



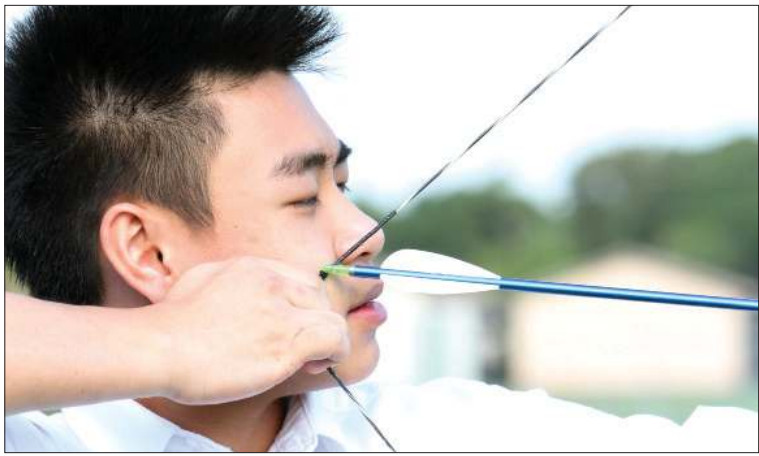
ABOUT THIS SECTION



A private school's success isn't measured by its count of oddball and popular electives, but local students do have plenty to choose from — and who can resist a course in spy techniques or survival training? Soon after classes resumed in August, we made the rounds at a handful of campuses around town, crash-auditing electives one by one. Here's what we learned. And no, there won't be a test. — Georgia Fisher

BISHOP DUNNE CATHOLIC SCHOOL

Survivalist Showdown



STAFF PHOTOS: ALLISON SLOMOWITZ

Students at Bishop Dunne Catholic School, including Tommy Pham (above), practice archery as part of "Survival Problem Solving for the 21st Century," a one-semester elective for high-schoolers taught by Brad Baker (top).

Bracing yourself for apocalypse or other disasters? This course teaches all you'll need to know

BY GEORGIA FISHER
Staff Writer

If Brad Baker had his druthers, students in his survival-skills class at Bishop Dunne would all learn to shoot rifles. But they'll have to settle for archery, he says with a shrug, which at least means they can learn to carve their own bows and arrows.

He's serious. Archery practice usually happens in the cafeteria, by the way, in a space outfitted with protected netting.

"It's a lot easier than I thought it would be," says a somewhat incredulous Alex Romo, after getting two bull's-eyes on his first try. The sophomore signed up

for Baker's class without knowing much about it. "I thought it would be interesting," he adds, "and so far, it is."

The one-semester course — known formally as "Survival Problem Solving for the 21st Century" — guides students through a handy array of grownup nightmares, including nuclear fallout, attacks on the nation's power grid, pandemics, technology disasters (a unit that references *The Terminator*, per the syllabus), landslides, hurricanes, earthbound meteors, and even school shootings.

If that reads like a paranoid list, give it a minute, because Baker's suggestions come across as real and usable, sort of like an emergency fire extinguisher tucked

into the back of your mind. You'll probably never need to shatter that glass, but if you do, well ... cheers.

Let's say you're in the vicinity of a nuclear blast.

"Don't start walking around or trying to find your way home," Baker says, getting more and more animated during some quiet time between classes. Instead, try to bury yourself under at least three feet of dirt to absorb less radiation.

Planning to ride out a hurricane? Have a hammer on hand to break through fallen Sheetrock and other debris.

Facing a mass outbreak of, say, swine flu? Plan to hole up for awhile, but don't even think about hitting the grocery store when you hear the news. If you've played your cards right, you'll already have — at any given time — at least two months' non-perishable food supply at home. Water, too.

"As we go farther and farther down the civilization trail," Baker says, referring to many Americans' detached modern lives, "we actually become more and more dangerous."

He had "a selfish motive," he admits, for starting the class. Beforehand, "I just worried about this stuff."

