts. Stops along the tour highlight math that might otherwise go unnoticed, like the Fibonacci sequence in a flower, or how a swing on the playground serves as a pendulum. As a self-guided option, Hockaday math talks are featured in eleven videos that can be accessed through the walkSTEM Academy website at talkstem.org. From the Margaret Doggett Crow Amphitheatre to Metzger Plaza, from the Crow Science Building to the Hill Family Fitness Center, math is everywhere – if we just take a moment to look for it.

Every walk across campus can be a STEM experience. After a walkSTEM tour, you might find yourself thinking about how dynamic math can be. If we consider the possibilities math introduces to us, a world of opportunity becomes available just waiting to be explored.

Statistics from the Institute for Women’s Policy Research indicate that women remain underrepresented in the fields of science, technology, engineering, and mathematics occupations. It is time for a change. Hockaday walkSTEM encourages the pursuit of mathematics by illustrating its relevance and power in our daily lives. By spreading excitement about mathematics on campus, the intent of Hockaday walkSTEM is to draw more girls into STEM fields for both college degrees and careers. Students have different learning styles, and some might perceive certain disciplines of math as intimidating. The tour promotes recognition that math is both useful and conquerable. With more alumnae pursuing math and science interests, together we can implement the leadership skills a Hockaday education provides to make a greater impact in STEM fields. If just one student elevates their interest in STEM by perceiving math from a different angle, walkSTEM serves its purpose.

Halle Blend (Class of 2020)
REACHING THE COMMUNITY THROUGH SOCCER CAMPS

By Leena Mehendale, Form II

It was 2009. I was five years old. My hair, pulled back into two tight pigtails, was tied with ribbons. I proudly strutted into the park sporting my neon green Wild Daisies uniform and matching green socks, soccer ball in hand. It was my first day of soccer camp.

Now, over 10 years later, I can’t recall exactly how many camps I attended, exactly what drills we did, or exactly how much time we spent on the field. However, those hours on end spent at that camp in that random park may have been some of the most influential times of my life. It was there that I learned that hard work will pay off. It was there that I learned that challenges only make you stronger. And it was there that I learned to never give up.

Since then, soccer has become a central pillar in my life—a stress reliever, an emotional and physical outlet, and a welcome distraction from the busy life of a Hockaday student. This year, when I had the opportunity to serve on the Upper School Community Service board, I developed an avid passion for volunteering. Throughout all divisions at Hockaday, teachers promote community service as a cornerstone of our learning experiences, prompting us to look around our community and to aid those in need. Ms. Day, the Executive Director of the Institute for Social Impact, further inspired me to combine my love of community service with that of soccer into a project of my own—a no-cost soccer camp for DISD kids, who might lack opportunities as such.

The beginning moments of planning the camp saw countless late-night emails and field visits, while Ms. Day and I settled on specific details—location, age group, timing, and volunteers. It was during this stage that I experienced how hard work will pay off.

After getting in touch with administration at each camp location, I began advertising. Due to flyers posted around the school, emails sent out to parents, and even a billboard announcement in the parking lot, the first camp proved an immediate success, with almost 60 kids in attendance! I incorporated soccer into the predetermined schedule of the Vacation Bible School Camp, which gifted me with great experience of check-in and -out processes for the kids, as well as organizational skills.

A few weeks after the closing of the first camp, unfortunately, despite repeated efforts to contact administration at the elementary school of the second, I failed to receive a reply. Not until the night before the previously-set start of camp did I receive an email curtly explaining they were no longer in need of student help. During these bitter moments of rejection, I experienced how challenges will come your way in life, but they only make you stronger.

Before the dawn of my third camp, I worked tirelessly with another elementary school’s administration to organize the details. This time, with no fixed schedule and no constant adult supervision—it was all on me. Knowing the children’s safety was my responsibility helped me to grow both as a coach and a person, prompting the investment of all my time and energy into those kids, just as that coach had once done for me many years ago. These moments of prosperity, specifically contrasted with the setback of my second camp, reinforced my belief in never giving up.

