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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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.

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Dear Friends,

Without question, in our 107 years, Hockaday has never experienced a school year quite like this one. Yet, if there is one thing I have never been more certain of, it is that our community is prepared to meet any challenges that come our way.

And so, I approach this semester with confidence, with enthusiasm, with renewed purpose, and with hope.

In August, I was inspired to learn that the Student Council had chosen the theme of Courage for the 2020-21 School Year. It is very fitting for the enormous difficulties we have been facing as a world, country, and School. From dealing with the devastating impact of COVID-19 to taking on the hard work of self-reflection and change required to address racial injustice, and purposefully engaging in discussions about democracy and civic engagement, this is a time when we must all draw deeply on our commitment to courage in order to forge a better world.

Courage shows itself in myriad ways, and each day I am inspired by our students’ confidence and tenacity in taking risks, solving problems, and proposing solutions. The unique circumstances that we are facing present us with enormous opportunity to demonstrate creativity and caring, and there are so many heartening examples of courage in action among our students. We have been inspired by Hockaday girls who mobilized to sew masks, distribute food, register voters, and lead national discussions on closing the educational opportunity gap so that all children are able to pursue and achieve their dreams. Hockaday girls hosted a “quar-RUN-tine” fun run, collected books for a residential services center, created health and safety videos for local DiSD students, and wrote “Cards of Gratitude” for healthcare workers.

And this year our faculty and staff have shown that — with creativity, imagination, and dedication — we can continue to offer an outstanding education and experience to our students, even while making rapid adjustments. Whether we are meeting in person or connecting virtually, the Hockaday family shows time and again that it is willing and able to meet difficulty with solutions.

Courage sharpens our resolve to lead with purpose and impact. And in the face of troubled times, the very best response we can have as a School is to redouble our commitment to prepare young women to demonstrate courage and confidence to tackle important challenges in order to shape a brighter future.

With gratitude,

Dr. Karen Warren Coleman

Eugene McDermott Head of School
SOPHOMORE AMBER LI WINS DART CONTEST

Amber Li (Class of 2023) won Best in Show in Dallas Area Rapid Transit’s annual student art contest to promote the use of public transportation. Amber’s theme was based on “paint the town with magic” and was selected from 1,174 student entries to be displayed at the Dallas Museum of Art. In addition, a DART bus was wrapped with her artwork.

LUCY YOUNG ’20 RECEIVES NATIONAL MERIT SCHOLARSHIP

Lucy Young ’20 was selected as a winner of the National Merit $2500 Scholarship. This Scholarship is underwritten by National Merit Scholarship Corporation (NMSC).
EIGHT FILM STUDENTS ACCEPTED INTO ALL-AMERICAN HIGH SCHOOL FILM FESTIVAL

Eight film students had films accepted to the prestigious All-American High School Film Festival including: "}" by Barbara Lou (Class of 2021); "Remember the Beauty" by Brooke Adams (Class of 2022); "Called Out" by Haley Coleman (Class of 2022); "Is It Worth the Risk?" by Kendall Marchant (Class of 2022); "Planetarium" by Lucy Roberts (Class of 2022); "Music Box" by Natalie Grove (Class of 2023); "Unexpected Guest" by Joy Gao ’20; and "Le Corbeau" by Abby O’Brien ’20.

SERVE OUR HEROES

Nancy Dedman (Class of 2021), Celese Gierhat ’20, Morgan Lutz ’19, and Catherine Dedman ’19 founded non-profit Serve our Heroes, raised more than $100,000, and delivered approximately 11,000 meals to Veterans Affairs healthcare workers.

ANYA AHUJA HOSTS WEEKLY RADIO SHOW

Eighth grader Anya Ahuja hosts “The Youth Spotlight with Anya” radio show on Radio Caravan, a South-East Asian station. This summer she gathered children across six continents to talk about their experience of staying at home, distance learning, and how they are coping with the global pandemic.
UPPER SCHOOL CHOIR SINGS AT SMU CONCERT

The Upper School Choir was honored to appear as guest artists at the SMU Choir concert this past March, singing on their own as well as with the collegiate choirs.

HOCKADAY FAMILIES FROM CHINA DONATED MASKS EARLY

Hockaday parents from China coordinated with the HPA in Dallas to make a difference for doctors and nurses on the front lines of the COVID-19 crisis. Chinese boarding families generously sent thousands of masks to Dallas. Hockaday parent and staff member, Cathy Xu, coordinated the donations with Erika Herridge, Director of Health Services, and former HPA President, Jenna Woodberry, to deliver masks to those healthcare workers serving on the front lines.

SENIOR ANNIE HERRING CREATED A DALLAS ERGATHON COVID-19

Annie Herring (Class of 2021) led a team of rowers to participate in a world-wide ergathon. Not only did Annie’s team finish first out of 755 rowing teams across the world, they also raised $10,000 for United to Learn COVID-19 relief efforts.

HOCKADAY MAGAZINE

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HOCKADAY MAGAZINE
MIDDLE SCHOOL DESIGNER DAISIES WIN EDISON PITCH

Designer Daisies Georgia Fuller (Class of 2025), Grey Golman (Class of 2025), Tarini Gupta (Class of 2024), Shifa Irfan (Class of 2025), and Ashna Tambe (Class of 2024) won the Edison Pitch for their prototype and app, Easy Parking. The ultrasonic sensor and GPS module locates available parking spots, which then sends the location to an app allowing customers to easily find the perfect parking spot.

The Hockabuilders Anya Ahuja (Class of 2025), Yanet Bisrat (Class of 2025), Ai-Vy Ho (Class of 2026), Anisha Puri (Class of 2024), and Stella Wrubel (Class of 2024) placed second for their prototype, Dust-Be-Gone! The reusable air filter has electrically charged plates that pull fine dust particles from the air. It also has a motorized wiper that cleans the dust off of the plate.

MIDDLE SCHOOL MATH CLUB ADVANCES IN MATH COUNTS CHALLENGE

Math clubbers advanced to the quarterfinals of the MathCounts Video Challenge! The team, consisting of former sixth graders Melinda Hu, Emily McLeroy, Isla McKenna, and Ellery Works made a video which illustrates the solution to a MathCounts problem.
FOUR SENIORS RECEIVE
FOUNDER’S DAY AWARD
Maddie Hum ’20, Shalini Kishore ’20, Karen Lin ’20, and Gina Miele ’20 were selected as the 2020 Founder’s Day Award recipients. Since 1959, members of the senior class have been nominated by faculty and peers for this distinguished award, and the recipients embody the Four Cornerstones of Character, Courtesy, Scholarship, and Athletics.

JUNIOR NAZLI SOYSAL
SELECTED FOR TEAM USA
Nazli Soysal (Class of 2022) was selected to represent the United States at last summer’s international debate tournaments with Team USA. She advanced to the semifinals.

FRESHMAN STELLA WRUBEL RAISES MONEY FOR NORTH TEXAS FOOD BANK
Stella Wrubel (Class of 2024) created the CHALK4CHANGE Challenge to raise money for the North Texas Food Bank (NTFB). Through their artistic chalk works and “Chalk Bombs” participants shared inspirational messages to friends and neighbors and raised money to help feed hungry North Texans.
EIGHTH GRADER EMILY MCSHANE’S ARTWORK FEATURED IN VIRTUAL EXHIBITION

Emily McShane’s (Class of 2025) artwork was selected by Students Unite!, YOUth Speak Justice, and the 2:23 Foundation to be featured in its virtual exhibition “Art & Action for Ahmaud” series.

THIRD GRADER MARY STROM ORGANIZES A FOOD DRIVE

The Third Grade Social Impact class on Hunger Awareness inspired Mary Strom (Class of 2030) to take action and make a difference by creating her own neighborhood food drive. Mary collected more than 22 boxes of food for the North Texas Food Bank.

UPPER SCHOOL STUDENTS CREATE LITERACY PACKETS

After a successful book drive, Juniors Carlota Fedorko, Rebecca Hoffman, and Meredith Hallam created more than 90 literacy packets of books, activities, and learning tools. United to Learn shared them with students and families from 32 area elementary schools.

