

TRINITY SCHOOL of
DURHAM and CHAPEL HILL

spring 2021 | issue 4



the column



METAMORPHOSIS

the column

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CHANGE, TRANSFORMATION, *and* RENEWAL

There is change, and then there is change.

The pink blossoms on the cherry tree outside my sunporch are one kind of change, part of the circle game of nature.

These blooms also take me back to a different kind of change: the sights and the smells of last spring, when I watched the tree burst forth as I was trying to do my job by Zoom from that sunporch. COVID changes, thankfully, are not a circle game—I'm not working from that porch any longer. But the effects of the virus still linger, and only God knows what lasting impact this pandemic will have on schools like Trinity. Someone has called COVID an accelerant: its greatest impact is that it has accelerated changes that were already simmering. We're all on the edge of our seats waiting to see what the new normal will be.

In this issue of *The Column* you'll read about change: Carrie Sippy, our drama teacher, tells how the students are pulling off a new kind of performance theater, and Trinity senior John Dondero writes about Trinity athletics, which may have been hit harder than any other program at the school by this pandemic's constraints. Senior Abigail Hartemink imagines an unthinkable gap year (we've all learned to rethink unthinkable), and her classmate Ethan Benware tells how the constraints of the pandemic germinated musical creativity in two of our Upper School students. (One of the great highlights of this issue is the number of student contributors!)

Alexis Mosu's interview of Trinity teachers is especially powerful. If Trinity changes lives, it does so primarily one student at a time, in the magically transformative relationship between teacher and student. Brian Li and Yolanda Liu talk about this in the New Oasis Piece. Alum Philip James remembers teachers who shaped his life choices. Topher Thomas narrates another kind of transformation relationship: student to student. If anyone is asking about the value of a Trinity education, it is this kind of story that speaks to our hearts.

But let us not forget that the change that we all long for is a radical change that is not just a making better, but a making new. The resurrected Christ is not just Jesus-come-back-to-life; he is the New Human, the firstborn over all creation. The First Adam was a living being; the Second Adam, Jesus, a life-giving spirit (1 Corinthians 15:45). Talk about new normal! No eye has seen nor ear heard what God is doing with this transformation. This is the reality that we point our students to. This is the hope beyond not only this pandemic but every human heartache and suffering. We wait on the edge of our seats to see what God will bring us.

Non Nobis.



Chip Denton, *Head of School*





It Is Well With My Soul

H. G. SPAFFORD.

P. P. BISS.

- 
1. When peace like a riv - er at - tend - eth my way, When
 2. Though Sa - tan should buf - fet, tho' tri - als should come, Let
 3. My sin - oh, the bliss of this glo - ri - ous tho't - My
 4. And, Lord, haste the day when death shall be - sight, The



sor - rows like sea - bill - lows roll - ing o'er me, Thou hast
thine own sur - vance con - trol - led, Thou hast
sin - not in part, but the whole, - Is nailed to His cross, and I
clouds be roll'd back as a scroll, The trump shall re - sound, and the



taught me to say: "with my soul."
help - less - ta - ke my own part for my soul.
bear - it more; Praise the Lord, O my soul!
Lord shall be - send, - E - ven now is my
with my soul."

CHORUS.

By

Serena Whisenhunt



It is well with my soul, ... It is well, it is well with my soul!
It is well with my soul,



*Eighth graders **Grace VanTongeren** and **McKenna Williams** share their presentation on “What a Friend We Have in Jesus” in Middle School Sanctuary.*

This year, Trinity Middle School’s weekly worship time, called Sanctuary, has focused on traditional hymns and the heritage we share with other Christians, past and present. Eighth grade partners have teamed up to research a hymn and practice their presentation, which they share during the “His Hymns and Ours” portion of Sanctuary. Serena Whisenhunt, Coordinator for Middle School Spiritual Life, shares her own thoughts on one of those hymns.

When I first learned the story behind the hymn “It Is Well with My Soul,” I was profoundly touched by the depth of sorrow that prompted Horatio G. Spafford to write it. In 1873, Spafford, a Chicago attorney and businessman, had decided to attend an evangelistic event in England and enjoy a vacation afterwards with his wife, Anna, and their four young daughters. Only two years earlier he had lost a fortune in



Though Satan should buffet, though trials should come,
 Let this blest assurance control,
 That Christ hath regarded my helpless estate,
 And hath shed his own blood for my soul.

◆ “IT IS WELL WITH MY SOUL” ◆

the Chicago fire of 1871. He had also lost his only son to scarlet fever.

Urgent business detained him in New York, but he sent his family ahead of him on a luxury ship called *Ville du Havre*. On smooth waters in the wee hours of November 22, that ship collided with an iron sailing vessel and sank within twelve minutes. The terror of that night was horrific: icy waters poured into the ship and violent currents snatched loved ones from each other’s grasps. The ship disappeared, with the loss of 226 lives. Spafford’s wife survived, but all four of their daughters had perished in the dark waters. She cabled her husband these devastating words: “Saved alone.”

According to several sources, including Robert Morgan’s collection of hymn stories called *Then Sings My Soul*, Spafford, having booked passage to join his wife, was several weeks later sailing over the very spot where the *Ville du Havre* sank. He gazed from the deck of his ship at the

roiling waters below. His “sorrows, like sea billows,” rolled. Returning to his cabin, unable to sleep, he said to himself, “It is well; the will of God be done.” Later he penned the words of this famous hymn.

Deep trust

I am moved by Spafford’s words not because of his resignation to God’s will, but because his lyrics speak to a trust in God that persisted despite what seems insurmountable grief.

Early in the year our Sanctuary time featured a Zoom interview with my church’s (now retired) minister of music, Dave Stuntz. He called “It Is Well with My Soul” a hymn of *aspiration*, meaning that it speaks a confidence in God that some worshipers may not yet realize for themselves. Singing that truth is a step toward that experience; we *aspire* to be as confident as the hymn writer that God’s profound and saving love is what matters most. It undergirds us in the deepest kind of

sorrow as well as in ordinary seasons. Like physical or mental wellness, which often asserts itself gradually, wellness of soul builds as we live according to God’s trustworthy promises. Beloved hymns such as “It Is Well with My Soul” remind us of God’s revealed truth concerning us, and stories such as Spafford’s bring that truth to bear in stark contrast to deep loss, devastating grief, and our own helplessness.

Belonging to God is a fact of greater consequence than any circumstance; being a redeemed and loved child of God defines my present and my future. This hymn has blessed me as a gentle reminder during a regular time of worship, and it has also anchored me when I have sung it amidst grief—whether my own loss or my compassion for someone else’s tragedy.

—
SERENA WHISENHUNT
Coordinator of Spiritual Life for the Middle School



◆ EIGHTH GRADE
Hymn Reflections ◆



Our group’s hymn was “There Is a Balm in Gilead.” I learned that this was a spiritual made by enslaved Africans, and that Gilead was the mountain region near the Jordan River.

Daniel Kastick



There is a lot that we can learn and relate to from hymns, even though they were written hundreds of years ago. They’re still relevant. My hymn, “Take My Life and Let It Be,” shows us how to take all of our worries to God.

Lily Sen

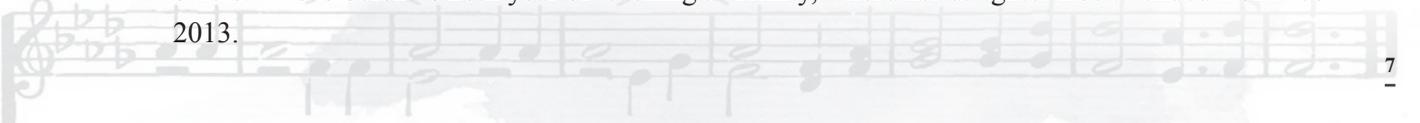


Piecing together my Sanctuary presentation was an enriching experience that allowed me the chance to dive deeply into one of my favorite hymns. Our hymn was “Blessed Assurance,” and we learned it was written by a blind woman.

Cassidy Olszyk



SERENA is an eighth grade Language Arts teacher, Coordinator of Middle School Spiritual Life, and chair of Trinity’s Theology Department. She loves reading, writing, walking, cooking, and working in her yard. She and her husband Michael have two children and were thrilled to welcome a daughter-in-law to their family last November. They love practicing hospitality, serving in their church, and praying for others. This is Serena’s 20th year of teaching at Trinity, where her daughter Zoe attended from 2001–2013.





FLOWERING *the* CROSS





It has long been a Trinity tradition that each year, during our Easter Chapel, our youngest students bring flowers, and together with our seniors they flower a simple wooden cross. In doing this, these students are reminding us of the great story, the Gospel story, of our Lord Jesus: how he went to the cross and died for us, and how he was raised from the dead on the third day. It's our formative story, a story about the past, but also about our present.

