

TRINITY SCHOOL of  
DURHAM and CHAPEL HILL

fall 2020 | issue 3

# the column

gratitude



# the column

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The mission of Trinity School is to educate students in transitional kindergarten to grade twelve within the framework of Christian faith and conviction—teaching the classical tools of learning; providing a rich yet unhurried curriculum; and communicating truth, goodness, and beauty.

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# HEAD *of* SCHOOL



“Give thanks in all circumstances; for this is God’s will for you in Christ Jesus.”

1 THESSALONIANS 5:18

**W**hat we attend to shapes us. “For as he thinks in his heart, so is he” (Proverbs 23:7). Some things shape us in negative ways (“stinking thinking” is contagious and detrimental, just like COVID), but gratitude is one thing that makes us better and stronger. Just as we can strengthen our abs and quads with a regimen of lunges, squats, and pilates, so we can strengthen our mental health with a regimen of thanks. Especially in this difficult fall of 2020, I have tried to practice this habit more intentionally.

I am grateful that Trinity School is here, 25 years after its start in the fall of 1995. I am grateful that there is a

school in and for our community, which seeks to shape young people with the eternal and permanent values of truth, goodness, and beauty. I am grateful that a generation after the school’s founding, we are still as committed as at the beginning to Jesus Christ as the goal and means of the best education we can offer, and his glory as our primary object. And I am grateful that parents who want an excellent education in body, mind, and spirit can find a school in Durham and Chapel Hill that partners with them to form their children according to God’s Word.

I took a few minutes recently to remember things in our Trinity Story that I am thankful for. I could go on and on,

but here are a few—here is my gratitude list. I hope you can make one, too. I am thankful...

- + That Joe Voshell and Hope Creek Church said “Yes” when we wanted to rent space in 1995 to start a school.
- + That 39 students enrolled our first year, and then 72 our second year, and 90 our third, and on and on through two decades.
- + That in our second year we narrowly avoided (by one vote of the supermajority required) having to build an expensive turn lane on Erwin Road to stay in our rented facilities.
- + That the Branch family sold us some of their land at the end of Pickett Road in 1998.
- + That the novelist Dorothy Betts delivered a powerful address on October 7, 2001, for the dedication of our first permanent building.
- + That when we were raising money for that new building, a generous and visionary donor said, “I’ll give you twice as much if you will add on a gym,” and that we did—the current Blue Gym, which has served us so well over the years and still does.
- + That in 2008 the Kenan Foundation gave us a challenge gift of \$500K if we could match it to establish a financial aid (now flexible tuition) endowment—and that we were able to make the match through the generous gifts of other donors in early 2010.
- + That it took us long enough to figure out how and with whom we would invest our \$1M endowment that we kept our money in a money market account through most of 2008 and into 2009, missing the down markets in the recession.
- + That we were able to successfully launch a new Upper School in 2006 and graduate our first class of 16 students in 2010.

- + That the Blake Hubbard Commons has turned out to be the HUB that we all dreamed it would be.
- + That even with many hardships, fears, and frustrations, our faculty and staff show up every day to teach students and put them first during COVID.
- + That today I got to sit in my office and listen to the Lower School Assembly, where Mr. Stam and Mrs. Ray sang, “The steadfast love of the Lord never ceases.”
- + That cool mornings have come to our carpool and so many people drive through and wave good morning to us.

This issue of *The Column* focuses on gratitude. You’ll hear a lot of voices in these pages, and every one of them talks about what they are grateful for. In the endless dance of gratitude, we are likewise thankful for them all and the gifts and graces they bring to our school: from the students (in pairs) you’ll meet, to our new Director of Institutional Equity and our new Associate Head of School, to our arts and athletics programs (talk about being thankful in all things!), to an accomplished alumna, to faculty members who stand as proxies for a cast of many missional and devoted servants.

May it be said of Trinity School that we are a grateful community. Thank you for being part of this school at the end of Pickett Road.



**Chip Denton**  
*Head of School*

For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal.

II CORINTHIANS 4:17-18



**Abigail Hartemink** | '21  
Focusing on seeking the heart of God and what God wants for us is one of the best ways we can fix our eyes on the unseen. By seeking truth, goodness, and beauty, we're echoing God, and we're also bringing his unseen presence into our lives.



**Elise Benware** | '21  
What God shows us through the little joys in life is what we need to keep us going, and that's going to push us forward.



**Alyssa Morgan** | '21  
One of the things that gets me through not just right now, but through everything, is the thought that heaven is there. And I can't even begin to imagine how great that is.



**Franklin Kennedy** | '21  
For me, this verse encompasses what it means to be human. We see these times of great joy and happiness also compared with times of great sorrow. So while we are experiencing coronavirus in uncertain times of racial tension and a divisive political season, we can cling to this verse to give us comfort, in saying that all of these are only temporary.



**Yolanda Liu** | '21  
We're not just suffering in vain. God is preparing us for eternal glory, and this is all preparation to help us appreciate what comes next. And it helps us to fully understand who we are.



**Samuel Gould** | '21  
Thankfully we are able to go back to school, but there's still a lot that's up in the air, and there's so much that's different. What we need to remember is that this is temporary and just a light and momentary trouble. In the grand scheme of things, and in God's plan, it's nothing.



View Trinity seniors reading and sharing about the verse in a video that was shared at our Opening Chapel service.



View the video:  
[trinitydch.org/verse2020](https://trinitydch.org/verse2020)



# A FANTASTIC FALL



*Health and safety protocols couldn't dampen the joy and excitement as students, teachers, and staff returned to campus to learn, work, and grow together!*





Angel Brown with her husband, Kelby, and their two children, Etta (3) and Vanessa (1).



*School Appoints  
First Director of  
Institutional Equity*

# Standing ON THE Promises OF God

*Facing page: Angel graduated from Duke University with a BA in psychology (2015) and from Duke University School of Medicine with an MS in biomedical sciences (2017).*

It was a cold, cloudy morning in January 2018. As I sat at my computer, I hesitated, unsure if I should click *Submit* on my application for Diversity Coordinator at Trinity School of Durham and Chapel Hill. As my finger hovered over the mouse, I nervously glanced at my framed Duke diploma that read “Master of Science in Biomedical Sciences.” Well, this wasn’t the application I thought I would be submitting...but neither were these life experiences what I had expected.

My degree in biomedical sciences was intended to lead me to medical school. But that plan had been interrupted with an unexpected pregnancy four weeks after my husband and I married. God had put the promise on my heart that I would be a healer, but what would be the avenue and manifestations of that promise now?

Though I had grown up in church, and actively participated and led in youth and college ministry, the 2016 election showed me how the division in our country was clearly reflected in the body of Christ. I was troubled to experience this fracture in my friendships, family, and church community. My life had so far turned out different than I had ever imagined, and yet God had taught me that his infinite imagination was so much greater than my own. The promises of God I learned in scripture kept being fulfilled in my life. In faith, I put my finger back down on the mouse pad and clicked *Submit*.

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GOD HAD PUT THE  
PROMISE ON MY HEART  
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BE THE AVENUE AND  
MANIFESTATIONS OF THAT  
PROMISE NOW?

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Today, I am not a physician, healing bodies in the traditional sense. Yet as I am sitting in the chair of the Director of Institutional Equity, I am still grounded by God fulfilling his promises in his time, as I look retrospectively and prospectively.

This past summer I had the pleasure of sitting down with Duke Divinity School professor Brent Strawn to discuss

# Institutional Equity at Trinity

the book of Amos during a Trinity Reads interview. He asked me what I think the future of Trinity’s institutional equity holds. I reflected upon the verse in Amos 5:24, “Let justice roll on like a mighty river, and righteousness like an ever-flowing stream.” I think it is tempting for us to think of justice and righteousness as a trickling faucet: if we can just drip a little equity here and some right living there, eventually it will turn into a slow and steady river.

As we see in Amos, transformative justice and righteous flourishing come not from a leaky faucet but a mighty river and ever-flowing stream. And when this river is mighty and this stream ever-flowing, there is regenerative power—a power that can repair fractured relationships, heal scorched lands, and recover our sight from blindness. Something new will be able to grow that previously could not, and through this new growth our landscape will look different. It will look transformed, and we must believe in its potential to flourish. We will be blessed if we believe God will fulfill his promises to us.



