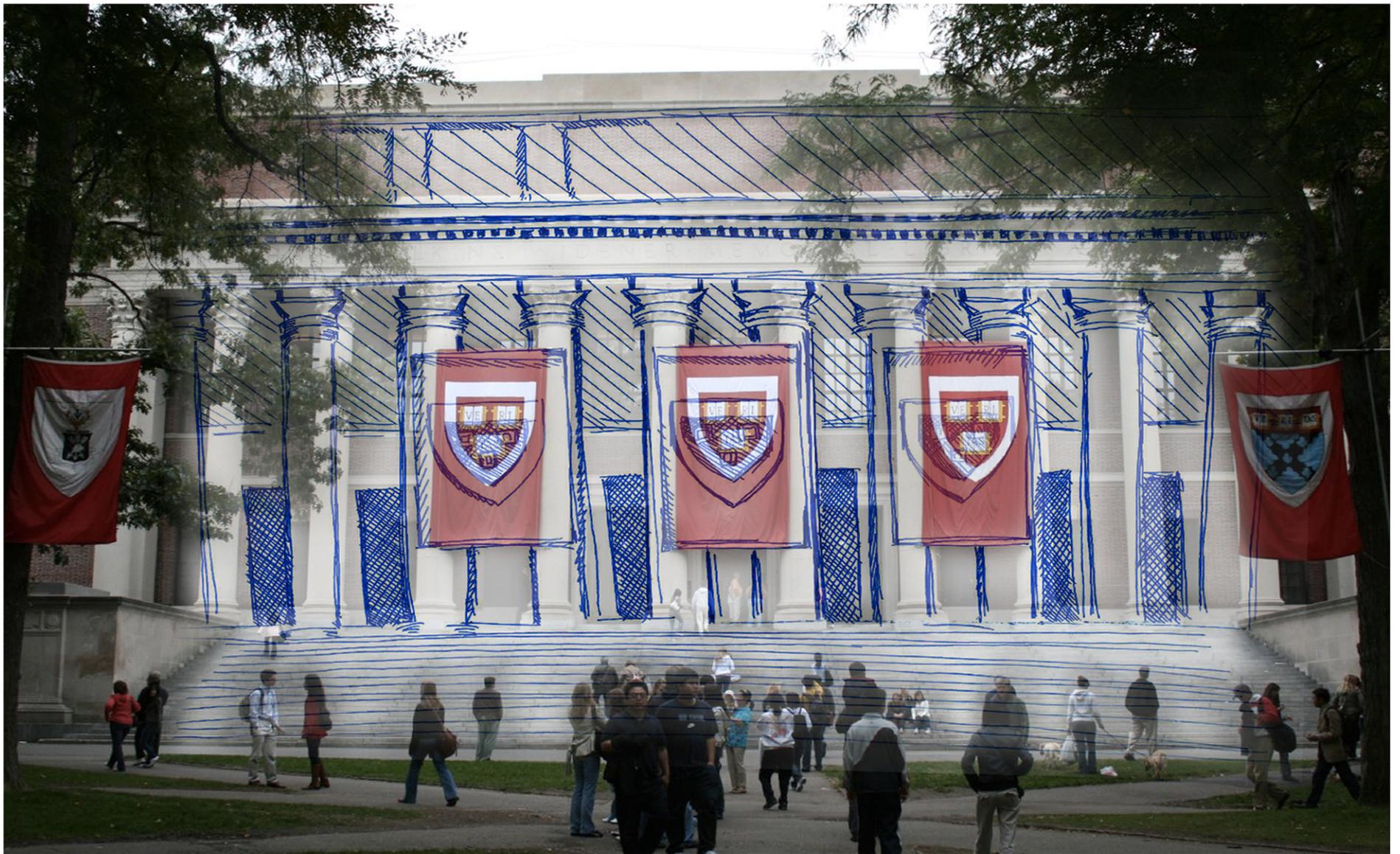


THE HARVARD  
**independent**  
09.17.15 THE STUDENT WEEKLY SINCE 1969

WELCOME BACK,



WELCOME HOME?

Inside: A-social Spaces, Fulfillment Abroad, and Marching Bands

# 09.17.2015

## Vol. XLVII, No. 1

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Luke Tang '18.

Cover design by Anna Papp

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As Harvard College's weekly undergraduate newsmagazine, 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.

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# INDY FORUM

## Welcome to the Indy

A Letter from the Editor..