Trinity's flowered cross is beautiful. But in Jesus's day, the cross was not a beautiful thing. Crucifixion was cruel and shameful and very public. When the apostle Paul first heard that Christians were worshipping a crucified Messiah, he said, *No way!* But the crucified and risen Jesus appeared to Paul, and this encounter was totally life-changing for him. Jesus Christ was inviting Paul to come and share in his life, his resurrected life. As we watch our students flower the cross each year, may we each remember that this same incredible news of the resurrection and the chance to share in Jesus's life is also our story today. *Hallelujah, Christ is risen!*

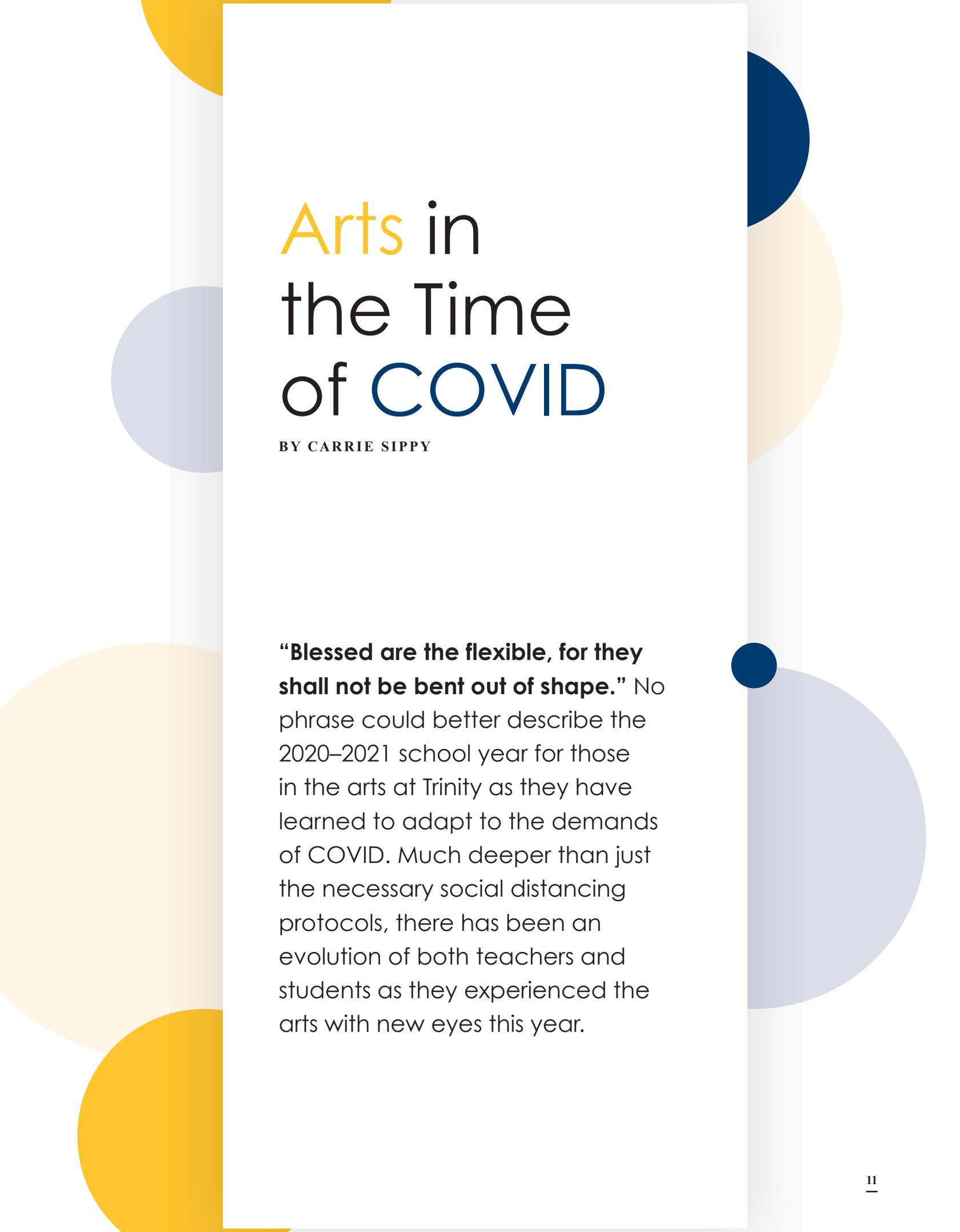
Adapted from Dr. Denton's Easter Chapel Message

TRUTH, GOODNESS, and BEAUTY | Trinity School



SNAPSHOTS
OF THE ARTS
DURING
2020-2021





Arts in the Time of COVID

BY CARRIE SIPPY

“Blessed are the flexible, for they shall not be bent out of shape.” No phrase could better describe the 2020–2021 school year for those in the arts at Trinity as they have learned to adapt to the demands of COVID. Much deeper than just the necessary social distancing protocols, there has been an evolution of both teachers and students as they experienced the arts with new eyes this year.

“**M**aking art requires risk-taking and an embrace of the unexpected,” says Ashley Weinard, Lower School Visual Art teacher.

Our young visual artists have been practicing the habits and mindset of the artist this year, learning that artmaking is a process of transformation. An idea springs to mind, is sketched out, gets refined, and sometimes even gets repurposed. Recently, fifth grade artists spent a day painting just color with bright acrylic paint on cardboard. The next day, they picked their favorite color areas, cut them into shapes, and combined them to create small compositions that showcase the beauty of lush and vibrant brushstrokes. For some students, it was a struggle to cut apart their first creations, which they liked just the way they were. However, they pushed through and were sometimes even more pleased with their final products, which were beautiful in a new way.

From Lower to Upper School, the sounds of socially distant singing, drum ensembles, and instrumental music have been heard in various locations across campus. According to Jihyun Park, our Lower School Music teacher, “Music class is becoming a space that allows students and me to feel safe to explore and be creative in the process of learning. There is much more grace to make mistakes, to

“Each one of the students was resilient—pushing themselves to think outside the box, to do uncomfortable things, and to show up with their best efforts even when it would have been easier to phone it in.”

–Carrie Sippy

“Music class is becoming a space that allows students and me to feel safe to explore and be creative in the process of learning. There is much more grace to make mistakes, to be experimental and expressive.”

–Jihyun Park

be experimental and expressive.”

Our student musicians have experimented with new technologies to become adept at listening to, recording, and creating music on their iPads. Seventh grade students began the spring semester by learning about handbells. Their harmonious ringing has welcomed those in the Lower School carpool line to campus, underscored by construction noises from the new Arts and Engineering Building. The construction workers seem to be learning a thing or two about music as well. Janet Ray, Director of Arts, recounted a time in Upper School Vocal Ensemble, when after reviewing the bass part, she heard one of the construction workers whistling the part himself! Through all the changes of this year, our campus has become even more saturated with music.

In the Upper School, students have turned the genre of theater completely on its head. Though the Performance Theater class met and rehearsed entirely on Zoom for the first semester, the actors continued pursuing their goals to make something that others could enjoy and that they would be proud to present. The students devoted time after school to filming their performances of *Death and Taxes* and *Baskerville* to share with an online audience. Carrie Sippy, the Performance Theater teacher, said, “Throughout all the unexpected twists and turns of the semester, each one of the students was resilient—pushing



(above) *The cast of Death and Taxes*

(right) **Brian Li** as Dr. Watson in *Ken Ludwig's Baskerville*



themselves to think outside the box, to do uncomfortable things, and to show up with their best efforts even when it would have been easier to phone it in.” And on went the show!

Unexpected Blessings

A year ago, no one could have envisioned how different the arts at Trinity would still look in March 2021, but they also could not have imagined the wonderful blessings that

have come with these changes. Amanda Rector, Middle and Upper School Visual Arts teacher, says, “I have seen students who were afraid to make mistakes at the beginning of the semester begin to explore and try hard things towards the end.” The new depths of risk-taking, ingenuity, and pure joy in making art with others shown by students and teachers alike paint a clearer picture of the truth, goodness, and beauty of our Creator God.



CARRIE SIPPY, *Trinity's Middle and Upper School Music and Drama teacher, is in her sixth year at Trinity. While she is normally behind the scenes of Trinity's productions, she loves the opportunity to stretch her performing muscles and has been seen locally in shows such as Mary Poppins, It's a Wonderful Life, and Oklahoma! When not in rehearsals, she can be found cross-stitching, baking, or exploring local restaurants.*

New Oasis and Trinity School: Four Years and First Graduates

Four years ago, Trinity School entered into a partnership with New Oasis International Education to welcome students from China to our Upper School. Brian Li and Yolanda Liu are Trinity's first graduates from this partnership—and what a fantastic journey it has been. With excellence, resilience, and joy, Brian and Yolanda have navigated a new country, school, culture, and language in the midst of a pandemic, all the while sharing their many gifts and talents with our community. Recently, they took time out of their busy senior schedules to reflect on their time at Trinity.

Brian Li
Class of 2021



During my four years at Trinity, I explored different new things and bonded with different people: running cross-country, painting artworks, performing on stage, and doing some fun activities with my three host families. I am grateful for the people I met at Trinity—my friends, my teachers, my coaches, who are all really nice to me and have supported me along the way. I am also grateful for all the fun moments I had with these people—hanging out watching movies outside of school, driving to Virginia and back overnight, traveling to Florida, Kiawah Island, New York, and Morehead City. I was fortunate to learn different things from each person I have bonded with; as a matter of fact, the beauties of these people shaped who I am today.

“Life shouldn’t be a boring equation, but a strong expression of who you are.” My first host family’s saying helped me pick up my long-lost passion for art—something I always liked as a child while my upbringing forced me to focus only on academics. I was truly happy to see the artworks of seascapes, landscapes, and portraits I created during the four years with their encouragement.

“We should always have a heart to give back to our community.” My second host family taught me a heartfelt lesson as I eagerly volunteered and served others. Working alongside my host mom and two host siblings at GiGi’s Playhouse, I was genuinely happy to see kids with Down syndrome dancing in joy at their prom “Night to Shine.”



A self-portrait and other works of art by Brian Li '21 adorn the walls in his bedroom. Brian painted a portrait for each of his host families during his time at Trinity School.

Chopping wood, mowing the lawn, and cooking alongside my third host family, a huge family of seven, I learned different life skills. From each person I met, from each unique story I heard, I carefully collected these little pieces of beauty over time and made them permanent by molding them into my character.

Yolanda Liu
Class of 2021



The day I first stood on Trinity's campus feels like yesterday to me; time flew by and now I'm a senior, and it is quite unbelievable. I knew this day would eventually come, but as the clock ticks away, things have started to feel a bit unreal. My father always educated me under one creed: in the future when you look back, you should not regret your choices. And I would proudly say, my time spent at Trinity, the bold courage I deployed when I chose Trinity at first sight, I will never regret.