That's why his students will watch an instructional video or two on animal skinning (you don't want to nick an intestine and contaminate everything), learn which insects are edible, petition lawmakers for better disaster preparedness, and practice using a loaded fire extinguisher.

If Baker had his way, he'd even build a controlled fire in the school's parking lot. But he's not going there, he adds with a laugh. Later, he mentions the guns again. "I wanted them to get rifle practice," he murmurs.

Not surprisingly, the man is a bit of a character. When he's not

detailing strategies to survive disasters, he's taking an archery team to state meets and teaching earth science, world geography, and geographic information systems. The latter shows students how to collect, map, and analyze data — including crime stats they study for the Dallas Police Department.

Last summer, the Diocese of Dallas named Baker outstanding Diocesan High School Teacher of the Year. But he's humble enough to admit his survival course is an even mix of gung-ho teens and ones who've showed up just because it seemed easier than, say, statistics.

"Out of around 20 kids," he estimates, "two or three who were already into this are into it more. Ten more kids might [store] two months' food supply at home someday. And five or six might talk their parents into it now."

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THE HOCKADAY SCHOOL

The Teacher With a CIA Past Uncloaks 'Spy Craft' Secrets



STAFF PHOTOS: ALLISON SLOMOWITZ

Tracy Walder brings a unique perspective to her "Espionage & Diplomatic Policy" course. The teacher has worked for the CIA and FBI.

Al-Qaida training manual is among this course's list of required reading materials

BY GEORGIA FISHER
Staff Writer

If the secret agents in pulp novels and old-school movies are any comparison, Tracy Walder looks as much like a spy as she does a coffee cup or a car. Or the giddy, giggly, wisecracking young woman who's clearly adored by her students at Hockaday, where she teaches history. Well, that and another subject.

Full course name: "Espionage & Diplomatic Policy"

Code name: "Spy Craft"

Mission: To relay intel about secret agents through the ages, particularly the boat-rocking female ones; teach students the likes of cipher coding, disinformation campaigns, concealment devices, and

other tools; add *The Art of War* and an al-Qaida training manual to their reading lists; and relay U.S. and world history from the perspective of those who've worked in the shadows.

Walder would know.

In an earlier life — which couldn't have been that much earlier, because she's in her early 30s — the California native was in the CIA and later the FBI. For the most part, she's not allowed to discuss what she did or didn't do in those roles, other than the fact that she wasn't "covert" but did go to North Africa and Afghanistan, as a CIA special operations officer. She tells students her year-long FBI stint was really just a lot of cubicle-sitting. But the other job, which she landed right out of college and kept for four years,



Students in Walder's class learn how contraband that's the size of a bar of soap can be easily hidden inside a book.

had her on the clock during 9/11. And yep, that's a picture of her in all black, posing with a machine gun as long blond hair spills over her shoulders.

The photo is near Walder's desk, in a classroom filled with a mix of cutesy belongings and relics from her recent past: a calendar picture of a weenie dog, a floral coffee cup, a cross-stitch that reads "put on your big girl panties and deal with it," a photo of the graffiti-laden "Tali Bar" in Afghanistan, an FBI cap, the U.S. Embassy on a tacked-up T-shirt ("The Kabul Kondos," it reads. "The world's most exclusive gated community") ...

You get the picture.

Students "feel somewhat empowered with the knowledge of foreign affairs and knowledge of foreign policy," says Walder, who screened a brief History Channel segment for the class — something that mentions "the one rule of a James Bond movie" — during her interview for this story. "Never trust the girl!" she hollers over her shoulder.

Even Julia Child worked

on behalf of U.S. spies during World War II.

"Who knew that?" Walder exclaims, beaming and clasping her hands together as the room buzzes with "what?" and "whoa!" and "no way!"

When Walder left the feds, it was for a master's degree. Thanks to a *Dallas Morning News* story, word of her past hit Hockaday soon after she came on as a history teacher in 2010.