SENIOR HERITAGE RECEPTIONS

The Senior Heritage Receptions in honor of the Class of 2020 were held virtually in May. Alumnae keynote speakers included Adrienne Gruben ’86 for the Third Annual Latin and Hispanic Senior Heritage Reception, Dr. Vani. J. Albertson Konda ’93 for the Second Annual Asian and Pacific Islander Senior Heritage Reception, and Adriane McCray ’08 for the 15th Annual Black and African Senior Heritage Reception.
Zoya Haq (Class of 2023) was selected to participate with Close Up, the official education partner for Chris Evans’ civic engagement website, A Starting Point (ASP). Zoya and other students provided their perspectives on the 2020 election.

While attending IMPACT 2020, a conference focused on civic engagement of students in community service, service-learning, community-based research, advocacy and other forms of social action, rising sophomore Zoya Haq, created a website - HiStory Retold. The site’s “primary goal is to listen to and make available the stories of people from all around America, with the hope that people from every walk of life can tell their story and share their perspective, and to create a comprehensive database of stories that represent the entirety of America. It especially highlights historically suppressed voices – those of the Black, Asian-American, Latinx, religious minority, LGBTQIA+, female, mentally/physically disabled, and indigenous communities.”

Seniors Named National Merit Semifinalists

Fifteen seniors were named National Merit Semifinalists in the 66th annual National Merit Scholarship Program, a national academic competition for recognition and scholarship that began in 1955. The semifinalists include: Kathryn Bowers, Margaret Bracken, Kelsey Chen, Faith Choi, Ann Herring, Joy Hu, Inez Johnson, Hahrin (Lynn) Jung, Jingyi (Krissa) Liu, Shinjini Mukherjee, Ha Nhu (Jade) Nguyen, Isabella Page, Angelina Wu, Jennifer Xiong, and Annie Zhao.

2020 Cum Laude Society

Twenty-four Hockaday Class of 2020 seniors were inducted into the Cum Laude Society. Inductees include: Juhi Agrawal, Halle Grace Blend, Juliana Katherine Bush, Antonia Dinulescu, Fiona Fearon, Lily Kate Forbes, Xinyi (Hope) Fu, Sydney Morgan Geist, Eliana Nicole Goodman, Madeleine Nan Hum, Nirvana Zaman Khan, Gina Luisa Miele, Menaka Latha Naidu, Katherine Anne Petersen, Phoebe Frances Sanders, Isabel Wada Schaffer, Hailey Caroline Sipes, Margaret Philip Thompson, Daniela Lisette Vallejo, Jordan Alexa Walker, Sidney Jing Wang, Kate Anne Woodhouse, Lucy Young, and Yijing (Lily) Zhou.
VICTORIA CLARK ’78 LEADS MASTER CLASS

As part of our Alumnae Master Class Offerings, Tony Award-Winning Broadway Star Victoria Clark ’78 worked with the lead singers in this year’s Upper School Musical “Songs For a New World” by Jason Robert Brown.

JUNIOR LEENA MEHENDALE RAISED MONEY FOR UNITED TO LEARN

Leena Mehendale (Class of 2022) organized a virtual 5K to benefit United to Learn to provide resources to local elementary schools and raised more than $2,500.

SENIOR ISABEL MALAKOFF AWARDED RIBBONS AT STATE FAIR OF TEXAS

Isabel Malakoff (Class of 2021) was awarded three ribbons — two First Place and one Second Place — in the 2020 State Fair of Texas Creative Arts Competition. She placed first in the Decorated Ceramics and Textured Glaze categories and second in the Controlled Glaze category.
21 SENIORS NAMED NATIONAL COMMENDED SCHOLARS

Twenty-one seniors have been named Commended Students in the 2021 National Merit Scholarship Program. These scholastically talented students placed among the top 50,000 scorers of more than 1.5 million students who entered the 2021 competition by taking the 2019 PSAT/NMSQT. Students include: Trisha Ashish, Sarah Kate Ashton, Sophia Bahad, Suzanne Baxter, Laine Betanzos, Sriya Chebrolu, Elena Dewar, Charlotte Ding, Kylee Hong, Tia Hsieh, Karen Huang, Jiayi (Barbara) Lou, Stella (Kemper) Lowry, Maya Raghunathan, Anna (Percy) Stout, Annabel Symington, Lahari Thati, Clarissa Touchstone, Yalan (Elaine) Wang, Ke Han (Doris) Zhang, and Lingzi (Susan) Zhang.

FACULTY NEWS

RETIREMENTS

Six beloved members of the Hockaday faculty and staff retired in 2020. The community expresses its sincerest gratitude for their dedication to the School.

Linda Elliot
Middle School Teacher
31 Years

Patti Black
Middle School Teacher
24 Years

Carolyne Hoke
Director, Housekeeping
19 Years

Mitch Clark
Physical Education Teacher
18 Years

Jeanne Olson
Head Athletic Trainer
13 Years

Julia Glasgow
Lower School Teacher
7 Years
Seniors arrived dressed as Pitbull to celebrate their Halloween-themed Daisy Day.
Our world is very different than it was 10 months ago. More than 96 million cases of COVID-19 have been diagnosed and more than 400,000 people have died in the United States alone.

Amid these drastic changes, Hockaday has effectively responded to the current climate. The School’s approach of opening the campus, while also allowing a hybrid learning plan, lets students gain some sense of normalcy.

For one thing, humans are social beings. Drs. Dabney Ingram and Rebecca London wrote in a report for the education group Beyond Differences “humans are a social species” who “have an inherent need to feel connected to others and to feel like we belong with others.” In children, social isolation is linked to both mental and physical health effects. These mental effects include depression, increased anxiety, suicidal tendencies, lower self-esteem, and sleep disturbances. In fact, of 64 Hockaday seniors asked in a Groupme conversation, 50 percent reported sleeping worse than last year due to online school. Physical health effects include increased risk of substance abuse, higher risk of poor cardiovascular health, and a general worse physical health. Students need social interaction and staring at their computer for six hours a day was not providing them with these necessities.

In addition, Hockaday has maintained health guidelines to ensure student safety. Students wear masks at all times, except when eating lunch. Lower School, Middle School, and Upper School have been divided into cohorts and do not interact throughout the day to ensure minimal contact. Arrival times have been staggered between the divisions and Upper School student drivers and non-drivers enter through different locations. Upon entry, each student must get their temperature checked along with a confirmation that their parents filled out a form on the SchoolPass app that they were healthy that day.

As students enter the School, hand washing stations are dispersed throughout every building and hand sanitizer outside most classrooms. The hallways have been labeled with directional markers to keep students six feet apart and separated while walking in opposite directions. Each set of stairs has been designated as an “up” or “down” stairwell. Desks in each classroom are six feet apart with an assigned seating chart in case of a possible contagion, in which case students would quickly be told of exposure. After each class, students wipe down their desks and work areas.

In science classrooms where the tables cannot be separated, three-foot tall plastic barriers were put in the middle of the tables to separate students. Students can only go into the bathroom three at a time and leave their name tags by the door to let other students know they are inside. The water fountains have been locked down, replaced by water filling stations. Each cohort eats lunch in a different area with Upper School eating by advisory. For sports, students are required to wear masks and socially distance.

This is just a brief overview of the countless guidelines and health procedures Hockaday adopted to ensure the School was safe enough to reopen. The School has added a COVID-19 dashboard on the website to keep parents and students informed, answer frequently asked questions, and provide links to other resources.

With all of these measures in place, Hockaday is able to keep campus open for those families who have chosen in person learning. A hybrid learning plan allows permanent distance learners to still feel connected to the classroom. On average 18% of students are in distance learning. The School accommodates them by installing cameras in classrooms. Distance learners can see the class from the front or behind. Students are live streamed to the class through Zoom and participate like any other student. Distance learning or not, teachers make time to meet with students.

Any school-wide or Form assemblies or meetings are held on Zoom so all students can participate. While students may still feel somewhat disconnected by not being at School, Hockaday has made the transition as smooth as possible.

Through these measures, Hockaday has been successful in adapting to an ever-changing and stressful situation.
HALLS WITHOUT WALLS

In early summer, as the world was grappling with ongoing challenges created by the COVID-19 global pandemic, we shared the difficult news that the Residence Hall would remain closed for the 2020-2021 School Year. This decision was made after significant consultation with the School’s Medical Advisory Group, as well as local health experts, and with the health, safety, and emotional well-being of our Boarding students as our highest priority. While disappointed with the prospect of Boarding students not returning to campus, we were delighted when about half of our Boarding Hockadayises transitioned into the Day program, choosing to live with local family members or wonderful Hockaday host families; and about half of our Boarding students opted to continue their Hockaday education through extended distance learning, whether from right here in the United States or from locations all over the globe!

