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Just as the Harvard community thought itself free of the clutches of COVID-19, it must now deal with the looming threat of yet another viral disease: Monkeypox. Described as the distant cousin of the much more perilous chickenpox, Monkeypox is a rare viral infection that causes flu-like symptoms such as fever and chills, as well as a distinctive rash. Monkeypox can be spread through contact with someone with Monkeypox, their bodily fluids, or any objects, fabrics, and surfaces they have touched. As of now, there have been 16,603 confirmed cases of Monkeypox in the United States.

Ever since the World Health Organization (WHO) declared Monkeypox a global health emergency on July 23, Harvard has been closely monitoring the rise in Monkeypox cases, especially in Massachusetts. The Massachusetts Department of Public Health has in fact confirmed a total of 265 confirmed cases, which is high relative to counts in the Midwest but average compared to counts in other East Coast states (i.e. New York, Georgia, and Florida whose numbers reach over a thousand). The Department of Public Health has responded by expanding the number of healthcare providers and locations offering vaccination across Massachusetts. While Massachusetts health officials have worked fast in vaccinating residents who meet the CDC's eligibility

criteria for immunocompromisation, the reality is that vaccine availability is limited—even with the addition 2,000 doses the state received from the federal government.

Right now, Harvard University Health Services is monitoring the spread of Monkeypox in Massachusetts as well as building capacity for testing and vaccine referral. “As we have done for the last two academic years, we will continue to monitor state and local data on these public health matters, look to scientific experts, and draw from our campus and clinical experiences to help guide future decisions,” HUHS’s Executive Director Giang Nguyen wrote in a statement that was issued on August 10th. While HUHS has yet to announce any precautionary measures to prevent Monkeypox spread on campus, the department has been clear in stating the importance of upholding university core values during these trying times. “Mutual respect is a core value, so I ask that we all avoid any language or behaviors that stigmatize individuals or communities with monkeypox infections,” Nguyen wisely remarked.

MONKEYPOX: A NEW PUBLIC HEALTH CHALLENGE FOR HARVARD

Harvard braces itself amid global Monkeypox outbreak.

BY LAUREN KIM '25



LAUREN KIM '25 (LAUREN_KIM@COLLEGE.HARVARD.EDU) WRITES NEWS FOR THE INDEPENDENT.

GRAPHIC BY CANDACE GARDNER '25

TOO COOL FOR SCHOOL

The confusion around who gets AC and who deserves AC continues.

BY SEATTLE HICKEY '25

Moving in is painful. Students get everything out of storage, wait for their boxes from HUA, rearrange furniture for maximum space (and try to hide the hole you made in a wall from your bedpost). With different rooming situations and different House layouts, the one constant you will always see is sweat.

This year, Cambridge experienced record-breaking heat waves according to the Boston Globe. While only a few dorms have access to air conditioning, Harvard refuses to turn on most of the ACs for sake of equity between student housing.

Many students complain about the rarity of AC-equipped dorms and wish Harvard provided consistent AC access. One super senior, Tyler Sanok '23, does not have AC in his dormitory in his five years on campus. Other students, who asked to remain anonymous, re-

sort to sneaking in their own ACs without Harvard's approval. Students also use the Disability Access Office to their advantage, claiming AC as an accommodation for their ailments.

After believing himself to be one of the lucky students with air conditioning, Jamie Momoh '25 was shocked to find his AC did not work and only dripped all over his carpeting. “I don't think it's fair that my AC doesn't work and everyone else who lives here has it, but also it's not fair that all the other dorms don't have it,” he said, “I know the administration says that the grid isn't big enough for everyone at Harvard to have AC, but they're definitely rich enough to fix that.”

Many students have different theories for the lack of widespread AC. Sanok thinks that Harvard does not have in-unit ACs because they “don't match the aesthetic that Harvard wants to portray.” There is nothing “dark academia” about a white box poking out of a window.

Cole Yellin '25 thought that it could be because of environmental concerns, as ACs use up a significant amount of electricity, and “Harvard is a place that cares about its image as a green university.”

Like many other students, Brendan Kiely '24 has been speculating that “all the new buildings have AC capabilities, but they don't turn it on because the administration doesn't think it's equitable for the other houses who don't have access.”

