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## Sandspur, Vol 105 No 09, November 24, 1998

Rollins College

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Have a Happy Thanksgiving,  
 Rollins!



# The Sandspur

The Oldest College Newspaper in Florida • Founded 1894

November 24, 1998

Rollins College • Winter Park, Florida

Vol. 105, No. 9

## HIV Testing Has Arrived

by Kathleen Hughes  
 The Sandspur

HIV testing has just been incorporated into Lakeside's array of services. The testing is given on Tuesdays and Thursdays, and appointments are recommended. The results take about a week to be received by Lakeside. All testing, along with HIV, is kept confidential, and results must be received in person. The results will allow the patient to see if he or she has any sexually transmitted diseases, including HIV. The tests are reasonably priced at approximately twenty dollars, cheap when compared to other clinics in the

area. The test can be paid for on any Rollins account.

Any student who fears that he or she may have a sexual transmitted disease should utilize the service. The Lakeside Health center is available for all students to use and should be utilized for a variety of services. They offer birth control, condoms, prescriptions, and doctor services every Wednesday. If they do not offer the service needed, they will direct students to an alternate location where they can be treated. Many of the references accept Rollins insurance, which makes it easier for students to receive the care that they need.



Inside the Lakeside Health Center

## What Is Personal, What Is Public

by Scott Gutierrez  
 The Washington Daily (U. Washington)

(U-WIRE) SEATTLE, Wash. — The University keeps them forever. A student who attended the UW during the 1920s would still have one — kept somewhere on microfilm in a storage vault. They contain everything the school knows about you. They're your student records, and federal law says they're private — nobody can see them but you and an instructor or academic adviser.

In 1974, Congress passed the Family Educational Records and Privacy Act (FERPA), which provided students explicit rights and securities regarding their educational records. The intent of the law was to protect student privacy and prevent confidential student information from being used inappropriately. Under the provisions of FERPA, a student has the right to inspect his or her records and request a hearing if the records contain any information a student feels is inaccurate. The law also prevents the release of student records to a third party without prior consent.

According to Tim Washburn, executive director of admissions and records, student records are considered anything directly related to the education of the student. However, they do not include students who have applied but have not been accepted by the University. Most of the student records are kept in a central database full of basic student information including both high-school and current course transcripts, SAT/GRE scores, family income, parents' names, GPA and whether or not a student is physically dis-

abled, Washburn said. Records on foreign students also include what VISA type they are living with in the United States. Even notes taken by an instructor regarding a student are considered a student record. Separate records are also kept by each individual school, the Financial Aid office and Career Center. In addition, the libraries also maintain a separate database.

The first discussion involving student privacy began at a meeting of the American Association of University Professors in 1960. They developed a resolution condemning legislative and congressional inquiries into the activities of faculty and students regarding the Communist Party, which they felt interfered with academic freedom. At the time, students who received financial aid had to submit disclaimer affidavits which stated that they did not have any prior communist ties. In 1961, the association came out with the "Joint Statement on the Rights and Freedoms of Students," which addressed topics such as equal access to higher education, protection of academic freedom and due process in disciplinary proceedings. Thirteen years later, Sen. James Buckley, chief sponsor of the FERPA bill, (why the bill is also known as the Buckley Amendment) stated that FERPA was in response to "abuse of student records across the nation."

According to Washburn, requesting to withhold that information can be troublesome down the road, once students have graduated.

"We get businesses calling to verify that someone has earned a degree and we can't release directory information because the stu-

dent didn't give us permission," Washburn said. "Students need to be aware of that."

There are a few exceptions when FERPA allows the release of a student record without prior consent. A record can be released to a parent of a "dependent student" as defined by the Internal Revenue Service, by judicial order or subpoena, or in the case of health or safety concerns. Results of a disciplinary hearing may also be released to a victim of a violent crime.

But the same provisions that keep student records private are under attack from folks who want disciplinary records available to the public eye. Increases in public concern about campus crime have created a battle between students' right to privacy and students' right to know.

Amendments have already been made to FERPA which distinguish criminal records kept by campus law enforcement agencies from educational records. In 1990, the Campus Security Act passed, requiring campus law enforcement agencies to provide information about security procedures and crime statistics. Under the Accuracy in Campus Crime Reporting Act of 1997, several bills were passed forcing colleges and universities to disclose campus crime information. However, if a university holds an internal disciplinary hearing or takes subsequent action, then under FERPA, any record of that action is still considered confidential from the general public.

At Hall Health Primary Care Center, student medical records are considered entirely separate from educational records, said

See RECORDS p. 4 ▶

## Shepard's Death: One Month Later

by Andy Shah  
 Daily Bruin (U. California-Los Angeles)

(U-WIRE) LOS ANGELES, Calif. — The murder of Matthew Shepard generated an outpouring of grief from people worldwide.

But the killing left members of the UCLA community wondering if these expressions of sympathy toward lesbian, gay, bisexual and transgender (LGBT) people were a step forward in erasing prejudice, or just lip service.

About a month after Shepard's murder, members of the UCLA LGBT community are questioning if the sympathy expressed after the killing will translate into less discrimination against the community.

"His murder brought more awareness and attention (to LGBT discrimination), but I don't know if that means there will be more tolerance on campus," said Brandon Del Campo, a fifth-year history student and an organizer of a silent demonstration in memory of Shepard.

"For things to get better, people

need to get rid of the ignorant speech they use in their everyday lives," he continued.

"It's sad that someone had to die for people to have sympathy for the cause," said Dawn Philip, a junior. While some administration members have said that harassment toward members of the community is still rampant, community members said the threat of danger on campus is lessening. It has been said that while the campus is "relatively safe" and the possibilities of physical threat aren't that high, conditions could be better.

