Volume XCIII, Issue 1
November 15, 2021

Trinity TIMES

Connected or Detached: Student-Teacher Relationships in the Time of Covid-19

Molly Bordoff '23
STAFF WRITER
Saira Rodriguez '23
SENIOR STAFF WRITER

Imagine this: It's a chilly November morning, and you have just logged onto your third Zoom class of the day. Your teacher's voice sounds as monotonous as ever, and you find your gaze shifting towards the pedestrians on the sidewalk, wishing you too were among the fresh air. It has been 229 days since you have stepped foot in Trinity School, and you have yet to physically meet the teacher currently explaining covalent bonds to you.

Trinity students and faculty all lived different versions of this experience for nearly a year and a half. "It was overall such a strange year," said Amelia Lehv '23, "not only in class but also mentally and socially. Everything was so difficult. The world was constantly changing and becoming so different, and I feel like classes reflected that." According to Lehv, it was hard for students to fully engage in Zoom classes. When taking classes from home, distractions were everywhere: making food, checking emails, and talking to parents were only a small number of obstacles to taking part in class discussions.

Lucy Geer '22 agreed that Zoom classes made for a compromised learning environment: "honestly, it was harder for me to engage, partially because of the awkwardness of having to unmute yourself or raise your hand. You can't respond to people like we naturally did in in-person classes." The genuine atmosphere of in-person classes was lost when students transitioned to virtual school. Additionally, Geer felt that it was harder to participate in classes because of the awkwardness of saying something wrong. In contrast, during in-person classes, students easily joked about a wrong answer, making the air lighter, whereas in a virtual environment, mistakes were more awkward due to the silence that loomed afterward.

Additionally, when students came back in-person, there was a desire to sieze every moment for togetherness which hadn't been there pre-pandemic.

Prior to Covid-19, students had fostered lighthearted, casual relationships with many of their teachers. But Zach Fleesler '24 explained that the Class of 2024 struggled to achieve this during remote-learning. He said, "freshman year I felt like I

Continued on next page...

Inside This Issue

"A Shift in Swamp Culture" (3)
"Imposter Syndrome at Trinity" (17)
"Pizza Pete's Review" (27)

didn't connect with my teachers at all until the second half. And even then it felt like we barely connected… people didn't get to know their teachers for almost the entirety of last year, which is a big part of Trinity." He noted that meetings with teachers during Covid-19 were particularly difficult as a result of scheduling chaos. Nobody knew when meetings were, there was little organization, and the ability to simply chat with a teacher in the hallways or after class was entirely lost.

Many of the opportunities for personal connections between students and teachers were lost during remote-learning, and students felt that the connections built through hybrid learning were fleeting. Fleesler continued, "When it was one week online, one week off, no matter what you would do or which relationships you would build, it would all be lost during that one week back online."

Due to a year and a half of virtual-learning, students' current ability to navigate meaningful connections with teachers have been detrimentally impacted. James Bergstrom '23 explained, "it's going to take a special effort to build relationships with teachers this year, but I am comfortable doing so since teachers are interested and engaged."

Despite the loss of connection, there were small ways in which students felt excited and comfortable in the Trinity community. Bergstrom enjoyed the sense of community that History and English teacher Dr. Marilyn Lawrence built by asking fun icebreaker questions before class such as "What is your favorite movie?" Geer felt engaged by her English teacher, Ms. Alexis Mulvihill, who sought out ways to make discussions natural and easy for students to interject. Geer said, "we could talk to each other more, and sometimes we could all go off mute and just have a normal conversation."

Ms. Susie Buhler, a teacher from the Math Department, noted, "The kids that I met on Zoom I actually feel much closer with. I was able to build a sense of community for those kids even though I didn't meet them in person nearly as much as normal."

While teachers overcame many of the boundaries associated with virtual learning, one particular challenge was effectively integrating new ninth graders into the Upper School community. Dr. Lawrence explained that it was significantly harder to curate a class culture and community early on. This made it all the more important for her to keep an open mind in terms of finding creative ways to bond. She gave the example of, "Our David Sacca questions," referencing a student from the Class of 2023

Continued on next page...

Trinity TIMES

Editors-in-Chief
Alexa Guerrera '22
Juliet O'Shea '22

Managing Editors
Sophie Barkan '22
Erin Corridon '22

Senior Editors
Riley Applebaum '22
Sofia Cipriano '22
Natalie Hahn '22
Kate Mintz '22

Editor, Layout and Design
Anya Bulchandani '23

Editor Online
Nicholas Eng '22

Senior Staff Writers
Helena Baruch '23
Benjamin Binday '22
Saira Rodriguez '23
Lili Samii '22
Aysu Williams '22

Editors, Our Neighboorhood and the World
Charlotte Duffy '23
Adrianna Swartz '23

Editors, Op-Ed
Megha Kumar '23
Everett Yum '23

Editor, Games & Amusements
Thomas Kvaal '22

Editor, Politics
Norah Kiely '24
Sebastien Nordenson '23

Editor, Photography
Charlotte Borthwick '22
Leyla Inal '23

Staff Photographer
Molly Garvey '24

Editors, Sports
Andrea Becker '22
Harris Horowtiz '23

Editors, Arts & Innovation
Isobel McClure '24

Staff Writers
Ksenia Baatz '24
Molly Bordoff '23
Julia Eisenberg '24
Brynn Martin '24
William Neira '24

Editors, Trinity Life
Caitlyn Tablada '23
Charles Wong '24

Copy Editor
Lake Gifford '23

Faculty Advisor
Peter Donhauser

The Trinity Times is published by the students of Trinity School,
139 West 91st St., New York, NY 10024. Views expressed in signed opinion pieces do not represent the position of the Times editorial board.

Letter *from the* Editor

Dear Readers,

We hope that your transition back to in-person school has been a smooth one. This year, the Trinity community has made tremendous strides in returning to pre-pandemic norms: all grades are on campus once again, after-school activities have resumed, and hot food has even been reintroduced in the cafeteria. But most importantly, after many months of separation, the Trinity community feels whole again. Despite the inevitable escalation of academic coursework and extracurriculars, we hope that as a community we will remain conscious of how lucky we are to once again be in each other's company.

There is much to look forward to in the 2021-2022 academic year, and the *Trinity Times* looks forward to documenting it all. With a staff of 36 students, the largest in the paper's history, we are fully equipped to provide an engaging news platform for students and faculty alike. The *Trinity Times* is committed to reporting on school-specific events, highlighting individuals within our community, and touching on the larger issues that we face as a nation as they relate to Trinity. In accordance with this year's chapel theme, we hope to foster a sense of belonging within the Trinity community.

While the staff of the *Trinity Times* works tirelessly to deliver relevant and meaningful content, we would like to extend an invitation to members of the community who are not on the staff to do the same. If you would like to be featured as a contributing writer, please don't hesitate to reach out -- we would love to hear from you!

Happy Reading,
Alexa Guerrera '22
Juliet O'Shea '22

who had posed casual, light-hearted questions to get the conversation going at the beginning of each Global History II class. Luckily, forming connections was, for some teachers, successful. Ms. Susie Buhler, a teacher from the Math Department, noted, "The kids that I met on Zoom I actually feel much closer with. I was able to build a sense of community for those kids even though I didn't meet them in person nearly as much as normal."

A factor that seemed to come into play for teachers, but not students, was the level to which the intimacy of online learning fostered intense bonding. Ms. Buhler explained that, "it felt weirdly personal that they were in my sitting room, and I was in their bedroom in a manner of speaking. Especially with the ninth graders, I could see their stuffed animals and their Legos. It made it feel more personal and I was able to experience individual kids in their own spaces, which was more intimate."

Teachers felt that there was a certain appreciation; everybody was going through a difficult time together, which made for unusually strong connections. Additionally, when students came back in-person, there was a desire to seize every moment for togetherness which hadn't been there pre-pandemic. Dr. Lawrence identified this key difference between the classes she had taught on zoom and those in-person, noting that for her Covid-19 students, "there's a connection that is forged on different foundations."

Trinity students and faculty all lived different versions of this experience for nearly a year and a half. "It was overall such a strange year," said Amelia Lehv '23, "not only in class but also mentally and socially. Everything was so difficult."

Unlike many students, Ms. Buhler explained that she loved online meetings. "Math lab was just one-on-one because only a few kids came, but the kids that did come, came over and over again, and I felt like I got really close with a bunch of kids from just working with them one-on-one. Having that private space where it was just us was kind of special," said Ms. Buhler. She explained that while her interaction with students was limited to a select group, she felt more connected to those students, reflecting a common experience for many teachers.

Regardless, online school is a phenomenon of the past for Trinity School - hopefully. So now that you can, head on over to your favorite teacher's office during Ad-Hoc, without a meeting scheduled, and ask them, "how did you manage to find connection in a time of such extraordinary detachment?" You may be interested in what you find.

A Shift In Swamp Culture?

Adrianna Swartz '23
SECTION EDITOR

"Freshman year, it was terrifying for a lot of people, including myself," remarked George Truax '23 when asked about his swamp experience. "But everything's been wiped away these past two years. " He continued, "it's a clean slate."

As students return to Trinity for an in-person school year, Trinity culture returns as well, but reshaped by the long absence. The student lounge, or rather, the swamp, was a major vessel of Trinity culture before the Covid-19 pandemic. But layout, perception, and even social interaction within the swamp has changed.

Though school only resumed recently, there is already a shift in swamp culture. Previously, conversations about the swamp were controversial and widespread. In 2019, for example, students dedicated an entire Community Time to discuss the relationship between socioeconomic status and comfort in the swamp.

Yet, among students, the social importance of the swamp seems to be decreasing. Annabelle Arroyo '25, who is new to Trinity this year, spoke about the difference between her perception of the swamp before school and her actual experience. As a freshman, Arroyo was told to avoid the senior swamp by her peer leaders. "Almost everything I was told was a warning," she says. Her actual experience, however, is very neutral.

Disregarding the warnings she was given regarding the senior swamp, Arroyo continued, "[The swamp] doesn't feel monopolized by a certain group." It seems as though the hierarchical system that previously characterized the swamp is no longer as rigid as it once was.

What's most striking about Arroyo's swamp experience is the lack of time she spends there. "No one in my grade really goes there," she said. Instead, she and the majority of her friends spend their free time in the collaborative section of the library. When asked if she would consider using the swamp more often, she said, "I don't really see myself using it until senior year."

Another student, Anura Bracey '24, had a very different perception of the swamp but a somewhat similar experience. Before entering high school,

older students described the swamp to Anura using terms like "swamp kids." As a result, Anura viewed the swamp as very cliquey and slightly unwelcoming.

Though a majority of her freshman year was spent with her own grade, Bracey's limited experience with the swamp wasn't discouraging: "I wasn't really intimidated. I was more curious to see how my grade would take on the swamp." She didn't know whether her grade would adopt the hierarchical system or not. She thinks her class has rejected the previous system and is overall, "pretty chill."

Due to the lack of furniture and social distancing, Bracey said that "the sophomore swamp sucks." Similar to Arroyo, Bracey and the majority of her grade use the library in place of the swamp. Ultimately, she feels comfortable in the swamp, but often feels unnerved by the glances and stares from other students.

"There's a good amount of judgement," she added. In fact, Bracey sometimes feels like she is being watched by upperclassmen. Bracey believes that the swamp should enable interactions between grades, rather than heighten the divisions between students. She acknowledged that "the seniors deserve their own section, though. They deserve it."

George Truax '23, on the other hand has some different opinions about the swamp and its function. As an upperclassman, Truax remembers his "normal" swamp experience when he was a freshman. According to Truax, swamp culture in the brief 2019-2020 school year was intense and daunting. He believed a lot of the hierarchy was not only grade-based, but wealth-based. In his opinion, however, "A lot of the cultural and hierarchical standards got washed away during the pandemic. I don't think the previous seniors had enough time to pass them down."

Truax thinks that the "new" swamp is much more relaxed and inclusive: "I feel like if you're in any grade, you can hang out in any part of the swamp as long as you aren't taking away from anyone's space. The space may be hierarchical, but the culture isn't."

Grades were separated for over a year and a half due to Covid-19, and last year's seniors were almost entirely absent from every other grade's experience. Though the current seniors got to experience one full year of the swamp in its "normal" form, they didn't experience the swamp as upperclassmen.

Truax thinks that the "new" swamp is much more relaxed and inclusive: "I feel like if you're in any grade, you can hang out in any part of the swamp as long as you aren't taking away from anyone's space. The space may be hierarchical, but the culture isn't."

It is important to note that Truax spends more time in the swamp than in the library. It is possible that there is now a new divide between grades: the underclassmen occupy the library while the upperclassmen remain in the swamp.

Ultimately, Truax hopes that future classes continue to shape the swamp into a more inclusive and less intimidating environment. Though there are still students who have experienced the former intense hierarchy of the swamp, the culture seems to be changing.

A Pursuit of Passion

Megha Kumar '24
SECTION EDITOR

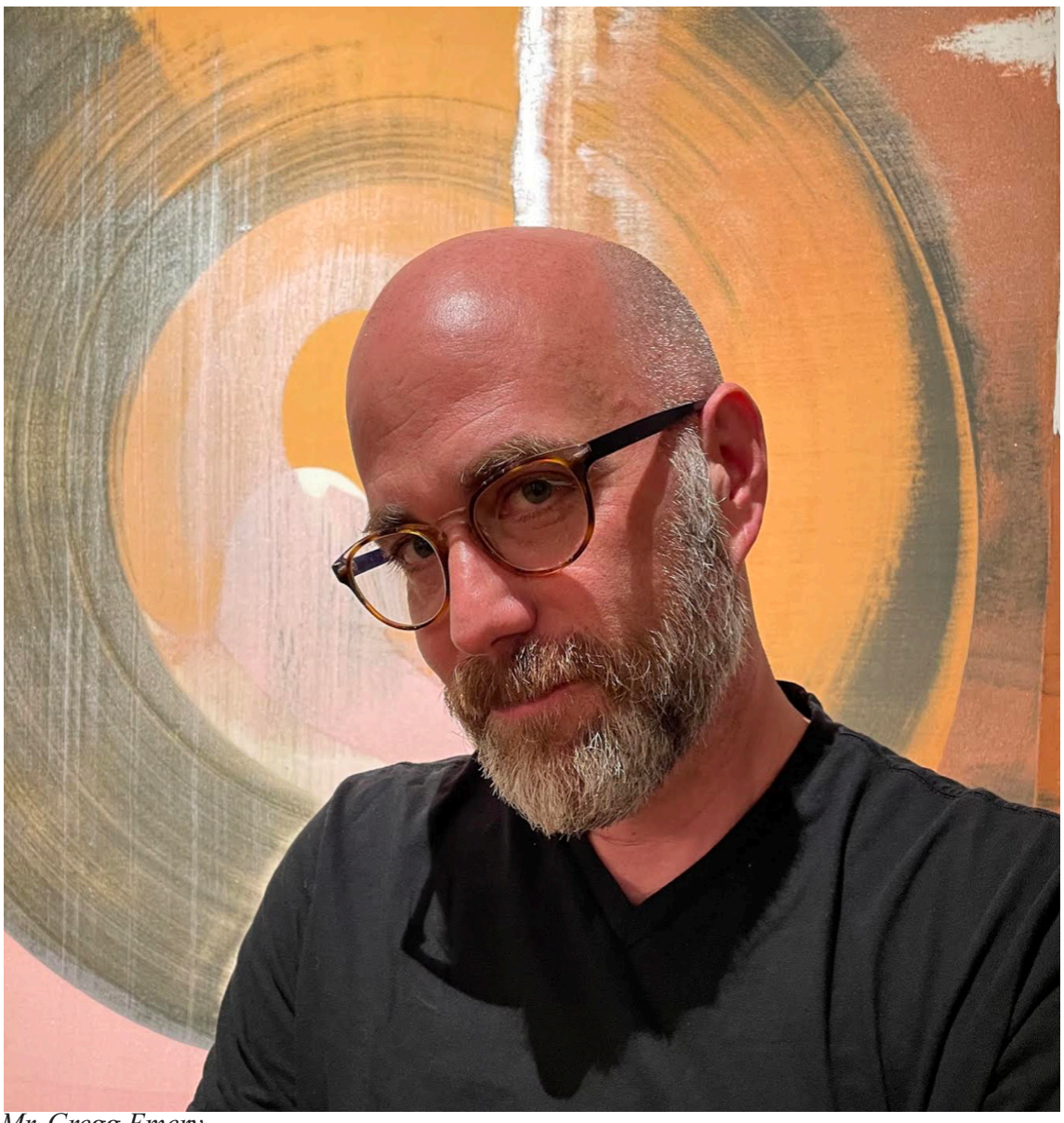
Imagine waking up at 6am to teach your first period class. Back-to-back classes follow, with a couple breaks in between, after which you finally get home and prepare for any classes the next day. This is the life of a teacher. Now imagine being a professional artist on top of that.