**ANGEL BROWN**

*Director of Institutional Equity*

## 2006

Trinity’s Board of Trustees forms the Koinonia Committee to foster a vibrant and inclusive community that reflects and celebrates the beauty and diversity of God’s kingdom.

## 2014

Adrienne Davis serves as Trinity’s first Diversity Coordinator.

## 2017

Trinity’s first Renew trainings are held for the Board, faculty, and staff.

## 2018

Angel Brown joins Trinity as Diversity Coordinator.

## 2019

Divisions implement Faculty Liaisons in the Upper School and Lower School.

Becky Hackney joins the staff as Assistant Diversity Coordinator.

## 2020

Angel Brown becomes the school’s first Director of Institutional Equity.

The role of Equity Coordinator is established.

All three divisions have faculty serving as Institutional Equity Leaders.

# HOT TOPICS in Sixth Grade

Students in Ms. Crossfield's homeroom practiced their rhetoric skills to back up their opinions on a variety of important sixth grade topics.



MORGAN DURST, '27

"Trinity should have more time for students to socialize. It will help grow friendships. They may find many more similar interests than they thought they had. It will have a rather positive impact on public speaking. They will improve on grammar, speech, volume, and self confidence."



SADIE HARWARD, '27

"Sixth grade should have school sports. For example, track is one of Trinity's biggest sports and you can easily stay 6 feet away. Also track is outdoors so it's OK to not wear a mask. The parents can pick their child up after school or a game instead of sacrificing work or having to find a babysitter."



BROOKS ENGLERT, '27

"Trinity should have the golf team this year. We can talk, walk, and social distance at the same time. You can also find out that some people have a lot in common with you. When you get home on Friday and go straight to the TV, that's not as good as if you were playing golf before you watched TV."



CHLOE ANDERS, '27

"This year we should have hot lunch. When you make lunch it needs to be easy, so it's difficult to make an amazing lunch. If you have hot lunch they can make delicious meals you can't make at home. To avoid a sudden crowd of people at school, the employees could place the food outside the front door."



*This fall, students and their teachers have continued to master the art of learning via Zoom. In this photo, Trinity's Upper School Performance Theater class tackles the challenge of practicing their dramatic skills remotely.*



GUIDING  
DISCOVERY  
—  
CREATIVITY  
THRIVES  
— AMIDST —  
CHALLENGES



The fall semester of 2020 has seen the arts thrive in new and innovative ways at Trinity. In *Art and the Bible*, Francis Schaeffer writes, “As a Christian we know why a work of art has value. Why? First, because a work of art is a work of creativity, and creativity has value because God is the Creator.”

Trinity students and faculty have found numerous opportunities to reflect our Creator God’s truth, goodness, and beauty through their singing, playing, drawing, and performing. Across campus, the sounds from the construction of the new Arts and Engineering Building underscore the beautiful melodies and rhythms floating through the air.

In Lower School Music, after studying artist Piet Mondrian (1872–1944), who tried to express the thrilling feeling of movement and change in jazz music in his abstract art, fourth grade students developed their own art compositions and have been experimenting with various instruments for their music. From the TK Cubs exploring the wonder of color mixing to sixth grade students creating their own illuminated letters, our young artists are learning to use the elements of art—color, line, shape, value, form, space, and texture—to express their ideas and imagination in the Lower School Visual Arts program.

In the Middle School, seventh grade students have been learning how to develop ideas for artwork and plan for their creations in preparation for the upcoming projects they will complete for the rest of the semester. As the weather turned to



Upper and lower: Jazz music spills onto the page in this Mondrian-inspired student artwork. Middle: Art teacher **Amanda Rector** joined the Trinity community this year, coming to us from Nebraska.

fall, eighth grade students enjoyed beautiful days outside under the tent while learning the song “Make Them Hear You” from the musical *Ragtime*.

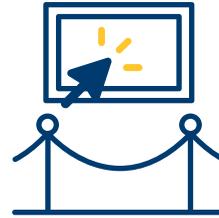
In the Upper School, Performance Theater students have investigated the medium of digital theater and are creatively developing new methods of performance for their fall productions. Though Jazz Ensemble and US Strings classes meet on the Upper School’s remote days, the instrumentalists have continued to develop their craft as musicians through lessons over Zoom.

Even in the face of many challenges, our Trinity students are flourishing in their artistic endeavors. Amanda Rector, the new Middle and Upper School Visual Art teacher, says, “It is exciting for me to see my students investing themselves wholeheartedly in the creative process, and in turn their personalities and styles are shining through in their artwork.”

The act of creating connects us to each other and to God. The arts have been a missional part of Trinity’s DNA since the school’s earliest days, and it is a joy to watch our students and faculty continue to build on the rich foundation that has been laid for the arts at Trinity.

**CARRIE SIPPY**

*Middle and Upper School Music and Drama Teacher*



**STUDENT VIRTUAL  
ART GALLERY**  
[trinitydch.org/artsdept](http://trinitydch.org/artsdept)

“At Trinity School we seek to create a community in which there is delight in learning and an atmosphere that encourages the sort of intellectual, moral, and aesthetic development that is fitting for those who bear the image of God. We want to challenge our students in a way that stimulates their natural curiosity, guiding their discovery toward personal, intellectual, and spiritual growth.”

*From Trinity’s Expanded Mission Statement*



*Lower School students learn African drumming under a tent in the September heat.*



Left: *Sophie (Whittaker) Smith* celebrates her team's lacrosse victory. Right: *Sophie's daughter Annabel Smith ('19)* competes for Gordon College.



**Sophie Smith Athletic Director**

## LIFE LESSONS LEARNED ON THE FIELD

### *Athletics as Character Formation*

#### **Tell us about your passion for sports.**

I played many sports in high school, but my passion has always been for lacrosse. I played for four years at university, serving as captain my final season. My family loved sports and always encouraged us to play. My mother had played cricket at school and played tennis at Junior Wimbledon. I think my family knew how much of a positive influence for character development and life in general sports could be.

#### **Was it important to you that your children participate in athletics, and why?**

It wasn't just important—it was vital that my children participate in athletics. I have to say, I wanted them to play the same

sports I'd played growing up, but that's one of the beautiful things about children—they forge their own paths and find their own passions and gifts. I wanted them to enjoy the gifts God had given them, work out where their gifts lie, and figure out who they are, where they fit, if they fit, how it matters. I also wanted them to enjoy good coaching and the challenge of being on teams. They learned lessons that helped them grow and mature and that gave them joy. Annabel ('19) was cut from the MS Tennis team but ended up running cross-country in MS and US, and then went on to run in college.

I wanted my children to have their mettle tested and to flourish outside the classroom, so they could work out who they are as people and as children of God. They had the chance to fail, to be challenged, to learn how to be a good teammate, and to have difficult conversations. I think that sport's a great playing field for that. Robert ('15) played multiple sports, and I'm sure this variety of athletic experience led him to try a new sport and be successful on the UNC Crew team for four years. Both Robert and Annabel have reached a higher standard of excellence in their athletics than I ever did, and that's in large part due to the encouragement, enthusiasm, and support of the Trinity community and coaches.

#### **What are you most grateful for in your job at Trinity?**

Working with student-athletes is incredibly rewarding. It's a joy to watch students come under the care and direction of a coach, watch their growth over the years, and watch Christ's love shine through them. I am also grateful for the coaches, who pour their lives into the athletes season after season.

I love our banners in the gym. In true Non Nobis fashion, we don't name the coach or the team members on those banners. Each banner has a story to tell, teams behind them, over many years in some cases. The banners represent the unique individuals and teams who have gone before us, built up our programs, and served our community so well. We are following in their footsteps and honoring their efforts and legacy.

Above all else, I'm grateful for a Lord who provides, cares, and leads in all situations and circumstances. And I am thankful that athletics, Lord willing, will one day return in a fuller, stronger position on the Trinity map!