One student, Ginny Mattingly, interviewed her for the school yearbook and "thought she had a pretty good sales pitch" — a quip that makes Walder groan. Another senior, Grace Greenblatt, "heard about the class in the hallways." She "wasn't really interested in international affairs," but *Spy Craft* was "new and different."

Meanwhile, Walder has warned Hockaday admin about "strange searches" in the class' web-surfing records.

"I'm just reading the al-Qaida manual, Mom and Dad," she quips in a little voice. "It'll be all right."

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ST. MARK'S SCHOOL OF TEXAS

DNA Science Spurs Aspiring Docs to Action

Some sacrifice lunch hours to participate in advanced molecular biology lab work

BY GEORGIA FISHER
Staff Writer

The unusual aspect of St. Mark's "DNA Science" course isn't its subject matter — molecular biology — so much as its reputation and approach.

As in other advanced lab classes at the all-boys school, students get to wear white coats with their names emblazoned on the lapels, just like the doctors many of them aspire to become. The course's instructor, Jay Sylvester, has been lording over science classrooms (and probably cracking his own brand of dry jokes) for 47 years. Teens get no special credit for the course, and more than half the current students are skipping their lunch periods to attend.

That's dedication. Because frankly, they're studying the sort of material that can leave a full-grown reporter — one with a family member who accidentally set a whole chem lab on fire — biting her lip and writing some really official-looking notes:

Looks like a Bunsen burner. But not.

Sample → sterile transfer = today's plan?

Why so many pointy electronic sensor things? Ask [M.D. friend] for help; take pics??

Room not glam-looking which = realistic; brick walls, no windows, cramped

Baby doctors

Tchr. = huge Longhorns fan; calls kids "dude"

[Irrelevant drawing of a flower]

Discovering which item is the burner in Sylvester's room is about on par with a car mechanic correctly identifying tires. Students, of course, are further along. They need biology and chemistry credits as well as department-chair approval to take "DNA Science," which covers everything from sterile bacteria culturing to "replica plating and purification and identification of recombinant DNA," per the course catalog.

Don't ask.

"This is a great place to get experience," says Shivum Agrawal, who plans to major in computer science before eventually heading to medical school.

St. Mark's students are limited to two science courses at a time, but Agrawal was excited to learn he can also take Information Engineering this year, because of the way it's classified in the course



STAFF PHOTO: ALLISON SLOMOWITZ

St. Mark's students Brian Vodicka, Otto Clark-Martinek, and Aditya Sureddi select instruments for their "DNA Science" lab.

catalogue, and because he's captain of the robotics team.

Another aspiring doctor, Lendon Hall, has managed to witness about 20 surgeries at Methodist Dallas Medical Center, thanks to some connected family friends and a special program for rising seniors.

"It's always entertaining," he says of Sylvester's class.

Sylvester retired from full-time teaching several years ago; "DNA Science" is his only obligation these days, and after a 15-year run that includes fellowship

training, he's in no hurry to stop. For one thing, he has a healthy budget and an array of lab equipment — about on par with that of a well-stocked junior college, he figures.

The space is too small for all but a handful of brave students, however, and this year's class has only five. One year, a single boy enrolled. Sylvester took him on.

"I said, 'Why not, if he wants to learn?'"

The little room is generally full of seniors, which

beats "goat-roping freshmen" in regular classes, Sylvester adds. But even older boys get "squirrely" toward the year's end, he'll tell you, not unkindly. "All they can think about is graduation and girls."

So as a failsafe, he's made "DNA Science" into a two-semester course — sort of. If students so choose, they can extend it for another trimester in spring.

Complex as that all sounds, the first exercise is pretty straightforward. Goofy, even.

"Without knowing diddly about the course," says Sylvester, students swab their own cheek cells to get a look at their own DNA, then wear the little bacterial blobs "in an amulet around their necks."

He likens it to the blood sample from Billy Bob Thornton that Angelina Jolie sported as a necklace.

"I tell 'em they can give it to their mother," Sylvester says. "Or their girlfriend, if they have one."

