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THE TATLER INTERVIEW

“Look Out for Hurricane Kai”: A Chat with Dr. Bynum

MANAGING EDITOR
HALLIE X. '23

On August 10, Head of School Kai Bynum met with Hallie X. '23 to discuss the new school year, books, music, and fun high school stories. The following is a transcript of their conversation.

HX: How does it feel returning to the Pacific Northwest?

KB: It feels refreshing. I've been away for 22 years now, and coming back has reminded me of how much I

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Dr. Bynum and Hallie X. '23 standing in front of Bliss. (Henry R. '23)

Letter from the Editors

EDITORS-IN-CHIEF
STELLAN M. '23 & AARON Z. '23

Dear Lakeside,

As you stepped onto Red Square today, you might've noticed something different sitting in front of the Chapel: the Tatler newsbox, pink and peppy, filled with the papers now in your hands. Each month when we release an issue, we'll be wheeling the newsbox to a different location on campus, and we hope it becomes as much a feature of Lakeside as the inexplicable LLLIOOONS cheer or Meatless Mondays. As your new editors-in-chief, we see the newsbox as a symbol of Tatler for the coming year — a monthly injection of spunk and excitement that adds texture to Lakeside's sense of community and culture.

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Mike Lengel: Football Coach Turned Soccer Enthusiast

SPORTS EDITOR
EVAN R. '24

English Premier League soccer club Leeds United has gained an unlikely fan this summer: Mike Lengel, Creative Content Director and Football Head Coach. Oftentimes, American EPL fans like Mr. Lengel wake at dawn to support their team on an eight-hour time difference, so what motivated a football coach to do the same? For Mr. Lengel, what first seemed like a summer side gig became a gateway into the local and finally international soccer scene.

In January 2022, Mr. Lengel first read news of Ballard FC, a semi-pro club that would compete in USL League Two for its inaugural season. Sensing an opportunity, he photo-shopped a prototype BFC jersey onto U.S. Men's National Team player

Christian Pulisic and sent the image to the organization, hoping to lend his design skills in the offseason of Lakeside sports.

Impressed, BFC hired him, and Mr. Lengel began work on the organization's budding social media as Creative Media and Branding Manager. Soon, Mr. Lengel realized the scope of his position would be bigger than he had first anticipated. With the first season just around the corner, "whether it was sponsorships with businesses around Seattle," he says, "players signing to play with them, coaches being hired, or pop up events to build the fan base," there was constant demand for graphics.

Graphic design is nothing new to Mr. Lengel. Although claiming to be amateur ("I have a degree in Youtube," he says), Mr. Lengel works extensively

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The Harvard Haze: How I Let College Cloud My Vision

STAFF WRITER
SAMARA N. '26

My first experience at Lakeside was defined by T-shirts. It was the first day of sixth grade, and mine was light pink with little brown dachshunds printed all over. As I timidly walked through the hall, smoothing a wrinkled dachshund, I couldn't help but notice a particular logo, printed on T-shirts throughout the school: Harvard.

By seventh grade, I had purchased a two-piece Harvard cheerleader outfit (\$20 at Target, how could I resist?). I most certainly wanted to attend the university, but if you had asked me why, I couldn't have told you. I wasn't sure what I would study, and I had no idea what the weather was like

in Cambridge (I probably didn't even know that Harvard was in Massachusetts). What I understood was that everyone wanted to go to Harvard, so I did, too.

But nothing prepared me for eighth grade when my peers sprang into action, anxious to fulfill their Harvardian hopes. One day, when I wandered into a classroom to stow my lunchbag, I found a huddle of my classmates discussing which jobs they should work during high school to get into Harvard. "Something smart," one mused. "Just not McDonald's," replied another. "Because Harvard wouldn't like that!" (A friend of my brother's and devout McDonald's employee ended up getting into Harvard months after this conversation).

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A Chat with Dr. Bynum

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FRONT PAGE

loved the area. In one way, it feels like I’ve never left, but memories are also flooding back. Flying above and seeing these mountains just made my mind and body feel different, and being able to see them almost every day is nice.

HX: How would you like students to refer to you? Dr. Bynum? Mr. Bynum? Dr. B?

KB: I reserve “Kai” for once you become alumni. For now, it’s up to you. Dr. B, Dr. Bynum, Mr. Bynum, Teach, Coach... I’ve been called all the above, and I’m comfortable with all of them.

HX: In your letter to the Lakeside community, you mentioned your commitment to centering student experiences in making administrative decisions. How do you plan on connecting with the student body? Will you be establishing ways to regularly meet with students?



Dr. Bynum and Hallie X. '23 excited to take on the 2022-2023 school year. (Henry R. '23)

KB: Well, I want to ask you all what I should do. I’ll try to go to as many classes as I can, have lunches with students, and attend sports games and plays. I will also be having open office hours where students can come in and chat. At the same time, I’d love to first get a sense of how you all feel like I can be more present and get to know the flow and flavor of Lakeside. I’ll wait to get more feedback and understanding before I institutionalize something more dramatic than that. Students can share their thoughts with me via this quick survey: <https://forms.gle/NNmDqVTUqE5iLd3w5>. (A link to this survey is available in the Bull.)

HX: Besides being the head of school, do you plan on teaching classes or leading extracurriculars?

KB: In terms of sports, I want to be around as much as I can without being intrusive. I want to make sure that student athletes and coaches know that

I’m here to support them during practices and games. In terms of arts, it’s attending as many plays and concerts as possible. And of course, I’d love to teach, without a doubt. I taught for 16 years — literature, poetry, philosophy, plays. But the nature of my job makes it difficult for me to have my own class that meets regularly. Instead, I will be looking for ways to team teach or give guest lessons on specific topics and reading material. I’d love to be present in classrooms of a variety of age levels, both in the middle and upper school.

HX: Speaking of literature, what book really made a difference to you when you were in high school?

KB: Number 1: poems by Walt Whitman. Number 2: On the Road by Jack Kerouac.

HX: What was your most cringe-worthy moment in high school?

KB: I remember there was one time

where we were leading up to a football game. There was a lot of school spirit. There was also a hurricane around the time the game happened. So what happened was that a couple of my friends put up a banner in the hallway that read, “Look out for Hurricane Kai.” I cringed when I saw that — I didn’t like the spotlight at all. Pleads for taking down the banner were in vain. My friends loved it.

HX: We will definitely be tempted to call you “Hurricane Kai.”

KB: It is what it is. But that experience was just... oof.

HX: What’s currently on your playlist?

KB: I listen to everything, from Dua Lipa to Tupac to Frank Sinatra to Dave Brubeck. Love Mendelssohn. I have playlists for every mood and occasion. I played music growing up and had an ear for jazz and classical when I was younger; now I love listening to all

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kinds of music.

HX: As Lakeside’s 11th head of school, what is it like to be following Mr. Noe’s footsteps?

KB: Firstly, it is an honor. I’ve known Bernie for a number of years, and to me, he is an amazing mentor and leader of independent schools. We share the values of diversity, inclusion, innovation, and community. I want to continue to work on these goals that are integral to us and Lakeside while at the same time being open to future changes. Bernie’s footsteps are massive. I can’t venture to say that I’ll be able to fill those shoes, but I certainly have my own shoes. I want to be respectful and appreciative of what he’s done and how he supported me, and we also have some pretty good people to take this forward.

HX: Do you have any specific plans in mind?

KB: I do, but the biggest thing at this point is to listen first. It’s too soon for me to come in and say we’re changing this or that. I want to form a collaborative relationship with the student, faculty, and staff in discussing and advancing new plans and connecting them to Lakeside’s existing flow.

HX: As you’ve mentioned, diversity, equity and inclusion (DEI) are central to both Lakeside and you as an educator. How do you think a truly diverse school looks and acts?

KB: DEI would not just be a focus or goal; it would be the air we breathe, present and essential in every aspect of our community, from curriculum to advising to hiring. It would be like the use of technology — it’s hard to think of going to school without tech, and we shouldn’t think about the school without DEI. More personally, it’s encouraging members of the community to foster a sense of belonging and take ownership of the community. I am here to both support the students

and also to share who I am. I want to create a culture where Lakeside loves you for who you are.

HX: How do you plan on continuing the pursuit of DEI? Specifically, do you have plans to increase the visibility of LGBTQ+ people at Lakeside?

KB: I have to first learn more about what is currently happening at Lakeside for this community. What is their experience and what do we need? While I’m doing that, I know I’ll be myself, as a member of the LGBTQ+ community, and hopefully be another supportive resource for people in the school.

Dr. Bynum in his office. (Henry R. '23)

HX: Any final things you would like to share about yourself with students?

KB: I love education, literature, and the life of schools. I love fly-fishing and the outdoors. And I love life.

This interview has been edited for clarity. For more about Dr. Bynum’s journey to Lakeside — from high school in Olympia to majoring in history and playing football at the University of Washington; from coaching in the National Football League to becoming a teacher and administrator in independent schools in the Northeast — see the cover story in the current Lakeside magazine, www.lakesideschool.org/magazine.

TATLER

A Spotlight on Eight of Lakeside’s New Faculty Members

STAFF WRITER
ANGELINA P. ’24

As the 2022-2023 school year approaches, returning students are surely eager to not only welcome the incoming 9th graders, but also the new faculty. Coming from all across the country, this array of new faculty is sure to bring new flavor, experience, and wisdom to Lakeside.

Of the 20 new faculty members, Lakeside warmly welcomes a new history teacher, math teacher, and English teacher.



Upper School history teacher. (Mr. Aguilera)

Mr. Aguilera will be teaching The Modern World and You and US History. As a first-generation college student, historian, Indiana University-Bloomington graduate, and a proud Mexican American, he deeply resonates with Lakeside’s DEI efforts and appreciates Lakeside’s ability to give students the necessary skills to be future leaders. He hopes “to bring [his] background into the community and classroom... Likewise, at some point [he] hopes to offer electives in Latina/o/x studies and in borderlands history.” Outside of teaching, he enjoys spending time with his dogs and is a baseball aficionado. He is an enormous Los Angeles Dodgers fan, and is more than happy to talk about baseball with students.



Upper School math teacher. (Mr. Cunetta)

In the Math department, Mr. Cunetta will be teaching Algebra II, Honors Precalculus and Accelerated Statistics. He is a UW graduate who taught Lakeside 9th graders in the spring and summer of 2020, and is “most looking forward to seeing those students again.” Mr. Cunetta voices, “I hope to be a role model for students. I want to be open-minded, enthusiastic

about learning, grateful for the opportunity to work and play at Lakeside, and considerate of others.” In his free time, he enjoys playing sports with friends such as tennis, pickleball, indoor bouldering, and soccer. Mr. Cunetta shares, “I also like rolling around on the floor with my daughter (born in March 2022) and trying to make her laugh.”



Upper School English teacher. (Dr. Kimura)

Our final new teacher is Dr. Kimura, who will be teaching English 10, American Cultural Studies, and Black and African American Literature. As a class of 2004 alum, Dr. Kimura expresses, “Lakeside feels like home to me because a lot of the teachers I had then are still here.” He asserts, “What stands out to me was that my teachers here took my ideas seriously. They saw me and listened to me and that gave me the confidence to take risks, experiment, and explore... That’s what I aspire to [do].” Dr. Kimura sees fun “as an indispensable ingredient in building a learning environment capable of taking on ambitious academic goals collectively.” After Lakeside, he played pickup basketball in grad school and later coached middle school basketball at SAAS. There, he also facilitated the affinity group for Asian students, advised the literary magazine, helped with outdoor trips, and assistant coached the ethics bowl program.

Along with the three new teachers, Ms. Counsell-Torres, Ms. Schmidt, Mr. Siadak, Ms. Singh, and Ms. Suttell are also joining Lakeside’s faculty.



Upper School service learning coordinator. (Ms. Counsell-Torres)

As Lakeside’s new Service Learning Coordinator, Ms. Counsell-Torres is excited to “learn what students are passionate about, the ways they’re already involved in communities both in and outside of Lakeside, and how they might want to get involved in new ways.” As a former Lakeside student, Ms. Counsell-Torres fondly recalls being involved with service, particularly going on a GSL trip to Senegal.