Chris Reintges, a student from Holland, said he comes from a "more liberated society." "For me, UCLA is like a time machine: how gay life was like 15 years ago in Europe, closeted and in the background," he said.

Some LGBT faculty and staff members said that their colleagues and the administration treat them equally.

"As an out gay faculty member, I have experienced only respect and

See SHEPARD p. 5 ▶

The Final Issue of  
**The Sandspur**  
 For This Semester  
 Will Be Published on  
 December 3, 1998



## Gore to Announce Internet Financial Aid Plan

by Michael Huneke  
Cavalier Daily (U. Virginia)

(U-WIRE) CHARLOTTESVILLE, VA. — This month, Vice President Al Gore is expected to announce that students will soon be able to register for federal financial aid over the Internet—a change that could affect the way University students apply for aid in the future.

Thirteen colleges and universities, including George Washington University and the University of Maryland, have been invited to participate in the pilot program, called "Access America for Students." The universities have un-

til Thanksgiving to accept their invitation.

Although the University did not receive an invitation to participate, as many as fifty additional schools may be added to the program next year.

"Access America for Students" will provide participating students with individualized accounts on the Internet, from which they can apply for federal financial aid and determine their eligibility to receive money.

University Financial Aid Director Yvonne Hubbard said the system would "be much more efficient and provide a consistency between educational programs"

than current procedures.

Students also will be able to access their aid funds, using a debit card, to purchase textbooks and pay tuition bills.

As part of Gore's National Partnership for Reinventing Government, the program is aimed at increasing government services' accessibility by making them available over the Internet.

The idea for Gore's Internet program stemmed from a 1995 Education Department program called Easy Access for Students and Institutions, intended to streamline communications between post-secondary schools and the federal government by com-

binning all federal aid programs into one computer network.

Hubbard said there is no standard procedure for filling out financial aid forms, since each program has a different form.

Higher education does not use "business industry standards," she said.

She added that Gore's program and the EASI initiative will help students know more about the process before they apply for University financial aid.

"Anytime that the student is more informed, it helps our office," Hubbard said.

First-year College student Scott Neigel said he supports the

idea of easier access over the Internet.

"Me being lazy, I'd rather just do it on the Internet," Neigel said.

However, not all students said they were comfortable using the Internet. First-year College student Syed Mohsin Reza said he would not trust the Internet with his personal information.

"You always hear about security breakdowns with Internet browsers," Reza said.

Greg Woods, deputy director of the National Partnership for Reinventing Government, and Virginia Secretary of Education William Bryant could not be reached for comment.

## New Study Looks at California's Proposition 209 Effects

by Bernice Ng  
Daily Californian (U. California-Berkeley)

(U-WIRE) BERKELEY, Calif. — The number of women and minorities represented in the work force and at higher education institutions have declined since California voters approved Proposition 209, a new study has found.

The 1996 voter-approved measure that banned race-based preferences in California public education admissions and employment has caused California women and minorities to become increasingly underrepresented in the work force and schools, the groups Equal Rights Advocates and Chinese for Affirmative Action found in a report released Tuesday.

"It is determined that old ways are returning," said Beth Parker, a spokesperson for the Equal Rights

Advocates. "In the education area, minorities are being impacted severely."

The study, titled "Opportunities Lost: The State of Public Sector Affirmative Action in Post Proposition 209 California," tracked and surveyed 68 different state agencies, counties, cities and school districts.

Each institution or agency was asked three sets of questions concerning changes since the passage of Proposition 209. The study asked how Proposition 209 affected women and minorities and about the level of support for affirmative action within the government agency. According to the study, the proposition's passage has created a threat to the ability of public agencies to implement programs that work to offset the effects of discrimination. The study also reports that Proposition

209 has led agencies to increase their resistance to outreach and other affirmative action programs.

"We worked to fight legislation to eliminate 33 different (affirmative action) programs around the state," Parker said. "Once you've removed these programs, we've seen the huge decline (in minorities)—57 percent in Berkeley and 36 percent at UCLA."

Ted Wang, the Chinese for Affirmative Action's policy director, said Proposition 209 was written using "political words" that have resulted in widespread confusion about what the initiative really states. He cited the vague definition of the word "preference."

"One year after the initiative took effect, nobody knows what preferences are," Wang said. "'Preferences' is not defined in Proposition 209."

But Glynn Custred, who co-

authored the proposition, said the term "preference" was chosen specifically in the composition of the initiative because the term "affirmative action" was too ambiguous.

"That's a lie, that's an absolute lie," Custred said of the report's findings. "They can't say the word 'preference' doesn't have any meaning. When we wrote Prop. 209, we knew what we wanted to do and it was a matter of saying it in the clearest way. 'Affirmative action' has different meanings to different people."

He added that the study was written to meet specific company goals, saying the study only picked and chose among statistics, only choosing figures that would help the organization get its point across. For example, Custred said the study did not look into women in education.

"They're leaving women out of education because they're doing so well," Custred said. "The thing is, they're in business to achieve a certain goal and they'll use any means to do that. It's a means to persuade people to do what they want to do."

Custred added that in order to increase representation in the work force and education, outreach efforts are of utmost importance rather than "cooking up numbers" to try to reach goals that could result in students being matched to schools that are too difficult for them.

"They should have been doing outreach a long time ago," he said. "They didn't want to do the work. [Instead,] they have mismatched people. You have to look at the cause."

