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Radical Demands Have Validity
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Content: Time to Speak Out Time to Speak Out
Time to Speak Out Time to Speak Out
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A CONFUSED SOCIETY

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I enjoyed reading the clever
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By using your imagination,
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kept so well for two years -- that a
Fenway Park groundskeeper can
never be relied on to tell the truth!
Sincerely yours,
Carl M. Yastrzemski

CLASSIFIEDS
is an effete corps of
it snobs. Emerson 105 at 8
Friday, Nov. 7.

ACTIVISM
— U.S.A. — Modern Imperialist?

In a day when the women of the
world are a majority, many are
beginning to question what their
proper role should be. The questions
asked this week's participants were:
"Can women have equal opportunity
in America?" and "Is 'liberation'
required?"
We will welcome comments and
rebuttals from the community as well
as the participants themselves.

Milk and Cookies?
No Brownies
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The Harvard
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**CARTOONIST?
REVIEWER?**
Introductory Meeting
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NOTICES

1969



AUDITIONS
There will be no auditions for
participants for the Vietnam Peace
Action - no actors needed, just
people. The 'New Federalism' of Richard

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And there aren't any pre-requisites—we need freshmen and upper-
classmen; novices and veterans; we need advertising salesmen,
photographers, proofreaders, pressmen, and writers for news,
sports, and arts and amusements.
This is the third year that the course has been offered. The
enrollment keeps getting bigger and the subject more interesting.
Two years ago was an exclusive story on the Carswell Supreme Court
nomination. Last year there was the presidential hunt culminating in
a special issue breaking the news of Bok's selection.
Don't miss the introductory meeting of the term 7:30 p.m., Thurs-
day, September 30; on the third floor of the Harvard Union.

the harvard independent
LOST?
As the anti-war movement becomes more vocal,
the position of the radical left changes
dramatically. Once calling for an immediate with-
drawal, a sizable minority (including The Harvard
Crimson) now calls for support of the National
Liberation Front.
All participants in this week's counterpoint were
asked: Should Americans support the N.L.F.?
All three contributors wrote their editorials

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As Harvard College's weekly undergraduate newspaper, the *Harvard Independent* provides in-depth, critical coverage of issues and events of interest to the Harvard College community. The *Independent* has no political affiliation, instead offering diverse commentary on news, arts, sports, and student life.

For general or business inquiries, contact president@harvardindependent.com. Address Letters to the Editor, op-eds, or comments regarding content to editorinchief@harvardindependent.com. To subscribe to bi-weekly mailed print issues, email subscriptions@harvardindependent.com.

We belong to no one but ourselves.

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Letter from the Editor: Be A Part of History

The *Independent* has long been Harvard's vibrant home for liberated student journalism and creativity. We invite you to join us.

BY LAYLA CHAARAOUI '26

Dear Readers,

This fall marks the 56th anniversary of the *Harvard Independent*. Born in 1969, at the height of the Vietnam War and a campus disrupted by protest, the Indy emerged from students who demanded unbiased, topical reporting and a space for counterculture writing. For over half a century, the Indy has chronicled Harvard at its most urgent—documenting student moments, national reckonings, and global events with impacts far beyond the Yard.

At our office on 12 Arrow Street, shelves of bound volumes of the *Independent* trace this history: presidential elections, students on campus, moments of joy, and moments of national tragedy. Step into our sacred space, and you step into the story of Harvard itself.

But the Indy is not just its past. As we build our future upon our legacy, we want you to be a part of it.

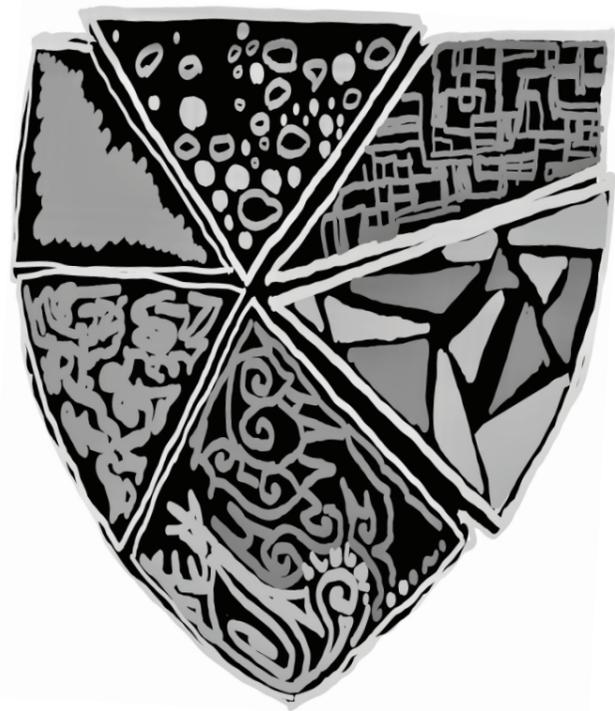
In this week's special edition, our *Independent* editors have curated a selection of pieces from across the decades. While this issue could be boundless, these chosen works reflect the essence of the Indy's legacy: in-depth investigative reporting, front-page breaking news, bold creative writing, experimental design, and multimedia endeavors. Together, they showcase what has always set the Indy apart—our integrity, innovation, and independence.

Our mission, which first united us in 1969, has never wavered: to tell student stories, celebrate artistry, and uphold the value of independent and free journalism. Today as Harvard's oldest weekly publication, we remain a home for students who want to report, create, challenge, disrupt, discover their voice, or find a family.

Whatever your passion, there is a place for you here at the Indy. Join us, be a part of our storied legacy. Carry with you our mission built on courage, creativity, and community. After all, our motto says it best: "We Belong to No One but Ourselves." With this same sentiment in mind, acceptance inherently runs true: If we belong to no one, how can we tell

anyone that they don't belong with us?
Happy Indy Thursday, Harvard.

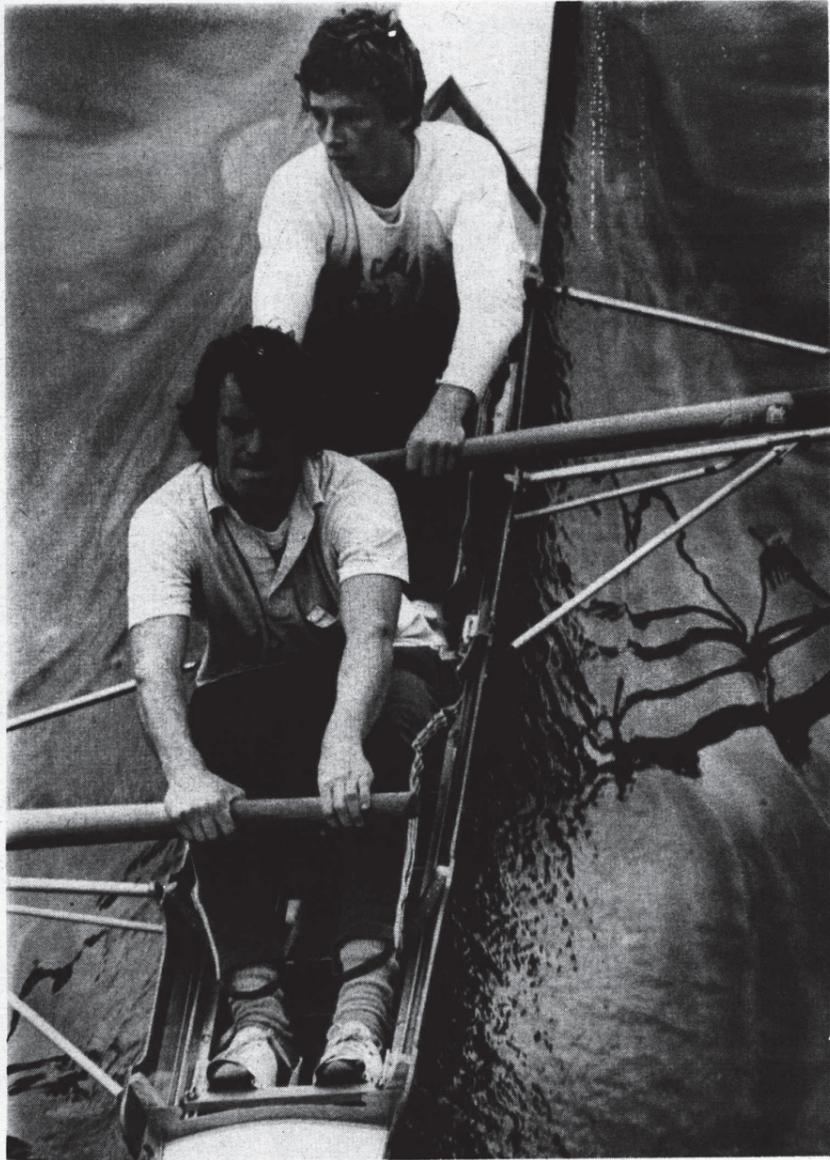
**LAYLA CHAARAOUI '26
(LAYLACHAARAOUI@COLLEGE.
HARVARD.EDU) IS THE EDITOR-
IN-CHIEF OF THE *HARVARD
INDEPENDENT*.**



To dive deeper into the *Independent's* history, purchase a copy of "The *Harvard Independent*: From Then to Now," written by Indy early contributor and founding member James Vaseff, comp, or both!

Head of the Charles

By M. Lennihan, N. Wolfe, and J. Leape



With hundreds of racing boats disturbing its usually placid surface, the Charles River each October becomes the focus of an annual event which rivals any in Cambridge for atmosphere and fame — the “Head of the Charles” Regatta. “The Head,” as veterans have come to call it, is an impressive sight — it is the largest one-day regatta of its kind in North America. This year 677 boats and nearly 3000 competitors rowed off the line down by the B.U. boathouse, to begin the taxing three mile course upstream. By the time the boats reached the Ramada Inn near Watertown some twenty minutes later, even the most well-trained oarspeople felt the effects of the ordeal.

Spectators take a more leisurely part in the proceedings; they can be seen stretched along the course, poring over their programs to identify the crews which pass every ten seconds. If it were spring or summer time, it would be possible to imagine the spectators drinking champagne and dressed in formal attire as in the Henley Regatta in England. Some bystanders knowledgeably discuss rowing styles and timing, while others comment only upon the speed or difficulties each crew displays in passing.

A striking feature of the Regatta is the geographical diversity of the crews represented. Since it is one of the few regattas held in the fall, it attracts teams from all over the country. This year, in addition to crews from Toronto, Nebraska, Wisconsin, and Minnesota, there were representatives from the University of Tampa, the Florida Institute of Technology, Duke, and numerous other schools and rowing clubs. It is difficult even to figure out where some of these crews practice — where does one row in Nebraska?

Competition in the Head is varied; national teams and championship boats vie for some titles, while others row purely for the satisfaction of finishing the course. This year, one eighty-year-old man paddled his scull across the finish line just ahead of the last four boats in the following event.

For the many Harvard and Radcliffe students entered in the Head, the day brought a mixed bag of impressive results and mediocre finishes. In one of the most talked-about races of the day, Wiki Royden, a Radcliffe junior from South House, successfully defended her national title in women’s sculling and defeated the previous Head champion. In the men’s elite singles, Harry Parker and John Higginson, the Harvard heavy and light-weight coaches respectively, each finished within the top ten, thereby proving that not only undergraduates can row well. The Harvard light-weight crews made an especially strong showing, as they took first place in both their eights and fours events.

Typically, the day brings attractions other than those expected. In addition to the races, there are always crashes, tipped shells, and head-on collisions. This year’s share only added to the excitement of watching the regatta, keeping it one of the few such events which is as memorable to spectators as it is to participants.

—Barbara Pearce



The *Independent* attends and photographs the 1975 Head of the Charles. “This year’s share only added to the excitement of watching the regatta, keeping it one of the few such events which is as memorable to spectators as it is to participants,” Pearce wrote.



Photo: Mark Philips

WOMEN AT HARVARD

Women and Harvard have been interacting and affecting one another ever since Radcliffe college was founded almost a century ago. In that time, and especially in recent years, women have progressed from second-class citizens living on a separate campus to a much more integrated and equal status in the University. Where female employees were once almost exclusively department secretaries and kitchen workers, women are now being hired into professorships and administrative positions at an ever-increasing rate. Many of the crucial issues of the University in the past year have centered around the status of women—problems with housing and male-female ratios in the Houses, the battle for equalizing prizes and scholarships, the opening of equal-access admissions to the College, the development and expansion of women's athletic programs, and the ongoing battle over Affirmative Action and faculty hiring.

This year's senior class contains the first group of Harvard-Radcliffe women who have never lived at the Quad; because these students spent their four years in the Yard and the River Houses, many never developed any special allegiance to the institution of Radcliffe. Their entire orientation and identity is as Harvard students, and they could easily represent a turning point in the outlook, accomplishments, and future of women at Harvard.

