Secret faculty society is a campus mystery

by DAVID NORTON

They call themselves “The Apostles.” A secret faculty society that has existed for almost a century, the group was formed to oppose Lafayette’s administration and is said to have caused the downfall of at least one college president.

Though The Apostles seem to have lost their political focus — reportedly failing to meet this year — they were once a powerful force on the school’s campus and are still a topic of secrecy and speculation.

According to Al Gendebien, college historian and a retired Apostles member of the group has been constantly kept at 12, a play off the 12 biblical apostles. The group’s name, he said, came about because the society originally had that many members.

I nterest in the group initially grew in the 1930s, when the question of student deferment from the draft was being debated. Although the group is said to have been formed in 1934, it operated in secret.

The group’s membership was limited to a select few of Lafayette’s most influential faculty members, and the group’s activities were kept secret from the rest of the university’s community.

In 1945, the group’s activities came to light when a student who had been a member of the group revealed the group’s existence to the university administration.

The group was subsequently disbanded, and its members were reportedly threatened with disciplinary action if they continued to participate in the society’s activities.

While academic discourse and informal interactions have been integral elements of The Apostles, the society’s long-term impact on the university is still a mystery.

Tight semester calendar prevents exam reading day

by BETHANY BOSCHER

As is typical for the spring semester, students will only have the weekend as a reading period before exams, said Registrar Francis Bengtson.

In the fall semester, an extra day is given, but the packed nature of spring semester prevents that.

Students have mixed opinions about the schedule. Keith Woytowich ’93 said, “I think it’s unfair that we have absolutely no reading days. All College Day is two days before finals and the school condones our participation in it.”

Anita Mudiford ’94 said, “I think it’s a reading day, would be a good idea.”

On the contrary, Melissa Holz ’94 said, “It really doesn’t bother me.”

The last day of classes is Friday, May 4 and final exams begin the next Monday, May 7. Some schools offer reading periods of up to a week for students.

According to Dean of Studies Christopher Gray, Lafayette does not have this option due to a longer semester, a three-week winter inter, and a tight schedule in the spring.

Gray said Lafayette has a 70-day semester whereas many schools only have a 60-day semester. Also, Lafayette begins its spring semester later in January than most schools because of its interterm program, said Gray.

Tutoring program trying to reach more freshmen

by PAMELA ROTH

Lafayette College is hoping to convince more freshmen to give peer tutoring a chance.

“It is very challenging to get freshmen to utilize the Academic Resource Center’s peer tutoring program,” said Assistant Dean of Studies Elizabeth Nixson.

According to Nixson, many students are in denial that they need academic help because they achieved high grades in high school. Nixson said she thinks freshmen might not access the program “because they haven’t made the transition from high school to college.”

Academic Resource Center Coordinator Barbara Lipkin agreed, saying, “They don’t know better.”

Students desire more AIDS awareness

by CAROLINE MARIE ESHMAN

Following a recent AIDS symposium held on campus, some Lafayette students are voicing concerns about what they feel is a lack of AIDS/HIV awareness at Lafayette.

CONWAY HOUSE HEAD RESIDENT ADVISOR Scott Wynn ’92 said, “AIDS prevention is a topic that needs more attention on campus. Most students feel like they are invulnerable, but in reality they aren’t.”

Similarly, Evan Adler ’92 said, “I think that students have adequate knowledge of HIV and AIDS, but there is a misconception that they will never be affected.”

Lafayette students keen on high grades

by JESSIE WALTERS

Finals are fast approaching and grades are on the mind. While some Lafayette students consider extremely high grades as incredibly important, others are content with simply passing.

Most Lafayette students said that high grades are very important to them. According to an informal survey conducted by The Lafayette, 97 percent of students aim for a GPA above a 3.0. Of those students, 19 percent aim for a 4.0 or above.

According to Dean of Studies Christopher Gray, the current cumulative all-college GPA is a 3.10.
Students evaluate tutoring services

Tutorial requests by class

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<td>Seniors</td>
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supplied by the Academic Resource Center

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ing, "Students at Lafayette are very involved, but we have a core database academically well up to that point," she said.

Nixon said the main goal of the peer tutoring program is not to help students with their academic problems, but to aid freshmen by making beneficial adjustments in their study skills. Lipkin said the main goal of the peer tutoring program is to provide academic assistance outside the classroom that supplements what the professor is doing.

"Upper-class students know about our program already," said Nixon. "We try to concentrate on getting freshmen to use the tutors," she said.

Many students realize they need a tutor only after they receive lower midterm grades at Lafayette, said Nixon.

With regard to digger academic assistance, Assistant Coordinator of the Academic Resource Center Sharon Bright said, "Your professor is your best source of help."

According to statistics provided by the Academic Resource Center, from fall 1998 to spring 2000, the freshmen class was the majority of tutorial requests. In spring 2000, for example, the freshmen class of 2003 constituted 53.7 percent of the students who requested help.

According to the Academic Resource Center, there are 83 active tutors this semester, in addition to several others who have not yet been requested by students.

Rachel Blackman '04, psychology tutor, said she was approached to be a tutor two months ago, and she is still waiting for a tutee. "They definitely don't have enough tutors in the physics department, and the biggest class in the program is that they don't have tutors in the subjects students have a lot of trouble with," said Blackman.