Creating connections between students living around the world was a welcome challenge for our outstanding student leaders. Working alongside our Residence Life team and Hockaday’s House Council, led by President Mia Xia, our student leaders have done a remarkable job of making Boarders feel connected to the School, no matter where they are. A Boarding Advisory is held virtually for all distance learning Boarding students; HoCo leads bi-weekly virtual get togethers for all students wishing to participate; mini families have been formed; and HoCo members are available for any Boarding student who wants to connect outside of planned meetings. Hockaday’s Boarding community remains united thanks to student leaders who have established “Halls Without Walls”!

KATANU NDAMBUKI
is a Form III student who returned home to Abidjan, Côte d’Ivoire when the Residence Hall closed last year.

“Being back home has been, without a doubt, an amazing time. It was so great knowing that my family was living under the same roof as me while I was learning remotely. Normally, I associated being with my family with vacations, but it was really nice that I got to be with them and be in school at the same time. During distance learning, it was at times challenging to remain connected with everyone in Dallas because I am many countries away. However, I attempted to always communicate with my teachers about any questions or concerns I may have had at any time during my distance learning period.”

KRISISSLIU, a Form IV student who is living with her family in Shanghai, China, says that having this time to be at home with family has been a wonderful experience.

“It’s pretty great to be back at home during distance learning. The best thing about it is that I have my grandma, who will basically cook whatever it is I want, whenever I want. Now that a new semester has begun, and I’m taking some semester classes that I really looked forward to, I try to stay awake or wake up super early to attend these classes live – this way I will get more interaction. For most of my classes though, I watch the recordings. For some of my teachers, like Dr. Fishel (Public Health class), TEAMS is really convenient. I sometimes share with her what I learn outside of class, and then she will share what I’ve learned with the rest of the class.”

The 2020-2021 School Year has been full of new experiences for Form III student, ANGELA YUAN, who is living with a Hockaday host family.

“Living in a new household this year, I learned new perspectives on political and societal issues from people outside my own family. Though I had to get used to an entirely new daily routine, the care and support between family members in my host family makes me feel like a part of their tightly connected family unit. Since I have been away from my family for the past two years as well, the experience doesn’t differ a lot. However, I’m grateful that my family FaceTimes me even more often this year. Being a day student also gives me more time in the evening to be with myself, and I appreciate the opportunity to learn more about myself during this time.”

For DIXIE PIPER AUER, a Form I student who is living in Dallas with extended family, the first year away from home has been a time of personal growth.

“My experience has been a little bit difficult this year. I am extremely grateful to still be able to attend school in a somewhat normal way but adjusting to living without my parents has been a bit of a struggle. I am on the swim team, and I have really enjoyed getting to meet girls and be around people like me, and they have made me feel more included in the community. I have learned how to keep in touch with my family and friends at home while still being able to pursue my education here and meet more people and have new experiences. Sports have helped me be around other students in a non-academic environment and get to know people more easily, and I will definitely consider joining a spring sport as well to continue meeting people.”
SEW MASKS SAVE DOCTORS

By Tia Hsieh, Class of 2021

Sew Masks Save Doctors is a nonprofit organization created by two Hockaday Seniors to directly support refugee women who sew masks and the healthcare workers who need them during the COVID-19 pandemic. Sew Masks Save Doctors partners with Vickery Trading Company, a nonprofit social enterprise, to employ refugee women to sew masks that are then donated to hospitals and clinics locally and across the country.

Tia Hsieh (Class of 2021) and Jade Nguyen (Class of 2021) started volunteering for Heart House, Vickery Trading Company, and Northwest Community Center in their junior year. At Heart House, they taught English and tutored refugee children through an after-school program. They also helped to cut fabric with the refugee women at Vickery Trading Company, having amazing conversations and learning more about the refugee experience along the way. The relationships they formed with the inspiring and hardworking people in the refugee community were invaluable. The experience gave them a wider perspective on the importance of diversity and resilience in their communities.

During a time of uncertainty and fear, Tia and Jade wanted to give back to the refugee community and the medical community that is working tirelessly every day to keep people safe. That’s when Sew Masks Save Doctors was launched. The organization’s first step was to create a leadership team that includes—Riya Maholtra (Class of 2021), Suzanne Baxter (Class of 2021), and Emilia Callahan (Class of 2021).

As part of their fundraising efforts in providing financial stability for refugee women and supporting healthcare workers, Sew Masks Save Doctors created the Hockamask. This product is sourced sustainably from donations and sewn by a pool of 50+

Hockaday parents, staff, and student volunteers. Demand for the Hockamask grew quickly, and in a short time the students have raised more than $11,000. The money was then donated to allow refugee women at Vickery Trading Company to sew 3,500 masks that were then donated to various hospitals around the nation. Every Hockamask purchased helps refugee women support themselves, as well as help frontline workers get the protective masks they need.

Figuring out how to run a business from scratch was a learning experience. The Sew Masks Save Doctors leadership team navigated through sales, product development, production, management, and marketing for the first time as they worked towards fundraising for the cause. However, the entrepreneurial skills they have learned from this experience have been critical to the growth of their team. They continue to improve their efforts and are excited to pursue their mission of helping alleviate the impacts of COVID-19 during this time of uncertainty.

The Sew Masks Save Doctors team is currently planning more community service programs for their club at Hockaday. Through the club, they want to include as many people in the effort as possible and reach out more to the refugee community in Dallas.
THE ANIMAL METHOD: SOCIAL DISTANCING AND LEAVING ROOM FOR A HIPPO!

By Victoria Segal, Class of 2021

When tasked with creating a public service announcement (PSA) addressing safe COVID-19 practices, my mind immediately went to social distancing. Having poor depth perception, I often struggle to accurately visualize physical distances; therefore, I wanted to find an easy (and fun!!) way to imagine the required six-foot span between myself and others. Initially conceived that distancing could be done by imagining one’s own limbs, but I soon realized that this method would not be universal. So, I sought out another technique.

On the eve of my group’s PSA discussions, I thoroughly enjoyed watching the “Hippo” episode of Swimming with Monsters on Animal Planet. The following day in class, we were charged with creating a PSA tailored to students in the Dallas Independent School District as well as here at The Hockaday School. My group which included Riya Malhotra (Class of 2021), Suzanne Baxter (Class of 2021), and Sophia Mathis (Class of 2021) decided to focus on social distancing among younger children and the Lower School community. While brainstorming ways to create our project, inspiration (and remnants of my hippo-related thoughts) struck, as I recalled the enormous length and width of the hippos I witnessed on Animal Planet. I then figured, wouldn’t that be the perfect animal to visualize for social distancing? Hence, the idea of leaving room for a hippo was born!

While designing the hippo videos, I kept the target age group in focus, creating clear, colorful, and appealing images. However, I soon realized that not all young children love hipopotamuses as much as I do; so, the idea evolved into “The Animal Method,” where a multitude of large animals could be used to envision six feet of distance. From leaving room for a hippo to making space for a whale, “The Animal Method” provides an easy way to imagine six feet of space.

Distributed among the Hockaday Lower School and DISD communities, “The Animal Method” PSA encourages effective social distancing and COVID-19 safety procedures while entertaining children. Throughout DISD, both English and Spanish videos have been disseminated, reaching a wider audience and helping kids stay safe. In these communities, teachers played the videos, and students have begun learning from them. Whenever students forget to keep their distance, teachers simply remind them to leave room for a hippo! So far, I have been told children love the animal images and find the method helpful in keeping their distance.

Through this hippo project, I not only learned more about the science behind safe coronavirus procedures, but I also grasped the importance of explaining public health concepts in an engaging and understandable way. By approaching health topics from an interesting, different perspective, health experts truly have the ability to influence society. Thus, using the aforementioned notion, I created a concept which engrossed the viewer in an amusing and effective manner. When maintaining social distancing, just remember to leave room for a hippo!
Middle School students socially distance in the new Levering Family Daisy Circle.
SOCIAL IMPACT

COLLABORATING FOR A COOLER EARTH

By Honor Wood, Class of 2021

Did you know that if all refrigerators on the Earth were recycled properly, it would be the equivalent of taking 650 million cars off the road?