I hesitated the first few months at Trinity as I learned how a religious school works. I know it sounds a little surprising, but I had no idea about who God is and what Jesus did before I came here and, unfortunately, couldn't care less. There are no words to describe the appreciation I have for the opportunity Trinity offered for me to know God and all his deeds on earth. I just want to say thank you to all my teachers, friends, and host families who supported me and helped me in my four-year Trinity life. Thanks to all!



Chalk drawing of Fannie Lou Hamer, a civil rights activist, by Yolanda Liu '21



What's Next for These Soon-To-Be Graduates?

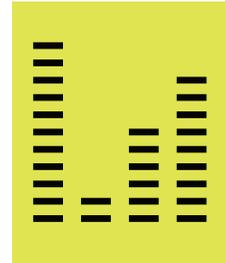
Brian Li plans to stay right here in the Triangle to attend the University of North Carolina at Chapel Hill next fall.

Yolanda Liu is moving to the West Coast to attend the University of California, San Diego.

BB&T
Now Truist

PAMELO

by Ethan Benware



While the arts at Trinity are growing, with our new Art and Engineering Building nearly finished, students during quarantine have found themselves seeking new ways to express their artistic abilities. Two Trinity juniors, Bowen Young and Cole Zoubek, decided to use their time to start the band Pameló.

Bowen and Cole always wanted to be in a band together, and they first began writing songs towards the end of December 2019. The band was originally named Sun Valley, but unfortunately this name was already taken by another band. As a result, they came up with the name that all Trinity Upper Schoolers will remember, Pameló.

On July 1, 2020, they released their first song, “Way Out,” and it instantly got the attention of Trinity students due to its relaxing, unique, and summer vibes. The song’s inspiration came from the band Dayglow, whose music Bowen listened to during the 2020 spring semester quarantine. Specifically, Dayglow’s song “Run the World” inspired Bowen and Cole to make “Way Out.” Bowen shared that the song is about being in a relationship, even if it is not emotionally healthy.

The band also gave advice on what they have found to be helpful when writing songs. Bowen first writes the lyrics and ideas, and then he makes the chord progression for the songs. Gabe Dinsmore, a new member of the band who does not attend Trinity, added that he finds it funny that even though Bowen tends to use the same chords every time, the songs still end up amazing. When writing a song, Bowen said, you should not stop writing until you’re done, because it will not be the same if you work on it later. Cole added, “It’s necessary to write bad songs to make good ones”—you will never know which ones are truly good unless you do so.

Pameló released their single “When She’s Away” last Christmas, and they plan on releasing an EP this summer for fans to listen to. The EP’s name will be *Beach Cherry*, and it will feature four or five original songs. The band is looking forward to giving students, fans, and other listeners something that will bring them happiness and excitement as the summertime begins.



Cole Zoubek '22 (top left), Gabe Dinsmore (top right) and Bowen Young '22 (bottom left) make up the band Pamelu. Find Pamelu on Spotify to sample their tunes.

IT'S NECESSARY TO WRITE **BAD SONGS** TO MAKE **GOOD ONES**—YOU WILL NEVER KNOW WHICH ONES ARE **TRULY GOOD** UNLESS YOU DO SO.



GAP YEAR IN 60 BCE

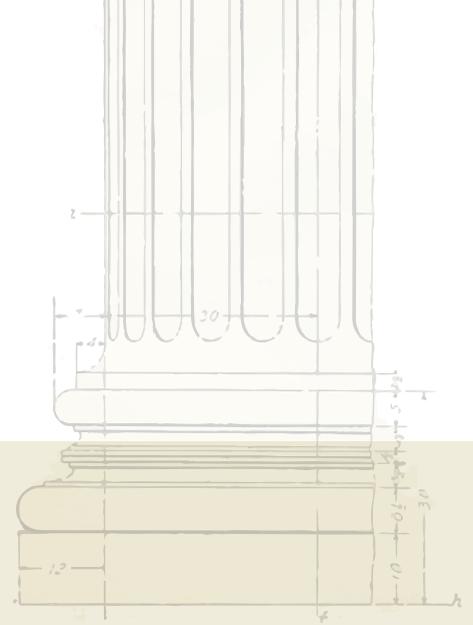
By Abigail Hartemink '21

When I discover the secret to time travel, I will spend a gap year in 60 BCE. I can picture it now: the time machine, which I lovingly coined *Tempus Fugit*, lands beside an umbrella pine on the outskirts of Herculaneum. Walking towards the city, I marvel at the enormity of Mount Vesuvius and shudder at the calamity to come. This is a valuable opportunity to explore the city and take notes on what it was like before its destruction. As I walk into the forum, I see a stall selling tunics and stolas. I quickly purchase clothing and change in an alleyway; the jeans I was wearing were attracting strange looks. From there, I decide to walk through the city. It is amazing to hear people speaking Latin! After studying the language for eight years, it is fascinating to be completely surrounded by it. Luckily, I can communicate well enough to purchase food and strike up a conversation with the townspeople. I buy as many souvenirs as I can: each will be a priceless artifact for study when I return home.

I stay in Herculaneum for a few days, soaking up the culture and the warm Mediterranean sun and surf. As illuminating as my time here has been, I take my notebook full of observations and embark on the journey to Rome. Before I leave, I try to warn people about the eruption of Mount Vesuvius, but it would have been

more helpful if there were a Latin word for volcano. Oh well, I suppose it is not wise to change the course of history. I buy a seat on a carriage and begin the tiring multiday ride northwest on the Via Appia. As we enter the stunning city of Rome, we drive past the opulent houses of the Palatine Hill, where Rome was supposedly founded by Romulus and Remus. I hop out in the bustling forum; the cultural immersion is incredible. The map of ancient Rome I memorized for my Latin exam is really going to come in handy! I rent an apartment in an *insula*, where I will live for the rest of the year.

Over the next few months, I explore Rome, attending a chariot race in the Circus Maximus, strolling along the Tiber, visiting the Temple of Jupiter Optimus Maximus, sampling olives and breads, and refreshing myself in a bathhouse. One strange thing is that the magnificent Colosseum has not yet been constructed. The daily practices, religious life, and festivals of the ancient Romans are fascinating to study. The political climate is particularly intriguing. Of course, I know that the Republic is about to fall and the Empire will arise in its place, but as of 60 BCE, the winds are just starting to shift. Julius Caesar has returned to Rome to campaign for the consulship, and his emerging triumvirate with Pompey and Crassus is the talk of the town. The



highlight of my trip is spotting Catullus buying a sparrow for Clodia in the forum one day. After studying so many of his poems, it is a shock to see him in person. I immediately sketch him holding the bird; I can't wait to show it to my Latin class when I get back.

I spend my remaining time traveling by land and sea across the vast territory of Rome, seeing what life was like in different parts of the Mediterranean. I make sure to visit Gallia Cisalpina and see the stunning Lake Garda that Catullus praises in "Carmen XXXI," along with the ruins of Carthage in North Africa. When it's finally time to return to 2022, I have a greater appreciation for history and the Latin language, and I am more eager than ever to dive into college courses in classics and anthropology. Although antiquity can seem distant and abstract, it was once the everyday life of people, connected to us through the timeless human experience.

ABIGAIL HARTEMINK is a senior who loves the humanities. This is her tenth year at Trinity and the eighth year in which she has studied Latin. She is excited to keep pursuing the truth, goodness, and beauty of God as she heads to college next year.



THE IMPORTANCE



OF PLAY

BY DIANE BIDGOOD



(above left) *Chloe Anders '27 leaps a bush as her classmates cheer her on.*

(bottom left) *Avery Williams '32 and Aubrey McLeod '32 play tag during recess*

(right) *Students in P.E. jump and stretch in the gym.*



PLAY IS REALLY THE WORK OF CHILDHOOD.

FRED ROGERS

My childhood was typical of many, 60 years ago, but my father and grandfather gave to my siblings and me some special ways to practice the “work” of playing. My grandfather had a farm with Shetland ponies, and my father was always willing to help us create a backdrop for play in our backyard: mud, logs, whatever. I am grateful for how their example influenced the way my husband and I raised our four children and gave them time to explore, build, ride bikes, and play with others.

My nine grandchildren are growing up in very different times. Their generation will be called “Gen C”—those who grew up with COVID. During this time, in spite of quarantines and closures, surprisingly, many families have found a different rhythm and enjoy a more relaxed family life. Parents and kids who are at home with no travel, less commuting, and no after-school activities have more time to be together. You see people outside walking and biking because there is no other place to

go. Parks and trails are safe places we can enjoy with others. Dr. Anthony Fauci echoes the advice of Charlotte Mason: *Never be within doors when you can rightly be without.*

Even before this last year, many studies stressed the importance of recess and outdoor play for children. These studies show that recess has an important impact on a child’s cognitive, social, and emotional development. Over twenty years ago, when Trinity was establishing itself as a new private school, using the word “unhurried” was a little risky. How can a school be “college prep” in the Triangle and also be unhurried? As a more established school, we now can be less tentative about this portion of our mission statement. When we take time with life, there is time for play.

THE TRUE OBJECT OF ALL HUMAN LIFE IS PLAY.

G. K. CHESTERTON

Whether they play sports, or do robotics, or perform in a play, our kids also need unstructured time to play with one another in person. From the





beginning, Trinity has emphasized play and outdoor learning. Our mission statement reminds us to be a little less hurried than our culture tempts us to be. What does this look like? Let's take a lesson from a great teacher, Charlotte Mason.

Imagine yourself with her class on a nature walk:

Who can see the most, and tell the most, about yonder hillock or brook, hedge, or copse?

Students are eager to share their observations!