She is still in frequent contact with her host family. She is also looking forward to spending time in the Student Center, and asserts, “In the midst of stress that students might be experiencing, I hope to be a supportive presence and to help continue to make the Student Center a place for students to be grounded in community, experience belonging, and have fun.” In her free time, she enjoys playing sports, especially basketball.



Upper School assistant athletic trainer. (Ms. Schmidt)

Ms. Schmidt will be joining the Lakeside community as the new assistant athletic trainer. She previously worked as an intern athletic trainer for the beach volleyball team at the University of Utah and has been involved in athletic training competitions since her high school years. Ms. Schmidt shares, “One of the biggest reasons why I got into athletic training is because my high school athletic trainer helped me to grow as an individual, not only in sports, but intellectually and in life in general.” In her free time, Ms. Schmidt indulges in nature hikes, good books, and game nights with family.



Upper School experiential education programs coordinator. (Mr. Siadak)

Mr. Siadak, the new Experiential Education Programs Coordinator, has worked for a number of independent schools both in the US and abroad as an outdoor trip leader. Now, he chose to work at Lakeside because he “wanted to work with just one school to have more continuity and connection with students.” Mr. Siadak further elaborates that he enjoys taking students to new places, immersing them in different cultures, and introducing them to new activities. He strongly believes that “it is okay to be your authentic self and to not conform to

social norms.” In his free time, Mr. Siadak enjoys playing the guitar and baking pies.



Upper School college counselor and writing specialist. (Ms. Singh)

In addition to expanding the existing realms of education, athletics, and experiential learning, Lakeside is also enhancing college resources by recruiting a new college counselor and writing specialist, Ms. Singh. Her greatest passion is reading, and some of her favorite authors are Arundhati Roy, Silvia Moreno-Garcia, Virginia Woolf, and Shakespeare. She also likes listening to music, and recalls that one of her most memorable concerts she attended was a 2CELLOS concert at the Greek Theatre in Los Angeles.



Upper School assistant director. (Ms. Suttell)

Finally, Whitney Suttell will be the Upper School assistant director. She comes from Westtown School in Pennsylvania, and “was drawn to the passion of Lakeside students for their education and for making both Lakeside and the world more just and inclusive. [She is] committed to working in a school that values diversity, service, and compassion, and believes the goal of education is to inspire students to create change in the world.”

She also emphasizes that “schools must be willing to admit where they have fallen short and be transparent about plans to do better,” and hopes to continue prioritizing transparency in her work at Lakeside. Outside of her profession, Whitney Suttell likes to read, knit, go on hikes, and watch musicals.

In addition to the eight featured staff, Lakeside is fortunate to be welcoming another 12 new faculty members including new counselors, teachers, and directors. Without a doubt, Lakeside looks forward to welcoming this year’s diverse faculty.

SPECIAL REPORT

Mountain School Grapples with Race, Environmentalism, and its Elitist Roots

EDITOR-IN-CHEIF
STELLAN M. '23

“So you, like, milk cows or something?” is a question I’ve been fielding a lot in the last year and a half. Many Lakeside peers, when I explained to them I would be spending my junior spring at the Mountain School, an academic semester program on a farm in rural Vermont, would give me a bewildered look and respond “cool!” Where other semester programs such as the School For Ethics & Global Leadership or School Year Abroad promise distinct skills (maybe you want to become a foreign diplomat or learn to recite French poetry), the Mountain School offers, what — animal husbandry? What I tried to stammer out to my peers was that it wasn’t so much the agricultural skills themselves that attracted me to the Mountain School as what I would learn about myself in the process. As the school’s mission statement describes it, I wanted to “learn to know a place and take care of it” — to work towards the common good of this farm and school, sparking a new era of self discovery.

But as my semester progressed in the spring of 2022, I got to know the Mountain School not only for its maple syrup production and rolling hills, but for the tension building within the community that is forcing the school to rethink its purpose in its entirety. Mirroring nationwide trends, demands for the Mountain School to address racial inequality have intensified in recent years, with many students and faculty calling the school’s current brand of New England idealism elitist and outdated.

Located on a working farm in Vershire, Vermont (a town of around 700 people — major attractions include the post office and a skating rink the size of a tennis court), the semester program draws in 45 academically motivated high school juniors from across the country each term. In addition to taking a full course load of classes, students have daily chores and a two-hour work period each day to maintain the farm and school — part of the school’s aspirations towards self-sufficiency. Over the course of the semester, I learned to split wood, use that wood to fill the boilers that heated our showers, plant peppers, bottle-feed baby lambs, and sweep a classroom with the skill of an Olympic curler.

It was with these values of sustainability and connection to the land that the Mountain School was founded. Initially started as a four-year boarding school in 1962, the Mountain School was later converted into the country’s first semester school in 1984 — a model its administration thought would more easily recruit students to rural Vermont. The school was bought by Milton Academy, an elite private school outside of Boston and the alma mater of Robert F. Kennedy and T.S. Eliot, which still oversees the school and its finances. Drawing students predominantly from Northeastern private schools such as Phillips Exeter Academy and the Dalton School, the Mountain School was designed as a way for privileged students to connect with the earth, learn the value of farm work, and gain a sense of responsibility in working towards the common good. Well known and respected by many college admissions officers, the Mountain School sends students most frequently to Middlebury, Brown, Yale, Bowdoin, and Dartmouth.

For me, the Mountain School also promised a sense of bucolic simplicity. By living in this cozy corner of the country, I thought, I would develop a deeper sense of self, away from the confusion and stresses of life back home. I would read Thoreau in the woods, live a communal lifestyle, become in touch with nature. It would be a return to a simpler time and place.

But when Karim Wissa was first perusing the Mountain School website to consider whether he wanted to pursue a teaching position there, he didn’t see the same idyllic utopia I did: “I was like, ‘This is white, seems a little hippie-ish... insulated from the world in a way that did not seem positive to me.’” Karim, who holds a doctorate in Literature and Critical Theory from Duke University, saw a \$32,975 semester program in the second whitest state in the country. He saw a school designed for white, private-school students privileged enough to spend their junior year planting zucchini without critically examining the biases and blindspots of New England pastoralism. While his wife eventually convinced him to take a position as an English and Humanities teacher there in 2019, Karim, who is Egyptian-Canadian-American, says the school is in need of change.

According to Alden Smith, the

school’s former director and English teacher of 22 years, the Mountain School has been working towards equity since he arrived in Vershire as an English teacher in 1999. In his tenure as director, Alden worked to diversify the school’s student body, making admissions need-blind and meeting all demonstrated need for students. As a result, the school now hosts more public school students and a higher percentage of students of color (the school now reports that 56% of its students are people of color; when Alden arrived, the vast majority of students were white). The English curriculum, too, had begun to integrate works by BIPOC authors into the curriculum alongside the school’s usual Wordsworth and Emerson.

Still, many BIPOC students felt alienated. Though the curriculum had begun to include more authors

meeting, students felt that normal programming couldn’t continue. Refusing to go to classes and work periods, the students demanded the school to reckon with its white, elitist foundation.

During the week-long strike, students and faculty worked to develop the Racial Justice Action Plan. The extensive eight-page document called for redesigning nearly all of the school’s systems, from hiring practices to the curriculum to disciplinary procedures, to make BIPOC students feel more supported. Proposed changes ranged from “moving current BIPOC faculty into positions of leadership” to conducting a report of the school’s curriculum and “where it reproduces the logic of white supremacy.”

But there was a problem. “We can’t redesign the school in the few weeks in between semesters,” Karim says.



Bruce Brough standing on Library Hill, one of his favorite spots on campus. (Stellan M. '23)

of color, Karim says that this narrow definition of diversity only highlighted BIPOC voices when they dealt with BIPOC issues, leading to a skewed perception of marginalized identities. Rather than analyzing the intersections of race, class, gender, and environmentalism, the curriculum was more concerned with “politics of representation” — occasionally teaching BIPOC perspectives to claim diversity. And, perhaps most glaringly, the school rarely addressed the social issues that replicated themselves in a cohort of 45 teens from varying racial and socioeconomic backgrounds: the microaggressions, the class signaling, the unchecked privilege.

So it didn’t come as a surprise to some when the school ground to a halt. Following the nationwide racial reckoning after the killings of George Floyd and Breonna Taylor, students in the Fall ’20 semester felt that the administration did little to address the events and how it was impacting their students — a symptom of the school’s design that made it difficult to discuss race in a meaningful way.

And on October 7, 2020, after the shooting of Jonathan Price went unmentioned in a daily morning

With little time to fundamentally restructure the school’s curricular focus, the swiftest action the school could take, faculty decided, was to pare down the schedule and become more understanding of students’ mental health needs. With less class and farm work, the Mountain School shifted from its Spartan-like work philosophy in favor of a more inclusive academic environment with more free time and office hours. Most classes now employ a form of completion-based grading, which has resulted in higher grade distributions. In 2020-2021, 80% of students earned an A in English; in the semester of Fall ’16, that number hovered at 9%.

Since the strike, the school has continued to make changes to the program, hiring a mental health counselor and adding two all-gender dorms, among other changes. But the school is still divided.

In thrusting racial justice into the spotlight, the strike challenged the school’s very identity: its idealistic, transcendentalist roots; the romanticism that long surrounded the

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“What do justice, equity, and inclusion mean and how does an institution attain it? What, in 2022, is the school’s relevance in the world?”

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Mountain School for many alumni and faculty; its culture of white elitism. While longtime faculty members were receptive to the strike’s criticisms, many are hesitant to abandon the school’s original educational approach. “I think everyone has been open to the changes,” Karim says. “The difficulty is when those changes start to conflict...with what people’s preconceived notions of what the identity of the Mountain School is.”

While Bruce Brough, a flannel-wearing Environmental Science teacher who is white, thinks the strike was a necessary wake-up call, he also bemoans the growing culture of distrust — the heightened division often between long-time faculty, the vast majority of whom are white, and newer staff, many of whom are people of color. “Some people just think kindness, schmindness — this is not getting anywhere,” he says. “It’s hard to lead with kindness when there’s that anger.” In my semester, morning meetings — a daily ritual to center the community — occasionally turned confrontational, with students asking pointed questions to administrators that showed their discontent. With many students and faculty growing increasingly dissatisfied with efforts for change, the school’s sense of commune-like unity has begun to erode.

Now, the Mountain School has to figure out what to do with its heightened awareness of racial justice. The school is faced with questions posed to many of the country’s private institutions, including Lakeside: What do justice, equity, and inclusion mean and how does an institution attain it? What, in 2022, is the school’s relevance in the world?

The faculty’s approaches to these questions differ. For Kemi Mugo, a Spring ’10 Mountain School alumna who returned as an Environmental Science teacher in 2021, this means framing topics of sustainability and the environment in the context of systems of oppression as a way to better understand the relationship between humans and the land. In her class, Kemi, who is of Kenyan descent, hopes to dissect the “ingrained assumptions” our society has about how humans interact with the environment. “We have to talk about stories because that’s how we understand everything. Even things that don’t really feel like stories are stories, like the IPCC [Intergovernmental Panel on Climate Change] reports that come out every few years,” she says. As part of an effort to make the curriculum more accessible and relevant, the course has been renamed to Environment Studies this year, emphasizing the layer of social justice.

All this is important and should be included, Bruce says, but he worries an entirely human-centric Environmental Studies curriculum will overwhelm the school’s mission to instill in their students a love and curiosity of the outdoors, something he thinks is vital to fight climate change. According to Bruce, to fight the climate crisis, students must first have a strong understanding and reverence of the natural world — to know what they are trying to save and how it functions. “The whole thing [the world] is crumbling, and we can talk about humans, make it very human based,

and who’s been telling the story and ideas and everything else, but in the meantime, the world is crumbling,” he says. To Bruce, essential to the course — and the school — is getting outside, exploring the 418 acres of land on which the school sits, learning to identify its trees, its history of land use, the natural forces at play. He wants to use both the scientific method and Native American approaches to knowing the natural world — all in hopes of fostering a connection to the land and a deep understanding of the science behind it. “I don’t want this place to become something like, ‘Yeah, come here, learn all about these very human issues. Oh yeah—by the way, it’s really pretty out there,’” he says. “I don’t think that that’s what the planet needs.”