## The Sandspur

The Oldest College Newspaper in Florida • Founded 1894

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The Sandspur, in its 105th year of publication, is published weekly on Thursdays and has a circulation of 1,000. We, the editorial board of The Sandspur, extend an invitation to our readers to submit letters and articles to The Sandspur. In order for a letter to be considered for publication, it must include the name and phone number of the author. With just cause, names will be withheld by request of author.

All letters and articles which are submitted must bear the handwritten signature of the author. Submissions should be focused and must not exceed 275 words in length. In considering a submission for publication, The Sandspur reserves the right to edit all letters and articles for length, grammar, style, and libel.

Submit all letters and articles to The Sandspur, Campus Box 2742, or bring them to our offices on the third floor of the Mills Building. All submissions must include a printed copy along with a saved copy on disk (preferably with Microsoft Word97), and must be received in The Sandspur offices no later than 5:00 p.m. on the Friday prior to publication.

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## Qualities of The Sandspur

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is the domain of the sand-spur.

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Ruth Curlet Ford  
The Sand-Spur, Vol. 1, No. 1  
December 20, 1894



## Twila Papay: Cause for Enthusiasm

by Christyne Ferris  
The Sandspur

The room was small, but every crevice was alive. Books to the ceiling, photos of smiling faces, dioramas of cardboard whales, mice figurines. Everywhere, an interesting item caused for wonder. A bucketful of sand encouraging students to "dig deeper," a futuristic version of a child's paper cup telephone demonstrating how communication can easily be distorted; a red lunchbox full of toys intended to occupy the hands of restless students. Each item held a story and a memory. Dr. Twila Yates Papay, Professor of English and Writing, claimed that there was nothing interesting about her, yet I could have written an article on her office alone.

In a time when women were limited to secretarial work or nursing, Dr. Papay overcame stereotypes and parental expectations. After realizing her love of literature, she hoped to teach high school English, an aspiration she did not reveal to her parents until she was fifteen. They took the news badly, and were assured she would not be accepted into college (something her students and colleagues find hard to believe). She proved them wrong when she attended Clarion University in Pennsylvania, where she became one of their first liberal arts students and majored in English and speech. There, her professors showed her

that she had the skill not only to survive college, but also to teach it. She was finally convinced of her own ability. The inspiration she received as an undergraduate affects the way she relates to her own students today, remarking that, "Students do amazing work when you believe they can and when you insist on it."

Later, as a teaching assistant working on her doctorate, Dr. Papay helped to implement the first developmental English program at Purdue University, an experience that taught her that different teaching styles motivate different students. "There is no such thing as a stupid student," she says. For this reason, she is always looking for new ways to appeal to all learning types.

Meanwhile, Dr. Papay became a writing specialist, and it was her love of writing that brought her to Rollins College. In 1985, while working at Hofstra University in Long Island, New York, she began job-hunting. She applied for the position of "Director of Writing Programs" at Rollins. As part of her interview process, she gave a workshop to the faculty on teaching writing. To her surprise, fifty faculty members showed up, an astounding number considering the typical cliché that professors are "too busy." Not only did they attend, but also they displayed a sincere excitement for teaching writing in the disciplines. In addition, she met with some Rollins

students, who immediately challenged her with questions about her ideas and goals. She then decided that she wanted to work alongside such dedicated faculty and teach students from whom she would learn something. Also, she thought the English Department very unique and exceptionally diverse, a group of which she wanted to be a member. And although she received several job offers closer to home, she chose Rollins for the sense of community she felt — a choice she does not regret.

Over the years she has delighted in the ability of faculty and students to develop together. While she respects the students' insistence on being interactive with faculty, she comments that the staff is often excluded from the "Rollins community" that everyone seems to promote. She remembers a time when concerned students consoled a cleaning woman that lost her husband. Today, however, she was troubled by hearing of a student trying to have someone fired for not cleaning a shampoo bottle. This shift in attitude disheartens Dr. Papay, who senses a need for "more awareness of other people's human needs." She agrees that "community is our biggest challenge."

In her work on and off campus, she addresses other issues of importance to the community. A hallmark of Dr. Papay's dedicated work in the Writing Center for the past thirteen years was the collabora-

tion between the peer tutors and the faculty. She always encouraged the tutors to take the initiative to implement their own ideas. Though no longer the Director of the Writing Center, Dr. Papay still utilizes this method of interaction with students. Recently, she received a Distinguished Service Award from the National Conference on Peer Tutoring in Writing for "promoting and facilitating the work of peer tutors in collaborative learning." Rollins students usually accompany her when she attends conferences, where they often speak and offer unique perspectives. Eventually, she hopes to publish work done in collaboration with her students.

This spring, Dr. Papay plans to extend the use of these methods beyond the Rollins bubble. On sabbatical in Africa, she plans to assist the University of Western Cape in developing a peer-tutoring program. Emphasizing that peer tutoring was developed in privileged institutions, she would like to determine how it could work in larger settings. The power of peer tutoring should benefit the university, which has a large number of students and very little money. As she introduces the African school to her ideas, she will at the same time be exposed to new methods of how to teach others, again emphasizing the exchange of knowledge rather than the traditional teacher/student relationship. And hopefully, her efforts will help

Rollins students understand the obligations that come with privilege. Five Rollins students are collaborating with her on this Africa project.