According to Bright, most of the courses that offer tutors are 100-level classes. Student assistance is highly requested in science, math, computer science, economics, and foreign languages, said Bright.

Some Lafayette students have complained that tutors are not available upon request. Bright said the number of tutors for each department varies each semester, but that 300-level course tutors are generally hard to come by.

According to Lipkin, students may have trouble acousting a tutor for a 300-level class because seniors do not have time to tutor a student. Bright said there have been a few situations in which 300-level tutors were not available for students that requested them. In such a case, Bright said a student is placed on a waiting list. The Academic Resource Center then contacts the student's professor to supply a tutor from the class, or the student is recommended to attend study sessions and work closely with the professors themselves.

Nancy Friedman '01 said she applied for a 300-level engineering tutor two weeks ago, but still has not heard back from the Academic Resource Center.

However, most students interviewed said the peer tutoring program is effective for students, especially freshmen, and that the tutors are easily accessible when needed.

"I think the tutoring is really effective, especially for freshmen who don't really know what to do in their classes," said Michelle Kamine '03. Both Bright and Nixon feel that the Dean of Studies and Resource Center should advertise the program well, although some students disagree. "I'm sure the program is beneficial, but I think they need to advertise it better," said Jim Sarraza '04. Blackman said that academic services and the peer tutoring program are effective, but are definitely not being publicized enough.

Eric Staffer '02, a general chemistry tutor, said he thinks the program is effective and it is advertised well. "The program helps students keep up with the learning material." However, Staffer thinks that most freshmen do not know about the program and therefore would not use it as much as they can.

HIV/AIDS awareness on Lafayette campus

"I think that students have adequate knowledge of HIV and AIDS, but there is a misconception that they will never be affected."

—-Evan Adler '02

Students at Lafayette are aware of the dangers posed by HIV and AIDS, but they may not be aware of how to combat them.

"Adams said that Human Papilloma Virus, which causes warts, is the most common sexually transmitted disease and is not transmitted through sexual behaviors," said Health Promotions Coordinator Cindy Adams. Adams said there is collaboration among various campus organizations, including the Brothers of Lafayette, Association of Black Collegians, Lafayette Activities Forum, and the Resident Assistant to form students about sexual health.

Adams said that one student program, HIV/AIDS Prevention and Education Now (HAPEN), addresses AIDS and HIV in the surrounding community. Heather Kahlzowicz '02, who leads the program, said its purpose is to teach AIDS education at local elementary and middle schools, raise money for a local outreach center, and participate in the Blood Drive, Wellness Day, and World AIDS Week.

Associate Dean of Students Pamela Brewer said Residence Hall Council and the Outreach Center promote AIDS awareness through programming as well.

Despite student concern, there may be a lack of interest in personally promoting AIDS awareness. Adams said Students Educating on Responsible College Health (SEARCH), a program focused on promoting campus health, is inactive this year due to lack of student involvement.

Several students expressed concern about the lack of AIDS awareness on campus. Sanaaya Council '02, who is also Adams' assistant, said, "I think that the disease needs to have more visibility at Lafayette.

All I have seen in AIDS awareness is a VAST class and the recent symposium.

Other colleges and universities take different awareness initiatives. Bucknell University Director of Community Health Promotions Tracy Shaynak said, "To get students to understand the risks involved and to change their behavior, Bucknell sponsors various events in addition to several sexual health programs where guest speakers with AIDS/HIV come and relate their experiences.

Pennsylvania State University has campaigns involving student government, an exhibit, mock trials, and attempts to reduce the fear surrounding HIV tests, said Nathan Thomas, community health educator and supervisor of the Pennsylvania State University's HIV testing program.

Thomas suggested, "Before any new programs are initiated, good feedback must be obtained from the students. A needs assessment must be conducted of the student body. After this, creative ways to reach the campus can then be discussed." Thomas also commented that when you personify the disease and get people to relate their experience, the results could be very effective.

McTavish said that students agreed with Thomas' idea that a personal connection must be made in order to create AIDS awareness. Nana Bentoh-Eniukll '02 said, "Sometimes statistics are helpful, but they are just numbers. When you add the human element it is much more effective."

Associate Dean of Students and Director of Student Activities Pam Brewer said she believes there is a "relatively good degree of awareness through programs like Residence Hall Council and ones offered through the Community Outreach Center." Brewer said, "You cannot have forced education, you can provide the resources so students who are interested can access valid information."

The most recent attempt to educate Lafayette students about AIDS and HIV was the first annual AIDS symposium last Wednesday. This event focused on educating the campus on the disproportionately higher growth rate of AIDS and HIV among members of the Black and Latino communities, said Event Chairman Bruce Edwards '01.

Student and faculty members were very supportive of the event. Bentoh-Eniukll said, "I think AIDS/HIV is a very scary topic and the symposium was very effective because the consequences of AIDS/HIV hit home hard."

Council said, "The AIDS symposium was a good first step in increasing the AIDS awareness on campus, but it's not over. There has to be repetition to get the point across that AIDS is a problem and it can affect college students."