In 1968 Matina Horner first presented her theory of women's "fear of success." In a report to President Bok printed in the *Independent* last week, Harvard psychologist David McClelland explained that this impulse to fail and thus to conform to social pressures and expectations is especially prevalent at Radcliffe, where women are thrust into intense competition with

power-hungry and domineering males. Many women undergraduates at Harvard, however, reject this analysis, pointing to the ever-increasing numbers of women entering traditionally male-dominated fields. Others object to a standardized definition of what constitutes success, arguing that an individual's desire to lead an unconventional but fulfilling life should not be confused with failure.

Meanwhile, as "non-merger merger" continues, women administrators are no longer serving exclusively as advocates for women. As a result, women undergraduates are acting as their own advocates. They have formed organizations to represent their specific interests, have created and joined affirmative action groups, and are fighting for increases in the tenured female faculty and in the options for women's studies.

The path to equality and equal acceptance is still not completely smooth, however. Social conventions and prejudices which are ingrained in students before they arrive at college and are reinforced after they graduate are slow to change, and cannot be completely reversed by the Harvard experience. Harvard has been confronted with certain problems and difficulties in merging two existing institutions that other Ivy League colleges which have simply begun to accept women have not faced. Minority women complain that they are plagued by the double prejudices of sexism and racism. The new coresidential living situations and the ready availability of birth control have created a new awkwardness, an ambiguity, and a tension in social relations between the sexes. And yet, amid all the shortcomings, there is still a tendency to look back and review all the recent progress, and an overwhelming optimism that things will get better.

Radcliffe Reevaluates Fear and Success

By ABIGAIL ZUGER

"First you tell me what success is. If success is being a banker, then sure I'm afraid of it."

Matina Horner's fear of success theories painted the Radcliffe woman as a curious historical anachronism. In an era of burgeoning female consciousness, she was a step backwards, a return to the days when women used their wits only to camouflage their wits, when a little calculated stupidity was the pathway to a good life.

As women in other colleges girded their loins to compete with men in the outside world, the Radcliffe woman hung back. She had been thrust into competition with top-notch male scholars in her freshman year; by the time she was a senior she had a clear idea of what competition in the male sphere involved.

She had learned that to aim with a "male" intensity for traditional "male" goals was to entangle herself in a series of competitions from which there was no escape, to court self-doubt and continuous insecurity, to jeopardize any chance of ever having a personal life. To drop out of the race, though, was to take the first step to despised housewifery and suburbia. Whichever path she chose, relentless self-hatred was just around the corner.

Horner's work was largely theoretical. Recent studies, however, caution that Radcliffe is indeed a perilous place for a woman to venture alone. Fear of success runs rampant through the libraries and ladies' rooms, haunts the Harvard dorms, transforms America's brightest young women into so many second-rate citizens.

Conversations with Radcliffe women who display all the classical fear-of-success symptoms indicate that their situation may be more complex than the language of psychological polls allows for.

"When I was a freshman, of course I wanted to have a career. I thought the only alternative was to get married and make babies. Now I guess you could say my view of the value of a career has diminished. I don't want an orthodox career -- I don't want to be a doctor or a lawyer or a businesswoman. It occurred to me a while ago that men have a whole spectrum of alternative careers that

aren't open to women. They paint houses, they fish in the South Seas. I'd like to try one of those. I don't think you can say my career expectations have decreased. I think I'm more of a pioneer than I would be if I decided to be a lawyer.

"When I came to Harvard I wanted to be a corporate executive. Now I want an interesting job. In standard terms, maybe it's a decrease in expectations. But now personal successes are important to me too. I want a job that can be integrated with my life.

"When I came to Harvard I wanted to be a lawyer. What changed my mind? I looked at my House pre-law list -- I hated them all.

"I thought, maybe I should be a lawyer even if I don't want to, just to be something. My father's a lawyer. But I realized I'm simply not that kind of person."

To Horner and her cohorts, "success" implied visibility, influence, and power -- all definitions which many women are unwilling to accept as their own. They argue that "fear of success" is not an accurate description of what has been a conscious rejection of society's -- or perhaps just Harvard's -- goals. They have declined to become traditional Harvard men, but is the traditional Harvard man such a wonderful thing to become?

"I do know a lot of women who have parried off with guys who have the rhetoric of the counterculture down pat. They think it's uncool to strive, and their women buy it. But the men don't really believe what they're mouthing; they move on, and the women are left with this ethic of coolness -- and nothing else.

"When I was a freshman I wanted to be a foreign correspondent in the Middle East. Midway through Freshman Arabic I began to see what a fantasy it was. Now I can see the value of a broader education -- of paying attention to more immediate things.

"All right, so you're a woman, and when you come to Harvard your ambition is to be a Supreme Court justice, and when you leave Harvard your ambition is to be a lawyer. Are scaled-down expectations like this fear of success, or are they just realistic?"

The theoreticians argue that in the environment of an all-women's college, where the importance of women's education need never be defended, undergraduates leap into the pre-

professional fray without a second thought. The self-confidence bright women feel in high school intensifies during four years at a non-selective and/or women's school; natural energies are focused towards a discrete end. At Radcliffe women are faced with competition that dissipates energy and self-confidence before the senior year; they also receive little positive reinforcement for their accomplishments. Undergraduates are skeptical about these theories, though.

"My sister went to Bryn Mawr with something of that philosophy in mind. She discovered, she says, that it's a girls' school, not a women's college. People are very concerned with academics in a "schoolwork" kind of way. They do their daily assignment, and that's about it. Matina Horner's miracles don't happen. There's no feminist stuff there at all."

"If I had gone to an all-girls' school, it just would have reinforced all the artificial notions I had. I never would have grown up."

"I would have been miserable. In high school I consciously did male things -- it would have taken me a long time to learn to respect women."

"I went to an all-girls' high school. I would have gone out of my mind."

Emerging from these alternate views of fear of success is a reiteration of the word "realism." Is it a cop-out for the Radcliffe women to take a careful second look at professional life, or simply a realistic evaluation of the female situation? Is it fear of success for her to refuse to compete, or simply reasoned scorn for the worth of such success. As she veers away into the realms of "integrated job-lifestyles" and "alternate careers" is she not simply

(continued on page 4)

"What Need We Fear?"

Matina Horner's concept of "fear of success" evolved while she was investigating the Achievement Motive, or desire for success, among men and women for her doctoral thesis in psychology at the University of Michigan in 1968. She discovered that women showed markedly more anxiety than men under conditions that were highly competitive and which generally aroused the achievement motive in males. The women's greater anxiety could be explained by a "fear of success" motive. She found that such a motive was not due merely to a woman's anticipated failure to live up to the social role of a non-achiever, but also was caused by a fear of a "loss of one's femininity" and "self-esteem," and a fear of "social rejection."

Horner stated that "women, especially those high in the motive to avoid success, will explore their intellectual potential to full measure only when they are in a non-competitive setting, and least of all when competing against men."

Yet, in an unreleased report published in the *Independent* last week, Psychology Professor David McClelland states that "Harvard men are also in fierce competition with each other and it is at least suggestive that they drop much less in fear of success than men

at the (other) non-selective college (studied)." Apparently at Harvard, intense competition can cause fear of success in men also.

McClelland asserts that the fear of success increases among Radcliffe women during their years at Harvard because they are forced to compete with power-hungry Harvard men and to live in male-dominated Harvard houses. Furthermore, McClelland concludes that the fear of success built up in Radcliffe women continues after they graduate: "Although well-prepared for careers, they tend not to enter them, or, to stay in them, once they have entered."

But, many people reject the conventional definition of "success" that these studies offer. Jerrilyn Greenough, administrative assistant for the Radcliffe Alumnae Career Services, points out that, "Some women have looked at what it takes to become highly successful in a traditional way and have chosen not to pursue that goal. Instead, they may seek a career which will allow them to incorporate non-work values into their lives. Other women decide against a one-track career path and look at their career as a series of interesting jobs which satisfy personal goals."

—Roger Wallach

The Class of 1976 was the first to include women living in Harvard Yard and along the river, rather than exclusively in the Radcliffe Quadrangle. "Their entire orientation and identity is as Harvard students, and they could easily represent a turning point in the outlook, accomplishments, and future of women at Harvard," the *Independent* reported.

For Writers Who Want to be Read

Word travels fast at Harvard. Within hours of a major event, almost everyone knows *what* happened. If we do our job right, by Thursday morning, they'll also know *why*.

Each week the Independent is delivered free to every Harvard undergraduate, to major graduate centers, and to administration and faculty offices. We reach more than twice as many doors as the campus daily—and more than twice as many desks.

We are unabashedly local in our focus. You won't find wire stories filling our pages. Harvard reads us because we read Harvard: the achievements and the anecdotes, the breakthroughs and the blunders, the clamor and the controversy, and so on through the alphabet.

The quality of writing is paramount at the Independent. We try to transcend the conventional. We write carefully and edit thoroughly. We're not the Associated Press, and we don't want to be.

Of course, journalism involves more than writing. If your aesthetic pleasures are more visual than verbal, join our production staff. Typesetting, laying out, and pasting up 20 pages each week keeps us busy. We don't underestimate the importance of looking good.

Photo assignments are made with every article, so there's no shortage of picture space. And though we bid farewell to our Rhodes Scholar cartoonist, we imagine that some of you will be eager to fill in the blank spaces. There's no copy on the cover of the Indy, so there's always room for creative graphics.

Even if the editorial and production aspects of journalism don't appeal to you, our business staff very well might. The Independent is almost wholly funded week-to-week by advertisements, so good ad salespeople are indispensable to us. And if you're into accounting, our books would be pleased to meet you.

At the Independent, we write for our readers, not for our resumes. We're concerned that our product is professional, not that our staffers exude professionalism.

Visit us during Freshman Week. Look for announcements of our introductory meetings, or, if you don't want to wait, just stop by the basement of Canaday G to talk and look around.

We're eager to meet you.

COMMENTARY

John L. Johnson III

The Legitimacy of Affirmative Action

One of the questions frequently asked by non-Third World students and administrators when approached with the idea of a Third World center is how great is the alienation of Third World students from the larger student body? Could we just be overreacting to the situation? Our answer is definitely "no."

We represent peoples that have been—and continue to be—subjected to exploitation, colonization, enslavement, forced displacement, genocide, and economic deprivation. And this doesn't stop once we enter the ivy walls of Harvard, for on a daily basis we are subjected to racist attacks in all Harvard student publications; we are made guinea pigs in Harvard's latest reports; we are denied a common center to meet our needs; we are forced to listen to racist-sexist theories like sociobiology and genetic determinism; we are denied our legitimate claim to Third World and women faculty. In general, Harvard is maintaining its commitment to train the future leaders of the racist and sexist society at the expense of Third World students and women.

The latest racist attack is from Michael Crehan ("Affirmative Action and Common Sense," November 13) who has fallen prey to certain misconceptions running rampant in the society and its academic "zenith." According to Crehan, affirmative action is a means of correcting the condition of Third World people in society, but there is one necessary implication—an affirmative action program necessitates the acceptance of "some minority students who are less capable than some rejected whites."

This is blatantly false. First of all, the idea of affirmative action is that Third World peoples, having been excluded from participation in institutions of higher education and other societal institutions, should be given reparations in the form of increased admissions and hirings. The mechanics of the process are determined, and then race and sex are used as criteria. This both corrects the previous injustices and maintains the

excellence of the given institution. To say that Third World people are less qualified is at the least to prop up one's ego and at most to perpetuate the racist theories of inferiority.

Crehan seems to find support for his specious argument in the specious findings of Robert Klitgaard. In fact, Crehan goes on to contend that "minority groups' outrage over the alleged findings of the Klitgaard report may well stem from suspicion that some of these findings are true." It is obvious that Crehan seems to be obtaining his information only from the *Crimson's* synopsis of the report and the subsequent reaction, for there were numerous denunciations of the report from people who are knowledgeable in the area—the admissions officers. Klitgaard's report is subject to question because he comes up with conclusions which have

To say that Third World people are less qualified is at the least to prop up one's ego and at most to perpetuate the racist theories of inferiority.

no statistical basis; for example, there are no records of religious affiliation of the applicants in the school, and therefore statistics on the performance of Jewish students cannot exist. Second, Harvard's statistics on the correlation between test scores and performance of Third World and women students seem to counter Klitgaard's and Crehan's arguments that intellectual inferiority is perpetuated by affirmative action.

In the spirit of fair play, Crehan gives us the option of letting such findings be

the same breath, assert the need for affirmative action and claim that minorities are as academically qualified as whites.

A further consideration of Crehan's points, however, reveals certain views that are, if not simply wrong, unquestionably moot. Crehan's formulation of these views into a simple argument of semantics makes his discussion irresponsible.