Look hard! Describe what you see. What else do you see? Do you have anything else to add? A forest of arms shoot up, begging to be called on.

This is an exercise that delights children, and may be endlessly varied, carried on in the spirit of a game, and yet with the exactness and carefulness of a lesson.

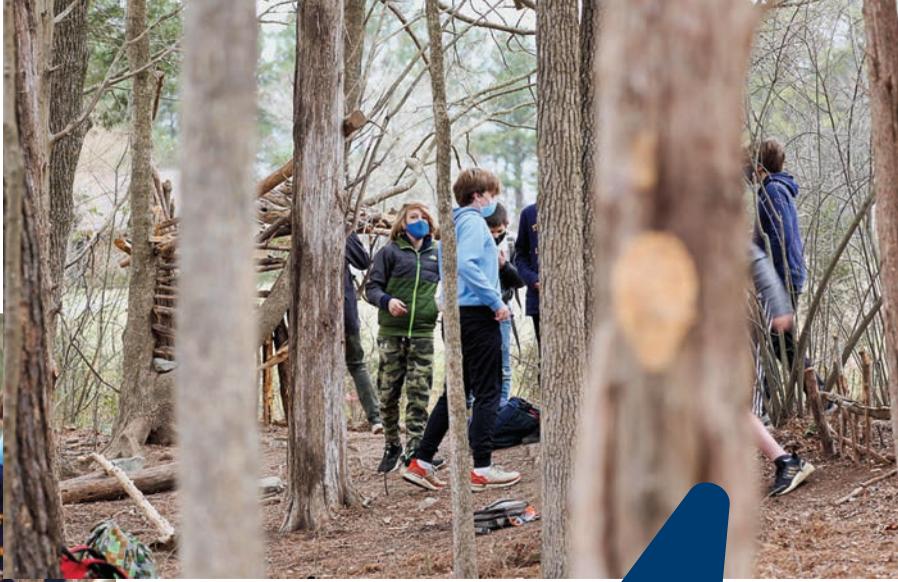
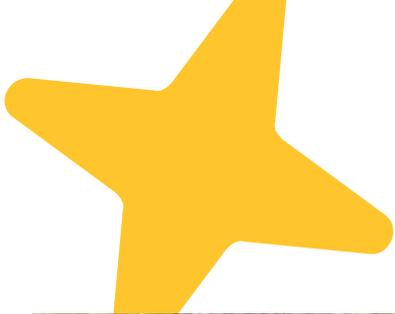
CHARLOTTE MASON

Nature study, a structured form of outdoor play, delights children as much as unstructured play. Trinity values both as opportunities to build their imaginations. They burst with excitement as they run into the Hundred Acre Woods to act out stories and play the roles of adults they admire. Teachers encourage and facilitate this role-playing. Sometimes the children need a little help with their rules, but things usually go smoothly.

**PLAY GIVES CHILDREN
A CHANCE TO
PRACTICE WHAT THEY
ARE LEARNING.**

FRED ROGERS

Gathering tall weeds along the fence becomes bundling sheaves of wheat at harvest time. Galloping across bridges, children become knights defending their kingdoms.



During a pandemic, being outside is even more desirable than staying indoors. Fortunately, we are blessed with ample space, including the Hundred Acre Woods, where students can build forts, play games, and do the work of childhood.

Riding my grandfather’s pony bareback, pretending to be a cowgirl, I discovered there were fears I could conquer. Pretending prepared me for the grown-up world I would experience.

As teachers and parents, we can prepare a quality feast of ideas that enrich play with tasty, healthy dishes that feed their imaginations and train their desires to prefer Truth, Goodness, and Beauty.

How do we do this? We read quality books to our children both before and after they can read to themselves.

Who cannot picture themselves in the snowy woods with a lamppost in the distance, after hearing *The Lion, the Witch and the Wardrobe*? Or ponder the meaning of the deeper magic as Aslan leaps from the Stone Table?

With a well-nourished imagination and the freedom to practice using it, a child’s play will deepen and mature throughout life and will equip their mind and heart to find joy in nourishing others out of the rich harvest they will reap from their unhurried education.

DIANE BIDGOOD was a beloved Trinity first grade teacher from 1999–2009, back in the early years of Trinity School, when we had only a handful of teachers and staff members. Her deep knowledge of Charlotte Mason’s educational philosophy has been a valuable asset both in the classroom and in Lower School curriculum development, as well as in her work with the Education and Admission Committees after her retirement from teaching. Diane and her husband, Dean, are the parents of Trinity alumna Grace Bidgood ’10.

PEER *Mentorship* PROGRAM

BY TOPHER THOMAS

It's an amazing thing to see human connection. It's really miraculous. One of my favorite Psalms reads, "Behold how good and pleasant it is when brothers dwell in unity," and there is something that is just good about people connecting. Two years ago, when I took on the task of creating a peer mentorship program at Trinity, building connection was central. We hear the words "known and loved" all the time at Trinity, and we try our best to live into that, but sometimes it takes more than just the phrase to create the reality.

The words are where it starts, though. Before mentees were telling of the connections they'd made with their mentors, there were words on a page, there were words spoken in

meetings trying to determine what structure would work best, there were mission and vision statements, course descriptions, mentor descriptions. There were pages and pages of words and ideas long before any two students connected.

All of those words, and the ways they play into what actually happens, are so fascinating to me. Programs do not usually manifest themselves as written words say they should. The words are like a lighthouse on a foggy shore: they shine into the void, and what appears cannot be known or predicted. It's in that tension, in that uncertainty, that there are unimagined possibilities.

“

The words are like a lighthouse on a foggy shore: they shine into the void, and what appears cannot be known or predicted. It's in that tension, in the uncertainty, that there are unimagined possibilities.

”



I love the thought of Jesus walking alongside his disciples, and mentors at Trinity embodying the attention and presence we see in Jesus as they “do life” with a freshman with whom they likely wouldn’t have self-selected a friendship.



Our course selection guide reads,

Rich mentoring is a vital component of meaningful, holistic Christian formation. As Christ purposefully walked, talked, and engaged with his disciples, we understand mentoring as intentional, purposeful relationship building that equips all involved to grow in Christ-like maturity in mind, body, and spirit (Eph. 4:11-13). It also cultivates the deep community that is possible in Christ. Thus, Trinity’s program is dedicated to developing junior and senior mentors who aim to help create a welcoming, healthy, and inclusive environment for incoming freshmen to navigate the yearlong transition to the Upper School in the key areas of spiritual formation, emotional health, and academic performance.

I still love the language of that paragraph. I love the aesthetic of the words

“meaningful” and “holistic” and “intentional.” I love the thought of Jesus walking alongside his disciples, and mentors at Trinity embodying the attention and presence we see in Jesus as they “do life” with a freshman with whom they likely wouldn’t have self-selected a friendship. What is beautiful—almost mystical—is all that has grown from the fertile soil of those words. A senior and a freshman getting together to cook a meal, to share in and savor the act of table fellowship that has united humans since civilization began: that is something that could not be written into the program. That is the transformation that occurs when words leave the mind of the writer and are reimagined in the mind of the reader. Not only that, but the words are continually reimagined in every mentor and mentee. I’ve seen some pairs taking walks, enjoying the orchestra of nature as they share their stories. I’ve seen others choosing to text, writing back and forth, pouring their hearts out on the screen, and that is not a lesser

way of being together. I’ve seen a senior use her study hall to join a freshman girl who was working on a physics lab assignment, giving up her study time to help out her mentee—her friend. There have been cute sticky-notes with encouraging messages during stressful times, and games played to simply enjoy being together.

Relationships Take Effort

My vantage point, as the one overseeing the program, is a privileged and precious one, even though not every pairing works out. In the translation of words into reality, failure is possible. Some mentees had no interest in their mentor. Maybe they felt pressured to sign up, but the desire for a connection never lived in their heart. Still, the mentors kept reaching out, sending love and hope across the channel of communication, only to receive silence. And there in the silence, in the waiting, lay dying a hoped-for future of friendship, laughter, time together, growth. What makes peer

mentor friendships so precious, so human, is that they cannot be coerced. Friendship, growth, connection—when they happen (and it’s miraculous when they do!), they must happen willingly and naturally.

We’ve been fortunate that the stories of failure pale in comparison to the stories of connection. Those connections, those friendships, are worth more than the disappointment of the missed opportunities. The peer mentoring program is still in

its infancy, and it still faces the challenge of figuring out what mentorship looks like in a pandemic. As we are daily growing in our understanding of what it is to be with people, to be attentive to needs, to reflect, to be human, we gain enjoyment and hope from the beautiful friendships formed by those who newly know and are known.



TOPHER THOMAS is an Upper School Humanities and Theology teacher, Institutional Equity Leader, and Peer Mentorship Coordinator and is in his third year of teaching at Trinity. He comes alive when he can explore ideas that lead to mutuality and solidarity—this extends from classroom lessons to community projects. Outside of Trinity, he loves spending time with his wife and two daughters, gardening, woodworking, building, and exploring.

Student Feedback on Peer Mentorship



I enjoyed being able to sit down with my peer mentor and being able to just talk about what’s going on in our lives.