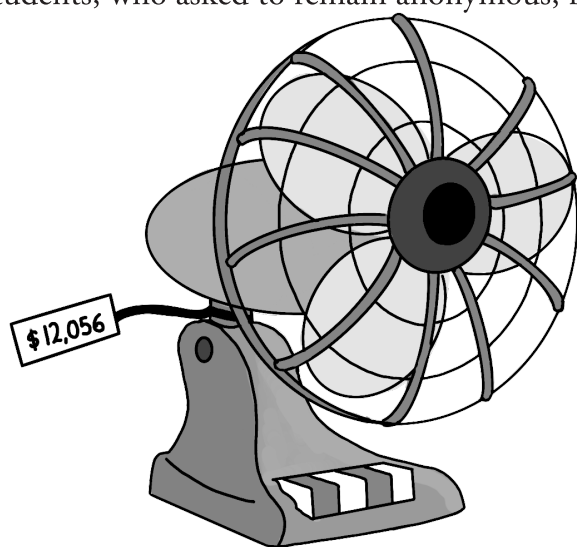
That last rumor is widespread around campus, but there is no publicly available information to confirm or deny it. Unfunctional ACs have been rumored to be found in the newly renovated dorms such as Dunster, Lowell, and Winthrop. However, Dean Straker, who serves as Senior Assistant Dean of Residential Life, only knows of two dorms with AC — Dewolfe and The Inn (aka Oaktel). Without clarity from administration, the confusion around who gets AC and who deserves AC continues.

As rising temperatures cause massive heatwaves around the globe, climate change has the potential to make an uncomfortably hot first week into a torturous month (or more!) for Harvard students. There is no telling how hot August will get in the coming years, but it is easy to imagine that heat will become a problem that the university cannot ignore.

Students demand communication and reasoning for Harvard's logic. College is supposed to be the great equalizer, however many students do not believe rationing AC can fix inevitable housing inequality. Instead it only creates sleep deprived and smelly students entering their first week of classes.

SEATTLE HICKEY '25 (SEATTLEHICKEY@COLLEGE.HARVARD.EDU) CAN'T FALL ASLEEP WITHOUT THE AC ON...

GRAPHIC BY ISABEL EDDY '24



WEALTH OR WISDOM: THE PURPOSE OF A HARVARD EDUCATION

Does Harvard's mission promote a moral or financial focus?

BY MARBELLA MARLO '24

Last year, I wrote an article about how Harvard's rich abundance of opportunity often went to waste as over 60 percent of its graduates entered the workforce in one of three industries: finance, consulting, and technology. I was frustrated with how the high starting salaries of three industries enthralled so many students to abandon their original and distinguishable passions.

Convinced that I would never subscribe to these industries' monopoly, I reluctantly transitioned from the first two years at Harvard where I welcomed myriad subjects and activities, to my upperclassman years which came with sacrificing this innocent curiosity for a more realistic direction.

This internal conflict between choosing a professional path that fulfilled my personal interests and one that fulfilled the interests of our *economy* led me to the ultimate question of what the purpose of university education even is. The topic of income is inescapable; it dictates what school, subject, and lifestyles students choose to pursue. Yet I wondered if income also controlled the ultimate mission of the University as well.

I asked three university professors what the purpose of a Harvard education is – to give students the tools necessary to reach their financial goals, or to simply expand their exposure to the broader world. Professor of Psychology Daniel Gilbert compromised, and argued that Harvard succeeds at instituting a broad and worldly education needed for character building and professional achievements.

"The purpose of a liberal arts education is to provide students with knowledge of the past and the tools to make the future – with information about every area of human inquiry and with the skills to apply that information and advance it," said Professor Gilbert. "A Harvard education should make you a better voter, a better parent, a better citizen, a better friend, a better doctor, lawyer, senator, and barista. A better human."

Known for teaching renowned Harvard course Psychology 1 and for his *New York Times* bestseller *Stumbling on Happiness*, Gilbert argued that the greatest adaptation of the human race is "the culture we pass from one generation to the next," and that Harvard is simply a "mechanism for that transfer."

This opinion of Harvard's utility depends on studying and advancing the broader qualities of human culture – an explanation that does not acknowledge the immediate financial benefit for individual students. Professor of Computer Science Stuart Shieber helped articulate that void.

learning." Shieber's perception of Harvard, though more tangible than Gilbert's, still avoided what these four purposes arguably aim to achieve: a livelihood.

Professor of History Dan Smal acknowledges the weight of Harvard's financial focus. "For a lot of students and their parents, I imagine [college] is definitely about achieving financial success ... higher education over the past thirty years, especially in this country, has been entangled in the processes that drive growing wealth and income inequality."