Managing two professions is not easy. Yet, several members of the Upper School Arts Faculty pursue independent careers outside of their daily teaching responsibilities; namely, Mr. Gregg Emery, Mr. Thomas Holton, and Ms. Myriam Abdelaziz. While this lifestyle is at times grueling, those who engage in it at Trinity describe how one profession only amplifies the other. Their success at balancing art with teaching the next generation of artists serves as a model of how students can juggle academic work with a personal passion.

Mr. Gregg Emery, head of the Visual Arts Department at Trinity, explained that his interest in art began with drawing at a young age. Like most kids, Mr. Emery started drawing when he was a child. Unlike most kids, he never stopped. After completing graduate school with a degree in art, Mr. Emery wasn't necessarily considering teaching as a career; however, he attended a job fair and unexpectedly got hired on the spot to be a teacher.

Similar to Mr. Emery, Visual Arts teacher Mr. Thomas Holton's passion for photography was fostered when he was a kid. Following in his father's footsteps, Mr. Holton explored photography throughout high school, taking photos of his friends whenever he could. After college, he decided to pursue a career in photography. While at first his work was mainly commercial, Mr. Holton recognized that he could not put his whole heart into work that did not stay true to himself and his creative vision. His desire to focus on independent work brought him into the teaching world.

Ms. Myriam Abdelaziz, a Visual Arts teacher, began her photography journey in 9th grade, when she joined her high school's Photo Club. From the moment she began, she knew photography would be a personal passion. It took her much longer, however, to realize that it could become a profession. Ms. Abdelaziz started looking for other jobs to help support her career as a photographer.



Mr. Gregg Emery

Mr. Emery advises students to not treat their passion like a "dessert, like that beautiful thing you'll have when you get all the other work done -- because more often than not you just won't do it."

Initially, she taught one or two photo workshops a year. However, when she started teaching regularly at a New York City juvenile detention center, teaching became a more stable profession.

Now as full time teachers, all three artists agree that teaching is a key part of their life and even adds to their independent careers. Mr. Emery explains that students "have at least as much influence on me as I do on [them]." He reflects that art's subjectivity allows everyone to be equal, with their perspectives valued. He continued, "I don't think I'd ever give [teaching] up. It's a beautiful back and forth." Mr. Holton relates to this experience as the students he teaches are of a similar age to when he became interested

Photo Taken by Mr. Thomas Holton

in photography. He described that teaching photography "reminds me of why I got involved in it." Ms. Abdelaziz appreciates the community she has in a classroom of photographers. She finds that students have "genuine and fresh perspectives that are not sculpted by the outside world. I value opinions and conversations I have with younger people because they speak from the heart." While a profession in art and teaching require very different skills, all three teachers reflect on how their students' perspectives impact their own art.

Ms. Abdelaziz never shoots during the school year, and instead focuses on parts of the process that she can do from home, such as promoting and selling her work. She finds that the summer is the "best time to dive into personal work."

Managing two careers is certainly not easy. Mr. Emery explained that being both a teacher and a professional artist is like having "two full time jobs." Learning how to balance this busy schedule is difficult, and each artist has a different approach. Mr. Emery explained that he tries to take advantage of the summer and breaks to produce art. He finds that blocking out time to create works better than simply playing it by ear. Mr. Holton, on the other hand, prefers to not have a schedule when taking photographs. He described that if he goes too long without doing either teaching or creating, he becomes frantic. Ms. Abdelaziz never shoots during the school year, and instead focuses on parts of the process that she can do from home, such as promoting and selling her work. She finds that the summer is the "best time to dive into personal work." While they each have found their own ways to manage their professions, they all agree that figuring out some sort of balance is a vital part of this lifestyle.

The teachers' ability to handle two careers can serve as a model for how students can balance academic work with a personal passion. Mr. Emery advises students to not treat their passion like a "dessert, like that beautiful thing you'll have when you get all the other work done -- because more often than not you just won't do it." Mr. Emery explains that a passion should be a regular part of a student's routine. Similar to Mr. Emery, Mr. Holton adds that "life is ultimately about balancing what you have to do, and what's going to make you full." Ms. Abdelaziz acknowledges that balancing multiple interests can be difficult, but reflects, "if you are really passionate about something, you find the time for it." All of these teachers serve as examples of how managing different aspects of one's life can be difficult, but ultimately fulfilling.

They all agree that they have no regrets, as each step in their journey has led to the next. In fact, their two professions amplify one another. While students at Trinity tend to have several interests, these artists demonstrate that making time for one's passion is a necessary part of feeling whole. Mr. Holton explained, "You have to find ways to follow your passion. It's way too easy to sit on a couch and pop on Netflix. Trust me, I've done that too."

Ms. Myriam Abdelaziz

The Anti-Racism Task Force's Recommendations--And What's Next

Everett Yum '23
SECTION EDITOR

After a year of social and political upheaval, the Anti-Racism Task Force has completed its work and laid out recommendations for Trinity. So, what do these recommendations entail, and what's next for Trinity?

Bold and expansive, forty-nine recommendations were laid out by the Anti-Racism Task Force by the end of last year. Among them are initiatives like school-wide storytelling, a school-wide survey, and a Trinity history project, along with new positions like the Dean of Faculty and New Family Liaison. The recommendations fall into seven main categories: community, messaging of values, data, internal processes, learning, accountability, and curriculum.

Assistant Head of School and Co-Chair of the Anti-Racism Task Force Ms. Alexis Mulvihill said that the Trinity community's reaction to the recommendations has been entirely positive. "We heard only positive feedback--that the recommendations seemed really full and heartfelt," she said.

There were several priorities in drafting these recommendations. "One of the things we focused on was disparities in outside education, like tutoring, between kids of color and white kids," said Ryaan Amanat '23, a member of the Anti-Racism Task Force. He added that he also worked on making students of color feel more included in the Trinity

community. Aidan Cohen '23, also a member of the task force, worked on student culture. "We [the students] were the only ones who could address that. Faculty can only see so much," he added. The task force was made up of eleven working groups, each with its own focus and challenges in drafting the recommendations.

In line with the chapel theme this year, fostering a sense of belonging in the Trinity community was a key priority in the recommendations. "There was one overarching mission that every group had," said Ms. Mulvihill, "which was to think about what actions could we take that would lead to a greater sense of belonging among every member of our community."

All forty-nine recommendations have been received and delegated accordingly by Head of School Mr. John Allman."The question is if all of them are doable," said Ms. Mulvihill, "especially the ones that have money attached to them, like a whole new administrative position." She adds that "in addition to thinking about expense, in a case like that, we'll have to see first which structures need to be built before we know what positions need to be created." Ms. Mulvihill also noted that some of the recommendations of the task force will be folded into Trinity's internal strategic plan.

The timeline for these changes varies by recommendation. Some, like the student buddy program and the New Family Liaison position, have already been implemented, while others, like the expansion of affinity spaces, will be completed within the year. "I think we're going to have a really impressive checklist after two years," said Ms. Mulvihill, "though it's really important to say that the real work of the ARTF is not something that can be check-boxed. As optimistic as we are that real improvements to our school are being made, we recognize that this work will never be 'done.'"

Ms. Alexis Mulvihill, Assistant Head of School for Academic Affairs and Co-chair of Antiracist Taskforce

"Though it's really important to say that the real work of the ARTF is not something that can be check-boxed. As optimistic as we are that real improvements to our school are being made, we recognize that this work will never be 'done.'"

With the work of the Anti-Racism Task Force now over, a steering committee formed by Mr. Allman now undertakes the actual implementation of the initiatives laid out last year. The steering committee is composed of the Head of School, Board President, Assistant Head of School, other senior administrative offices, college counseling department, and Chaplain.

On a final note, reflecting on the lessons learned from the Anti-Racism Task Force, Ms. Mulvihill said, "The most moving thing we learned was how pervasive, subtle, and insidious so many of the inequalities are in our school that went undetected. And how common it was for students not to tell us about harm that had been caused them because they felt nothing would be done. That was pretty heart-breaking to accept." But Ms. Mulvihill noted another lesson that she learned: how sincere and devoted the Trinity community was to combating racism. "Nobody [from the task force] missed meetings," said Ms. Mulvihill. "We learned that as a community, we actually care a lot about each other, about equity and justice. We always believed that was true, we always said that was true, but through this process we saw it in action."

Fall Sports Preview

Andrea Becker '22
Harris Horowitz '23
SECTION EDITOR

Editors Note: As of publication, both Girls and Boys Soccer and Girls and Boys Cross Country won the Ivy League. The* Trinity Times *Sports Staff have scoured the record books, and we did not find a single other Fall season where Trinity won four Ivy League titles. Go Tigers!

Girls Cross Country

Girls Soccer

The Trinity Girls Soccer Team is not shy about their goal for this season. As captain Alisha Faheem '22 put it, "We are making sure we are pushing ourselves every day, so that this year we can get an Ivy win and maybe States." These are not empty words. Residing in the top of the Ivy bracket, the squad has put themselves in a good position to win their second league title in the past three seasons. The team boasts talent in all areas of the field. The team's leading scorers include Faheem, Avery Gallucci '22, who is back after a two year hiatus, and emerging star Ella Cho '23. The team hasn't just had impressive offensive showings, though. Led by an elite back line and goalie Charlotte Duffy '23, the Trinity defense has played a key role in their early season success, limiting opponents to under 1 goal per game. Faheem emphasized the positive team dynamic as a large contributor to the team's success: "We are able to read each other and figure out how each person plays best. We are really good at connecting." Having fun and performing well are complementary priorities to Faheem, who noted, "Our big goal for the season is to have fun, because we have not been able to play for a while, but also to, considering how well we have been playing, see how far we can take it."The future of the Ivy bracket is still uncertain, but there is no denying that Trinity Girls Soccer is a force to be reckoned with.

Girls Tennis

"Tennis is such a mental sport," emphasized captain Isabella Jippov '22. She continued, "The spirit on the team sets us apart from other teams, in the sense that everyone on the team is willing to stay on the court for hours and really grind out a match." Trekking up to the Bronx every day for practice at the Cary Leeds Tennis Center, the Trinity Girls Tennis team is a picture of hard work and grit. Led by Jippov and captain Erin Corridon '22, the team has high hopes for the season. Given the one year hiatus due to Covid-19, the lineup is largely new and young. Newcomer Tenley Seirer '25 and Sammi Yim '23 look to establish the team as a dominant force in the Ivy League. Due to eligibility rules, tennis standout Leila Epstein '22 has been sidelined from playing. However, as Jippov put it, Epstein serves as the "celebrity guest coach," and helps out with team dynamics and coaching. Finally, Jippov concluded that "positive attitude is important. We want to make sure that everyone wants to be there and is excited to go onto the court and fight for however long it may take."

Girls Cross Country

Girls Cross Country looks to continue their elite form. They last competed in the fall of 2019, winning both the Ivy League Championship and NYSAIS. While there is no denying the target on their backs,the team is training hard. Characterized by hill and half mile repeats, long runs, and racing, the team is focused on their training for the upcoming championship meets in Van Cortlandt Park. Led by Izzi Solomon '23 and Isabelle Ewing '22, the team has returning experience from the 2019 championship squad. Additionally, the lineup also includes new faces like freshman and sophomore standouts Audrey Mallier '25, Annabelle Arroyo '25, Tiléli Kachenoura '25, and Anura Bracey '24. So far, the team has raced in a variety of locations including Warwick, New York; Wappinger Falls, New York; and Bethlehem, Pennsylvania. The team is upfront about their winning mindset. Dominating the hills and sprinting to the finish, the girls team has had strong showings. This isn't the team's only strength, though. As Charlotte Borthwick '22, captain and four- year member, explained, "There is such an incredible team dynamic that

translates beyond practice and meets. The culture is similar to a family." From pre-meet pasta parties to team dinners at City Diner, fostering an inclusive atmosphere is a priority. Borthwick continued, "Girls Cross Country is one of a kind. There is no activity at Trinity like it, and the culture has stayed year to year which makes it even more special."

Boys Cross Country

The Boys Cross Country team is training hard. Led by captains Nikhil DeNatale '22, Ronan Luff '23, Brian Shah '23, and Ryan McGranahan '22, the group looks to win the Ivy and NYSAIS Championship in late October and early November. As DeNatale put it, "The main goal is to go into Ivies and NYSAIS as strong as we can. We are capable of winning, so hopefully we can." So far, the team has had a strong showing at various invitationals. At both the Suffern Invitational and the Bowdoin XC Classic, DeNatale and Luff placed first and second. This one-two punch will likely bode well for future meets. Furthermore, Liam Luff '26 adds further depth to the team. The team balances both a winning mentality and an enjoyable atmosphere, as Denatale explained, "There is definitely an atmosphere where we know that we can be competitive. Now we are just trying to have fun, but also be serious because we know that we want to win."

Girls Volleyball

Girls Varsity Volleyball entered the season as one of the younger and more inexperienced teams in the Ivy League, but they are not to be taken lightly. Led by captains Nathalie Pera '22, Natalia Giordano '22, and Julia Magliaro '23, the Tigers have overcome their relative youth and are hitting their stride in league play. "It was definitely shaky in the beginning," Magliaro said, "but we've pulled together." She attributes many of the team's early struggles to the roster turnover, noting that they "didn't have a lot of underclassmen before Covid-19, and now it's just a really new team."

"Our big goal for the season is to have fun, because we have not been able to play for a while, but also to, considering how well we have been playing, see how far we can take it."

Though Covid-19 is obviously not a problem unique to Trinity, the team is only returning five players from their 2019 squad, a low number that stands as one of the lowest in the league. But the lack of returning players has opened up many opportunities for newcomers. Magliaro emphasized the performance of her younger sister, Maddie Magliaro '25: "My sister has really surprised me. I think she's really stepped up." Captain Magliaro was particularly complimentary of her sister's play in their game against Poly Prep, when she subbed in for an injured Giordano. As the season progresses, Magliaro stressed that development is just as important as success. As she put it, "I think my biggest goal as a team would obviously be to do well, but also to just play really hard in games and leave it all out on the court every time." The Tigers have done just that, most notably with a 3-0 win against Hewitt on October 8th after hard-fought losses to powerhouses Fieldston and Poly Prep earlier in the week. The team hopes to build on that momentum as the NYSAIS playoffs approach, and the Tigers have their sights set on the trophy.