By SHAQUILLA HARRIGAN

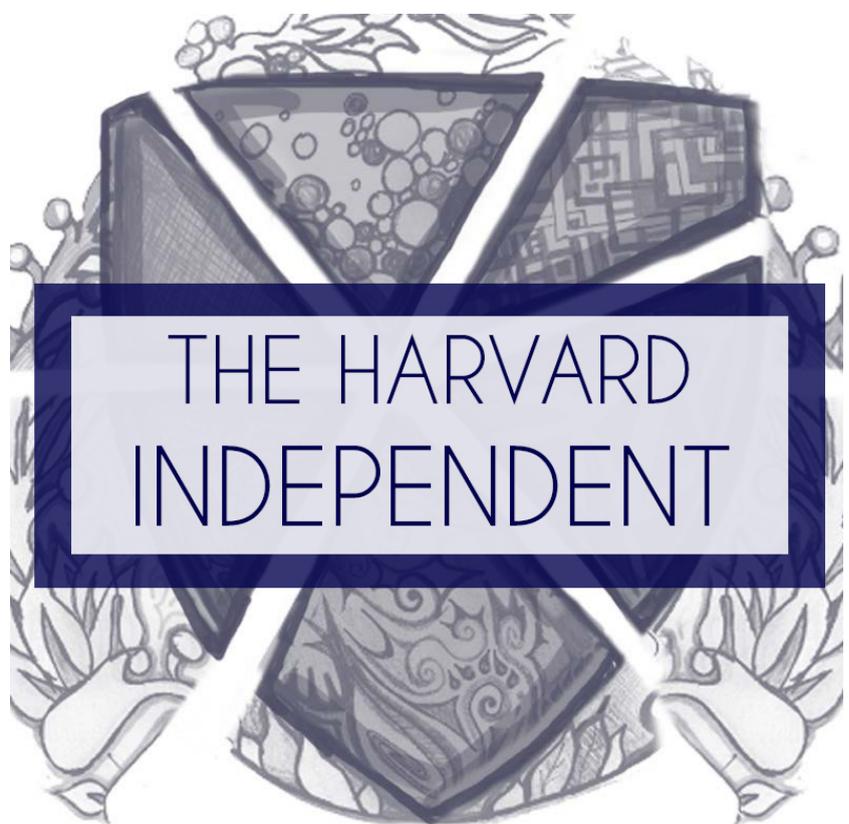
The Harvard Independent is Harvard's oldest student weekly. We were founded in 1969 amidst the waves of student protest and rebellion as a publication that would represent the voices of the undergraduate population and provide an alternative perspective on the various issues affecting the Harvard community. The Harvard Independent, affectionately known as the Indy, continues that mission today.

We write articles that pull back the curtain on what it means to be part of the Harvard community. We write stories that offer alternative perspectives to the mainstream publications on campus. When we say 'alternative perspectives' we do not mean we back away from real issues or pander to what our readers want to hear; instead, we offer the real, unique viewpoints of the diverse independent minds of the student body, which are not traditionally seen as the 'Harvard Perspective.' We write from angles that aim to shine light on aspects of Harvard that other publications overlook. Our stories range from funny and whimsical to insightful and hard-hitting.

When our writers join the Indy, they are not just joining a newsmagazine organization on Harvard's campus. Writers are entering into a collective of students who give a damn and have stories to share. Our writers are a part of a community of support; we push each other to go the extra mile for each other, our legacy and our readers. This community extends beyond the four years of college. Our extensive alumni network remains engaged with the paper through their time, talent, and treasure.

This semester, we'd like to continue our original mission while embracing our revamped online presence. As we move forward with updated platforms, we always remember our founding principles of providing our readers with high quality, in-depth reporting.

Check out our forum, news, sports, and arts sections. Read our blog section to get to know our writers on a more personal level. Look through our amazing Captured and Shot section for those times when a picture is worth a thousand words. Find our content



on our Facebook and Twitter pages where you have the ability to interact with our content.

Thank you for following the Indy on its over forty-five-year journey. We invite to along to continue flipping through our pages and clicking around our website.

Indy Love,

Shaquilla Harrigan, Editor in Chief

## Punching the Patriarchy

What a co-ed Spee does for Harvard's social scene.

By HUNTER RICHARDS

When women asked for rights, misogynists asked if that meant it was okay to punch them. But finally, the Spee club has gone ahead and done just that. This is the year when it's finally okay to punch women, but it's really the patriarchy that's taking the beating.