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Destination 2020 takes Dallas ISD on journey of transformation

Dallas ISD Trustee Eric Cowan, District 7, September 2012

A glimpse of Destination 2020 through the eyes of our students: Students wake up after a good night's rest and head to school, completed homework in hand and high expectations in mind. Whether they go by bus or on foot, the students encounter parents, neighbors and district staff who believe in them and are invested in their success.

When they get to school on time to have a nutritious breakfast, the students are greeted by teachers, administrators and other school personnel who are prepared and eager to start the day to help them learn. They see parents who share their excitement for learning, going to the school's parent center for a workshop or to volunteer.

By the time the first school bell rings, the students are in their seats ready to participate in a lesson that engages their curiosity. They are guided by a teacher who effectively uses technology and addresses the learning needs of all the students through activities that foster critical thinking skills and challenge their minds.

Throughout the day, students also participate in physical activities and enrichment opportunities that support classroom learning and build their self-confidence.

Homework and time spent reading for fun close out a day that has moved students one step closer to graduating ready for college and the workforce.

To ensure that this is a typical day in the lives of Dallas ISD students, the district has embraced Destination 2020—an action plan based on eight key actions and five core beliefs that by September 2020 will yield 90 percent of students graduating on time, 40 percent attaining high scores in college entrance exams, 75 percent having Year 2020 workplace skills, and 80 percent being ready to enter college, the military or the workforce.

Some of the changes taking place are subtle and others are more evident, but all of them focus on student success by providing a safe and nurturing environment in which students can grow intellectually, physically and emotionally.

Through Destination 2020, the district will recruit and retain the most effective teachers, develop principals into instructional leaders of reform, hire the brightest professionals for central staff, nurture effective leaders, and engage parents and the community to work in reinforcing ways to graduate college- and career-ready students.

Because parents and the community are an integral part of fulfilling the expectations of Destination 2020 for all students, your support is needed. You can help at home by ensuring that children get to school on time, every day, read and do homework every night.

Two upcoming events will help students prepare for college.

District 11th- and 12th-grade students and their parents can attend the annual Districtwide College Fair at 5:30 p.m. on Wednesday, Sept. 19, at the Jesse Owens Memorial Complex, 9191 South Polk St. The free fair will provide the opportunity to meet college and university representatives. For more information, contact the school counselor.

Las Llavas del Éxito College Fair will take place at 8 a.m. on Saturday, Oct. 27, at the University of North Texas at Dallas, 7300 University Hills Blvd. This free college fair is open to middle and high school students who want to learn more about the college admission process and financial aid.

In District 7 news, I wanted to share my excitement at the wonderful new facility in which W.H. Adamson High School students will be learning from now on. I was very impressed with the school and all its modern features, which I and about 100 members of the community and alumni got to see during a reception before school started. I wanted to thank principal Evangelina Kircher for opening the doors of her school to us and for all the hard work she and her staff have done to make sure the facility was ready for this new school year.

Schools & Education

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PARISH EPISCOPAL SCHOOL

Ready to Take This Outside?

Environmental science students get up close with nature



STAFF PHOTOS: ALLISON SLOMOWITZ

Parish Episcopal School senior Donovan Owens takes a picture on the wooded campus during an “Environmental Science” class.

BY GEORGIA FISHER
Staff Writer

At Parish Episcopal School, “Environmental Science” class is a sensory experience packed with dirt and plants and animals and insects — real ones, not the 2-D textbook variety.

Better yet, students are using their cell phones, cameras, and even audio and video recordings to document every single living species on campus (minus all the homo sapiens, presumably).

It’s a truly rare feat for high-schoolers to build such a large database, says instructor Richard Perrine, who began the project this trimester. An “aquaponics” portion of his three-part course, which centers around a self-sustaining ecosystem for fish and plants, is also fairly unusual.

But back to the young naturalists.

“Mr. Perriiiiine,” someone calls out from a gaggle of teens kneeling at the base of an oak tree. “We got a grub worm!”