We are first asked to accept that affirmative action "necessarily entails some sacrifice of merit-based standards." This is a perverted formulation of the situation. We do not have a trade-off between social values (for example, the resolution of racial problems) and academic values, as Crehan wants to suggest. Affirmative action arises from the desire to reform the "merit-based standard." Proponents of affirmative action recognize the systematic racial discrimination inherent in such standards and attempt to compensate for it.

It follows for Crehan that minority students accepted under an affirmative action program are less qualified than whites. We must ask, however, what it



Photo by Nevin Shalit/Courtesy The Harvard Crimson

aired (in the spirit of "Veritas") and subsequently discredited if they are false. This is very idealistic thinking for two reasons: first, many people around the country will not get to hear the side of Third World students for we do not command the same kind of publicity; second, because Harvard is thought to be the academic "zenith"; what is produced here is often taken as the gospel. If people affiliated with Harvard produce reports substantiating the racist theories permeating U.S. society, why should they be discredited? It seems that prestige supercedes "Veritas."

For someone so concerned with the truth, Crehan seems to be distorting the truth beyond recognition. He speaks of "minority status *per se* as a reason for conferring privileges or benefits..." in affirmative action programs. We as Third World peoples are not calling for "privileges or benefits," but demanding reparations for past and present injustices. To speak of our plight in terms of undeserved privileges is to make trivial the devastating effect of our collective holocaust. We were murdered at Wounded Knee; we were murdered at Greensboro. We were enslaved in Savannah; we were enslaved in "Jap concentration camps." We were colonized in South America, Africa and Asia; we are colonized in Puerto Rico. The holocaust continues.

But Crehan continues to belittle our struggle from his omniscient white male heterosexual perspective by wondering

"whether merely being black is as impressive a non-academic quality as being a great athlete, musician, or a parachutist....Moreover incorporating minorities into the mainstream of American life seems at least as worthwhile a goal as building a strong athletic program or a talented orchestra." First, we as Third World students are not an *activity*; we are oppressed peoples in a white racist society. Second, we do not want to be incorporated into this racist society; we want a fundamental change in the society such that Third World peoples will be included in society without being assimilated.

When will our struggle and needs be legitimate in the eyes of all people? When will we no longer have to defend ourselves against racists like Crehan and Klitgaard? I suggest they both talk to their Third World intellectual equals and see what we have to say. I suggest they attend such things as the Third World Center open house and forum. And I definitely suggest that Crehan extend his knowledge of affirmative action and the condition of Third World students beyond the confines of *The Harvard Crimson*, the *Independent*, and the racist environment at Harvard, both because the struggle is not confined to Harvard and because knowledge of the struggle is not confined to the suzerage by such publications. A genuine interest in truth necessitates a survey of both sides and a subsequent decision based on fact, not speculation.

letters to the editor

Poor Taste or Racism

To the Editor:

Michael Crehan, in his article "Affirmative Action and Common Sense" (Nov. 13), seems, at first, to make a rather incontrovertible point. He asserts that the need for an affirmative action program to maintain adequate minority representation must be based on the fact that minorities cannot compete as successfully as whites in an academic environment. If minorities are as qualified as whites with regards to admissions standards, then certainly it makes no sense to ask that Harvard use "minority status *per se* as a reason for conferring privileges or benefits." The article, then, makes a point of logic: one cannot, in

means to be "qualified." If admission to Harvard is the determinant of "qualified," as I wish to maintain, then it is senseless to say minorities are less qualified; each and every minority student here was indeed admitted. If academic ability is the determinant, then I am less qualified because my father is an alumnus, and the outstanding musician is less qualified because he plays an instrument well. Indeed, the "affirmative action program means that Harvard accepts some minority students who are less capable than some rejected whites." I would venture to guess, though, that Harvard accepts even more whites who are less capable than some rejected, and that some of those rejected are highly capable minorities.

The slant in Crehan's argument is best pointed out by his own words: "...incorporating minorities into the mainstream of American life seems at least as worthwhile a goal as building a strong athletic program or a talented orchestra" (italics mine). I question Crehan's intentions in writing such a statement. If it is meant to be facetious, it is in poor

(Continued on page 8)

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(617) 495-3682, 4597.