**SOPHIE SMITH**  
*Athletic Director*

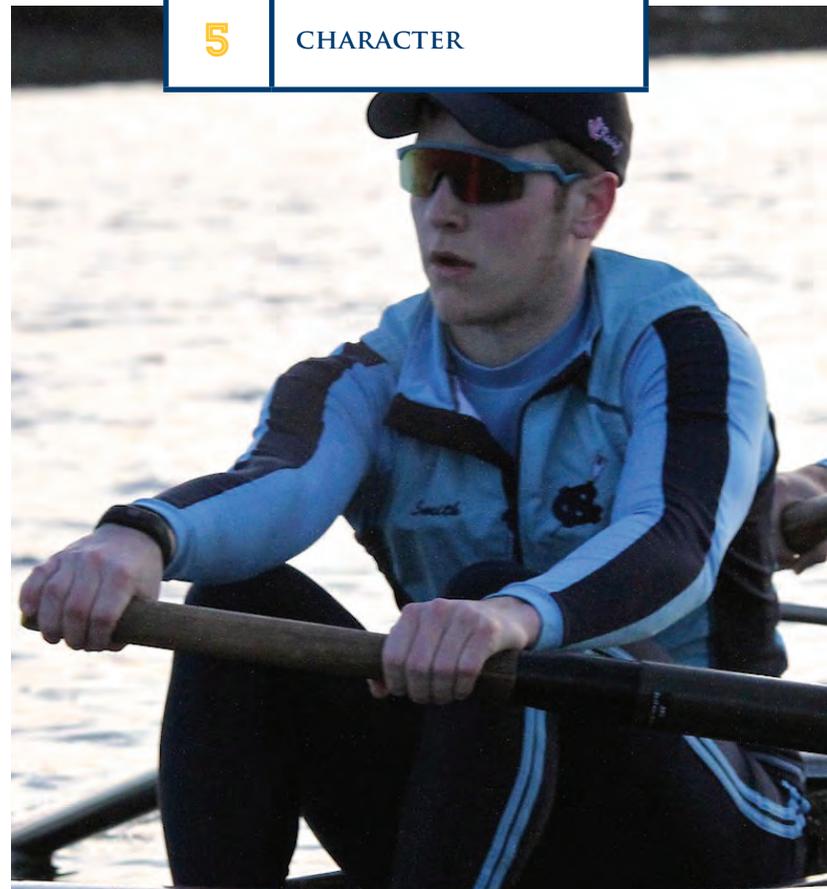


*The banners represent the unique individuals and teams who have gone before us, built up our programs, and served our community so well. We are following in their footsteps and honoring their efforts and legacy.*

### *Important Things Student-Athletes Learn through Athletics*

1	PERSEVERANCE
2	TEAMWORK
3	COMMITMENT
4	HUMILITY
5	CHARACTER

*Left: Sophie Smith, Trinity School Athletic Director.  
Right: Sophie's son, Robert Smith ('15), rows for UNC Crew.*





Life Lessons *in* Unexpected Places

# robotics

teaches more

than just engineering

By Nathan Clendenin

**f**or over ten years, the Trinity Robotics team has competed in an annual international robotics competition called the *FIRST* Tech Challenge (FTC). Each year, the FTC teams are given a new challenge to solve, using a standardized kit to design, test, and implement their solution. This year's challenge involves utilizing artificial intelligence to recognize a plastic donut, pick it up, and then launch it at a target.

Back in the early days of the Robotics team, students chose the name “Artificial Stupidity,” which was probably related to the feeling they got when their build was not working as they planned. Frustration and angst set in with deadlines looming. But that’s what real-world problem solving is all about, right?

“The environment is not very different from a professional setting. There are expectations, responsibilities, and lots of discussions on different ways to solve a problem. There are no right or wrong answers, but we seek practical and efficient solutions based on the skills we develop along the way with the resources available,” says the team’s instructor, Renato Laucas de Campos.

Rather than looking to Mr. Laucas for directions, the team considers him a resource. This puts the focus on the team. When asked what’s their favorite aspect, many will tell you it is the camaraderie and the life skills that make Robotics special. Andrew Arcidiacano (’21) says, “I’ve probably learned more in Robotics than I have in any

other class, because we’re learning how to solve a big enough problem that requires the whole team. So you learn how to work with the team.”

The team follows an engineering-based problem-solving process to tackle the annual challenge: identify, understand, ideate, evaluate, prototype, and communicate solutions. Through this process students learn not only valuable technical skills but also social and relational

skills. Rakata Raynoe (’21) reflects on conflicts, “When two different people have good but different ideas, we will argue about it. But once that’s resolved, we feel a much stronger bond.”

Yolanda Liu (’21) commented, “Different people can have very different approaches to solving a problem, including men and women. It’s good to see different perspectives approaching the same problem.” The team works intentionally to create opportunities for female stu-

dents to participate. They’ve had a female team captain (Hannah Stepp, 2017–2018/2018–2019), and this year Yolanda is the build director, a top leadership position.

“We work toward breaking the social stigmas and barriers to create access and equal opportunities for girls in STEM. To fight implicit biases, we offer empowerment,” says Mr. Laucas. This begins in the Engineering Design I and II courses, where students are encouraged to create their own products early on, allowing them to learn how to use OnShape, computer programming languages, hand tools, power tools, and other equipment.

“  
The environment is not very different from a professional setting. There are expectations, responsibilities, and lots of discussions on different ways to solve a problem.”



*“When two different people have good but different ideas, we will argue about it. But once that’s resolved, we feel a much stronger bond.”*





*Yolanda Liu*



*Andrew Arcidiacono*



*Rakata Raynoe*



## Organized Like a Business

Each FIRST team leader has at least one subteam they are responsible for leading.

### FIRST team leaders

**ANDREW ARCIDIACONO ('21)**  
CEO

**RAKATA RAYNOE ('21)**  
COO/Business and Outreach Director

**YOLANDA LIU ('21)**  
Build Director

**JEFF FU ('22)**  
Computer Programmer Director

**ELI JARED ('22)**  
Design Director

# Getting Technical



The robotics kit is Android-based, and it is programmed using Java, the Blocks programming interface, or other Android programming systems. Teams are required to develop strategy and build robots based on sound yet innovative engineering principles. Awards are given for robot performance, concept, engineering design, creativity, and visual aesthetic, as well as for communication and community outreach.

The Robotics team will participate in their first scrimmage competition in November. Then, at the main competition next February, all their long hours and hard work will be put to the test. Find out more about the team and follow their progress on their website: [www.trinity-robotics.org](http://www.trinity-robotics.org).

**NATHAN CLENDENIN**

*Assistant Director of Advancement for Marketing and Communications*



*Robotics Instructor* **Renato Laucas de Campos**



**Born** in Brazil | **Studied** in Rio de Janeiro

BA in **Physics Education**  
MA in **Civil Engineering**



**20 years** of teaching experience  
Served previously at MIT and  
Oxbridge Academy

First **found out about robotics** as a field in the '90s. Learned about **high school robotics** during professional development at MIT's SEPT ([sept.mit.edu](http://sept.mit.edu)) in 2016.



Native speaker of **Portuguese** and fluent in **English** and **Spanish**



*Eli Jared ('22)*

*The foundation  
is poured for  
the new Arts and  
Engineering Building.*



# TRINITY BREAKS GROUND *for the ARTS and ENGINEERING* BUILDING

—○—○—○— *A Timeline of Trinity's Buildings* —○—○—○—

Over the summer, amidst much uncertainty related to the COVID-19 pandemic, Trinity School proceeded with the plan to begin construction on the new Arts and Engineering Building, which is expected to be ready by the opening of the 2021–2022 school year. This facility will further Trinity’s mission by helping students learn through creating things that reflect and embody God’s truth, goodness, and beauty. It will house classrooms and studios for our fine arts and performing arts classes and clubs, which have historically been spread around the school. It will also feature a state-of-the-art physics lab for Trinity’s Engineering classes and Robotics team. Students and faculty alike will be excited to utilize this inspiring space for their creative endeavors at Trinity. Our school has come a long way from our rented facilities back in 1995!