Last semester marked a near complete transformation of the school’s faculty from just five years ago. Six longtime faculty members — including Alden and two of the semester school’s founders — left after the Spring ’22 semester. Collectively, they worked at the Mountain School for 148 years, becoming a feature of the school’s identity. “It’s both a moment of vulnerability for the institutional memory of the place, and also a moment of opportunity to continue to reimagine the place and what it can be,” Alden says.

The loss of experience puts several of the school’s programs in jeopardy. With the loss of Kit Halsey-Leckering, a history teacher who also led the forestry and maple sugaring program, many question how the school will maintain its self-sustaining ideals. Recruiting teachers to rural Vermont can already be a hard sell; finding those dedicated and knowledgeable enough to maintain the annual 200-gallon maple syrup production or to harvest timber is even more difficult.

But with the hire of Alex Myers — an English teacher at Phillips Exeter Academy who was the first openly transgender student to attend Harvard University — as the school’s new director, the faculty found a rare moment of unity. “We were pretty universal he was the one,” says Bruce. Alex cites his values as “openness, dialogue, genuine humanity, a belief in goodness.” Thoughtful and well-spoken, Alex brings hope that the school will



Karim Wissa, an English and Humanities teacher who has worked at the Mountain School for three years. (mountainschool.org)

find a way to marry social justice with a place-based education, a unifying vision for the next chapter of the Mountain School.

As the Mountain School looks ahead, Bruce is reminded of a song he wrote years ago, “Turning the Heel.” Initially written about a breakup, the song uses the metaphor of knitting a sock: it starts out easy, but as you round the heel, the yarn bunches and knots, before straightening out. “In some cases you go more by feel than you do by brains. In other cases more by brains than by feel, and you get around that corner.” For all the division, anger, and hurt, Bruce is hopeful. “We’re turning the heel.” His voice softens. “I think we’re turning

the heel.”

While my semester didn’t have the quiet simplicity I expected, I found what it meant to “learn to know a place and take care of it.” Even as I fell in love with the school — with white ash trees, with the crack of my ax splitting wood, with late night discussions with my roommates — I was confronted directly with its failings, and the place of privilege I held. I began to love a place enough to face its inadequacies. Somehow, it felt fitting: As I was maturing and beginning to understand how I fit in a larger community, so was the school. The Mountain School’s future is hazy, but I know the school’s process of learning to know itself will continue.



Stellan M. ’23 working to transplant peppers during a farm period. (Stefan Hard)

Lakeside on Seattle Energy Benchmarking Data

STAFF WRITER
GENE Y '23

School is back. Amid all the back-to-school chatter, I hear Aaron’s voice: “If I’m writing the EIC letter, who will draft a sequel to my incredible sustainability article last year?”

So here I am, set out to prove that sequels are always worse. Luckily, Tatler will be running a year-long series on sustainability, aiming to cover energy use, transportation, recycling/composting, school policies, government policies, and others, so do not fret if the contents of this article do not satisfy you: there’s always next

month.

A good place to start this exploration of sustainability is by analyzing the energy usage and greenhouse gas emissions of Lakeside’s buildings. Luckily, the city of Seattle has collected data on energy usage and emissions from 2015 through 2020 and published it for the public to view.

The newest of the Lakeside buildings, the Paul G. Allen Athletics center should theoretically be the greenest. And it is. With 31% more energy efficiency (in terms of energy usage per square foot) than the average K-12 School in Seattle and 44% less emissions per square foot, this building is

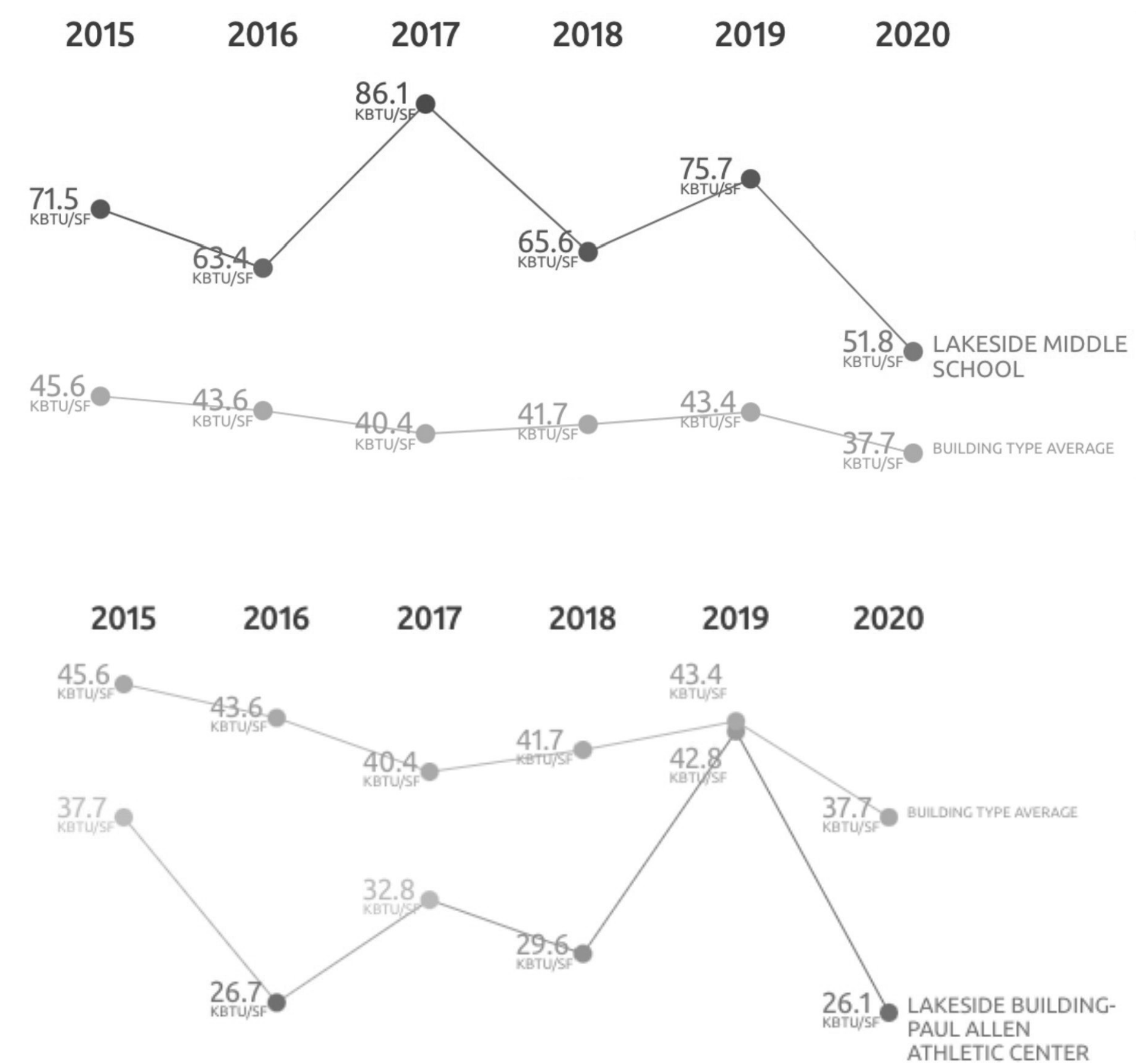
the standard for the other Lakeside buildings, and Seattle schools as a whole. Aspects that contribute to this include solar panels, efficient heat circulation, and energy-saving LEDs.

Since construction in 2014, the building has stayed ahead of the curve in terms of energy efficiency, as shown in the figure.

However, not every building is up to the city’s standards. In fact, the Middle School building lags behind both its Upper School counterparts and the citywide average. From 2015 to 2020, despite decreasing 27.6%, energy usage and emissions have consistently been far higher than average,

with more than double the energy usage intensity of the average in 2017. Perhaps the building is due for some of the care and attention that contributed to the athletics building’s success.

One thing, however, that the athletics building shares with the Middle School, is a reliance on gas. Both buildings use gas for more than 40% of their electricity, contributing more than 85% of their emissions. If energy usage cannot be easily decreased, perhaps a transition to devices that use electricity could help. Either way, the school is certainly conscious of its impact, and hopefully we will see its buildings become more sustainable in the future.



Power use of the AAC and Middle school vs similar buildings over time. (Seattle Office of Sustainability and Environment)

Letter from the Editors

CONTINUED FROM
FRONT PAGE

That’s something we need this year. We’re entering a new era at Lakeside — the first no-Noe administration of the century. We’re thrilled to welcome Dr. Bynum and Mr. Boccuzzi to the school and see what changes they bring. In this time of transformation, Tatler’s role is as important as ever. As the new administration takes charge, we’ll be here to bring you the updates, to make a process that can otherwise seem unclear seem accessible. That’s part of what we hope to become this year: a forum for feedback between administrators and students and a source of reports on an evolving Lakeside.

As the school is changing and ex-

perimenting, so will Tatler. In addition to releasing our monthly print edition, we’ll be further developing the Chatler, a Tatler-run podcast that allows students’ voices to be heard — literally. In an effort to make Tatler’s guest writing clearer and more accessible, we’re revamping our guest contributor process. (See our blurb on the back page for more details!) Our hope is to bring you new ways to engage with Tatler.

So we invite you to follow Yoon as he takes us on an ornithological safari or Anderson as he shows us the good eats. To tune into our investigations into sustainability at Lakeside or our spotlights of student artists. We promise to give you a smörgåsbord of fresh takes, saucy opinions, and seasonal scoops; more forms of media,

including our podcast the Chatler and our rebooted website; and ways to reach us through your Poll responses and guest writing proposals.

Through it all, we need your input. To be as close of a reflection of the Lakeside community as we can, we need to know what you think needs to be discussed, what niches should be explored. So shoot us an email, find us on campus, write us a guest writing proposal as we begin this exciting new time for Tatler and Lakeside, together. We can’t wait.

Stellan and Aaron

You can reach us at stellanm23@lakesideschool.org and aaronz23@lakesideschool.org.



Editors-in-Chief stand by the Tatler news box in front of the chapel. (Rishi L. '24)

Anybody Home? The Future of the Head’s House

“Dr. Bynum and the administration are renaming the building this year to reflect the Head’s decision to not use the home. Presently, ‘the Schoolhouse’ is the favored name.”

STAFF WRITER
JACKSON B. '25

It sits in a cove behind an unassuming parking lot: a brick building much like the others at Lakeside, yet never used for instruction or administration and supposedly frequented by only one family and guests of the regular parties they choose to host. “Supposedly” because almost none of us has actually seen anyone navigate the snaking asphalt to come to the brick entrance or pass under manicured trees and a white archway that enfolds the robust wood door. No student has smelled smoke from its rising chimneys, heard the creak of a chair from its posterior sunroom, or ever ventured inside themselves.

This enigmatic structure is the Head’s House, the permanent residence of heads of school since 1931. However, with Dr. Bynum’s much-anticipated arrival on campus, he’s decided not to live in the house, citing that he doesn’t need so much space. Thus, the established purpose of the home has entered into question, with proposed changes offering exciting new possibilities.

The history of the Head’s House begins one year after the completion of Lakeside’s original four buildings on this campus in 1931. William Boeing, a Lakeside trustee and founder of the Boeing Company, invested \$10,000 of the necessary \$25,000 to

construct the building for the school (the remaining funds were raised through community donations).

Henceforth, the house was occupied successively by heads of the school starting with T. R. Hyde (1931-1934). Minor renovations, such as a deck installation (which would later prove to be insufferably noisy with the construction of I-5), occurred intermittently throughout this time, with one major renovation in 1989 undertaken to significantly expand and modernize the home in design and function, as well as make it more conducive to fundraising events. To achieve this, the deck, kitchen, patio, ground floor, plumbing and wiring (both from the 1930s), and even parking lot were either enlarged or improved upon. Since 1999, the structure has housed Mr. Noe, his wife, and two daughters.

