HOCKADAY EMBARKS ON EXPERIENTIAL LEARNING
All students enjoyed working together during the One Hockaday: Dr. Martin Luther King, Jr. Celebration and Day of Service.

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.
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SPRING 2020
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

Dr. Coleman recognized first-grade student Moira O’Brien who showed courage and confidence to suggest an all-school free dress day after the Varsity Soccer Team won SPC! The first graders beamed knowing that their classmate had made an impact on the entire school!
Dear Friends,

This spring has brought us challenges unlike any other in our lifetimes—the disruptions that accompanied the coronavirus pandemic affected all of us and our loved ones in ways we are still coming to understand. In times like this, I am even more grateful for this extraordinarily caring and connected community, whose bonds span generations, countries, and continents. These are the qualities that have helped us to rally in the past few weeks. And they are the qualities that will ensure Hockaday emerges from this crisis stronger than ever, fulfilling our mission in ever more effective ways.

Two stories in this issue of the Hockaday Magazine embody the extraordinary level of commitment, compassion, and resilience that I see every day in our faculty, staff, students, and families. Last fall, when Dallas was struck by tornadoes, the Hockaday community’s response was immediate: adjusting school schedules and workloads, caring for staff and students whose lives were upended, and generously opening our campus to other schools and students who were less fortunate.

The School’s tornado response turned out to be a preview of the strengths we would call upon during COVID-19. This issue also shines a spotlight on how our faculty and students pivoted to deliver Hockaday-quality education via digital technology. We are still learning from our experiences, but I am unbelievably proud of our community and especially of our faculty, who continue to focus on our students’ learning experience and well-being, even as they pioneer new techniques and care for their own families. We know this unusual situation has placed an additional burden on parents, too, and we are immensely grateful to them for being our partners.

The pages of this magazine are also full of reminders of “normal” life at Hockaday. I hope they serve as a joyful celebration of why our School is so special. I find it reassuring to focus on all we have accomplished this year and the ways in which our important work continues to move forward.

This spring, we announced two projects that will beautify and modernize our campus. The restoration of Hockaday’s historic Horseshoe Entrance was announced in March. Since we opened our doors at 11600 Welch Road nearly 60 years ago, the Horseshoe has been the first impression of Hockaday. The sense of nostalgia that the Horseshoe evokes from alumnae and past families makes it one of the School’s most beloved places. With the growth of our community over the years, Hockaday needs a grand entrance that prioritizes safety, and is commensurate with the Hockaday experience. Improvements to the Horseshoe Entrance will allow us to reopen the School’s main entrance in time for the 2020–2021 school year. Once completed, the updated Horseshoe entrance will once again give everyone who comes to Hockaday a sense that they have been welcomed into an extraordinary community.

At their meeting in March, the Board of Trustees unanimously approved a new Land Use Plan focused on Athletics and Wellness. When Miss Hockaday founded her School and established the Four Cornerstones, she identified Athletics as an essential part of a Hockaday education—a visionary and aspirational goal that was ahead of its time. Through Athletics, wellness, physical education, and recreation, students learn perseverance, resilience, teamwork, collaboration, how to face adversity, and how to compete with grace. The long-range plan approved by the Board will enable us to integrate Athletics and Wellness across the School—in the classroom, in competition and in co-curricular activities—in ways that more fully realize Miss Hockaday’s vision and make our School a leader among its peers.

We continue to expand experiential learning opportunities for students, and I was thrilled when we launched a new strategic partnership with the Marine Biological Laboratory in Woods Hole, Massachusetts. While at the MBL this past November, students and faculty collaborated with expert field researchers who are committed to the fundamentals of scientific discovery in the areas of biodiversity, the environment, physiology, embryology, neurobiology, microbiology, imaging, and computation integrated with biological research. Hockaday@MBL provided juniors and seniors an opportunity of a lifetime. In this issue of the Hockaday Magazine, several students share their experiences from their week at the MBL.

As a School, we strive to embody the same values of learning and self-reflection that we ask of our students. This year, we undertook a research project, Hockaday 360, to better understand how Hockaday is regarded by peers, partners, and educational experts. Through a series of interviews and surveys with students, faculty, parents, alumnae, past parents, and community leaders, we will gain insight about the value Hockaday provides to students and families and how we can best preserve and enhance that value. We will share our discoveries with you once the analysis is complete in Fall 2020.

This extraordinary year has allowed us to see Hockaday in ways we never imagined. Even amid the uncertainties I am humbled by your wholehearted commitment to one another’s wellbeing. And I am deeply thankful for your support of our special School. At a time when our city, our nation, and the world need reminders of what brings us together, your spirit of caring shines brightly.

Gratefully,

Dr. Karen Warren Coleman
Eugene McDermott Head of School
HOCKADAY VARSITY SOCCER WINS SPC
Hockaday had a successful Winter SPC – The Varsity Swim Team won Second Place in SPC and Varsity Soccer won the SPC Championship!

UPPER SCHOOL ROBOTICS STUDENTS PLACE FIRST IN ROBOTICS FIRST COMPETITION
Ten Upper School students participated in the FIRST Robotics District Event in Greenville, Texas. Their team, BBQ, mentored by REV Robotics, finished in First Place and won the district competition. Congratulations to: Megan Shimer (Class of 2020), Ann Segismundo (Class of 2020), Anoushka Singhania (Class of 2020), Katie Ladue (Class of 2020), Lynn Jung (Class of 2022), Riya Guttigoli (Class of 2020), Tukwa Ahsan (Class of 2020), and Sydney Slay (Class of 2023), Nina Dave (Class of 2023), and Jayna Dave (Class of 2023).
FORM III STUDENT’S FILM SCREENS AT SXSW

Film Student Barbara Lou’s (Class of 2021) short film, ":)" was selected to screen at SXSW in the Texas High School Shorts Competition. The formal announcement of the films selected for the SXSW Texas High School Shorts called the showcase “a preview of the next filmmaking generation.”

FORM I STUDENT RECEIVES ART AWARDS

Julia Paek (Class of 2023) won several art awards including: the Gold Key 2020 Scholastic Art & Writing Award for her Finding Myself...It’s Ongoing; Finalist in the 2020 YAT Competition for The Smile I Want to Keep, and Second Place for The Silence Before the Storm in a 2019 Youth Wildlife Art Contest.

TEXAS REGIONAL BRAIN BEE COMPETITION

The 6th annual Regional Brain Bee competition was held in January at Hockaday, and the competition tested students’ knowledge of the human brain, including topics such as: memory, language, sleep, vision, movement, sensations, general neuroanatomy, and diseases of the central nervous system. Twenty-seven students participated from nine different local public and independent high schools. Three Hockaday students participated, and Naz Soysal (Class of 2022) came in second place overall.

SEVENTEEN HOCKADAY STUDENTS SELECTED FOR TPSMEA ALL-STATE ENSEMBLES

This year, 17 Hockaday students were selected and invited to perform with the All-State Choir, Orchestra, and Band as part of the Texas Private School Music Educators Association (TPSMEA) All-State Festival. The students rehearsed with renowned clinicians and performed a concert of beautiful, advanced repertoire for guests on Saturday evening. Congratulations to the following Hockaday Upper School students: Kathryn Bowers (2021), Charlene Brzesowsky (2020), Liya Chen (2023), Faith Choi (2021), Madeline Chun (2023), Dora Cosic (2022), Sienna Ellis (2022), Lynn Jung (2021), Sarah Beth Kelton (2020), Kyulee Kim (2022), Kirsten Kirk (2020), Sidney Kronbach (2022), Anoushka Singhania (2020), Madeline Sumrow (2022), Sidney Wang (2020), Mia Xia (2021), and Riley Yuan (2023).
SENIORS COMMIT TO PLAY COLLEGE SPORTS

Ten Seniors have committed to play a sport at their college or university next year: Noelle Diamond, Stanford University for Rowing; Mary Gum, Amherst College for Lacrosse; Alexandra Hart, Southern Methodist University for Rowing; Evan Johnston, Syracuse University for Lacrosse; Alyssa Mangelnolo, Southern Methodist University for Rowing; Leilah Smith, Stanford University for Volleyball; Madison Stringfield, Rhodes College for Softball; Abby Tchoukaleff, Providence College for Swimming; Julie Valois, University of Pennsylvania for Rowing; and Margaret Woodberry, Brown University for Lacrosse.

DEBATE TEAMS DISCUSS CHARTER SCHOOLS

The Hockaday debate team performed in a demonstration debate for the public on the topic of charter schools. Nazli Soysal (Class of 2022), Cassie Liu (Class of 2022), Sarah Crow (Class of 2021), and Mia Xia (Class of 2021) performed with students from The Greenhill School. The debate touched on topics regarding school choice, school accountability, and education standards throughout the hour-long performance.