*A young visitor inspects the construction site from near what would become Trinity's main entrance.*



*Lower School Building construction underway in winter 2001.*



*Doris Betts, a nationally acclaimed novelist and long-time UNC English professor; addresses the Trinity community at the dedication of the Lower School Building in October 2001.*

***“This facility was built to make it easier for us to do something profound and vital: impact the lives of children and parents and teachers to the glory of God. The newness of our building will gradually fade, and its sheen will dull; but may the luster of learning grow from day to day, year to year, for as long as this school shall live on in our community.”***

**- Dr. Denton** (September 7, 2001, Parent News)

## HOPE CREEK

### *Trinity's first home*

Trinity School was incorporated in the spring of 1995, and shortly after Labor Day of that same year, the school opened its doors to 39 students in three classes covering grades K–4. In its early years, the school met at Hope Creek Church on Erwin Road.

In 1998 the school purchased 22 acres of land on Pickett Road, which became Trinity's new home. Our first-ever facility, a modular building, was erected on our campus the following year. For the 1999–2000 school year, grades K–4 continued to learn at Hope Creek, and our fifth graders were the only students on campus. The Head of School's office and other administrative offices shared the modular with them. In 2000–2001 we added a second modular (the current music modular) for our sixth grade.

## LOWER SCHOOL BUILDING AND BLUE GYM

### *Our first permanent facilities*

In the summer of 2000, the school broke ground for its first permanent facilities, funded by a \$5 million capital campaign. The new buildings—the Lower School Building and the Blue Gym—were completed in 2001. We celebrated this milestone with a building dedication on October 7, 2001.

## SOUTH BUILDING AND GOLD GYM

*Space for our growing Middle and Upper School programs*

The Growing Up campaign, Trinity's second capital campaign, raised close to \$5 million to construct the South Building and the Gold Gym, providing much-needed space for our Middle School and new Upper School. The Trinity community celebrated the opening of these facilities on November 30, 2007, with a ribbon-cutting ceremony.

**Unlike operational costs, which are funded by tuition, Trinity's buildings and facilities are funded by the generous support of our parents, faculty and staff, and friends.**

## THE BLAKE HUBBARD COMMONS

*A HUB for activity*

Named in memory of a beloved Trinity student, the Blake Hubbard Commons, which we call The HUB, opened up a beautiful new space for meetings, worship, and performances. The HUB was funded entirely through \$2.7 million in generous donations raised in Trinity's third capital campaign.



The groundbreaking ceremony took place on October 30, 2014, and nearly 400 members of the Trinity community celebrated the dedication of the Blake Hubbard Commons in March 2016.

## ARTS AND ENGINEERING BUILDING

*Supporting STEM and the arts*

In fall 2018, Trinity began its fourth capital campaign, Trinity Forward: The Campaign for Excellence in Teaching and Learning. This three-year comprehensive campaign aims to raise \$6.8 million to support Trinity's excellent faculty and construct our new Arts and Engineering Building. The campaign deepens our capacity to support the people and places that empower students to design, make, imagine, and create. We broke ground on the Arts and Engineering Building in June 2020 and are anticipating the completion of the building in fall 2021.

*(top) A Lower School class, wearing their hard hats, poses for a photo in front of the South Building. (middle) Students throw tennis balls into the air in memory of Blake Hubbard, an avid tennis player, at the groundbreaking for The HUB. (bottom) The tall windows of The HUB begin to take shape during the construction process.*



To make a contribution  
to the Trinity Fund, visit  
[www.trinitygives.org](http://www.trinitygives.org).



Riggs-Harrod Builders has been a trusted partner of Trinity School for all of our building projects since the construction of our first buildings, the Lower School and Blue Gym, in 2000-2001.

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But who am I,  
and who are my  
people, that we  
should be able to  
give as generously  
as this? Everything  
comes from you,  
and we have given  
you only what  
comes from your  
hand.

## **1 Chronicles 29:14**

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## WHY *We* GIVE

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We have three students at Trinity—Liam in TK, Lathan in third grade, and Allie, a junior. This school year marks our fourth year as Trinity parents. When we first started considering whether to send our children to school here, I remember we were on the website, and I went straight to the tuition page and said, “Man, there’s no way we can afford this.” A year later, we revisited the conversation, and by taking advantage of flexible tuition, we were able to enroll our kids. Trinity invested in us as a family, and that investment made this opportunity affordable.

This investment doesn’t end with flexible tuition. I can recall a time that Lathan was learning to play the violin at Trinity for free. Dr. Denton shared that the school didn’t have the funds to continue this program but that Trinity was not going to cancel it. For us, this showed that Trinity is willing to invest in the entire student experience. If the school is willing to invest, so are we. Now we are at a point that we can go above and beyond tuition to show our gratitude for what Trinity has given us. Tuition is what we pay to put our kids in school, but the legacy of Trinity is what we are thinking about when we give. Not only are our kids benefiting, but future generations will, too. We support Trinity because we believe in the mission.

**SCOTT AND TERESA HARTSFIELD**

*Liam '34, Lathan '30, Allie '22*





SCOTT *and* TERESA HARTSFIELD

# TWINNING *at* TRINITY

*Celebrating God's Unique Gifts*

*by* Nathan Clendenin



**WHEN YOU THINK OF TWINS,** you might imagine two people with a lot of similarities. As “wombmates,” twins share a birthday and have had laboratory-level exactness in the nurturing they’ve received. Yet God, in his vast creativity, has made each and every person—including twins—with unique gifts, personalities, and abilities. Let us celebrate God’s creativity as we get to know the 11 sets of twins at Trinity. Yes, that’s correct, there are 22 students at Trinity that share a birthday with their sibling!

When asked about being a twin during a pandemic, most mentioned it was good to have someone at home who was experiencing the same things and could relate. Abby Love (’21) says, “While we are still cut off from the majority of our friends, it is unbelievably nice to still have someone to have fun with.” Caleb Engel (’21) says, “Having a twin in life has meant I’ve never been alone in trying new things.”

“People usually ask which one of us is the dominant twin. I wish they would ask what it is like being a twin instead,” remarks Zoe Love (’21). Elise Benware (’21) finds it encouraging when people ask her what it’s like to be a twin: “It seems they want to know more about us and aren’t just cracking a joke.” Some of the more annoying questions twins at Trinity get are “Who’s older?”, “Are you upset your twin is taller?”, and “Can you read each others’ minds?” There’s a natural tendency for most of us to compare and contrast twins, which many psychologists warn against. Many parents intentionally ask for their twins



ABBY AND ZOE LOVE ('21)



BEN AND CALEB ENGEL ('21)

to be assigned to different classes so that they can form their own sense of identity apart from each other.

Kathy Booker, parent of Blaise and Ezra in the fifth grade, shared, “Parenting twins just sped up the awareness of how little control we have in making any of our children fit a particular mold. Setting the stage so that their differences aren’t comparisons is an ongoing effort.”

*“Having a twin in life has meant I’ve never been alone in trying new things.”*

— CALEB ENGEL ('21)

Karen Burgin, parent of sixth graders Dalton and Kailyn, says of her boy/girl twins, “They are involved in different activities, have different personalities and different friends, yet they have a built-in buddy system and support each other emotionally and academically.” Leslie Davis, parent of Elise and Ethan Benware ('21), remarks that “teachers may compare them, but that has not happened at Trinity. Each child is loved for who they are.”

Rebecca Thomas, mother of the only identical twins at Trinity, says of her seventh grade boys Ethan and Reid, “They have a deep bond as brothers and friends. The fact that they are identical, and yet each so uniquely made by the Lord, is a marvel—and such fun! They are so delightfully alike, and marvelously unique!”



EZRA AND BLAISE BOOKER ('28)



KAILYN AND DALTON BURGIN ('27)

*“Being a twin is kind of like the yin-yang symbol: two very different people learning how to balance and support each other.”*

– ALYSSA MORGAN (on left) ('21)





*“We are especially grateful this school year for in-person learning with such careful protocols to allow the children to learn in the classroom. We are grateful for teachers and administrators who know and love each of our three kids!”*

– KAREN BURGIN, parent of Dalton and Kailyn ('27) and Ryland ('24).