Boys Varsity Soccer

All eyes are on Trinity Boys Soccer this year. The Tigers established themselves as a powerhouse under former coach Jesse Brown, winning two NYSAIS championships and one Ivy League title from 2017 to 2018. But a loss to Fieldston in the 2019 NYSAIS final, coupled with Coach Brown's departure and a missed season, poses a threat to Trinity's reign of dominance. However, the early returns under new head coach David Hodgson have been promising. Hodgson comes to Trinity with immense experience, previously coaching the women's teams at Rutgers and Temple University. His stellar reputation and experience has translated into wins for Boys Varsity Soccer. With six games left in Ivy League play, Trinity has a tenuous grasp on first place behind the leadership of captains Nico Lee '22 and James Flagg '22, but Fieldston trails very close behind. Lee noted that the team's winning culture has continued under Coach Hodgson: "I think he's continued that winning mentality. We expect to win and we expect to have success every year, obviously while still having fun and enjoying playing soccer." Trinity has battled injury early and often this season, the team has continued to fight on, and fortunately, many players are set to return in the next two weeks. As Lee put it, "I think almost every single guy on our team has had some sort of injury that they've had to deal with." He attributed a lot of their early success to the team's resilience and depth, saying, "What's been really cool is a lot of guys have stepped up who normally wouldn't have been starters or played big roles, and a lot of kids who have been injured have played through and been tough." The team's toughness will be tested down the stretch, with a looming rematch against rival Dalton and the regular season finale against Fieldston on October 27th, which could easily decide the league champion. From what we've seen so far, the Tigers look to be up to the task.

Water Polo

As captain Ozzie Feldman '22 put it, Trinity Water Polo is "a scrappy group of kids." Made up of majority underclassmen, the Tiger Sharks have had to fight tooth and nail to win games, which so far they have. "We don't let them push us around, we don't let them get in our heads," Feldman emphasized, "we keep our composure even in really physical and intense games." A major part of the team's early success has been the play of John Lieberman '24, who has averaged an astonishing eight goals per game so far, including a thrilling ninegoal performance in a 10-8 victory over Fieldston. "He's our offensive core," Feldman said. "He facilitates the offense. He's got a great arm, good awareness, and he's a good swimmer." The team's all around depth has been key to their success. Feldman has been consistently great in the goal, Johnny O'Malley '23 utilizes his baseball arm to score a couple goals per game, the physicality of Deaclan Meehan '24 has been crucial against bigger teams like Horace Mann, and a solid group of freshmen round out the squad. When asked about their goal for the season , Feldman quickly declared, "We're looking for the title," and the Tiger Sharks have that championship potential.

Girls Varsity Soccer

New Faces At Trinity

Helena Baruch '23
SENIOR STAFF WRITER

At the advent of each school year, the Trinity Times *features short interviews with new Upper School faculty. This year, we are introducing ten new faculty members from a variety of departments. The* Trinity Times *staff welcomes these new teachers, and we look forward to seeing what they have in store for the community.*

Etienne Brower (PE&F)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?

I grew up in West Hempstead, Long Island and went to West Hempstead public high school. I then earned a D-I scholarship for basketball to Boston University (two years) and transferred to the University of Massachusetts Amherst (two years) before earning my degree in psychology while minoring in childhood education. After graduating, I played four years of professional basketball and then owned and operated my own youth sports business, Infinite Athletics, on the UWS/UES of Manhattan for the past 8 years. Some basketball word of mouth referrals here and there ultimately landed me at Trinity with the basketball program. This year I was fortunate enough to become a full-time PE & F teacher and coach.

I see that you speak French and played professional Basketball in France! This is incredibly impressive. Tell us a little about your basketball career.

My professional basketball career was a bit short lived due to a lot of avoidable injuries. It was partly why I became a CSCS (certified strength and conditioning specialist), so I could help other athletes escape some of the pitfalls I suffered! Ultimately, I cannot say I regret my experience because I was lucky enough to travel the world for four years, have family and friends visit me abroad, and play the game I love for a living. It was a great "gig"!

What drew you to Trinity?

What drew me most to Trinity were the students' characters. I felt that almost every student athlete that came through my basketball program was polite, friendly, and respectful. In competitive youth sports in Manhattan, that is sadly outside of the norm, so when I consistently saw it from Trinity students, it made me take a closer look at Trinity's background in education and codes of conduct. When I became a proctor during the first full school year of the pandemic, I was able to see first hand if these were just coincidences or the reality of the student body. Fortunately for me, it was the latter, and I'm grateful every day that I ended up here.

Tell us a little more about Infinite Athletics, the youth sports program you have been operating for the past eight years. How do you plan on bringing your expertise in this program to your coaching at Trinity?

Infinite Athletics was founded in 2013 as a youth sports program operating primarily on the UWS. At IA we aspire to teach our student athletes the joy of sports. Our definition of fun is doing something that has less effort attributed to it. Playing video games, watching movies, listening to music... those are all fun. Joy (for us) is putting great effort into something and seeing all of that exertion lead to an accomplishment. Whether it is learning to make a layup when you couldn't before, scoring the go ahead basket for your team, or winning a championship, those accomplishments are the feeling of joy! Our motto is to teach joy in sports and we have been successfully doing so for the past eight years. My hope with Trinity is to bring that same ambition to every sport I coach.

Who is someone you look up to?

I don't really look up to many people, as I prefer to aim for being a better version of myself. I certainly understand that sounding cliché, but it is the truth for me. As a boy, I certainly looked up to my father (as I hope many young men do), but as an adult he is a person I admire and learn from. I am incredibly ambitious so I put my future self on a pedestal in the hopes that my students at Trinity respect and trust my values, and that my children at home are the ones that "look up" to me.

Darcy Benson (History)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?
I grew up in Upstate New York, outside of Albany in Troy. I went to a K-12 independent school, which is part of the reason why I applied to work at Trinity. I've gone straight through education. I went to Dickinson College, and then I got my Masters in Boston. Then I moved to Ohio and got my PhD at Ohio State University. And now I'm here!

You interned at the New York State Museum in Albany and the Musée départemental de la Résistance et de la Déportation in Toulouse, France during your high school and college years. Tell us about your experience interning.
If students can financially afford it, I 100% recommend interning; I think it's a great experience. I think it is hard to find paid internships in the field of history, especially in high school and college. So it was great that this was where I discovered my love of French history and found that I wanted to become a French historian. In the New York State Museum, it was really fun to sit in the storage rooms with all the boxes of old artifacts and items. One summer, I spent my time organizing the Fisher Price collection, because Fisher Price is a New York State company, so I ended up being able to play with all the toys of my childhood. It was really a fun time.
You are fluent in French and have extensively studied French history. How do you hope to bring your knowledge of French culture into the classroom?
Well, I probably talk about France a little more than my students would enjoy, but I think it makes for a fun comparison. Hopefully, in the future I can do something fun with my knowledge for Minimesters in order to really bring my love of France to Trinity. But, hopefully, the more I learn about Trinity, the more I will find places to infuse my love of France.
What are some of your hobbies and interests outside of school?
Right now I'm really loving city hikes, where you just walk around the city and find new places. I love wandering down new streets and finding new places that I have never seen before. Then, during the colder months, when I don't want to wander the streets of New York, I like to sew.
What is your favorite travel destination and why?
It's so hard. Right now I just want to return to all of my favorite places because I haven't traveled in so long. My dream list of places, though, includes Cambodia, Tasmania, which looks unbelievably gorgeous, and I'd really like to go to British Columbia, just to go somewhere a little closer to home.

Sadie Dutcher (Math)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?
I am from Southern California, so I grew up in Pasadena, which is known for the Rose Bowl and Caltech. I lived there my whole life, and then, when I was looking at colleges, I realized that I didn't want to go to a big state school. I started looking at the East Coast and, because I played water polo, one of my coaches recommended Villanova. So I applied and got in. I think I got in early, flew out for a recruiting trip, and fell in love with the school. So that's how I ended up at Villanova. I played waterpolo there. I knew I wanted to be a teacher, so my undergraduate degrees are mathematics and education. I taught students as a senior there, so I knew that was where I was headed.
You were born and raised in California: East Coast or West Coast and why?
I really like living in New York. I don't like driving or traffic. I don't love the snow, but I kind of have the best of both worlds. I can have all the fun parts of the city, and then I get to go home to Southern California for winter break, so I am able to escape from the cold. So, best of both worlds.
What is your current favorite math theorem and why?
This one definitely changes depending on what I am teaching. I really like right triangles, so I would say the Pythagorean Theorem. I have taught geometry for a while now, so maybe just this solid basic because I think it is really useful.

How do you hope to contribute to the Trinity community this year?

I definitely want to encourage students to love math and engage with math. I know that it's really hard at Trinity because of the way we teach; it is really challenging for students. But I hope to support students and encourage them. I want them to know that while it's hard now, the curriculum does ultimately support them. I also get to hang out with a lot of really great students during water polo. Teaching them waterpolo and helping them get better at the sport is really fun.

What are you most excited about for the water polo season?

I am excited to feel it out and see what our competitors are like. We just have to help students get back into it after a year off. I am excited to see them grow. Everyone has gotten so much better after the month we have had together, so it is just really cool to see their progression. Seeing them fall in love with the sport is what I am here for.

Stephanie Gonzalez (College Counseling)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?

I grew up in New Jersey and went to a small Catholic High School there. I definitely didn't get a lot of guidance at my high school when it came to the college process. So, I applied to a bunch of different schools and eventually attended Boston University. I loved my experience there as an undergraduate. I was a student-teacher there and studied Spanish Education. I actually found that I didn't really love teaching that much. I was more interested in other fields. So, I spent five years at Boston University, and then went to Williams.

You are currently pursuing a PhD in education at George Washington University, with a focus on inequality in education. Tell us a little about that.

I love school. I have always loved school. That is why I really was attracted to a place like Trinity, where students are really motivated by learning. By the same token, I wanted to pursue a couple of continuous education degrees. I started working for my PhD back in 2018. Right now, I am at my dissertation phase and am going back in the spring to continue my work. My dissertation is looking at the experience of students and the need to repay student loans, primarily for students of color. Oftentimes, we talk about student loans in large numbers that don't feel meaningful, so I really want to focus on the more granular and personal side to this issue. I hope that my work speaks to folks about the implications of student loans on a day to day basis. I am also interested in inequities in colleges when it comes to tuition. Who knows, maybe one day we can move to a free-college-for-all system.

What drew you to Trinity?

I was really drawn to Trinity because of the student body. Working at Williams, I actually saw a lot of Trinity applicants and really appreciated their drive and interest in education. Trinity also has this legendary college counseling team, and I feel so grateful to be a part of it. I have wonderful colleagues.

Tell us about your dog!

His name is Wookie! My husband and I rescued him, and he already had that name. He is part retriever and part who knows. He is nine and a half years old, but is still very spry and young. He definitely did not love the transition to Trinity and moving into the city, but I think we are all getting used to it.

What is your favorite book and why?

My favorite book is *Make Your Home Among Strangers,* by Jennine Capó Crucet. I think that this book is very relevant to our work here at Trinity as college counselors, as it is about a high school senior transitioning to college. Crucet is certainly one of my favorite authors. The book just really speaks to me, and I wish I had read it in high school prior to my own college transition. I strongly suggest that students read this book.

What do you hope to contribute to Trinity this year?

I am so excited to work with this group of seniors and to work with juniors later in the year. This is an important time for a lot of students, and I hope I can guide them and help them through this process. I am also really eager to work with Mr. Javier and the Diversity, Equity, and Inclusion team. I've already started to get to know some of the folks at SDLC. It is really great to see what might be possible in the community so that we continue to improve. This is a community that is already excellent and so pragmatic when it comes to DEI work, so all we can do is make it better. But overall, I'm just excited about a lot of things: getting to know the students, learning about more clubs, and meeting new people!

Matt Hasling (Science/Physics)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?
I grew up in Jersey and went to public school there. Then for college, I decided to go West and went to Pomona College for undergraduate school, and then UC San Diego for graduate school. I did my PhD in physics there, living on the beach and working on lots of optics and cryogens. After that, I came to New York and worked at Xavier high school for a couple of years.
Tell us a little more about being "in a basement pumping liquid helium into various apparatuses [and] focusing optics."
I was working in a lab that had two main sets of equipment. Samples needed to be kept at extremely cold temperatures, a few degrees below absolute zero. So, we had lots of liquid nitrogen, liquid helium, and the such. Then, we needed a lot of laser setups to properly excite and observe our samples. Lots of lasers and cryogens and all of that. It was very experimental rather than theoretical.
Favorite taco flavor/filling and why?
I'm big on carne asada. Let's be real, I am willing to branch out, but this has been my go-to for a while. Most places do a solid carne asada. It's prime stuff.
In a couple of very elementary sentences, tell me what "Condensed Matter Physics" is.
So, it sounds really specialized but it is really not. Condensed matter is pretty much the study of solids and things that are macroscopic. Rather than particle physics, where you're studying individual particles at a time, or astrophysics, where you're studying things really far away, condensed matter is really anything where you can tangentially see what is going on. So, that is really what falls under the purview of condensed matter.
What do you hope to contribute to the Trinity community this year?
I am hoping to become as much a part of the community as I can. Obviously from a science perspective, but I am already involved in the Model UN team. Through all these various channels, it seems that there is a lot of cultural stuff happening here, and I want to make sure that I can be a part of it.

Michelle Merriweather (Math)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?
I grew up in Long Island. I have always been around New York, and I went to school in Albany. I moved around a lot as well. Originally, I was an actuary. This was a time when a lot of insurance companies were being taken over, so I decided to switch careers. I didn't think I would ever go into teaching, actually. I was deathly afraid of getting up in front of people. But it was a time when I was in between jobs, so I figured I would go back to school and try to find something that I loved to do. I just loved teaching. I then started teaching at the middle-school level down in Virginia. This was a very interesting experience because this school had a lot of students whose parents were in the Navy, so you had kids coming in and out. Then I ended up moving to the DC area, and I either had to get a job or go to graduate school. If you had ever told me as an undergraduate that I would get a graduate degree, I would have told you that you were absolutely insane. However, I ended up getting a really good scholarship and got a doctorate.
You have thirty years of experience teaching middle school through graduate level mathematics. How is teaching high schoolers and Trinity students different from teaching middle schoolers and graduate students?
My focus has always been K-12, specifically training teachers. So, I have always had my foot in the door with that. Middle school is very much like the ninth graders here at Trinity. They're really cute and just want to learn. They get so excited about things. It is a great energy to feed off of. In graduate school, students are super focused. It is different from teaching a general population, but I really like teaching all kinds of levels.
What do you hope to accomplish this year, specifically in regards to helping and guiding students through the complexities of mathematics?
My focus is really getting students to understand the importance of math, not only in school, but also how it relates to problem solving and skills outside of school. So, I really try to stress the idea that you don't have to like math, but you have to appreciate what it can do for you.
Tell us about your hobbies and interests!
Well, I have three kids, and they keep me really busy. But now that two of them are in college, I have more free time to do things. In my free time, I like to do things that are more creative. I like to decorate cakes, crochet, and knit. I really like to do anything that brings out my creative side. The funny thing is, I love to make these elaborate cakes, but none of my kids eat cake. But those are just some of the things I like to do!

Katie Sandling (Science/Physics)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?
I was born in Japan and moved to the U.S. when I was twelve. My family was in Rye and I attended Rye Country Day. Then I went to Stanford, where I got my Masters, while also being a teaching fellow at Rye Country Day. I started my teaching career there because there happened to be an opening. It was nice because I already knew the culture at the school and could really focus on the teaching aspect of things. And now I'm here!