The ultimate purpose of a college education depends on the mission of the school itself. As a liberal arts school, Harvard pronounces its mission to "inspire every member of our community to strive toward a more just, fair, and promising world," but realistically, this change cannot be achieved without the power and influence of money.

I'm not stating anything new. I am questioning whether Harvard, as one of the most legitimate sources of quality education, should guarantee their students success in the corporate world in order to carry out the admirable changes its mission aims to achieve rather than to make their students simply "better humans," *as Gilbert argued.*

As these three professors and the mission of the College clearly state, a Harvard education is set to achieve *change*: whether it is to the improvement of a global, personal, or generational level. Yet a Harvard education, as well as most other high-education institutions, is an investment that comes with the responsibility of some financial return. Today's world values wealth over most genuine or moral measures, and to achieve any form of social change, one generally needs the platform or support to do so.



Shieber attributed the purpose of the Harvard College experience to four concrete points: learning how to think systematically, developing empathy, gaining confidence, and acquiring marketable skills.

Although Shieber noted that the application of these properties depend on a student's background, he argued that the College's ultimate goal is to achieve them. "Systematicity ... through certain kinds of course work, empathy ... through the daily processes of communal living, confidence ... by extracurricular participation, and skill acquisition ... through hands-on practical

MARBELLA MARLO '24 (MMARLO@COLLEGE.HARVARD.EDU) EDITS SPORTS FOR THE INDEPENDENT.

GRAPHIC BY PIPER TINGLEAF '24

FASHION IMPRESSIONS: WHAT WE WEAR TO SAY HI

First years are choosing to wear what makes them feel both stylish and snug.

BY PROOF SCHUBERT REED '25

“Fashion is instant language,” Miuccia Prada wrote. Not every member of the Class of 2026 may speak the language of the head designer of Prada, but they know that what they wear is how they immediately present themselves to a new campus. While some first years have aspiring fashion goals, and others are simply looking for a staple to shield a breeze, students stressed one thing above all: when it comes to first week of school fits, comfort matters above all else.



Hugo Hinze '26, was dressed in muted pink khaki shorts—his favorite pair—and an accented crew neck covering up an Andy Warhol graphic tee underneath. He said he did not put much effort into today's outfit when I met him reading course syllabi in Harvard Yard. Hailing from Germany, Hinze occasionally binge watches fashion YouTube videos in his free time. He said he didn't feel an external pressure to dress well in his first days, but that he was intent on meeting his own personal standards.



Alex Fernand '26, describes herself as an aspiring “fashionista.” The Massachusetts native was reading in the Yard wearing high-top Reeboks, jeans, and a black tank top with a black sweatshirt tied across.

In high school, Fernand explained that she mainly wore sweatpants and sweatshirts, and anything more than that was considered dressy. She says in her first few days at Harvard, she's enjoyed feeling comfortable getting to wear anything she wants.

Ellie Klibaner-Schiff '26, standing to the right of Fernand, was wearing a flowy pink dress over a white tee. “What you're wearing makes an impression,” she said about the clothing's impact on her social life. Students may group themselves at first glance by fashion taste, she said, but “once you have an actual conversation with people, what you're wearing doesn't matter at that point.”



Emma Nagler '26 has been mixing up her style during her opening days at Harvard. On her way to Annenberg Hall, she wore a pair of Abercrombie shorts, an Aeropostale top, and a pair of brown and beige custom Converse, which she designed herself. Nagler has found that her peers dress more casually; she wore a skirt the day before and felt comparatively dressed up, she said.

While **Giovanni D'Antonio '26** was en route to the gym with a friend, he was quick to note that his outfit—featuring a pair of Air Jordan Max's, Nike swoosh-ed shorts, and a matching white muscle tee—was appropriate for the gym only. Hailing from a high school in Italy where formal wear was the norm, D'Antonio said he prefers to dress less casually than most Americans, but appreciates the spectrum of attire at Harvard. Whether studying or going to the gym, “school is the place where you should feel comfortable,” D'Antonio expressed.



Dian Yu '26, **Emily Gao '26**, **Rui Furui '26**, and **Ciao Tin '26** were all headed to dinner together from Weld. Furui, sporting both jeans and a sweater from a brand in her home country of Singapore, said that “comfort is key.” Her roommate, Tin, also stressed comfort in her skirt/short piece and stylish Converse.