In her classes, Dr. Papay helps students develop a sense of their own power and talent. She enjoys the variety of the classes she teaches as well as the people she has the opportunity to reach. In Travel Writing, one of her favorite classes, she introduces travel as a state of mind, whether going to a foreign country or to the Rollins campus. In Writing for the Future, she explores the implications of technology, while Freshman Composition allows her to help uncertain freshmen discover their potential. She appreciates English for its power to help both readers and writers understand themselves, accept others, and care about others. Outside the classroom, she performs volunteer work with abused women. Also, she co-chairs "Committee W" on the "Status of Women," a political group that organizes support groups and discussion of women's issues, and advises the Star Trek Club.

Though Dr. Papay remains busy, she makes time for the students who pass through her office. She chose Rollins for the enthusiasm she felt on this campus, and today she exemplifies that enthusiasm, as a caring professor whose excitement and genuine concern about her work and students are evident.

## Professor Steals the Show

by Kathleen Hughes  
The Sandspur

Attention all Rollins students! Think you have seen Professor Rodgers and Professor Nassif before? Well, go and see them laugh it up this weekend in the newest hit from the theater department, "Enter Laughing," starring several Rollins students along with two well-known professors. That's right — two of Rollins' finest stars are professors.

After about seven years, Professor C. Rodgers and Professor S. J. Nassif will return to the Annie Russell stage. They were convinced earlier this semester by a persistent Thomas Ouelette to join the cast of students and perform in the comedy. The two were cast in two adult roles that steal the show. Their talent cannot be characterized on paper; the only way to do them justice is to witness their humorous display on stage. The show will run throughout the week and is reportedly one of the funniest performances given by the two renowned actors. Together, they surely steal the show, as reported by students who viewed the performance earlier this week. Professor Nassif enjoyed seeing students out of the classroom and getting to know them on a different level. The environment allowed the two professors to become just like the rest of the cast. In the relaxed atmosphere, the two professors became friendly with the students and felt that the students treated them as equals, not as teachers.

Students working on the play

found the two to be an added delight to the working environment. Professor Nassif stated that the students were like "cheerleaders" for the two. He felt very supported and found that the students made the long evening and weekend rehearsals a bit more tolerable. Professor Rodgers also enjoyed the time he spent with his colleague and the energetic and talented students. He felt that the play allowed the students to view him and Professor Nassif on equal ground. The time that they spent rehearsing the play allowed them time to find out about the events on campus and what students are really like outside of class.

In the eyes of the students, the two actors added an uniqueness to the atmosphere. They lightened the air and made the rehearsal time entertaining. Many students viewed the two as role models as well as acting companions. They stole the show and made the student's laugh until their sides ached. The whole cast blended smoothly, and laughter could always be heard during rehearsal. Students revered the talents of the two actors, and any student who may have been hesitant about having either of the two teachers on the cast, now desires to have the talented professors join them again soon. The cast became a whole and began to function beautifully together during the performance earlier this week. The play is surely going to be one of the biggest hits on campus, an opportunity that should not be missed.

## And Assassins Ends...In Peace?

by Jessica Woolard  
Special from Rollins Outdoor Club

The battle of assassins came to a close late at night on a Tuesday when the final five players, Bridget Conway, Ba Diep, Matt Mitchell, Jeff Tabatabai, and myself, agreed upon a peace treaty. As the initiator of the treaty, I thought it appropriate to explain my actions since assassins has always been played cut-throat, down to the last man.

For those of you who have called me a "wuss" all week, perhaps your accusation holds some water. Yes, I am weak hearted, and some of the activities of the game wore on me (like cajoling people out of their rooms so I could shoot them). I will admit, being in the final five was quite intimidating and paranoia-inducing, knowing at any second all my hard work could be washed away with one squirt of water to the back. It seemed as though it was my obligation

to win after coming so far, and so it would seem logical to assume my proposal of a treaty was driven by fear of getting knocked out of the game.

True, I saw an opportunity for the five of us to return to a normal life, a fearless life where we didn't have to pull a gun as we turned corners. But what really motivated me was not the ending of the game (I was actually enjoying the paranoia attacks in a sick sort of way). The decision to offer a peace treaty came because I saw a way we could all win and celebrate together. When I first told Matt Mitchell (the guy who was trying to kill me) about the treaty, I suggested we split the money and use some or most of it to all go to Taqueria with some friends and other people who had played the game.

Usually assassins is a program ran in the spring, but Kadin Caines volunteered to run it in the fall this year so fresh-

men and others could meet new people and see some of what ROC has to offer. Yet, most people don't spend too long talking to their victims or assassins, and I still haven't seen half of the people I killed since I shot them. And this is why I really initiated the treaty. Because assassins is just a game, and I wanted to ensure that we celebrated together after trying to kill each other all week.

So you can call us wimps, but were going to be wimps living it up with good times and good food Thursday night at Taqueria. And if you're so concerned with how we ended the game, get yourself a water gun and come play in the spring; there is not much more annoying than commentators from the sidelines who have never played. Once you've made it to the end, you can do whatever you want with the money.

## Records

■ WELCOME from p. 1

Dr. Elaine Jong, director of the center. Jong said patient medical records are also confidential and can only be released with the written consent of the patient. Unless a student is under 18, not even a parent who is checking up on their son or daughter can see a medical record. However, there are some exceptions. According to Jong, state law requires that any cases of a communi-

cable disease must be reported to the Public Health Department. If a student was diagnosed with a disease such as tuberculosis or syphilis, then the information would have to be passed onto the state.

Some patients are uncomfortable about their diagnosis leaving the health facility's walls — especially when their visits deal with mental health.

Our society is still not comfortable with the subject of mental

health," Jong said. "We don't recognize that it's part of a continuum — if you have one crisis, you're not tainted for life."

For students who wish to keep their Hall Health treatment secret, Jong wants them to realize that eventually, a decision between insurance coverage and absolute privacy will have to be made. However, she stresses that in all cases, everything is done as "discreetly as possible."