The first piece of major news concerning the future of the Head’s House rests in its title. Dr. Bynum and the administration are renaming the building this year to reflect the Head’s decision to not use the home. Presently, “the Schoolhouse” is the favored name, though it is by no means definitive. “I picked that [name] informally; it was a little off the whim,” Dr. Bynum says. “I essentially wanted to advertise that it’s no longer for housing Heads but instead will be a space for the community, and changing the name was a wonderful

and effective means of communicating that.” He adds that his office would be receptive to student input on a possible alternative name, and that once students have settled in, he’ll be able to meet with them more regularly on such conversations.

Beyond simply its title, the newly-christened “Schoolhouse” will also observe significant changes to the purpose of its ground floor. The location of many fundraising and social events, the ground floor has long been a crucial facet of the larger structure and Lakeside, and such events and gatherings will likely continue throughout the coming years, says Mr. Bonar, one of the Upper School assistant directors. However, in addition to such functions, the Schoolhouse will also be used by various collectives, including clubs, affinity groups, the Parent Guardian Association, advisories, and more. Dr. Bynum also intends to meet in the Schoolhouse regularly with Upper School advisories during activity periods.

The only uncertainty lies upstairs. According to Mr. Bonar, save for the ground floor and yard, the house is essentially bedrooms, leading the administration to question what renewed purposes for these rooms might be.

So can we expect to see a ball pit in Bernie’s washroom or a swimming pool in the attic? Unfortunately, no. Notwithstanding, the current favored solution does present exciting opportunities for community-building and (arguably) greater utility than ball pits or pools: offices. Several employees in myriad roles who aren’t always around campus, typically due to limited space, are essential to the school’s operation. As Mr. Bonar explains, with the Schoolhouse’s excess space comes a unique opportunity to raise efficiency and bring together all facets of the school to strengthen the wider community: “We have our business office and our development office [who are somewhat or wholly off-campus], and so, you know, we’re looking at how we can increase efficiency and better the school as a whole, especially for our students.”

There is also one final question of whether the Schoolhouse’s conversion

would be permanent, or if it will be used as a residence again in the future. The answer is largely dependent on value. “If that space turns out to be something super cool,” Mr. Bonar says, I could see it continue. At the same time, if a new head of school comes in many years from now and they have a massive extended family and need the bedrooms, then it’ll change.”

From its construction in 1931 to its present existence and role on campus, the Schoolhouse has always remained a figure of the background, a deeply established tradition. With Dr. Bynum’s decision not to live in it, the Schoolhouse now finds itself in a novel position. It is at the forefront of invigorating new possibilities for community-building as well as that of the greater changes that will invariably occur in the “Bynum era.”

“The current favored solution does present exciting opportunities for community-building and (arguably) greater utility than ball pits or pools: offices.”

Summer in Review

NEWS EDITOR
ZANE R. '24

7 The last day of finals; summer break begins!

24 One month after the school shooting in Uvalde, Texas, Congress passes bipartisan gun control legislation that makes background checks more extensive for gun buyers younger than 21. It also provides states with funding to implement “red flag” laws, allowing police to confiscate guns from people deemed by a court to be too dangerous to own them.



(King5 News)

8 The FBI searches Donald Trump’s Mar-a-Lago residence to recover over 700 classified documents that they say Trump had failed to return to the National Archives



(LA Times)



(ABC News)

24 President Biden announces that \$10,000 of student loan debt will be forgiven for borrowers earning under \$125,000 per year — covering 43 million Americans. The amount forgiven will be \$20,000 for people who received Pell Grants, which are need-based.

31 The 2022-23 school year officially begins!

July

7 An atlas moth with a 10-inch wingspan is discovered in a Bellevue resident’s garage. The Washington State Department of Agriculture asks people who spot atlas moths to take a picture and send it to them.

June

9 A rainy commencement ceremony; as a parting gift, Mr. Noe gives graduates copies of “War and Peace” by Leo Tolstoy and “Why We’re Polarized” by Ezra Klein



(Lakeside)

24 The Supreme Court rules 6-3 to overturn Roe vs. Wade, the landmark case that guaranteed access to abortion nationwide. Since the ruling, at least 10 states have banned most abortions, with more bans expected soon.

4 A mass shooting at a Fourth of July parade in Highland Park, IL kills seven people, including several grandparents and a couple who had attended the parade with their two-year-old child.



(NPR)

21 The January 6th Committee holds the last of its primetime public hearings so far. This hearing focuses on President Trump’s lack of action during the three hours between his speech at the ellipse and his televised address telling protesters to leave the Capitol.

August

1 Temperatures are above 90 degrees in Seattle for six consecutive days in a record-breaking heat wave. King County’s medical examiner reports that six people died in the county because of the extreme heat.

11 Schedules for the upcoming year are released on Veracross.

17 Finnish Prime Minister Sanna Marin faces backlash after a video surfaces of her partying and dancing. She comments: “I am completely sure that every politician also has their private life, maybe it’s just that people want to write more about mine.

24 On Ukraine’s Independence Day, a Russian missile strike on a train station kills 22 people, and the US pledges \$3 billion more in military aid. President Zelensky speaks about Ukraine now having to fight for its independence, rather than simply voting for it.



(The Independent)

When it Rains on their Parade: Lakeside Needs a Graduation Rain Plan

“The concentration of rainy days in the late-May/early-June period is also undeniable, which would necessitate change.”

STAFF WRITER
JACKSON B. ’25

Some schools host it in the gym. Some postpone until the next day. Some prioritize placing grandparents under cover. Yet Lakeside does it a little differently; they choose to erect a smallish tent and hand out semi-waterproof ponchos.

We all adore graduation — the myriad traditions, the “Pomp and Circumstance,” the smiles and grandeur! It’s a true hallmark of the school year: that one day just after finals, when students, parents, grandparents, and friends alike convene in the quad to revel in the success of the senior class. This year was no different, and every parent and administrator whom I interviewed about the event first described how proud they were of the graduating class. Notwithstanding, discussions on the joyous nature of the day’s events would eventually turn to a different subject which had been present at this year’s festivities: the rain.

It poured that day. A glance at Instagram will yield hundreds of smiling kids with matted hair and dripping gowns. As Seattleites, I’m sure we’ve all grown to accept sudden downpours regardless of sunny forecasts, but the school knew about the rain well before the event, with Mr. Bonar admitting in an interview that he was cognizant of the forecast “a few days out.” In response, they erected a tent and

distributed ponchos, both of which suffered from respective shortfalls. The latter items, though well-intentioned, weren’t fully rainproof, with attendee Nara C. ’25 recalling that “[someone’s] dad was given a poncho, but by the end of the ceremony, his pants were soaked.” As for the tent, it only covered about twenty-five percent of the field and was filled on a “first come, first served” basis, meaning that the majority of the grandparents and children in attendance — those with possibly compromised or less-developed immune systems — were left to sit in the cold rain. At one point it got so bad that many grandparents sought refuge in the WCC, causing them to miss significant parts of the ceremony.

Mr. Bonar mentioned how administrators have, in the past, hosted regular conversations about the possibility of rain at commencement. Administrators held these same talks before this year’s commencement to explore hosting it in the gym, but they ultimately did not conceive an alternative, primarily due to precedent and the threat of COVID. Nara confirmed this with her own experience: “From the way they put it [in emails], there was no alternative plan. It was this or bust.”

In the end, graduation was certainly a hit. “It was kind of fun, kind of different, kind of unique,” Mr. Bonar reported. “It was one of those experiences we all went through together,

and it made it more memorable.” However, I do still believe Lakeside’s response to the rain represented obvious oversights. They possessed knowledge of the rain beforehand, yet their actions to address it were lackadaisical at best. For hosting an outdoor graduation, I do agree with their decision not to have erected more than one tent. While this may seem counterintuitive, my discussion with Stefan Weitz (parent of a ’22 graduate) confirmed my belief that the addition of tents would’ve obscured sightlines and made it incredibly difficult, if not impossible, for those in the back to see. That being said, I also believe there exist other areas of the plan where the school could significantly improve.

Therefore, I think it’s important that Lakeside be ready to, if necessary, move graduation ceremonies to the gym. While this solution wouldn’t be ideal, it would preserve the longstanding tradition of having outdoor commencements while still solving the issue of keeping everyone healthy and dry should there be a credible threat of rain. Such a “fallback plan” would be relatively easy to execute, requiring the school only to rent extra chairs for a day, and should be an expectation for Lakeside graduations moving forward.

Nevertheless, I do realize there’s both some pushback to hosting it in the gym on account of capacity concerns and the added cost of renting

A glance at Instagram will yield hundreds of smiling kids with matted hair and dripping gowns. Not only did they possess knowledge of the rain beforehand, but their actions to address it were lackadaisical at best.

First, I think it’s crucial Lakeside develops a “fallback” plan in the case of downpour. As Mr. Weitz commented in his interview, “It’s suboptimal that in a place as prone to rain as Seattle, the school would hold commencement ceremonies outside. I believe we need to take a step back and ask the bigger question of ‘What’s the rationale for conducting them outside?’ and use that to find a solution that doesn’t demand head-to-toe rain gear.” He implied that we should permanently move graduation inside; I only partially agree. I enjoy outdoor graduations — my graduation from Lakeside middle school was held on the Quad and truly superb. Further, these outdoor ceremonies maintain undeniable importance in the pantheon of Lakeside traditions. Thus, I don’t think direct abolishment because of one rainy year is the appropriate route.

On the other hand, the concentration of rainy days in the late-May/early-June period is also undeniable, which would necessitate change.

more chairs. Accordingly, my second recommendation (assuming the tent expansion isn’t feasible) would be to triage who gets access to the tent. As I said before, the tent was filled up on a “first come, first served” basis, which left many grandparents and others who arrived late to the ceremony in the rain. These populations, whose immune systems may not be as strong, should’ve been given priority seating under the tents. This solution would protect our most vulnerable and prevent them from having to retire to the WCC midway through.

Finally, should Lakeside expect rain but still choose to host it outside, two emails should be sent to families (one well before the ceremony and one the day of) reminding them of the possibility of rain, stating plainly what Lakeside is doing to respond to the rain, and if not everyone can be protected, prescribing the use of personal jackets. This way, everyone will arrive at the ceremony adequately prepared for the elements and ready to enjoy graduation rain or shine.



Faculty and staff in ponchos during last year’s rainy graduation.
(Lindsay Orlowski)

Putting Profit over Progress in Pride Month

“In the end, when it comes to promoting equality in any way, shape or form, take the first step yourself instead of depending on huge corporations to do it for you.”

STAFF WRITER
LAEL G. '25

Rainbows, parades, rainbows, flags and rainbows: over the years, June’s Pride month celebrations have become much more accepted and normalized since their rough, yet bold, beginnings. Pride Month is a great time to dismantle stereotypes and support overlooked members of the community — at least, that’s what most of us believe. And why shouldn’t we, with the swelling crowds and millions of slightly modified company statements boasting their alliance?

This isn’t to bash the steps forward that have come from campaigns and movements that have either started or flourished during June. These hold more power than most of us realize, pushing LGBTQ+ youth to the forefront of discussions and empowering

country and showing what it was like to proudly stand out. The first Pride parades started in the U.S. a year later, and these growing celebrations all over the world brought up specific issues targeting the community, such as the AIDS crisis in the early 1980s. The ’90s then brought more media visibility for the parades, which led to June being officially recognized as Pride Month (Gay and Lesbian Pride Month at the time) in 1999, with the definition broadening to LGBT in 2008. As topics of “Don’t Ask, Don’t Tell” (a policy that overlooked closeted military personnel while discriminating against those who were openly queer) and the legalization of same-sex marriage gained attention in the 2000s (for opposite reasons), companies began latching onto Pride Month as well, to profit and to boost their reputations with the public.

for huge corporations to profit off of unsuspecting customers, queer and non-queer alike, who simply want to do their part. The companies’ main goal is to continue drawing in sales while avoiding criticism, and the approach of being simultaneously pro-LGBTQ+, with their seemingly heartfelt statements, and homophobic, with donations to discriminatory organizations, is the current plan. It all ties into a repeating cycle of businesses hopping onto the newest “trending” movement, with another recent one being the BLM protests of 2020, with no intention of genuinely contributing to discussion and progress.