President: Marc Goodheart '81

Publisher: Jerry Dunietz '81

Executive Editor: Ian Mallory '81

Managing Editor: Ed Kessler '81

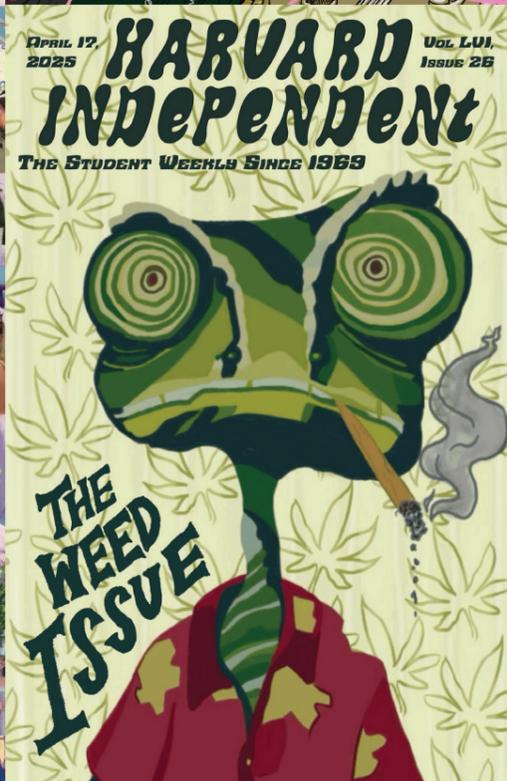
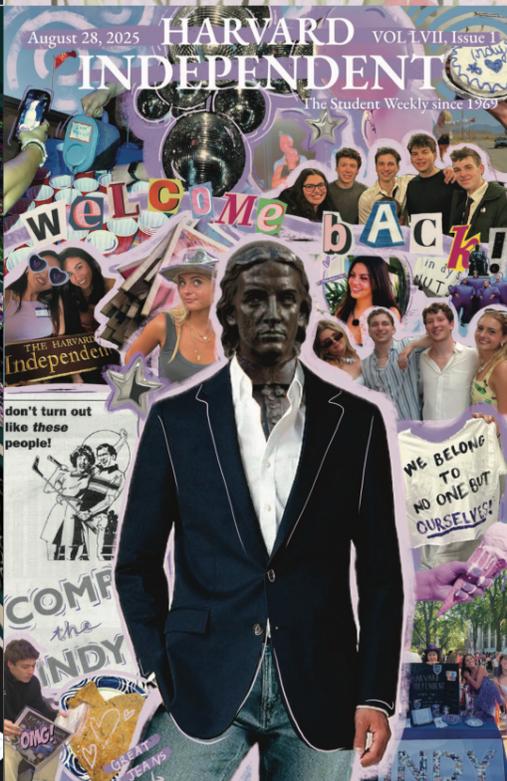
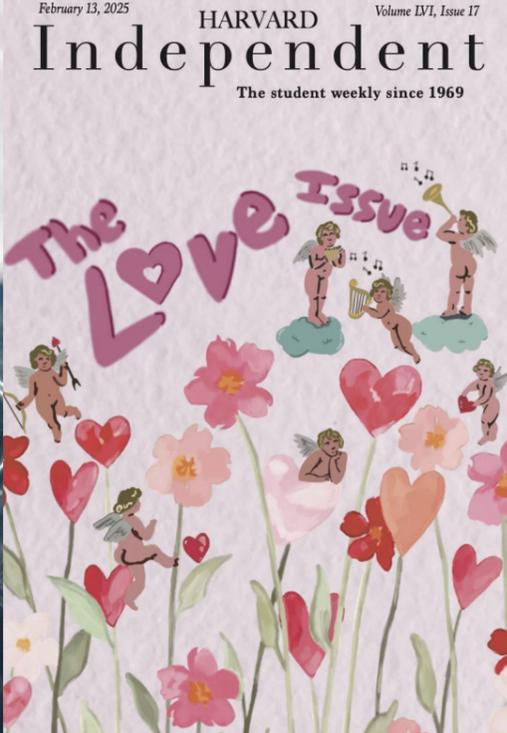
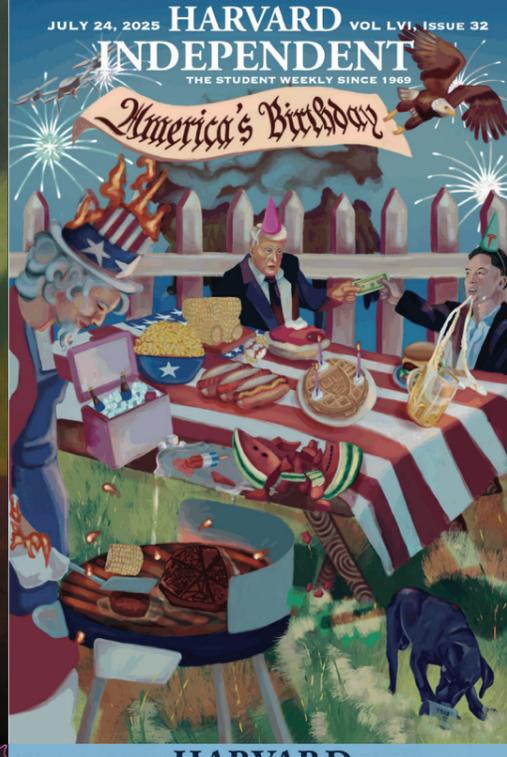
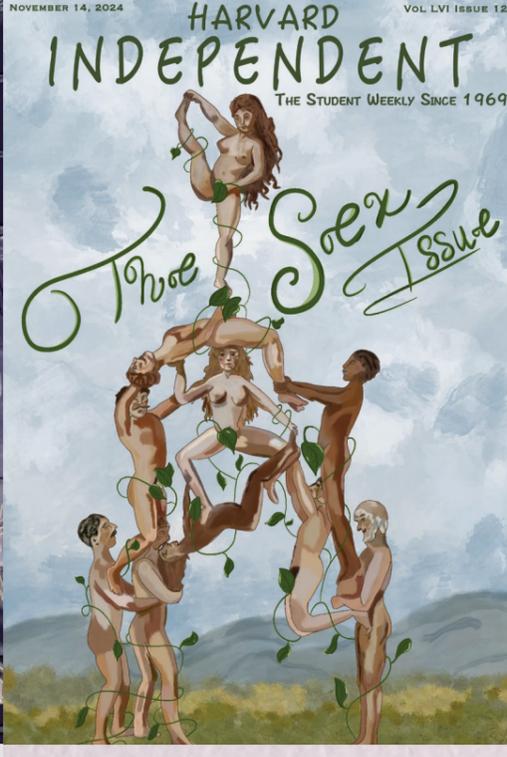
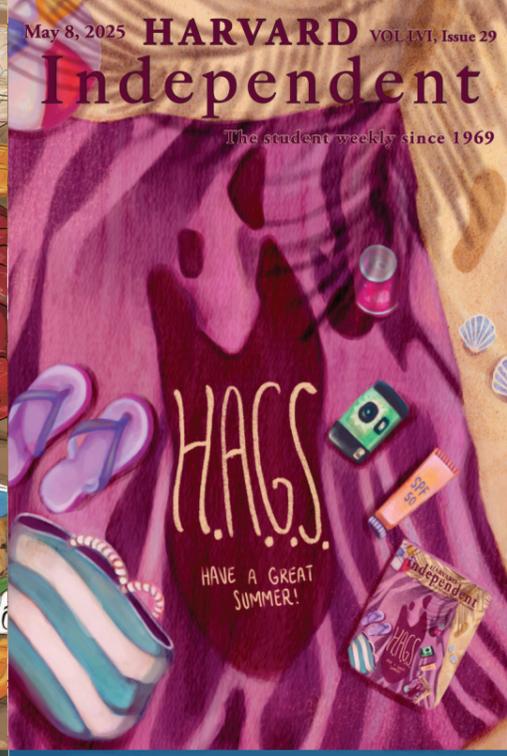
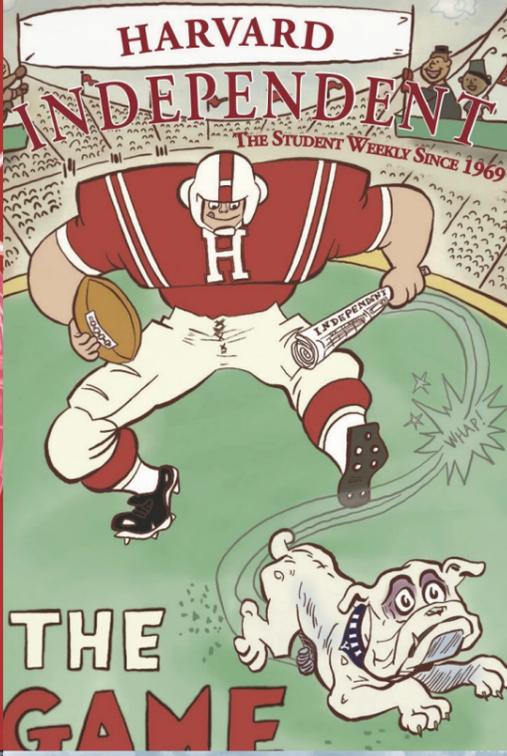
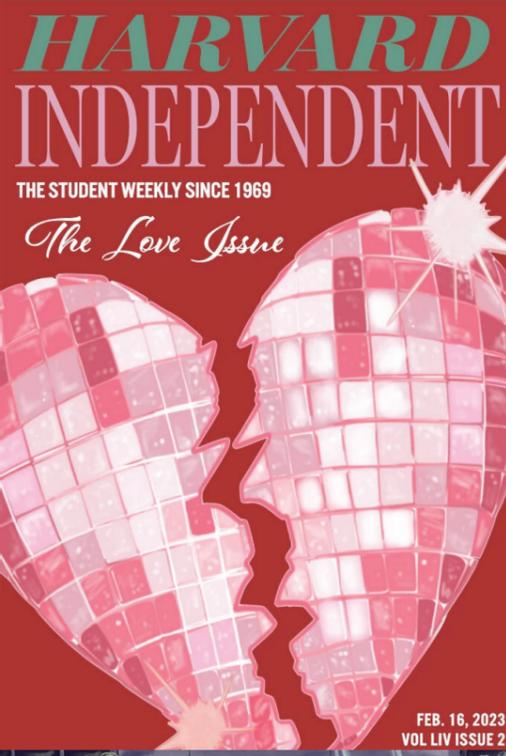
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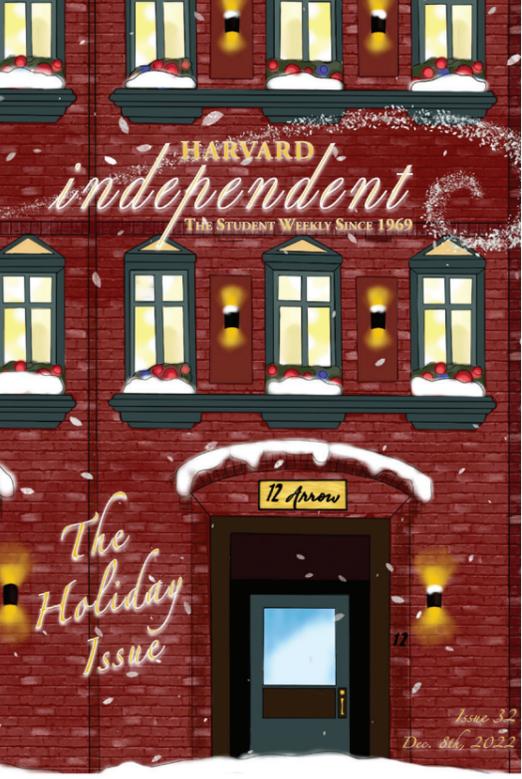
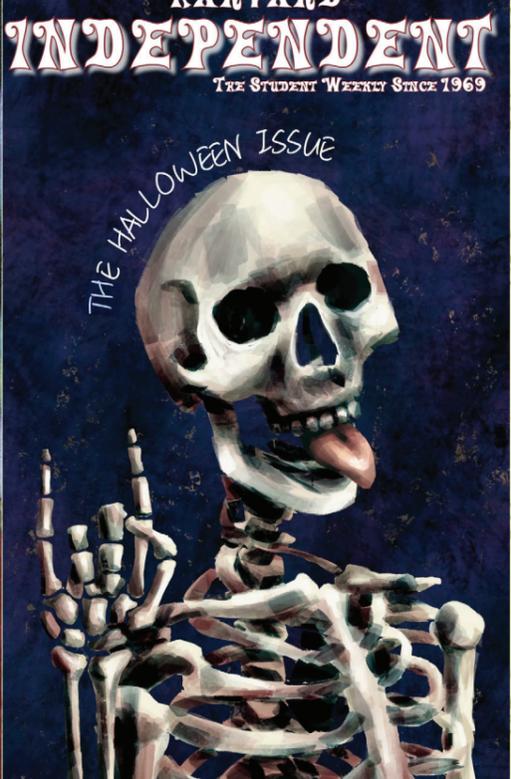
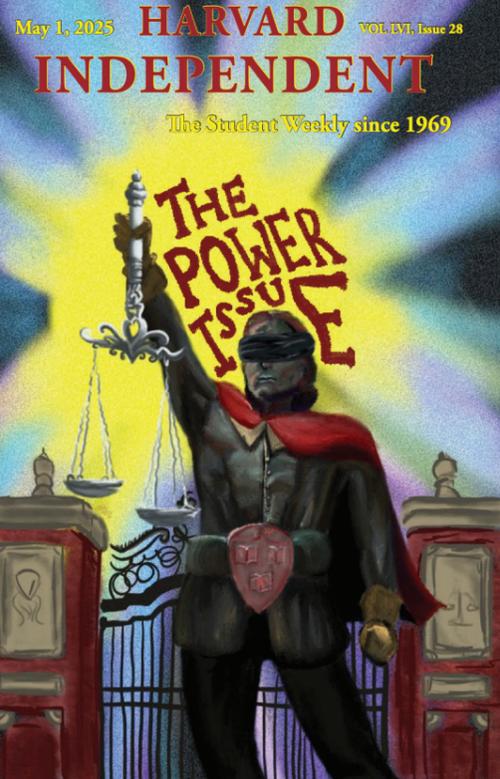
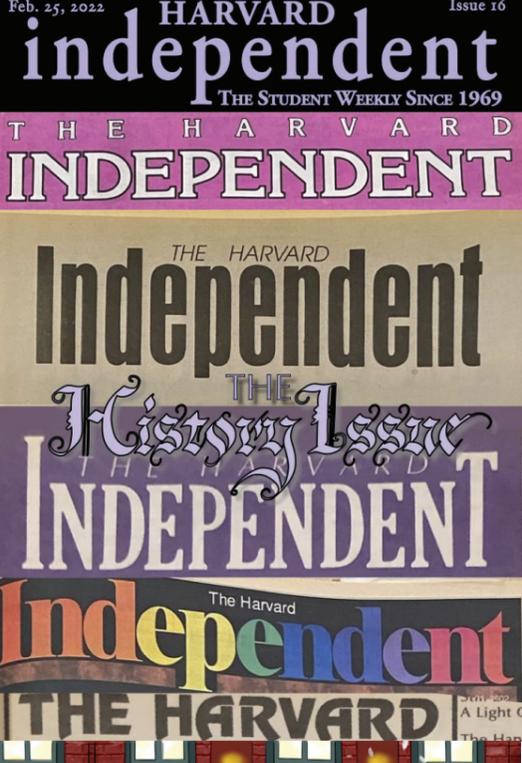
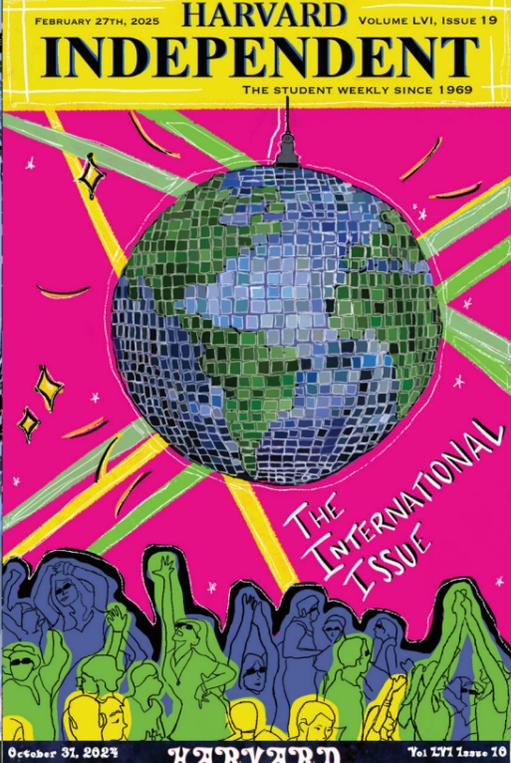
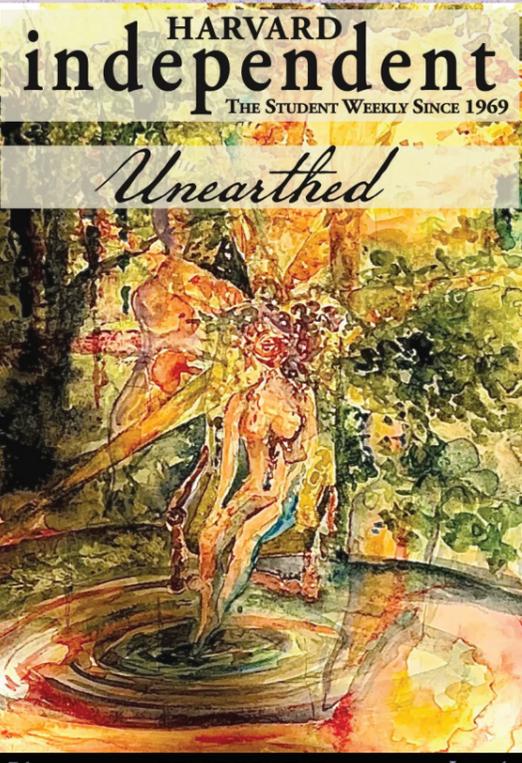
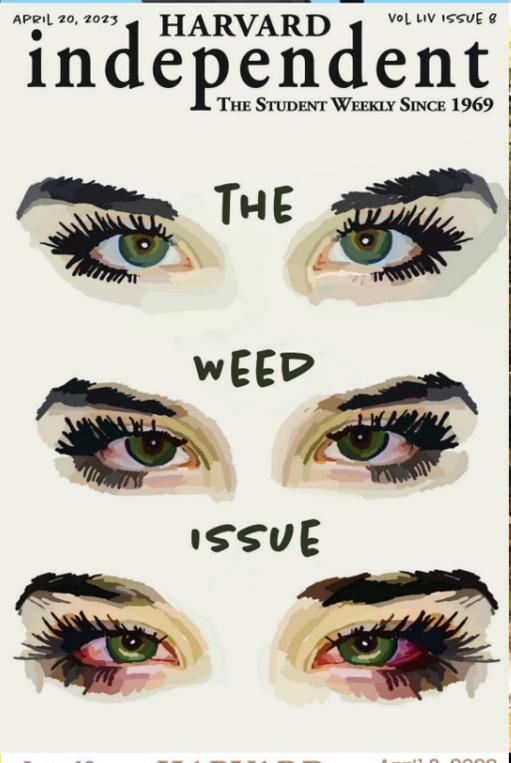
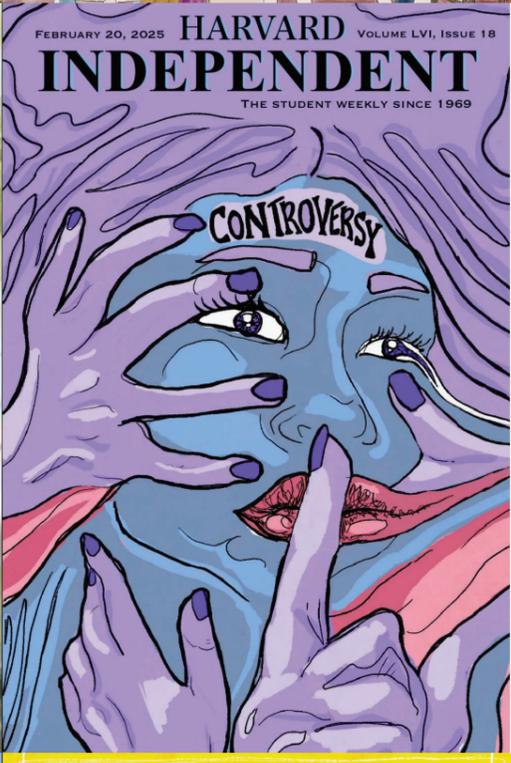
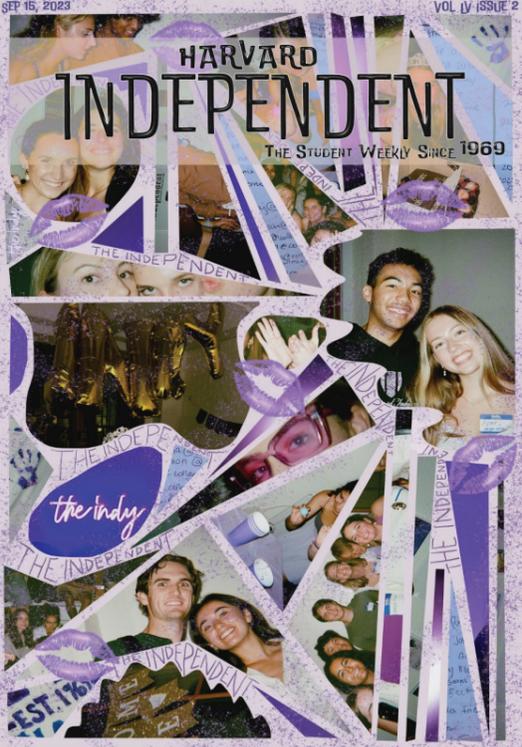
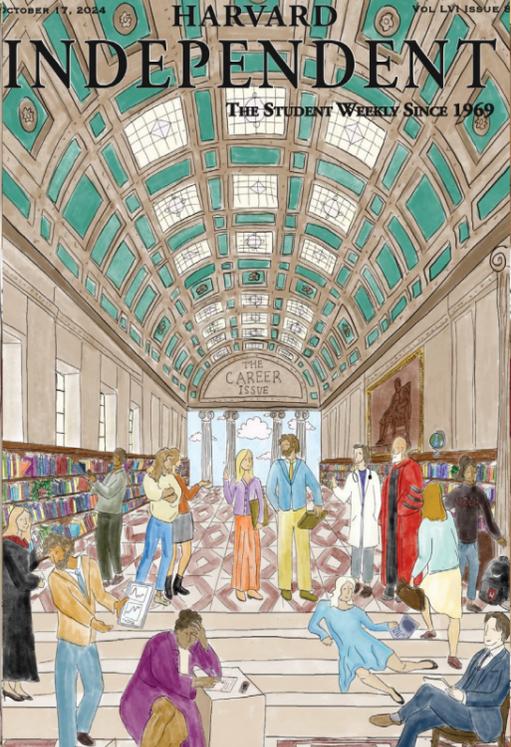
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Design Editor: Karen Huang '82