LEADING SCHOOLS, LEADING GIRLS: PREPARING FOR THE FUTURE SYMPOSIUM

Hockaday was selected to host the national symposium, Leading Schools, Leading Girls: Preparing for the Future, organized by the National Coalition of Girls’ Schools. The conference brought together more than 400 educators from across the nation to share experiences and best practices for teaching girls in today’s educational environment. Teachers from over 70 schools nationwide joined Hockaday’s faculty and staff to explore key questions facing girls’ schools today and to collaborate through educational sessions, peer-led breakout discussions, and keynote presentations by experts in all-girls education.
Nine Juniors and Seniors were named to the 2019 Optimal Performance Associates (OPA) Winning Teams/NFHCA High School National Academic Squad for Field Hockey: 

**Ava Berger** (Class of 2021); **Emilia Callahan** (Class of 2021); **Maddy Charest** (Class of 2021); **Kate Clark** (Class of 2021); **Mary Gum** (Class of 2020); **Bella Heintges** (Class of 2021); **Anna Schindel** (Class of 2021); **Gigi Spicer** (Class of 2020) and **Margaret Woodberry** (Class of 2020).

The Hockaday MathCounts team competed in the Chapter MathCounts competition. Nine eighth graders (Elise Cho, Christina Ding, Defne Gurun, Kaelyn Lee, Lily McKenna, Anisha Sharma, Yoyo Yuan, and Kimberly Zhang) and two seventh graders (Rayna Li and Sunnie Wang) represented Hockaday. Four girls advanced to the exciting Countdown Round with outstanding individual scores including: **Elise Cho, Christina Ding, Kaelyn Lee,** and **Yoyo Yuan. Kaelyn Lee** placed fourth overall. Hockaday’s four-person team consisting of **Elise Cho, Christina Ding, Lily McKenna,** and **Yoyo Yuan** placed third in the team competition. In addition, **Kaelyn Lee** and **Yoyo Yuan** were selected to advance to the state competition based on high individual scores on the written test.

**JUNIOR KEMPER LOWRY RECOGNIZED BY VOGEL ALCOVE**

**Kemper Lowry** (Class of 2021) received a “Kids Helping Kids Award” from Vogel Alcove, a non-profit organization to help young children overcome the lasting and traumatic effects of homelessness. Kemper worked more than 200 hours as an intern working on fundraising and marketing campaigns, as well as leading tours and writing articles for the Vogel Alcove blog.
**METROPLEX MATH COMPETITION**

The annual Metroplex Math Competition took place at Trinity Valley School in Fort Worth where 14 members of the Hockaday Math Club competed. The following students were honored:

- **Karen Huang** (3rd place Calculus Closed);
- **Lynn Jung** (3rd place Geometry Open);
- **Kyulee Kim** (2nd place Algebra I Open and 3rd place Algebra II Open);
- **Shinjini Mukherjee** (2nd place Algebra I Open);
- **Peggy Wang** (3rd place Precalculus Closed);
- **Angela Wu** (2nd place Algebra II Open); and
- **Angela Yuan** (1st place Algebra I Open and 3rd place Geometry Open).

**SENIOR LILY FORBES COMPETES IN POETRY OUT LOUD COMPETITION**

Lily Forbes represented Hockaday at the Poetry Out Loud state competition in Austin and Annie Hurley was the alternate. Other finalists included Ann Segismundo and Neha Gottimukkala. Poetry Out Loud is the National Recitation Contest sponsored each year by the National Endowment for the Arts and the Poetry Foundation.

Listed alphabetically: Seniors Halle Blend, Jenny Choi, Natasha Chuka, Sohee Chung, Riyana Daulat, Shea Duffy, Gabriella Evans, Fiona Fearon, Sabrina Fearon, Lily Forbes, Sophia Friguletto, Xinyi Fu, Sydney Geist, Celese Gierhart, Katherine Hancock, Madeleine Hum, Richa Kapoor, Nirvana Khan, Anusha Mehta, Gina Miele, Cindy Pan, Katherine Petersen, Madeline Petrikas, Isabella Quinones, Alice Roberts, Emma Ross, Phoebe Sanders, Isabel Schaffer, Alexandra Scherz, Catherine Sigurðsson, Leilah Smith, Margaret Thompson, Claire Trochu, Daniela Vallejo, Jordan Walker, and Tatiana Zinn.

**THIRTY-SIX HOCKADAY SENIORS NAMED COMMENDED STUDENTS IN THE 2020 NATIONAL MERIT SCHOLARSHIP PROGRAM**

Thirty-six seniors received Letters of Commendation in the National Merit Scholarship Program. This honor signifies that these students placed among the top five percent of more than 1.5 million students who entered the 2020 competition.
LATIN STUDENTS PARTICIPATE IN THE JUNIOR CLASSICAL LEAGUE AREA COMPETITION

Thirteen Middle School Latin students placed in the top ten in their respective levels including: Anna Bolden (Class of 2025) 5th Place Grammar; Gabby Gaona (Class of 2025) 1st Place Roman Life, 4th Place Mythology; Sophie Karthik (Class of 2025) 4th Place Mythology, 3rd Place Decathlon; Madison McClellan (Class of 2025) 4th Place Latin Derivatives; Daniela Perez (Class of 2025) 2nd Place Mythology, 1st Place Decathlon; Jane Taten (Class of 2025) 2nd Place Vocabulary, 1st Place Latin Mottoes; Julia Emery (Class of 2024) 3rd Place Mythology; Eva Spak (Class of 2024) 2nd Place Grammar, 4th Place Latin Derivatives; Lahari Thati (Class of 2021) 6th Place Reading Comprehension – Advanced Poetry; Lily Fu (Class of 2022) 2nd Place Grammar, 4th Place Vocabulary; Kyulee Kim (Class of 2022) 3rd Place Latin Derivatives and 3rd Place Greek Derivatives; Liya Chen (Class of 2023) 7th Place Roman History and 8th Place Reading Comprehension; and Angelina Wu (Class of 2021) 3rd Place Latin Derivatives.

SENIORS HOST BRAIN FAIR

Hockaday Neuroscience Seniors hosted a Brain Fair at Burnet Elementary and shared their neuroscience knowledge with over 200 students and faculty! The fourth and fifth grade students learned about neuroanatomy, memory, emotions, movement, vision, attention, neuromyths, and brain health with fun, hands-on experiences.

FORM I STUDENT RECOGNIZED BY DALLAS MAYOR

Megan Manning (Class of 2023) was recognized by Dallas Mayor Eric Johnson and Dallas Council District 4 Representative Carolyn King Arnold for winning Ms. Congeniality and for her leadership.

MIDDLE SCHOOL STUDENTS PARTICIPATE IN NATIONAL GEOGRAPHIC GEO BEE COMPETITION

Two finalists from fourth through eighth grade competed in the School Bee of the National Geographic GEO Bee. Congratulations to first place winner Lily McKenna (Class of 2024) and runner-up Aadhya Yanamadala (Class of 2026).
MIDDLE SCHOOL ROBOTICS COMPETES AT NORTH TEXAS REGIONAL CHAMPIONSHIP

The Hockabuilders, Designer Daisies, and Daisies of the Future were three of the 68 teams who won spots at the North Texas Robotics Regional Championship. The Hockabuilders (Anya Ahuja, Ynet Bisrat, Ai-Vy Ho, Anisha Puri, Stella Wrubel) finished in 19th place in game; The Daisies of the Future (Sanika Agarwalla, Sena Asom, Angelina Dong, Christina Dong, Maddy Oyakawa) won the Project Presentation award for their lead pipe detector and finished 9th place overall in game. The Designer Daisies (Georgia Fuller, Grey Golman, Shifa Irfan, Tarini Gupta, Ashna Tambe) won the Core Values Gracious Professionalism award which recognizes a team whose members show each other and other teams respect at all times. They also won a Global Innovation Nomination. The Global Innovation Award showcases the real-world, innovative solutions created by FIRST LEGO League teams from around the world as part of their annually themed Challenge. There are approximately 100 nominations given in the world. The Designer Daisies will submit a proposal for their Innovative Parking Lot app, and if chosen as one of the 20 semi-finalists, they will travel to Florida to present their project.

SENIOR LEILAH SMITH NAMED FINALIST BY USA TODAY’S HIGH SCHOOL SPORTS AWARDS

Leilah Smith (Class of 2020) was named one of nine Dallas-area Volleyball finalists for USA Today’s High School Sports Awards.

CELESE GIERHART RECEIVES RECOGNITION AWARD

Senior Celese Gierhart (Class of 2020) received a special recognition award from Dallas for her role last year as Chair of the Dallas Youth Commission. This year she is serving as an advisor to the commission for Mayor Eric Johnson’s Office.