Women have only been accepted to Harvard College within the last 50 years, yet social groups continue to exclude them. Single-gender social groups extend beyond the final clubs. The age-old justification of preserving these exclusive spaces has been "history" or "tradition," yet Harvard has never been one to get left behind. While traditions may strengthen the Harvard community in some aspects, using them as an excuse to perpetuate male-only spaces where women lack a space for leadership hinders Harvard's growth.

For decades, final clubs have been the definition of an old boys club. However, rather than sticking to over 150 years of history vetting the exclusion of women, the Spee Club has chosen to open up their punch process. The harsh criticism of exclusive social organizations on behalf of Dean Khurana has brought attention towards these spaces and the absence of a welcome environment for all Harvard students. The inclusion of women into these clubs may not be the end of sexist behaviors on behalf of such social groups, but it does spark discussion.

Other student groups have also received flack for choosing exclusivity over selectivity. The Hasty Pudding Theatricals has been receiving criticism for letting women have key roles behind scenes but neglecting to invite them onstage. Men dress up in drag as women, yet women cannot join the Hasty Pudding cast. Last year's "Woman of the Year" Amy Poehler, commented

publically on this sexist exclusion of women performers. Women work on the business staff, tech crew, costume design, and writing staff; women play in the band and are elected to the student board; they serve the cast by dressing, lighting, organizing, and playing for them, yet they have yet to be welcomed onstage. Now, however, the curtain is closing on that accepted behavior and women are protesting these traditions and auditioning, despite the rules banning them, for the theatrical club.

As prestigious groups with strong networks of alumni supporters, like the final clubs and the Hasty Pudding, begin to recognize women as viable members, Harvard becomes a more inclusive space. When women are not invited into these social spaces, they miss out on the opportunities to vast networking connections, as well as on the chance to become alumni themselves who can give women a voice on powerful graduate boards in years to come. By failing to include women, these groups have given Harvard's male students more resources during their years on campus as well. Members of exclusively male clubs giving access to mansions in and around Harvard, professional advantages, and other positions of social power, means that the women of Harvard College are unable to experience the opportunities men have access to.

Spaces with a female focus have not gotten as much recognition as male groups have in the past. Groups like The Harvard Women's Center aim to advocate for female empowerment and offer inclusive spaces for all genders, though few men join. Unlike The Women's Center, female final clubs and sororities do not typically have their own social spaces and do not include men. These organizations also have shorter histories and fewer resources available

to them than their male counterparts.

Harvard's administration has also made great strides in reforming policies on gender. For the first time this year, students were given the opportunity to designate their preferred gender pronouns when registering with the FAS. By allowing students to indicate the ways in which they identify, the college validates students, regardless of gender. The inclusion of all genders [say goodbye to the binary] allows for a community that not only invites, but also embraces all students.

The fluidity of gender does not fit well within the rigid traditional structure students find in Harvard's social spaces. Allowing women to take hold in these organizations opens up the door to more open conversations about how to make these spaces more inclusive and safer for the community. Extending the invitation to women is the first step in creating a more diverse social scene, which will, in turn, will allow these exclusive spaces to address the other issues raised against them by the community with more insight and perspective.

Our history is one of male dominance and female exclusion. Congress was once an all male institution, as was Harvard, as were most professions and most organizations. However, slowly over time, women are gaining ground. Much like the policies in place that have long kept women out of the clubhouse, the Harvard community is changing and calling for action. Maybe this is the year of the woman, or maybe it's just the year we recognize not everything has to be about men.

*Hunter Richards '18 (hrichards@college.harvard.edu) is breaking the glass ceiling, one punch at a time.*

## Harvard Ignored Sexual Assault Study Thirty Years Ago Déjà vu all over again.

By ELOISE LYNTON

A long-forgotten sexual harassment survey conducted in 1983 by Harvard found that half of undergraduate women reported being subjected to unwanted sexual behavior by fellow students. However these results are not available online, have not been extensively covered by journalists, and, most shockingly, were largely ignored by the Harvard administration at the time.

Close analysis of the 1983 results could shed light on the much anticipated 2015 “Sexual Conduct Survey” data, which is expected to be released in several days, by revealing that sexual assault among Harvard’s undergraduate population has been a recorded and documented issue which Harvard has ignored for some thirty years now.

In 1983, Harvard’s Faculty of Arts and Sciences conducted a survey titled “Unwanted Attention: Report on Sexual Harassment Survey.” The survey was in response to brewing scandals involving the sexual misconduct of faculty members and was sent to all faculty and a random sample of Harvard students. The aim of the survey was to examine the use of University “authority or position to gain sexual favors” from subordinates; the majority of questions focused on sexual harassment issues in the classroom between faculty and students.