Perrine, who is crisp and trim and a very fast walker, makes his way over to have a look.

“THAT IS THE LARVA OF AN INSECT. And whoever takes a picture of it is going to have to define it.”

“But how do you define ‘larva of an insect?’”

Perrine: “You Google ‘larva of an insect.’”

Perrine is apt to go from quiet to loud, often while hiding a grin. He’ll know if students slack on their projects, he tells them.

He. Will. KNOW.

A trained molecular biologist with a Peace Corps background, Perrine came to Parish as a physics and biology teacher, but he also leads classes in fashion design and computer science. He loves his job, he says. Just downright loves it.

As for “Environmental Science,” which he’s teaching for the first time this year, “I have to be outside,” he says. “I just don’t believe the best way to teach kids about the environment is to show them some dubious, arcane formula for population growth and

capacity.”

When it comes to those treks outdoors, Parish is no concrete jungle. The main building is a former Exxon Mobil research center, and the property abuts an apartment complex, but it’s also home to a quiet stretch of woods.

Go a little deeper, and you’ll find a creek that’s the perfect stage for documenting seasonal changes in flora and fauna.

“It’s a different experience than being in a classroom,” senior Claire Criss says of environmental science.

With bugs included, of course.

“Poor guy,” senior Luke Hoyl murmurs when Perrine plucks up a little gray creature that might be a stink bug (halyomorpha halys?), then holds it at eye level for all to see. “I like his antennae.”

A minute later, Perrine opens his hand. A reporter shrieks stupidly as the insect buzzes by, possibly in her imagination.

“That was awesome!” says Hoyl, sounding a little breathless. “Like a Pokémon!”

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math, environmental science, social studies, physical education, and Spanish, supported by an exemplary fine arts program that includes music, visual arts, and drama.

Lamplighter has also forged partnerships to give students the opportunity to construct new knowledge including one with the Perot Museum of Nature and Science. In addition to planning events such as family science nights, the two have collaborated on lesson plans and integrating curriculum. Students thrive in the Lamplighter community that values curiosity and creativity while preserving childhood.

GREENHILL SCHOOL

Chemistry Knowledge Mixes With Photo Skills

Class explores scientific method behind artistic creation

BY GEORGIA FISHER
Staff Writer

Dark-room photography has always had a bit of a love affair with chemistry. Both subjects employ tested methods and a broad range of chemical reactions, not to mention labs and fieldwork.

But chemistry and photography classes are often two different animals: science and art. Left-brained

versus right-brained, if you worry about that sort of thing. Squares versus hip-pies.

OK, not really. “It’s always about the journey, chemically and photographically,” says Frank Lopez, whose “Chemistry of Photography” course at Greenhill — one he teaches in tandem with colleague Chad Bittenbender — is a blend of both subjects. “That’s a large part of the scientific method we use,

and it’s in art as well.”

Lopez is an established photographer with a specialty in wet-plate col-lodion work (a smoky, hauntingly beautiful technique used during the Civil War), and when he’s not teaching a range of classes at Greenhill, he’s schooling professionals at his studio near Fair Park.

Bittenbender, a science teacher, has “always been fascinated by photography,” he says, and lunch-time talks with Lopez

finally led them to launch the small hybrid class last year. With 10 or so students, nearly all of whom are seniors, it’s now at max capacity.

Scientifically speaking, the group learns about everything from light equations and the electromagnetic spectrum to oxidation-reduction reactions, all while keeping meticulous journals to cover each step of their work. Lighting and dark-room time count as variables, and even organic chemistry comes into play during development.

Meanwhile, students also soak up vintage photography methods — including wet-plate, cyanotype blueprint, and Van Dyke brown, if you’re familiar — basic black-and-white techniques, toning, and other processes.

Soon after classes began, they built their own little pinhole cameras — home-made, inexpensive devices that are fun, portable, and practically timeless. They’ll use them for the rest of the course.