Leilah Smith (Class of 2020)
UPPER SCHOOL STUDENTS FILM SCREENINGS

Bait by Sophie Gilmour ’19, The Blessed Burden by Joy Gao (Class of 2020), Tigerlillies by Alexa May ’19, and Shaadi by Anoushka Singhania (Class of 2020) screened at The All American High School Film Festival in New York City in October. In addition, KERA-TV in Frame of Mind screened Bait by Sophie Gilmour ’19, Comfort Food by Anoushka Singhania (Class of 2020), Meet Metal: Bangover by Sari Wyssbrod ’19, and I Need Space by Phoebe Knag (Class of 2020). In the Pegasus Film Festival, Bait won Best Narrative, Comfort Food won Best Documentary, and Meet Metal: Bangover was runner-up in Documentary.

At the Women in Film Dallas Topaz Film Festival Awards Brunch, Alexa May ’19 received the Suzanne Dooley Scholarship. Alexa’s award is based upon her work in filmmaking while in Upper School at Hockaday.

UPPER SCHOOL ROBOTICS TEAM PLACES FIRST

Competing against former world finalists, the Upper School Robotics Team placed first in the First Tech Challenge competition. The team worked together to design and troubleshoot their robot while building solid team rapport. Embracing the cornerstones of Character and Courtesy, they assisted other teams at the competition to program their robots.

EIGHTH GRADER CHARLOTTE TOMLIN PUBLISHED IN SPORTS ILLUSTRATED KIDS

Charlotte Tomlin’s (Class of 2024) article “Dirk Nowitzki’s Charity Tennis Event Draws Big Names” was published in Sports Illustrated Kids.

THIRTEEN HOCKADAY STUDENTS SELECTED FOR TPSMEA ALL-REGION CHOIR

Thirteen Hockaday students were selected and invited to sing with the Treble and Mixed All-Region choirs of the Texas Private School Music Educators Association. The students rehearsed with renowned choral clinicians and performed a concert of beautiful, advanced repertoire for guests.
STUDENTS AND FACULTY ATTEND NAIS PEOPLE OF COLOR AND STUDENT DIVERSITY LEADERSHIP CONFERENCES

Hockaday participated in the NAIS People of Color Conference and the NAIS Student Diversity Leadership Conference held in Seattle, Washington. More than 7,000 educators and students from nine countries were represented. Educators explored the theme of Amplifying Our Intelligence to Liberate, Co-create, and Thrive. Upper School students focused on self-reflection, forming allies, and building community with the focus of Integrating Schools, Minds, and Hearts with the Fierce Urgency of Now.

Upper School students attend People of Color Conference

ANNUAL ONE HOCKADAY: DR. MARTIN LUTHER KING, JR. CELEBRATION

Unity. Community. Purpose. These inspirational messages were heard at the fourth annual One Hockaday: Dr. Martin Luther King, Jr. Celebration. The morning included a community breakfast, faculty and student performances, and moments of reflection. The students, faculty, and staff were joined by distinguished guests: Janiece Evans-Page, Vice President of Global Philanthropy and Sustainability for Fossil Group; Dr. Raymond Wise, Director, African American Choral Ensemble at Indiana University; Paul Quinn College Choral Performers; and the Ursuline Academy of Dallas Choir.
HOCKADAY HOSTS
ISAS DIVERSITY CONFERENCE

Hockaday hosted the inaugural Independent Schools Association of the Southwest (ISAS) Diversity Professionals Conference dedicated to diversity, equity, and inclusion. The conference included over 80 educators from 30 independent schools in 14 cities and four states. Attendees enjoyed a variety of programming highlighting the latest research and trends for creating successful independent schools in the Southwest regions.

ART IN MOTION

The Upper School Dance Department, in collaboration with the Advanced Studio Art Class, presented ART In MOTION. The inspiration for this concert is artists who used dancers for their subject matter while living in Paris, France between the late 1880s and the start of World War II.

ENGLISH SENIOR SEMINAR CLASS WELCOMES BREAK BREAD, BREAK BORDERS

The English Senior Seminar Class, Culinary Experiences in Literature, welcomed Break Bread, Break Borders to class. BBBB is catering with a cause that empowers refugee women by providing access to training and certifications and licenses. The refugee and immigrant women from the organization shared recipes, food, and information about their cultural heritage, helping students to consider food as a language and connector of communities. The class is analyzing literature with a particular focus on the interconnectedness of food with various aspects of human existence beyond mere sustenance.
ALUMNAE NEWS

Blake Lown Beers ’03 was spotlighted by Ayesha Curry on a recent episode of “Fempire” for her business Little Renegades’ Mindful Kids Cards, which teach mindfulness to young children through whimsical illustrations and playful exercises. Ellen DeGeneres is also featuring the cards in her “Be Kind” subscription box.

Erika Kurt ’98, President & CEO of Small World Initiative and IfThenSheCan ambassador, talked with fifth grade students about superbugs and the importance of finding new antibiotics to kill infections. “The Small World Initiative® (SWI) is an innovative program that encourages students to pursue careers in science while addressing a worldwide health threat – superbugs and the diminishing supply of effective antibiotics. Since its inception, SWI has grown rapidly to include more than 330 undergraduate institutions and high schools across 45 US states, the District of Columbia, Puerto Rico, and 15 countries.”

AT&T PERFORMING ARTS CENTER YOUNG WOMEN’S LEADERSHIP CONFERENCE

Fifteen Juniors and Seniors were selected for an innovative and multicultural learning opportunity when they attended the AT&T Performing Arts Center Young Women’s Leadership Conference and Special Evening with Former First Lady Michelle Obama. During the event, they participated in a Women Leaders of the Dallas Art World panel discussion and sessions.
FACULTY NEWS

DIRECTOR OF ALUMNAE RELATIONS RECEIVES ELA HOCKADAY DISTINGUISHED ALUMNA AWARD

Hockaday Alumnae celebrated friendships at the 14th annual Fall Alumnae Dinner in October. The evening honored retired and current faculty members who have served the School for 20 or more years. Amy Spence ’87, Director of Alumnae Relations, was celebrated as the Ela Hockaday Distinguished Alumna Award recipient, and the featured faculty speaker was Head of Middle School Linda Kramer.

ALUMNAE NEWS

As part of the Hungry Scientist Lecture Series, Hockaday alumna Margaret Rote ’11 shared with students how she has incorporated her love of science into a nontraditional STEM career working in the Healthcare & Life Sciences group of a law firm in Washington, D.C. She is using her neuroscience background in her Food and Drug Administration (FDA) legal work.

JENNIFER STIMPSON RECOGNIZED AS STEM ROCK STAR AT IF/THEN SUMMIT

Leading educational innovation in the classroom, Fifth Grade Science Teacher Jennifer Stimpson participated in the three-day IF/THEN Summit as one of the top 10 “STEM rock stars” and participated in training sessions about communication, media and public relations, social media, and storytelling for STEM educators. Created by Lyda Hill Philanthropies, the IF/THEN initiative is committed to supporting women in STEM so that they can change the world. This innovative group will work to support the IF/THEN campaign by creating a cultural shift of the perception of women in STEM. In addition, Jennifer has been named one of Texas Women’s Foundation’s recipients of its 2020 Maura Women Helping Women and Young Leader Awards, which recognize leaders who have positively impacted the lives of women and girls.

Hockaday Trustee Shonn Brown, Jennifer Stimpson, and Eugene McDermott Head of School Dr. Karen Warren Coleman
A pioneer in machine-readable duct tape that can store information, the CEO of a biotech company, and a YouTube celebrity with over 1.2 million subscribers—these are just three of the entrepreneurs Catherine Jiang ’16 and Chelsea Watanabe ’17 have interviewed on their podcast, “Founder’s Couch.”

In the winter quarter of her junior year at Stanford, Jiang started the radio show featuring student founders and their journeys from ideation to implementation.

“I was thinking, ‘What am I super passionate about? What are some of the interests that I could combine to form something special?’” Jiang said. “I’m interested in media, entrepreneurship, storytelling, and promoting community on campus and making it a better place.”

After a Stanford consulting session, Jiang wrote down the format, listened to other podcasts, and researched software she could use to put together and record the podcast.

“It was the moment when I thought I actually want to make this happen and that I’m serious about this,” Jiang said.

In one of her earliest episodes, Jiang interviewed Evan Michelle Miller ’16, who founded her own music publishing company and released an EP her sophomore year at Hockaday.

“It was a nice reminder of some of the things that I’ve done over the past several years,” Miller said. “It was a really cool opportunity, so I’m glad Catherine reached out to me for that.”

Though the first couple of interviews were with friends in her personal network, Jiang began to meet new people through the podcast. She asks her interviewees for references and keeps a list of people she can interview.