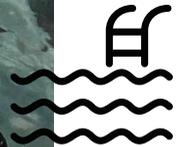
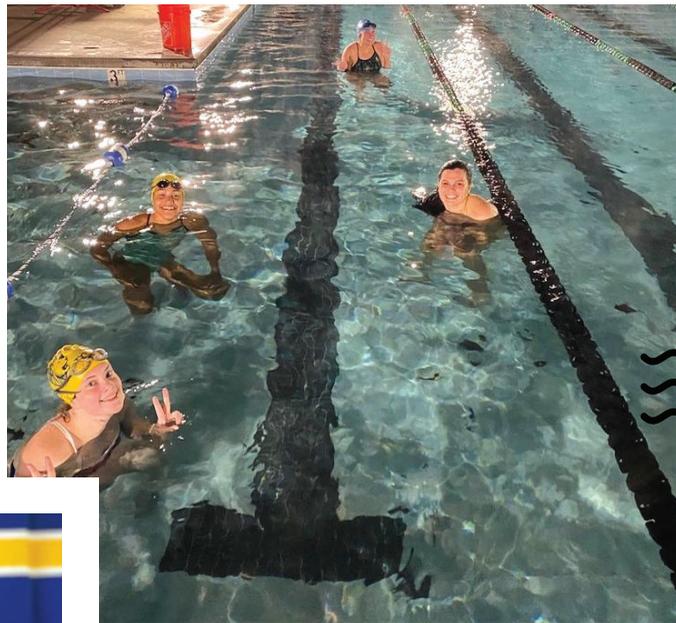
It was such an open space to talk about anything on your mind.



I loved talking to someone who’s older than me but not really an adult.



I loved talking to my mentor the most, because she really let me relax and I was able to share my stories with her.



By John Dondero '21

Competing in a Pandemic

Would Trinity field team sports this year? Or would this year just be a wash? That was one of the many questions that the Trinity Nerve Center was forced to address as the 2020–2021 school year began. One thing was clear: this school year was going to be very different, given the new normal of hybrid learning, masks, and social distancing. Last March, when the pandemic went global and things shut down, Trinity went to virtual learning, with all sports cancelled for the rest of the school year. But here we are a year later, with all of our varsity sports teams practicing to compete against schools from all around the state. How are we able to do this? Sports can be very physical, so how can we practice together and play against

students from other schools safely? Despite all the what-ifs and unknowns, the Trinity Lions are determined to bring home some hardware for our athletics program this year.

After spending the last three months of the 2019–2020 school year at home on Zoom, the Trinity Upper School came back to school for just three days a week in the fall. Mental and physical well-being was a priority for our students, and we needed sports. “We followed guidelines from the CDC, the NC Department of Health and Human Services, and the Nerve Center to come to a decision on how we were going to play sports this fall,” said Athletic Director Sophie Smith. The Boys Soccer, Girls Tennis, and Cross-Country teams began to practice, with no

guarantees of competition. In spite of a strong desire to play games, Boys Soccer was unable to compete this fall. Said Head Soccer Coach Jeff Low, “This fall we had the returning Tri-TAC Conference Champions, the best boys team Trinity has ever fielded, driven by an outstanding senior class, and we were in a strong position to make a fantastic push in the state playoffs.” It was disappointing that the boys weren’t able to compete in such a promising season. However, Cross-Country was able to compete in several meets, including the States meet, and the Girls Tennis team won a state title, defeating Trinity Academy to win the NCISAA 2A Championship. The ladies made Trinity proud as they bounced back from a tough loss in the championship the previous year.



Left:
The Middle School Boys Basketball team poses for a portrait. The Boys Soccer team plays a scrimmage game in the fall of 2020. The Girls Swim team “chilling” in the pool mid-winter. Girls Volleyball plays a scrimmage game in the winter of 2020.

Right:
Girls Tennis team posing with their State Championship trophy in Fall of 2020.





*Right: The Girls Soccer team competes in a game in Spring of 2021.
Below: The Boys Baseball team competes at home Spring of 2021.*



The Trinity Track team has seen a great season with many personal records and growth in runners.



Following very limited athletic opportunities in the fall and winter, Trinity is ramping up athletic competition in the second semester. “We have learned so much more about COVID and sports, so now we are allowing more teams to compete this spring,” said Sophie Smith. Our teams will compete against teams in the Tri-TAC conference and other teams statewide. Our spring teams are excited to be playing full seasons for the first time in two years. Coach Low emphasized how ready the girls are to be playing soccer. This year, the team will honor last year’s seniors, who weren’t able to finish their final seasons for Trinity. “The seniors this season are dedicating one home match to each senior from last season,” said Low.

work hard in practice, and we are just thankful that we can play all of our games,” said Ben Engel ’21, starting shortstop on the Baseball team. “I am looking forward to the camaraderie of being a part of the Tennis team this spring,” added Grayson Hoffman ’21. All of our teams are ready to try their hardest and put everything out on the field, the court, and the track. With COVID numbers continuing to decrease, we are fortunate that we have the opportunity to play this spring. Now it’s time to work hard. The last year has been a tough year for Trinity sports, a year that will surely go down in the books for our school. All of our athletes are winners for just going out and playing despite the challenging circumstances.

Playing during this pandemic will be arduous, but our teams are ready for the challenge. “We are going to



JOHN DONDERO, a senior, is in his thirteenth year at our school. A member of Trinity’s soccer, basketball, and tennis teams, he has participated in Trinity sports for seven years. John is fascinated by statistics, particularly those involving sports, and he hopes to focus his future studies in this area.



Above:
The Boys Cross Country team finished runner-up in the state championship meet in the Fall of 2020.

ALUMNI PROFILE

PHILIP JAMES

CLASS OF 2010

MEMPHIS TEACHER RESIDENCY



FROM STUDENT TO TEACHER TO STAFF: PHILIP JAMES REACHES OUT WITH MTR

PHILIP JAMES '10, a member of Trinity's inaugural Upper School class, graduated with just 15 Trinity classmates—a sharp contrast to last year's graduating class of 51. Today, Philip lives in Memphis, Tennessee, with his wife, Hannah, and their son, Noah, where he works as a recruiter for Memphis Teacher Residency.

MTR IS A NONPROFIT THAT AIMS TO RESPOND TO THE GOSPEL BY ADDRESSING EDUCATIONAL DISPARITIES IN MEMPHIS, TENNESSEE.



Philip celebrates Trinity's 2010 State Basketball Championship with his teammates and coaches.



Philip James with teacher Matt Bridges, Dr. Denton, and fellow graduates from the Class of 2010.



The graduate is joined by his mother, Kelly James, a former Trinity teacher assistant, and his father, Bill James, a former Trinity Board member.

When we asked Philip James how his Trinity experience influenced him most, he was quick to emphasize his relationships with teachers and coaches. Like many Trinity students, he had found role models and mentors in Trinity faculty, who not only taught their curriculum but also invested meaningfully in their students and demonstrated what it looks like to follow the Lord in their vocations.

A 2014 graduate of UNC–Chapel Hill, Philip found himself looking to the examples of his former teachers as he began his career in education with the Memphis Teacher Residency. MTR is a nonprofit that aims to respond to the Gospel by addressing educational disparities in Memphis, Tennessee. Like Trinity, MTR is specifically Christian, but it operates in secular spaces, engages secular subjects, and seeks to do so with both excellence and a distinctly Christian worldview. In Philip's first year with MTR he simultaneously pursued a master's degree in urban education while learning to teach effectively under the mentorship of a classroom teacher. In year two, he was handed the keys to his own classroom.

As a seventh grade English teacher, Philip drew his inspiration from Trinity faculty. He recalls Matt Bridges pushing him to think critically and to consider multiple perspectives. Philip shared, "At Trinity I learned a love of learning, and I fought hard

FAVORITE TEACHERS:

MATT BRIDGES
COACH MIKE HUFF

FUN MEMORIES:

An infamous basketball tournament in Hilton Head, where Trinity played one of their worst games of the season because they were so exhausted from playing beach football all afternoon!

MTR CLASS OF 2015



as a teacher to bring that joy to my classroom. I loved what I had at Trinity, and so I tried to think of ways to push my students' thinking, to bring joy to my class, to relate to them personally, and to bring my whole self to the classroom in the same ways that I saw my Trinity teachers bring their whole selves to their classrooms.”

Now, as a member of MTR's staff, Philip appreciates the opportunity to recruit college students to participate

in the mission and to value the work of teaching with a Christian worldview in under-resourced neighborhoods in Memphis. While he considers teaching in urban Memphis the hardest thing he's ever done, he is also immensely grateful for the four years he spent in the classroom and for his “expanded view of the world and what people experience.” Philip considers himself privileged to have received an excellent education at Trinity—something that is inaccessible to many students in

under-resourced areas. His message for current Lions: Don't feel shame or guilt for the privilege you have as Trinity students, but find ways to recognize that privilege and let it inspire gratitude for the opportunities you have that are not readily available to everyone. Seek out relationships with individuals from different backgrounds who have different experiences—it will increase your empathy and give you a more real, accurate, and fair view of the world.

▼ PHILIP TEACHING



“Don't feel shame or guilt for the privilege you have as Trinity students, but find ways to recognize that privilege and let it inspire gratitude for the opportunities you have that are not readily available to everyone.” —Philip James

UPDATE US ON YOUR LIFE

We want to hear about all your life updates, and your classmates do, too! Visit the link below to share all of the exciting things happening in your life. You can also use the link to update your contact info.

VISIT ONLINE

trinitydch.org/alumniupdate

OR SCAN THIS QR CODE



New Teachers Spring Trinity Forward



One of the aims of Trinity Forward: The Campaign for Excellence in Teaching and Learning has been to continue to develop and retain the very best teachers and role models for our students.

Trinity's teachers are our most treasured resources. They are thoughtful and caring followers of Christ who excel at their calling: to teach and guide the formation of young men and women who are created in God's image. Our teachers not only communicate the content of their subjects, but also model intellectual curiosity, courageous faith, patience, kindness, and Christlike selflessness.

Amidst the pandemic and all of its restrictions, it's been challenging to get to know our new teachers on a more personal level. We are praying that next year we will be able to have more events on campus and more opportunities to spend time together face to face. But for now, we caught up with two new teachers to get to know them better, and we wanted to share their stories.



Ashley Weinard

Lower School Visual Arts Teacher

Tell us a little about yourself and why you decided to come work at Trinity.