Even though I can’t recall every aspect of my youth soccer camps, the lessons I learned there have stuck with me through thick and thin, forming the base of my character to this day. Hockaday has also fostered an environment where both my teachers and peers implement this cornerstone every day: never giving up. Unfortunately, this atmosphere of enthusiastic support and encouragement doesn’t exist throughout all schools. During these camps, which I plan to continue and expand in the following years, I hope to act as a role model for the kids to look up to, as my soccer coach did for me. I hope they will remember some of their experiences and carry them along their journey through life. And I hope to instill values among the kids, the very same values that I began my soccer career with—that hard work will pay off, challenges only make you stronger, and that you should never-ever give up.
UNLOCKING DOORS THROUGH LITERACY IN DISD

By Elly O’Brien, Form IV

If you polled the students at Hockaday asking what each of our biggest social concerns is, you’d get a wide array of answers: the environment, immigration, human trafficking, equal pay, and climate change, just to name a few. The list goes on. Collectively, we are well educated and care deeply.

I believe there is a common thread across each of our concerns: Education … or a lack thereof.

I believe education is the key to solving many world-wide issues. Education creates opportunities and enables us to communicate problems, options, and solutions; and education leads to change, enhancing paths to equal pay, equal rights, and equal voices.

I brought this belief to National Geographic’s Journalism and Multimedia High School Workshop program in Washington, D.C. I joined approximately 20 students from across the U.S. in early July, each armed with a concern from their hometown. The participants were tasked with identifying a major issue from his or her community and developing a two-page proposal, which had to include a year-long plan and budget for National Geographic. Within a few months, National Geographic would award a grant to the winning student. I chose third grade literacy rates in DISD.

In addition to researching our particular issue and writing our report, we spent our days learning how to utilize photography and film-making skills to support and strengthen our presentations. Over the course of our 10 days together, we navigated our way through Washington, D.C., meeting employees at National Geographic headquarters, working with filmmakers, photography editors, and explorers.

During our final day in D.C., we each stood in front of our fellow classmates and National Geographic staffers and presented our proposal. We had to share what our issue was, why it was important, and what we planned on doing with the grant, if we received it. As I heard about plastic in the ocean, food waste, and climate change, all worthy challenges in their own right, I kept seeing how everything comes back to education, because we can’t solve big problems if we don’t arm our youth with the tools they need to communicate and persuade.

I touched on a few points in my proposal, such as how in Dallas alone, 86% of 4th graders do not read on a proficient level (Nation’s Report Card, 2017). There are approximately 36,000 children in 1st, 2nd, and 3rd grade in Dallas public schools. Almost 31,000 lack reading skills. As a solution, I suggested implementing National Geographic kids’ books and magazines into the tutoring programs Hockaday participates in. These specific sources bring in new vocabulary and complementary visuals, improving a child’s reading comprehension, as well as educating them on present global issues.

Most of these kids in these schools are not reaching the average level of reading in order to comprehend what they are being taught, taking them down a path where it will be difficult for them to even graduate high school. So, how are they supposed to understand climate change or the dangers of plastic, if they are struggling with reading and can’t get a high school degree?

I learned from my summer experience that my concern is valid. Literacy unlocks doors by illuminating paths for students. National Geographic taught me how to tell the stories I am learning by using photography, video, media, and print to capture the story and elucidate the problem. Whether I receive the grant or not, I do plan on continuing supporting more effective ways to improve reading levels in DISD, so inner-city kids have a better chance to identify concerns and communicate solutions, and get to a place where they can begin to change our world for the better.
In the fall, Hockaday launched the Upper School Writing Center. This new resource will be integral in supporting Upper School students so they build their writing skills and become effective critical thinkers, analytical writers, and persuasive communicators. The Center will promote interdisciplinary learning opportunities, effective use of technologies, and integration between curricular and co-curricular learning so that students are prepared, both at Hockaday and in college. Led by Hockaday’s new Writing Center Director Lisa Fisher, one-to-one sessions will allow students to discuss all aspects of the writing process, from brainstorming to composition and editing skills. The interactive nature of these sessions will engage students in developing their own ideas and communicating meaningful arguments in their writing.