What goals did you have in mind when designing the physics and advanced physics curricula at Rye Country Day School? How do you hope to achieve those goals at Trinity?
The goal has always been to push the skills that will prepare students for life and give them confidence in their own abilities. There is a lot of tech-phobia and math-phobia out there, and one of the things I was excited about when I came to Trinity was that ninth grade physics requires everyone to have exposure. This definitely helps students combat some of these fears. The skills that we are trying to build are comfort with equations and understanding the meaning behind numbers. I don't like that computers tend to be magic boxes that you can't see under the hood. So, everything that we do with computers, I make sure that students are also able to do it by hand. I really want to ground everything that we do in a physical sense.

I see that you do robotics! Do you plan on pursuing or teaching robotics at Trinity?
My background is in engineering, which is why I got into robotics in the first place. What I love about it is the hands-on aspect. It also brings in a lot of people with different backgrounds, and it is not always the people that are super techy who enjoy robotics. I was also able to bring girls into robotics. When you're starting out with robotics, it is really just a crafting kit. As you go on, you start to practice iterating and getting confident with certain tools. It does take a lot of time, though. A lot of time. I am looking forward to having my weekends back. I think they had a wonderful robotics program at Rye Country Day, and I was helping them start it off. I am really glad that it already exists here at Trinity and doesn't need any more assistance. But I look forward to hearing how they do.

What is your favorite Broadway show and why? What Broadway show are you most looking forward to seeing?
This is tricky, because I am someone who bawls their eyes out during shows. And crying in a mask is really hard. All the good shows out now are tear jerkers, so I think I'm limited to the comedies or the nostalgic ones that aren't sad. I just have to ease back into it, because I know that it will be an emotional return. *Six* looks really interesting because there is no intermission and it's a little more Covid-safe. It also just looks fun and different. I might have to wait for *The Music Man* to come out as well because that would be emotional in a better way. Frankly, if *Mamma Mia* was showing, that would have been a perfect first return to Broadway because it is literally a fun party with no crying.

Siu Poon (Learning Support)

Tell us about yourself! Where did you grow up and go to school? What has your career path been like thus far?
I was born in Hong Kong and came here when I was seven years old. I grew up in Queens. I have a big family, as I am a sister to eight brothers. I went to Cornell University in Ithaca, NY, where I spent four years studying business. Then, I started work right away on Wall Street. I ended up at Morgan Stanley and worked there for ten years. I worked in the asset management division, working in the emerging markets. I worked with relationship managers and customized their marketing and meeting strategies. I spent a lot of time in their customer relations division. I was a supervisor for a team of five, and then I went on to other divisions within asset management. After I moved out of the city and had my first child, I left that career and decided to go back to school for my Masters in education. So, I am dually certified in regular education and childhood education. So, that is how I ended up in education!

What was it like working in investment banking? Do you plan on using your expertise in banking to any clubs, activities, speaking events, or classes at Trinity?
Because I was in several different departments within Morgan Stanely over the course of ten years, one of the things that I learned really well was dealing with deadlines. You are at the mercy of fund managers, and the fund managers have meetings and things to do. So, I had to stay until literally seven or eight at night to answer their beck and call. It was very stressful, but I learned a lot about time management and communication skills. I had to do presentations and communicate with other workers, so that was really helpful. In terms of doing something here at Trinity, I'm not sure I would do something in banking specifically. My interests are more in empowering girls and helping them think of different career paths. Maybe, I will participate in some clubs where I can introduce girls and women to all different kinds of possibilities. I don't want girls to limit themselves to one career path. I would love to do something like that and teach them to speak confidently. It would also be great to have other women in different industries talk to them and give them exposure to different career paths.

Tell us about your experience running the 2017 Marathon. It was your last marathon, so I'm guessing it didn't go too well.
That came about because my friends got into the New York City half marathon, which was a lottery. I didn't get in, so I signed up to run for charity. After we did that, which was a really great experience, I figured that we should do the New York City marathon. However, in order to qualify, you either have to have a qualifying time, which we did not, or you can do what they call the 9+1 program. Essentially, if you run nine races and do one volunteer activity, you automatically qualify. So, over the course of the year, we ran nine races, which could be from one mile to a half marathon. On the day of the marathon, it was raining, and I had eaten a few too many energy gummies. My body just shut down and I got dizzy. I was nauseous. I finished, but it took a very long time, which was fine because I wasn't running for time but rather completion. So I accomplished my goal, but after that I knew my body could not handle another full marathon.

How do you hope to contribute to the Trinity community this year?
This year, I really want to focus on building relationships with my students. I really believe that this is critical, especially because I work so closely with them. I work with a lot of ninth graders, and this is a huge transition year for them because they haven't really been in school full time since sixth grade. So, I really want to spend my time learning what strategies benefit them. My focus this year is to learn my job and do it really well. I want to get to know the deans and the teachers. But next year, once I have fully acclimated myself, I may want to become an advisor or get involved in clubs.

What is your current favorite food and why?
Well, I cannot live without coffee. I also really love sushi, specifically salmon rolls.

Editor's Note: Mr. Marc Smith and Ms. Amy Breitfeller were both contacted for an interview, but neither responded to the reporter's request.

The Return of Minimester

William Santiago Neira '24
STAFF WRITER

Minimester is back! After a one-year hiatus due to Covid-19, Trinity's second annual minimester program will return this January, nestled between first and second semester. The week-long program will allow students to take time off from their regular academic schedule and pursue other interests, with dozens of courses covering a diverse range of topics, from dance and cooking to conservation and ecology.

Trinity's inaugural Minimester offering in 2019 was "a raving success," according to Dr. Andrew McCarron, Trinity's Head of the Religion, Philosophy, & Ethics Department and English teacher, who runs the program, "many 10th and 11th grade students told me it was the highlight of their Upper School experience to date."

This year, students will elect from over 40 courses grouped into five broad themes: "Magnify" courses will enable students to dive deeply into a single subject area; "Make" courses will give students the opportunity to engage in hands on learning by creating an object; "Move" courses will give the active among us a chance to engage in kinesthetic and athletic based activities; "Unplug" courses will allow students to focus on mindfulness, meditation and mental health, all while taking a break from screens; and, finally, "Explore" courses are dedicated to getting students out and about New York City.

Dr. McCarron explained that the goal of the Minimester program is to provide Upper School students "an opportunity to do something different, to have some fun, but also to press the refresh button."

Dr. McCarron explained that the goal of the Minimester program is to provide Upper School students "an opportunity to do something different, to have some fun, but also to press the refresh button." With courses offered to all four grades in the Upper School, the Minimester also affords students the chance to meet and forge bonds with members of the Trinity community who they might not otherwise encounter.

Minimester offerings this year will continue to involve excursions outside of Trinity. "We have access to some great resources. The school and the board really support the Minimester, so it's well funded, which means we can do a lot," said Dr. McCarron, "There's probably going to be a minimester that attends Broadway shows."

While the exact number and subject matter of courses is still being finalized, the courses offered are the product of the imagination of the Upper School faculty, who propose courses based on a personal area of interest or hobby, often far afield from the class they regularly teach.

According to Dr. McCarron, Trinity School designed the Minimester with several broad goals in mind: to break up the frantic pace of the year; to enable teachers to design courses reflective of their various passions, talents, and hobbies; to encourage students to engage in activities and explorations outside of a traditional academic course; and, perhaps of most interest to students, to have "serious" fun mid-year. "Taking a break from our frenetic lives and chilling out a little bit," said Dr. McCarrron, is an important goal of the minimester.

"This is an opportunity for a new sort of self-discovery, a new social experience, and growth in a new area. Remember, it's a different kind of learning experience, where the teacher is not absolutely central. It's much more collaborative, it requires teachers and students to teach and learn," said Dr. McCarron.

Imposter Syndrome at Trinity

Caitlyn Tablada '23
Charlotte Duffy '23
SECTION EDITORS

Picture this: the girl to your right raises her hand to make a connection to the Tolstoy book she read this summer. The boy on your left is called on and is praised by the teacher for providing the historical background of the book. You desperately want to participate, but hesitate to raise your hand. What if you stumble on your words and sound "unintelligent" in front of everyone? What if people laugh at you? And so, feeling like an outsider, you yet again hold in your words. It turns out that there's a term for this: imposter syndrome.

According to the *Harvard Business Review*, imposter syndrome is loosely defined as doubting one's abilities and feeling like a fraud.

Imposter syndrome manifests in two ways at Trinity. First is the notorious feeling of self-doubt that often prevents one from speaking up. This strain of imposter syndrome lends itself to be contagious. If one person does not break the trend of calculated rhetoric, others will feel the need to present themselves in the same way. In addition to internal feelings of incompetence, another type of imposter syndrome has become more prevalent at Trinity. As the outside political climate becomes more divisive, altering or inflating political beliefs to gain the teacher's favor has become a popular practice.

When asked about the source of imposter syndrome at Trinity, Isaac Kruger '23 said, "I think the pressure comes from other students, but it definitely makes for a high pressure and competitive environment."

Students react to this pressure in different ways. Some become more driven to participate, others begin over-examining their every word, and others are hesitant to take risks. For Kruger, the pressure is somewhat motivating: "I think my drive to participate in class a lot is a byproduct of that pressure. I try to be active and share a lot," he said.

For fear of not coming across as intellectually articulate, students find themselves calculating every word of their answer before they share instead of taking risks in class. And some, surrounded by this classroom environment, simply don't share at all.

Eleventh grade dean Michael Berkowitz has seen this firsthand in his classroom. "Some students don't change what they say, but instead they just don't share at all. I think the perceived pressure tends to happen from other students rather than from teachers," He continued, "It's unfortunate because tests are tests and assignments are assignments, so the classroom should be a time when you can take a risk because you're not getting graded on it." Though the teachers and administration can certainly help, it truly comes from the students to foster a more nurturing and inviting environment, concluded Dean Berkowitz.

But imposter syndrome is more than just a reluctance to take risks. Especially due to the pressure of "fitting-in" in highschool, there is a fear of disagreeing and presenting yourself as the odd one out."There are students who basically repeat what the teacher says, or will even switch their thoughts mid-sentence if they can tell that the teacher disagrees," commented Lux Hogan-Murphy '22.

A consequence of catering to what the teacher and other students want to hear is that class discussions become less interesting. "A lot of the classrooms have been pretty one-sided in discussions, and there's not a lot of conversation between two different opinions, which is sometimes sad to see," said Kruger.

Lux Hogan-Murphy '22

Even the freshmen, with just one month of Trinity under their belts, have already experienced this phenomenon. "I think some people definitely try to just say what the teacher wants to hear rather than something unique that they thought of, and it makes it less of a discussion," said Stella Targoff '25.

Teachers certainly recognize the presence of this practice and are doing what they can to remedy it. "I think it's a mistake on the students' part to think they need to do that here," said Dean Berkowitz. "I don't think students should change their views. I try to be clear that I have opinions, and that I want others to share their opinions as well. They just need to understand that there are certain places we don't go."

It's clear that this year's chapel theme of belonging applies to this dilemma. Belonging and imposter syndrome go hand and hand, and as Trinity works to become a more inclusive and empowering environment, this epidemic will hopefully start to dissipate.

"This theme commissions us to be a part of creating a place of welcome, belonging, and a place where we all are home," said Chaplain Sarah Wood.

Hogan-Murphy has observed the correlation between belonging and imposter syndrome in her own experience at Trinity. She identified the effect of people being comfortable and confident on how they present themselves in the classroom. "Part of getting older is becoming more confident in yourself, and that confidence enables people to say what they actually believe and to become less preoccupied with what they think the teacher wants to hear." She continued, "I realized that no one else is actually thinking that much about my grades or the activities I do, and that the community accepts me regardless of those things."

Imposter syndrome certainly exists within the walls of Trinity, but improving students' confidence and comfort levels has the potential to reduce it. It is therefore up to Trinity's students to foster an environment where courage, confidence, and a sense of belonging can grow.

Go out and Vote: Trinity Student Exposure to Local Elections

Brynn Martin '24
STAFF WRITER
Sophia Cipriano '23
SENIOR EDITOR

The hallways of Trinity are often a whir of political discourse. But despite the New York mayoral election occurring in just a few weeks, there seems to be little discussion amongst Trinitarians.

According to a recent poll of the Upper School that measured the community's consumption of election-related news on a scale of 1 to 5, only 15% of the 72 responses reported having seen significant media coverage of the election. Of the responders that were over the age of 18, 57% stated that they did not plan to vote, and 36% were undecided.

Julia Kostin '22 stated that while "there was more coverage back with the [Democratic] primaries," since then she has seen very little "as most people just assume the Democrat is going to win."

Nathaniel Edelson '23 corroborated that he has seen "little to no" media coverage of this local election.

James Bergstrom '23 suggested that one reason for the apparent lack of attention is that people tend to focus on 'bigger' issues: "I'm interested in the federal stuff, and I focus more on the federal stuff, so that's what I'm really seeing." Many members of the Trinity community appear to be less concerned with local issues and more focused on issues of national importance. "I think a lot of Trinity students are selective in their news," Bergstrom said, "No one has time to read the whole paper everyday, so people are going to focus on what's of interest to them" — usually hot topics that generate lots of controversy on the national scale.

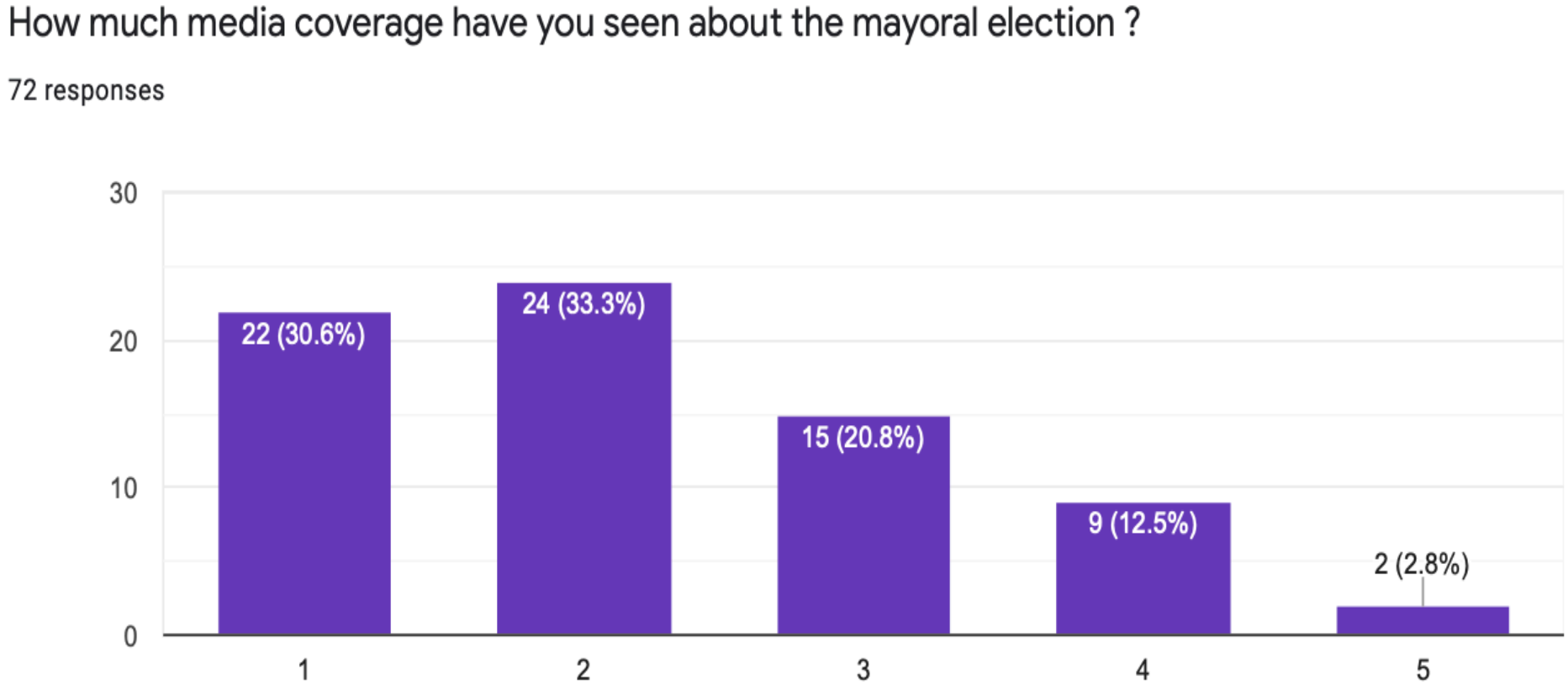
"There's more media attention; it seems more important in some way," [Ms. Williamson] said, when talking about federal elections and policies. "Local policies or state politics only become significant in the national way if the state is doing something that is perceived as spectacularly egregious."