However, the researchers also decided to add in 12 short questions about ‘peer to peer’ conduct, and it is these results that are truly staggering: 52 percent of female undergraduates experienced unwanted “sexual gestures” from peers; 27 percent had experienced “pressure for sexual favors,” and 47 percent reported “unwanted touching.” Lastly, 2 percent of female undergraduates, or about 15 of the 720 women undergraduates who responded, had experienced “actual or attempted rape or sexual assault” by a peer at the University.

By contrast, misconduct by ‘people of authority’ was much less common: 19 percent of female undergraduates had experienced

unwanted ‘sexual gestures’ from faculty; 3 percent had experienced “pressure for sexual favors,” and 12 percent experienced “unwanted deliberate touching.” There was one report of actual or attempted rape by a person of authority.

Though the results of the ‘peer to peer’ questions were far more striking, they were not made public at the time and led to no reforms by the university or even public discourse by students themselves. Instead, it was the far less dramatic news about faculty misconduct that got attention – including a story in the *New York Times*. In response, the University overhauled its policy regarding student-faculty interaction, and a number of faculty members were fired. Yet, still, nothing was done to address the issue of peer-to-peer assault.

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Fast-forward to present day, when mounting pressure finally has Harvard scrambling to respond to an issue they’ve known about for thirty years.

The year 2014 brought an onslaught of attention on the issue of sexual assault from all directions. In March of 2014, the student group Our Harvard Can Do Better filed a complaint with the DOE asserting that the College’s sexual assault policies failed to comply with federal law. In April, the Office for Civil Rights began formally investigating the College’s sexual assault policies. In May, The Department of Education’s OCR released a public list of 55 institutions of higher education under investigation for possible violations of federal law. Both Harvard College and Harvard Law School were on that list.

The university responded to this pressure with hurried reforms. In the fall of 2014, Harvard released an updated sexual assault policy in accordance with Title IX, which used the “preponderance of evidence” standard to decide cases of sexual assault. On April 16th 2014, President Drew Faust announced the formation of

the Sexual Assault Task Force to assess Harvard’s policies. And, last spring, Harvard conducted its Sexual Conduct Survey in order to quantify the prevalence of sexual harassment and assault on campus; in short, looking for results that were already completely obvious in 1983.

\*\*\*

Although the recent hurried response to student and government pressure has yielded positive progress on campus, such measures should have been implemented long ago. It took pressure by the federal government, student action and now the long anticipated results of the survey, to get Harvard’s attention, and to finally protect, defend, and listen to Harvard undergraduate women.

That Harvard made a great error in ignoring the complaints of undergraduate women in 1983 is most evident in reading the words of one such forgotten voice in the 1983 survey. Her words, sadly, are not so different than those spoken by women on campus today.

*“I would like to see more open discussions and forums on sexual harassment. It is a problem. Rape happens. Acquaintance rapes happen...The University has an obligation to confront the dangerous warped conceptions of violence, of male-female relationships, of sexuality and of dominance and ego. I want to feel confident and proud without having to worry about being threatening and I want to trust and to love without fearing for my soul or my life.”*

The results of the 2015 Sexual Conduct Survey will be released in the next few days, and it doesn’t take much journalistic guesswork to predict that the outcome won’t be pretty. The real story, however, isn’t what these results say, but how long it has taken the administration to listen.

*Eloise Lynton ’17 (eloiselynton@college.harvard.edu) isn’t so sure she wants to know about what other news Harvard has buried.*

## Looking Back, Looking Forward.

How a semester abroad helped me come to peace with my first three years at Harvard.

By ANNA PAPP

It's strange to be back in the US and at Harvard after a semester of studying abroad in Vienna, traveling around Europe, and working at a summer internship in Armenia. Studying and working abroad has so many wonderful advantages that I know I won't have to explain to most Harvard students. Yet, my study abroad semester taught me more than I ever hoped. A chance to reflect on my own, my parents', and my continent's past and present has helped me view my first three years at Harvard with a healthy mix of confidence and criticism, instead of anger and false explanations for silly mistakes.