The visual arts have always been important to me. Even as a small child, art museums and the studio felt like home.

Before coming to Trinity, I worked as an art educator for museums and public schools in New York, Chicago, and North Carolina. I have also lived in California and in Florence, Italy, for a time. Everywhere I go, I like to search out the art and artists of the local community to get a picture of how creativity is at work. I am passionate about art, but teaching children to see themselves as artists is what brings me joy and purpose. Coming to Trinity has allowed me to connect that joy and passion with my Christian faith. I feel God has placed me here so I can continue to grow as a follower of Jesus and to help young people learn to imagine and create.

What part of the Trinity mission resonates with you?

Creativity is central to the Trinity mission. Truth, goodness, and beauty are the foundations of the school and are integrated into all facets of the art curriculum. In Lower School Visual Arts, we stretch, explore, imagine, express, develop our craft, reflect, and understand the world (and God's beauty) through art. We exercise our imaginations so we can "grasp how wide and long and high and deep is the love of Christ" (Ephesians 3:18).

And we do this in an unhurried fashion—taking time to observe, practice skills, take risks, and surprise ourselves with our accomplishments.

Tell us something interesting you've done outside of the classroom to enhance your ability to engage with your students, and how it relates.

I have three wonderful and creative children at home. I practice many of my art lessons with my own children before I teach them at school. I do this to get their feedback, to watch where they stumble, and to learn how to improve my teaching of the lesson. It is also fun and heartwarming to watch my own children create and play this part in my own teaching and learning.



Jenn Groff
*Math
Interventionist,
Lower School*

Tell us a little about yourself and why you decided to come work at Trinity.

I grew up in North Carolina and went to UNC–Chapel Hill, where I majored in education and psychology. My family owns Maple View Farm, so I spent a lot of time there as a kid. Feeding the baby calves was always something I looked forward to when we visited my grandfather's house. After college I had the opportunity to live in Costa Rica for two years and teach kindergarten to missionary kids. Then the love of my life convinced me to move to Hoboken, NJ, for one year (which turned into 16!). I taught second grade at Mustard Seed School, and after my son, Owen, was born

I worked as a private tutor and joined the staff of my church. I also became certified as a health and life coach. Our family relocated to Durham in 2019, and Owen had a great first year at Trinity as a fifth grader. I had planned to start working as a health coach, but as I prayed about work, the Lord put Trinity on my heart. And I am so glad he did! I absolutely love working at Trinity.

What part of the Trinity mission resonates with you?

Every part of the Trinity mission resonates with me, but when I was first touring Trinity and the Director of Enrollment Management explained the unhurried aspect, I was immediately misty eyed. Learning to be still and less hurried has been a pivotal life lesson for me as an adult, and I think it is one of the greatest gifts we can offer to our children.

Tell us something interesting you've done outside of the classroom to enhance your ability to engage with your students, and how it relates.

At the beginning of the school year, I reached out to two of my former colleagues (a math teacher and a learning specialist) who have decades of experience. These are two of the wisest and kindest people I know, and they both gave me so much helpful advice. Perhaps my favorite reminder of all was to speak strengths over students. “Even when the answer they get is wrong, look for all the things they did right.”

What have your students taught you during your time so far at Trinity?

These kids bring me so much joy, and we have a lot of fun together. To quote Maya Angelou, “I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” In a year when so many people are isolated and hurting, I have learned that time with my students refreshes my soul.

Great Is His Faithfulness

Trinity Forward Campaign Update

Looking back on all the growth and changes that have taken place at 4011 Pickett Road, we are reminded of God’s faithfulness to Trinity School over more than 25 years. This year, we have seen his faithfulness on display yet again as we have watched with excitement Trinity’s fourth permanent facility, the Arts and Engineering Building, being built. This new facility will foster the growth of creativity and imagination and offer space and opportunities for students and teachers to explore together the truth, goodness, and beauty of God.

As we approach the end of the three-year Trinity Forward Campaign in June 2021, we have already raised more than 95% of our \$6.8 million goal, despite the interruptions of a global pandemic—once more, a demonstration of God’s great faithfulness! We are thankful for the more than 500 families who have given financially to this campaign. Every gift, no matter the size, is a commitment that helps our students grow rich in understanding, close in relationships, and always curious to learn more, all in the spirit of Non Nobis.