After learning this one fact, classmates Eva Framjee (Class of 2021), Barbara Lou (Class of 2021), and I committed to working diligently to solve this environmental issue in our Social Impact course Human Anatomy, Evolution, and the Zoo. Led by Laura Day and Brandi Finazzo, this class guided us to pinpoint the root of this problem, develop a prototype, and make a pitch in a mock Shark Tank panel of Dallas investors and nonprofit CEOs. Carefully following Ms. Day’s methodology of building empathy, we created our business: Cooler Earth.

Ms. Day led us in many empathy-building exercises as a class in tandem with our partner class, an AP Environmental Science class at neighboring W.T. White High School. Together, our classes traveled twice to the Dallas Zoo and once to a local Wal-Mart to survey the general public about this environmental issue.

At first, we struggled as a group to determine which environmental topic to focus on—there are many to choose from. We sought to tackle an overlooked problem, and once we learned of the issue around refrigerator disposal, it inspired us to dig deeper. Finally, we developed a QR code sticker to put inside of refrigerators, which, when scanned, leads to a website directing the consumer to their local recycling center. Once we developed the QR code, we accumulated feedback from Hockaday’s faculty and staff, smoothing out the flaws in our product before our final pitch. Through Ms. Day’s methodology of building empathy, we learned much more from speaking to others than from science journals or online.

Along our journey, we crossed paths with Sally Hamlin, a spearhead of the Responsible Appliance Disposal Program in the Environmental Protection Agency. From many conference calls with Ms. Hamlin, we garnered information about the detrimental effects of refrigerator coolants and the lack of proper recycling across the United States. Ultimately, we forged an invaluable partnership with the Environmental Protection Agency; now we are featured on their website as “Cool Kids” to inspire other high school students to develop environmentally friendly products.

This experience taught us more than we expected from a biology course: empathy, collaboration skills, and business acumen, to name a few. This was definitely one of those defining moments for us that proved Hockaday prepares you for anything, because even in a zoo class, we sharpened more than just our scientific knowledge.
When our community unites as One Hockaday, we can make a great impact on every Hockaday student. Even during challenging times, we will persevere and emerge stronger together.

Each and every gift made to the Annual Fund is vital to our students and our ability to achieve our mission of educating young women to lead lives of impact, today and in the future. The Hockaday Annual Fund supports the School's operating budget in myriad ways and helps fund the true cost of a Hockaday education.

HOCKADAY.ORG/MAKEAGIFT

MAKE A GIFT TODAY

Your can make your gift in the following ways:

Make a gift online: hockaday.org/makeagift
Make a gift by phone: 214.360.6583
Make a gift by mail to:
The Hockaday School
Attn: Development
11600 Welch Road, Dallas, TX 75229

For additional information, contact:
Mary Crain Roman ’01
Director of Annual and Planned Giving
mroman@hockaday.org
214.360.6583
CONNECTION AND COMMUNITY

SPECIAL PROGRAMMING BUILDS SKILLS IN DIVERSITY, EQUITY, AND INCLUSION

The Year 2020 will undoubtedly be remembered as one where we needed to make conscious efforts to remain connected to the people who are usually right in front of us. Whether meeting up with friends in a “Zoom Room,” shouting our take-out orders from across a counter while wearing a mask, or walking single file, six-feet apart, on our way to class, COVID-19 created innumerable obstacles for making and staying connected.

That is why the timing of programming and workshops presented by renowned experts on the topics of diversity, equity, inclusion, community, and respect could not have been more fortunate. These transformative opportunities to build skills around listening, allyship, challenging conversations, and more helped then entire Hockaday community expand the very idea of what it means to be truly connected to one another.

The series of programs and workshops began in August with Dr. Howard Stevenson, a national expert on racial literacy and a faculty member at the University of Pennsylvania. As part of Hockaday’s back-to-school In-Service program, Faculty and Staff participated in a virtual cross-cultural competency training titled, “If Elephants Could Talk: Racial Literacy for Racially Stressful Encounters in Schools.” The workshop was also presented to the larger School community which included Trustees and alumnae. A second workshop, “Talking to Children about Race,” was offered to Hockaday parents.

As part of Hockaday’s Character and Courtesy Education Series, Upper School students participated in the workshop, “Civic Engagement: How to Manage Difficult Conversations,” presented by Dr. Rodney Glasgow, Head of School at Sandy Spring Friends School and President of The Glasgow Group, a consortium of consultants specializing in education and inclusion.

And in this election year when the topic of how to navigate challenging discussions became increasingly important, Hockaday’s Institute for Social Impact partnered with Close Up, a national organization promoting civic engagement. The group worked with Middle and Upper School students to learn skills around developing one’s own voice, while engaging respectfully with others.

Hockaday’s commitment to a culture of inclusion, community, and diversity is at its very foundation. What makes Hockaday a truly exceptional School is the individuality of thought, experience, and culture that each girl brings to her class every day. What girls learn in the classroom is equaled by what they learn from each other.

For a list of DEI resources created by Hockaday’s Heads of Upper, Lower, and Middle Schools, please visit the DEI Resource page at Hockaday.org/--community/dei-resources.
Lower School students take advantage of the weather and work outside.
When asked about what is new and innovative in the Lower School this year, my answer is “EVERYTHING!” From individual green supply kits and iPads for every Lower School student to our very own nurse (Hockaday alumna Chi Chi Acho ’02) dedicated to caring for Lower School students and faculty to lunch served in our building, everything is new! A lot of thought and time have gone into faculty professional development and creative approaches to teaching and learning in order to meet new requirements such as “distance learning” or “social distancing,” practices that had no precedents in elementary schools across the country and world.

In spite of the limited research on best practices for distance or hybrid learning in elementary schools, all Lower School teachers participated in a two-week professional development course this summer, “The Art and Science of Blended Learning,” led by Independent School Management. During this course, our teachers learned specific strategies for making the learning experience more connected, social, meaningful, authentic, and relevant for our students, regardless of whether they are learning from home, at school, or through a combination of the two at any point during the school year.

We were also reminded that elements of great, engaging, and effective teaching remain the same regardless of where a student learns.

One of our biggest challenges over the summer was designing a schedule that supported learning and teaching at the various developmental levels of Lower School students. The schedule also needed to be viable during periods of 100% distance learning or when we concurrently had students learning on campus as well as students learning from home. Replacing the previous six-day rotation schedule with our new Monday-Friday schedule has facilitated making both learning environments effective and has created a more seamless transition for students moving back to campus after distance learning.
In addition to rethinking our schedule, we have reimagined the on-campus experience with social distancing parameters, while still making the school day feel “normal” and fun for our students. Because students cannot use our playground equipment and can play only with girls within their learning cohort, we have created new outdoor areas to inspire imaginative play. Our renamed play areas include Fairy Hill, Magical Meadow, Adventure Land, Creative Court, and Secret Garden. Any day at recess, you can see students making fairy houses out of tree bark and twigs, building leaf piles around the garden, and developing newly invented cooperative games with one another.

Lower School is known for our community-building events that bring the grade levels together, and we have been creative and thoughtful this year in re-envisioning these cherished events. This year our early childhood Rotunda Rocks is taking place virtually on Zoom between classrooms on campus and with our students in distance learning. Our talented music teacher, Sabrina Kessee, leads our girls on and off campus in movement activities to some of the favorite Rotunda Rocks songs (Popcorn, One Green Jelly Bean, and Chicken Dance—just to name a few) while parents join in virtually from home.

Our fourth-grade leadership opportunities, which are a signature part of the Lower School experience, are still going strong. The 4th Grade Pin Ceremony took place in our Lower School broadcast studio (a.k.a. the Upper Computer Lab) with each fourth grader proudly holding up her fourth-grade pin for a Zoom audience of fourth-grade parents and Lower School students. Fourth grade students are also serving as panelists for virtual Lower School admissions events and are answering questions from prospective parents in a Zoom webinar platform. Additionally, the much-anticipated 4th Grade Book Sale has become the 4th Grade Book Drive, with books and profits from the event supporting an organization connected to the 4th Grade Social Impact theme of helping children.

Even with new routines and new ways of learning on and off-campus, I have been amazed by the resilience of our students and teachers. Our faculty are providing a positive, consistent, and flexible learning environment which our girls need so much right now. The joyfulness in our students and teachers shines through even while wearing masks!