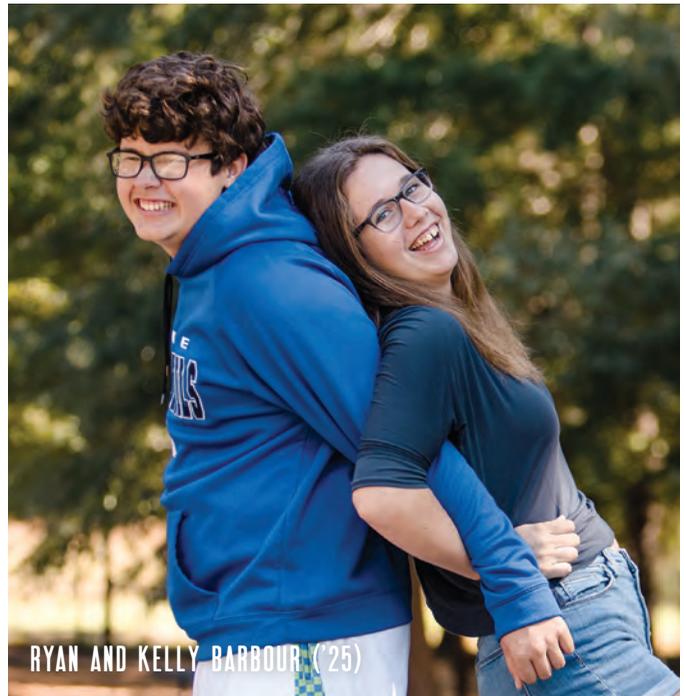
REID AND ETHAN THOMAS ('26)



NICK AND BEN GRIBNAU ('23)

## FACULTY TWINS

Did you know that Trinity School has two faculty members who are identical twins? Upper School science teacher **Renato Laucas de Campos** (*pictured below on the left*) is twin with **Tito**. Middle School math teacher Nathan Scott has a twin named Daniel.



RYAN AND KELLY BARBOUR ('25)

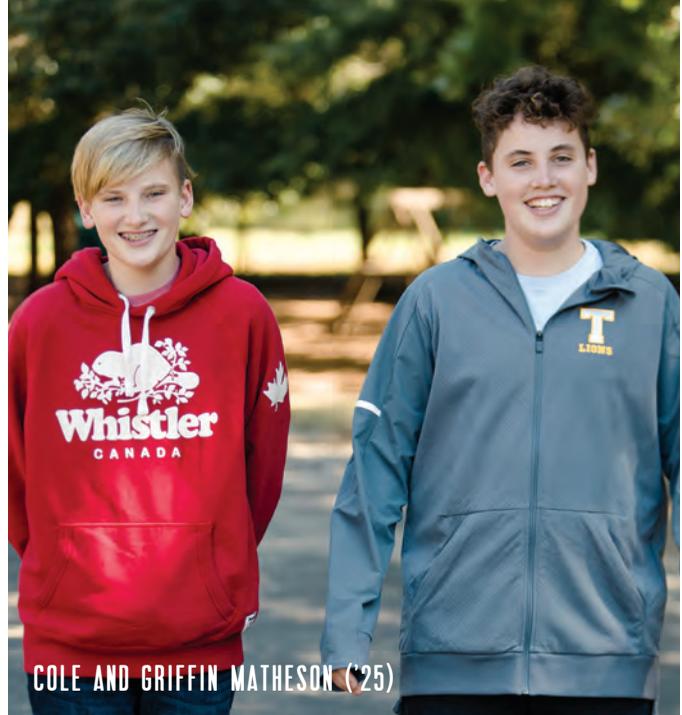
The twins of Trinity and their parents could fill an entire book with notes of gratitude and compliments for their twins. Here are few of the highlights.

“Ethan’s best characteristic is his bubbly personality and the ability to laugh at anything. I am definitely the more serious twin. He can make any situation more upbeat and less dismal.”  
– ELISE BENWARE ('21)

“Elise’s best characteristic is her intelligence, because she is super smart and good with retaining lots of information at once.” – ETHAN BENWARE ('21)



DANIELLE ('22) AND ALYSSA ('21) MORGAN



COLE AND GRIFFIN MATHESON ('25)



ZACHARY AND MICAH ROBINSON ('25)



ELISE AND ETHAN BENWARE ('21)

“I think Abby’s best characteristic is her ability to make my sometimes confusing explanations more understandable to others.” – ZOE LOVE ('21)

“Zoe is so kind and understanding. I don’t think I have ever seen her be mean to anyone. She is extremely reliable and will help in any way she can.” – ABBY LOVE ('21)

“She’s really empathetic and good at picking up on emotions—some days I don’t even need to tell her what I’m

feeling, she just accommodates, which I really love about her.” – ALYSSA MORGAN ('21)

“Alyssa is naturally very extroverted, which contrasts with my more reserved nature. I’d have trouble expressing my needs, but Alyssa looks out for me. If I have trouble ordering food or asking a question in class, she finds a way to make it easier for me, even at her inconvenience. I’m really grateful for how much she cares about me.”

– DANIELLE MORGAN ('22)

New  
Associate  
Head  
Welcomed  
amidst  
Pandemic

BY  
NATHAN CLENDENIN



*Early in March 2020, as the world was learning more about the deadly virus that causes COVID-19, **Jez McIntosh** and his wife **Steph** got sick. As fever, body aches, and extreme exhaustion set in, they prepared to quarantine from their three children, **Allie** ('28), **Peter** ('30), and **Daniel** ('33). Their church community provided meals for 17 days straight while Jez and Steph suffered through days they couldn't get out of bed. Steph had to go to the ER for fluids at one point and Jez woke up on the bathroom floor after passing out. "It was the sickest I've ever been," says Jez, "and the hardest part was not touching our kids for two weeks and having to explain that to them."*

**T**hankfully, the McIntoshes recovered, and their children never got sick. But immediately it was time to move to North Carolina! Jez had accepted the position of associate head of school here at Trinity, to begin in July. But because of the pandemic, Dr. Denton asked Jez if he'd be willing to start his position earlier, to head up the Nerve Center task force that would lead the school in

preparing for re-entry in the fall. Jez jumped straight into leading—no chance for a leisurely summertime "honeymoon." Jez notes, "Coming in during a pandemic has been a blessing for me, because things got real very quickly. To be able to see people's strengths and weaknesses as we wrestled through this tough time is really going to benefit the institution in the long run and me in my tenure here."

The Nerve Center had just a short time to make big decisions that would affect the entire Trinity community in significant ways. Over the course of three weeks they evaluated what we would need to do to create a safe learning environment at school. Jez's personal experience with the virus made him extra cautious in considering how to protect the students and faculty. Next it was time to measure classrooms and desks to

“

“Coming in during a pandemic has been a blessing for me, because things got real very quickly. To be able to see people’s strengths and weaknesses as we wrestled through this tough time is really going to benefit the institution in the long run and me in my tenure here.”

assess whether it would be physically possible to follow the necessary safety measures. Finally, the team figured out how to put their plan into action in time for the start of school. All of this happened very quickly, with a barrage of new information coming at them almost every week. As August arrived, everyone was anxious to see if all the planning would pay off.

“What kept me up at night was knowing that we were asking a lot of our faculty members. Would these measures really work? Would the students comply with wearing masks and social distancing?” All of these questions would be answered in the weeks that followed, as school began in person and learning continued with no

COVID-19 cases. With each week that went on without a case, the community settled into a new normal, proving that we’re all more adaptable than we often think.

Jez says about his experience at Trinity so far, “I’m grateful for the opportunities that I’ve been given in my life to get to a place like Trinity. I couldn’t imagine doing this in a better community. The welcoming nature and the care that everyone shows for each other, from faculty to parents, have really made it easy to wrestle through this tough time.”



The Nerve Center meets in July to work on a re-entry plan. From left to right: **Sophie Smith** (Athletic Director), **Jez McIntosh** (Associate Head of School), **Matt Hall** (Director of Middle School), **Niesha Campbell** (Director of Advancement), **Chip Denton** (Head of School) **Karman Kent** (Director of Enrollment Management).



**Steph**, Peter ('30), **Allie** ('28), **Daniel** ('33) and **Jez McIntosh**. Steph is studying at Dallas Theological Seminary and wants to write Christian children's books.