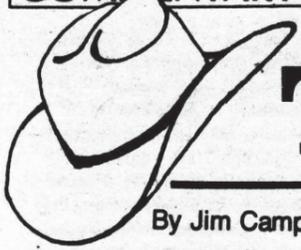
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COMMENTARY



THE REAGAN ERA

By Jim Campbell

Many political analysts have declared President Reagan's victory over former President Carter last November a rejection of Carter, not an endorsement of Reagan. They cite Iran, the economy, and Carter's generally perceived weakness and ineptitude as the reasons for his defeat. They give no credit to Reagan's own appeal. President Reagan, they claim, has no mandate from the voters. The people were simply expressing displeasure with President Carter.

At the same time, these liberal thinkers are fearful that Reagan and the conservatives might actually be bold enough to try to effect the changes they promised they would make, since these right wingers mistakenly believe that they have received a mandate to do so.

In reality, it is foolish to suggest that President Reagan has not received a mandate from the American people. While voters certainly had plenty of good reasons to want to throw President Carter out of office, they just as clearly had substantial reasons to support the candidacy of President Reagan. He offered a new and untried approach to solving the country's economic problems, a stronger hand in foreign affairs, and

build up of the country's military forces. On all of these issues, Reagan's appeal, as well as Carter's failure, helped to convince Americans to select Reagan as their next President.

But the greatest mandate President Reagan has received from the people lies in the majority's desire to check the growth and dominance of the federal government. More than any other factor, the voters' wish to see the size and power of government reduced put President Reagan in the White House.

"Government is the problem," the President told the nation in his inaugural address last month, and a majority of Americans agree with him. They do not believe that government solves problems; rather, they believe, it creates them.

Since the days of President Franklin Roosevelt, the government has grown ever larger in its attempt to solve all the problems inherent in its attempt to take care of all the people. For a time people looked on the federal government as their friend, because it licked the Depression (finally) and won the war.

But in the mid-60's, President Johnson's Great Society programs were enacted. Washington became more powerful, more visible, more intrusive. Through programs like Medicaid, and

Medicare, through increased welfare and civil rights legislation, America was becoming a society dominated by its own government. Taxes were getting higher and higher. For many Americans, government was becoming less of a friend and more of a problem.

The 70's witnessed the continuation of this trend as government continued to expand. The federal budget grew from \$250 billion in 1970 to \$512 billion by 1980. Worse still, deficits piled up in each of those ten years. Government, living beyond its means, had clearly grown too large.

President Carter himself came into office promising to balance the budget

'The formation of a new conservative majority is the great change that has taken place in America.'

and streamline the bureaucracy. He failed miserably in both efforts as deficits totalling \$180 billion—higher than those of any other president—were recorded during his four years in office

and governmental bureaucracy continued to grow.

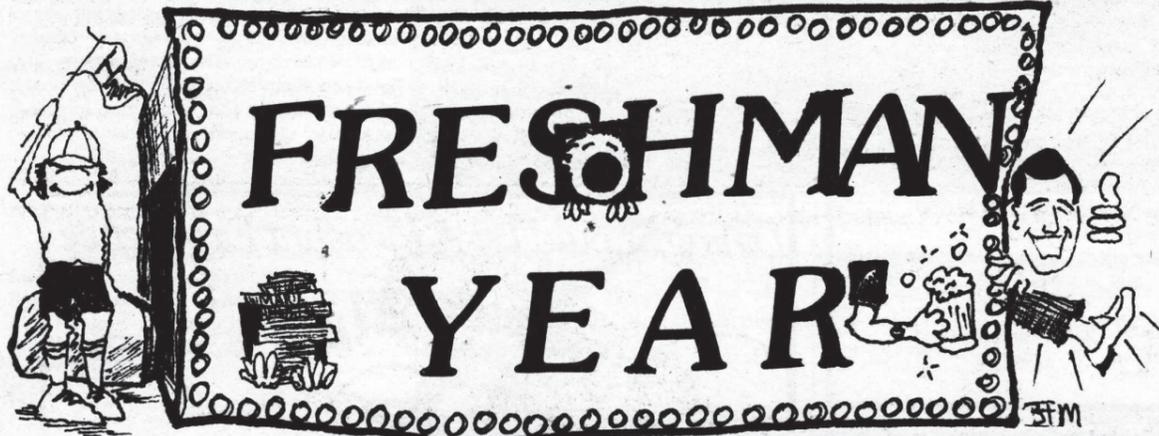
And so, more convinced than ever that government was causing problems, not solving them, the American people turned to Ronald Reagan. Of course, no one has more consistently preached the necessity of cutting back the growth of the federal government than Ronald Reagan. More than any other figure in American society today, he has come to represent the people's desire to reduce—not just streamline—the size and the functions of the federal government.

President Reagan himself best expressed this growing awareness of the problems caused by Washington's dominance in his inaugural address. "It is no coincidence," he said, "that our present troubles parallel and are proportionate to the intervention and intrusion in our lives that result from unnecessary and excessive growth of Government."

The American people agree with President Reagan, blaming today's economic woes on 15 years of government excess. The conservatives who supported Goldwater in 1964 have grown in number until today they represent a majority of the American people. This formation of a new conservative majority, centered around a basic distrust of government and a strong desire to see the size and growth of government cut back, is the great change that has taken place in America. In the Senate and the House, the conservatives have a philosophical majority. In the White House, they have their spiritual leader, ready to guide them to the promised land—at least, so they hope.

Thus, President Reagan does have a mandate from the people—to put a harness on government. He will make changes in the next four years, and while conservatives may be disappointed that he cannot institute more reforms, he most certainly will put a conservative face on government.

But the changes Reagan may effect as president are not what the liberals should bemoan. Much more destructive to the liberals' cause has been their loss of the confidence and the allegiance of the American people. While liberal politicians offer up government as the solution to this country's ills, the people have decided that government is the source of those ills. The new conservative majority has arrived and will continue to dominate American politics for as long as liberals fail to communicate new and different ways to deal with our problems. That is the meaning of The Reagan Era. The great change has already occurred.



By Craig Werner

(I, Freshman, being of as sound mind as the next person and as sound of body as the Union food will allow me, do hereby record my impressions of the fall of 1980.

*We've all been here a week now
You saw it ain't so bad
But wait till classes start to roll
Just ask any undergrad (Who's got the)
Go to Harvard, Go to Harvard Blues
Cause if you want that Bachelor's
You gotta pay your dues.*

Ah, things seemed so easy freshman week, but as the song said, it was not to be. I found my own special little place in Lamont to study. I experienced the Widener culture shock of having a card catalogue larger than my entire local library. I discovered the joy of staying up forever typing a paper and adjusted myself to Harvard Standard Time, where 2 a.m. is early and 9 a.m. is the middle of the night. And after paying for the phone, refrigerator, memo board, desk lamp, thumb tacks (they do add up), textbooks and more textbooks, I began to learn the most valuable lesson that college has to offer: the knowledge of what it is like to be poor.

*There's a party down at Weld North
And one at Canaday
Well there ain't no chance for
getting psyched
For studying that way.*

Still, there is more to school than

classes. That is the reason they invented kiosks, right. Well, I keep trying to remind myself of that simple dictum. I live in a suite of six, so there is always some chance for suitable relief at home. (There would also be a chance if I had a single, but it would be relief of a different sort, I suppose.) Those who do not have sixes or singles must be content with the world of Harvard at large. And there is a LOT going on. I have seen more plays and musicals this semester than in the last four years. Then, there are the movies. I miss as many movies here in a weekend as I miss in a year at home. Last, but not at all least—the parties. I had never heard of attending a black-tie pajama party. I have now. Still, there is a balance; there is always the slowest party in town to go to—Lamont.

*Well I went out to Harvard Square
They said it's mighty neat
But when I got there all I saw
Was a big hole in the street.*

There is one good thing about the "T" construction: it slows the cars down. Ah, Harvard Square...sometimes I think that if I tried to describe it to a stranger who had never seen, he'd never believe me. Just when I think I have it figured out, they move the hole. Also, I have a confession to make: I've never eaten at Belgian Fudge. But I could find Gnomon, CVS, and the Store 24 blindfolded. I even remember what CVS stands for. Furthermore, I could write an entire article on the Coop alone, and

my efforts—all successful, I might add—to find someplace cheaper. Still, it's my first credit card, and Cambridge Savings is my first checking account. Finally, I even ventured as far as the Broadway supermarket, where I again found civilization, even if I couldn't find frozen soft pretzels.

*I go down to the Union
I look what the choices be
Well Wednesday Night the Halibut
Was staring back at me.*

The way I see it, the Yard is the best place to be in the University, and if it weren't for the Union's food, we would have no incentive to become sophomores. Except for the gastronomic elite who opt for perpetual interhouse of the kosher meals at Hillel, I have joined the anonymous multitude who have become accustomed to, nay, have even learned to like the concoctions that the Union labels food.

*Well things they might get better
Or maybe they'll get worse
And if you have something to sing about
We'd like to hear your verse.*

I won't discuss classes. I had them. Everybody had them. They were four of the biggest reasons that I didn't get out to more movies, parties, K-School lectures, etc. Though it pains me to admit it, they were also the four biggest reasons that I am here. On to second semester...

*All verses from "The Harvard Blues" by
Mark Silber and Craig Werner.*

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President: Randy Bucklin '82
Publisher: Selina Luger '82
Executive Editors: Bill O'Neill '82
Jeff Rayport '81-'82
Managing Editor: Karen Huang '82

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Jim Campbell offers a commentary on the election of President Ronald Reagan in 1981. "The new conservative majority has arrived and will continue to dominate American politics for as long as liberals fail to communicate new and different ways to deal with our problems," he said.

Freshman Year Made Easy

By Nicholas Poolos

It usually takes about a day or two, but eventually every freshman realizes what he has gotten himself into: he has traded in the privacy of home for a stark dorm whose 200 year-old historic hallways look every day their age while the family dinner table and stocked refrigerator have gone for the privilege of intimate dining with 1200 of his closest friends in the Union, a place where the hungry form lanes, just like on I-95.

Yes, freshman year is traumatic at first, although those whose parents severed the umbilical early and were shipped off to boarding school seem to hardly miss a beat. The quicker one adjusts, the better.

Let's start from the top. Presumably, you will *not* arrive at the Business School parking lot at 5 A.M. hoping to get into the Yard early to claim the single bedroom in your suite (let your roommates dicker over possession for fall term—you reserve it for the spring, when you might conceivably have a use for it). When you roll into the Yard at, say, a civilized two in the afternoon, allow your parents to carry your belongings up the four flights of stairs, then, firmly, courageously, tell them you'll see them at Christmas: you have enough to deal with now, you don't need fussing parental units underfoot.

The first few hours at Harvard are critical: they can set the tone of your next four years. Act like a geek from the backwoods of Dubuque and you might as well transfer down the river to MIT. So tread carefully. The best approach is to greet your roommates cordially but not too profusely, perhaps inquire where they're from. Then proceed to wire up your stereo, set aside a towel and toothbrush for later use, and declare your unpacking done for the day. There'll be plenty of time for that later. Abandon your room and go exploring around your dorm, the Yard, the Square; buy a Frisbee, offer to help people move their boxes—it's a good way to meet your future partners-in-crime, plus your roomies will be awestruck when you already know half the class at the Ice Cream Bash.