“I’ve gotten to meet some really cool, really driven people,” Jiang said. “I also like the aspect of storytelling, so not just talking to people, but trying to draw out those really interesting stories that build who they become today.”

Miller said Jiang is encouraging Stanford students to speak about what they’re doing while they’re doing it, which is uncommon.

“Stanford’s always been a place where things are created, but we don’t really talk about it with our peers,” Miller said. “That’s good, but it can also work against you because you don’t know where there might be opportunities to collaborate, so I think this is a cool way to talk about these things.”

While Jiang recorded and edited the episodes by herself in the first couple of months, Watanabe, who attends MIT, reached out in the summer of 2019 to show her support. The simple comment ended up launching the podcast on the MIT campus.

“I’ve always loved listening to classmates who are really into entrepreneurship,” Watanabe said. “It was more of a side comment like, ‘Oh, it would be cool if MIT had something like this,’ but it ended up becoming a reality.”

Now, Watanabe records her episodes at the MIT radio station. She clips and processes her files before sending them to Jiang, who pieces them together with music.

Like Jiang, Watanabe said she enjoys learning about different people through the radio show. In fact, by interviewing a freshman who lives only two doors down from her, Watanabe was able to learn something new about her.

“I knew who she was since the beginning of the semester, but I never knew that she had this really cool side project that she was building up as an entrepreneur,” Watanabe said. “You realize so much more about people that you’re living next to.”

However, without Hockaday and the support of former publications adviser Ana Rosenthal, the podcast may not have been born.
“Being on The Fourcast made me appreciate media and storytelling,” Jiang said. “Mrs. Rosenthal would always be like, ‘Where’s the story?’ and that definitely shaped my approach to this. If I didn’t do Fourcast, I don’t think I would’ve started this, actually.”

Similarly, Watanabe’s experience with Laura Day on the Wesley Rankin Teen Board taught her to appreciate giving back to the community.

“Ms. Day was always a super great advocate for community involvement, and that has always stuck with me,” Watanabe said. “What I love about talking to entrepreneurial students or people in general is that it’s just so inspirational to see a different perspective, and I think it’s cool that I get to use this platform to share how inspiring they are to everyone in this community. Watanabe was especially touched when listeners in Boston donated to WMBR, the MIT student radio station that played “Founder’s Couch,” and thanked the show.

“It’s been nice to have that community engagement aspect, especially because it’s very easy to get swept away with my classes, my job search and my research here,” Watanabe said. “It’s just so important to stay grounded and remember that there are people around you who support you, and that there’s value in giving back and creating something that’s going to help the community.”

Chelsea Watanabe and Catherine Jiang collaborate on the entrepreneurial podcast “Founder’s Couch,” which Jiang created at Stanford.
Lower School students analyze their plants in the Lower School garden.
COVID-19
HOCKADAY LAUNCHES DISTANCE LEARNING

As the world responded to the global health crisis caused by the coronavirus pandemic this spring, Hockaday made the difficult decision to close campus and shift to distance learning to maintain the well-being of our community. Division Heads and technology teams developed a robust virtual learning platform to ensure continuity of student learning during the closure, and the curriculum continued to be taught on familiar platforms like OnCampus, OneNote, and Seesaw that students already used every day. Throughout the process, distance learning was both synchronous and asynchronous to allow for interactions between teachers and students as well as time for self-study. Even though students, teachers, and parents were understanding and flexible with this unprecedented situation, everyone was eager to return to 11600 Welch Road as quickly as possible!

During distance learning, Dr. Coleman stayed connected with Lower School faculty to remind them everyone was thinking about them.
Hockaday is committed to expanding project-based and experiential learning opportunities through new partnerships with organizations in support of the unique student experience, and in the fall, the School announced a partnership with the Marine Biological Laboratory in Woods Hole, Massachusetts. Nineteen juniors and seniors as well as six teachers participated in this unprecedented opportunity on Cape Cod, and when they returned, they eagerly shared their experiences.

Ever since I was a small child, I would collect books, toys, and movies about sea life, and when I heard about the MBL, I knew it was the perfect opportunity to continue exploring my fascination with the subject. My favorite part about the trip was getting to participate in an amazing experience with some of my closest friends. There’s something about being surrounded by others who are just as enthusiastic about a topic as you are.

Caroline Collins, Form III
LEARNING FOR THE JOY OF LEARNING

By Anika Bandarpalle, Form IV

Marine biology was my first passion. I distinctly remember sitting on the floor of Ms. Hogan’s kindergarten class reading my favorite book to check out from the library. Aptly titled *Shark*, it was an encyclopedic book all about sharks and what threatens the species. Despite being scared by the images of sharks, week after week I would check out the book, completely captivated by their beauty.

As a senior, I’ve begun deciding what I want to study in college and pursue as a career. I’m planning to study international affairs on a pre-law track at George Washington University, and elected not to take any science classes this year, to focus on history classes. This surprised a lot of my peers on the trip and was something we laughed about—I was taking a week off from normal school to study marine biology, something I’m not sure if I’ll even pursue in college, in contrast to the many science-focused students on the trip. But, my reasoning for wanting to go to the Marine Biological Laboratory (MBL) was simple: I really love biology. After taking Ms. Finazzo’s and Ms. Day’s Anatomy, Evolution, and the Zoo (AEZ) class last year, my love for biology was reawakened. AEZ was a unique class because of the social impact aspect as well as the non-traditional way we were assessed. This allowed for a low-stress learning environment, where we got to focus on learning for the joy of learning, instead of learning just to get a good grade on a test. Furthermore, we were learning for the purpose of real-life application: solving environmental problems in the world around us. This was my favorite aspect of AEZ, and something that I felt the scientists at the MBL emphasized in their work.

At the MBL, we learned marine biology but from a completely different perspective. One of the focuses of their research is how marine biology can be used to answer questions about the things around us, as well as looking at unique solutions to problems that might at first seem unrelated to the nervous system of squids or zebra fish embryos. Woods Hole was a great place to be, a small town where everything was in walking distance, and you could always catch a glimpse of the beach. I know I was hesitant about being in Cape Cod in November, but seeing the sunsets at the beach every evening made having to bundle up in sweaters and coats completely worth it. The facilities at the MBL were absolutely amazing. We were working with top-of-the-line equipment, and had the opportunity to dissect organisms that most high schoolers might not even see in real life. Throughout the week, all of us felt more than welcome at the MBL, as they gave us access to labs across their campus. We spent our days alternating between lectures presented by scientists renowned in their fields, and in doing labs led by them. The scientists we worked with were more than willing to help us, but also let us struggle through things and learn through practice. They were gracious in answering our questions, always taking them seriously, and willing to answer even some of the most basic questions. Dr. Nipam Patel, the director of the MBL, was truly one of the most interesting people I think any of us had ever met. With a background in embryology, he led labs and lectures throughout the week focused on embryos and what they tell us about ourselves. He also did a lecture about the pigments on butterfly wings, which was something many of us had never even thought about. Later in the week he showed us part of his butterfly collection, containing tens of thousands of butterflies, and known around the world. When I signed up for the MBL trip, I never expected to be standing in a closet of a library looking at cases of butterflies at 10 p.m. at night, but it was one of the most profound and unique parts of the trip.

As I wrap up my fourteenth and final year at Hockaday, I feel confident in saying the MBL will always be one of the most special and valuable parts of my time here.
MY WEEK AT THE MBL

By Helena Magee, Form IV

The Hawaiian Bobtail Squid is a two-inch-long cephalopod that lives in shallow waters near Hawaii. Despite its tiny size, this marine animal is a nocturnal predator that must sneak up on shrimp, its prey, while avoiding numerous larger predators which could easily catch them. The key to survival: a symbiotic relationship with a bioluminescent bacterium called Vibrio Fischeri. The cephalopod has a special “light organ” that works with the bacteria and its own chromatophores, small points that expand and contract to control the color of the animal, to counter-shade with the moon above and the ocean floor below. This allows the creature to not only change its color with incredible precision, but also to erase any shadow its body could cast below. This camouflaging behavior is extremely interesting because the Hawaiian Bobtail Squid uses the technique largely for offense, rather than defense, as many other cephalopods do.

This incredible phenomenon was a significant topic at the Marine Biological Laboratory (MBL) in Woods Hole, MA back in November of 2019 when 19 Hockaday Form III and Form IV students and six faculty mentors embarked on a week-long laboratory immersion program at the campus. The course, Hockaday@MBL, focused on the anatomy and development of vertebrates and invertebrates and enabled the group to engage with numerous topics including biodiversity, developmental biology, fluorescent confocal microscopy, cephalopod culture, and even anesthesia. Students and faculty learned first-hand through lectures given by field researchers and professionals and through hands-on laboratory work conducted in official MBL facilities. In between lectures and laboratory modules, students even tended to their own aquarium tanks that housed hermit crabs, fish, and sea urchins, and completed water quality tests daily. The most exciting part of each day, however, was the laboratory work which included dissections of fin fish, elasmobranches, sea stars, and cephalopods; a coral microscopic examination conducted using microscopes complete with cameras paired with iPad tablets; a demonstration of cephalopod camouflage; a practical exam; and even the anesthetizing of toad fish for routine clinical examination.