Ms. Fisher comes to Hockaday from Seton Hall University, where she was a writing instructor of college-level freshman English courses focused on improving students’ rhetorical knowledge, critical thinking, writing processes, and knowledge of conventions. Additionally, she was a member of the First-Year Writing Committee and participated in a pilot program for curriculum development and improvement. She also worked at the Seton Hall University Writing Center, where she helped undergraduate and graduate students with their writing assignments across multiple disciplines. Prior to being an educator, Lisa was an attorney. She practiced law in New Jersey, New York, and North Carolina, and her primary area of practice was corporate law. She holds a Bachelor of Arts magna cum laude in English from Texas A&M University, a Master of Arts in English with honors from Seton Hall University, and a Juris Doctor degree from The University of Texas School of Law in Austin.
In the fall of 2018, second grade students embarked on an exciting co-curricular project that combined science and social impact. The journey began with a story in the national news suggesting that cars idling at schools during carpool were creating unhealthy air quality and possibly impacting students’ health. With the second grade social-impact focus on the environment, Laura Day, Executive Director of the Institute for Social Impact, thought an investigation of the air quality at Hockaday might be an ideal fit for second grade students. As I am one of the second grade science teachers, Ms. Day sought my help with the science aspects of the project. Ours was a three-part plan: first, students would learn about air pollution and how it can be measured; second, students would record and analyze air quality data here at school; and finally, students would present their findings and recommendations to different stakeholders. Dr. Marshall Bartlett, Science Department Chair, had done graduate work in the field of air quality, so he helped with student discussions about measuring air pollution. Additionally, Dr. Bartlett created two air quality monitoring stations—one station was placed near the Lower School carpool area (the Test Site) while the second was placed near the Lower School playground (the Control). After second grade students made six weeks of daily visits to the monitoring stations, they came together to examine and analyze their data. In class discussions, it became clear that the data did not support the hypothesis—there was no obvious increase during carpool times in volatile organic compounds or particulates, the two air quality indicators we had chosen to measure. Many students (and adults) were surprised by the data, but everyone was happy to be able to report that the air during carpool did not seem to be filled with contaminants.

One of the things that makes science such a wonderful subject is that answers often lead to more questions. After reviewing the unexpected results, students participated in brainstorming sessions discussing factors that might have contributed to results that were different than they had expected. Students noted that they had measured data during some of the coldest and windiest parts of the year, and they wondered if data from hot, still days might differ. Students decided to address this issue by measuring the same pollution indicators in different weather conditions and comparing the data. The students are excited to continue this research as they move into third grade, when they will measure the air quality during the final weeks of summer and into the fall of 2019.

What will the now third grade students find? Only time and data will tell. The true value in this co-curricular project is twofold: first, students are learning to think critically about science-based claims and to ask meaningful questions about the evidence involved in such claims, and second, students are coming to understand that once armed with facts, they can communicate information to their community and, if necessary, take action.
MIND MATTERS:
AND WHY IT MATTERS NOW MORE THAN EVER

By Michelle Goldsmith, Lower School Technology Integration Specialist

Empathy, Perseverance, Creativity, Cooperation, Problem Solving, Listening...

These are just a few of the skills that 3rd and 4th graders identified as important to know, but that are not being directly taught in school. Mind Matters is a course I have developed – and am team-teaching with Karen Roberts – to address these skills in unique ways.

Picture this. A couple of years ago there was a room full of 48 lower schoolers learning about coding. Every time Mrs. Roberts or I asked a question, dozens of hands would shoot into the air with enthusiasm, each girl wanting to be the one chosen to answer. Then the question was asked, “When was a time that you made a mistake or failed at something?” The energy in the room shifted, and no one raised a hand. Not one student would answer this question. We hypothesized that either no girl would share a mistake because mistakes are viewed in such a negative light, or that these girls have been so supported by the adults around them that they have rarely or never had the opportunity to fail at something. This was an ah-ha moment for us as teachers.

Shortly after this experience with the lower schoolers, I was asked to serve on one of two work groups that were established to “advance the broader goal of pushing the School to enhance the student experience and continue to develop innovative educational practices.” As part of this process, committee members conducted interviews of stakeholders, shadowed students for the day, and analyzed data related to these topics. One observation was that Hockaday provides an extremely high-quality experience for students. Within this experience, there are opportunities for growth in the areas of pedagogy and social-emotional learning.

While there is no doubt that skills such as creativity, perseverance, and problem solving are valued within our existing curriculum, in Mind Matters we are able to devote entire class periods to these topics. The first several classes focused on fixed and growth mindsets. A shift in mindset alone can make a big difference for a student who is struggling with a new topic or feeling overwhelmed.