### Vienna

I studied abroad in Vienna because I wanted to reconnect with my seemingly forgotten childhood in Budapest, and my relatively newly found identity as a European, rather than just a Hungarian. Although I was born in Budapest and I went to elementary school as well as part of high school in the city, I've been living in the US for almost six continuous years before deciding to study abroad. I love Vienna because it's like Budapest, except for being fancier and cleaner. The Danube makes both cities come alive, whether blue or gray, cold or warm. Although our languages' roots have nothing in common, they sound strangely similar. A friendly hello is "Servus!" in Austria and "Szervusz" in Hungary. A joke, however funny or dumb, is "Witz" in German and "vicc" in Hungarian.\* And I could go on.

A semester studying abroad gave me a chance to slow down. Instead of trying to do everything more and better, I thought about why I want to do the things I do and why I don't want to do other things. I thought about what I didn't do so well in my first five semesters and what I really wish I had done differently. Then I convinced myself it doesn't matter what I should've done differently and better, and that I have one more year to learn and do a lot of things the way I want to do them. I thought about the fact that I should've had these conversations with myself a long time ago. Then, I convinced myself that it's totally fine and was grateful that at least I'm thinking about these questions now.

### Berlin

Studying abroad also made it possible to travel on the weekends. My first weekend in Berlin was perhaps the most eye-opening and magical three days of my life. Eye-opening and magical in the way that being suddenly dropped into the setting of your favorite childhood cartoon is. My childhood was filled with my mom's stories about growing up in Communist Hungary. While the stories were always ex-

tremely critical of the era, for me, the memories seem simpler and lighter. Stories of her singing songs about Lenin in the car during road trips, or silly stories about the absurdities of the Pioneer Movement revealed her fascination for the past and that past's impact on her and the world and became, for me, some of the most defining moments of my childhood.

Berlin made these stories and songs come alive and satisfied my desire to understand this integral part of the 20th century a tiny bit more. Berlin remembers the dark side of history in a way few European cities do because it really must remember; the pieces of the Wall watch over the city and, the Memorial to the Murdered Jews of Europe stands silent but strong. Yet, the wonderful present culture of music, language, and food show that the focus is on the future. And for reasons even I don't fully understand, seeing this inspired me to reflect on the past and focus on the future as well.

### Harvard

I can't change the past, but I can learn from it, analyze it, and move forward more confidently. This is an obvious lesson that I learned a long time ago. But as obvious as it may be, the past few months abroad have taught me that this applies to my four years at Harvard as well. It really is okay for college to be a transformative four years. And it really is okay if that transformation means many small mistakes. Why am I telling you this? I guess I hope that anyone frustrated with class choices, concentration choices, internships, friendships, and relationships at Harvard learns from this confusing story of cities and stories, cities and stories which helped me to look back, and then look forward.

*Anna Papp '16 (annapapp@college.harvard.edu) is excited for the challenges of senior year and is always happy to talk about studying or spending time abroad.*

\* Pronounced the same!  
*Illustration by Anna Papp*



## Burnout at Harvard

A damning investigation of why some students decided to take time off from Harvard.

By ADITYA AGRAWAL

“There was no one holding me there,” says Sam’17\*. “My sense of joy in life bled out of me over the course of sophomore spring.” Sam decided not to return to school this fall, choosing instead to till a farm in Rural Wyoming.

Taking time off college may be a phenomenon as old and weary as college itself, but it is not that simple. Like all things Harvard, it can never be that simple. You think of Harvard and you think of superlatives—the oldest, the richest, the smartest, etc. We have an endowment that puts entire economies to shame; we produced eight American presidents and countless Supreme Court justices. Crimson bloodlines sustain the glistening spires of Wall Street. But while we may have uncovered the secret to raising donations, producing presidents, and cracking case interviews, we have yet to find the password to producing happy students.

On a campus drowned in ambition and social anxiety, an increasing number of students are choosing to take time off, not to work or travel, but to escape the institutional shutters of Harvard.

While the same could be observed for a number of competitive colleges, it would be too easy to ascribe the trend to a general high-stakes environment. Harvard is no wellspring of perfection: could there be deeper structural issues beyond the competition and exclusivity, deeper fault lines that are breeding frustrated young men and women?

### LONELINESS

For Sam, the biggest problem was

loneliness. “I’m not a huge fan of the blocking system, which I feel can make it seem like you’re supposed to find your friends for all of college in the first 5 months of college, and then you’re stuck with those 5 or 6 or 7 people and sort of expected to hang out with them and love them for the rest of the time here,” he says.