## PHIL MUMFORD

### //// Faculty Spotlight

*Middle School Bible Teacher and Varsity Baseball Coach*

*Phil Mumford has served Trinity with wit and grit for more than 12 years, as both a Middle School Bible teacher and our Varsity Baseball head coach. The 2008 Carolina Christian Conference Baseball Coach of the Year, he has guided and mentored players through both winless and state championship seasons.*

*Phil is the father of Trinity alum John Mumford ('10MS).*

**How did you come to teach at Trinity?**

A professor and mentor of mine from Duke Divinity School, Fred Edie, Christian Education and Faculty Rep of Duke Youth Academy, had a daughter who had attended Trinity. One day Fred suggested that I check out Trinity School. When I would drive onto campus I simply felt God calling me to this school. I also had players on my Little League team who were

Trinity students. So, in November 2006, I started subbing (K through whatever and everything). Eventually I was offered a job teaching eighth grade Bible. At the same time, I was the interim pastor of a small church in Durham, Berea Baptist. I continue to be on staff at that church as an associate pastor.

**What are some of your favorite things about teaching at Trinity?**

I cannot express how thankful I am to simply have a job, specifically in a community such as Trinity. Honestly, this is my dream job. I love interacting with the students in the classroom and on the field, court, or course. I have had the opportunity to coach MS cross-country, MS soccer, and MS basketball (mostly sixth graders, although a few seventh graders over the years), and varsity baseball. I first coached varsity baseball in 2008, when Trinity didn't yet have juniors or seniors. Currently, I oversee the baseball program as well as caring for the athletic facilities.

**What do you pray for?**

My prayers are simple: that we (our students and I) not only learn more about Jesus but know Jesus more and recognize the generous gift extended to each of us. I pray for unity without compromising diversity. That is an implicit joy of teaching "Ecumenical Catechesis" at Trinity: the students are all over the place denominational-

ly and developmentally. Obviously, I pray for my family and church family.

**How are you keeping your life in balance these days?**

I am terrible at balance, if you want the truth. Life is hard—and even harder under the COVID conditions in which we now live. However, I am so thankful that most of us are on campus together, masked and socially distanced yet not socially isolated. I pray that we can continue to be on campus. I pray that we can have a baseball season.

## DENEIL WILLIAMS

### //// Faculty Spotlight

*PE Teacher and Varsity Basketball Assistant Coach*

*A native of Roanoke Rapids, NC, Coach Deneil Williams joined Trinity's Athletic Department in 2016. He teaches PE to students in grades K-4 and 8, is our MS Boys Basketball coach and Varsity Boys Basketball assistant coach, and also teaches Upper School Strength and Conditioning classes. We asked Coach Williams to tell us a little bit about his time at Trinity.*

**What are your favorite parts about teaching at Trinity?**

Some of my favorite parts of teaching at Trinity are seeing my students'



*Phil Mumford*



*Deneil Williams*

excitement for PE when I come and pick them up from their classes. Another one of my favorites

is working with the awesome PE and Athletics Department staff. They are so caring, personable, and intentional in how they treat you on a daily basis.

**What is it like teaching at Trinity?**

This is my fifth year at Trinity, and one thing that has been consistent is how much everyone cares about each other. I absolutely love coming to work every day, and I look forward to it.

**What are you grateful for?**

I am grateful for the leadership of our administrators and our Athletic Director. I feel like we have the full support of our Athletic Director, and she works tirelessly not only for us but on tasks throughout the entire school.

**What do you pray for?**

I pray for God’s will to be done in my job and in my personal life. I pray that decisions and conversations will be guided by the truth and God’s grace. I pray for safety, while providing a loving and productive environment for the students to develop appropriately educationally, socially, and physically.

**How do you find balance in your life, given a very busy and stressful day job?**

I find my balance through the grace of God. He provides strength for me. I also have an awesome family—a supportive wife and four loving children who reassure me on a daily basis that I am the best husband/dad/coach in the world.

**LOUISE HOLLAND**

*//// Faculty Spotlight / TK Teacher*

*TK teacher Louise Holland has taught at Trinity for over 12 years. She and her husband, Gene, who has been a Trinity Athletics coach, have been married for 30 years and are the parents of two Trinity alumni, Elizabeth ('09MS) and Trey ('17), and daughter Jennie, who is currently a Trinity senior. We recently caught up with Louise and asked her about her experience as a Trinity teacher.*

**What are your favorite parts about teaching at Trinity?**

I really enjoy forming relationships with students and their families. With our smaller class size, we are able to get to know the students and have meaningful conversations. Friendships are also developed among families. It is not uncommon to hear about families getting together at a museum or going to a movie.

Another exciting part of teaching at Trinity is the emphasis that is placed on honoring and developing the whole child. Each child has been given gifts from God, and at Trinity, the child is able to develop these talents further. In TK, we work very closely with each child to help them learn to admit mistakes and to guide them through the process of understanding, acceptance, and developing meaningful ways to fix any hurt feelings.

I also love the curriculum, our traditions, and how students are encouraged to think and learn about God’s world.

**What is it like teaching at Trinity?**

Teaching the youngest students in the school is a privilege. On any given day, the TK teachers will exclaim, “I cannot believe that it’s already time to pack up for carpool!” Our conversations and discussions can be very rich and deep, but the topic might quickly change to how many mosquito bites are on a student’s leg.



*Louise Holland*

When I began teaching here, I was surprised by how often the administration, faculty, and staff pray for students and others in the Trinity community. Collaborating with colleagues in one's division,

and even across other divisions, is another way that Trinity is able to build community among teachers.

Trinity's traditions and curriculum are parts of every student's experience. Students will often remember crawling or spelunking in the "TK Cave" or acting out a fairy tale in first grade.

The days and years go by quickly. In TK, there is never a dull moment, as in "NEVER!" With COVID restrictions, there is a lot of time and thought put into managing materials. Our planning looks very different, and our instruction is designed for a whole-group setting.

### **What are you grateful for?**

In no order, I am grateful for the opportunity to be a part of Trinity and the TK program, for my faith, for my family (my husband, 3 children, and 2 Labs), for my brother, for my friends, for weekends, and for my church. From a very young age, I wanted to become a teacher, a wife, a mother, and a spy. One of those just wasn't meant to be!

### **What do you pray for?**

I pray for COVID-19 to end and for families who have mourned the loss of a loved one, who have lost a job, or who have missed out on a special occasion due to the pandemic. I also pray for our country, our troops, my friends and family who battle with cancer and other illnesses, the Trinity community, my church community, the seniors of 2020 and 2021, and hungry and homeless families.

### **How do you find balance in your life, given a very busy and sometimes stressful day job?**

Before COVID-19, I enjoyed going to OrangeTheory Fitness, attending UNC basketball games, going to UNC football games to tailgate with friends and family, watching my children play sports, and going out for dinner and movies. When we returned from Spring Break, our world changed dramatically. With remote teaching, I found myself brainstorming ways to teach concepts through a Zoom recording. Stress relievers were cooking and reading. For the start of the '20-'21 school year, I am fighting a different level of exhaustion. I try to exercise at home, read, spend time with my family and our Labs, and reflect on how our classroom can be more efficient with the number of new practices. I also treasure alone time.

## **DANA CRAIN**

### *Staff Spotlight / IT Support Specialist*

*Dana Crain came to Trinity in 2007 and has been a key member of our IT Department ever since. Many of our students, faculty, and staff have benefited from her amazing skills as a "computer whisperer" over the years. When Dana is not at Trinity, she enjoys knitting, sewing, and going on family camping trips with her husband, Tim, and their daughter, Kailey ('15MS).*

### **What are your favorite parts about working at Trinity?**

I love how Trinity feels like family and always has. Some connections run deep—lots of history has been written here during my work journey, and during my child's time here as a student. Because of all of these things, it's like my home, my work home, that I love.

**How has your role in IT changed with the pandemic? What's easier, what's harder?**

My role in IT while the pandemic is in motion has changed, so that I lean more heavily on figuring out how much can I do remotely to help a user with their technology needs. Making things work right is my goal, with no more aggravation to the user than they already may have had. The hardest part may be the demand for “more”: more software, more devices, more training, the deadline of “I needed that yesterday.” Even the IT techs are leaning on each other for help, learning from what each of the others specializes in more now, too, which is good and means we are learning new skills as we go.