A student with a fixed mindset may excel initially, but as time goes on, she will tend to choose the safer, easier tasks instead of challenging herself. If one has a growth mindset, she embraces challenges and isn’t afraid to make a mistake or fail, knowing that failure leads to growth.

Research indicates that students can begin to move from a fixed to a growth mindset merely by changing the way they talk to themselves. Instead of saying, “I can’t spell well” or “I can’t speak French fluently,” they add the word yet. “I can’t do a cartwheel yet” or “I can’t solve this math problem yet.” This simple shift in thinking expresses a desire to learn, and a belief that one can improve by putting forth effort.

One of the benefits of Mind Matters is that students are not graded or assessed. Therefore, they are learning strictly for the sake of learning. It is a safe space to experiment with who they are, and all that they are capable of achieving. Tasks are open-ended and do not have one right answer. Many activities focus on students discovering more about themselves as learners and as members of their communities.

Classes always begin with a creative challenge and end with a reflection. Future lessons will focus on: collaboration, convergent vs. divergent thinking, understanding learning styles and personality, communication, and strategies for problem solving.

The objectives of this course correlate with several goals and strategies outlined in The Hockaday Difference. For example, Goal 1 includes the strategy to “encourage individual and collaborative exploration, courage, creativity, perseverance, risk-taking, failing forward, and the pursuit of purpose.” In Mind Matters, students not only have these experiences but are being taught the importance of each, and ways to engage in them.
ACTIVITIES INCLUDE:

• Building challenges: Students are given limited time and materials and must work together to build a structure while following specific guidelines and working collaboratively

• Coming up with as many creative, unique uses for an everyday object as possible

• Reading books and watching videos that illustrate relevant topics and then discussing the content

• Completing personality inventories to better understand their own strengths and needs and in turn, better understand those around them

• Performing short skits for the class to illustrate their understanding of concepts using limited time and resources
Assistant Head of Middle School Rachel Brandt shared the new approach being implemented in Middle School Advisory to support the student experience.

Q: What is new about the Middle School Advisory Program?
A: Morning advisory has always been a time for students to meet in their advisory space, spend time together and feel they have a home-base here at Hockaday. The time was used differently at each grade level and within each advisory. After attending a conference last fall held by The Institute for Social and Emotional Learning, our Middle School Counselor Rachel Innerarity and I returned energized about building more deliberate play and community building into advisory. We asked for volunteers at each grade level and formed a committee to discuss the idea. Beginning in February, advisors from the committee began to pilot some changes in their own advisories. One day a week the entire advisory was engaged together in an activity or discussion. My eighth grade advisory was initially resistant to the idea but quickly came to love the discussion, games, and time we spent together. The group learned more about one another and became more cohesive. Advisors at other grade levels noticed similar positive changes. As the girls got to know one another better, played together, and listened to one another, their sense of community grew. This seemingly small change had a real impact. Based on the success, we decided to expand the changes to the entire Middle School. In addition to the advisory time in the morning we decided to begin the year with advisories sitting together at lunch.

Q: How does the new Advisory program align with strategic initiatives outlined in The Hockaday Difference?
A: Our new advisory “play day” is intended to build community among our students and take time in the day to bring joy and play into their busy schedules.

Q: Is there a different approach/tactic per grade level?
A: In general, no. The intent is to build community and have fun. Some of the activities may appeal more to one grade level than another but the common goal is the same. Advisory time is intended to be flexible and adapt to the personality of each advisory; however, grade levels can coordinate on common projects, themes or activities, and each grade level selected a day that works best for their students. Rachel Innerarity and I, with input from Middle School’s caring and creative advisors, will also introduce monthly themes and/or activities to span the entire Middle School. For example, in September every grade advisory is making posters designed and created by the whole advisory, which they will then display at the entrance to their advisory space.

Q: How will teachers engage students?
A: Teachers engage the students with a wide variety of activities including games, discussions, creative projects, cheers, stories, emotional check-ins, or just going outside to blow bubbles! Based on our experience piloting the program last year, we found the girls grew to love their advisory time, and getting to know one another.