Ms. Deirdre Williamson, Upper School head of the History department, added that as a community and as a nation, we tend to put national politics over local politics. "There's more media attention; it seems more important in some way," she said, when talking about federal elections and policies. "Local policies or state politics only become significant in the national way if the state is doing something that is perceived as spectacularly egregious."

As a result, the Trinity student body seems to be less concerned with educating themselves about this upcoming election. 44% of responders considered themselves to be poorly informed about Democratic candidate Eric Adams, and 77% knew little to none about Republican candidate Curtis Sliwa. This is a trend, as the youngest members of our society are often the least politically active. "In elections, the turnout is mostly by older people," said Kostin, "People who are in their 20s and 30s and probably into their 40s as well are consistently the voter groups with the lowest turnout rates."

This lack of knowledge about local elections has been exacerbated by a dearth in political discourse that would occur in a normal, pre-Zoom school year. "Before the pandemic, there were lots of political conversations in classes. We would talk about speakers and community time and about events that were taking place," Ms. Williamson said, "It was not the same having political conversations over Zoom. It didn't feel comfortable in a way. When you're having a conversation about politics or some social issue that's taking place, it's really nice to be in the room together so you can kind of see how everyone is responding to it, and you can't do that over Zoom." She suggested that the move away from political discussion on a virtual platform may have carried into this year. "I don't feel like we've had the political discussions that we usually have," she said, "I think we're all still getting used to being back in space with each other...and I don't think we have our footing yet in terms of how we have conversations; so many interesting conversations took place during lunch and learns, but we can't have lunch and learns yet because we can't eat altogether. Once we can reestablish some of the community spaces, then maybe the political discourse will be more active again, but right now it's hard to make it all happen."

Still, students have been working tirelessly to foster and create a politically active environ-



Amount of media coverage on the election reported by students, ranked from 1 (none) to 5 (a significant amount

ment in our school and our society. Kostin, who has recently been giving announcements encouraging members of the Upper School to vote, considers it important to remind all members of the community to register as soon as possible and get out to the polls, no matter how small the elections, positions, or policies may seem. "I think it's very important that everyone votes, specifically teenagers, because it is the single most important aspect of our democracy," she said, "If we don't have people voting, then our government has no legitimacy, and it's just not going to be as effective as it can possibly be. It won't be reflective of the world and the people, which is not a democracy. All elections are important regardless of if it's getting national attention."

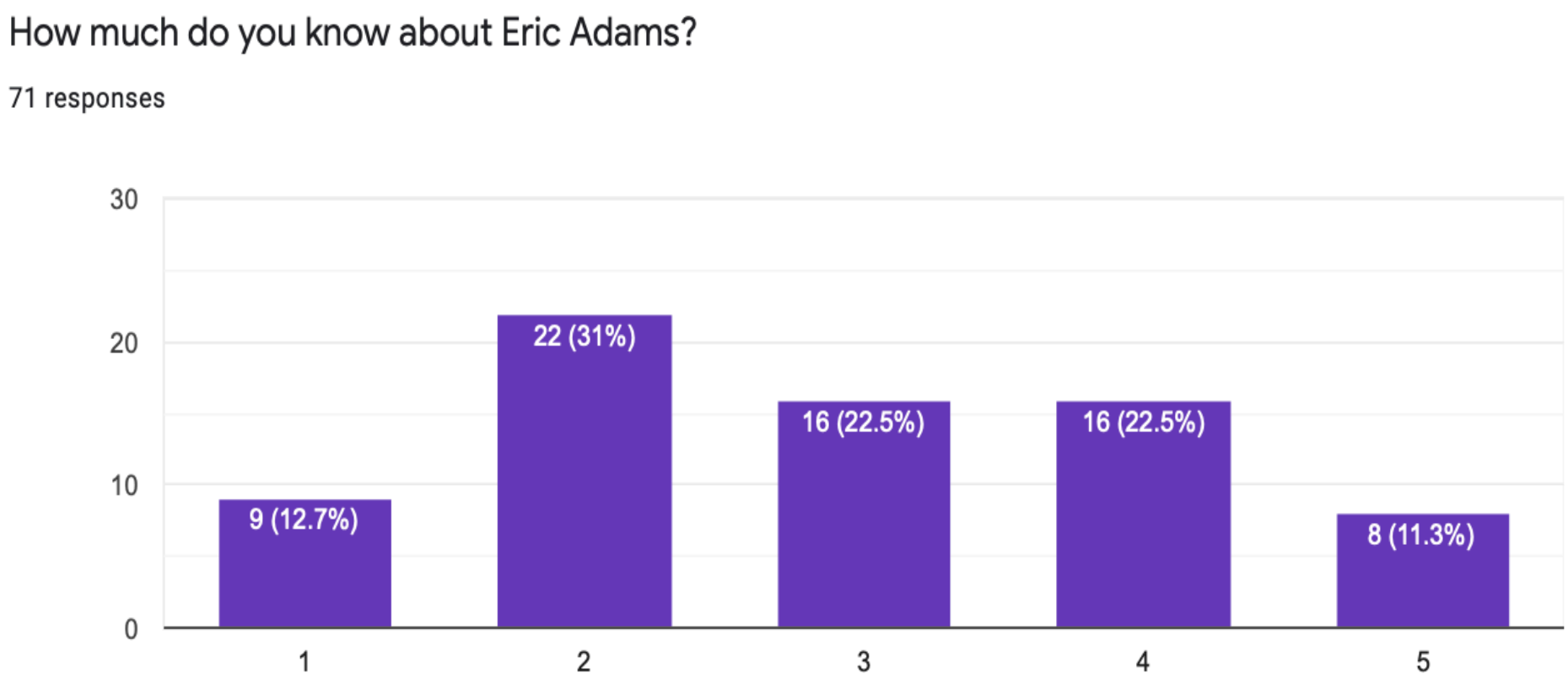
Edelson elaborated, "Local elections are very important because often the issues raised in them will affect your life much more than federal elections."

"It's unfortunate that only federal politics, only national elections get the kind of attention they do because I think local politics are actually more significant, but they're not as publicized, they're not as exciting," Ms. Williamson added, "The positions where people actually can make very real change are on a local level."

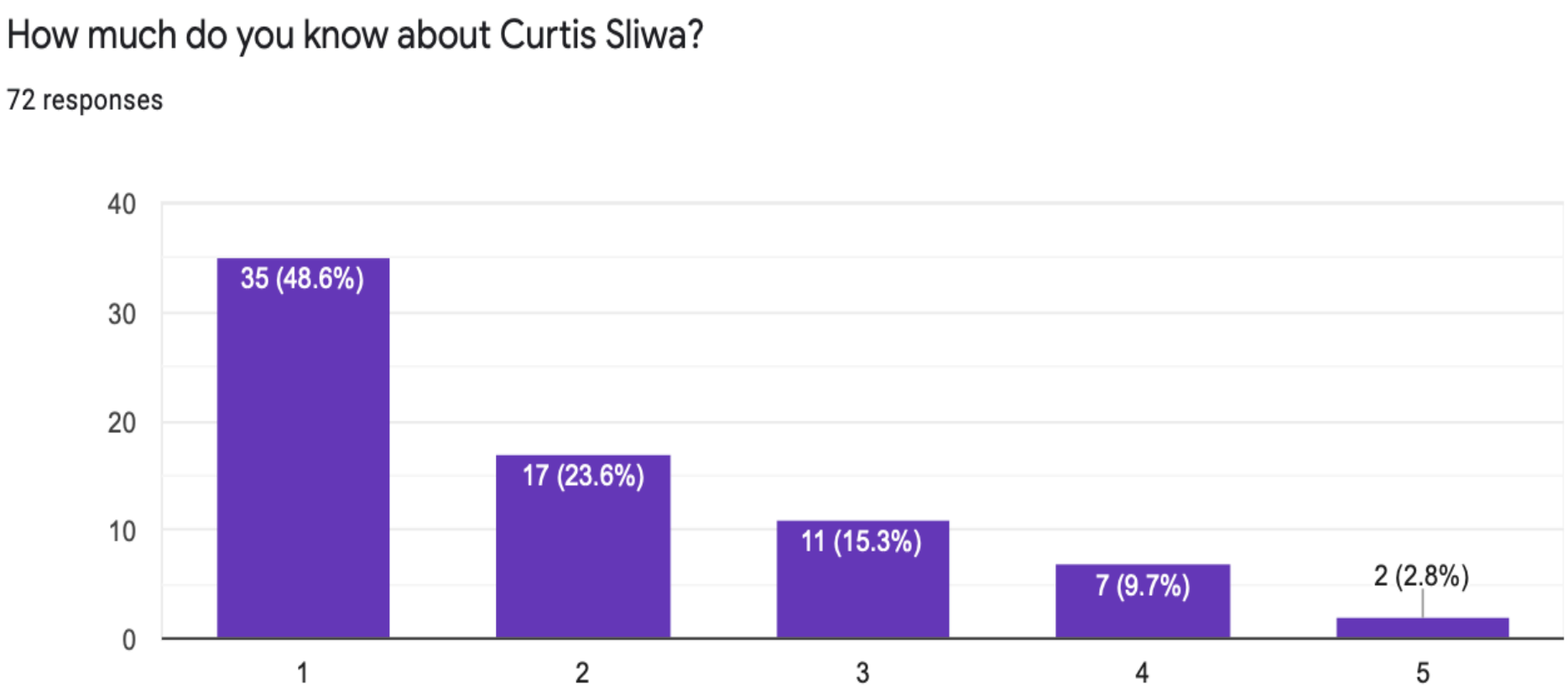
Kostin also hopes that everyone of age will remember to vote on all policies and positions on the ballot. "A lot of people are going to go to vote for the mayor, but they're not going to vote on the rest of the stuff," she said, "There are five proposals and other people who are running for District Attorney, borough president, etc." The proposals on the ballot are for redistricting, environmental rights, improving access to the polls, logistics of future elections, and the civil court's claim limit. No matter the scale of the election, everything on the ballot is important, even if it lacks lots of media coverage.

No matter the scale of the election, everything on the ballot is important, even if it lacks lots of media coverage.

"People always overlook local politics which actually have the most impact on our lives," said Kostin, "My hope is that by encouraging people to start voting early, then it'll become a habit, and they'll vote in every election for the rest of their life."



Student's knowledge about Eric Adams (D), ranked from 1 (don't recognize his name) to 5 (a lot)



Student's knowledge about Curtis Sliwa (R), ranked from 1 (don't recognize his name) to 5 (a lot)

Never Forgotten: Trinity's Memories of 9/11, 20 years later

Sophia Cipriano '23
SENIOR EDITOR

Anyone who was in New York City on September 11, 2001 likely remembers that the morning was "sunny," and the sky was "beautifully blue and clear," as Mr. Oscar Cerreño, Upper School Spanish teacher, and Mr. Saul Isaacson, Upper School English teacher, recall respectively. It was election day in the city, and Dr. Schock, Upper School History teacher, remembers heading out to vote first thing on that "gorgeous" morning. Trinity classes had commenced on September 10th, only a day earlier.

September 2021 marked the 20th anniversary of 9/11, an event which divides the history of our city and country into a before and after. While our parents and teachers experienced 9/11 firsthand, no current Trinity students were alive when the attacks occured. To commemorate this momentous anniversary, the Trinity Times gathered the stories and reflections of faculty who were at Trinity on that fateful September day.

The first plane hit the twin towers at around 8:46am: first period. An ordinary morning soon descended into chaos as the news of the incident trickled throughout the school. Mr. Peter Donhauser, Upper School History teacher, was "at the photocopier in the faculty lounge, and the [former] head of the athletics department came in and the first thing she said was, 'did you hear a small plane went into the World Trade Center?'" Mr. Donhauser remembers not thinking much about it at first. Surely, it was an accident.

Mr. Isaacson was teaching first period in a classroom on the first floor by the college offices. "During the class, a kid who's not in my class stuck his head in the door and said that a plane accidentally hit one of the towers of the World Trade Center. And nobody believed him."

After his first period counseling session, Mr. Larry Momo, head of college counseling, heard of the situation when his assistant mentioned that his wife, Jane, "called to let you know that she's okay." Mr. Momo recalls his initial confusion at the seemingly random nature of the call. While Ms. Jane Momo's office at the time was directly across from the World Trade Center towers, she did not go to work that day.

Señor Cerreño also had a loved one who was supposed to be at the towers. His wife, "was home sick that day, and she didn't go to work." He was on the phone with her when he found out that a plane had hit the second tower.

Dr. Schock stated: "I don't actually remember how we found out about it. But pretty quickly televisions started appearing in the classrooms." Multiple teachers recall that Mr. Stanley Hill set up a television set in the Chapel where students had the option of watching the news. Eventually, then Upper School principal Dr. William Major announced the news to the entire school.

"During the class, a kid who's not in my class stuck his head in the door and said that a plane accidentally hit one of the towers of the World Trade Center. And nobody believed him."