The precision of Photoshop is “so con-



Jeremy Auerbach and Liz Livingston are two of the students taking “Chemistry of Photography” at Greenhill this trimester.

trolled,” says Bittenbender, who stood back and listened while Lopez led the pinhole-crafting lesson on Aug. 31. “Here, we’re left to chance.”

Their aim, the duo says, is to draw an even mix of science and art buffs who’ll keep one another up to speed. How the class is categorized is up to each student; it can count for either subject.

“Now I’ll probably get better at understanding both sides,” says senior Jeremy Auerbach, who’s already in AP chemistry and an advanced photography course with Lopez that involves thesis work and

lots of independent study. “This will be a good place to put them together.”

The course may be creating some spinoff buzz, too. A few Greenhill teachers like the thought of an art/history class on tat-toos the world over. And Bittenbender, a fan of the book *Napoleon’s Buttons: 17 Molecules That Changed History*, has begun to mull a chemistry-history twofor.

“Greenhill really believes in freedom, curriculum-wise,” Bittenbender says. “If you can think of it or build it, the kids will take it.”

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SPECIAL ADVERTISING CONTENT

St. Alcuin Graduates Continue to Excel in Upper School

At St. Alcuin we pride ourselves on the accomplishments of our graduates and we follow our alums as they move on and we receive their freshman year grades from the high schools they attend. Our 2011 graduates have continued to set a high academic bar. Their cumulative mean GPA is a bit over 3.65 on a scale of 4.00. On the home front 72% of our seventh graders qualified for the Duke TIP (Talent Identification Program) up from 64% last year. Finally, we are thrilled to report that our ERB scores are up by 50%. The mark of a successful



program helps students to think big, love learning and function at a high level in an academic setting.

We believe that we are well ahead of the curve in teaching our children

independence, curiosity and giving them the tools to pursue their education with enthusiasm. All we have to do to see this is to look at our graduates as they follow their dreams.

TRINITY CHRISTIAN ACADEMY

SPECIAL ADVERTISING CONTENT

Developing The Whole Person For The Glory of God

Trinity Christian Academy offers an integration of faith-filled learning and challenging academics for students in grades K-12. For more than 40 years, Trinity has provided a recognized, rigorous academic, college-preparatory program. Approximately ninety percent of students are accepted to their first-choice colleges.

Parallel with academic and aesthetic studies, the physical education and athletic programs at Trinity encourage students to be healthy, skilled and courageous. From eager learners in lower school to bright middle-school students to well-prepared leaders in



upper school, Trinity is committed to empowering children at all levels to develop their bodies, minds and spirits under the competent and loving guidance of faculty who lead students to love God, know themselves and serve their world.

Trinity is accredited by the Southern Association of Colleges and Schools.

Trinity Christian Academy is located at 17001 Addison Road in Addison, TX. For more information, call 972-931-8325 or visit www.trinitychristian.org



Becoming

Confident. Informed. Ready to lead.

At Ursuline Academy, a Catholic college preparatory school for grades 9-12, we help young women become who they have the potential to be: compassionate citizens of the world.

Visit www.ursulinedallas.org/openhouse or call 469-232-1804.

4900 Walnut Hill Lane
Dallas, Texas 75229



Ursuline Academy admits qualified students without regard to race, color, or national or ethnic origin.

OPEN HOUSE SUNDAY, NOVEMBER 18, 3-5 PM

URSULINE ACADEMY OF DALLAS

SPECIAL ADVERTISING CONTENT

Becoming Confident. Informed. Ready to Lead.

Ursuline Academy, a Catholic college preparatory school, offers a nurturing all-girl environment where you will be challenged to reach your fullest potential for academic excellence, leadership, individual development, and spiritual growth.

In a technology-rich environment, Ursuline students build global competence by investigating the world, weighing perspectives, communicating ideas, and taking meaningful action. The French Family Science, Math, and Technology Center reflects a commitment to innovation and sustainability on



our campus.