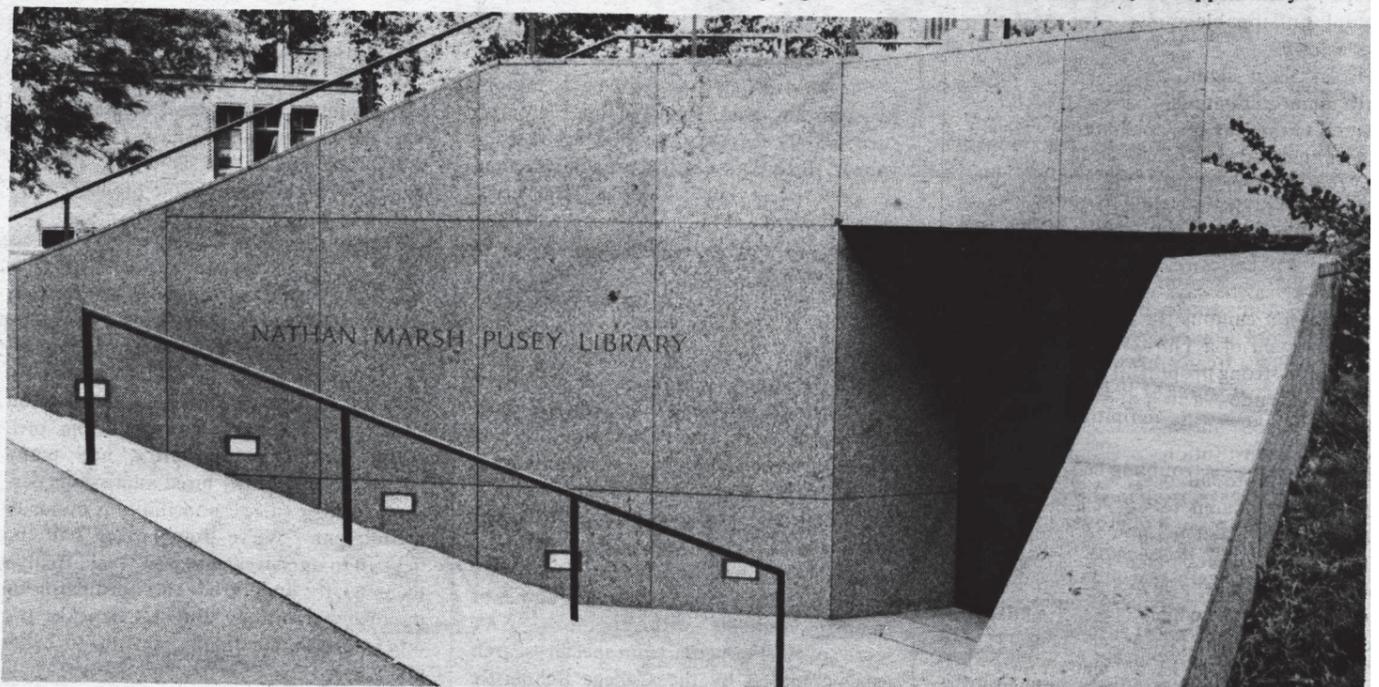
Which brings us to the Ice Cream Bash, the Talent Show, the Freshman Mixer, and all the other pseudo-events that Dean Moses has dreamed up. Don't bother with them, at least for not more than 15 minutes; the only thing going on at these events is endless rounds of "Whatsyname-/Whereyafrom/Whatsyerdorm?" which only reinforces the collective sense of anxiety. As a rule, where the masses go, be wary to follow.

Instead, suggest to your dormmates alternative entertainment. A Kahlua-and-Cream Bash, for example; go to the Mixer for ten minutes in order to understand what a Wellesley woman is all about (they're the ones being off-loaded from large buses), then get some friends together and go dance all night at the Metro in Boston; buy your first four A.M. bag of Doritos at Store 24, then stay tuned for sunrise from the eighth floor of the Science Center. Then maybe unpack a little more.

As you have no doubt figured out, inven-

tiveness is the keyword, indeed, the hallmark of the Harvard student body. But, since Harvard undergrads tend to get more staid and preoccupied with their honors calculations as time goes on, the burden of social innovation falls squarely upon freshman shoulders. And seeing as you will generally be scorned in sections and overlooked in extracurricular groups, outrageous behavior is the only way to make an early mark on the University.

Fortunately, the close proximity of all freshman dorms (with the exception of Greenough and Pennypacker, which form their own little universe) to each other makes the Yard one big social critical mass. One way to exploit the situation is to be outside at all times from the hours of 7 P.M. to 3 A.M. This way, you meet people, weird ideas spontaneously occur—like playing Frisbee in the Widener stacks or serenading someone you've never met—and things happen. Don't worry about studying, you'll have plenty of time during Reading Period. Your



If you're spending any time here as a freshman, you're doing something wrong.

PHOTO BY BRUCE RYAN

principal goal should be to have fun and collect friends and memories, so that two years hence you'll have something to smile about while cramming for MCATs or cranking out a Junior Essay.

Don't overlook more low-key ways of meeting the Diversity. Laundry rooms, for example, can present a steamy start to a good relationship: take a book and sit on a washer while your clothes tumble. If the person next to you looks interesting, start up a conversation. Witty comments about his or her underwear are always an effective ice-breaker. Otherwise, you can just get some reading done.

Another clever gambit a friend of mine used to pull was to show up with a pizza at someone's door, often people he barely knew. No one can refuse an offer to bag the books when you're carrying a Pinocchio's pizza as a weapon. Plus it often engenders in your victims a sense of indebtedness which leaves them with the inexplicable urge to buy you a beer whenever they see you. This can be nice.

Now it is time to talk about...relationships. Or Relationships. First, a truth session. How many of you were wildly popular

in high school? Just as I thought: three, all football players. No need to be ashamed; like you, most everyone spent their last six years taking AP courses and failing to develop one iota of social sophistication. Thus, the good part about coming to Harvard is that you're surrounded by your own kind, which, if you happen to like your kind, is fine.

So don't worry: everyone, but *everyone* discovers sex and the opposite sex without wasting much time. This happens at three highly predictable times, which enables you to plan your courses appropriately. The first batch fall within the first two weeks, as those who are completely at ease get a jump on the game, and those who are inwardly terrified at being away from home for the first time zero in on each other, guided by radar beams of insecurity. The next time is in February when everyone's feeling in control after having mastered the previous Reading Period crises, and so are feeling adventurous, not realizing that in the short Spring term, the

Harvard is not the ace-in-the-hole it was last summer? You must now play to their aesthetic sensibilities.

For innocent starters, suggest attending an event at the Institute of Politics, a place at the Kennedy School of Government where Presidential candidates and Kissinger types come to speak. The intellectualoid character of this scenario guarantees conversation material and is perfect camouflage for your real intentions, which can be pursued afterwards at the Coffee Connection over a cup of Earl Grey.

As things progress, the next level is the "Oh, I never miss a film by (pick one: Truffaut, Fassbinder, Fellini)..." It has been aptly noted that one does not go to movies at Harvard, one sees *films*, preferably with subtitles and without helicopters that explode in mid-air. This way, one can maintain a seamlessly cultured facade while tentatively sneaking an arm around the next seat. Keep a lookout on the Orson Welles and Brattle Street cinemas for your opportunity.

next Reading Period begins in what will seem like two weeks. Nonetheless, this is a good time of year to fall in love. Finally, those who never left the library during their first year go during the first week of sophomore year when they suddenly realize what a folly they've committed.

Yes, relationships at Harvard can be a delightful surprise, especially when you discover that you don't have to tone down your intellectuality as you did in high school, but rather that powerful frontal lobe activity can be an uncanny aphrodisiac. But dangers abound.

One big mistake is to get involved with someone in your own dorm. This is for a simple reason: sooner or later, you're going to get *uninvolved*, probably traumatically, and then you'll have to see this other person every day at the mailboxes, at lunch with your other dormmates, going out with your roommate, and so on. It is much preferable to keep your extracurriculars outside of your dorm, a situation which will in fact form an atmosphere of mystery about your comings and goings. This also keeps you from becoming entangled in the incestuous Peyton Place that most freshman dorms become.

But say you've got your one-half of a prospective Relationship in your sights, now what? How do you charm him or her now that you've realized that letting slip you go to

Finally, the gloves are off and you risk a night out on the town. But once out of their sheltered waters of pre-fabricated Harvardian events, dangerous reefs abound. Dinner and drinks can be your downfall. Going into Boston (usually a complete waste of time, for there's nothing there that can't be had in Cambridge, save for the Aquarium and decent *canoli*) just invites disaster. Going to 33 Dunster St. invites a terminal attack of boredom, while an evening at One Potato, Two Potato just begs for a slap in the face from your date. Moo Shu Shrimp at Ta Chien followed by strawberry margaritas at Chi-Chi's, however, guarantees a successful evening and leaves only the problem of maneuvering around your six roommates later that evening.

Which is where we leave the issue of your social life. Now you may have the feeling that one topic has been neglected—like any mention of academics—and you are right. Concerned as you may be about the rigors which you foresee, there is actually very little advice to be given about taking courses here. The mechanics of taking courses is something you understand very well—that is how you got here, after all. The only real difficulty lies in trying to lead a full-blown life while pursuing Truth, a skill entirely unrelated to SAT scores, and which could take years to master. Harvard has given you four. Enjoy 'em.

It's not just 9 to 5

Analysts gather experience and exposure.

By MELISSA MA

OK, I admit it. I've seen the movies *Wall Street* and *Bonfire of the Vanities*. I've read *Liar's Poker* and *Barbarians at the Gate*. And a year ago, when I started to consider life after Harvard, my impressions of investment banking and Wall Street were based on these frightening accounts. Fortunately, after little more than two months on "The Street," I can safely say that the stereotypes are terribly misleading.

In August, I moved to New York and started working as a financial analyst with Goldman, Sachs & Co., a full-service investment bank and securities firm that serves corporations, institutions, governments, and individual clients worldwide.

Like many seniors looking for jobs this year, I didn't see investment banking as an obvious career choice, and I certainly had my share of concerns about the industry.

First and foremost, I was worried that I

would not be able to handle the responsibilities of an analyst because of my liberal-arts background and lack of banking experience. However, throughout the interviewing process, the people at Goldman Sachs emphasized that they were looking for people from a variety of academic and extracurricular backgrounds.

The analyst class that I'm a part of is very diverse. Many different schools, countries, and academic majors are represented. Together, we've just completed a comprehensive five-week training program that helped bring us up to speed with the investment-banking industry.

Throughout the training program, we worked together in teams that enabled those with more accounting and business experience to assist others who were less familiar with the concepts of finance. The program allowed me to form both social and professional relationships with the other analysts, upon whom I still depend heavily for help, questions, and moral support.

My second fear when I started as an analyst was that I would get so caught up in my work that I'd lead a completely unbalanced life. Although my work has been demanding, I have found time to be involved in Street Project, a community-service organization

organized by young professionals. Through Street Project, I have spent weekends playing softball and football in Central Park and visiting the Museum of Natural History with elementary-school children from Harlem and from housing projects throughout New York.

Last but not least, I was concerned about the long work hours. I recall the persistent yawns and bags under the eyes of friends who went to work in investment banks.

Investment banking is not a 9-to-5 job. The hours are cyclical and depend heavily upon the clients and projects you are working on. For example, on my first day working in the Financial Institutions Group, I was assigned to three client teams, none of which was very active at the time. I spent most of this first day reading annual reports and other documents, familiarizing myself with the clients.

Then, around 4 p.m., when I started wondering why everyone had talked about crazy analyst hours, the Securities and Exchange Commission called. They had decided not to review one of the deals I was assigned to, much to the surprise of the entire project team. Subsequently, around 5 p.m., the deal went "live" and the entire team started the marketing process.

Needless to say, my first day stretched well

beyond 5 p.m. However, even in the early-morning hours, I was very excited to be working on a fast-paced, active deal. Within my first week, I had helped to close a \$125 million preferred-stock offering.

Despite the hectic pace of my first day, the rest of the week was calm, and I managed to leave at more reasonable hours. All analysts have their own war stories, but they will tell you that the hours are not unlike those of a college student. It's like writing a 20-page paper the night before it's due, or cramming for a Monday final on Sunday night. It's painful while you're doing it, but rest assured—there aren't last-minute deadlines every day.

Working as an analyst is often intense and hectic, but it is a challenging and rewarding introduction to investment banking and the global financial marketplace.

I encourage everyone interested in business to talk to as many analysts as possible. Just as it is not possible to stereotype a typical Harvard student, it is not possible to stereotype a typical analyst. What is true, however, is that a successful analyst must be enthusiastic, team-oriented, hard-working, and most of all, persistent.