Additionally, the products and merchandise tied to Pride distract from the important messages of Pride Month. Many activists have started to recognize a kind of phony activism, “slacktivism,” that has been birthed

Los Angeles Pride sold more tickets than they had space for, which meant more profit for the company and a claim to supporting the queer community, while hundreds of paying partygoers were turned away. This behavior creates a cruel cycle that traps consumers, leaving them believing that they’re making a difference for community members, while they’re really contributing to a capitalist system that doesn’t bring attention to the real homophobic problems.

Some people go into this capitalist trap thinking that any recognition is good, so as long as it acknowledges the queer community, it’s helping! This couldn’t be further from the truth; at best, empty queer representation in advertising contributes nothing to the conversation, and at worst, it steers customers towards a shallow picture of Pride that captures none of its push for acceptance and support. Rainbow capitalism fools people into believing that Pride boils down to rainbows, glitter, and queer creators being thrust into the spotlight for 30 days before hibernating for the next 11 months. When the community wants representation, they mean that they want spread and easily accessible education on terminology; queer people getting equal treatment/ opportunity in healthcare, education and careers; and the overall awareness of the problems the community puts up with daily. Rainbow capitalism is taking a step backwards in the LGBTQ+ community’s current progress.

So please, avoid falling into this trap yourself! Small, queer-owned businesses are much preferred: Cupcake Royale is one, a cupcake bakery that has partnered with the GSBA scholarship fund to award LGBTQ+ students scholarships. Additionally, when it comes to donating to organizations, it’s much better to do it directly instead of through the products you buy from corporations. Organizations supporting the queer community such as Out & Equal (non-profit that works toward LGBTQ+ work equality) and The Attic Youth Center (organization dedicated to creating opportunities for LGBTQ+ youth) are always accepting donations.

In the end, when it comes to promoting equality in any way, shape or form, take the first step yourself instead of depending on huge corporations to do it for you.

“And frankly, rainbow capitalism is taking a step backwards in the LGBTQ+ community’s current progress.”

queer folks who don’t have the space to speak up for themselves. We need to support those who are struggling by spreading education and awareness, and some of these movements are doing exactly that. However, a growing issue that has been called out by social media users and activists alike is the continuous capitalism of Pride, as more companies use the month to sell colorful merchandise and make money off of eager customers, including queer folks themselves who want to support their community. As this goes on, Pride Month continues to lose its original message of equality for all.

Pride celebrations were first sparked by the Stonewall Uprising of 1969, connecting activists across the

Now commonly dubbed “rainbow capitalism,” many companies show their support by releasing statements pledging their alliance to the LGBTQ+ community and selling rainbow-themed products. Unfortunately, there are many hidden problems behind these campaigns, particularly that many companies profiting off of this “rainbow capitalism” secretly support anti-LGBTQ+ groups and politicians. For example, studies found that 25 companies, such as CVS and Walmart, donated 10 million dollars to homophobic politicians in 2021 while still profiting from colorful collections they sported during June. This behavior truly showcases how Pride has become a marketing strategy

from the Pride Month marketing strategy. People are finding a new way to “support” the queer community by buying from these companies that claim to donate to promote equality. Though most consumers have good intentions, these products and advertising don’t do much for the queer community. This marketing strategy steers away people who could have possibly gone out and done more for the community, especially since most companies don’t have much of a tangible effect. For example, Disney+ had advertised their LGBTQ collection during Pride month that included the show The Owl House, despite having also denied the show a second season featuring a bisexual main character.

My First Great Salt Lake Birdwatching Experience Could Be My Last

ARTS & ENTERTAINMENT EDITOR
YOON L. '23

I’ve searched for birds in many places: the highest peaks of Kauai, the valleys surrounding Eastern Washington farmland, and roads neighboring Southern Californian desert geothermal plants. I’ve been thigh-deep in flooded Skagit fields and awake before daybreak striking out for tick-ridden deciduous forest. I can now add “being eaten alive by mosquitos at 6 a.m. in the Utah desert” to my list, leaning out the window of a rented sedan in the morning light of the Bear River Migratory Refuge — eying grazing avocets, gliding terns, calling blackbirds, floating pelicans, and paddling grebes — this past June.

Hours later, I was wiping sleep from my eyes as I left Antelope Island, camera in lap. Despite the productive eight hours of birdwatching — for which we had traveled 14 hours — I couldn’t get over a feeling of disappointment. A two-hour detour to the island had been largely fruitless as most birds seemed to flee for shelter from the absurd winds. However, as I crested a hill approaching the causeway between the island-turned-peninsula and the mainland, the wind turned from an annoyance to a terror: it was picking up the exposed lakebed, the midday sun and chalk-white salt, giving the resultant cloud a vaporish, ghostly apparition, as if a portent of death.

In a way it was. The Great Salt Lake is dying, and with it so is the wildlife. Millions of people live in the area, along with lucrative agriculture that further saps water from the dehydrated lake. This was the first summer where the salinity spiked above sustainable levels, exceeding brine flies’ capabilities to filter out salt while retaining enough energy to reproduce. Ten million migratory birds depend on



Gulls, (left), avocets, phalaropes, and other waders (right) graze in the shallows of the Great Salt Lake off the Antelope Island causeway on June 20. (Yoon L. '23)

these flies on the brink. I worried for the birds that depend on this modern oasis for nesting, feeding, and resting each year, but I soon learned the ongoing environmental catastrophe extended beyond the seemingly distant threat of loss of avian biofauna.

Christopher Flavelle wrote in the New York Times that, with wind storms picking up a wealth of once-dormant arsenic, “the air surrounding Salt Lake City would occasionally turn poisonous,” creating “death clouds” like the one I had skirted past on my way back home. More than two-thirds of Utah’s population live in the path of this carcinogenic dust, a population that only continues to grow and consume snowmelt that

the lake desperately needs if its denizens are to survive even a few more years.

Even in the face of this catastrophe decades in the making and years until completion, human frivolities persist. Flavelle describes how a citizen looking to “do the right thing for [their] community” by not watering his lawn faced a fine by their local homeowners’ association. A bill restricting this sort of behavior by homeowners’ associations and neighborhood organizations failed when local governments lobbied against it and blocked propositions to require water-efficient plumbing or increase the price of water. This fact stands even as “of major U.S. cities, Salt Lake has among the lowest

per-gallon water rates,” and consumes almost a quarter more water per person than Los Angeles, another city facing climate change-related drought.

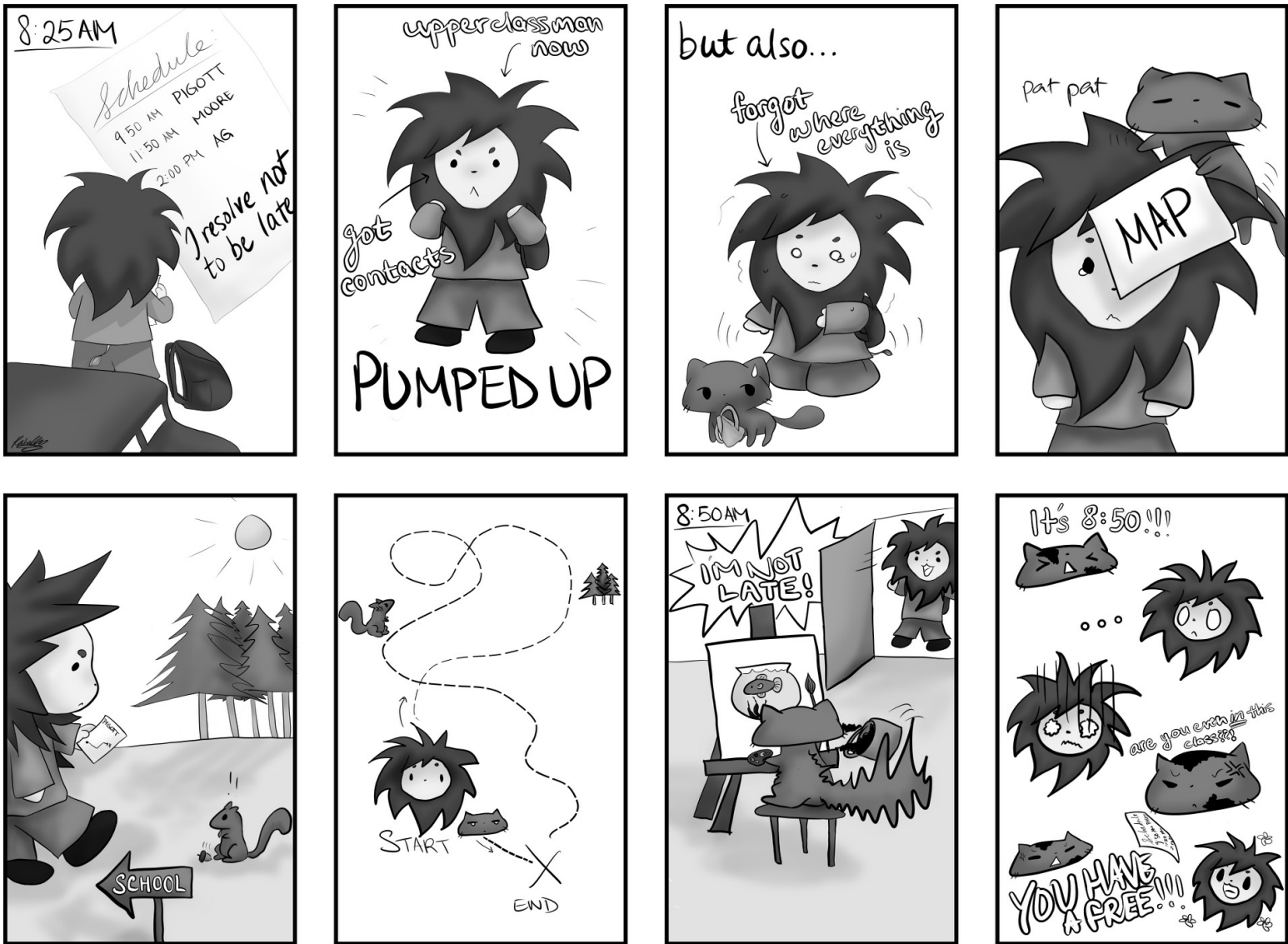
As I stood in front of my car at the Bear River Migratory Refuge, assaulted by mosquitos, watching hundreds of swallows swirling around like their own proper swarm and dozens of other species flying in the distance, I could barely begin to imagine a scene where the water — already scant in the area — had all disappeared, and these birds along with them. Yet at the same time, I could scarcely believe that Antelope Island had at one point been an island — the lake’s drying had long turned it into a peninsula. When I first set out the afternoon before, I never considered that this could be my last time visiting an oasis seemingly destined to soon be decimated. As I left the area, watching a dense ghostly white cloud envelop the region in a slew of toxic particulates, I thought of the millions living there and the thousands that flock to the quickly-growing region even now.

Lawmakers must work quickly, and should have worked sooner, to prevent the worst of a cataclysm that may put millions at risk of deadly lung disease. Yet even with this region “[at] the precipice,” officials refuse to make even miniscule change, or do the opposite and bar it from occurring. By the time that our generation grows into positions of power, it may be too late for millions of lives, bird and human alike. The Great Salt Lake represents a fast-approaching future, one with a fight for our survival we have long put off. Its disappearance, and the ensuing destruction of millions of lives, by our hands symbolizes a fight for the almost-present. The lake will prove our ability to fight for our present, if not our future, and we must rise to the occasion lest we concede defeat to our own self-destruction.



A California gull, Utah’s state bird, rises above the Great Salt Lake as winds stir up the toxic lakebed in the background. (Yoon L. '23)

THROWN TO THE LIONS | Raina W. '24



The Issue of Abortion at Lakeside through the Years

NEWS EDITOR
ZANE R. '24

When the Supreme Court overturned *Roe v. Wade* on June 24th, 2022, the precedent of the last fifty years was upended. Yet it's not as if abortion as an issue was stagnant under *Roe*. Rather, discussions of abortion and sexuality, public sentiment, and even the Supreme Court's own opinion on abortion continued to evolve and change over the 50 years that *Roe* stood. Now, while Lakesiders and the country are still reacting to *Roe* being overturned and waiting to see what America's abortion rights landscape becomes, the evolution of the issue of abortion at Lakeside provides some valuable context for the current moment.