Under the blocking system, students in the spring of their freshman year team up with fellow freshmen to form ‘blocking groups.’ Your housing fate is now anchored to that of your blocking group: your group is assigned a house, your home for the rest of your time here. One can, of course, choose to ‘float’ in the housing lottery by not joining a group. Once assigned a house, you may choose to transfer out. But only groups of 2 can petition for a switch in what is an infamously fickle transfer lottery.

“I’ve seen it work out great for some people who do find those amazing friends by February freshman year, but it didn’t work out personally for me,” Sam adds.

It is significant to note that Sam is not a person one would conventionally term asocial. He has had two relationships at college, in addition taking a cross-country roadtrip for a social cause that received national media attention. “He is the opposite of asocial,” a close friend and confidante said of him.

For Sam, however, loneliness extended beyond the dynamics of group housing. “It is not hard to make friends at Harvard. It’s hard to maintain a friendship once it’s been formed.”

Friendships nurtured in class rarely survive the semester, as hectic schedules,

housing distances, and extracurricular commitments enter the fray. Friendships in extracurricular are better positioned to succeed, but only marginally. “People at Harvard just prioritize other things than the people around them, in my experience, in a way that I found more frustrating than any other factor,” he says.

Even Houses often fail to produce friendships that go beyond one’s blocking groups or circle of acquaintances, a phenomena that the administration hopes to tackle through a college-wide program that seeks to enhance the level of social interaction and bonding within Houses.

Blocking groups and/or social groups such as final clubs, sororities, and fraternities often prove to be the only sources of meaningful and consistent social interaction on campus. As final clubs bear renewed administrative scrutiny for promoting sexual harassment and exclusivity on campus, many have blamed the administration for a lack of alternate college-sanctioned social spaces. William F. Morris’17, in a Facebook post, wrote that the lack of safe social spaces “endanger[ed] the social and mental well being of students on this campus.”

### NOT PREPARED FOR HARVARD

For Valentino R. Gonzalez, ‘18, it was a different case altogether: he felt he wasn’t prepared academically or socially for Harvard. The prospective Neurobiology concentrator from Los Angeles is currently on a year off from college.

*continued on pg. 8*

## Burnout at Harvard

continued from pg. 7

By ADITYA AGRAWAL

“Harvard allows students from any background to study along the academic and privileged elite who already know how to ‘game the system’ which is the reason I felt isolated and burned, aside of personal stress,” he says, adding that it is a new issue that naturally arises from “allowing students from any background to study at a previously all-white school.”

The problems faced by incoming students from low-income communities or under-resourced high schools have been well documented. In fact, both Princeton and Yale have programs geared towards such students as part of their orientation weeks. Harvard alone stands conspicuous in its lack of one.

Savannah Fritz’17 took a step forward in this direction when her idea for a ‘Freshmen Enrichment Program’ for incoming students from under-resourced high schools won \$3000 from the Undergraduate Council’s ‘Harvard Project’ grant.

“In terms of academics—and this is the major thing, of course—the sheer gaps in preparation can set a student back while more prepared peers hit the ground running,” she says. These ‘gaps,’ Savannah includes, can come in the form of material and the lag in content some high schools may cover as well as differences in study skills.

“The immense amount of time many public schools must spend on standardized test prep in the hopes that some students pass state-mandated exams decreases the amount of emphasis they can put on critical thinking skills and increases the amount of rote memorization their students develop,” she adds.

It is necessary to recognize that that the shock is not merely academic, but also cultural, and Gonzalez agrees. For him, Harvard has so far been “a tumultuous experience where [my] consciousness about life, society, knowledge and emotion was built and destroyed in the course of 7 months.”

Fritz, who herself considered taking time off due to a sense of unpreparedness, worked this past summer on building a model for the program, and hopes to get it running by August 2016. Significantly, no university office including the Admissions Office, Office of Student Life, or the Advising Programs Office have formally offered to control or coordinate the logistics of the program yet.

Such support is crucial for the pre-orientation program is to have an institutionalized structure. Besides, the program will assuredly require the guidance of those who know more about educational issues and meaningful programming than Fritz, a twenty year old, can.

### HARVARD IS A HEALTH HAZARD

“It was due to health concerns,” says Max’17\* of his decision to take this term off.

The Quad resident is handicapped and requires a wheelchair for travel. With unprecedented levels of snow in the region this past winter, Max learned that handicaps and snow do not gel together too well, not at least on Harvard terrain.