STATS FOR 2020–2021 ACADEMIC YEAR



100%
BOARD



61%
CURRENT
PARENTS



78%
FACULTY
& STAFF



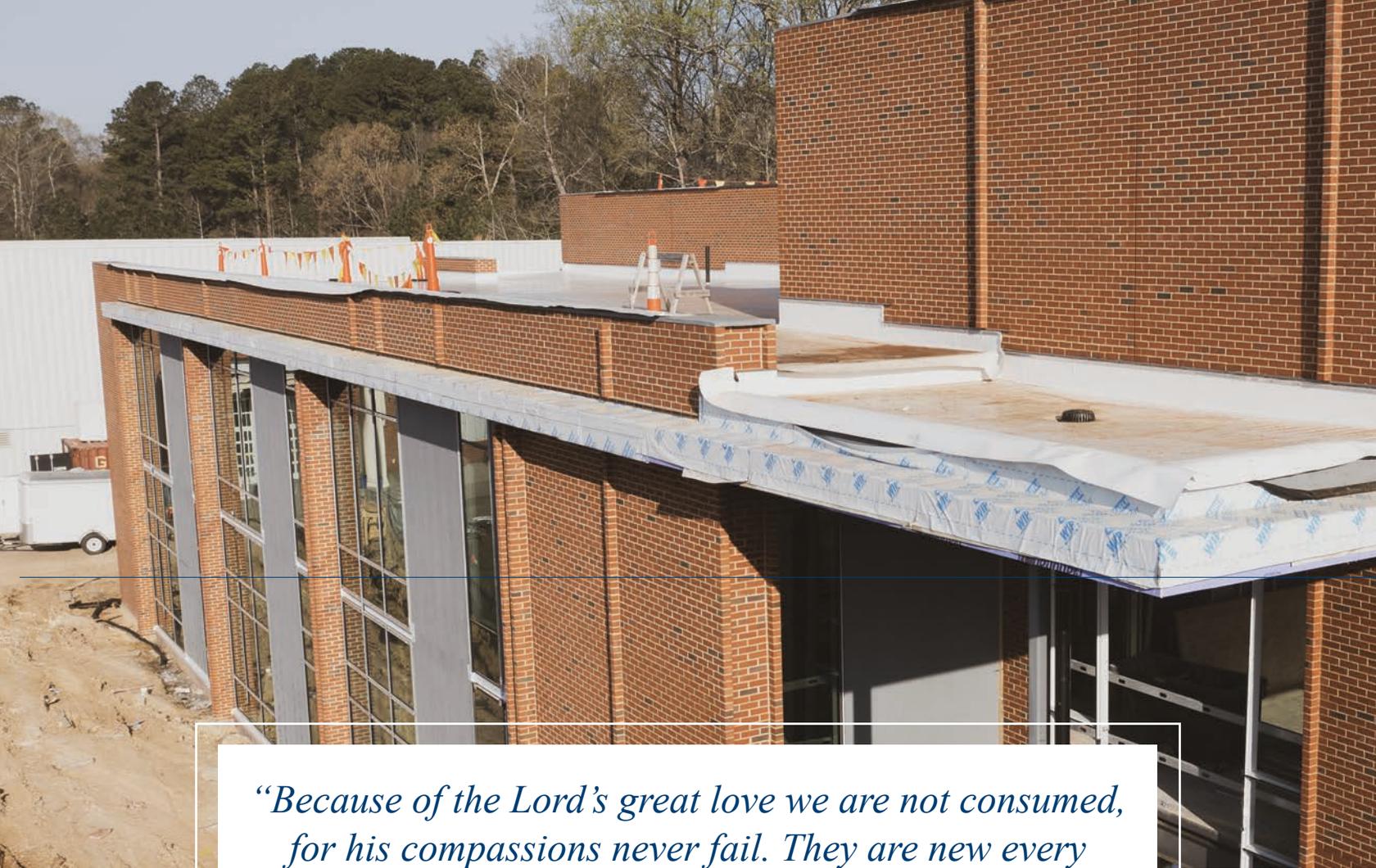
21%
GRANDPARENTS



7%
ALUMS

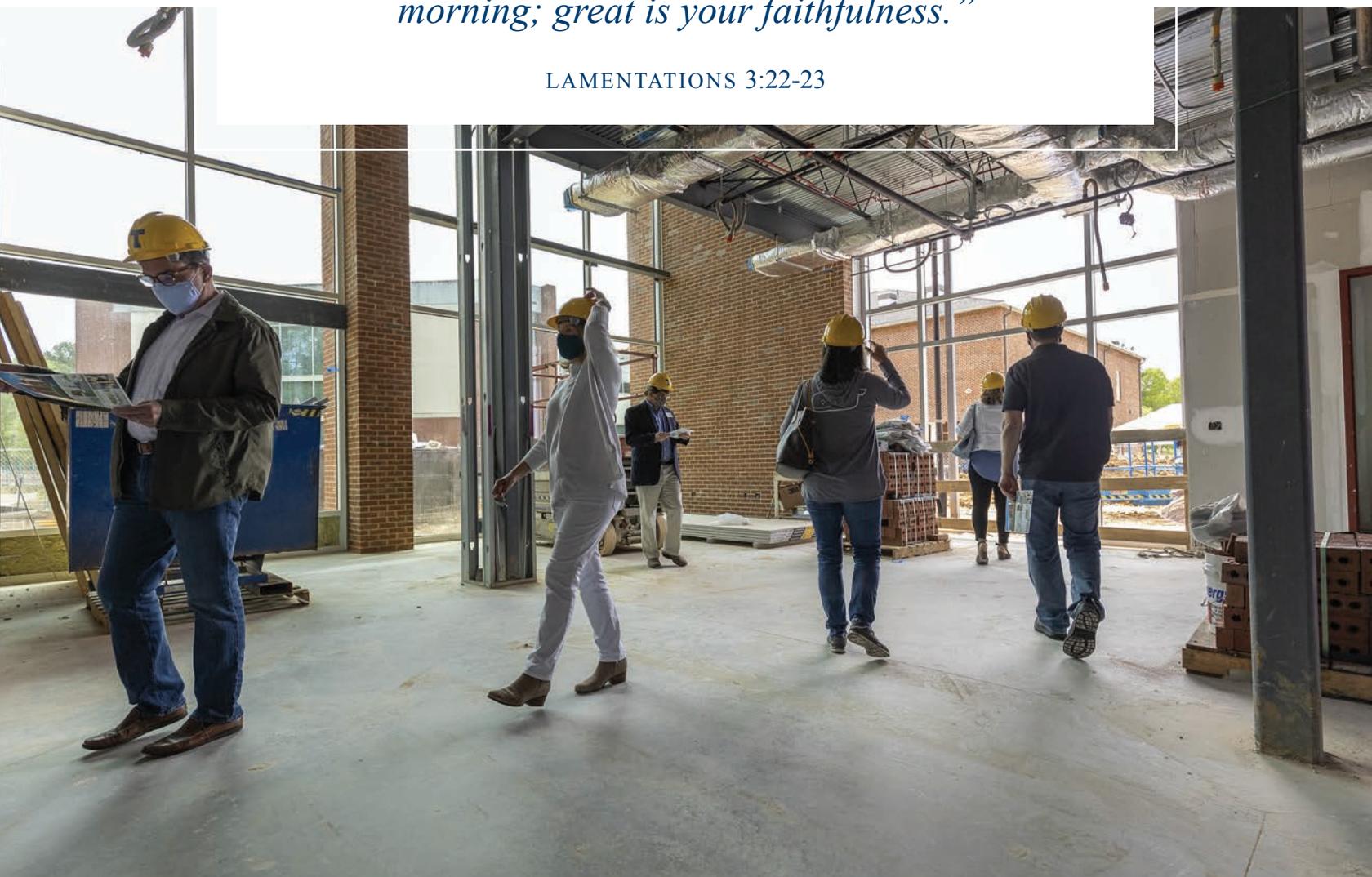


26%
ALUMNI
PARENTS



*“Because of the Lord’s great love we are not consumed,
for his compassions never fail. They are new every
morning; great is your faithfulness.”*

LAMENTATIONS 3:22-23



WHY WE GIVE

RICK AND SONYA HOVE

IT'S BEEN YEARS SINCE OUR KIDS
BOUNCED THROUGH THE HALLS OF
TRINITY, BUT EVEN NOW IN THEIR
FAMILIES, CAREERS, AND CHARACTER
WE SEE GLIMPSES OF TRINITY
EVERYWHERE: GOD AT WORK IN THEM,
AND THROUGH THEM. WE ARE SO
GRATEFUL FOR HOW TRINITY HELPED
TO SHAPE THEM.



(left to right) Mark '14 and Kaitlyn Hove; Andrew MS '05 and Dana Hove with Sally Hove (not pictured: Mary Claire Hove, born October 2020); Rick and Sonya Hove; Meagan Hove '11.

The Hove Trinity journey began in 1997, with a phone call from Chicago.

As I finished up grad school, we prepared to head towards Durham. Dear friends had told us about a great couple we should meet upon our arrival, Chip and Desirée Denton. Chip served as the headmaster of a new, fledgling school, which intrigued us. Sonya called the school to learn more, and Chip himself picked up the phone. Chip wore every

hat in the place during those early Trinity School days in a small church on Erwin Road.

At the moment there was no way we could ever have imagined the blessings which would ensue from that short phone call.

Our son Andrew pioneered the Hove experience at Trinity, beginning in first grade. In the early days, Trinity consisted solely of grades 1–8, and Andrew's class was the last eighth grade graduating class at Trinity. Though we had hoped the Upper School would be launched in time for him to continue at

5,600 TIMES ONE OF OUR CHILDREN BOUNDED OUT OF A CAR, OR OFF A BIKE, TO START A DAY AT TRINITY SCHOOL. 5,600 DAYS.



Trinity, it was not to be. Our daughter Meagan followed at Trinity for grades 1–12, and then our son Mark, too, came to Trinity for grades K–12.

Chronologically, Hove kids blossomed at Trinity for 18 years, 1997–2014. Through another lens, cumulatively our children grew through 32 years of Trinity schooling. Put another way: 5,600 times one of our children bounded out of a car, or off a bike, to start a day at Trinity School. 5,600 days.

We watched Trinity grow from having no property to a wooded lot on Pickett Road, and from having no building to the first building—how proud we were! And a gym. A baseball field. A soccer field. Another building. Another gym. And The HUB...named for Blake Hubbard, whom we so love and miss (www.blakesstory.com). Soon, a new Arts and Engineering Arts Building. New, exciting growth continues everywhere at Trinity.

So much has changed—let us know if you call Trinity’s front desk and Dr. Denton answers the phone! But the most important things have not.

It’s the most important things that make Trinity School a treasure. Our children. Family. Character. The kingdom of

God. The future. Truth. Goodness. Beauty. Non nobis, Domine (“Not to us, Lord”).

One day, long ago, Mark jumped into the car after a day of second grade. With great enthusiasm he exclaimed to Sonya, “Mom! Did you know that God made plants breathe out what humans breathe in, and humans breathe out what plants breathe in? Isn’t that amazing?! Could you have thought of that??!”

This is what you want to hear burst forth every day when driving home from school: God is amazing! What can rival the value of cultivating a God-wonder in our children, anchoring them in the One who does not change, and teaching them to be a blessing to the world around them? Nothing rivals the important things.

It’s been years since our kids bounced through the halls of Trinity, but even now in their families, careers, and character we see glimpses of Trinity everywhere: God at work in them, and through them. We are so grateful for how Trinity helped to shape them. This is why we give.

What a great phone call.

A yellow double-line graphic is positioned below the text.

SPECIAL DAYS IN THE LOWER SCHOOL

There are many special days throughout the year in the Lower School curriculum. Enjoy some of these highlights from Fairy Tale Day (grade 1), Pioneer Day (grade 2), and Biography Day (grade 4)!



Students in first grade dressed up in their fairy-tale attire and acted out a play on the playground.

fairy tale day

pioneer day



Second graders dressed up like pioneers and learned about how people in that time went about their lives.

biography day



After researching a figure from history, our fourth graders dressed up like that person and gave a report to the class. Parents joined the presentations on Zoom.



Thanking *Our* Teachers

By Alexis Mosu '22

Last Friday, I sat down with my course registration form for 2022: my senior year. Going down the long list of classes, I circled a few that sounded interesting. Now in my eighth year at Trinity, I knew better than to take each paragraph at its word, because it would hardly do the class justice. For example, when I wrote down “Humanities 10” in 2019, did I expect to get excited about researching the Enlightenment, to discover Geoffrey Chaucer’s work in modern entertainment, or to reenact pages of Shakespeare with lifelong friends? I can’t say that I did, yet for this I am beyond grateful. In my experience, Trinity has always exceeded my expectations, committing itself to building not just a positive atmosphere, but a knitted community filled with both

students and teachers who inspire me every day in their passion for learning and fulfilling the school’s Christian mission. They have made every moment of my academic career worthwhile, and so I cannot step into the next year without first going back and taking the time to appreciate what Trinity has given me.

The mission of Trinity is simple: to teach the classical tools of learning, to provide a rich, unhurried curriculum, and to communicate the three virtues of truth, goodness, and beauty, all within the framework of Christian faith. At the root of this calling is our teachers, for without their commitment to every student and their true love of the school, the beautiful learning community within Trinity

NICHE FOCUSED.
PERFORMANCE DRIVEN.
REAL ESTATE INVESTMENTS.



could not exist. They are undoubtedly the school's greatest assets, which is evident in each joyful student's response when asked if a certain class or teacher has stood out to them. Senior Jonathan Mancía recounts the influence that Mr. Thomas, a Trinity theology teacher, has had on him because "he's so friendly, welcoming, and willing to help everyone" and acts as a "really great role model for both teachers and students," showing the positive influences our teachers have on making students feel known and loved. Sophomore Hannah Hawkins also spoke about how her Humanities 10 teacher has contributed to her greatest learning experiences: "All the teachers at Trinity are amazing, but I just appreciate Mr. Jones and his teaching style so much. In his class, he starts important conversations, and he's teaching us to critically think...I feel like he's very much on our side and allows us to explore things." Everyone who is a part of this school, students, teachers, and administrators alike, ought to be proud to know that these responses are just the tip of the iceberg when it comes to students voicing their praise for Trinity's educators.

I can't help but say a hearty "I agree!" to all the overwhelmingly positive student responses, yet I was led to another question: What makes learning at Trinity truly great? I spoke with Janet Ray, our music teacher for grades 6–12; Joanna Steis, our fifth grade Bible and history teacher; Lori Stepp, our eighth grade physical science teacher; and Walker Hicks, our Humanities 10 teacher to hear about

their teaching philosophies. From each of them, I learned that Trinity's curriculum is centered around encouraging students not only to study subjects, but to make their own discoveries, become excited about topics that interest them, and ultimately become a lifelong learner, all of which is achieved through Trinity's unhurried curriculum. Mrs. Stepp, whose Physical Science class is a haven for students to experiment and discover new concepts, said in her interview, "The things that I value as a teacher are recognizing that you can always go back to a book and learn something, memorize something. But how to learn is something that just takes time...[At Trinity,] we can slow down to really see what students are excited about. Then they ask the questions that get you to a deeper level, [where] they want to learn more."