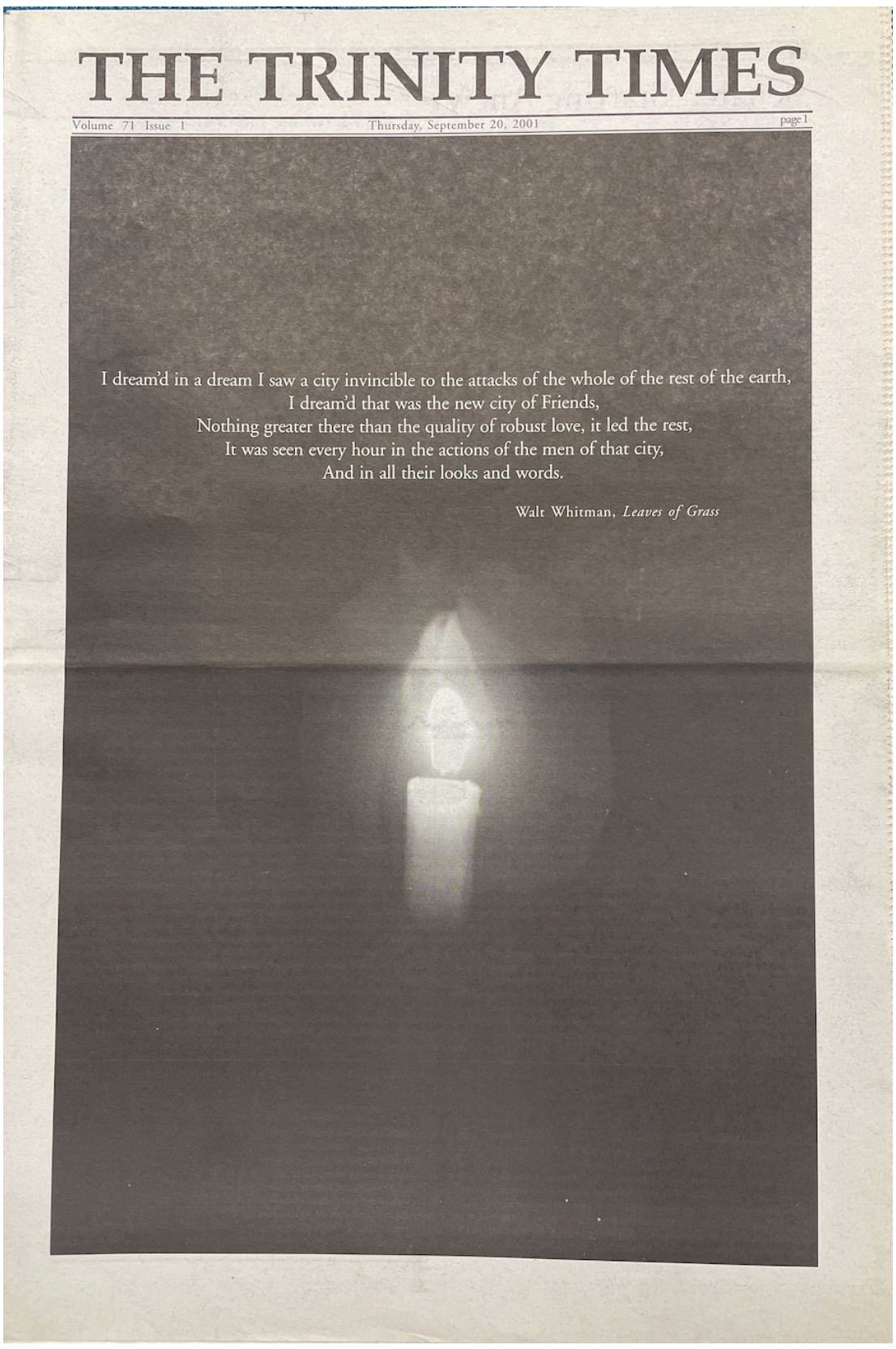
Mr. Momo remembers that "we were all in and out of the Hawley Chapel, watching and listening and talking with one another and trying to gather information. It was all pretty unbelievable." Mr. Momo specifically recalls the moment when the first tower fell — he was in the Chapel when it happened. He stated: "it's hard to recollect exactly the emotions that one had at the time but it was all a mixture of incredulity and horror and confusion."

Dr. Schock mentioned that eventually the Trinity Administration decided to stop showing the footage of the events as "the kids whose parents couldn't race up to get them didn't benefit from watching."

A *Trinity Times* article that was published on September 20th, 2001 titled "Administration's Response to Disaster" by Nick Hsu corroborates that second period classes only just started when everyone convened in the chapel. Mr. Momo remembers that "there was an interest in maintaining the structure" of the day, in order to bring some clarity to the confusion. The administration decided to go on lockdown, and students were not allowed to leave the school unless they were picked up or signed out by a parent.

Throughout the day, parents and teachers scrambled to get in touch with loved ones and grappled with the new reality that they faced. The day passed "in a daze," as Mr. Isaacson put it, and given the amount of time that passed, few teachers recall the exact order of events. As time went on, one thing became apparent: this was not just an "accident" but rather an attack.

Dr. Schock, who was a dean at the time, remembers coordinating pick-ups. There was a lot of uncertainty — "we just didn't know who was in the building." While some students got picked up,



THE TRINITY TIMES

Volume 71 Issue 1 Thursday, September 20, 2001 page 1

I dream'd in a dream I saw a city invincible to the attacks of the whole of the rest of the earth,
I dream'd that was the new city of Friends,
Nothing greater there than the quality of robust love, it led the rest,
It was seen every hour in the actions of the men of that city,
And in all their looks and words.

Walt Whitman, *Leaves of Grass*

September 20, 2001 Issue of the Trinity Times

others who lived out of Manhattan had to stay with a friend overnight or walk across bridges to get home.

People left the building at different times. Mr. Donahauser remembers leaving around 11:30 am in order to make contact with his then-fiancee and her brother who worked at the towers. Mr. Donhauser's future in-laws were "pretty frantic because they didn't know where their son was — they thought he was in the World Trade Center. They were, to put it mildly, hysterical." Mr. Donhauser continued: "I said I would do everything I humanly could to try and figure out where he was. It had a good ending for him, it turned out, because he did not go to work that day." Other teachers and faculty stayed at the school late into the evening.

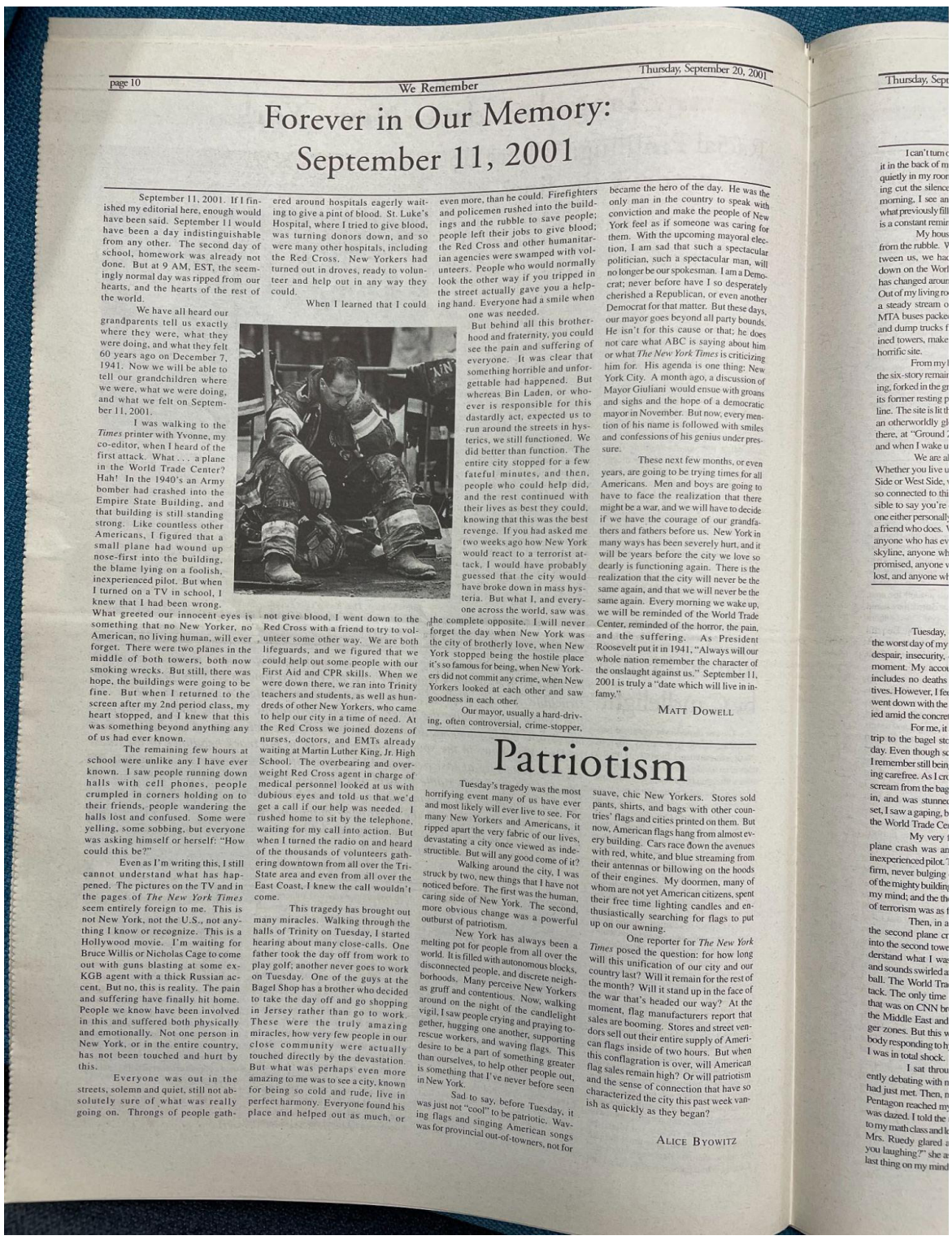
Later it was discovered that tragically, one Trinity student lost a stepfather and another lost an uncle. In a school with over 1,000 students, all faculty interviewed expressed surprise that very few were directly impacted by the events from the day. However, that doesn't mean that members of the community were impervious to the tragedy.

Many teachers remember people coming together as a result of the devastation. In an email sent to several faculty members on September 12, 2001, Trinity Alum Graham Campbell '95, who was a police officer at the scene, stated: "what they say about disasters bringing out the best in people is true. Everyone is here to help us. People are giving blood faster than they can take it. People are meeting at Chelsea Piers to wait for hours to see if they can help in the search."

Dr. Schock commented, "People were really trying to care for each other in the city … It felt like an unusual moment." Dr. Schock recalled that she attempted to assist by bringing sandwiches to a nearby firehouse; other faculty members recalled similar experiences. Trinity did not reconvene until two days after 9/11. Mr. Momo stated that the day after, people walked around in a "constant state of disbelief." Dr. Schock added that "the world felt very much under siege at that point." Issacson recalled that "going back to school was very shaky. People were not focused. … There was chaos. People didn't get it. They didn't understand; we knew at that point that 3,000 people had died. And we didn't understand. And whenever you stepped out of the building, you smelled it." Señor Cerreño also "vividly" recalls a particular smell that lingered in the air. He stated that "three or four days after [9/11], something that I'll never forget was driving down the Henry Hudson to the school. There was a particular smell, perhaps it was the chemicals. A lot of people died… ." Multiple faculty members also remember the smoke and haze that hung over the city, and like the smell, served as a constant reminder of the attack. At the same time, Señor Cerreño recalls how life went on. About a week or two after 9/11, students "went to play soccer at Randall's Island. And there was a Daily News article, [that included] a picture of some of our students playing soccer … the person who wrote it [stated] that for the young generation, life continues. Life has to follow course."

9/11 is now seen as an important historical moment. After that day "the world changed," and so too did Trinity. Mr. Issacson stated, "I hesitate to say how [9/11] changed Trinity culture. But I think it did, in subtle ways. I think the main switch was within the larger society. He furthered:"in the time immediately following 9/11, I only made very limited forays into politics in the classroom. Freedom of speech and of the press were challenged at that time; in the intervening years we have recovered much of that freedom." Mr. Donhauser stated that after 9/11 at Trinity there was a "greater sensitivity — which was national — to Muslim Americans, and the realization that Muslims were being attacked." Dr. Schock also remembers being very concerned for her Muslim students after 9/11. Mr. Donhauser also said that post 9/11, there was a curiosity into why the "towers had collapsed as an architectural phenomenon," and a growing interest in architecture in part prompted him to create his Gotham class. Dr. Schock states that the event "ushered in a new era of how we think about mental health." After the attacks, the "perilous state of kids' mental health became more apparent to educators, and more of the responsibility shifted to schools to address within the next five years or so. Psychologists became full time employees." Señor Cerreño also found that after 9/11, the Trinity community became less competitive and people were in general more aware of their own mortality. Prior to 9/11, he described the culture as dominated by "competition and academics." He characterized the shift after with an anecdote. His classes always discussed the phrase "'memento mori', a Latin expression, which means, "remember that one day you're going to die." While students "used to laugh" at this phrase, "after that 9/11 things changed for those kids. For the first time they felt like: 'it could have been me, it could have been my father.'" To put it succinctly, Mr. Momo stated that after 9/11, the community perhaps had "more of an inclination to hold each other close." Ultimately 9/11 isn't just a tragic event our parents remember. It isn't just a momentous shift that history textbooks use to divide eras. It is an event that deeply touched thousands of lives, changing our school and city.

Mr. Issacson stated, "I hesitate to say how [9/11] changed Trinity culture. But I think it did, in subtle ways. I think the main switch was within the larger society. In the time immediately following 9/11, I only made very limited forays into politics in the classroom. "



page 10 We Remember Thursday, September 20, 2001

Forever in Our Memory: September 11, 2001

September 11, 2001. If I finished my editorial here, enough would have been said. September 11 would have been a day indistinguishable from any other. The second day of school, homework was already not done. But at 9 AM, EST, the seemingly normal day was ripped from our hearts, and the hearts of the rest of the world.

We have all heard our grandparents tell us exactly where they were, what they were doing, and what they felt 60 years ago on December 7, 1941. Now we will be able to tell our grandchildren where we were, what we were doing, and what we felt on September 11, 2001.

I was walking to the *Times* printer with Yvonne, my co-editor, when I heard of the first attack. What . . . a plane in the World Trade Center? Hah! In the 1940's an Army bomber had crashed into the Empire State Building, and that building is still standing strong. Like countless other Americans, I figured that a small plane had wound up nose-first into the building, the blame lying on a foolish, inexperienced pilot. But when I turned on a TV in school, I knew that I had been wrong.

What greeted our innocent eyes is something that no New Yorker, no American, no living human, will ever forget. There were two planes in the middle of both towers, both now smoking wrecks. But still, there was hope, the buildings were going to be fine. But when I returned to the screen after my 2nd period class, my heart stopped, and I knew that this was something beyond anything any of us had ever known.

The remaining few hours at school were unlike any I have ever known. I saw people running down halls with cell phones, people crumpled in corners holding on to their friends, people wandering the halls lost and confused. Some were yelling, some sobbing, but everyone was asking himself or herself: "How could this be?"

Even as I'm writing this, I still cannot understand what has happened. The pictures on the TV and in the pages of *The New York Times* seem entirely foreign to me. This is not New York, not the U.S., not anything I know or recognize. This is a Hollywood movie. I'm waiting for Bruce Willis or Nicholas Cage to come out with guns blasting at some ex-KGB agent with a thick Russian accent. But no, this is reality. The pain and suffering have finally hit home. People we know have been involved in this and suffered both physically and emotionally. Not one person in New York, or in the entire country, has not been touched and hurt by this.

Everyone was out in the streets, solemn and quiet, still not absolutely sure of what was really going on. Throngs of people gathered around hospitals eagerly waiting to give a pint of blood. St. Luke's Hospital, where I tried to give blood, was turning donors down, and so were many other hospitals, including the Red Cross. New Yorkers had turned out in droves, ready to volunteer and help out in any way they could.

When I learned that I could not give blood, I went down to the Red Cross with a friend to try to volunteer some other way. We are both lifeguards, and we figured that we could help out some people with our First Aid and CPR skills. When we were down there, we ran into Trinity teachers and students, as well as hundreds of other New Yorkers, who came to help our city in a time of need. At the Red Cross we joined dozens of nurses, doctors, and EMTs already waiting at Martin Luther King, Jr. High School. The overbearing and overweight Red Cross agent in charge of medical personnel looked at us with dubious eyes and told us that we'd get a call if our help was needed. I rushed home to sit by the telephone, waiting for my call into action. But when I turned the radio on and heard of the thousands of volunteers gathering downtown from all over the Tri-State area and even from all over the East Coast, I knew the call wouldn't come.