The early 1970s was a period of significant change when it came to women's rights. Referendum 20 legalized abortion in Washington in 1970. Title IX, which prohibited sex-based discrimination in federally funded schools, was enacted in 1972. *Roe v. Wade* was decided in 1973. Lakeside, for its part, merged with St. Nicholas School and became co-educational in 1971. After that, though, Quincy A. '73 explains: "There weren't very many women in our class." With a 3:7 ratio of women to men in the class of '73, sexism was a prevalent issue on campus at the time. Quincy's crew coach at the time implied that "girls shouldn't have muscles... grace only

was how we were supposed to win the race." Quincy also experienced "some sexism from the teachers and that, of course, leads the culture in that class." Because of these experiences, student conversations centered around issues of sexism, and the topic of abortion (especially for non-sexually active students) was much less common.

According to Ms. Schuyler, Lakeside's archivist, there are no mentions of abortion being discussed in St. Nicholas's records or the Tatler archives from that time. Both Quincy and Page C. '73 say that abortion was a taboo subject on campus: there was no health class where people could learn facts about abortion and very little discussion of current events in history classes. Page says that health information was largely passed down from parents and teachers, and without the internet, students didn't have opportunities to share information with each other. In Page's case, at least, those adults weren't very willing to broach the subject of abortion.

Jumping forward in time, Martina P. '92 describes the early 1990s at Lakeside as a time of transition, where issues of race, gender, sexuality, and inclusion were "starting to be more openly discussed on campus." Still, she says that abortion was not a common topic. Martina herself became passionate about abortion after a conversation with her mother, who "saw what happened to families when women did give birth when they didn't want to" as

a social worker.

The March 1992 issue of the Tatler included several articles about abortion, including describing Lakesiders' personal and emotional stories on the topic. Martina says that this came about because of former Tatler faculty advisor Susan Saunders, who encouraged them to focus some newspaper issues on relevant current events. She recalls that Ms. Saunders had to get approval from the administration to cover abortion and that writers tried to cover abortion from a factual, rather than opinionated, perspective. "We generally felt facts would protect us if there was a kerfuffle over subjects we were covering, but subjects involving sexuality in any way — gay rights, abortion rights — weren't popular with parents or the administration."

For that Tatler issue, Martina co-wrote an article about laws requiring parental consent for minors to get abortions. One of those laws from Pennsylvania was being challenged in front of the Supreme Court. That ruling (*Planned Parenthood v. Casey*) ended up mostly reaffirming *Roe v. Wade*, although there were also signs that things might change in the future, namely that the court was only a single vote away from overturning *Roe*. Further, Martina says that the parts of *Casey* that allowed certain restrictions to continue (parental consent laws, for example) didn't get much press coverage and that the overwhelming sentiment was relief that *Roe* hadn't

been overturned. In Martina's view, this led to complacency: "So many of us had the belief abortion rights had been fought for and won... How naive that sounds now."

In the past few years, the presidency of Donald Trump and his appointment of three conservative justices to the Supreme Court brought the issue of abortion rights back to the forefront of political conversation, all leading up to *Roe v. Wade* being overturned. Many Lakesiders, in the Tatler Poll, still say that they haven't had many, or any, conversations about abortion at school. Some, however, remember the science of abortion being touched on in Wellness classes, and others said it had been discussed in their History classes. On Lakeside's culture when it comes to abortion, one respondent wrote that there's an assumption that most people are pro-choice, but they added, "I always feel a little skeptical that everyone agrees with me and so I get nervous talking about it with other people."

While Washington state continues to guarantee access to abortion, the decision overturning *Roe v. Wade* will have profound effects on millions of people. Even in Washington, abortion clinics expect to see a much higher demand from people coming from out of state. In these uncertain times, it's worthwhile to follow the news and start conversations about the far-reaching effects of the Supreme Court decision.

The Harvard Haze: How I Let College Cloud My Vision

CONTINUED FROM
FRONT PAGE

This constant focus on Harvard has become frustrating and confusing, but I’m not sure what to do about it. It’s difficult to resent my peers for wanting something that I want too, for yearning to attend the college that we’ve been raised to admire. As I head into high school, I genuinely want to help people and contribute to the world, but I’m not sure how to balance that with a subconscious fervor for Harvard.

It’s shockingly hard for “Harvard” and “helping people” to coexist, when just getting into the university seems to require competition and arrogance and planning.

I’ll never forget the realization I had

last year as I completed an assignment for Wellness class. The instructions were to create a presentation to share with the class about an issue you are passionate about. I really enjoy working with kids and had been doing so through an organization called Learn To Be for a while, so I chose kids falling behind in reading. Then began the worrying: if I shared the organization name, would everyone start tutoring? How would my Harvard application stand out if I was doing the same thing as everyone else? I had foolishly made it all about me instead of recognizing the purpose of service: to help kids read! “Of course,” I realized. “I actually care about the students, so I should want as many people being helped as



Memes sent to my older brother, Zane (class of 2022), after his Harvard rejection. (Samara N. '26)



Future Harvard T-shirts sold at The Gap. (Samara N. '26)

possible.” Luckily, I ended up including the organization in my presentation, but the embarrassment at having allowed Harvard to cloud my vision like that remains vivid in my memory.

Recently, as I sign up for courses, I agonize over whether to take honors or accelerated math as if my mother’s life depends on it (it doesn’t; she loves me either way). I worry that it might be that little difference — the one that sends me straight to the “reject” pile.

I have nearly compromised my interests and values for a slightly less slim chance of getting into Harvard, and I am not okay with that. This is not to say that it isn’t a wonderful school — in fact, I still want to go there. But I’m slowly realizing that Harvard might not be quite as important as I considered it in sixth grade.

The other day, I was shopping in The Gap when a T-shirt caught my eye. My heart fluttered — it was the Harvard logo with its beautiful curves and ver-i-tas, and right above it, emblazoned in big, bold letters, was the word “Future.” Future Harvard. And I won’t even lie: I wanted it for a second. But

then I reminded myself: going to Harvard is cool, but it’s not the only cool thing. The shirt was 50% off, and you know I love a deal, but that day, I mustered all my self-control and rejected Harvard, on my own terms.

“What I understood was that everyone wanted to go to Harvard, so I did, too.”

How To Spot a Lakesider

L&C EDITOR & STAFF WRITER
ESTELLE L. '24 & FIONA L. '24

Spotted: a Lakeside student at a mystery summer spot, getting kissed by the sun and having tons of fun. But where have they been? That’s a secret we’re ready to tell: without the chance to see our peers every school day, we know you’ve been missing daily Lion sightings. So this September, we’ve compiled a handy list of spots to spot a Lakesider when school lets out once again.

Rain Cafe
With the comfy café being a hot spot for Lakesiders during the school year, it also attracts students on summer’s warmer days. Popular for its refreshing boba and steaming popcorn chicken, many have witnessed a Lion pride moment at this café. In fact, your

favorite two reporters may have brainstormed at this very spot...

The East Coast
This summer, many Lakesiders hopped on a plane to the East Coast to live out their Gossip Girl fantasies. It turns out, however, that Lions aren’t as creative with vacations as previously thought: in fact, on the coast’s college tours, students have been bumping into each other left and right! We guess there are a few good schools over there. But seriously, Lakesiders might want to start thinking a little more outside of the box — every Lion’s Instagram feed looks a little too familiar lately.

Bellevue Square
Lions love to shop! Or... prance around in air conditioned malls during summer. Whether they were perusing

American Eagle jorts or buying overpriced sandals at Nordstrom, many have reported seeing their ex-math class table-mates around every corner of Bellevue Square. Visit the mall’s hallowed halls to get a real good look at your flip flops as you dodge eye contact with Bobby from chemistry.

Magnuson Park
This season, lots of Lions were also seen at Seattle’s fantastically upkept Magnuson Park (partially maintained by our very own middle schoolers on service learning days)! For reasons unknown, students seemed to exclusively show up to the park on Fridays and Saturdays. When we asked Lakesiders what they were doing there, the students cited the beautiful, dense forests as a great place to “have a small gathering with their parents’ favorite friends.” Others admitted to visiting

the spot for some liquid courage: spontaneous dunks in Lake Washington as their friends dared them to jump in.

University Village
Last but certainly not least, too many students have spotted another in line for Molly Moons or grubbing at Din Tai Fung. The most common place for out-of-school Lakesider sightings, every student (and even teacher) has an awkward U Village run-in story to share. One student even warns, “It’s a jungle out there — I swear I saw a Lion.”

Welcome back to school Lakesiders, and don’t forget these Lion-loved locations for next summer! Not that you ever could. XOXO, the Tatler.

Your Annual Guide to Life at Lakeside

COPY EDITOR
LORELEI S. ’25

September is upon us! The air is crisp, the lockers are relatively clean, and the leaves are falling with no particular direction, not unlike a new freshman in their first month at Lakeside. There’s no avoiding the inevitable: if you’re anything like me, you’ll end up late to English class. Or, you’ll leave your phone on the other side of campus. You might even end up jacketless in the freezing library (or all of the above in the same week). But do not despair, young readers! I, an incredibly knowledgeable and self-assured sophomore, have arrived with the secrets to success.

First, free periods. Thankfully, after spending a summer in biology class, I had learned to utilize my extra time effectively, so I didn’t have nearly as much homework when I left campus. But using your time wisely doesn’t have to mean studying until your eyes

hurt. I advise you to take what you need from your free time. Check in with yourself. Grab a snack or a drink (on a cold day, a homemade WCC mocha is just the pick-me-up I need). Whether you’re an extrovert or not, take the time to socialize with friends old and new. Though it might not seem like anyone at Lakeside thinks this, I can’t stress it enough: self-care is productivity, even if it means you’re not getting actual work done for a little while.

Academics are still important, though, and when you start at Lakeside, it’s easy to underestimate them. I got a C-minus on one of my first major projects last fall, and I was shocked. In fact, I thought I’d gone above and beyond — I mean, who doesn’t appreciate a color-coded poster?

But in actuality, I’d failed to clarify some crucial requirements on the rubric. I couldn’t be bothered to meet with my teacher outside of class to make sure I understood the material.

Your teachers are there to help you, and I promise they have your best interest at heart, no matter how harsh of a grader you think they are. It’s always better to put in the work now and save yourself from a bad grade later.

That being said, grades aren’t always indicative of your learning, and I wish Lakesiders could be a little easier on themselves in this regard. Please get some sleep instead of staring at your computer screen until your vision blurs, rereading notes on things you don’t really need to know. An A-minus is not the end of the world. Your quarterly grades won’t end up on your final transcript. And at the end of the day, the most important part of school isn’t your grades, it’s what you learn. Too often, we can’t make that distinction.

Another really important part of school is your social life. Obviously, you should make friends. You should

be kind and friendly to everyone you meet! But specifically, it helps to have a companion or two in each of your classes. They’re someone you chat with during breaks, walk with to your next class, and exchange contact information so you can clarify what exactly the homework was.

Additionally, I highly recommend joining a club, sport, or other Lakeside organization to meet upperclassmen. They really do know what they’re doing, and as long as you trust them to a certain extent, you can take advantage of their drivers’ licenses.

It can be scary to be suddenly launched into a new environment. Maybe you’re feeling like you won’t fit in, or you’re intimidated by the hours of homework you’ve been promised. But just remember that hundreds of students who’ve walked these linoleum floors have felt the exact same way. You’re now a part of the community, and you’re not alone.

CASSIA’S CORNER

Being an Ally: How To Use Pronouns and Names

GUEST WRITER
CASSIA W. ’23

Welcome back, Lakeside!

As a new school year begins and we welcome old and new faces into our halls, it’s important that we know how to properly address those around us. We always aim to create an inclusive space at Lakeside where everyone feels valued, so in my first-ever column, Cassia’s Corner, I’m going to be talking about pronouns, gender identity, and name changes. But what are those things and how do they play into the school year? First, we have to create an outline:

What are pronouns?