Q: What is the expected outcome this year? Future years?
A: We hope to see a stronger sense of community, inclusion, and caring – and that the girls will view advisory and Middle School as a place where they are both seen and accepted.
In May, the Hockaday community lost a beloved leader when Debby Hay Spradley passed away. Throughout her life, Debby was wholeheartedly committed to Hockaday and gave selflessly of her time, energy, and expertise in support of the School. She embodied every aspect of Hockaday life as a parent, grandparent, Board Chair and member, and colleague. Debby’s thoughtfulness, vision, leadership, integrity, and grace shaped so much at Hockaday over the years.

Her involvement at Hockaday spanned more than 40 years and encompassed virtually every aspect of School leadership. In the early 1980s, Debby first joined the Hockaday community as a parent and quickly became involved through many volunteer opportunities. She served on the Board of Trustees from 1990–2004 and led the Board as Chair from 1998–2000. She was a member of the Leadership Team for the Hockaday Tomorrow Capital Campaign from 1998–2002 and served on the Campaign Executive Committee for The Centennial Campaign from 2011–2014. Additionally, she served as President of the Hockaday Parents’ Association from 1997–1998, co-chaired the 2004 HPA Benefit, chaired the Annual Fund Campaign from 1993–1994, and was named an Honorary Alum in 2000. Debby and her family also established the Debby and Webb Spradley Faculty Endowment Fund and the Betty Jo and Jess Hay Endowed Financial Aid Fund to support the future needs of the School, the faculty, and the students. In 2014, she joined Hockaday as the Director of Development and External Affairs during a pivotal time when the Centennial Campaign was in progress, and she worked tirelessly with trustees, volunteers, and staff to reach and exceed the School’s goals. Her guiding vision for building our financial resources, engaging alumnae, supporting the Parents’ Association, and working to create a transformative experience for our girls made a lasting impact, for which we will be ever grateful.

In addition to her deep civic involvement and service on boards for non-profit entities throughout Dallas, her most-loved role in life was as a wife, mother, and grandmother. She delighted in attending performances, games, special occasions, and simply being able to see her grandchildren each day at the School she so dearly loved. Debby’s wisdom, generosity, compassion, and humor will be remembered and treasured by all who knew her. She embodied the values and purpose of Hockaday, and it is a far better School because of her.
A HISTORIC COMMENCEMENT

Commencement 2019 will go down in Hockaday history as the first of its kind. On May 18, Hockaday sustained winds and torrential downpours that wreaked havoc on the grounds. Less than two hours before the time-honored ceremony began, the skies cleared, the sun came out, and the clouds dissipated; however, more storms were on the horizon. Our Facilities, Maintenance, Housekeeping crews, faculty, and staff members worked tirelessly to clear the grounds, and the Seniors crossed Commencement Terrace, cheered on by their families and friends. As soon as their class speaker concluded her remarks, more storms were on the radar, and all graduates and their guests were directed into Penson Gym, which had been beautifully arranged throughout the week for this purpose in mind. The second part of the ceremony concluded with our sensational speaker, Dallas Mavs CEO Cynt Marshall who shared her inspirational, humorous, and memorable story. Graduates and parents alike were effusive, and Hockaday’s first ever Indoor/Outdoor Commencement will be forever remembered.
WHAT ARE YOUR FAVORITE MEMORIES OF BEING A STUDENT AT HOCKADAY?

My years as a student at Hockaday were some of the best years of my life, and I collected many happy memories during that time. Little did I know that I would return to Hockaday later as an employee and build even more memories that will stay with me for a lifetime.

I loved wearing the uniform every day! I loved every single piece: plaid skirt, white shirt, saddle oxfords. Thanks to my dear mother, the saddle oxfords that I wore throughout my four years of Upper School are now preserved in a shadow box that hangs in my office at Hockaday. I confess that they were not treated kindly and they don’t look very pretty, but they tell my story as a student.

I also loved arriving at school early and having conversations with friends at our lockers before the day’s classes began. My classmate Cathy McEachern ’87 always greeted me cheerfully by saying, “Good Morning, Amy A!” It was a great way to start my day. She still says this to me when we see each other now as adults.

Señora Butcher’s Spanish class opened my mind to an exciting and vibrant world that I had not experienced before attending Hockaday. I remember walking into her Spanish class on the first day of classes as a freshman and being welcomed with her exuberant “Hola, preciosa!” I chose to pursue a college degree in modern languages (Spanish) because of my passion for the Spanish language and culture and literature that was developed at Hockaday – and because of Señora Butcher.