While we have all been impacted by the changes caused by COVID-19, in many ways we are now better meeting the needs of children. Our students are not overscheduled with as many afterschool activities, families are spending more time with one another, and we are giving our students much-needed time to play and create.

At the beginning of the School Year, each Lower School student received a green supply kit and iPad.

Time for creativity remains at the core of Lower School learning.
This summer, Laura Day, Executive Director of the Institute for Social Impact and Director of the William B. Dean Service Learning Program, approached me with the opportunity for our eighth-grade girls to participate in a series of presentations that would offer both instruction and modeling on how to discuss sensitive topics like politics. The program had the added benefit of connecting Hockaday students with participants in other girls’ schools around the nation. With no hesitation, I answered with an enthusiastic “of course” for so many reasons. First, providing the girls with situations in which to hone and express their opinions is of paramount importance to me both as an educator and as a mother of two Hockaday graduates. I value nothing more from my daughters’ experiences at Hockaday than the ability for each to use her voice to take care of herself and others. Further, no matter one’s political beliefs, in my opinion, the art of civil discourse has diminished in my lifetime; I think these girls can change that trajectory if encouraged and exposed to the skills it takes to listen to diverse opinions, speak with resolve and passion, and compromise for progress. Finally, I wanted an “add” for this particular class whose traditional special events have been affected quite a lot by COVID-19. What a perfect combination for Close Up and the Institute for Social Impact to offer Empowering Female Voices—a series of six online civic engagement workshops leading up to the presidential election!

Headquartered in Washington, D.C., Close Up is a civics education organization that seeks to inform, inspire, and empower young people to exercise the rights and accept the responsibilities of citizens in democracy. With powerful programing for students and professional development for educators, the nonpartisan group has served more than 900,000 students, teachers, and administrators. Their Empowering Female Voices program was crafted by our own Laura Day and has been rolled out to schools across the nation.

Rachel Brandt, Assistant Head of Middle School, collaborated with Close Up faculty and Ms. Day in July and August to set up the parameters and topics for the sessions. Mrs. Brandt also teaches eighth grade history and feels the Close Up meetings provide a wonderful companion to the eighth-grade world history curriculum. She says, “As we study Greece and Rome, exploring how they dealt with change and managed issues of their day, the girls discover both how the world has changed and how parallels with modern society still exist.”

As stated by Close Up, “Students will come together online to build community, investigate important election issues, and share their ideas and values. With their peers, they will then consider how to create a more inclusive and representative democracy and develop plans to involve their classmates and communities in future action.” The program sessions are 60-minutes in length and were held during specific study hall periods during September and October—before the November election. Specific topics include the following:

- **Building Community:** Students developed a set of norms to create an inclusive online learning space and consider the challenges and opportunities facing young women who seek to make change at home and nationwide.

- **Evaluating Laws:** In order to prepare for election issue discussions and better understand why people disagree, students explored and discussed a set of values and ideals, including liberty, equality, private interests, and the common good. They then applied these values to examples of local, state, and national laws.

- **Election Issues:** Close Up facilitated discussions which helped students to understand the key issues in the 2020 election and build a shared vision of a just future. Students engaged with two of the following topics: Racial Injustice and Human Rights; Gender Equity and Women’s Rights; Health Care and COVID-19; or Environmental Issues.

- **Elevating Our Voices:** Students looked at examples of ground-breaking women and young female activists to understand the characteristics and actions needed to create change and consider various ways girls can advocate for a cause and amplify their voices.

- **Advocating and Impacting Our Communities:** Students created an action plan that built on what they learned and discussed how they can continue to engage with and support each other as they seek to impact their local communities.
The girls are already stating strong opinions about the program. Eighth grader Madison McClellan says, “The Close Up program has significantly impacted me. Not only has it taught me the importance of using my voice, but it also has showed me how to make my voice heard.” Sylvia Buckner, adds, “I really like the Close-Up program because it gives me a forum to discuss and debate political issues with my peers. I also really like how the adults take a backseat and let the kids do most of the talking...they just guide and begin the discussion and let us speak.” Anika Kapoor surmises, “It has really caused me to think about the root of why women’s voices for change were pushed aside for centuries and how we can now use our own voices to change the world.”

Ms. Day also has planned a special follow-up in December during which our students will be able to participate in a national women’s forum where they will have the opportunity to share what they learned or what they care about with a panel of female politicians. I whole-heartedly agree with Ms. Day when she says, “It’s a great way to have a collective voice from girls around the country.”

Every milestone in the advancement of equality for women—no matter how small or large—is a meaningful step in the journey that women continue on today. I am forever grateful for my “landing” at Hockaday 36 years ago; my life as a teacher, parent, and woman changed forever because of the boldness of Miss Hockaday’s vision. To see that boldness reflected by alumnae throughout this country and the world brings an incredible amount of pride to my heart—in the girls, in their teachers, in our programming, and in our School’s mission. I can only imagine the transformative possibilities for these eighth graders!
HOCKADAY’S 106TH COMMENCEMENT ADDRESS

KRISTIN TUCKER ’99

It may have been a few months later than planned, but a spectacular day and a moving address by Kristin Tucker ’99 made Hockaday’s 106th Commencement a truly memorable occasion. Tucker, an exceptional woman, compelling storyteller, alumna, and advocate returned to the Ashley H. Priddy Terrace on August 1, 2020 to celebrate and inspire the Class of 2020 graduates. The full transcript, presented here, offers a witty, thoughtful, and timely reflection shaped by the Four Cornerstones of the Hockaday experience.

Thank you Dr. Coleman and the Class of 2020 for inviting me to be here and celebrate this occasion with you. And for giving me a reason to put on something that doesn’t have an elastic waistband and shave the bottom half of my legs. I am eternally grateful. As Dr. Coleman mentioned in my bio, I gave the student commencement address for my class, and to this day, one of my friends accuses me of having been a little too real and raw in it. She wanted more Bruno Mars less Billie Eilish. I’m going to try my best here today, but 2020 is not giving me a lot of Bruno-esque material to work with.

When I was asked to speak, way back in February, I had a clear vision of what commencement would be like. First of all, it was in the spring. And started much later in the day. And there were people. Everywhere. Sitting very close together. I figured I’d talk about what an incredible year 2020 has been and how I’m sure your senior year was everything you hoped for and more. And WOW! The future looks so amazing. And then I’d hug as many of you as possible and we’d all breathe on each other and shake hands, and I’d keep touching my face trying to wipe the tears away...

But then the decade known as Spring 2020 happened, and it had other plans.

I recall sitting in my apartment in LA alone for like the 12th day in a row, the one pack of toilet paper I ordered in early March was still three weeks away. I wasn’t sure if commencement was even going to happen anymore, and I thought about you ladies. How, whether you’ve been at Hockaday for 14 years or four years, this day is one you dream about. Like many of you, I marched out here seven years in a row, wearing my white dress, sweating and singing songs that I never learned all the words to. Why? Because it was required. Period. Full stop. BUT I also had this long-held vision that one day I, too, would get to wear the full-length white dress with the flower-adorned hat and carry the basket. I’d get to walk across the terrace to claim the diploma I’d rightfully earned and hear my name called, followed by the cheers of my loved ones and have a well-deserved moment to celebrate everything I’d accomplished in my eight years here. Graduating from Hockaday is no small feat, and each of you deserves to celebrate yourselves and to be celebrated. I know firsthand how hard you’ve worked and what you’ve done to get here. I know you missed out on a lot. I know this spring was supposed to be lit but not like dumpster fire lit, and in all your varied imaginings of this day over the years, no one, literally no one envisioned the minimalist package. And for all of that, I’m truly sorry.

If I’m being totally honest, I went from being nervously excited about this address in February, wondering what anecdotes I would share, how much tea I could safely spill, what, if any, unverified nuggets of wisdom I would have to offer to five months later, not really wanting to say anything. I had no anecdotes, no tea, no nuggets. I had no energy. Like so many, I was emotionally pillaged. From the turmoil, fear, vulnerability, and days spent in isolation at the mercy of something unseen, which was then compounded by the anguish of an atrocious murder I couldn’t unsee. THAT reawakened another kind of fear, turmoil, and vulnerability. As a Black woman, I felt unsafe and unprotected in my own body. I didn’t trust the world. So how do you stand up, present your best self, offer up light and inspiration and hopefulness to a group of graduates at a time when you are void of it? How do you give anything when you are empty? I struggled with this question for weeks. And put off writing however I could until I couldn’t put it off anymore. And then I figured the best approach was just to shed all pretenses. To speak the only words worth speaking—the honest ones. Because the truth that shapes my words is the same one we’re all in anyway—whether you have generations of pain around it, new awareness around it or are silently hoping to just get around it.