Pronouns are, simply put, words we use to refer to things. This could be anything from “it” to “she” to “we” to “they.” Everyone uses pronouns all the time; they’re unavoidable functions of any language. While we use pronouns for the things in the world around us, we also use pronouns for ourselves. These are gender pronouns and are used specifically when talking about a singular person. The ones you may have heard of are “she/her,” “he/him,” and “they/them.” However, there are many other pronouns people may

use; these are called neopronouns, which fill the place of “she,” “he,” or “they” when referring to someone. An example of a neopronoun would be “ze/zir,” but there are an infinite number out there, so if someone uses a pronoun for themselves that you don’t understand, remember to ask. It’s never harmful to ask, but it’s harmful to assume.

It’s important to note that not everyone uses only one pronoun set! You may hear people defining their pronouns as “she/they” “they/he” or

any pronouns; these are just a few examples of many. When someone uses two or more pronoun sets, you can use all the sets presented, so if someone uses “she/they” pronouns, you can use “she/her” and “they/them” pronouns when referring to that person. It should also be noted that people who use multiple pronoun sets will often put their preferred pronoun set at the front (eg. if someone uses “they/she” pronouns, they might prefer they/them pronouns over she/her pronouns, but still use both sets.) However, this isn’t the same for everyone, so it’s really important to ask.

erence towards either one; they both fit me, and I like hearing both when being referred to.

Everyone who changes their name has a different reason for doing it, and while it may be difficult to understand people wanting to change their name and pronouns, it’s something we need to respect, even if it’s something we can’t understand.

When referring to those who have changed their name, simply use the name they prefer to go by. And remember to correct people (and yourself) when they’re wrong about someone’s name and pronouns; this small action means a lot to the trans people of our community.

So as we start a new school year at Lakeside, keep in mind that this can be a tough and scary time for those who are re-entering school with different pronouns or a different name. Let’s do our best to be an ally to those around us this year, ask questions to better our understanding, and respect the identities of those around us, even if it’s difficult for us to understand them.

“It’s never harmful to ask, but it’s harmful to assume.”

ANGRY LION

my younger brother eats the food I saved for myself

They should let you change your classes before schedules are out. It’s dumb that they make all the schedules just to move them around after classes are changed.

i still don’t have a good draft of my common app essay…yikes

My sister cheats at cards and maybe minigolf.

veracross login update

the mosquitos on the outdoor trip was insane i have like 20 on each arm and leg not exaggerating

People are acting like covid is just over and not being on the least bit safe anymore.

Classes giving all the tests and projects at once but then teachers telling students to prioritize sleep as if they won’t fail them if the assignment is not handed in the nanosecond its due. Like we can’t get sleep if you’re assigning all this stuff. Also, stop locking up the damn goals. We want to use them and there’s not a single reason that they should be locked up, especially when it does not affect any sport thats happening.

Junior year should be easier. I haven’t even started it yet and i’m already stressed and losing sleep…

GRATEFUL LION

Going to the basketball court in the morning and seeing that theres basketballs available

William C. ’24 for his boundless faith in people

family, summer, friends, good weather, and good health!

back to school time always makes me so unrealistically excited to do homework

Birds. Birds are so cool and people don’t appreciate them enough. Love ’em to death

Soo grateful for the friends who put up with me and helped me get through the summer

Mr. De Grys’ emails - always quite fun

covid being not as much of an issue anymore!!!

the fact that my family is patient enough to deal with my morning rambles is impressive on its own.

Sasha N. ’23 for being one of the kindest people I’ve ever met

I like walking my dog Smokey in the mornings when it’s sunny. Fun times with the dog and I enjoy the nature and sunshine.

#Gentleminions: Suiting up for the Cinema

OPINIONS EDITOR
LUCY K. ’24

“Who are these tiny tater tots and where did they get so much denim?” was Gru’s first thought on these little yellow fellas, as was ours 12 years ago when they first popped up on the big screen. They’re petite, shockingly inept, and every Halloween, are the subjects of countless suburban family’s group costumes: the Minions. After taking a five-year hiatus since *Despicable Me 3*, the Minions are back in the spotlight. *Minions: The Rise of Gru* released in July, and has

agents of chaos.

As can be expected when you combine teenage boys with a movie about villainy and talking bananas, our Gentleminions quickly got out of hand: they threw popcorn, formed mosh pits beneath the screen, and shrieked at the sight of Bob the Minion at a volume that can only be described as that of an NSYNC concert in 2001.

Within days of the original TikTok video being posted, signs began popping up at theaters. “Due to recent disturbances following the #Gentleminions trend, any group of guests in formal attire will be refused entry

“These young men demanded respect. They demanded attention. Much like Gru and his minions, simply put, they were agents of chaos.”

thus far grossed over \$750 million globally. With an audience score of 89% on Rotten Tomatoes and a rating of 6.7/10 on IMDB, the movie was entertaining, but not particularly groundbreaking. But something set this movie release apart from every other splashy animated film; this one drew in an unexpected crowd.

Maybe it was the nostalgia of our favorite childhood movie franchise, or the promise of an epic origin story, but teenagers and young adults alike flocked to the theaters for *The Rise of Gru*. The weekend of its release, polls found that 64% of viewers were between the ages of 13 and 25. Although clearly not the target audience, teens and young adults on social media quickly made the new flick a cultural sensation. Thus emerged the Gentleminions.

In a now-viral TikTok video, 18-year-old Bill Hirst and his friends flocked to the movie theaters after their school dance to experience the latest installment of their favorite childhood series. Still sporting their grayscale formals, they inspired young men all around the globe to fall in line. Outfits ranged from sweeping cloaks to First Communion-esque suits paired with knockoff Rolexes, but there was a common mission. These young men demanded respect. They demanded attention. Much like Gru and his minions, simply put, they were

for showings of *Minions: The Rise of Gru*,” read one sign at Odeon cinemas in the U.K.

Nevertheless, roguish bands of young men persisted. Donning baggy hoodies and sweats over their formal attire, were able to waltz through security and wreak havoc once inside the theater, the most well-known example of this being at a location of the aforementioned Odeon cinemas. In a four-video series with a combined view count of over 18 million on TikTok, user @jamesnormandy defied the cinema’s policy by sneaking a suit and bunch of bananas into his local theater with a group of friends; he, in turn, received a £125 fine. He refused to pay



The highly awaited release poster for Illumination’s *Minions: The Rise of Gru*. (imdb.com)

it and returned with an even larger group of Gentleminions, who were surprisingly able to evade the cinema’s bulked up security.

Today, if you visit your local theater, you won’t see many Gentleminions. As these things go, the internet moves on and teenagers find

another wacky fad to latch onto. In a few months, the whole affair might be remembered only as a COVID-induced fever dream. But even as *Minions: The Rise of Gru* transitions from theaters to on-demand, expect that someday, the Gentleminions will make their return.

“Although clearly not the target audience, teens and young adults on social media quickly made the new flick a cultural sensation. Thus emerged the Gentleminions.”

Lessons about Music, Community, and Food at Tanglewood

ARTS & ENTERTAINMENT EDITOR
YOON L. ’23

Justice may never slumber so long as evil stays awake. In much the same way, musicians’ holy crusade to never let the air grow still continues through the rest and relaxation — in relative terms, of course — of the summer months. The ways this occupation may manifest itself depends person-to-person — I took to stressing about recordings and cussing out Bela Bartok for being a massive jerk — yet among the most universal of experiences is that of the summer music camp. An elegantly titled program, the summer music camp is exactly what it sounds like: a camp,

education. Two of them consist of instrument-specific workshops, followed by a six-week orchestra program with co-running wind ensemble, vocal program, and piano program. Students could also choose to participate in smaller ensembles, like quartets. One notable experience Minoo documented was the arrival of members of the nearby Boston Symphony Orchestra, the second-oldest of the American “Big Five” symphony orchestras, to give master classes, lectures, and lessons. “We actually had three oboists from the BSO come in, who taught us everything from sound and technique to performance and presentation.” Beyond receiving lessons, he and other BUTI participants had the opportu-

the in-person Tanglewood camp completely sidestepped. BUTI’s many in-person opportunities, like the aforementioned concerts, elevated his time at the camp. “To actually experience that music live — you don’t get nearly any of the same sounds or emotions when you’re just listening online.” There were a few hiccups, however, foreseen and unforeseen. Tanglewood is notorious for its bad food, which Minoo tentatively confirmed — adding that a few people even got food poisoning — but one entirely novel disruption was COVID-19. Minoo recounted how he caught the virus at the camp, for the first time since the pandemic began, along with a few clarinetists and flutists. They and he, the only oboist,



The main entrance to Tanglewood, located in Lenox, Massachusetts. (Minoo J. ’24)

during the summer, for music. It is also just what Minoo J. ’24 undertook for eight weeks of this past summer, playing the oboe for the renowned Boston University Tanglewood Institute summer program. Under the auspices of the titular school’s College of Fine Arts, this 56-year-old program gathers musicians ages 14-20 in Lenox, Massachusetts, for eight weeks of musical

nity to attend concerts and listen to such high-level musicians. That list included the BSO itself, along with Joshua Bell, Yo-Yo Ma, Seong Jin-Cho, Emanuel Ax, and John Williams, all for free under BUTI’s pass. Experiences like these set the Tanglewood experience apart from any remote music camp he had attended prior. He found the latter “a bit hard to engage with [and] focus on,” which

ended up in a week-long quarantine in a single building. Optimistically, he commented that “it was fun, getting to know the people in that building and being able to socialize,” but conceded that it was still a quarantine and that the food was, in fact, still not good. In the end, though, he deemed the experience worthwhile. He described how he got to learn about the classical music community and related career

“*[Minoo] advocates for greater outreach in the orchestra and band programs at Lakeside.*”

opportunities; particularly, how the field could evolve beyond “an esoteric hobby” and go out to engage the community, and learn how “music represents them and represents us.” Not only the “classical music we’ve been playing in the western-centric world for centuries, all usually by white men, but also trying to adopt these new works by new and diverse composers.” As such, he described how in coming back to Lakeside he wishes to participate in more chamber groups, go beyond “the regular western classical tradition” and experiment with other genres. Finally, he advocates for greater outreach in the orchestra and band programs at Lakeside. He asks, “How can we play with more people and engage more people, go out into our communities and play, or volunteer, or compete?” Classical music is understandable to so many and rich in history, yet it’s accessible to relatively few. What Minoo learned represents an ongoing endeavor by many, including the Lakeside music department itself, to encourage the latent diversity related to the field as its mainstream expands to include more variations, composers, and communities. In a field of art so uniquely elemental as the sense of sound, his takeaways seem only appropriate.