Quality Over Quantity

Unhurried learning was at the heart of almost every conversation, high-

lighting Trinity's quality-over-quantity curriculum that allows time for students to invest themselves in what they learn and motivates them to dive deep into a concept. Mrs. Steis captures the importance of this approach beautifully in saying, "If you're hurried, then you lose so much of the love of learning." Mr. Hicks also reiterates this mission, recounting that students are consistently more eager to do research and read assigned work when the next day they are given devoted class time to discuss and share their findings with others. He says that students are interested in the material because they know they're going to have a chance to talk about it in class, and this inspires students to be more thoroughly engaged. The emphasis placed on unhurriedness not only improves how students learn, but also the community in which they grow.

Trinity's teachers take the time to engage with students and understand their learning style, which contributes



Watch the video of Alexis interviewing her teachers on camera for more insights into their philosophy of education.

Visit <http://trinitydch.org/alexisthanks>





to Trinity’s welcoming and encouraging climate and fosters constructive companionship, as students view their teachers as those willing to help them succeed, and not as judges. Mrs. Ray notes her pride as a teacher when students are motivated to step out of their comfort zone and learn a piece in music, because even when they ask her to play their parts over and over, it means they are engaged and connected, and that they have some buy-in. Giving students this kind of space, time, and opportunity to grow into a subject is essential in encouraging a mindset that will help them continue to learn with a sense of curiosity and explore new things—to be lifelong learners.

Overall, I am proud to be a part of Trinity. This school has turned me, a previously obstinate student, into one excited about learning because every day I know there will be devoted teachers supporting me as I continue to learn new topics and pursue new challenges. As I approach my final year at Trinity, I’m confident that the class of 2022 has been given the ability to thrive in our future educational and professional environments because of the spectacular community of teachers, administrators, and friends that Trinity has surrounded us with. For these things, we are so grateful.

Trinity’s curriculum is centered around encouraging students not only to study subjects, but to make their own discoveries, become excited about topics that interest them, and ultimately become a lifelong learner.



ALEXIS MOSU is a junior and in her eighth year at Trinity School. She enjoys reading and writing, but most of all she’s passionate about science and hopes to study biology in college. When not in school, she loves swimming, playing tennis, and spending time with friends and family.

KNOWN *and* LOVED | *Trinity School*

Ready to Fly

by LAUREN SHAW

CLASS of 2022



When I first step into the office of Trinity's college counselor, Mrs. McNeal, the atmosphere is warm, encouraging, and welcoming. She asks me to sit and tell her about the classes and teachers I've enjoyed at Trinity, and where I see myself in the future. As I look around the room, I feel both inspired and intimidated by the pennants circling the upper walls of the office, proudly proclaiming the schools Trinity students have attended: Duke, Baylor, UNC, Rhodes...schools that might alter the path of my life forever.

After this meeting, I reflect on all the steps I'll have to take to achieve my goals, and I start feeling worried. It's sometimes overwhelming to think about life outside of Trinity, without the protective bubble of being "known and loved." I've grown to see my time at Trinity as like a caterpillar's experience inside the cocoon: protected from the outside world, safe to develop, we eventually emerge as butterflies. There might be some awkward stages, but overall, the beauty of life outside the cocoon is only attainable because of the time inside it. I still have some time inside the cocoon to learn, grow, and change, but for seniors, spring semester is already here. They are hearing from colleges, finishing their Capstone projects, and reflecting on what some might say are four of the most impactful years of their lives. I began to consider their perspective: Do they see Trinity as a cocoon? Has their time at our school allowed them to grow, explore their passions, and develop into butterflies? Are they ready to fly off into the world?

After interviewing some seniors, I learned that they resonate with this metaphor. Franklin Kennedy, for example,

found his passions in the cocoon of Trinity: "During my time at Trinity, I have been interested in singing and theater for as long as I can remember. But more recently, I have discovered a love and passion for biology. After taking Dr. Smith's Biology class last year, I became entranced by the science of life, and I wanted to learn as much as I could," he says. Currently, he's taking Anatomy and Physiology to feed his interest in biology, and he's performing a one-act radio play for his Capstone, con-



The cast of the fall 2018 production of A Christmas Carol

necting to his passion for performance. He hopes to pursue both of these passions in college.

Franklin is also grateful for the connections and friendships he's made at Trinity. "Through the Middle and Upper Schools, my interests truly blossomed, and I realized that I had passions in many different areas," he reflects. "The friendships I have made through Performance Theater and Vocal Ensemble, along with my new academic

I've **grown** to see my time at Trinity as like a caterpillar's experience inside the cocoon: protected from the outside world, safe to develop, we eventually **emerge as butterflies**.



(Top left) **Franklin Kennedy** and friends at Bull City Escape. (Top right) Franklin with **Emily Celeste** (left) and **Sonya Raynoe** (right). (Bottom left) Books collected through Book Harvest for Jennie's summer literacy program. (Bottom right) Jennie (on the right) with friends from the summer literacy program.

interests, have truly changed who I am, and I am forever grateful for the experiences I've had during my time at Trinity." Franklin has found success and safety to explore his passions inside the cocoon of Trinity, and he's ready to take what he has learned into the outside world.

Another senior who has discovered her passion through Trinity is Jennie Holland. Jennie describes the root of her interest in social justice in this way: "The Humanities curriculum at Trinity has certainly exposed me to my passion of educating myself about social issues and advocating for social justice. I became very curious about how different groups of people were treated, specifically those treated unfairly because of their race, class, or gender." Through her exploration of racial, economic, and cultural struggles, Jennie has exposed the fact that our cocoon might not always be safe on the inside. We endure inequalities and prejudice, even in the safest of spaces. But while we all struggle in different ways, we struggle side by side, and we lend each other a helping hand when it's needed. Through our struggles, we become what we are meant to be and what God wants us to be, and we are able to emerge from our cocoon with new growth and new perspectives. We can then use our knowledge to help those struggling in the world outside our cocoon.

Jennie is already pursuing this goal: she attended a two-week online camp focused on social justice this past summer. She recalls, "The first week we talked about the importance of literacy and how it affects so many kids living in poorer areas. Another week we talked about different ways to be engaged as a citizen and how important it is to educate ourselves on what's happening not only in our country, but also in our local communities. Learning about these things definitely widened my perspective about things that I didn't even know were issues." Jennie hopes to study social justice in college, and her experiences at Trinity have inspired and equipped her to seek out opportunities to help fight against inequalities, whatever shape they might take.

Through our experiences in the cocoon of Trinity, we have the opportunity to explore our passions, test our ideas, and gain meaningful friendships and connections. While we might endure struggles even in the safety of our cocoon, it is this struggle that shapes who we are and will guide us alongside our passions as we spread our wings and fly into the larger world.



Through our struggles, we become what we are meant to be and what God wants us to be, and we are able to **emerge from our cocoon** with new growth and new perspectives.



LAUREN SHAW, a junior in her fourth year at Trinity, enjoys writing and the humanities. She also has a deep interest in biology and psychology, which she hopes to study in college. Outside of academic pursuits, she loves meeting with her book club, playing tennis, and exploring the natural world.



Class of 2021



41 Seniors in the *Class of 2021* Unique Images of *God*

Celebrating THE CLASS OF 2021!



41 Minds Shaped by a *Classical Education*
Unique Personalities We *know and love*



COUNTLESS *Memories*



UNLIMITED *Potential* TO SHAPE THE WORLD



41 LIONS FOR LIFE

The Class of 2021

Andrew Arcidiacono
 Briana Ballentine
 Christian Baudet
 Elise Benware
 Ethan Benware
 Seth Brown
 Daniel Byrd
 John Dondero
 Ben Engel
 Caleb Engel
 Cindi Flowers
 Price Furr
 Samuel Gould
 Abigail Hartemink
 Grayson Hoffman
 Jennie Holland
 Lauren Hostetler
 Noah Jacob
 Rachel Jiang
 Samuel Johnson
 Liza Kelley

Franklin Kennedy
 Dawson Kennedy
 Brian Li
 Beth Liles
 Henry Lima
 Yolanda Liu
 Abby Love
 Zoe Love
 Ben Marshall
 Micah McNeal
 Alyssa Morgan
 Joseph Musso
 Ava Rao
 Rakata Raynoe
 Jonathan Resendiz-Mancia
 Will Shoenbill
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 Peter Thomas
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A Chip Off the Old Block: Seventh grader Lane took over as Head of School for a Day. He made a proclamation that our Middle Schoolers could have recess in place of their study hall one day!



Capturing a Lion: Tenth grader Charlotte drew this portrait using chalk during the Childhood Art Challenge Winterim class. The lion, which is Trinity School's mascot, reminds us of Aslan, the allegorical Christ figure in C. S. Lewis's *Chronicles of Narnia*.



Athletes Listen Up: On National Girls and Women in Sports Day, UNC-Chapel Hill basketball star Leah Church spoke to our female athletes over Zoom. Leah shared how her faith has carried her through the ups and downs of collegiate basketball.



Our Alums Give Back: Trinity graduates gave back on Giving Tuesday! Trinity now has more than 350 alumni. Here are 43 of our alums, who gathered for fun and fellowship at their alma mater.



We Love a Good Book! Students enjoy reading time, safely distanced, with our Lower School Librarian, Mrs. Burson. They compared and contrasted Dr. Seuss's *Green Eggs and Ham* and *I Really Like Slop!* by Mo Willems.



Upper School Theater Slays: "Life is infinitely stranger than anything which the mind of man could invent."
– Sir Arthur Conan Doyle
What a quote for 2020! This spring, our Upper Schoolers performed two murder mysteries, *Ken Ludwig's Baskerville* and *Death and Taxes*.