Called by the Ursuline Sisters to “go beyond our borders,” Ursuline schools worldwide embrace educational, spiritual, and service goals consistent with the social teachings of the Catholic Church.

Ursuline’s motto,

Serviam, “I will serve,” will inspire you to share your unique strengths and talents with those in need—a spirit that will stay with you the rest of your life.

For more information call the Admission Office at 469-232-1804 or visit www.ursulinedallas.org.

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Saturday, September 29, 2012
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EPISCOPAL SCHOOL OF DALLAS

Students Learn Animation in a Flash

BY GEORGIA FISHER
Staff Writer

For the most part, course offerings at the Episcopal School of Dallas are “your meat and potatoes,” says spokeswoman Julie Clardy. You know, the basics: history, algebra, creative writing, studio art, athletics, and such, with occasional sides orders a la “The Sixties: Myth and Reality.” Actually, that one didn’t have enough enrollees to stick around this year, man. But “Computer

Animation” — a usable, fast-paced, and often artistic computer course on Adobe Flash software — did. And it filled right up. Instructor Cameron Christiansen is young (25), a sponsor of the school’s robotics team, and the sort who’s still taking programming courses of his own “just for the fun of it,” having “probably logged more hours on this stuff than is even healthy.” He’s built a public website, christiansenacademy.org, to give students and the rest of us a free online programming guide. It’s

vast, too, with tips on basics such as binary code, which was a kickoff for the semester-long Flash class, on down to website development and Microsoft Office applications. Some of the essentials they’ll cover in Flash feed into careers in hardware development and design, Christiansen tells his class, as well as software and programming. “Think of yourself as someone who’s essentially building software, using the computer to do useful things.” Christiansen started the class two semesters ago,

and for the sake of interest, he’s gone from asking students to “draw” fruit in a bowl to images of cars as one of their first assignments. “The kids [are] generally impressed with themselves,” he says, “and with what they’re able to accomplish.” Some will go from having zero computer-science classes under their belts to being able to make their own *Brick Breaker*-esque games. “I was amazed how it works just off of ones and zeros,” says sophomore Winston Guillory, fresh off



STAFF PHOTO: ALLISON SLOMOWITZ
Episcopal School of Dallas student Winston Guillory uses Adobe Flash software during a “Computer Animation” class.

the binary-code lesson. Gretchen Mahoney, also a sophomore, heard the class was the best choice “for beginners,” she says. “I want to learn all there is to learn, and I think it’ll be fun to know how games are made, and how animated movies are made.”
Email georgia.fisher@peoplenewspapers.com

THE COVENANT SCHOOL

SPECIAL ADVERTISING CONTENT

The Carson Leslie Center

The 2012/2013 school year marks a momentous time in the life of The Covenant School. In addition to breaking through the 500 barrier in our student enrollment, this year marks the opening of Covenant’s first permanent structure: The Carson Leslie Center. The blood, sweat and tears invested in the project - made possible by the sacrificial support of so many - make the building exceptionally special. With a 2nd floor academic wing of classrooms, locker rooms, restrooms, and a unique balcony overlooking a 94 foot beautiful gymnasium floor, the facility is more than



merely a gym. This space will function for everything from theatrical performances to ceremonies. Big, bold, thoughtful, and exciting: these are a few words that come to mind when you enter the Carson Leslie Center and are reminded of the legacy of the special young man whose name will be permanently enshrined upon its bricks and whose courageous witness will be forever stored in our hearts.



OPEN HOUSE

Come tour our school
and meet our great faculty!
Sunday, October 21, 2-4 p.m.
17001 Addison Road • Addison, TX 75001
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sparks
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moment?

Find out!
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Inspiring girls to reach further
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THE  HOCKADAY SCHOOL
www.hockaday.org

The Hockaday School does not discriminate on the basis of race, color, creed, sexual orientation, religion, national or ethnic origin in the administration of its admission and education policies, financial aid programs, athletic programs and other administered activities.