One of the highlights of the program was that students and faculty learned how to image embryos using fluorescent confocal microscopy. Together with the director of the MBL, Dr. Nipam Patel, the students constructed digital 3-D models of zebra fish embryos, fruit fly embryos, and even a cuttlefish embryo using an incredibly powerful microscope. To construct the model, the microscope began by lighting up a tiny point on the specimen, and then scanned through every point on the embryo in that x-y plane. Then, it increased the z-value by one and repeated the same scanning process, but up one point higher. This process continued until the entire specimen had been scanned. Students then consolidated these scans to create a 3-D model of the embryo called a z-stack. The most amazing part, however, came during the preparation. Before scanning, the students first prepared the specimens in the lab by adding donkey and rabbit antibodies to the embryos so that certain specified parts would fluoresce, or reflect light, when hit with various colored lights under the microscope during scanning. Through this technique, the z-stacks the students created are comprised of multiple layers that can be toggled off and on, which display in bright colors the muscle, cell nuclei, central nervous system, peripheral nervous system of the embryos, and any combination of each.

This inaugural trip was the experience of a lifetime, and this group of students and faculty will never forget it.
The MBL not only gave us a general overview of biology, but let us dive deeper into how biological research is done. We learned how marine life is connected to making important discoveries in human medicine and how humans develop, which has aided in the research of stem cells and the study of spinal cord regeneration.

Avery Mitts, Form III
This November, I was blessed with the opportunity to go to the Marine Biological Laboratory in Woods Hole, Massachusetts. It was indeed an experience of a lifetime, a jam-packed seven days full of lectures, labs, and laughs. The MBL and Woods Hole was a treasure trove of adventures. There were whole rooms dedicated to housing and raising different marine life. Touring their rare books and archives was an extraordinary experience. In 30 minutes, I held a Nobel prize and a copy of The Origin of Species signed by Charles Darwin himself. There was also a little treasure, like a shop with fantastic pies that my friends and I went to three times that week.

During my time at the MBL, I got to participate in various science activities I could not get anywhere else. The staff was very inviting and incredibly knowledgeable. It was an honor to work with these prominent members of the science community and learn from their lectures. Our lecture topics ranged from anesthesia for fish to the science of butterfly scales. We started the week with a tour of the MBL’s vast facilities. Woods Hole is so different from Dallas that being at MBL was an immersive experience. Although it was quite cold, I loved every moment walking around the campus. They have state-of-the-art equipment and, due to its location, a wide variety of marine life that we could see on the shore. At the end of our tour, we
picked out animals such as small fish, hermit crabs, and sea urchins to add to our fish tanks to take care of for the week. So, every morning and every night, we took care of our humorously named fish.

Each day in the lab was new, except for one overarching project. We dissected many types of marine life, such as skate fish, octopuses, and sea urchins. At the beginning of the trip, I had never done a dissection, but by the end, I was an expert. In the lab, we also got to examine various specimens under the microscope. We use special microscopes for our project. My group got to stain a cuttlefish embryo with antibodies and image them with the MBL’s innovative technology. We created 3D images of the cuttlefish’s neurons, muscle cells, and nuclei. After the image came together, it looked like a work of art. Knowing that in the image you are looking at all the tiny cells within an embryo is almost mind-blowing.

My favorite activity was learning about anesthesia for animals. As someone who plans on pursuing a career in the medical field, learning about such an overlooked topic was enthralling. I was genuinely surprised to find out that fish are not anesthetized by putting a little mask around their face.

Although I was left exhausted by the end of the week, my time at the MBL was one of the best times of my life. I gained knowledge that I would not get anywhere else, and the experience of a lifetime. I am so glad Hockaday allowed me to attend the MBL.
In October 2019, several devastating tornadoes struck Dallas leaving a path of destruction that impacted everyone in the community. The following stories by Middle and Upper School students provide insight into how the students responded to help those who were directly affected in the days that immediately followed this unprecedented tragedy.

**HOW HOCKADAY HAS REBOUNDED AFTER THE TORNADO**

By *Kate Woodhouse*, Form IV

October 20, 2019 will forever be a day to go down in Dallas history, however not in the way it may originally seem. Despite the $2 billion in damage, concentrated especially on the Hockaday and St. Mark's communities, I view this night not through a lens of terror but one of hope and pride.

While many people lost their houses, there were more who sent messages of encouragement, offered up spare bedrooms until victims could find more permanent housing, and planned to clean up affected friends' houses the next morning. Students filled our senior class GroupMe with calls to action to help the community. Before administration had announced that there would be no school the next day, the senior class sent an email asking for the day off not to work on college applications or homework but rather to help those affected.

Once we returned to school the next day, the Upper School's decision to suspend homework for the week, allow students to choose whether or not to wear the school uniform, and to not count late arrivals or absences provided the perfect way to transition from the shock back into a normal school routine. Someone in the senior GroupMe even wanted to get Mrs. Culbertson an Edible Arrangement for the work she did to accommodate everyone during the weeks after the tornado.

On the Wednesday, Thursday and Friday following the devastation, Hockaday sent volunteers into the community to help the students in the Dallas Independent School District (DISD) whose schools were damaged. The first day we volunteered at Loos Field House, which served as a temporary learning space for schools without power. Almost 3,000 students from Burnet, Cigarroa, and Pershing elementaries packed into the hallways, stands, and basketball court at the field house, which made it hard for teachers to educate their students in a way similar to their home school. Some Hockaday Upper Schoolers copied worksheets for the teachers, others read to students, and I played at recess with some 4th graders.

The next two days Hockaday students and teachers traveled to Burnet Elementary, which lost access to its gym during the tornado, to play soccer with students who now had to take P.E. in a traditional classroom, create an office for a P.E. teacher whose previous one was destroyed, and help the school in other small tasks. Our presence brought hope to the students and teachers and brightened their days with our help. Hockaday’s quick call to action enabled Upper Schoolers and elementary students to relax after the trauma, and inspired gratitude among all involved.

The tornado caused a newsworthy change in the structure of life at Hockaday and beyond, so *The Fourcast* decided to create our centerspread about the aftermath of the tragic event. Every member of the staff took on different responsibilities to turn the story around on a tight deadline. Three girls went into the community to take photos for our story; other journalists paired up to write a section of the 2,000 word story. Without the hard work from everyone on the staff, the student newspaper would have not been able to accurately and justly report a story so vital to the community.

Looking back on the tragedy three months later, I am amazed at and humbled by the sacrifices made by everyone in the community to ensure the safety and security of their Dallas neighbors, whether they attend Hockaday, St. Mark's, or a DISD school. The tornado did not splinter the community; it only brought us closer together.
MIDDLE SCHOOL HOLIDAY BAZAAR SUPPORTS IMPACTED DISD SCHOOL

By Avery Jackson, 8th Grade

My experience with the Holiday Bazaar has been a great one ever since fifth grade. It’s a time that shows us giving back to our community and raising money can be fun and exciting. I enjoy working on the products with my advisory and bonding with them while we create posters and a catchy name. It gives us a chance to just talk and make something fun, and it brings out crafty skills you did not even know you had.

The day of the Bazaar is always the best because you do not have homework or classes to worry about, you get to wear festive shirts, and you can get some holiday shopping done. Girls have lots of fun walking and talking with friends and buying gifts for their family, and the best part is that everything is handmade. I also love that there is a wide range of products from bath salts to jewelry, and even root beer floats. And the fact that the limited time you have to shop is so chaotic makes it more fun because everyone is running around, and holiday music is playing. The Bazaar really gets everyone into the holiday spirit and ready for a break. And in those 45 minutes of shopping and selling we make around $6,000 to donate to charity.

In light of the horrible tornadoes that impacted our community in the fall, the Middle School Student Council decided that the proceeds from 2019’s Holiday Bazaar would be donated to Thomas Jefferson High School. Normally, Student Council chooses a local charity to donate to, but because of the tornado that damaged the school and our community, almost 2,000 students have been forced to cram into a much smaller middle school 30 minutes away. The new school, Thomas A. Edison Middle Learning Center, had only recently been used as a storage unit and had to be quickly turned around to accommodate the students. Because of this, the walls in the school and around the courtyard are completely bare. Also, the courtyard, the only outside space to hang out during recess, did not have anything in it and the grass had started to die.