Lastly, I always received great joy when the entire Upper School would gather for our weekly assemblies and chapels. I particularly enjoyed seeing my friends who served as leaders of the assemblies or were involved as performers. It was a great feeling to be part of a supportive and loving community.

TELL US ABOUT YOUR EXPERIENCES THAT ARE REFLECTED IN YOUR WORK TODAY.

I have always loved that Hockaday really is a community. When I was a student, I experienced my classmates celebrating each other through joyful times but also sharing their compassion and sympathies in the difficult times. I loved that faculty members were more than “teachers” to us – they were our mentors and our advocates and our friends. I felt great pride that Hockaday parents, including my own mother and father, were actively involved as volunteers and organizers for class events and activities. I was also fascinated that so many of my classmates and friends had mothers, sisters, grandmothers, or aunts who previously attended Hockaday. I remember when the
alumnae would come to campus as guest speakers or to attend the Alumnae Day luncheons. I couldn’t wait to be like those women who came back to campus with my friends and interact with current students. Little did I know that in a few years I would be responsible for bringing alumnae back to campus! All of these things, and more, were illustrative of the community that is The Hockaday School. Being part of this close-knit, supportive community was where I wanted to be every day, and it helped shape me into the person I am today. I am proud to be a member of the Hockaday community as an alumna, a sister of an alumna, and an employee.

AS THE DIRECTOR OF ALUMNAE RELATIONS, WHAT IS THE MOST REWARDING PART OF YOUR JOB?
I love telling people that I have the greatest job in the world... because I do! A friend once told me that I should do what I love and love what I do. I did not completely understand what that meant at the time, but it makes complete sense now that I am in my twenty-fourth year of working at Hockaday in a job that makes me happy and doing work that I love.

I am blessed to work alongside so many remarkable alumnae and friends who are deeply and profoundly dedicated to Hockaday. Hockaday alumnae inspire me daily with their enthusiasm and energy and dedication to making sure Hockaday remains the excellent school that it has been since being founded in 1913. I am committed to directing programs, events, activities, and services that serve to engage and connect Hockaday’s 6,500 alumnae worldwide. As an alumna, I know the importance and value of building and maintaining a relationship with a school that played a vital role in your academic and personal growth.

In my job, I get to experience lifelong alumnae friends who, after 50 years, still share laughter over their Hockaday memories. I see the childlike and pure thrill an alumna exhibits after visiting the campus for the first time since her graduation – one year ago or 25 years ago. I see alumnae share their Hockaday stories and experiences with our current students who are eager to tell them about Hockaday in its 106th year. I visit with alumnae who live across the United States and help them stay connected to their school.

WHAT ADVICE CAN YOU SHARE WITH HOCKADAY STUDENTS?
Laugh daily! Surround yourself with people who make you laugh, and don’t be afraid to laugh at yourself every now and then. Laughter helps us stay positive and keep things in perspective. Laughter helps to make the really big things become smaller and less intense.
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Eugene McDermott Head of School

Susan Earhart Brower ’92
Director of Communications

J.T. Coats
Chief Financial Officer

Lisa Culbertson ’96
Head of Upper School

Laura Day
Dr. William B. Dean
Director of Service Learning and
Executive Director of the
Institute for Social Impact

Dr. Barbara Fishel
Dean of Studies; Science Teacher

Jill Flinders
Director of Residence Life

Joan Guzman
Chief Operations Officer

Linda Kramer
Head of Middle School

Blair Lowry
Assistant Head of School

Maryanna Phipps
Director of Admission &
Enrollment Management

Randal Rhodus ’97
Head of Lower School

Deb Surgi
Director of Athletics

Tresa Wilson
Director of Inclusion & Community

Elizabeth Wortley
Performing Arts Chair;
Dance Teacher
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SAVE THE DATE

Saturday, February 29, 2020
Hockaday Parents’ Association Benefit

April 24 – 25, 2020
Alumnae Weekend

Thursday, May 7, 2020
Upper School Athletics Banquet

Saturday, May 16, 2020
106th Hockaday Commencement

Monday, May 18, 2020
Ring Day

Thursday, May 21, 2020
8th Grade Graduation