At this specific time and place, one can’t help but consider what all of this means for you in particular. Or rather, what meaning you will make of it. For this time of social unmasking...
(figuratively speaking only, do not come for me, please wear masks)... for this time to intersect with your transitional moment, as you step into independence and begin to really sift out and shape your sense of self, how does this impact you? What is this season ripening you for? Everyone’s answer will be different, and some of you will know much sooner than others. But rest assured it is something. Because whatever has come up for you in recent weeks—the anger, the disappointment, the heartbreak, the mistrust, the disbelief, the gratitude, the faith, the resolve, the loneliness, and the won’t leave you aloneness—it is for a reason. There is a purpose. I know I sound like a low-budget book of affirmations, but it’s true. These feelings and experiences will serve you. They will be the passageways, support beams, and skylights to your future greatness in whatever form that takes.

As for where you’ve been, where you’re ascending from, your legacy here at Hockaday is already cemented. Every class leaves a legacy. But yours will hold a particularly unique place, characterized as especially resilient and possessing great fortitude. My class, for the record, was just labeled “the difficult one.” I thought we were great, so I’m not exactly sure when that took root. But from very early on, we had a certain “ruin it for everyone else” flair about us. I believe we were the first class to go to New Orleans in 5th grade. And the last. Sixth grade was the annual trip to Williamsburg and D.C. We managed to not ruin that. In 7th grade, we went to Houston and Galveston. Oh, never knew that was an option? That’s because it never happened again. And then, the summer after 8th grade, if you took French or Latin, you had the opportunity to go on the inaugural trip to France, Switzerland, and Italy. I do remember where that one went wrong. One girl broke her foot on the floor of the discotheque. Another could not stop puking and had to be flown home. Then some girl stopped eating altogether because the pizza in Italy did not taste like Pizza Hut and the salads in France were not like La Madeleine (by some girl I mean me). Another lost her undergarments when they “flew” out of the window of a moving train somewhere in the Swiss countryside. The whole thing was pretty traumatizing. I think one of the teacher chaperones may have retired while on the plane ride back. I don’t know, I just never saw her again. To be fair, I never even wanted to go on the trip. My mother asked me if I wanted braces or if I wanted to go to Europe that summer. I said I wanted braces. The next thing I knew I was in line for a passport photo. The point is: I don’t know what all your collective legacy will include. But I know it’ll be better than “difficult.” And not everyone can say that.

In addition to the memorable trips, I had many other great experiences in my eight years here: junior assemblies, winter formals, Green and White Day, the endless after school hours and revelations in Tarry House, 8th grade graduation, the musicals, ISAS, my brief—and by brief, I mean ONE GAME—stint as a goalie on the field hockey team, where I think even the wind scored a goal on me that day. And then there’s the countless things I learned, the most important being that a wrinkled skirt or shirt is not an unwearable skirt or shirt. And if you just go about your day and mind your business, those wrinkles will fall out. This is not to say my time here was perfect. It was not. But being in this challenging all-girls environment allowed me to see my gender as an asset, not a weakness. Young women felt safe and empowered to lead, organize, defend, educate, and challenge. It was eye-opening to me. And the knowledge and confidence gained from that paid dividends in university classrooms and beyond.

"AS FOR WHERE YOU’VE BEEN, WHERE YOU’RE ASCENDING FROM, YOUR LEGACY HERE AT HOCKADAY IS ALREADY CEMENTED. EVERY CLASS LEAVES A LEGACY. BUT YOURS WILL HOLD A PARTICULARLY UNIQUE PLACE, CHARACTERIZED AS ESPECIALLY RESILIENT AND POSSESSING GREAT FORTITUDE."
I had a similar awakening at A Black Lady Sketch Show, but to a much higher degree. Because at Hockaday, while I was a girl, I was only one of four Black girls out of a class of 111. And at times, that led to bouts of otherness. Unfair assumptions, uncomfortable questions, pejorative words. But at the show, I was everything. My existence was literally in the title. Everyone around me was a Black woman. If you’ve never not been in the majority, it may be hard to understand the relief that comes with that. I didn’t have to explain myself or be the sole voice behind why a joke or storyline was insensitive. I didn’t have to take my experiences and make them make sense in someone else’s world. I was able to tell my stories and know they would be respected. I was allowed to just be me. Safe, secure, and welcome in this body. And that’s what we all want. And what many of us do not feel. Security in our own bodies. Our Black bodies. Our Latinx bodies, our Asian bodies, our gay bodies, our transgender bodies. So it is no coincidence, Class of 2020, that your commencement, your literal beginning, is at a time when we as a nation are most exposed, when truths that have been ignored glare back like high beams approaching through dark unincorporated land. To look ahead is disorienting but to close our eyes is too dangerous. And the truth only asks one question: What are you gonna do?

And what are you going to do? What will you do to make every space a safe one? What will you do to ensure that every story, every body has equal worth and value? Not just when it’s cute or trendy or commodified. But every single day. When that body goes for a run through your neighborhood. When she’s asleep in her own bed. When he’s at the convenience store. When she changes lanes without a blinker. When he’s eating ice cream on his own couch or walking home with a pack of Skittles. What will you do to ensure those are survivable activities for everyone?

Because social media posts and little black squares are not enough. The shaking of heads and being perpetually appalled is not enough. Being able to single out diversity in your friend group and in your dating history is not enough. And hoping and praying that eventually somebody will fix it is not enough. Ensuring that collectively we don’t step into 2021 with a well-disguised 1951 mindset requires more. And I don’t know what you will do. But I know what you’re capable of. I’ve seen you out here, virtually and in real life, wielding your power. And it is mighty. When you decide you’re not here for something, the world knows it. When you decide time’s up, we feel it. Your passion and power have been on full display. And now your eyes are wide open. There is no unknowing. There is only you grace fully, thoughtfully, loudly, messily, emotionally, unyieldingly leading us through uncharted territory so that we as a society can finally level up. For this is by no means the beginning of the movement, just the beginning of your moving within it. This is one of those long-held visions, where the years of hard work and unimaginable sacrifice culminate in being able to walk across a terrace, head high from the promise of liberty and justice for all now right fully fulfilled. Where our hats are actually crowns. And our baskets are light, free of the burdens carried for far too long. In the audience, looking on is the entire world and every future generation in it.

That, ladies, is your true commencement.

“THIS IS ONE OF THOSE LONG-HELD VISIONS, WHERE THE YEARS OF HARD WORK AND UNIMAGINABLE SACRIFICE CULMINATE IN BEING ABLE TO WALK ACROSS A TERRACE, HEAD HIGH FROM THE PROMISE OF LIBERTY AND JUSTICE FOR ALL NOW RIGHTFULLY FULFILLED. WHERE OUR HATS ARE ACTUALLY CROWNS. AND OUR BASKETS ARE LIGHT, FREE OF THE BURDENS CARRIED FOR FAR TOO LONG. IN THE AUDIENCE, LOOKING ON IS THE ENTIRE WORLD AND EVERY FUTURE GENERATION IN IT.”

ABOUT KRISTIN TUCKER ’99

Tucker earned her undergraduate degree from the University of Southern California (USC) and received a Master of Arts in Screenwriting from the University of Texas at Austin.

She won the sitcom division of Scriptapalooza, was one of the semi-finalists in the Austin Film Festival, and was one of the select writers accepted into NBC’s Writers on the Verge program.

She made her screenwriting debut on Disney Channel’s Dog With A Blog and worked as a writer’s assistant on the Showtime series Black Monday, a Kevin Hart project for Netflix.