So, the Middle School Student Council decided to use the money to help the students beautify their courtyard by planting new plants, installing flowerbeds, and bringing new and colorful benches. Also, the one thing the students have asked for were birdhouses that are painted with bright and fun colors to brighten and bring the space to life, so we will be helping them paint and decorate these new birdhouses.

This year, a Thomas Jefferson High School representative came and watched the Holiday Bazaar in action, and from what he told us, he thought it was a great and exciting way to raise money. The Holiday Bazaar is one of our favorite events in Middle School, and we were excited to donate the proceeds for this important purpose.
SHELTER AFTER THE STORM
By Gina Miele, Form IV

When unspeakable tragedy strikes, the strength of a community becomes apparent. When the tornado hit Dallas in October, my Hockaday peers and I sensed our community would be forever changed. While we were tremendously grateful that our own campus was not damaged, we recognized that others had not been so fortunate. With their schools unsafe from damage, more than 1,700 students from our DISD partner schools were housed in the Loos Field House during the school day. To facilitate such large numbers, a large volunteer effort was needed. Laura Day, the Head of the Institute for Social Impact, and I worked together to coordinate the volunteer program. Since many of my classmates had expressed a desire to become involved, I sent an email to the Upper School, offering volunteer spots for the remainder of the week. Instantly, my email was flooded with requests from students in all grades reaching out to help. I was overwhelmed by the passionate response. Twenty students traveled to Loos Field House each day to help teachers in whatever capacity needed. My fellow volunteers and I greatly admired how the teachers remained positive and worked to create an inviting learning environment for their students. Hockaday students read to third graders, interacted with Pre-K students, distributed worksheets, and performed many other helpful tasks. During a form meeting, seniors unable to volunteer wrote cards of encouragement and gratitude for the teachers and students displaced by the tornado.

Toward the end of the week following the tornado, many of the affected students were able to return to their schools. Although the children were back in school, there was still much work to do. Hockaday students and faculty members traveled to Burnet Elementary for the remainder of the week. On our first day, some volunteers played with students outside during their gym class while others helped re-assemble classrooms. During the second volunteer shift, we helped the gym teacher move her supplies into a space that was converted to serve as her office, as her previous gym workspace was now structurally compromised. What impacted me most was the pure joy on the children’s faces when we arrived to volunteer. Many of my classmates brought fun stickers for the kids. When I handed two young girls a pack of stickers and told them they could keep the whole stack for themselves, their faces broke into huge smiles. As I pushed these two girls on the swings, I surveyed the landscape, observing the wreckage in the adjacent neighborhoods. It seemed impossible that people could survive such destruction. The melodic laughter of the two girls pulled me back to the present. The stark contrast between the physical devastation surrounding us and the joyous laughter of these sweet girls brought into focus how fortunate we are that no lives were lost. To this day, the recollection of the children’s jubilant faces remains with me, serving as a reminder of the immeasurable strength of a community when its members collaborate and support each other.
LENDING A HAND

By Remy Finn, Form II

It’s not hard to see the wreckage from the October 28, 2019 tornado. If you drive west on Royal, or even pass St. Mark’s or the Preston Royal intersection, you see the dilapidated structures and debris strewn around the roads and businesses. However, it is not just the middle- and upper-class neighborhoods that have been devastated by this event.

When I joined the United to Lead Community Service group in early October of 2019, led by Executive Director for the Institute for Social Impact Laura Day, the plan was to meet at Thomas Jefferson High School with 9 other Hockaday students, 10 Jesuit students, and 10 Thomas Jefferson students. Mrs. Day’s goal for the program was to help us create change in local public schools and make new connections with area high school students.

Following the tornado, Thomas Jefferson High School was forced to relocate to an abandoned middle school, Thomas A. Edison Middle Learning Center.

This relocation hugely impacted both students and faculty involved in the workings of this school. Students who could previously walk to school now had to take buses to the new building. Educators had to bring in tables, chairs, and supplies into classrooms within 24 hours of the event. The damage at the old Thomas Jefferson campus is expected to prevent a return for at least a year, and it could extend two or three more.

Our goal, still to forge valuable relationships with other high schools, became even more important after the tornado ravaged the Dallas schools. We visited the new Thomas Jefferson building, now at Thomas A. Edison Middle Learning Center, and worked to devise creative and exciting ways to add color to the faded grey hallways. The students who attended Thomas Jefferson were concerned about the low student morale in the foreign environment, and we all collaborated on ways to create excitement and school pride in the students during such a difficult time.

Furthermore, we traveled to Tom Field Elementary, the formerly abandoned school that Walnut Hill Elementary has relocated to. There, the teachers educated us on the importance of student mental health before they are taught crucial subjects. Many of the elementary students have troubled or difficult home lives, which causes their amygdala to send signals producing unnecessary stress that hinders their focus on classwork. As a team, we are working on spreading the access for stress-relieving activities because it allows students to reach their full potential and work with peace of mind.

In the aftermath of the tornado, it became even more significant to strengthen the strong relationships we have with those impacted around us. It is through our connections that we are able to lean on others during our times of need, and support them during their own hard times. This tornado, although devastating to many, impacted entire Dallas communities. However, it also made us realize how intrinsic community is – the value in our relationships with other people doesn’t lie in what we can get out of them, but in how they make us better and more caring people.
During their meeting in March, the Board of Trustees approved a new campus Land Use Plan focused on Athletics and Wellness. Miss Hockaday had a bold vision for her School when she named Athletics as one of the School’s Four Cornerstones more than 100 years ago, and, it is timely that we revisit this Cornerstone to ensure we are providing an exemplary student experience and exceeding expectations for our Athletics and Wellness facilities and programs.

Hockaday’s Athletics and Wellness programs include Physical Education, Health, and Recreation and support and cultivate many of the core tenets of the Hockaday student experience, including perseverance, resilience, teamwork, collaboration, facing adversity, and learning how to compete with grace – both in winning and in losing. Our Athletics and Wellness programs are extraordinary in their own right, and we have begun the work to ensure that our physical spaces and facilities are commensurate in quality to the activities and competitions they host.

Historically, Hockaday has reviewed its Land Use Plan approximately every 10 years, and the majority of the needs that were identified in the existing plan from 2008-2009 have been addressed, aside from those related to Athletics. In the spring of 2019, the School announced a new master planning effort and engaged the Hockaday community in meetings, open houses, planning sessions, community events, and surveys to gather input. All of this information provided an essential foundation for the land use planning process.
Several highlights of the Land Use Plan include a new competition track, reconfigured competition and practice fields oriented in a North-South configuration, which will include four synthetic turf fields, two new grass fields, and two new softball skinned diamonds. Also, a walking/jogging path will circumnavigate the entire campus and will allow for competitive Cross Country meets. Additionally, the Land Use Plan contemplates outdoor classrooms, spectator-friendly event access, the future development of a natatorium, enhanced fitness and wellness facilities, and easy-access parking to enhance the full experience for students, parents, and families.

Hockaday’s Athletics and Wellness programs help students to develop a sense of confidence, self-esteem, sportsmanship, teamwork, leadership, and cooperation that prepares them to meet challenges both on and off the field. The School’s vision for this Land Use Plan was based on several objectives including: galvanizing all constituents across all divisions around an athletics culture; offering unique and innovative programs and opportunities that foster healthy lifestyles and bolster physical and mental health and wellness; encouraging each student to discover her inner athlete; providing a more engaging campus experience by building spirit, enthusiasm, and pride in all our athletics endeavors; developing programs in creative and sustainable athletics facilities that meet the needs of all our students and the community; and building athletics facilities that meet and exceed the national standards for function, performance, aesthetic, and environmental responsibility.

The Land Use Plan defines spaces where our Athletics and Wellness programs can support and enhance each student’s physical, mental, social, and emotional well-being. Likewise, it provides spaces that allow for greater cross-divisional interactions during classes, competitions, and free time. Hockaday is committed to providing the best possible student experience inside and outside of the classroom, and this new Land Use Plan will allow the School to elevate programs and inspire our girls to explore their limitless potential and pursue their purpose through Hockaday’s Athletics and Wellness programs.
In alignment with the goals outlined in the strategic plan, The Hockaday Difference, we are dedicated to creating a teaching environment that supports faculty excellence and cultivates innovative pedagogies, interdisciplinary learning, effective use of new technologies, integration between curricular and co-curricular learning, and that provides exceptional professional development opportunities.

To this end, Hockaday was honored to have been selected to host a national symposium on January 27, 2020, Leading Schools, Leading Girls: Preparing for the Future, which was organized in tandem with the National Coalition of Girls’ Schools. This year’s conference brought together more than 400 educators from across the nation to share experiences and best practices for teaching girls in today’s educational environment. Teachers from nearly 80 schools nationwide joined Hockaday’s faculty and staff to explore key questions facing girls’ schools today and to collaborate through educational sessions, peer-led breakout discussions, and keynote presentations by experts in all-girls education.