*Dana Crain*

**What are you grateful for?**

I am grateful every day that God wakes me up in good health, giving me another day. This pandemic, even though it is bad—there is hidden growth in it. I see great strength in

Trinity, as a family working together to get through this, and we will. I'm amazed at all the talented and skilled organizers, planners, builders, managers, cheerleaders, and compassionate souls he has brought together and has revealed. It is like he hand-selected people, and it is amazing how all these roles fit. I feel lucky and grateful to be included.

**How you do find balance in your life, given a very busy and stressful day job?**

Finding balance is the trickiest thing, because that alone can be the stressor when I can't figure that piece out. But so far, what does it for me is taking little short “me-time” breaks. It can be anything from 5-minute bike rides to and from work, an hour sitting outside in my backyard with my chickens while they are free-ranging, or time spent sewing or repairing antiques. Quiet thinking-to-myself breaks throughout the day help me to manage and keep my calm.

**Have you taken up any pandemic-inspired hobbies?**

Mask making is a newly learned pandemic skill I picked up via DIY video tutorials on Pinterest. My curiosity led me to wonder if I could do that, so I had to try. Mixing in a computer's help with the help of Spoonflower.com, I was able to make several yards of custom Trinity Lion-print material to use for mask making. All I need now is to learn how to make 'em faster! This falls into my category of creating something useful and protective while satisfying my emotional health, using

up my restless quarantined anxious energy, and hoping I am doing something to help others in a situation when you feel like there's not much you can do. So I found happiness in creating protective face coverings for family, friends, neighbors, and colleagues. I figured if it's in our best health interest to wear them, they might as well be fun...hence the Trinity Lion fabric print.

**Is there anything else you'd like to share with us?**

My favorite words of simple wisdom right now are, “No matter what, there is no such thing as quitting during this pandemic!” Now would be the worst time to give up, running wide open for the hills, because we all need that support group, knowing if I fall and can't get up, others will help me until I can get back up. I won't give up, so you don't either!

All this is said with love, and I give my husband, Tim Crain, big praises for his supporting me and my newly discovered hobbies, some of which have spontaneously appeared. He's had a hand in making backyard-chicken-raising and sewing possible, two things that came to me as a “Who would have thought I'd be doing this, surprise, ever!?!”





## Stories *from the Classroom*

# BAPTISM INVITATION

**Erin Joy Crossfield**

*Sixth Grade Math Teacher*

“One afternoon after school, a math student (Bethany Underwood, ’27) and I were talking about the math she is learning... and she brought up that she is planning to get baptized soon, and she wanted to invite me to come watch it. How exciting for her! I felt so honored to be invited. For me it was a confirmation that she feels known and loved.”

Ms. Crossfield joined the Trinity faculty this year, coming from another wonderful Christian school in the area (Hillsborough Christian Academy) where she taught in the upper elementary grades (predominantly fifth and sixth grade math and science). She says, “I love being able to engage students with the math God put everywhere in creation!”





## Stories from the Classroom

# CONTAGIOUS MIDDLE SCHOOL LAUGHTER

**Logan Blaylock**

*MS History and Bible Teacher*



“Although this is my first year at Trinity, I have felt extremely blessed! I walk into school every day with confidence that I will enjoy a deep-belly laugh from the my class’s antics at some point in the day. I’ve witnessed them making the best of the social distancing in the hallways by having ‘work-out’ time, complete with push-ups and squats with their heavy backpacks, as they wait for classes to transition. On the more serious side, their personalized mini-inquiry projects have spanned from “How Do People Become TikTok Famous?” to “How Does a Corrupt Justice System Affect How Minorities Are Tried?” I have felt honored and overjoyed to spend every day with the seventh graders at Trinity. I am touched by their thoughtfulness and am blown away by their curiosity.”

Mrs. Blaylock previously taught seventh grade humanities at Uplift Williams School in Dallas, TX. At Trinity School, most days she can be found in the South Building smiling beyond the limitations of her mask.

CONTAGIOUS LAUGHTER · CONTAGIOUS LAUGHTER · CONTAGIOUS LAUGHTER



# RIVERS IN THE DESERT

*The Unexpected Career Journey of **Bryn Morgan** ('13)*

**Bryn Morgan**, a 2013 Trinity graduate, is now in her third year as a PhD student in geography at the University of California, Santa Barbara. She researches vegetation water use, the dynamics of dryland rivers, and drone-based remote sensing for scientific pursuits and environmental conservation. Her graduate research has led her to explore the isotopic composition of water in the mountain streams of southern Arizona, analyze determinants of the forest-savanna boundary in tropical Ghana, trek through the dense riparian forest of France's Rhône River, and wire a flux tower to measure landscape water balance in the parched foothills of Mt. Kenya.

**B**efore beginning her PhD program, Bryn earned a bachelor's degree in chemistry and geography from Dartmouth College in 2017 and was a remote sensing analyst at the Namibian Chamber of Environment in Windhoek, Namibia, working on a wildlife aerial survey program. She is currently working on building a drone platform to measure evapotranspiration from thermal imagery in preparation for her return to Namibia in early 2021 for a year of fieldwork in the Namib Desert.

When asked how she decided to pursue her PhD, Bryn shares, "I did not intentionally set out to do what I am currently doing.

Honestly, this is never where I thought I would be. I never really cared much about nature or science. By accident, I ended up on an international college trip, where I spent the summer in Africa. I was inspired by the landscape, how dry everything was. It's surprising to see how much these things matter to me now. While I didn't intentionally set out to pursue a career in the natural sciences, I feel like I am where I am supposed to be, where God wants me to be. Isaiah 43:19 is now and was one of my favorite Bible verses before I ever went to a river in the desert. I feel like I found God in the desert and in what I do, and he found me and showed me who I am."

*Bryn Morgan investigates the characteristics of the Ghanaian forest during a college summer research trip.*



*Look, I am about to do something new;  
even now it is coming. Do you not see  
it? Indeed, I will make a way in the  
wilderness, rivers in the desert.*

ISAIAH 43:19



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**“I am grateful for the opportunity to always learn, and  
that is something that began at Trinity School.”**

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Starting at Trinity in second grade, Bryn spent eleven years as a Trinity Lion. When asked to share how her time at Trinity influenced her current career and research, Bryn says that her Trinity teachers influenced her the most. “Looking back at my time at Trinity School, I think about certain teachers along the way who encouraged my curiosity and recognized that I thought like a scientist before I did. Dr. Matt Hall and Dr.

Fred Brooks come to mind. They taught at Trinity but were doing cool things in their careers before coming to Trinity. One of my favorite things about research, in general, is that you can change directions and grow. I am grateful for the opportunity to always learn, and that is something that began at Trinity School.”

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# *my* TRINITY FAVORITES

*Left: Bryn Morgan works on her drone for measuring the transfer of water from land and plants into the atmosphere.  
Below: Bryn with her sister, Camille Morgan ('11).*



## *WHO were your favorite Trinity teachers?*

Mrs. Tyndall, Dr. Hall, Mr. Thompson, Mr. Bridges, Mr. Hicks, and Mr. Dicks. Mr. Dicks taught an Upper School 1960s history class. It was really cool!

## *WHAT were your favorite Trinity traditions?*

The days in Lower School—Biography Day, Country Day, and Explorer Day were some of my favorites. In third grade, for Explorer Day, my friend and I went as “Louise” and Clark!

## *WHAT’S ONE of your favorite Trinity memories?*

The class trips we took in the Upper School are some of my favorite Trinity memories. Those trips were an opportunity to bond as a class and interact with people with whom you might not usually talk. I guess you could say it was the friendships and relationships at Trinity that were my favorite. Even seven years after graduating from Trinity, two of my closest friends are people I met at Trinity in the second grade.

A lot has  
happened  
during  
quarantine...



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Frances Ellison Smith was born to **Kylan Lamont Smith '01MS** and Justin Smith on May 20.



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**Jenny Denton Bodnar '04MS** moved back to Durham last summer with her husband, Nick, and their three kids, Stone, Ford, and Elle.



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**Ana Smith McVicker '04MS** and Drew McVicker welcomed Shepherd “Shep” John McVicker on September 10, and he has been the most wonderful addition to their family. Big brother Beau is simply smitten with him and “can’t wait for Baby Shep to grow up so he can play golf with me!”