She is currently working as a writer on HBO’s Emmy-nominated comedy A Black Lady Sketch Show, the first television production featuring all Black, female writers.
MILESTONES

MARRIAGES

1993  Tanya Payne to Brian Fretwell
      April 2019

2001  Cassidy Acuff to JJ Williams
      September 2, 2018

      Ashley Gaulding to Axel Palmstrom
      June 5, 2020

2003  Kelli Sams to Marc Managhan
      May 2020

      Mary Durbin to Stephen Bandoh
      July 18, 2020

2010  Emma Young to Greg Gudis
      February 15, 2020

      Anneka Anand Kamel
      Alexi
      February 23, 2020

      Tess Garton O’Connor
      Wynn Wyeth O’Connor
      June 1, 2020

      Christine Lewis
      Carrick Ellis Lewis-Salvaggio
      June 26, 2020

2005  Kelsey Swingle Robertson
      Walter Scott Robertson
      August 3, 2020

2006  Shannon Carney Baker
      Sebastian Henry Baker
      July 4, 2020

2009  Lanie Milliorn Nicholas
      William Nicolas
      January 6, 2020

BIRTHS

1988  Loren Bassett
      Brody William Bassett
      February 2020

1998  Isabel Novakov Higginbotham
      Lydia Ann Higginbotham
      September 29, 2020

      Nadia Khan Sirdar
      Omar Yuaf Sirdar
      December 4, 2019

1999  Robyn Schwartz Siegel
      Elijah
      September 29, 2020

2001  Kate Holbrook
      Forest Holbrook Reinstein
      July 30, 2020

2000  Amy Barr Patrick
      Lillian Ruth Patrick
      January 15, 2020

      Kelsey Swingle Robertson
      Walter Scott Robertson
      August 3, 2020

      Shannon Carney Baker
      Sebastian Henry Baker
      July 4, 2020

      Lanie Milliorn Nicholas
      William Nicolas
      January 6, 2020

      Brian Fretwell
      April 2019

      JJ Williams
      September 2, 2018

      Axel Palmstrom
      June 5, 2020

      Marc Managhan
      May 2020

      Stephen Bandoh
      July 18, 2020

      Greg Gudis
      February 15, 2020

      Carrick Ellis Lewis-Salvaggio
      June 26, 2020

      Walter Scott Robertson
      August 3, 2020

      Sebastian Henry Baker
      July 4, 2020

      William Nicolas
      January 6, 2020

      Karen Slater Dudley
      sister of Trudy Slater Best ’50; aunt of

      Trudy Slater Best ’50; aunt of

      Edith Jones O’Donnell
      November 14, 2020

      Diane Burgher Enholm
      April 16, 2020

      Darleene White DeLee
      October 27, 2020

      Kay Flippen Durham
      April 23, 2020

      Bettye Dukeminier Brown
      April 5, 2020

      Elizabeth Yancey Haywood
      June 24, 2019

      Patricia Olson
      April 10, 2020

      Carol Stirman Barton
      August 7, 2020

      Nora Gene Elder Eubanks
      April 8, 2020

      Betsy Slater Dudley
      sister of Trudy Slater Best ’50; aunt of
Betsy Best Cullum ’73, Sissy Best Cullum ’75, Elizabeth Cullum Helfrich ’98, Brannon Cullum Addison ’00, Margaret Cullum ’01, and Anne Marie Helfrich (Class of 2026).

October 30, 2020

Marsha Segell Karchmer
August 13, 2020

1960 Tina Joers Roberts
mother of Elizabeth Broom Cleveland ’81; sister of Barbie Joers Borlaug ’67 and Wendy Joers McQuown ’73; aunt of Tiffany Borlaug Rubi ’88 and Natalie Borlaug ’98
April 23, 2019

1961 Virginia Savage McAlester
mother of Martine McAlester ’87 and Amy Talkington ’88
April 9, 2020

1966 Carla McKinney Ochs
sister of Beatrice McKinney ’63, Claudia McKinney Humphrey ’68, and Margie McKinney Friedman ’70
July 15, 2020

1970 Susan Casey Williams
April 2, 2020

1971 Charlotte Jones
June 13, 2020

1978 Maryann Sarris Mihalopoulos
Hockaday Board of Trustees (2003 – 2017), Chair (2015 – 2017); President, Hockaday Parents’ Association (2001 – 2002); sister of Thalia Sarris ’82; mother of Alex Brousseau Halbardier ’04 and Meredith Mihalopoulos ’14; aunt of Thalia Claire Banowsky ’12
October 24, 2020

1980 Mallory Maclay Creixell
mother of Elena Creixell ’13; sister of Leslie Maclay Washburne ’74, Martha Maclay Sweezy ’75, and Susan Maclay Rote ’85; aunt of Sarah Washburne MacMillan ’01
August 9, 2020

1989 Candyce Eoff
October 5, 2020

2000 Lauren Wiggins
October 14, 2020

IN MEMORIAM – FAMILY AND FRIENDS

Mary Bishop Ashton
Mother of Mary Grace Ashton Gudis ’78
July 20, 2020

Karen Blumenthal
mother of Abby McCartney’06 and Jenny McCartney’08
May 18, 2020

Helen Browning
mother of Elizabeth Browning ’73
March 5, 2020

Roger W. Carroll
husband of Gloria Craugh Carroll ’55; grandfather of Jacqueline Carroll ’55
July 8, 2020

Whitfield Harral Clark
father of Caroline and Rick O’Brien (Hockaday Board of Trustees); grandfather of Cate O’Brien ’14, Gretchen O’Brien ’14, Meg O’Brien ’16, and Elly O’Brien ’20
May 24, 2020

Edwin L. Cox
Hockaday Board of Trustees (1954 – 1969), father of Chandler Cox Mashek ’68; father-in-law of Jeanne Tower Cox ’74
November 5, 2020

Paul DeCleva
father of Clare DeCleva Hammer ’81
June 26, 2020

Ross Duncan
husband of Kathie Eichenwald Duncan ’73
April 25, 2020

Woodrow Epperson
father-in-law of Jessica Werner ’96 and father of Doug Epperson; grandfather of Kathryn Epperson (Class of 2026), Virginia Epperson (Class of 2029), and Margaret Epperson (Class of 2034)
June 18, 2020
Leroy Erickson  
father of Carol Erickson Kardon '68  
September 5, 2020

Edgar Feingold  
husband of Faith Miller Feingold '56  
April 6, 2020

Richard Evans Gentry  
husband of Grace Hill Gentry '55  
April 11, 2020

Frances Delores Lyles Harris (Oma)  
mother of Helen Allen, Board of Trustees,  
and grandmother of Naomi Allen (Class of 2028)  
November 11, 2020

James J. Hartnett, Sr.  
father of Melinda Hartnett '90;  
grandfather of Sienna Ellis (Class of 2022)  
May 29, 2020

Roger Horchow (Hockaday Board of Trustees, 1978 – 1984)  
father of Regen Horchow '80,  
Lizzie Horchow Routman '82,  
and Sally Horchow '88;  
grandfather of Samantha Pillsbury '11,  
Regen Routman '12, Emily Routman '16,  
Finoa Fearon '20 and Sabrina Fearon '20  
May 2, 2020

Jason Everett Hults  
son of Reagin Forman Hults '70  
April 7, 2020

Paula Mosle (Life Trustee)  
mother of Sara Mosle '82, Jon III and Jennifer Mosle  
(Hockaday Board of Trustees, 2012-2018);  
grandmother of Kate Mosle '12  
August 28, 2020

Charles "Chick" Pierce  
father of Carol Goglia (parent); grandfather of Cate Goglia  
(Class of 2022); brother of Susan Pierce Wilson '85;  
uncle of Adrienne Wilson Wagner '95;  
great-uncle of Allison Wagner (Class of 2026)  
July 8, 2020

Elizabeth “Bette” Rathjen  
daughter of Carolyn Perot '86 and Karl Rathjen;  
granddaughter of Margot Perot (Life Trustee);  
niece of Nancy Perot ’78,  
Suzanne Perot McGee ’82,  
Katherine Perot Reeves ’89, and  
Sarah and Ross Perot, Jr. (past parents)  
May 1, 2020

Denys Slater  
husband of Jane Matthews Slater ’57;  
father of Robin Slater Martin ’84;  
grandfather of Janie Martin ’14  
May 30, 2020

Clement McCarty "Mack" Talkington  
father of Amy Talkington ’88  
November 11, 2020

Catherine Williams  
daughter of Anne Hudgins Williams ’87  
June 2, 2020

Charles William Wylie  
father of Libby Conder, Upper School Registrar  
June 16, 2020

George Wesley Works III  
brother of Nina Works ’65 and Nan Works ’71;  
uncle of Callie Works-Leary ’99  
July 5, 202
In November, the Hockaday community lost a beloved friend, leader, and supporter when Life Trustee Edith O’Donnell ’44 passed away. Mrs. O’Donnell was actively involved in the life of The Hockaday School as a Trustee and Parent. She was a member of the Hockaday Board of Trustees and was named a Life Trustee in 1983. The Hockaday Alumnae Association presented her with the Hockaday Medal Award in 1992.