“It was the first time in my life when I pondered about what disability is after

the injury,” Max says. It was incredibly challenging for him to go to classes, sections, and office hours especially when the buses weren’t working on schedule. Max says he spoke to President Faust, Dean Khurana, and “probably more than 5 other deans” to resolve the situation. He was finally moved to Leverett, whose distance to the Yard is only marginally better than the Quad’s. It took “more than three months” to resolve his case, an entire semester’s worth of time.

Handicap inaccessibility is no new issue. Quincy is the only totally wheelchair accessible river house. Still, the issue goes beyond providing accessible spaces. Harvard may have incredible resources to help students but, according to Max, each time the burden is on the students to ask for help. “It is students’ duty to ask for help, but for students who are having a difficult time already, that simple next step to approach for help may be the most challenging part,” Max says.

While opinions differ on what the college may do to reverse the trend, the most vulnerable groups on campus such as the handicapped, queer, or first generation student groups would be a good place to start.

### LOOKING FORWARD: PLANS FOR THE TERM OFF

Sam hopes to become a person who “treats everyone with dignity” instead of a person who “judges others’ worth and deems them either worthy or unworthy”, which is who he thought he was becoming at Harvard. Valentino hopes to catch up academically, with a special focus on math, music theory, neurobiology and writing skills, while Max hopes to rest and get back in shape. But they are all united in their hope that Harvard learns the errors of its ways.

\*some names have been changed to protect the identities of some individuals

*Aditya Agrawal’17 (adityaagrawal@college.harvard.edu) thinks that sometimes taking time off makes time at Harvard better.*

# Interpreting Circles

A first-hand account of a contemporary dance class.

By SHAQUILLA HARRIGAN

**A**s a senior, I constantly think about all the things I have to do before I graduate and lose all the privileges associated with being an undergraduate. I also decided that I would be a little selfish and do something that I've always wanted to try. So what did I do last week? I signed up for introductory contemporary dance classes through the Harvard Dance Center.

When I was little, I had grand dreams of becoming a renowned dancer. However, my parents had different plans for me and sent me straight to the textbooks. I never ended up getting to take dance lessons as a child, and when I came to Harvard, the opportunity seemed to dangle itself before my eyes. Two of my close friends would always rave about the dance classes and overall dance scene at Harvard. Listening to their stories and seeing them put on little routines during our hangouts made me want to get in on that action.

This semester, I put on my big-girl britches and registered for contemporary dance classes every Friday evening. Last week was my first day of dance class. I hadn't been this nervous to start classes since freshman year of college. Walking into the studio, I could see a couple of the other women stretching in seemingly impossible ways. I panicked; what were they doing here? They should have gone to the more advanced lessons.

Trying to calm myself, I sat on the floor and began to do the couple of basic stretches I knew. About five minutes later, a petite yet energetic man came in with a string of bells. When he went around and welcomed each of us to his class, I realized that he

must be Yo-el, the instructor. After making his rounds, he had all eight of us gather in a circle to do warm-up exercises.

First, Yo-el had his assistant play the drums and piano. Next, we began doing warm-up exercises and breathing techniques, which were meant to physically and mentally, prepared us to dance. Next, Yo-el had us pace around the entire studio. He encouraged us to move freely and not think about where exactly we were going. Our pace was to match the rhythm of the background music. As this segment progressed Yo-el had us change directions, elevations, and incorporate other parts of our bodies. I thought, "Okay. This isn't so bad. I can do this. Dance lessons aren't so scary."

But, the next segment was perhaps the hardest part of all. It wasn't at all physical; it was mental. Yo-el had us lock eyes with another classmate and stare at them for two minutes. He emphasized that we should emote with our eyes and switch back and forth between looking at our partner and looking "through" them. For me, this was a difficult task; I feel that Harvard kind of conditions students to look away from each other. I know I actively avoid making eye contact when walking through the yard by scrolling through my many-times-read texts. This exercise forced me to look at someone who wasn't a good friend directly in the face. As uncomfortable as it was, it was refreshing sharing a semi-intimate moment with a stranger.

One of the most freeing parts of class was "interpreting a circle." Yo-el told us to move across the space using whatever

movements we thought most represented the "concept of circles." At first I was unsure of what to do, especially after seeing the more experienced dancers glide across the studio with sweeping arm gestures. As my group was about to go, I just pushed all other thoughts out of my head, focused on the "ta-ca-ta-ca-ta" of the drums and went for it.

It was so incredibly freeing to just move without judgment. No one else in the class had a wrong or right answer on how a circle is to be performed through movement. I let myself just move through space, allowing my limbs take charge of where I ended up. Before this dance class, I had never felt so unburdened by my own insecurities. I hope to capture that feeling of total body confidence in all aspects of my life.