It was exciting to welcome our wide network of independent school colleagues for this important event, and to bring this opportunity to our faculty and staff so that they can continue to provide an exceptional student experience both inside and outside of the classroom.
TEACHERS FROM NEARLY 80 SCHOOLS NATIONWIDE JOINED HOCKADAY’S FACULTY AND STAFF EXPLORED KEY QUESTIONS FACING GIRLS’ SCHOOLS TODAY

Eugene McDermott Head of School Dr. Karen Warren Coleman with NCGS Executive Director Megan Murphy and Keynote Speaker Michelle Kinder

Teachers demonstrate techniques used in self defense classes
LESSONS FROM INDIA

By Kirsten Lindsay-Hudak,
Upper School Science Teacher

For the past 15 years, India has been an important case study in two of my classes, so I jumped at the chance to spend a few weeks on a cultural immersion trip exploring firsthand everything I teach. Having studied the environmental and population issues, I had an image in my mind of crowded streets and hazy views. While I did see all the things I anticipated, what I took away from the experience was far more than I ever expected.

One day in August, my aunt called to ask if I wanted to go on a women’s pilgrimage to India with her. Of course, knowing it was in January, she prefaced the invitation with, “I know you are going to say no, but …” I immediately sat down and wrote out all the reasons it would be in everyone’s best interest for me to take two weeks out of the school year to travel halfway around the world. I talked about seeing the culture through the eyes of the families I would spend time with and exploring how modern lifestyles are affecting India’s environmental future. I wrote about how excited I would be to share these stories with my students and to have deeper conversations with them about the role of women in Indian society. I spoke of my personal connection, that my grandfather lived in India for several years when he was younger, and how traveling in his footsteps with my aunt would be priceless for me. I rehearsed my speech and set up meetings with Head of Upper School Lisa Culbertson and Assistant Head of School and Provost Blair Lowry. I didn’t even get through the second sentence when each of them gave a resounding yes. Without their incredible support, this transformative journey would not have been possible.

The trip consisted of three parts. The first week was an exploration of life in modern India touring Varanasi in the north and Kolkata on the east coast. We did all the usual tourist things: eating delicious food, visiting landmarks, admiring temples, and browsing in the markets. One highlight was spending Makar Sankranti, the Vedic new year, on the Ganges, watching the bathers celebrate and kites soar through the air. While all of this was amazing, it was the quieter times spent with new friends that had the most impact. We visited with the ladies of Sarai Mohana to hear about life in the tiny fishing village. They spoke of the struggles of being mothers and striving to provide the best for their children, struggles my fellow travelers and I could readily understand. We grieved with them as they told us of the rapidly approaching day when their daughters, for now always at their sides, would leave to become part of their husbands’ families. We cried and laughed and danced together into the evening, and even though we needed an interpreter to share our stories, our deepfelt connection needed no translation. And there are goats in the village who wear sweaters.

The second leg of the journey took us to Rishikesh in the foothills of the Himalayas where the Ganges runs fast through the valley, a beautiful ribbon of cold green amidst pink rocks and sparkling sand. This part of the trip was designed to allow us to slow down and reflect on everything we had witnessed. We still visited important sites and continued to explore life, but we had time to gather our thoughts and process our experiences. While I spent much of this time taking notes on what I wanted to share with my classes and how I could use these moments to enhance my curriculum, it was also a time to sort through my own feelings about the trip so far. While I did have some idea of what the trip would be like, I wasn’t sure how I would feel about what I had seen. India is vibrant, beautiful, and chaotic. It is life unfiltered in a way we do not experience here at home. For instance, I would regularly see a breathtakingly beautiful sight, and within a few minutes, something heartbreakingly tragic. It was this emotional yo-yo that created the most wonderful surprise. The intense experiences the other women and I shared generated intense responses that needed to be dealt with, and as we talked through these emotions with each other, equally intense bonds formed. Although we have now gone to homes across the country, I know those bonds will last for the rest of our lives. And there are delightfully adorable, tiny cows everywhere in Rishikesh.

At this point, half of our group headed back to Delhi, and the rest of us drove off in a Delux Jeep for an historical tour of Agra. My time there was another excellent opportunity to see modern life in India, although in a slightly different way. Being a tourist...
city, life runs at a more frantic pace, and the streets are considerably more dangerous. Here we learned about the period under Moghul rule and met artisans whose families had passed down their trades for generations, including a 17th-generation stone mason whose ancestor inlaid the beautiful mosaics on the walls of the Taj Mahal and Agra Fort. And yes, the Taj Mahal really is that spectacular.

We left immediately for Delhi after the Taj Mahal so we could make our 11:45 p.m. flight. As I settled down in my seat getting ready for the 15-hour trek back to Newark, I thought about everything I had seen and done. I couldn’t wait to get home and tell my family and friends about the trip. I wanted them to thrill at the beauty of the bright colors and intricate architecture. I wanted them to laugh at the time the tiny cow tried to push us into the river when we didn’t have any food. I wanted their hearts to open to the orphan children wandering barefoot on the platform begging for money at the train station. As for what I wanted to share with my classes, it was easy to pick out any number of examples to illustrate the many issues we discuss throughout the year. The fact that a face mask was necessary most of the time to prevent us coughing constantly from the smoke-filled air spoke to the extreme air pollution. Not being able to drink the water or even being able to eat things washed in it reflected the water pollution nightmare. I felt 100% ready to fulfill the last part of my journey: to teach others what I had learned. And then I thought about what I would say to the person who asked, “What was your one takeaway from the trip?” How could I boil what seemed like a lifetime of experiences down to a simple idea? I still haven’t really been able to do that, but I shared the following lessons with my students:

1. Happiness truly comes from within. Nothing you buy can give it to you, and when you find it, no one can take it away unless you let them.
2. There is an inherent beauty in understanding who you are. Each of the women I met in the village was stunning, not just in the beautiful sarees and kurtis she wore or in the bracelets and anklets that created a soft tune wherever she went, but in the quiet confidence she had in knowing herself.
3. We are all different and the same. Although we may look different, share different meals, or believe different things, we share common goals underneath. Our joys and sorrows may be different, but they often stem from common experiences. Maybe we can better understand each other if we listen to each other and try to find those commonalities rather than focusing on our differences.

My time in India was a true adventure, and I have come through it changed in ways I never imagined. I know I will not only be a better teacher, I am also certain I will be a better human, too.
INTRODUCING SELF-DEFENSE IN LOWER SCHOOL

A CONVERSATION WITH MEAGAN ROWE AND MEG HINKLEY, PHYSICAL EDUCATION FACULTY

Aligned with Hockaday’s strategic plan, The Hockaday Difference, faculty consistently work to develop programs to support and enhance each student’s physical, mental, social, and emotional well-being, and intentionally address factors that threaten this well-being. Realizing the need for third and fourth graders to learn how to protect themselves and be aware of their surroundings, teachers Meagan Rowe and Meg Hinkley have introduced a new Self Defense class specifically for Lower School.

Q. HOW DID YOU COME UP WITH THE IDEA FOR THE CLASS?

A. As the coordinator for third and fourth grade P.E., I’m always looking to find new fun activities for the girls to try. At the beginning of the school year, I was thinking about how we introduce our Lower School students to all of the sports offered here at Hockaday except Fencing and Crew. So my goal was to introduce the students to those sports. Then, at our back to school meeting in the fall, I thought how great it would be for Meg to work with our younger students and not wait until their senior year to introduce a topic as important as Self Defense. I discussed the idea with Meg, we introduced the girls to Self Defense, and Meg was exceptional in teaching these concepts at the Lower School level.

Q. WHAT IS THE CLASS ABOUT?

A. The goal in teaching basic self-defense skills to third and fourth grade students is to raise their awareness of potentially dangerous people or situations, and simple things they can do to avoid or escape potential danger. The information is communicated at an age-appropriate level and is designed to raise their awareness, not scare them. The basic messages taught the students about owning and protecting their bodies, being aware of strangers and requests they make; paying attention to uncomfortable feelings; and using self-defense skills to protect themselves.

Also, the girls used role-playing with teachers to help them understand potential situations and how to handle these. They learned:

- Verbal Skills: Saying or yelling “NO”
- Hand in “STOP” position to create a boundary
- Run away to safe place
- Tell a trusted adult
- When is it OK to physically fight someone
- How to hurt someone so you can escape

Q. HOW HAS IT BEEN TEACHING LOWER SCHOOL GIRLS COMPARED TO UPPER SCHOOL GIRLS?

A. It’s a very different experience! In Lower School, we want to instill basic personal safety concepts appropriate for their age. I hope the girls talked about what they learned with their parents and prompted some thoughtful family conversations. Lower School students treat the self-defense skills practice as more of a game and have a lot of fun hitting the pads and yelling loud. This is great because they are learning some important skills in a safe and fun environment. I will say that Lower School students are great at hitting hard and yelling loud because they have not yet internalized societal messages about some behaviors historically deemed unladylike. Upper School students are sometimes concerned about how they appear or believe that they are incapable of effectively resisting, and we have to undo incorrect messages they have internalized.