Melissa Ma '92 works as an analyst at Goldman, Sachs & Co.

Wall Streetwise

Staying afloat in the turbulent field of investment banking.

By JOSH FISCHER

'Does First Boston think we'll survive?" the voice at the other end of the phone asked. It was Bill, the director of sales at an industrial company that had hired First Boston as its financial adviser. The company was in financial distress and expected to be shut down by its parent.

I had called Bill to get some additional information about the company's sales force.

"To be honest, the company is in very bad shape, and shutdown may unfortunately be the answer," I said. "But I don't think it has to happen. Our analysis suggests there's a way to keep the company operating that represents the best possible solution for all concerned: the parent company, employees, and the government." I hoped my reply satisfied Bill. It did.

Investment banking is an exciting field, especially for someone who's just graduated from college. As an analyst, you get an excellent grounding in the fun-

damentals of finance and business operations. While the environment is demanding, it is very rewarding for people who are motivated and want to learn about business.

What do investment bankers do? In general, investment bankers provide two services to companies. One is helping them raise money for operations by issuing stocks and bonds. The other is providing strategic advice to companies. This includes advising companies on mergers, acquisitions, divestitures, and restructurings.

At most investment banks, the analyst position requires a two-year commitment. After two years, most analysts leave their

firms to do something different: work in a related area of financial services, work in another industry, go to graduate school, or travel. However, some analysts continue to work for the same firm.

Most analyst assignments involve interpreting financial data and writing documents that discuss and summarize a company's strategic options. Getting the necessary information for these assignments usually requires meeting with a client, using the firm's internal resources, and possibly consulting outside services. The finished product is discussed internally and then presented to the client at a meeting.

The learning curve for an analyst is very steep. Many analysts start with little or no background in finance and business. Consequently, the first few months on the job can be difficult but also educational.

As investment-banking transactions involve millions or, in some cases, even billions of dollars, being an analyst is very intense and exciting. However, the workday is also long and often unpredictable.

While an analyst sometimes performs "grunt work," such as late-night assembly of presentation materials for a morning meeting (read: copying and binding), an analyst also gets excellent business exposure for someone only a year out of college. During my first year as an analyst, I met with the top management of a \$3 billion food company, a \$3 billion paper company, and an \$8 billion conglomerate.

I was given a large amount of responsibility in the sale of a \$100 million agricultural company. This responsibility included maintaining regular contact with the company's management group, writing descriptive documents, making contacts with prospective buyers, and overseeing presentations.

• Turn to **WALL**, page 7

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If you have a *strong math aptitude* and a *business orientation* (math major not required), the actuarial profession offers unlimited career potential.

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To learn more, come to our presentation on **October 8** at 4:30 p.m. in Room 310 of the Science Center. Also, stop by The Equitable booth at the Career Forum on **October 9**.

Denis W. Loring '69, FSA
Senior Vice President

Perry L. Wiseblatt '85, FSA
Assistant Actuary



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Melissa Ma joined Goldman Sachs in 1992 and discovered a workplace much less daunting than what she was expecting. "Just as it is not possible to stereotype a typical Harvard student, it is not possible to stereotype a typical analyst. What is true, however, is that a successful analyst must be enthusiastic, team-oriented, hard-working, and most of all, persistent."

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American tragedy

Harvard responds to the worst acts of terrorism in US history.

By MATTHEW YGLESIAS

THE EVENTS OF SEPTEMBER 11 WILL ALREADY BE FAMILIAR. EVEN BY THE TIME THE MOST EAGER upperclassmen could register for class, their morning papers had been rendered all-but-irrelevant by the news that an airplane had collided with the World Trade Center in New York City. When a second plane hit just 18 minutes later it was clear that the city was the subject of a planned attack, and when the Pentagon, too,

fell victim to kamikaze assault the day had already become, in the words of University President Lawrence Summers, "a day like no other in our history."

Thoughts on campus were far from the upcoming shopping period as students hunted for news of the day's events and sought assurance that friends and family in New York and Washington were safe. That quest was difficult as telephone lines in the New York area quickly became tied up, leaving many with nothing but a busy signal where assurance had been sought. Before 10:30 a.m., both of the trade complex's main towers had collapsed, ensuring that the still-unknown death toll will be appallingly high.

At Harvard, the schools of Business, Education, Government, Law, Public Health, and Continuing Education canceled classes and other scheduled activities, with many substituting special events planned around the tragic events of the morning.

Jeremy Knowles '67, Dean of the Faculty of Arts and Sciences, announced that "because we are a residential community, the Faculty of Arts and Sciences will remain open, so that everyone can be supported and feel secure." Registration con-

tinued as planned, though Knowles stated that students who were unable to register "should not feel concerned." The College also decided to keep the Science Center open for extended hours and instructed the staff of the Freshman Dean's Office to eat dinner in Annenberg Hall "so as to be available and visible." The mental state of freshman who may not have well-developed support networks on campus is of particular concern to the administration and all proctors have been instructed to be especially vigilant for the next few days. The decision was made not to dispatch counselors to a central location, but rather to deploy counseling staff to the individual houses and to the Yard.

Classes began as previously planned on Wednesday. Elsewhere in the area, MIT, BU, and BC allowed classes to continue, with BU President Jon Westling arguing that "we must try not to let those who resort to criminal violence set the agenda." Wellesley, on the other hand, canceled classes and offered free long distance calls as part of an attempt at "providing support to all students" and "facilitating communications between students and their families."

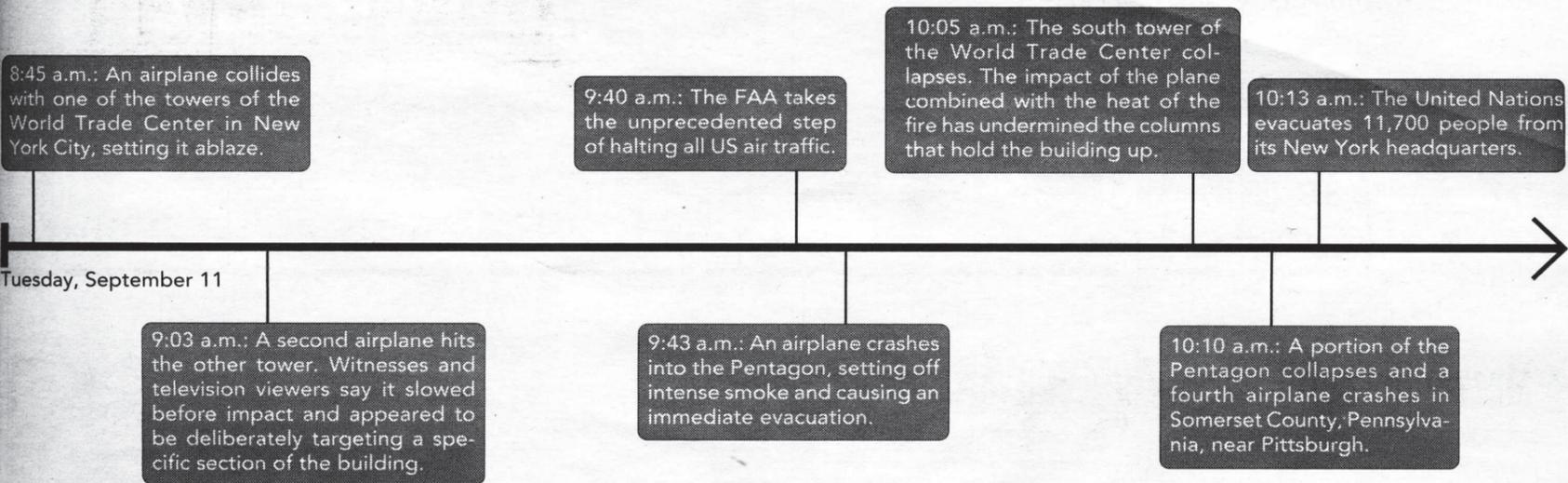
"EXTRAORDINARY HAPPENINGS"

The chaotic day ended for many at Harvard with an unusual moment of unity and quiet on a typically bustling and discordant campus as the United Ministries organized an interfaith program of "Prayers and Music on a Day of National Emergency."

After a mournful bell called the crowd of thousands to order, the Reverend Peter Gomes called on all in attendance to "honor the ideals for which we stand" and hoped to "lift our sights to something beyond the horrors" witnessed on what he called a "day of extraordinary happenings."

Significantly during a time when it seems increasingly likely that Muslim militants were responsible for the attacks, the first of several readings was drawn from the Islamic tradition, including the traditional greeting "may peace be with you." The Christian readings told attendees not to "repay anyone evil for evil" and to not "be overcome by evil, but overcome evil with good," while that from the Jewish tradition asked

Turn to page 4



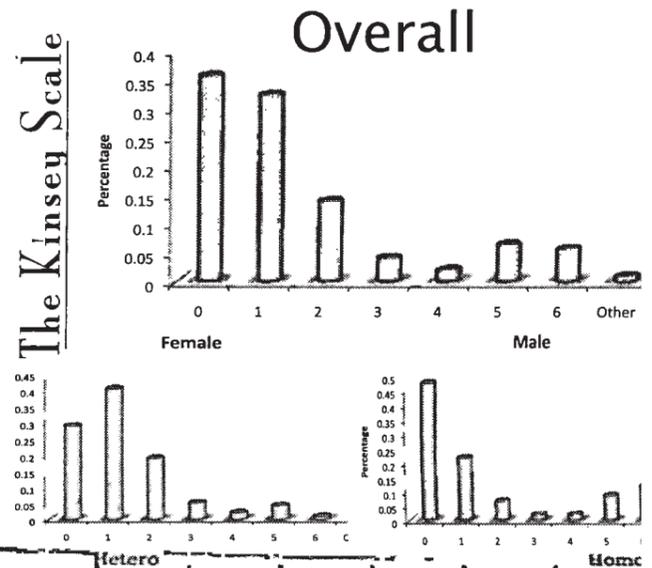
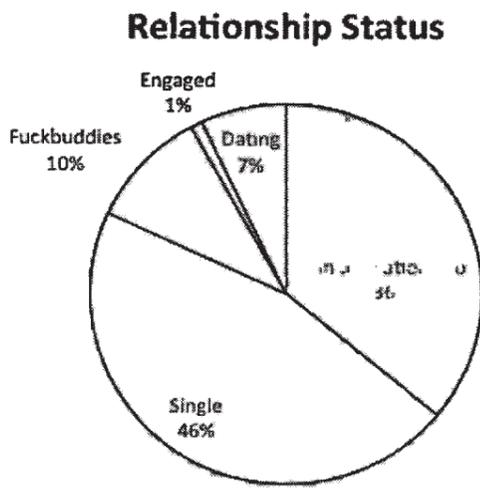
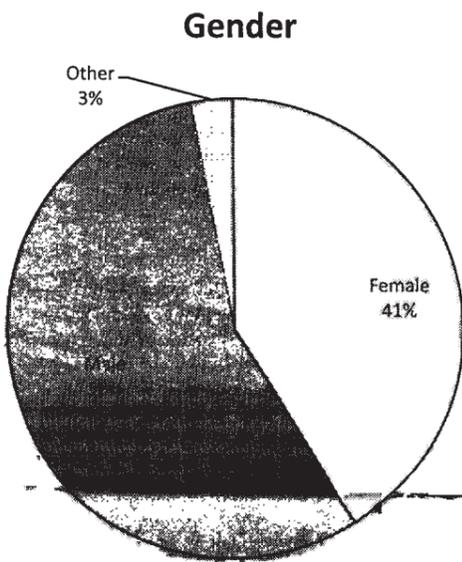
The opening issue in Fall 2001 began with a cover story by *Independent* staffer Matthew Yglesias's coverage of how Harvard grappled with the aftermath of September 11. Yglesias went on to co-found the news website Vox and create the newsletter Slow Boring.