Throughout her lifetime, Mrs. O’Donnell was well-known for her civic and business leadership, advancing the arts and science education in the City of Dallas. She and her husband Peter were founders of the O’Donnell Foundation, a charitable and educational foundation with an emphasis on strengthening math, science, and arts programs throughout Texas. Through the Foundation, Mr. and Mrs. O’Donnell were extremely generous, longtime supporters of The Hockaday School.

Through her support for the larger community, Mrs. O’Donnell created transformative programs that were designed to improve the quality and availability of arts education to students using innovative technology, free and open access, and outstanding leadership. These programs extended to every major cultural institution in the City of Dallas, including the AT&T Performing Arts Center, Booker T. Washington High School for the Performing and Visual Arts, the Meadows School of the Arts at Southern Methodist University, the Edith O’Donnell Institute of Art History and the School of the Arts, Technology, and Emerging Communication at The University of Texas at Dallas, and the College of Fine Arts at The University of Texas at Austin. She co-founded Young Audiences of Greater Dallas, now known as Big Thought, which is considered one of the largest and most effective arts education programs in the United States. She also founded the Advanced Placement studio art, art history, and music theory incentive program. Last year, 138 Advanced Placement and Pre-Advanced Placement teachers and 1,500 Advanced Placement students from 20 Dallas-area high schools participated in the program, and graduating seniors earned $22.2M in scholarship awards.

Born in Abilene, Texas to a family that instilled the values of philanthropy and service, Mrs. O’Donnell first came to Hockaday as a member of its Boarding community. Her service to Hockaday and to our greater Dallas landscape has created an extraordinary legacy of positive impact. She will be remembered for her remarkable generosity, leadership, and devotion to the many causes she embraced.
In August, the Hockaday community lost a true friend and longtime supporter. Paula Mosle was actively engaged in the life of The Hockaday School for more than six decades as a Trustee, Parent, and Grandparent. She was a member of the Hockaday Board of Trustees from 1976 to 1983, and she served as Board Chair from 1979 to 1981. Hockaday named Mrs. Mosle a Life Trustee in 1986, and the Alumnae Association presented her with the Honorary Alum Award. With her late husband Jon Mosle Jr., Mrs. Mosle was a member of Hockaday’s 1913 Society and The Heritage Society.

Mrs. Mosle was steadfastly dedicated to every aspect of The Hockaday School. She served on every Board Committee during her eight-year tenure on the Board of Trustees, providing sound judgment, wisdom, and thoughtful guidance in the areas of governance, leadership, and development.

A lifelong advocate for education and opportunity, Mrs. Mosle earned bachelor’s and master’s degrees from Rice University where she served as the University’s first Dean of Women. She also oversaw the creation of Jones College, Rice University’s first residential dormitory for women.

Mrs. Mosle’s civic and philanthropic impact could be felt far beyond Hockaday’s walls into the Greater Dallas community. She served as a Trustee for St. Michael’s Foundation; President of the Junior League of Dallas; Chairman of the Committee on Academic Affairs at Rice University; President of the Dallas Shakespeare Club; Treasurer of the Dallas Heritage Society; Chairman of Children’s Medical Center Six Flags Benefit; President of Educational Opportunities, Inc.; and served on the Board of Trustees at St. Philip’s School and Friends of the Dallas Public Library. She was also a passionate volunteer who gave her time and energy to the Texas Philosophical Society, Dallas Museum of Art, Dallas Woman’s Club, Charter 100, Founder’s Garden Club, and Dallas Arboretum and Botanical Garden.

Her commitment to Hockaday will endure through The Mosle Family Endowed Fund for Financial Aid. Established by Mr. and Mrs. Mosle, the fund was given in honor of Paula Meredith Mosle, Sara Eleanor Mosle ’82, and Katherine Eleanor Mosle ’12.

Mrs. Mosle was beloved by many and will be missed terribly by the entire Hockaday community and will be remembered for her generosity, her warmth, and her leadership.
A lifelong friend, supporter, and leader of the Hockaday community, Maryann Mihalopoulos was loved and admired by those who knew her. Her commitment to the School included every opportunity to serve - from Grade Representative to Board Chair to Chair of the Centennial Campaign, which far exceeded its $100 million goal. Upon her passing in October, former Eugene McDermott Head of School Liza Lee offered words of tribute to a small group of family and friends.

I was in love with Maryann as was almost everyone else who knew her. When I wanted to celebrate her in poetry, the first poem I thought of, because to know Maryann was to love her, is an e.e. cummings love poem:

i carry your heart with me (i carry it in my heart) 
i am never without it 
you are whatever a moon has always meant 
and whatever a sun will always sing is you

I told her once that I felt she was the sister I always wanted. I wanted to be with her forever for the rest of my own days of sunshine and moonshine. Alas, none of us ever imagined that she would leave us so early.

Yeats’ lines from “Among School Children” describe an amazing facet of Maryann:

O body swayed to music, O brightening glance, 
How can we know the dancer from the dance?

The dance that Maryann created was a dance of life – it was beautiful, true, and meaningful. When I was with her, I felt safe and free and warm, and she made me want to be a beautiful person. She herself was so beautiful and she surrounded herself with beauty. You couldn’t tell the dancer from the dance because always Maryann was the maker of beauty, and the beauty itself was Maryann.

She was also the essence of kindness. Hers was “the only kindness that makes sense anymore,” as Naomi Nye says in her poem,

kindness that raises its head from the crowd of the world 
 to say it is I you have been looking for 
 and then goes with you 
 everywhere like a shadow or a friend.

The delightful result of the kindness which was her hallmark, was that she never lost sight of anyone she knew, and she never spoke less than affectionately of anyone. She taught me to express my own love whenever I could. Maryann made everyone around her a more virtuous person. She will always be within each of us everywhere forever.

Poet, lover, dancer, friend, guide, and mentor, Maryann was in the end a warrior. We know she fought for own life at its end, but always she fought for truth and family, for honesty and compassion, for discipline and joy, in true Maryann style – and won for her beloved family and friends deeper, richer, more significant lives.

Last is a paraphrase of Stephen Spender’s poem, “The Truly Great:”

“In her life she fought for life, 
She wore at her heart the fire’s center. 
Born of the sun, she travelled a short while toward the sun 
And left the vivid air signed with her honor.”

In short, Maryann was pure gold, and her tragedy is ours. As Robert Frost says about autumn, Nothing gold can stay. But knowing Maryann means knowing that her radiance, her gold, is fired to last in our hearts and in our memories.

Maryann will stay with each of us forever, in love and joy, in family and friends.
Simmy Lu ’05 married Jason Hsieh at City Hall in San Francisco.

Mary Durbin ’03 married Stephen Bandoh.

Rachel Hay Spradley ’06 married Jonathan Ben-Horin on November 16, 2019 in Dallas.

Cecilia and Lillian Ruth (born January 2020) are the daughters of Amy Barr Patrick ’00.

Beau and Georgie are the children of Sarah Stockton ’95.

Alexi and big brother Max are the children of Anneka Anand Kamel ’03.

Graham Hagan Gottesman, grandson of Laura Levenson Gottesman ’82

Wynn Wyeth O’Connor is the daughter of Tess Garton O’Connor ’03.

Carson (4) and Townsend (1) are the sons of Amy Brundage Kinkade ’03.

Sebastian Henry Baker is the son of Shannon Carney Baker ’06.

Ari and Phoenix are the four-year-old twins of Danielle Lazier ’95.

Nora James is the daughter of Kimberly Kircher James ’98 (shown with puppy Gus).
LEADERSHIP TEAM

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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

Dr. Laura Leathers
Assistant Head of School for
Academic Affairs

Patty Lowell
Director of Communications

Tiffany Nelson
Director of Admission and
Enrollment Management

Randal Rhodus ’97
Head of Lower School

Deb Surgi
Director of Athletics

Tresa Wilson
Director of Inclusion and
Community

Beth Wortley
Performing Arts Chair;
Dance Teacher
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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