This tragedy has brought out many miracles. Walking through the halls of Trinity on Tuesday, I started hearing about many close-calls. One father took the day off from work to play golf; another never goes to work on Tuesday. One of the guys at the Bagel Shop has a brother who decided to take the day off and go shopping in Jersey rather than go to work. These were the truly amazing miracles, how very few people in our close community were actually touched directly by the devastation. But what was perhaps even more amazing to me was to see a city, known for being so cold and rude, live in perfect harmony. Everyone found his place and helped out as much, or even more, than he could. Firefighters and policemen rushed into the buildings and the rubble to save people; people left their jobs to give blood; the Red Cross and other humanitarian agencies were swamped with volunteers. People who would normally look the other way if you tripped in the street actually gave you a helping hand. Everyone had a smile when one was needed.

But behind all this brotherhood and fraternity, you could see the pain and suffering of everyone. It was clear that something horrible and unforgettable had happened. But whereas Bin Laden, or whoever is responsible for this dastardly act, expected us to run around the streets in hysterics, we still functioned. We did better than function. The entire city stopped for a few fateful minutes, and then, people who could help did, and the rest continued with their lives as best they could, knowing that this was the best revenge. If you had asked me two weeks ago how New York would react to a terrorist attack, I would have probably guessed that the city would have broke down in mass hysteria. But what I, and everyone across the world, saw was the complete opposite. I will never forget the day when New York was the city of brotherly love, when New York stopped being the hostile place it's so famous for being, when New Yorkers did not commit any crime, when New Yorkers looked at each other and saw goodness in each other.

Our mayor, usually a hard-driving, often controversial, crime-stopper, became the hero of the day. He was the only man in the country to speak with conviction and make the people of New York feel as if someone was caring for them. With the upcoming mayoral election, I am sad that such a spectacular politician, such a spectacular man, will no longer be our spokesman. I am a Democrat; never before have I so desperately cherished a Republican, or even another Democrat for that matter. But these days, our mayor goes beyond all party bounds. He isn't for this cause or that; he does not care what ABC is saying about him or what *The New York Times* is criticizing him for. His agenda is one thing: New York City. A month ago, a discussion of Mayor Giuliani would ensue with groans and sighs and the hope of a democratic mayor in November. But now, every mention of his name is followed with smiles and confessions of his genius under pressure.

These next few months, or even years, are going to be trying times for all Americans. Men and boys are going to have to face the realization that there might be a war, and we will have to decide if we have the courage of our grandfathers and fathers before us. New York in many ways has been severely hurt, and it will be years before the city we love so dearly is functioning again. There is the realization that the city will never be the same again, and that we will never be the same again. Every morning we wake up, we will be reminded of the World Trade Center, reminded of the horror, the pain, and the suffering. As President Roosevelt put it in 1941, "Always will our whole nation remember the character of the onslaught against us." September 11, 2001 is truly a "date which will live in infamy."

MATT DOWELL

Patriotism

Tuesday's tragedy was the most horrifying event many of us have ever and most likely will ever live to see. For many New Yorkers and Americans, it ripped apart the very fabric of our lives, devastating a city once viewed as indestructible. But will any good come of it?

Walking around the city, I was struck by two, new things that I have not noticed before. The first was the human, caring side of New York. The second, more obvious change was a powerful outburst of patriotism.

New York has always been a melting pot for people from all over the world. It is filled with autonomous blocks, disconnected people, and discrete neighborhoods. Many perceive New Yorkers as gruff and contentious. Now, walking around on the night of the candlelight vigil, I saw people crying and praying together, hugging one another, supporting rescue workers, and waving flags. This desire to be a part of something greater than ourselves, to help other people out, is something that I've never before seen in New York.

Sad to say, before Tuesday, it was just not "cool" to be patriotic. Waving flags and singing American songs was for provincial out-of-towners, not for suave, chic New Yorkers. Stores sold pants, shirts, and bags with other countries' flags and cities printed on them. But now, American flags hang from almost every building. Cars race down the avenues with red, white, and blue streaming from their antennas or billowing on the hoods of their engines. My doormen, many of whom are not yet American citizens, spent their free time lighting candles and enthusiastically searching for flags to put up on our awning.

One reporter for *The New York Times* posed the question: for how long will this unification of our city and our country last? Will it remain for the rest of the month? Will it stand up in the face of the war that's headed our way? At the moment, flag manufacturers report that sales are booming. Stores and street vendors sell out their entire supply of American flags inside of two hours. But when this conflagration is over, will American flag sales remain high? Or will patriotism and the sense of connection that have so characterized the city this past week vanish as quickly as they began?

ALICE BYOWITZ

September 20, 2001 Issue of the Trinity Times

From Print to Digital

Megha Kumar '24
Norah Kiely '24
SECTION EDITORS

From looking up the number of Covid-19 cases to figuring out the new CDC protocols, updates from news agencies have become vitally important in the past two years. For students, current events and their effect on school, athletics, and socialization have become especially relevant. Prompted by a greater desire to read the news, teenagers look to digital sources of information, enabling social media to be a vital source of news.

"Covid-19 has made me want to keep up with the news. Things are always changing so quickly, and I like to know what's going on," Kyra McCarthy '24 states. The pandemic has created a media frenzy, with new headlines every day. McCarthy continues, "I like to stay informed on current events as well as pandemic-related news."

It seems that Trinity students' desire to stay informed also stems from the knowledge that the news, now more than ever, directly impacts their lives. In a survey sent out to the Upper School, 82.8% of responders agreed that the pandemic increased the total time they spent reading the news. For example, Anjali Kumar '24 explains that she had to read the news last year in order to have an idea of when schools would reopen in person and when vaccines would be available for her. McCarthy and Kumar both agree that the uncertainty of the pandemic was key in their decision to read the news more frequently. Trinity students also report that even as the pandemic wanes, their interest in pandemic-related news seems to have become a long term commitment to staying informed.

Post-pandemic, students also seem to focus on digital rather than paper sources. Lillie Tyrrell '24 says that she notices the decrease in delivery of print news to her apartment compared to before Covid-19. With most major newspapers and publications publishing online, it is often easier to open one's computer than to wait for a hard copy. The circulation of *New York Times* weekday copies went down by 63.4% in the past twenty years, from an average of 1.12 million copies in 2000 to 410 thousand copies in 2020. In addition, from 2019 to 2020, the *New York Times* gained 1.66 million digital subscribers, resulting in a 49.4% subscriber increase. This is greatly due to the pandemic, which pushed many publications toward online distribution. For example, the *Trinity Times* halted its production in print for the 2020-2021 school year, and began distributing our newspaper as a PDF via email.

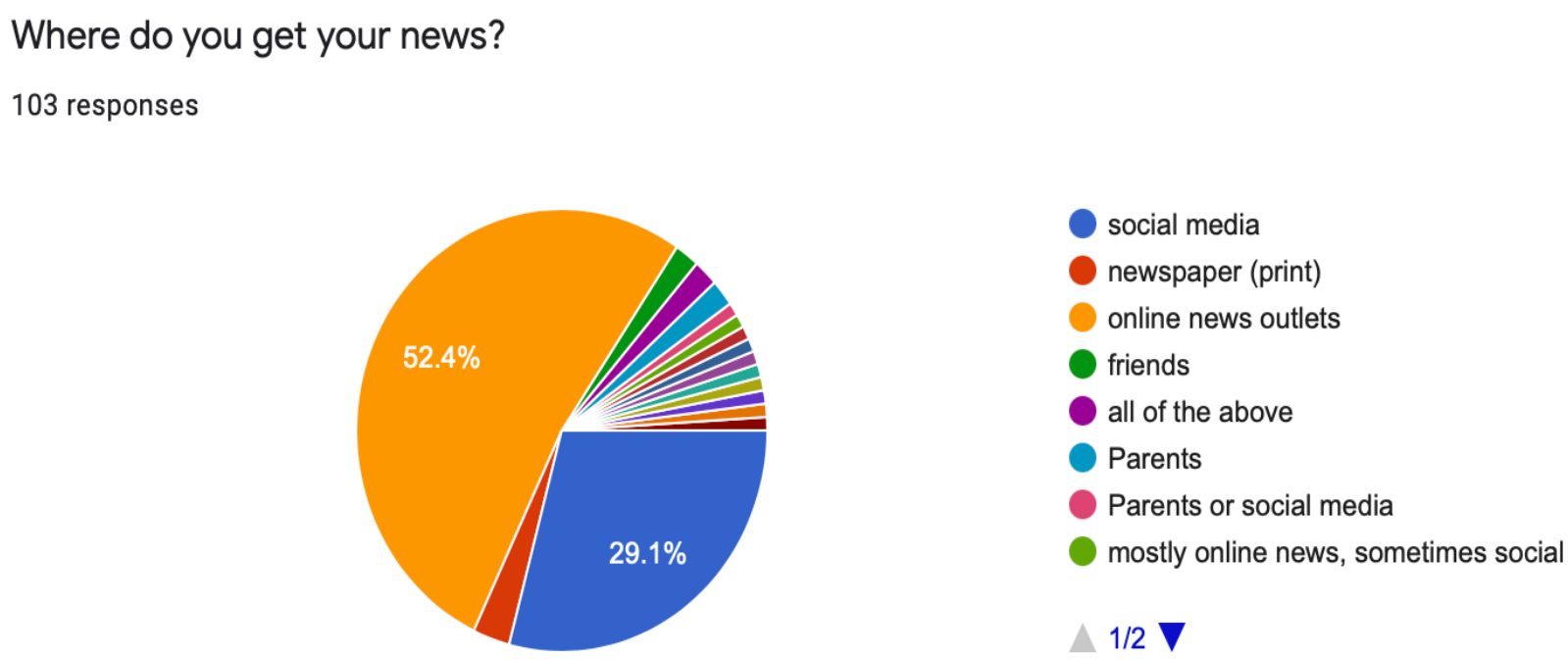
In a survey sent out to the Upper School, only 3.2% of the people surveyed received news from print copies, whereas 81% reported getting their news from digital sources.

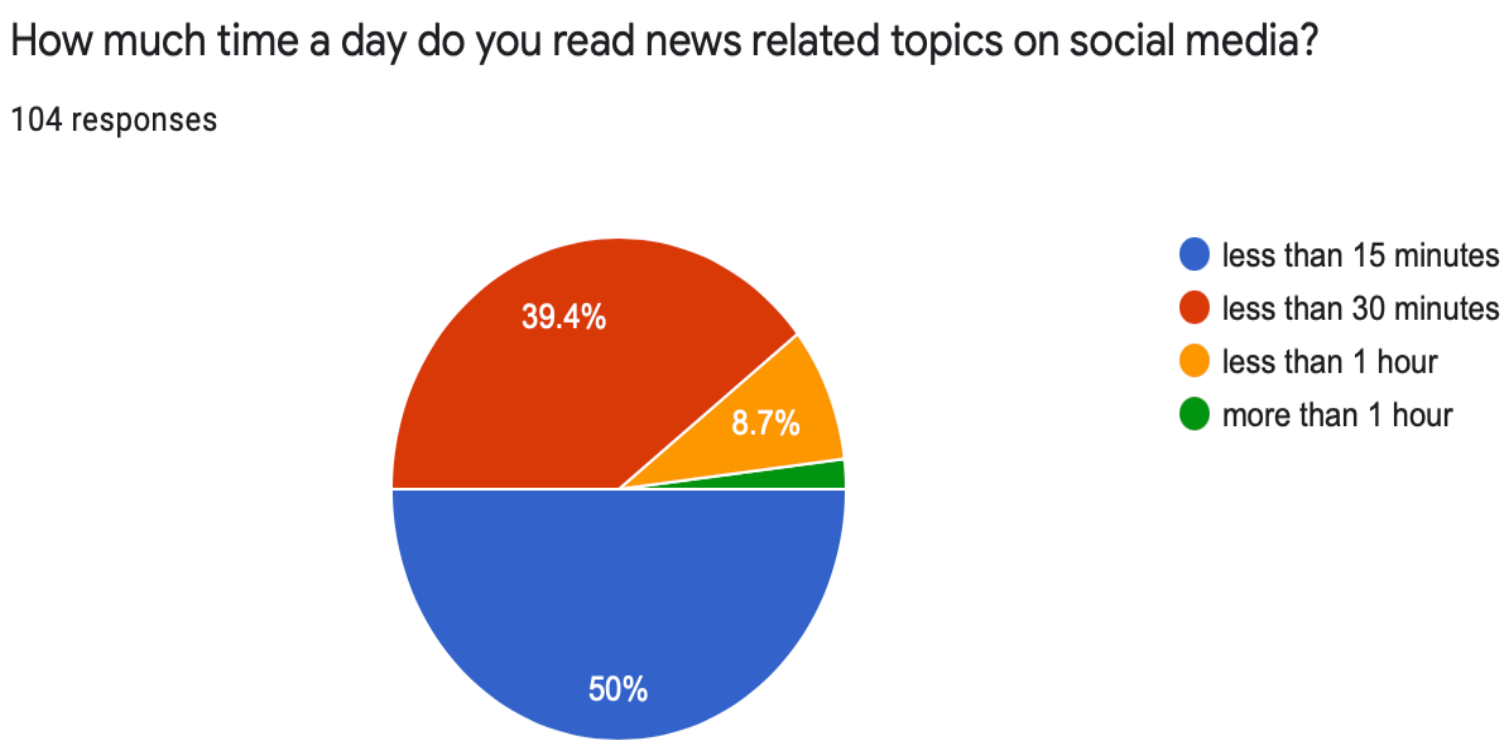
Trinity students also report that even as the pandemic wanes, their interest in pandemic-related news seems to have become a long term commitment to staying informed.

In a survey sent out to the Upper School, only 3.2% of the people surveyed received news from print copies, whereas 81% reported getting their news from digital sources.

And with students preferring to consume information digitally, news transmitted through social media rises. As a part of the survey sent to the Upper School, 28.4% of responders noted they got their news from social media. According to the American Academy of Child and Adolescent Psychiatry (AACAP), surveys show that 90% of teens ages 13-17 have used social media, and 75% report having at least one active profile. Such common use of social media unsurprisingly has led to it being an important news source for many teenagers. Tyrrell explained, "social media makes finding news more accessible."

Due to the pandemic, students' need to read the news has increased, and paper news is becoming less popular, leading to a rise in news transmitted digitally-- especially through social media. In fact, former New York Times president Mark Thompson stated in an interview with CNBC in 2020 that he would be "very surprised" if the Times was still printing a paper copy by 2040.





The Problems with This Year's Schedule--And What Trinity Can (or Can't) Do

Everett Yum '23
SECTION EDITOR

After a year and a half of five-day schedules and 9 AM start times, the 2021-2022 schedule returns Trinity to the color schedule and six-period days, with a few new additions. But is it good for students?

The biggest change from last year–and one of the biggest complaints from students–is the reversion to the 8:15 AM start time. In June, in an article titled "Students Need a Say in the 2021-2022 Schedule," the *Trinity Times* reported that students greatly benefitted from last year's 9 AM start time, giving them more sleep to get them through the school day. Now that the Upper School has returned to an 8:15 AM start time, several members of the Trinity community have expressed their dissatisfaction.

"[The 9 AM start] gave me more time to sleep," said Piero Canales '23. " I didn't have to worry as much about my commute, which is about an hour to an hour and a half." Chris Ortiz '23 agreed, "[The earlier start time is] kind of awful." It gives him less time to sleep, which is worsened by his similarly long commute of an hour and fifteen minutes. Now that the 8:15 AM start time has become a reality again, students, especially those with long commutes, struggle to get a good amount of sleep.

Trinity should move its start time back to 9 AM in order to allow students to get more rest and come to school more physically and mentally prepared. "I'm a morning person," said Upper School History teacher Dr. Marya Schock, "but teenagers really do need to sleep more." She says that a later start time is important if Trinity is to be "really focused on student well-being and mental health."