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**MaryMac Thielman Hoehn '05MS** and Matt Hoehn welcomed Carson Katherine “Kit” Hoehn on June 26.

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Hasten David Timmons was born to **Annie Watts Timmons '06MS** and Jeremy Timmons on July 8.



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**Greyson Ray '08MS** got engaged to Alex Bockman in September in Winston-Salem.



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**Chad Denton '10** and his wife Jenna have moved back to Durham for a bit to escape the Chicago winter, but more so because they want to take advantage of the unique opportunity that God has afforded them to work from anywhere they want!



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**Philip James '10** and Hannah James welcomed Noah William James on September 15. His middle name follows after his father and grandfather, and the name Noah was chosen as a reminder to trust and rest in God's covenant promises. Philip writes, "We felt anxious and fearful at the prospect of enduring a 9-month pregnancy, and COVID caused more reasons for doubt. But we witnessed God's kindness and provision throughout, and Noah reminds us that no matter what may happen, God will always remain trustworthy and good."





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**Reid Goss '11** and Katherine Goss welcomed Isla Wren Goss on June 6.



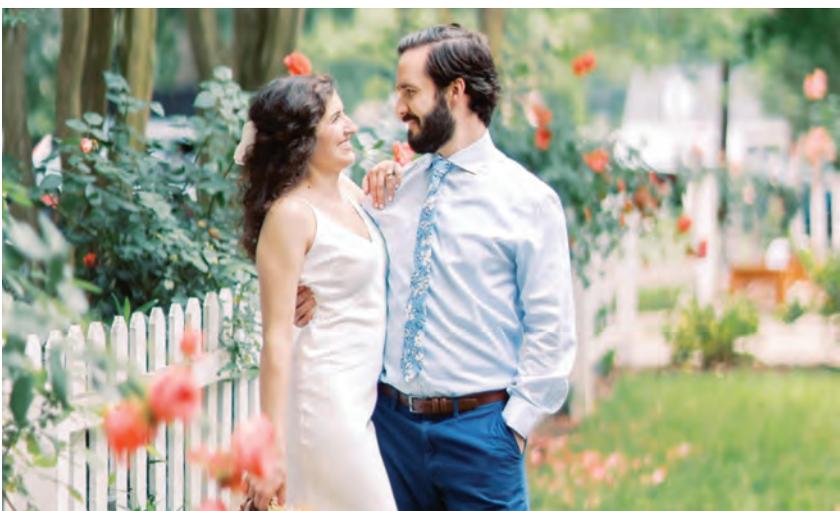
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**Sarah Hand '11** had a quarantine full of remote job applications and interviews, and she is now a kindergarten teacher at Excelsior Classical Academy in Durham, where they have just finished their first quarter of remote learning.



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**Lauren Hubbard Shelton '11** got married in September and has moved to Jacksonville, FL, where she is completing an orthopedic physical therapy residency at the Mayo Clinic.



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**Cookie Arky Sledge '11** and Blaine Sledge had to push their overseas wedding celebration a year out, but they still moved forward with getting married on May 25, 2020, in Cookie's parents' backyard. "It was holy and intimate and beautiful—and despite being newlyweds during a pandemic, we're still having such a full and happy honeymoon phase."

Last May **Hayes Thielman '13** married Emily Crist in Hayes's grandmother's backyard in Montreat, NC. In July they moved back to the Triangle so that Hayes could begin a position as a youth pastor at Church of the Apostles (Raleigh).



**Kelsey Schaad Feaver '13** graduated from Duke's accelerated nursing school program and got her BSN in May. She is now a registered nurse on the pediatric cardiac and complex care unit at Duke.



**Evan Norfleet '14** got engaged to Julia Faulkner on May 9. They're planning for a November 20 wedding in Charlotte. Evan and Julia met through the Capital Fellows Program in McLean, VA. Julia is a graduate of UNC-Chapel Hill.



**Mackenzie Russell '14** currently lives in Graham, NC, and does marketing for a pharmaceutical insights company called IPD Analytics, based in Miami, FL.





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**Emily Sarratt '14** is back in Durham after graduating from the University of Louisville in 2018 and living in the Outer Banks of North Carolina for the past two years. She is pursuing her doctorate in physical therapy at Duke University School of Medicine and anticipates graduating in 2023.



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**Alaina Yeatts Weaver '14** and Blake Weaver welcomed Lyla Louise Weaver on June 19.



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**Anna Dengler '15** and **Zach Schaad '15** got married on April 18 surrounded by their immediate family.



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**Anna La Dine '15** graduated from Wheaton College in December 2019 with a degree in chemistry. She moved back to Chapel Hill this year and is currently working as a chief scribe for the ENT and Surgical Oncology clinics at UNC Hospitals. Anna's future goals include attending medical school and continuing to find opportunities to serve the Research Triangle community in a medical capacity.

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**Jeanie Stouffer '15** is a graduate student studying educational psychology at the University of Virginia with a concentration in research. She lives in Charlottesville, VA, and received her Master of Arts in Teaching from James Madison University in May 2020.



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**Angela Tawfik '15** graduated from Duke University in May 2019 with a double major in art history/visual arts and psychology. She's now working (from home) as the Director of Creativity at a nonprofit startup in Durham called Simple Charity, which helps Christians practice solidarity with the global poor. She's super passionate about her job, which involves everything from graphic design to sound-engineering and illustrating for the company's new podcast, *Two Coins*. Angela's excited to be exploring both visual and verbal storytelling and loves seeing the connections that continuously emerge between faith and art!



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**Michael Arcidiacono '16** graduated in May 2020 from Stanford University with a major in chemistry. He's joining his Stanford roommate, Zach Belateche, in a startup venture. Their radical semiconductor technology uniquely fingerprints integrated circuits to make new security applications possible, such as secure credit card payments. Michael and his business partner are currently raising funds and living in Palo Alto, CA.



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**Corky Walker '16** and **Nico Rios '16** got engaged this July and are getting married this December in Raleigh, then moving back to Greenville, NC. Corky has accepted a Surgical Trauma ICU nursing position at Vidant Medical Center and Nico is excited to finish up his degree in Industrial Distribution and Logistics at ECU.





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**Abigail Lloyd '16** graduated from UNC and moved to West Ashley, a little north of downtown Charleston, SC, where she is teaching music in an elementary school. She is loving her job and students, but it's not without its challenges. "Teaching in a mask all day is the easy part; working around the social distancing procedures and channeling the energy of kiddos who have been stuck in their home classroom all day is another story entirely!"



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**Mary Neeley '16** joined the staff of Young Life in Glen Ellyn, IL.



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**Eli Parker '16** graduated from UNC–Chapel Hill last fall with a BA in anthropology and is nearly finished applying to veterinary school. He is currently taking a gap year and is working at the Duke Lemur Center. He plans to begin vet school in the fall of 2021.



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**Charlie Piehl '17** and **Elise Pinheiro '17** got engaged in October.

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**Jess Adams '18** is a junior at Boston University, majoring in international relations. She is on the executive board of BU's chapter of InterVarsity and is also a senate member in student government. Jess recently published her first article in the *Boston Political Review*.



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**Hannah Stepp '19** is pursuing a degree in biomedical engineering at Vanderbilt University. Last semester, she and her lab group published an article discussing SARS-CoV-2 and its implications. This semester, she is working in a lab to create an artificial model of the bladder that will be used to study more effective treatments for UTIs and other infections.



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**Isa DeGuzman '20** graduated in June and began her gap year by working on organic farms in the western US. She learned how to milk cows, feed llamas, can jams, and much more. She has really enjoyed the opportunity to learn more about sustainable farming while visiting new places and meeting new people.



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**Katie McAlexander '20** is having a great time at High Point University. She has met some really great people and is just loving High Point. Her major is event management.



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Art, music, learning by making things—these were part of Trinity from the start. We are all called to glorify God by imitating his truth, goodness, and beauty in what we think, do, and make. This new Arts and Engineering Building is just the latest and biggest foray into that grand calling.

—  
CHIP DENTON, *Head of School*

*Progress continues on the Arts and Engineering Building, which is expected to be completed by the start of school next fall.*