I felt totally powerful and actually somewhat graceful until Yo-el pulled back the curtains to reveal a giant mirrored wall. Seeing myself move and dance was discouraging. Seeing myself reflected was the first time in the class that I felt like I had 'messed up.' I hope by the end of these lessons in November, I am able to look at myself in the mirror and maintain the same freedom to dance I had when my reflection was covered.

The dance lessons that I've wanted since childhood are not only teaching me how to dance, but are giving me lessons in building body confidence. I'm not surprised that I'm learning how to reconnect with people, but I'm also learning to reconnect with myself.

*Shaquilla Harrigan '16 ([sharrigan01@college.harvard.edu](mailto:sharrigan01@college.harvard.edu)) wants everyone to shut up and dance with her.*

## Football is Back

Come follow the band to the schools they support.

By PEYTON FINE

Labor Day weekend marked the return of football to America, college football that is. With its return came tailgates, alumni reunions, and marching bands, three items unique to college football. Nothing compares to the fanfare of trumpets as the players enter the field. If there ever existed a true parallel between football and gladiators, it is this. Simply put, college football without a marching band would not be the same. The tradition symbolized by each group is a thing of beauty both for its on-field ability as well as its window into each school.

Because of Harvard's late start to the football season, I spent my first weekend of the season at Notre Dame, where my brother goes to school. Harvard football and Notre Dame football do not have a lot in common on the field these days. The teams play in different divisions of college football, the schools place a very different emphasis on the importance of the teams, the students care to two totally different degrees about the teams, and it's safe to say that one team would beat the other 99 times out of 100. (I won't say who would win those 99 games, but interpret my silence as an admission of defeat.) However, the bands at both schools draw praises at the games in their own right. Both bands are steeped in tradition with quirks and intricacies that could never be understood from the outside. Yet, even with these similarities, the bands could not look more different from the outside.

Notre Dame has the oldest continually existing band in the United States. It first performed in 1846 and remained in existence even while losing students to fight in the Civil War and both World Wars. Over the years, the band has expanded its traditional repertoire to include more than ten variations of Notre Dame-themed songs that are played at specific moments during the game. Harvard's Marching Band has been around for over 100 years as well, and they too have their own repertoire of chants and cheers that date back to the band's early days. Those cheers have filtered their way into the vocabulary of stadium cheers, and no fan experience would be complete without it. But, outside of this, very little is the same.

Notre Dame takes the field in a tightly packed grid with four columns and the columns stretching as far as the eye can see. Three hundred eighty members pile into the tunnel and

then fan out to form another perfect grid. From there, the Band of the Irish intones the oldest fight song in the world all the while marching in time. The left feet of 380 members strike the ground on beats one and three, the right feet strike the ground on two and four, and by the time the fight song has ended, the band has spelled out Irish. And, that's just pregame. The band's halftime show is even more carefully choreographed to match music and movement. That choreography included making a cheerleader out of 380 bandsmen, moving those bandsmen to make the cheerleader do a split, all while playing OMI's hit "Cheerleader."

Harvard, on the other hand, subscribes to a different marching style, which some would not even consider marching. The band performs a scramble to get from one spot to the other on the field. That means that they simply walk in any direction they want as long as they end up in the form on the set beat. It does lead though to some incredible things like using the largest bass drum in the world and at one point conducting the band with the world's largest baton. Harvard has even been notorious for the jokes they are able to make mid-show, which inevitably includes calling the opposing team a safety school. They have even been banned from saying the opposing team will work for the band when Harvard is losing.

When you look at it another way, this comparison is pretty simple. The bands in many ways mirror the schools. Notre Dame is disciplined with showy effects and a prideful sound. Harvard is a little more highbrow with the freedom to joke and play as the time arises. Just like in all music, these bands are disparate, and people's individual interests will determine what they like. But, without a doubt, football is back and with it the band comes marching in. Whether they march in a grid or in a scramble, whether they exude discipline and showmanship or sharp humor and world records, follow the bands to the arrival of football.

*Peyton Fine '17 (peytonfine@college.harvard.edu) visited Notre Dame for its opening weekend of football against Texas. His love of band comes from his own experience as a high school band nerd and will happily follow the band to his second passion, football.*

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# captured and shot



A huge thank you to everyone who stopped by our table at the Activities Fair and came to one of our Open Houses!

For those who couldn't make it, but want to comp or learn more, please don't hesitate to e-mail:

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