Yu was in Aerie flared pants, a Brandy top “because it's giving comfy,” she joked, and a pair of flair pants—perfect for comfort and the 90s-themed party she was headed to. Yu admitted that “for the first few days, there is a pressure to look presentable.”

Across the Yard the past few days, students dressed to lounge just as much as they did to feel stylish. Whether they were socializing, unpacking, or choosing their courses, first years' top fashion priority was to be comfortable with themselves.

PROOF SCHUBERT REED '25 (PROOF-SCHUBERTREED@COLLEGE.HARVARD.EDU) IS ALWAYS ON THE LOOK-OUT FOR THE PERFECT PAIR OF COMFY SWEATPANTS.

ALL THE RUMORS ARE TRUE

Mixed opinions follow a sudden change during Football's and Volleyball's respective pre seasons.

BY ISABEL EDDY '24

“The rumor on the team...” was a phrase student athletes repeated several times when asked about one of Harvard Athletics' newest decisions: to get rid of the tradition of fitness tests during preseason training.

Grace Allen '24, a junior on the women's volleyball team, mentioned hearing “rumors in the weeks leading up to the start of preseason, and then [the coaches] surprised us on the actual day of the test by canceling it.”

Junior football player Kwaku Abudofour '24 told a similar story, stating that members of the team were not officially told of this change until the first day of camp. He explained that this was probably a result of coaches hoping to ensure that players entered preseason in the same condition they would have been in if they were expecting a test. Athletes did not take preparation for these tests lightly, with Adubofour himself describing what would have been a rigorous assessment.

“We were split into 3 groups, lineman, skills, and mid skills...with the rest being the time it took for the other 2 groups to go,” Adubofour noted. To keep players on their toes, he explained that coaches would also implement “random sudden changes where we'd have to go again with no rest.”

The football fitness test typically consists of countless rounds of sprints and shuttle runs, all at the will of their coach's decision for surprise elements. Division

1 athletic programs generally conduct fitness tests during preseason. For fall sports like football and volleyball, these tests typically take place in late August before most students return to campus. The tests are implemented not only to determine the athletic status of individual team members, but to also measure appropriate fitness regimens to prepare for the season.

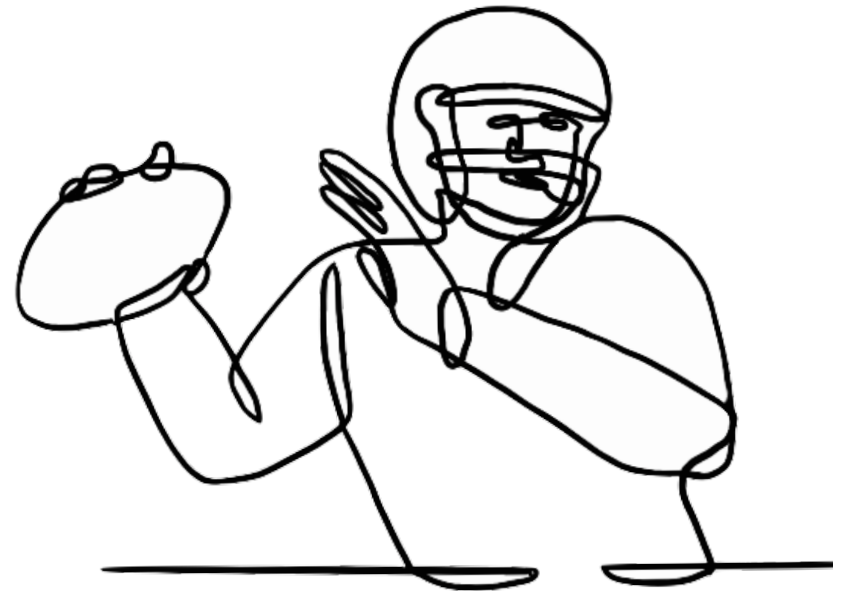
Yet this year looks much different.

Fall 2022 was the first season to see the termination of fitness tests, starting with the football and women's volleyball teams. A dive into the most current version of the current NCAA handbook may give more insight into the reasoning behind this, but it appears that the actual reasoning behind the change is not known at this time.