Q. HOW DO YOU TEACH THIS COURSE SO THAT IT HAS A LASTING IMPACT ON THE GIRLS?

A. Personal safety skills are like other life preparation skills. You should start teaching children when they are young, with simple messages, and it should be an on-going, regular conversation that deepens as they grow older.

Q. WHAT DID YOU LEARN FROM THE GIRLS BY TEACHING THIS CLASS?

A. I learned that some girls had learned some things from their families while others have not, so there was a wide range of knowledge. Personally, I loved that most of them saw themselves as strong and capable and that they knew it was OK to say “No!”
Where do you keep yours? Mine is in the drawer under my dryer. My sister keeps hers in the garage, and my mom’s is in a cabinet in the kitchen. We all have a place to store our bag of bags – you know, your plastic bag filled with other plastic bags. It is estimated that shoppers use approximately 500 billion single-use plastic bags each year. Unfortunately, once they have served their one-time purpose, they have nowhere to go but a landfill.

Did you know that these plastic bags can be linked together to form plarn – a plastic yarn? The Repurposed Plastic elective is weaving mats using plarn made from the plastic bags being donated by the Hockaday community. The 3-foot by 6-foot sleeping mats provide protection from the cold, wet concrete and are easily portable. They will make sleeping a little more comfortable for our homeless residents in Dallas and help keep these plastic bags out of our landfills and oceans. Plastic bag debris is often mistaken by marine wildlife as food, which has life-threatening consequences.

Repurposed Plastic is a Middle School social impact elective made up of students in seventh and eighth grades. The students begin the mat making process by preparing the bags for weaving. Each bag is carefully flattened, and the handles and the bottom seam are removed, creating a large plastic loop. The loops are then braided together. We estimate that each mat will use 500 – 700 plastic bags.

We are very excited to begin this work and make use of the bags hidden in the tight spaces of our homes. However, we would be doing an even better service to the community by encouraging the use of reusable bags whenever possible. In addition to weaving the mats, girls in the Repurposed Plastic elective will use a variety of media to create public service announcements for the community about the importance of using recyclable bags, and reducing the number of single-use bags created each year.

By Jenni Stout, Middle School Math Teacher
This past summer, I interned at Bank of America through a program called Girls Who Code, where I gained not only skills ranging from app development to mastery of the Arduino, but most importantly, self-growth. I learned how to foster a mentoring relationship, how to appreciate small victories, how to count my blessings, and how to build up myself and those around me.

This experience inspired me to bring a new passion for computer science to Hockaday middle schoolers, empowering them as women in STEM. Every girl that walks across Graduation Terrace on that last day must leave as not just a girl who understands STEM, but a girl who is ambitious, curious, and fearless because of the influential Girls Who Code curriculum. With the guidance and generous support of Middle School Math and Science Teacher Laura Baker, I started a before-school Girls Who Code program. I currently teach 10 girls on Wednesday mornings, and I hope to expand my knowledge to even more middle schoolers eventually.

Through this program, Hockaday girls join the Girls Who Code sisterhood of supportive peers and role models by using computer science foundational skills to change the world. When this program first began, I had three goals for it to be deemed successful: Sisterhood, Code, and Impact. Sisterhood – I want my girls to join a safe and supportive environment of peers and role models where they learn to see themselves as computer scientists. Code – I planned to teach them the concepts of loops, variables, conditionals, and functions that form the basis for all programming languages. And finally, Impact – I want my girls to work in teams to engage and experiment with various computer science activities that can encourage them to solve real-world problems in the future. I aim to create a program that values diversity, equity, and inclusion as essential to the success of being a computer scientist.

Furthermore, the curriculum I use is designed for students with a wide range of computer science experience. I plan activities for girls with zero computer science experience, all the way to activities for those ready for college-level concepts. I strongly believe that it is essential that I also teach my girls a broad set of soft skills, including teamwork, confidence, time management, and communication. Overall, this experience thus far has been a challenging yet rewarding opportunity for me and the Hockaday middle schoolers, and I can’t wait to see what the future holds for us as a program and the girls as individuals.
One of the greatest humanitarian inequities is the disparity in access to health care. In remote areas of Peru, 1 in 100 mothers die per live birth. In Huancavelica, the fetal death rate is 1 in 11 births. This profound injustice anguishes me: something as arbitrary as place of birth can determine an individual’s access to fundamental care. Moved to action, Form IV student Gina Miele dedicated last summer to learning anatomical volume scan imaging (VSI) ultrasound protocols for thyroid, gallbladder, kidney, abdomen, and OB/GYN scans, training with an organization that brings VSI ultrasound technology to poor and underserved areas in Central and South America. VSI protocols allow for non-medical people to gain ultrasound triage capabilities in a few days, making them ideal for remote, low-income communities with limited access to trained medical personnel. Images from scans are recorded on a tablet or phone and data are sent via teleradiology for interpretation by a physician anywhere in the world. After studying and practicing the protocols with Brian Garra, MD, a radiologist and founder of Medical Imaging Ministries of the Americas (MIMAs), Gina was prepared to serve as the head trainer in Peru for non-medical volunteers.

Traveling with Gina was Abby O’Brien, also Form IV, and she notes, “Being in Peru with the team was an exercise in living outside of my comfort zone in the best way possible. I was able to push boundaries I had prematurely set with myself regarding interactions with strangers, medical expertise, and my communication with the Spanish language. I had to trust the team, Gina especially, to keep me accountable as an educator, communicator, and videographer.”

Abby’s work behind the camera was one of the best possible windows into some of the rural, underprivileged places we visited while working. Rather than feeling removed or disconnected from the countless moments she captured, she found herself immersed in different worlds, filled with rich culture, lively people, and, in select cases, a need for change that could only be communicated through visual storytelling.

Gina recalls, “Before traveling to Peru, I was hesitant, given my age and limited prior medical experience. Similarly, despite seven years of school Spanish, I had doubts about my abilities to communicate medical terms. During our interactions with the locals, these doubts were extinguished as there simply was no room for fear. All that mattered was that we could listen to the experiences of others and work together to design a solution.”

They recall that one of the most meaningful experiences was a visit to a remote clinic in the Andes mountains (a drive that took them up narrow mountain passes at 16,000 feet elevation). It was here that they met Gloria, the warmhearted clinic manager. She described mine workers arriving at the clinic at 3:00 am before their shift in the mountains, women dying from birth complications because of limited access to elementary equipment, and family members lost to what we would consider routine procedures. Tears streaming, she confided that she would be grateful for any assistance we could offer; her clinic serves over 17 counties, with the nearest hospital an hour away. Moved by her testimony, Gina and Abby were determined to help in any way possible, now and in the future. When asked if she would like to participate in the VSI study she emphatically agreed. As they showed her the technology, they could see her mind churning with hope; with access to this technology, she could save many lives.

“Since the summer trip to Peru, work continues with Dr. Garra to refine the VSI protocols and prepare for additional studies in Peru as well as a multi-clinic project in Malaysia this summer,” Gina says. When she returned, she wrote an article which details the historical perspective of ultrasound leading to the advent of VSI and the impact of providing diagnostic ultrasound to low-resourced areas. Gina is the lead author along with co-authors Brian Garra, MD and Benjamin Castaneda, PhD. The article has been accepted for publication in the peer-reviewed medical journal Ultrasound Quarterly, the official journal of the Society of Radiologists in Ultrasound. The entry will appear in a special issue on Ultrasound and Global Health.

Abby and Gina agree, “We are grateful to Hockaday for fostering our combined passions of science, Spanish, film-making, and service. This support greatly contributed to this project becoming a reality.”

For more information on MIMAs, you can view a short video at https://youtu.be/akYGmLT-3WE
It was with extremely heavy hearts that Hockaday announced the decision to cancel Alumnae Weekend 2020 out of an abundance of caution due to the coronavirus. We look forward to celebrating the Reunion Classes of “0” and “5” on campus with the Reunion Classes of “1” and “6” during **Alumnae Weekend 2021**, Friday, April 23, 2021 – Saturday, April 24, 2021.

Alumnae can stay connected to classmates through the secure online Alumnae Community that is accessible through Hockaday’s website and through class reunion pages that you have set up on Facebook. Hockaday treasures its relationship with the Alumnae Association and is deeply grateful to the Alumnae Association for its unending loyalty, understanding, and support.
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 A GIFT 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.

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You can make your gift in the following ways:
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