“*To actually experience that music live – you don’t get nearly any of the same sounds or emotions when you’re just listening online.*”

Summer Arts Calendar

	Event	Description	Location/Platform	Cost	Date
Arts	<i>Beyond the Mountain: Contemporary Chinese Artists on the Classical Forms</i>	Yang Yongliang and Lam Tun Pang join Ai Weiwei and Zhang Huan to contemplate the societal and environmental cost of modernity and globalization	Seattle Art Museum, Seattle	\$12.99 for Students	7/22-Ongoing
	<i>everything was beautiful, and nothing hurt.</i>	This moving image installation exhibition spans a wide range of style and conceptual approaches, referencing Kurt Vonnegut’s anti-war Slaughterhouse-Five	Henry Art Gallery, Seattle	\$0-\$20 Suggested Donation	7/23-11/6
	<i>The Art of Banksy: “Without Limits”</i>	This exhibition shows more than 150 examples of the legendary mysterious graffiti artist Banksy, along with a video documentary on his life and work.	Seattle Federal Reserve Building, Seattle	\$29.20-\$37.50	9/2-9/11
	<i>Contact High: A Visual History of Hip-Hop</i>	This exhibit explores four deacades of photography documenting a musical, political, racial, fashion, and cultural revolution.	Museum of Pop Culture, Seattle	\$28-\$32.50	Until January
Music	<i>Joji: SMITHEREENS Tour</i>	The live performance of SMITHEREENS, the newest album by world-renowned Japan-born singer and producer Joji	WaMU Theater, Seattle	\$39.50-59.50 \$69.50 Day of Show	9/6
	<i>Stewart Copeland: Police Deranged For Orchestra</i>	This high-energy evening celebrates legendary rock star and composer Stewart Copeland, focusing on his career with the Police, a defining force in rock since the ’80s.	Benaroya Hall, Seattle	\$50-\$100	9/14
	<i>Jack Harlow: Come Home The Kids Miss You Tour</i>	The live performance of Come Home the Kids Miss You, the newest Kanye West-lauded album by renowned American rapper Jack Harlow	WaMu Theater, Seattle	\$70	9/23
Performance	<i>Choir Boy</i>	This coming-of-age story follows prospective gospel choir leader Pharus Young as he makes his way being Black and queer in a prestigious all-male prep school	Allen Theatre at ACT, Seattle	\$5-\$79	9/11-10/23
	<i>Grace Jones</i>	Singer, actress, author, traveller, artist, and revolutionist Grace Jones continues her legacy as a troublemaking meta-presence in entertainment	The Moore Theater, Seattle	\$79.99-\$220	9/21
	<i>Radio III</i>	This Indigenous futuristic concert asks how one can work on performativity and spatial principles of minimalism while questioning the universalism connected to the aesthetic.	On the Boards, Merrill Wright Theatre, Seattle	\$39.50-59.50 \$69.50 Day of Show	9/22-9/24
	<i>Where We Belong</i>	This solo piece follows a Mohegan theater-maker as she travels across borders, personal history, and cultural histories in search of a place to belong	Leo K. Theater, Seattle Rep	\$30-\$75	9/9-10/9
Culture	<i>Aloha Hawaiian Cultural Festival Offers Music, Culture and Online Fun</i>	This annual festival takes the theme of “Aloha kekahi i kekahi,” to Love One Another, infusing the Pacific Northwest with Hawaiian culture	Seattle Center, Seattle	Free	9/11-9/13
	<i>Under the Space Needle: Seattle Art Walk</i>	A walking tour to see the incredible architecture and art of the Seattle Center, Belltown, and Queen Anne	Meets outside the Seattle Art Museum	\$39	9/12
	<i>Walk the Block</i>	Walk the Block is a Central District art festival featuring the work of local, national, and international Black artists	Central District, Seattle	Free	9/17
	<i>Abdulrazak Gurnah: In-Person & Online</i>	Winner of the 2021 Nobel Prize in Lterature Adhulrazak Gurnah discusses his book Afterlives, a saga of displacement, loss, and love in the colonization of East Africa	The Great Hall at Town Hall Seattle Online at Seattle Arts & Lectures	\$10-\$100	9/20
	<i>2022 Italian Festival</i>	Seattle’s 35 Annual Festa Italiana celebrates the cultural roots of Italian and Italian-Americans in the Pacific Northwest through art, food, and culture	Seattle Center, Seattle	Free	9/24-9/25

Mike Lengel: Football Coach Turned Soccer Enthusiast

CONTINUED FROM
FRONT PAGE

designing images to highlight Lake-side athletes. For BFC, one of his graphics, pictured below, carries his trademark style: stark, saturated colors contrasted with a black and white, three-dimensional background. However, after conducting trend research on professional soccer social media, Mr. Lengel realized he couldn’t just stick with one style; he needed to create brand-new templates for match day graphics, starting 11 graphics, goal graphics, and “man-of-the-match” graphics, to name a few.



Mr. Lengel photographing players for head shots and action shots on team media day. (Gio Rittenmeyer)

As a new organization, BFC had its doubts. Interbay Stadium isn’t in Ballard, and has virtually no parking. Setting location aside, the organization didn’t know if the community would buy in: as a semi-professional club, the majority of the squad con-

sisted of college players who only friends and family had heard of, not famous professionals.

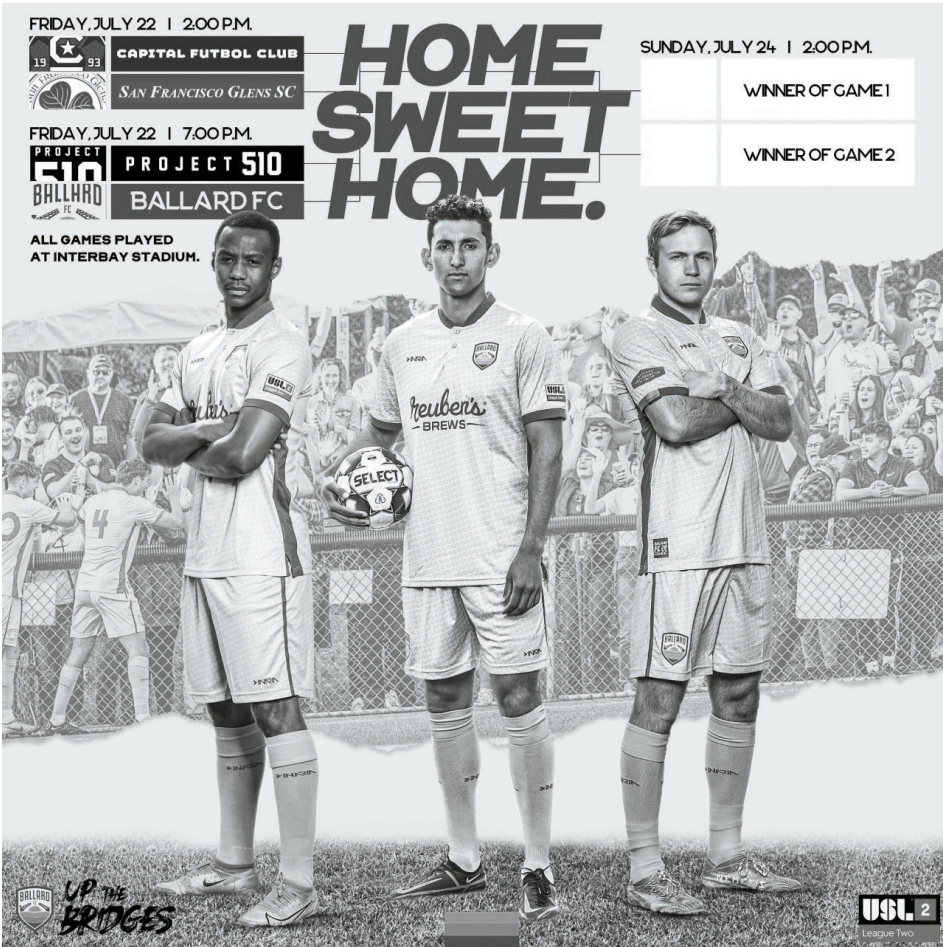
Those fears were soon dispelled. In their first ever game, Ballard FC blew out opponents Lane United FC 5-1. From live music to a beer garden, Mr. Lengel described the atmosphere as an “exciting 3000-person community.” Even before the game, a self-organized group of fans marched to the stadium from a bar up the street carrying DIY signs to show their support. As for the players, “the community really embraced this idea that these aren’t MLS players that you’d only follow on social media,” Mr. Lengel says. “You could be standing right along the fence, and after the game get autographs from the players — it was so accessible.”

After setting the tone in game one, BFC continued on their trajectory of dominance, finishing the regular season at 8-2-2 to qualify for the USL League Two playoffs. “Because we were headed to the playoffs,” Mr. Lengel says, “the marketing effort of ‘now you’ve really got to see this team’ took the forefront of what we were doing.” With more eyes on them than ever before, BFC didn’t let off the gas, collecting tough win after tough win in the postseason. In a climax, star striker Alex Mejia sent BFC into the Conference Finals with a goal in overtime off of an overhead kick.

In the quarter-finals, BFC lost 0-1 to the eventual USL League Two champions, Ventura County Fusion.



A starting 11 graphic from the match where Ballard FC honored the Seattle mural artist Henry. (Mike Lengel)



A piece designed by Mr. Lengel when the USL2 Western Conference playoffs were announced and Ballard FC found out they’d be hosting the first two rounds. (Mike Lengel)

Still, BFC finished the postseason better than 110 other teams in the league. “The general manager, Sam Zisette — I think he would say he expected the team to be good, but not necessarily make such a national splash on the USL stage,” Mr. Lengel says. “You know, this brand new team — how is it this good already and has this fanbase already?”

Even before designing for Ballard FC, “I’ve always liked soccer,” Mr. Lengel says. In Harrisburg, Pennsylvania, where he grew up, “football is a bigger force than soccer, and I’m a product of where I’m from.” Despite this, “I think if you surround yourself in a community of people who are interested in different things than you are interested in, you tend to want to be interested in those things,” he explains, “if not to just be part of the conversation, but also because you’re learning new things and new skills and garnering new appreciations for things you otherwise weren’t that familiar with.” The result? Mr. Lengel choosing to support an “exciting” Leeds United squad headed by Americans Brendan

Aaronson and Jack Harrison. Mr. Lengel entitled the duo “some American goal scoring stars,” after their goal contributions to topple perennial giants Chelsea 3-0 a week ago.

“The G.M. expected the team to be good, but not necessarily make a national splash.”

Get to Know Some of Lakeside’s New Faculty

STAFF WRITER
ANGELINA P. ’24

Are you captivated to quench your puzzle-solving thirst? Interested in getting to know the new faculty at Lakeside? You can solve this faculty-themed logic perplex- or to learn interesting facts about the new staff. Using the information provided in the “A Spotlight on Eight of Lakeside’s New Faculty Members” article and the clues below, match the fun fact to the faculty member.

Clues (assume all to be true):

- One of the humanity teachers potentially switched the names of his cats.
- The faculty member who studies Wolof is a Lakeside graduate.
- The STEM teacher enjoys playing sports with friends and spending time with his daughter.
- Andy is a popular name in children’s plays.
- Both Ms. Suttell and Ms. Singh are drawn to the arts (music and theatre).
- The experiential educator’s history with Lakeside goes back to 1940.
- Ms. Suttell did not attend a 2Cellos concert.

Use the chart to keep track of clues and eliminate possibilities.

	Mr. Aguilera	Ms. Counsell-Torres	Mr. Cunetta	Dr. Kimura	Ms. Schmidt	Mr. Siadak	Ms. Singh	Ms. Suttell
Studied Wolof								
Grandfather was a rifle coach at Lakeside in 1940								
Attended a 2CELLOS concert								
Has kittens named Frasier and Niles								
Favorite play is Mary Poppins								
Enjoys hiking and reading								
Named after a character in a children’s play								
Has a daughter born in March 2022								

Answers: Mr. Aguilera was named after a character in a children’s play, Ms. Counsell-Torres studied Wolof, Mr. Cunetta has a daughter born in March 2022, Dr. Kimura has kittens named Frasier and Niles, Ms. Schmidt enjoys hiking and reading, Mr. Siadak’s grandfather was a rifle coach at Lakeside in 1940, Ms. Singh attended a 2CELLOS concert, and Ms. Suttell broke her hand when parallel parking.

New Guest Writing Procedure!

You may have seen Cassia’s smashing new article this month about pronouns and names; you may have read Hieu’s touching reflections on rom-coms in May (if you haven’t, check it out below!). You may have wondered, “How can I share about my passion for 18th-century Matryoshka dolls, or John Mulaney’s dog Petunia, or sushi rice documentaries on BBC?”

Do we have an innovation for you. Introducing the new *Tatler Guest Writing Process / Prosefest (Progressed)*. New and improved, streamlined and riverlined — with guidelines that say what we publish! And deadlines for when we publish! And forms to get your work published!

It cooks; it cleans; it shows you how to get your name on that glittering Georgia byline. So what are you waiting for? Get those articles to your local Tatler Editor-in-Chief™ today!

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Read the guidelines and find the proposal form on the Tatler website under Submit. Proposals for the October issue are due on September 12 and will be due on the first Tuesday of future months. We will inform you if your proposal has been selected or not by September 15. Please email stellanm23@lakesideschool.org, aaronz23@lakesideschool.org, or halliex23@lakesideschool.org if you have questions.

* This is a selection process based on space. Batteries not included. Pulitzers sold separately.