## Save Mumia, Political Prisoner!

by Melodie Malfa  
Special to The Sandspur

On October 30th, the Pennsylvania Supreme Court denied a trial appeal for Mumia Abu-Jamal, probably the most famous political prisoner alive today aside from Native American political prisoner Leonard Peltier.

"Mumia Abu-Jamal is an African-American journalist now on death row in Pennsylvania. Abu-Jamal was sentenced to death in 1982 as a result of a thoroughly rigged trial in which he was convicted of shooting a Philadelphia policeman. The prosecution demanded the death sentence on the basis of Abu-Jamal's political beliefs (affiliations with the Black Panther Party and MOVE, among others). We cannot allow them to execute an innocent man, nor silence an unrepentant Black politi-

cal prisoner who is the voice of the voiceless. "— Refuse and Resist! (an International pro-gray, pro-choice, and anti-racist activist organization)

Mumia has moved millions across the world who have been touched by his eloquent writings. In a statement from October 30th, he writes, "I am sorry that this court did not rule on the right side of history. But I am not surprised. Every time our nation has come to a fork in the road with regard to race, it has chosen to take the path of compromise and betrayal."

Helping to free Mumia is important to all of our futures. "The case of Mumia Abu-Jamal concentrates the criminalization of Black men, the suppression of dissent, the expanded death penalty, the gutting of defendant's rights, and a whole political atmosphere based on blame and punishment

of the most oppressed. Only twice in the 20th century have there been court ordered executions of political dissidents in the United States. And the government has not dared to carry out the legal execution of a prominent Black revolutionary since the days of slavery."—Refuse and Resist!

On November 7th, demonstrators protested all across the world to protest the appeal denial. What will we do as a community and a campus to respond and show our solidarity? Join me this (and every) Wednesday evening at 10pm on the front steps of the Mills building (and just inside Mills if it rains) to plan for demonstrations locally.

The Orlando chapter of the Anarchist Black Cross (a national organization dedicated to political prisoners) offers workshops on Mumia and other political prisoners.

Muddle America / Bob Gorrell



Courtesy of the USBIC Educational Foundation (800)767-2267.

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## I'm Disabled, You're Disabled

by Alan Nordstrom  
Professor of English

I suspect that it's good for us to recognize and acknowledge our disabilities, or imperfections. I suspect that we all have them, though we may not want to say so, even to ourselves. Yet I think that until we can confront and cope with our own imperfections, we will be impaired in our dealings with others whose disabilities may be more apparent.

We cannot truly develop empathy with the anguish of others unless we can relate their plights to our own felt experiences, finding parallels between our lives and theirs. Thus if we see ourselves as flawless, we may arrogantly ignore those we look down on as inferior; or, more invidiously, we may feel threatened and repelled by those who embody a condition we secretly fear discovering in ourselves. Therefore, I think it's altogether

salutary to examine ourselves closely for our faults—a word loaded with implications. It is a fault in my body that two of my lower vertebrae are congenitally fused, though I don't feel "responsible" for this anatomical defect. It is also a fault that my eyes have become myopic and are deemed, without correction, "legally blind" at 20/300. I doubt I am "to blame" for this fault, yet some would claim that I might alter my behavior and thereby improve my eyesight. It is a fault that my blood cholesterol levels of "bad" cholesterol are too high and of "good" cholesterol are too low. It is therefore a corollary fault that I still eat animal fat when I'd be better off becoming a sensible vegetarian. That I haven't is an even more culpable fault because I'm aware of the horrors of factory farming and aware of the ecological implications of America's meat-intensive dietary

addictions.

So far I have mentioned only physical faults in me, though some may have moral implications. If I were to probe more intangible areas of disability such as my aptitudes and attitudes or, further, my habits and character, I could discover more troubling faults, deficiencies, defects, inadequacies, shortcomings, and weaknesses, even sins, sins worse than harboring "bad" cholesterol and contributing to the misery and exploitation of chickens, pigs, and cows.

But maybe my talk of "faults" is off the mark. Perhaps disabilities ought not to be regarded as faults at all, merely as lacks. One person may lack the ability to run or even walk. Someone else may lack the ability to see or hear. Another to think clearly, calculate, or write well. In each case, having what they lacked (whether a power, a faculty, or a skill) would

make them more *able*, would *enable* them to engage more fully in the world of experience and performance. Looked at this way, we can all benefit from further enablements; we all lack powers, faculties, or skills that if possessed could enrich our lives by extending our capacities.

Obviously, some people are better endowed with particular abilities than others, and a few appear supremely blessed, like E. A. Robinson's character, Richard Cory:

He was a gentleman from sole to crown,  
Clean favored, and imperially slim.

And he was always quietly arrayed,  
And he was human when he talked;  
But still he fluttered pulses when he said,  
"Good morning," and he glittered when he walked.

And he was rich—yes richer than a king—  
And admirably schooled in every grace:  
In fine, we thought

that he was everything / To make us wish that we were in his place.

But then, apparent gifts may hide unseen lacks, for "Richard Cory, one calm summer night, / Went home and put a bullet through his head."

Undeniably, inequities of ability exist or, at least, are perceived to exist among people. But I think the healthiest attitudes we can cultivate are first to recognize our own deficiencies (both our lacks and our failings); second, to observe that everyone else also suffers "disablements" and therefore deserves the same sympathy we deserve; and third, to concentrate most on what we are able to do and, with effort and assistance, can come to do; that is, to enhance as best we can our own abilities and the abilities of others. It's better to act on the positive than brood on the negative.