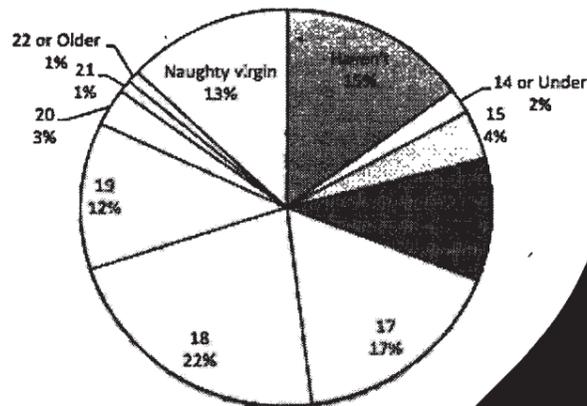
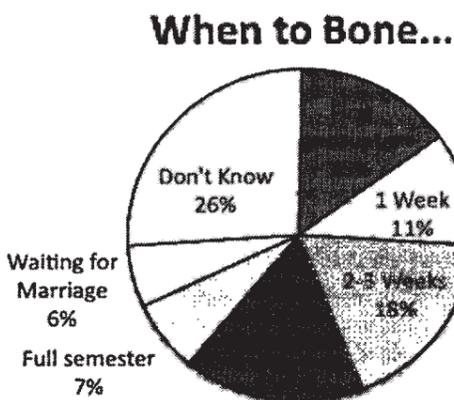
INDY CENTERFOLD

The Sex Survey

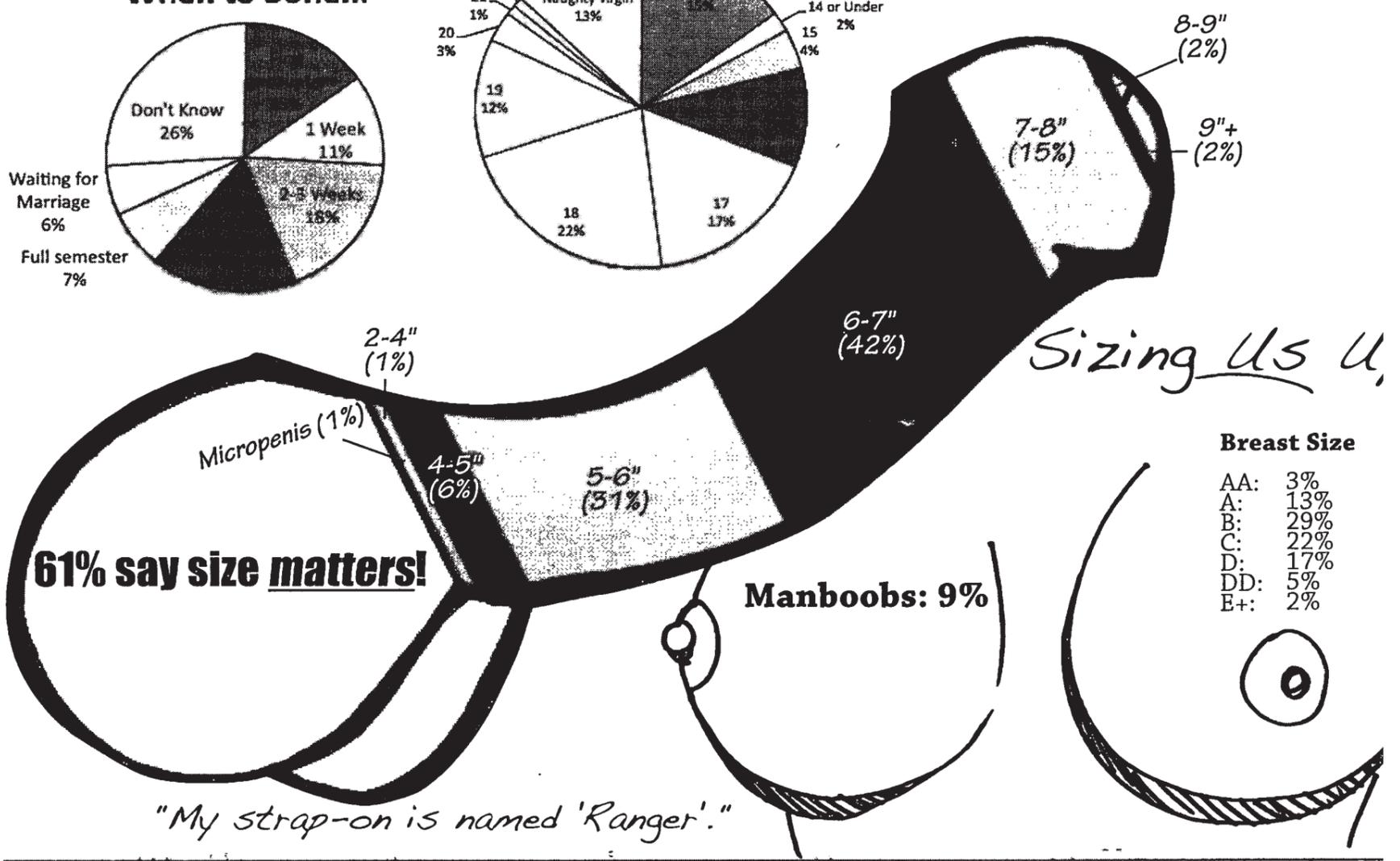
For the twenty-sixth year in a row, the Indy asked its fellow students to complete a survey. The subject? Sex. More specifically, your sex — your relationships, virginity, sexuality, and size. We pried into your dirtiest thoughts, freakiest kinks, most passionate nights, and most horrifying mornings. We know what you've stuck in your vaginas (*weirdos*) and what turns you on. We read your fantasies, and we liked them. In short, these pages contain everything you could ever care to know about sex at Harvard, and with a full 10% of the student body responding, these statistics are more than significant. Our goals are lofty — we aim to educate, inspire, and titillate, and we promise that if you take your hands out of your pants long enough to turn the page, you'll be more than rewarded.



Losing the V-Card



The Class of 2014 had the greatest proportion of 5s and 6s on the Kinsey Scale.



Breast Size

AA:	3%
A:	13%
B:	29%
C:	22%
D:	17%
DD:	5%
E+:	2%

The *Independent's* 2012 Sex Survey found that among Harvard student respondents, 61% said size matters, 9% had manboobs, and how the indy did strap-on.

The Imposter Among Us

An exclusive interview with an illegitimate member of the Class of 2027.

BY MIA TAVARES '27

Note: The student mentioned throughout this article agreed to be interviewed by the Independent under the condition that they remain anonymous in print. In order to respect their wishes, the Independent has replaced their name with the pseudonym Jane.

The December date of early acceptances marks a routine pattern each year, and the Harvard Class of 2027 was no exception—forming Facebook pages, Instagram groups, and many virtual friendships. For many, it was an exciting time, with everyone open to meeting new people and getting to know their future classmates. By March, it was clear that one student stood out. With a blue verification check (that later disappeared) and a sizable following of thousands, this student was unusually active in group chats and appeared to have quickly made many friends. “They seemed to be online 24/7,” recalled first-year Elson Bankoff '27. Nat C. '27, who preferred not to disclose their last name, described them as “seemingly the most social person at Harvard.” Who was this new, rising star?

As it turns out, they were a fake student. Soon after arriving on campus in August, the new first-years became suspicious of the person they thought was their friend, and acquired many pieces of evidence in order to form their case. The Class of 2027 used platforms like Sidechat and Instagram to circulate news of this “fake freshman,” citing screenshots of edited images, stories about interactions with Jane, and supposed confirmation by Harvard administration. However, the administration has yet to provide a comment for this story. To this day, Jane has disputed these claims and remained steadfast in their allegation that they were a student all along.

“My parents went to the Ivy League,” Jane asserted, discussing their choice of choosing Harvard. “I could have gone to Stanford or Yale, but [Harvard was] just a bit different, because I decided to go a different path rather than my entire family.” They looked at the applications and decided Harvard was going to be a challenge. “Harvard is the toughest school on here,” Jane concluded. “Let’s give it a try. I actually did the early action round and I got the acceptance in December.”

Upon arriving on campus for the second time (the first time being *Visitas* in April), the “fake freshman” quickly solidified their relationships, interacting with “all of us that did pre-orientation,” Nat C. observed. Jane became a microcelebrity, unfazed by their fame.

“There’s people who went up to me, saying ‘Oh my god, are you [name redacted]? Oh my god, you’re Harvard famous!’” Jane recalled, describing their early interactions with fellow members of their class. “I am social. It’s a new experience... How else are you going to get the connections and move forward in life and meet new people with different experiences? Because every person you meet, I feel like you learn something new every single day.” After making it onto Dean Khurana’s Instagram, helping students move in, and

attending a variety of Harvard events, it seemed that this student was integrated well within the Harvard community.

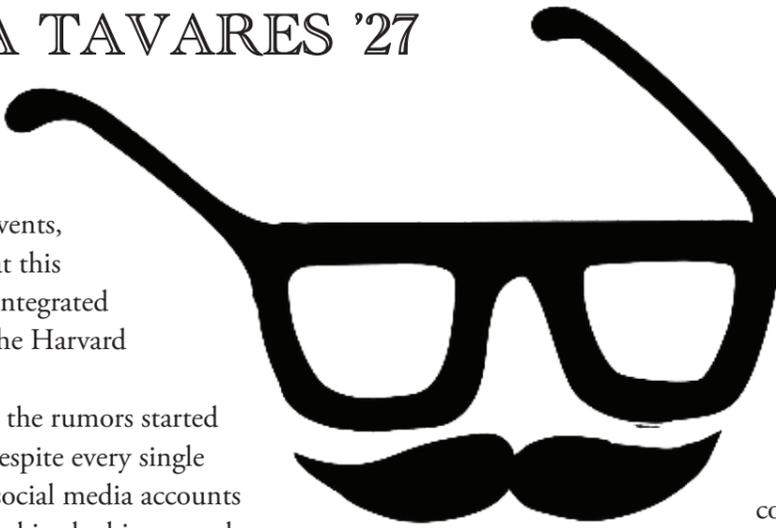
Then the rumors started spreading. Despite every single one of their social media accounts listing Harvard in the bio, countless posts on their own (and family members’) accounts, and even their old high school’s account alleging that they are a part of Harvard’s Class of 2027, multiple pieces of evidence surfaced which suggested that this individual did not actually attend Harvard. In the interview, the *Independent* presented Jane with the evidence, citing their inability to provide proof of acceptance or a verified Harvard ID, their absence from the printed or online registry, and their absence from on-campus dorm living (a requirement for all first-year students unless under extenuating circumstances).

“I’ve heard those untrue accusations about my actions on campus, particularly regarding accessing certain facilities. I want to clarify that I always swiped my own ID... and, you know, I never photoshopped anything, which is kind of annoying. But I guess [people] say that because I do photography and all that,” they said. While Jane did confirm they were not in a pre-orientation program, apparently already having “dropped out” despite being on campus at the time they were being run, they declined to elaborate on which one or why.

Social media also perpetuated allegations of sexual misconduct. In the document being circulated on Sidechat, students anonymously gave testimonies that “[They] sexually assaulted two people on campus,” and “[They] walked with me and my drunk friend home who threw up in my dorm, and the proctor asked who [they were], [the proctor] couldn’t find [their] last name.” Jane declared that these allegations were all very untrue. “I find that really offensive if I’m being honest. I would even say the opposite, actually, that there were like a couple of students who reached out to me, before we even got on campus, and asked to hook up.”

Jane elaborated on the situation that she had called “really annoying,” explaining that “one night, I was walking back from Wigg [a first-year dorm]. One person had their arm around me. And they’re like, Hey, I like you... And then they like, kiss me. And I kiss back, obviously.” Jane also admitted to sexting a Harvard freshman, but maintained that she did not engage in physical sexual relations with them.

After some time, when the rumors regarding their status as a student became commonplace, Jane completely disappeared from campus. By August 30th, they were gone, entirely hidden from the public eye. In a few texts sent to various friends sourced from a group chat, Jane promised to return in time for convocation and the rest of the school year. In their words: “I had to leave campus on [August] 30th due to family



issues in New Jersey...I received a difficult call from Harvard during my time in New Jersey...about the rumors, etc... That [call] led me to withdraw [as a student from Harvard].”

When asked to comment on the fact that they were not actually ever accepted or enrolled, Jane declared, “I will not be willing to comment on that. No, that was a conversation between [Harvard administration] and me. And I don’t want to comment on that.” At the time of the interview, “Harvard” remained in their Instagram, LinkedIn, and Twitter bios. The “fake freshman” explained that it was because they “deleted their socials.” Two days later, “Harvard” was replaced by “MA.”

In terms of future plans, they confirmed that they would not reapply to Harvard. “I wouldn’t transfer back to Harvard. Can I see myself maybe still forging the connections that I had? Maybe, because again, I’ve no hatred towards them. But the people that I was close with, I don’t know if they’d still talk to me.”

In several conversations the *Independent* had with various Class of 2027 members, it became clear that one final question had to be answered: Why did the “fake freshman” do it? With this in mind, a segment of the recorded interview has been transcribed below:

MT: Hypothetically speaking, if you had faked being a Harvard student, what did you gain? Why would you be compelled to do something like this?

Jane: As to why there really isn’t a why, I don’t understand why someone would do that. I feel like my only reason would be my father. But again, I’m not gonna go into that. Sorry, what was the other part of the question?

MT: Hypothetically speaking, what would be a motivation to act in that way?

Jane: There is none.

MIA TAVARES '27 (MIATAVARES@COLLEGE.HARVARD.EDU) ONCE SAW THE “FAKE FRESHMAN” WANDERING THE HALLS OF LOWELL DURING VISITAS AND PROMPTLY EXITED THE BUILDING.

GRAPHIC BY ANGIE LI '28

COVER ART BY KATIE MERRIAM '26
LAYOUT BY KAYLA LE '28 AND ANGIE LI '28

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