The NCAA handbook currently states “student-athletes must be provided with at least three continuous hours of recovery time between any sessions (testing, practice or walk-through) occurring that day.” The handbook also gives student-athletes an acclimatization period of 7 days during which an institution may not hold both a conditioning test and an on field practice on the same day. Speed, conditioning, and agility tests are included in this new rule, which inherently rules out the traditional fitness tests that most teams subscribe to at the beginning of their season, unless a coach is willing for their team to forgo a day of practice. As the number of “countable athletically related activities” (CARA) are already limited, this may not be a worthwhile sacrifice.

This change to the NCAA handbook comes in light of nationwide reports from college athletes who have described spending well over the current NCAA regulated limitation of 20 hours a week on CARA.

According to one football player who wished to remain anonymous, “there are mixed opinions” about the decision to not conduct a fitness test during football's preseason camp. Though these tests can often cause physical overexertion, athletes who have been tested in the past are disappointed in the missed opportunity to demonstrate the fruits of their labor to their coaches. This



anonymous player voiced the concerns from his teammates about creating a culture of “weakness” and of wanting first years to understand the mental and physical toughness associated with the game.

On the other hand, as Allen points out, the volleyball fitness test “was definitely a source of stress,” and as a result many on her team were thrilled that it was canceled. With a full day of practice already physically strenuous, she argued that the added stress of undergoing a physical assessment in front of coaches was not something that will be missed.

“We haven't heard of any of the specific reasons surrounding this, so while we were excited [about the change], confusion also played into our response,” Allen added.

The NCAA has evolved rapidly over the past several years, from managing athletic seasons during the pandemic, accommodating nontraditional graduation schedules, introducing NIL policies, and now instituting stricter practice regulations. With Harvard Football and Women's Volleyball as guinea pigs to this new era of testing absence, many future teams may begin to follow suit.

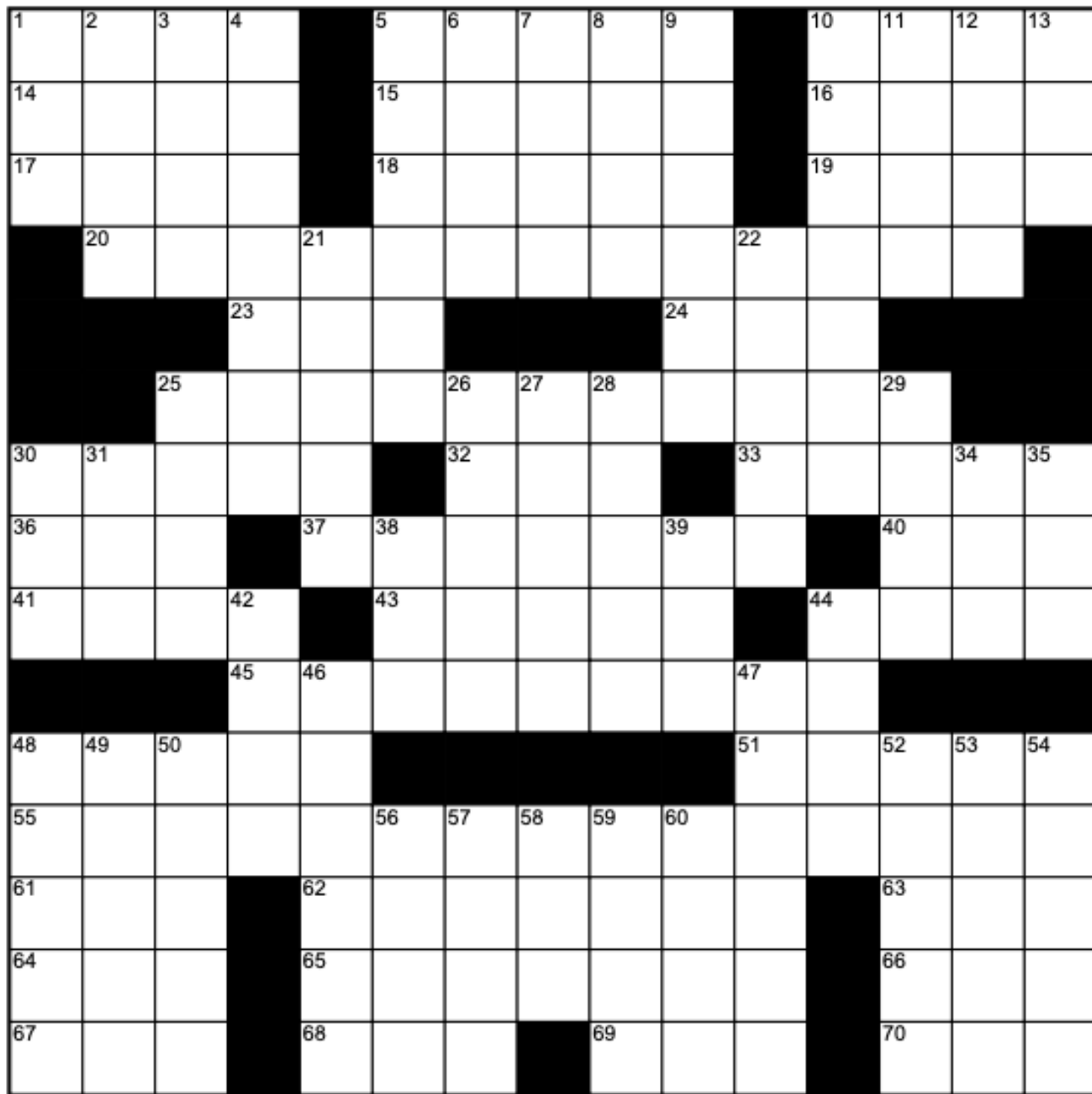
ISABEL EDDY '24 (IAEDDY@COLLEGE.HARVARD.EDU) WRITES SPORTS FOR THE INDEPENDENT.