## Domestic Violence Awareness

Author's Name Withheld By Request

She sang into the night, a Serbian psalm, enchanting. The voice came from a student here at Rollins who, in her lifetime, has been the victim of domestic violence—abuse in the home. This abuse, which includes emotional, verbal, physical, and mental, affects women, men and children. It does not discriminate. Rich or poor, black or white, it happens all around us.

Along with this brave woman who told her story at the Domestic Violence vigil held October 19 on Mills lawn, several other students shared stories. Unimaginable situations. I listened to them all. I come from a happy, loving home. Parents married for twenty-two years, two siblings, a dog, home in the suburbs. To me, this subject was foreign and frightening. But I listened. I listened as fellow students poured their hearts out to strangers. I listened as leaders from several organizations read passages and statistics concerning this subject. I listened as people struggled through their tears to finish their stories. People you would never have imagined to be affected by anything like this. I listened as hot wax from the candles burned my fingers. Yes, it was painful, but such small sacrifice and pain com-

pared to these narrators.

I admire them for their strength and bravery. I also admire those who, although like myself have never been faced with domestic violence in any way, took some time out of their busy Rollins' lives to support fellow students. It took only an hour. I wish I could explain on paper how powerful this short vigil was for me. I have come to college to educate myself, and to me, this includes education about my world and the hidden parts of it. This vigil, these stories, put me face to face with the hidden world. I learned a lot and became encouraged to explore further.

Domestic violence is more widespread than any of us could ever know, and all it takes to stop it, in my opinion, is education and support. So, to those that needed support, who told their stories, I thank you for coming out, I thank you for educating me, and I hope you feel the support around you. There are people here for you, ready to listen and ready to help. To those that took some time to listen, I thank you, too. You will never know the extent of the goodness you have done and how much those who needed it, appreciated it.

Contributed on behalf of ISL, BGLAAD, and Voices for Women.

## Why Be A History Major?

by Jonathan A. Jacobs  
Special to The Sandspur

I cannot tell all of you readers just how many times I am questioned, "Why in the world are you majoring in history?" This is a question which stupefies me, but in all fairness it deserves an adequate answer. I have always had a natural affinity for memorizing facts, critically analyzing, and questioning society's standards. I have never been satisfied with the status quo. Anywhere I live or travel, I must question what is around me. Being a history major is not just about memorizing facts about how many people were killed in the Battle of Gettysburg (fought during the Civil War), or who posted the ninety-five theses at Wittenberg University in the year 1695 (Martin Luther). History is such a broad range of events: wars, peace treaties, the building of nations, the creation and destruction of governments. History teaches people about human traits, about the nature of man—warlike. The world is a very imperfect place, filled with many imperfect beings possessing the capability of destroying civilization at any time.

Studying our past enables us to create a better future. If hu-

manity can learn from its mistakes, then we can work together to create a better world, a world in which peace and mutual faith exist between all nations and peoples. The President of the United States, the Joint Chiefs of Staff, the Secretary of Defense, the Secretary of State, military generals, and any foreign affairs officials who work in government, would not be in such high ranking and important positions if their knowledge of history was incomplete. Majoring in politics can give people the know-how to influence voters, government officials, and lobbyists, but it will not provide them with the same incentive to question and solve, as history does.

The first step is to learn the facts as they are presented. Secondly, begin to think critically and analyze whether or not history is truly written by the victor. Do textbooks present a biased viewpoint of historical events? Does anything seem inconclusive, far-fetched? Begin with the history of America. Being American, you are expected to take pride in our "Great" and "Different" democratic institutions. If this nation is truly different than other nations, why do we have territories overseas? Why is there an American military presence in Korea, in

the Middle East, in Europe, in the Philippines? America is an empire like any other. The big difference that has been perpetually expanded is that the United States is a republic dedicated to spreading republican morals, values, culture, and government to others.

Questionable circumstances have arisen in the history of the United States that make Americans doubt the greatness of their own country. These events, such as the Civil War, slavery, the intervention in Cuba and South America, the annexation of the Philippines, the Korean War, and the Vietnamese War, to name a few, are part of the doubt. Are we condemned to suffer the same fate as our forefathers? Is history merely a repetitive cycle of vicious events perpetuated by human indecency and atavistic traits that prohibit people from improving their lot? Will history repeat itself, or is it already doing so, as we see in Bosnia? Slobad Milosevic is a second Hitler, and, once again, nobody is intervening to stop the genocide. *This is why I am a history major. I dare to question, to seek the answers, to accept faults and mistakes. I have the mind to analyze. If you feel the same way, perhaps history is the perfect subject to quench your thirst for knowledge.*

## Shepard

■ LATER from p. 1

support from my colleagues at UCLA," said James Schultz, director of the LGBT Studies program and a professor of German. "UCLA is genuinely supportive of LGBT studies and LGBT faculty," he said. "On the other hand, it took years of organizing by LGBT faculty and staff to get health coverage for our domestic partners, and we still do not enjoy many of the other benefits that our married colleagues do."

Dawn Bond, the resident director for the Hilgard Houses and an LGBT "rap group" facilitator, said she has been treated "very equally." "There is an effort made within my

department to focus on inclusivity," she said.

But students said that discrimination can seep into classrooms and even professors' curriculums. Tamar Tokat, president of the Gay and Lesbian Association (GALA), said she was offended by a paper topic in one of her philosophy classes.

"The topic was to discuss the morality of drug use, prostitution and homosexuality," she said. "I can't believe the professor equated homosexuality with the other two topics."