But moving the start time to 9 AM is not so feasible. "There are real positives to a later start," said Upper School Principal Dr. Stephen Kolman, "but we were able to do a later start last year because we essentially didn't have any of the other things that we think of as being part of school," referring to after school activities such as arts and athletics. He said that a later start time would entail a later end time, which would cause problems for athletic practices and games, as well as other activities students do after school. "It's not something that we could do as an institution unilaterally," he added, saying that Trinity would have to work with its peer institutions to get a later start time.

Another point of contention in the new schedule is the end of the day Friday Community Time. Upper School Chemistry teacher Dr. Stacey Greengold likes the end of the day assembly, but says that it should be longer. "It takes a long time to gather everybody, and then it's ten minutes, and it's over," she said. "It doesn't give people a chance to talk to people they haven't seen all day."

Chris Ortiz '23 agreed, "[The earlier start time is] kind of awful." It gives him less time to sleep, which is worsened by his similarly long commute of an hour and fifteen minutes.

Others have different grievances with Friday Community Time. "I don't know if it's ideal," said Canales. "I feel like students are itching to get out of class at that point. They're not going to be paying that much attention." He suggested that it be moved to another time in the day. Jessi Dannenberg '23 noted that even though she had free periods at the end of Friday, Community Time prevented her from leaving early.

Dr. Kolman says that the Friday assembly is a "really nice bookend to the end of the week." However, the problems of the current schedule's Friday Community Time outweigh the positives. Both the length and the timing are at issue here, resulting in a terse assembly that many students are not engaged with. This new change to the schedule should be reconsidered in order that Friday Community Time feels valuable and engages students more effectively.

The schedule significantly impacts the well-being of the school community. There is still an opportunity to change the schedule, whether it is later in this school year or the next year, or even in years after. Regardless, Trinity should try to overcome the hurdles that prevent a later start time and change the way Friday Community Time operates.

Belonging at Trinity

Molly Garvey
SECTION EDITOR

The Trinity community is full of people most of us have never had an interaction with. Something that we should all get better at is understanding others and gaining perspective.
These are students who have answered questions that relate back to our chapel theme of belonging. We put students on the spot and asked them these questions as a way, not only to share perspective, but also to give you the opportunity to relate or reflect upon what they have to say.

"What about Trinity has made you feel you belong?"

Katrina Schwartz '22

"The Latine Affairs Club has been a huge part of making me feel as if I belong -- that and sports teams (Tennis, Lacrosse)." Katrina Schwartz '22

"The sense of community we have as a grade. How after every major or minor assessment I always feel my classmates care about how I feel and look out for me." Antayla Badi '24

Antayla Badi '24

"Tell me about a time your friend made you feel as though you belonged."

Casey Schimel '25

"Last year during hybrid we had packed lunches, and a friend gave me his mustard packet. Made me feel very nice during a hard time." Casey Schimel '25

"Has Trinity ever made you feel you didn't belong?"

"Definitely. In my experience, I have often felt as if I had to prove my worth to others in order to "earn" a spot in the Trinity community. I think imposter syndrome is pretty common around here." Isabella Jippov '22

Isabella Jippov '22

"I Think You Should Leave" Will Make You Really Want to Leave, but You Shouldn't

Isobel McClure '24
SECTION EDITOR

The intention of "I Think You Should Leave" is to make you want to leave, to turn off the television, and it can be difficult at times not too, with the sketches being so exaggerated and ludicrous; however, once you get past this stage of judgment, and merely accept the show for the discomfort you will feel, "I Think You Should Leave", though certainly not relaxing, is incredibly entertaining to watch.

"I Think You Should Leave," one of the most bizarre, uncomfortable comedies on Netflix, came out with a second season over the summer. When I first started watching "I Think You Should Leave," I, in all honesty, had no idea what was going on, after impatiently deciding not to watch the first season and merely skip to the second. I had no background on the show and was frantically trying to relate characters and plotlines. This pursuit was in vain, given the fact that each episode, roughly 15 minutes in length, was made up of individual sketches, almost entirely unrelated to each other. I was two episodes in when I decided to give up, having only been laughing as a result of my general confusion rather than at the actual content of the show. However, as a fan of SNL, the summer break had left me with no comedy to watch, which had generally been my crutch throughout the pandemic. In boredom, I went back to "I Think You Should Leave" later in the summer, this time knowing some background to the show and skipping the first two episodes which I had previously watched.

As displayed in the title, "I Think You Should Leave" has a level of torturous awkwardness, not dissimilar to that in "Curb Your Enthusiasm", the early episodes of the U.S. Office or the entirety of the U.K. Office. However, its discomfort is not built upon an offensive boss, but rather interactions with people who we all know in our life, whose characters have been exaggerated by the writers, Tim Robinson, a former SNL cast member, and Zach Kanin, who previously worked with Tim Robinson on his show "Detroiters".

Unlike its SNL background, the aim of "I Think You Should Leave" is not necessarily founded on an intention to make you laugh, but rather this awkwardness, allowing it to have a more clever form of comedy not always obvious at first glance. The show notably doesn't have a live audience, meaning no laugh track for you to unsurely chuckle along with, you are forced to confront your own uneasiness. This also means that it's the sort of show you have to stick with and won't always immediately understand, which may or may not be irritating or "not worth it" to you.

As displayed in the title, "I Think You Should Leave" has a level of torturous awkwardness, not dissimilar to that in "Curb Your Enthusiasm", the early episodes of the U.S. Office or the entirety of the U.K. Office.

Despite deviating from some of SNL's most characteristic features, the best sketches, I found, built up to the punchline, mimicking typical SNL style. Such a setup can be found in the first sketch of "You sure about that? You sure that's really why?" (the third episode of the second season), in which a professor and his former students have dinner. It is presented as a normal dinner, gradually becomes a little awkward, and then, BOOM, punchline, (the punchline, in this instance, being the professor's attempts to blackmail his students, after having aggressively eaten one of their orders).

Another style which is frequently used (and results in some great sketches) is the use of narration. One cast member, either looking back or reflecting upon the past, narrates and says all that is said in the sketches, while the actors mouth the lines that are being stated for them. This happens in the same episode "Are you sure about that? You sure that's really why?" during the last sketch, where a lawyer narrates the text messages between two defendants. It similarly occurs in the second sketch of "Has this ever happened to you?" (which appeared in the first season, which I am obligated to mention because it's just so incredibly strange and funny, with termite exterminators running around someone's house and Robinson repeatedly asking "Has this ever happened to you?" as the plot continues). At times, the sketches sometimes can be so bizarre and quirky that they're punchline is completely missed; this, however, occurs a lot more in the first season rather than the second. The plotlines of the first season's sketches are generally over complicated; the humor, being based in this exaggeration, can be unrelatable, and, consequently, not an understable or enjoyable show to watch. In the second season, the sketches (though they still remain incredibly strange) are a bit more grounded than those in the first; the plots contain characters and situations more attantable to the audience, and through this relatability, are very funny. I was fortunate to watch the second season prior to watching the first, as, had I not, I doubt I would have stuck with the tv show.

A key feature to "I Think You Should Leave" is that each episode and sketch features almost an entirely new cast each time (with the exception of Tim Robinson). Tim Robinson's constant awkwardness can, at times, be a bit overbearing. But the show is able to balance this out by incorporating sketches in which Robinson plays a "normal" person, who experiences the awkwardness just as much as we do. "I Think You Should Leave"reminds us that the show isn't about (or focused upon) Robinson playing strange and cringy characters, but rather the whole experience of awkwardness itself.

"I Think You Should Leave," both seasons one and two, can be found on Netflix and has a viewer rating of Mature Audience (as a result of consistently bad language and some edgier jokes; i.e. don't watch this with your grandparents). Despite its quirkiness, "I Think You Should Leave" produces some fantastic, painfully cringy, sketches, and, if you give it the time, it's a very funny and enjoyable series to watch.

I think you should leave

Pizza Pete's Review

Ben Binday '22
SENIOR STAFF WRITER
Thomas Kvaal '22
SECTION EDITOR

A leisurely five minute walk from the 101 entrance brings you to Pizza Pete's, the most popular pizza joint for Trinity students. Walking to Pizza Pete's is a distinctly pleasant experience; the six block walk involves passing a multitude of stores and restaurants, and it is common to encounter fellow Trinitarians. Located on Columbus Avenue between 85th and 86th, Pizza Pete's is a rite of passage for every student who has matriculated into the Upper School.

The distinct smell of oil and marinara sauce greets you as you enter, although the scent can admittedly be somewhat intense to particularly sensitive consumers. The workers are remarkably friendly, making a point of welcoming customers. They cater their service to well-known customers, and are happy to converse in either Spanish or English. Throughout our dining experience, Miguel, a cashier, peppered Trinity underclassmen with the all-important question, "¿Dónde está la biblioteca?" After several trips to the restaurant, the staff will recognize you and engage in friendly banter that can make your day. Upon our entrance to Pizza Pete's, Miguel turned to us and said "Ben, ¿cómo estás?"

The interior of the restaurant harkens back to a New York from an earlier time. A neon "Pizza" sign is displayed in the window, and the simple signage consists of laminated poster boards taped to the wall. The linoleum floor is worn down from many years of service. The inside is not spotless and shows its age, but has an intangible quality that makes it feel markedly authentic to New York. To any New Yorker, the inside will surely bring back fond memories of experiences unique to this city, such as early subway commutes in the cold.

While one cheese slice will set you back three dollars, Pizza Pete's offers a deal with which you can get two cheese slices and a complimentary fountain soda for six dollars. The sizes of the slices are typical. The crust's consistency strikes a good balance between crunchy and doughy, although it admittedly errs on the side of crunchy. Past the initial crunch, the rest of the bread is doughy and soft in your mouth. Pizza Pete's does not slather on the sauce or cheese but instead places it on the dough in an optimal ratio. However, the oil can be quite plentiful and it may be a good idea to let some of it drip off before your first bite.

From left to right: Ben Binday '22, Pizza Pete, Thomas Kvaal '22

"The pizza is great, and has a great consistency and nice crust to it," remarked Thomas Heath '24 when we encountered him upon our visit to Pizza Pete's. "They have great pepperoni and all of the spices that you could want to put on the pizza." Heath also complimented the restaurant's ambiance, suggesting that "you are always meeting new people here and seeing all of your friends from school." Heath rated the restaurant's ambiance a nine out of ten.

One prominent issue with Pizza Pete's is its seating arrangement. There are only ten seats inside the restaurant, and only three tables are available outside, which remain largely unused during the winter months. Students from Frank McCourt High School, Dwight High School, and Columbia Grammar and Preparatory School also frequent the restaurant, occasionally forcing customers to eat while standing up or to move to Viva La Crepe seating next door. The line can be long on occasion, but a wait longer than five minutes would be an outlier, and we wholeheartedly believe that it is worth the wait.

Summary and Grade:

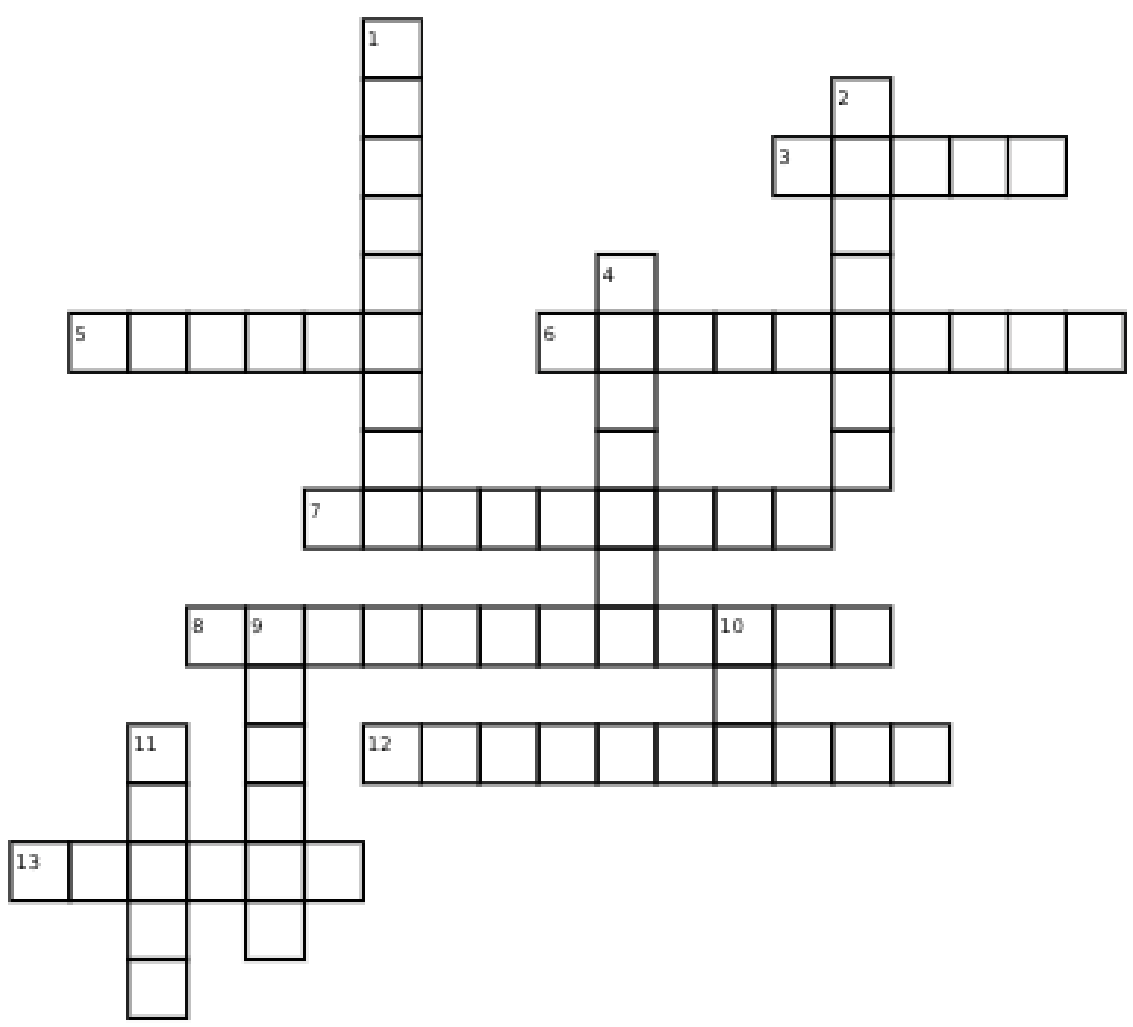
Pizza Pete's is Trinity's favorite pizza spot for a reason. Its strong community and delectable pizza separates it from its competition, and we highly recommend it to all Trinitarians. Pizza Pete's loses some points due to its seating options and the slight excess of oil, but receives full credit for its aesthetics, ambiance, and service.

Located on Columbus Avenue between 85th and 86th, Pizza Pete's is a rite of passage for every student who has matriculated into the Upper School.

Trinity TIMES

Crossword

Trinity Crossword #1



Down:

1. Computer program for Physicists
2. Self, School, and _____
4. Dean Class of 2025
9. State where previous Trinity Chaplain currently lives
10. All-Female a cappella abbr.
11. Debate team for Europhiles abbr.

Across:

3. Adv. Spanish: _____ write the Americas
5. Former Secretary of Defense who spoke at Trinity - shares name with former President
6. Founder of Trinity School
7. Classic tale that inspired this year's fall play
8. Advanced Orchestra class
12. 2019-2020 Chapel Theme
13. Third level of Latin