GRAPHIC BY PIPER TINGLEAF '24



SHUFFLE BOARD

BY PETER LASKIN '23



- 27 “___ Comes for the Archbishop”
- 28 Opposite of infra-
- 29 “This could get ___”
- 30 Term often seen in a proof by induction
- 31 Yes, to Yves
- 34 Syr. neighbor
- 35 Apt name for a lawyer, perhaps
- 38 Chi-town airport
- 39 NYC congresswoman
- 42 Item that’s one foot long, regardless of its size
- 44 Founded: abbr.
- 46 Able
- 47 Bean-shaped organ
- 48 Certain break dancer
- 49 Lash of westerns
- 50 Egg-shaped
- 52 Doctor of children’s literature
- 53 Comedy about a stay-at-home dad
- 54 Best Play and others
- 56 Librarian’s interjection
- 57 Site for craftspeople
- 58 Red, Black, or Yellow body
- 59 Instrument for which a Marx brother was nicknamed
- 60 ___ Mountains (West Asian range)

ACROSS

- 1 File or Edit, perhaps
- 5 Vim’s rival in text editing
- 10 Industrial vessels
- 14 Way to run unopposed?
- 15 Go over again
- 16 About 75% of a football field
- 17 4-Down-playing Phoebe Waller-Bridge character
- 18 Tuscan city
- 19 Astro’s tail?
- 20 “The Satanic Verses” author (8–11)
- 23 Have some malasadas
- 24 Month for Star Wars Day
- 25 Faith Lehane’s portrayer in the Buffyverse (6–9)
- 30 Prize for Abdulrazak Gurnah
- 32 Material for some insoles
- 33 Shield with Medusa’s face on it

- 36 Place to bathe
- 37 Beethoven or Hyundai products
- 40 “Geaux Tigers!” sch.
- 41 Sound from a rattler
- 43 Prefix with fit or active
- 44 Eponymous Brontë heroine
- 45 DIY dining hall creations... or what the indicated letters are
- 48 Clumsy error
- 51 Unhelpful response to “Who’s there?”
- 55 Creeped out (8–11)
- 61 Apt name for a financial planner, perhaps
- 62 Make more than
- 63 Diamond appraiser?
- 64 Routine (derogatory)
- 65 “The Mis-Adventures of Awkward Black Girl” creator
- 66 Milk precursor
- 67 “Brokeback Mountain” director
- 68 Your, of yore
- 69 Layer
- 70 Texting syst.

DOWN

- 1 Opposite of bien
- 2 Birds that won a “war” against the Australian military
- 3 The Big Easy, but small
- 4 Instrument played by 17-Across
- 5 Makeshift
- 6 Lo ___
- 7 Chromebook manufacturer
- 8 “Is it possible?”, over 70-Across
- 9 Twitches
- 10 Mustache/pointy beard combo
- 11 Four-letter, three-syllable berry
- 12 Value in Boolean algebra
- 13 Symbol-matching card game
- 21 Sends in an envelope
- 22 Sounds at a riot?
- 25 Recedes
- 26 Director Varda

WE BELONG
TO NO ONE
BUT
OURSELVES

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