Tokat said she felt the topic tagged a "negative connotation" on homosexuality and affected students in the class. "If this kind of

stuff is taught in a classroom, some students' biases may get reaffirmed because this took place in an academic setting," she said.

"Right now, if you say, 'I'm going to kill you,' you can get arrested, but not if you say, 'I wish you were dead,'" said Mike de la Rocha, USAC general representative. "We want to include both categories."

Currently, a bill pushing to include gender, sexual orientation and disability as categories for hate crimes is stagnant in Congress.

"People need to take it a step further and feel just as bad when someone says a degrading comment to a gay person, not only when someone is killed."

by Tamara Shaw  
Special to The Sandspur

Often, Greek life is accused of having its *raison d'être* social opportunities. Many people believe that Greek life serves no other purpose than to provide parties and social events for its members. Nothing could be farther from the truth!

Greek life offers many valuable opportunities for its members as well as for society as a whole. Most of the sorority and fraternity members on campus are active in both community service projects and leadership roles. In fact, each group has its

own philanthropy. Kappa Delta, for instance, has chosen the Arnold Palmer Hospital for Children and Women for its philanthropic concentration. Recently, members of this sorority participated in a "Run for the Children" fund-raiser. Each sorority and fraternity on this campus should be proud of the work that they do that benefits so many deserving projects.

While it is true that fraternity life does afford its members many social opportunities, we should not be so short-sighted that we overlook the worthwhile contributions each of its members make to our community.



## Men's Soccer

by Jason Teaman  
Sports Editor

The men's soccer team finished one of their most successful seasons ever with three straight Sunshine State Conference victories and five consecutive wins overall. The Tars' 5-0 victory over conference rival Eckerd gave the squad a 3-4 conference record, 13-5 overall. The win enabled the team to move into sole possession of fifth place in the conference. The thirteen win season ties for the third greatest in school history.

Junior forward Peter Hitchen extended his goal-scoring streak to three games with his third goal of the season to give the Tars an early 1-0 lead. The goal would turn out to be all the squad would need as the defense played another strong game.

Freshman defenseman Robert Ninic and junior midfielder Sean Reed iced the game with

back-to-back goals in the final minutes of the first half, putting the Tars ahead of the Tritons 3-0. Reed would add his second goal of the game and ninth of the season to lead off the second half. Junior midfielder Jamie Miller capped the scoring with his third goal of the season as the Tars registered one of their most dominating performances of the season.

The stellar play of junior forward Tony Amato, Hitchen, and Reed earned the trio All-Conference honors. Amato was given honorable mention in the conference after leading the squad in scoring and finished second in the conference with 14 goals, four assists, and 32 points. Hitchen earned second team honors after netted three goals, all in the final three games and seven assists for 13 points. Reed, also an honorable mention recipient, totaled nine goals and 10 assists, giving him 28 points, second on the squad.

## Women's Soccer

by Jason Teaman  
Sports Editor

The women's soccer team dropped their last game to Sunshine State Conference opponent Tampa, 3-0. The loss diminished their record to 2-3 in conference and 10-8 overall, good enough for a fourth place finish in the highly competitive league.

Freshman goalkeeper Anna Ruthberg had a solid game, providing one of the few bright spots in the loss. She tallied 13 saves as she was pelted with 19 shots for the game. Spartan standout Susanne Wilkens netted the game-

winning goal and added an assist to lead the Tampa attack. Alison Ohnstad scored late in the half to give the Spartans a 2 nil lead. The Tars managed nine shots on goal, led by freshman midfielder Alicia Milyak, but could not find the back of the net as Spartan goalkeeper Randalynn Pierson came up with five saves. The first half troubles continued for the team as senior midfielder Katie Robinson was ejected with less than a minute to go for striking.

The squad made only three shots on goal in the second half and failed to threaten the outcome. The Tars defense had a strong show-

ing, allowing only one goal in the final frame.

Senior forward Jody Horton, freshman forward Shay Wilber, and sophomore defender Laura Carlin were rewarded for their outstanding seasons by being named to the All-Conference Team. Horton was named to the All-Conference Second Team as she netted five goals and five assists for 15 points. Wilber, also a Second Team selection, scored eight goals and added two assists for 18 points. Carlin, who scored four goals had 11 assists for 19 points, was given honorable mention.

## First Regatta Successful

by Tyson Kuch  
The Sandspur

On November 7, at Lake Lanier in Georgia, the morning was so cold, ice had formed on the dock and even on the oars. Luckily, the weather was sunny and clear, which are perfect conditions for rowing. Held on the Olympic rowing course, the Rollins rowers

completed their first regatta of the season with times to be proud of.

The Women's Varsity finished fourth, ahead of 6 crews, in the 3 mile race, with a time of 21:43. The Men's Varsity finished fifth, ahead of 7 crews, with a time of 19:09.4.

Two rowers are credited for having rowed 3 races: Marten

Witte and Axel Hesse, rowed three times during the day, equivalent to 9 miles of racing.

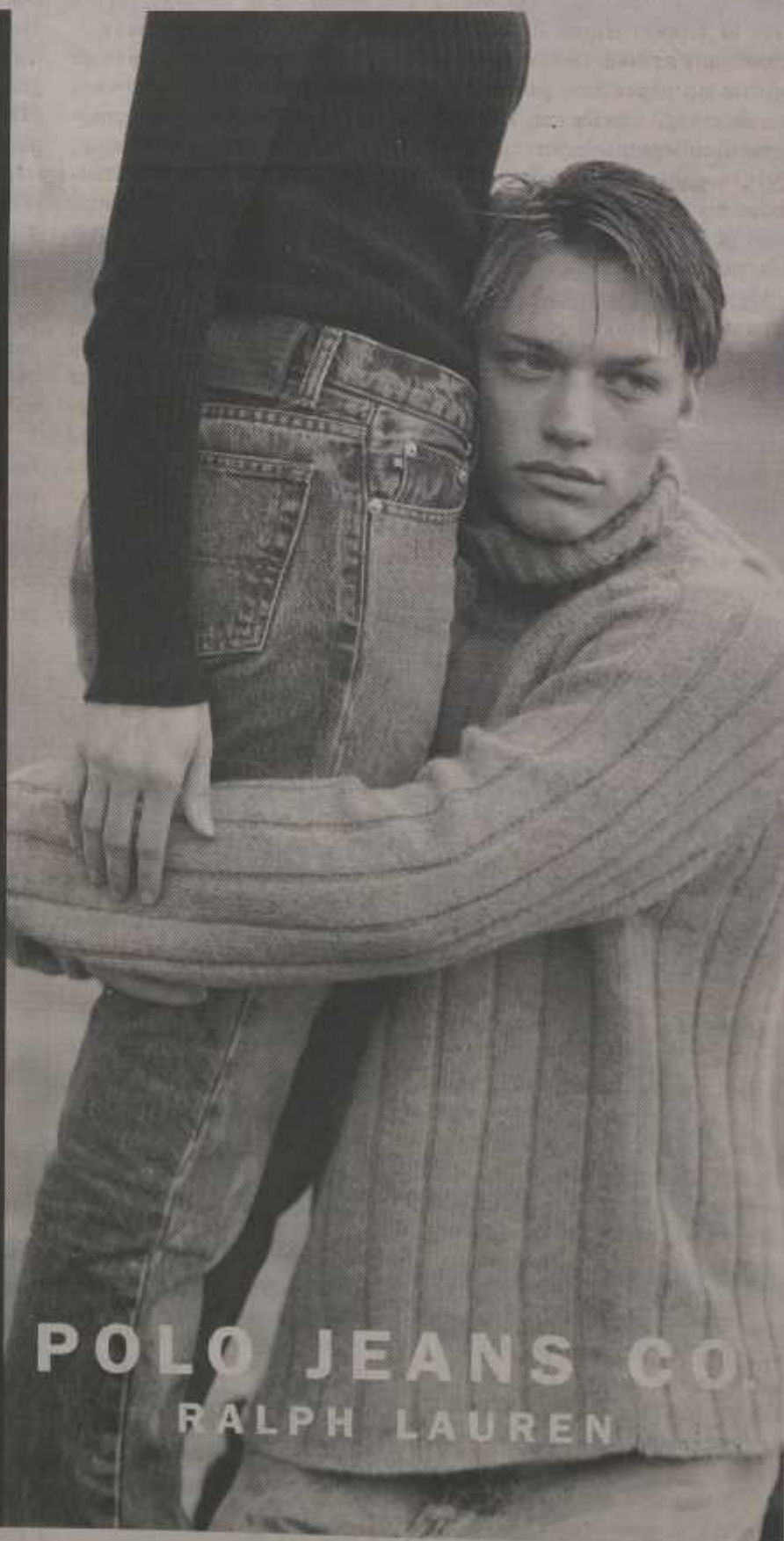
The rowers returned at 3:00 am Sunday morning, after having departed campus at 5:00 am Friday.

Rowers are seat-racing for positions in the boat.

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# Sandspur Calendar

Tuesday, November 24

### CAMPUS

- QLP Tutoring 1:00-11:00 p.m.
- QLP Lab - 8:30 a.m.-11:00 p.m.
- Chi-Rho Dinner and Devotions, Knowles Chapel Lounge, 5:30 p.m. - for further info contact Mandy Squires, 249-0691.
- Music At Midday, 12:30 p.m. in the Rogers Room @ Keene Hall
- Music at Keene, 7:30 p.m. @ Keene Hall
- Lecture: Jodi Magness will speak on "The Archaeology of Qumran and the Dead Sea Scrolls," 7:00 p.m. @ The Bush Auditorium

### SPORTS

- Women's Basketball vs. Palm Beach Atlantic, 7:30 p.m., Enyart-Alumni Field House

### COMMUNITY

- Jazzercise Step, 6:00 p.m. @ The Maitland Civic Center

### NIGHTLIFE

- Rick Jeffreys, 7:30 p.m. @ The Mercado

### DINING SERVICES

Up Over - 7:00 a.m.-2:00 p.m., 5:00 p.m.-8:00 p.m. Down Under - 11:00 a.m.-11:00 p.m. Cart - 10:30 a.m.-5:30 p.m. C-Store - 8:00 a.m.-10:00 p.m. Cornell Café - 7:45 a.m.-8:30 p.m.

Wednesday, November 25

### CAMPUS

- QLP Tutoring 1:00-11:00 p.m.
- QLP Lab - 8:30 a.m.-11:00 p.m.
- Enter Laughing, 8:00 p.m. @ The Annie Russell Theatre

### COMMUNITY

- Jazzercise, 6:00 p.m. @ The Maitland Civic Center

### NIGHTLIFE

- Rick Jeffreys, 7:30 p.m. @ The Mercado
- Kow @ The Sapphire Supper Club
- "Orlando Unsigned": Hamiltons and The Monksha Darlings @ Go Lounge 18+

### DINING SERVICES

Up Over - 7:00 a.m.-7:00 p.m. Down Under - Closed Cart - Closed C-Store - Closed. Cornell Café - 8:00 a.m.-2:00 p.m.

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