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Probing Ph.D. programs
Danforth heads national panel

The Association of American Universities (AAU), which represents 62 leading North American research universities, has issued a report urging them to reexamine the size, scope and performance of their graduate education programs. The report, released Nov. 11, is the focus of national debate.

William H. Danforth, chairman of the Washington University Board of Trustees and former chancellor, headed the committee of presidents, chief academic officers and graduate deans from 14 AAU universities that prepared the report.

"Although graduate education in the United States is widely recognized as the best in the world," Danforth said, "it is criticized for overproduction of Ph.D.s, narrow training, an emphasis on research over teaching and insufficient mentoring of students. We have taken the best programs seriously in our review and in our development of best practice guidelines."

The study examined institutional perspectives on graduate education, surveyed AAU-member universities about their graduate programs and drew up guidelines on best practices for graduate education policies and programs.

Many universities have already recommended their graduate programs and responded with a wide range of changes, but more remains to be done, the report noted.

The report emphasizes these points:

- Although graduate education makes important contributions to the national and global missions of universities, its overriding purpose must be the education of graduate students.
- Student interests should be paramount in designing graduate curricula that prepare graduate students for a broad array of careers and in building a diverse student body that enriches the university and prepares students for a global work environment.
- Although unemployment rates for Ph.D.s are generally low, not enough is known about Ph.D. placement and employment.
- Universities need to track the placement of their Ph.D. students at least to their first professional employment.
- Institutions should also organize and conduct educational programs. The report recommends the report supports, and those foreign students who remain in the United States enrich the nation's talent pool.

The committee's guidelines for best practices include:

- Evaluating the graduate curriculum to ensure that students have the knowledge and skills needed for postdoctoral careers.
- Asking departments to provide descriptions of their goals and expectations for their graduate programs and comparing them to departmental performance data.
- Ending programs that cannot maintain acceptable quality and focusing resources on graduate programs without a regional or national need and sustainable support.
- Giving all admitted students accurate information about the costs they will incur and realistic assessments of prospects for financial support.
- Maintaining and providing financial support.
- Greater or less than comparison.

Not a minute too soon to tackle 'millennium bug'

Time marches on, and with it the chance to anticipate and prevent any Year 2000 — or Y2K — problems in campus computers.

The Office of Information Services hopes to raise awareness among members of the University community about the so-called "millennium bug." Bill Fritz, associate director of computing and communication, pointed out that any program written by faculty or staff that includes dates stored as two digits — 98, 980701, 070198 or 07/01/98, for instance — faces potential problems if the dates are used in:

- Greater or less than comparison.
- Calculations. Programs often include "year plus 1", "year 1 minus 2", but when the date is stored as two digits, the program cannot produce 100 from 99 plus 1. Similarly, if the program calculates age by subtracting birth year from the current year, a student born in 1980 would be 18 in 1998 but a mystifying minus-80 in '00.

Fritz said, "Sorting programs. Sorts can produce errors because an ascending sort will probably list 1999 before 2000, but 00 before 99. For Y2K purposes, a program means any code using a programming language, scripts or similar systems. It might be, for example, in a FOCUS program, a spreadsheet or a Microsoft Access application.

Ideally, Fritz said, the person in charge of the Y2K project at your school holds the right to tell the person in charge of the data center what the plan is. In your area, the plan is:

- Mimi Weiss, director of health and wellness;
- Karin Hortsman, coordinator of Greek Affairs; and
- The Rev. Gary Braun, director, Catholic Student Center.

Rare Chaucer volume joins library's Special Collections

By LAM OTTEN

Have you ever held a master's piece in your hand? "We make people wear gloves," joked Anne Posega, gazing fondly at her new edition of the complete works of Chaucer.

Well, not hers, actually, but Posega, as interim head of Olin Library's Special Collections, recently did help the University acquire the so-called "Kelmscott Chaucer." In 1896, the famed Arts & Crafts movement designer William Morris, only 425 copies were published by Morris's Kelmscott Press, each containing 87 original woodcuts by Sir Edward Burne-Jones. Everything else — from the cover and binding to the page layouts, the intricate ornamentation and even the typeface (called, appropriately enough, "Chaucer") — was designed by Morris himself.

"It's Morris's masterpiece as a bookmaker," Posega explained. "It really marks the beginning of the modern private press movement. It's also an excellent acquisition for a university, linking library interests with fine arts and literary interests."

The volume, acquired in large part through the generosity of University alumnus Marion 1980 would be 1998 but a mystifying minus-80 in '00.

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from groups underrepresented in graduate education.

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The AUA’s 60 U.S. members represent just 16 percent of the nation’s Ph.D. granting universities, but graduate more than 50 percent of the nation’s Ph.D.s.

Additional copies of the report may be obtained by calling Sandie Dickerson at (202) 408-7500. The report also is available on the AUA website at http://www.tulane.edu/~aua/AUA/Policy.html.

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Wilkinson and Crouch honored with new teaching awards  

BY DIANE DEE WILLIAMS

The first- and second-year classes at the School of Medicine both are involved in giving new teaching awards this year, called Coursemaster of the Year. The awards recognize the hard work and effort, much of which takes place behind the scenes, of overseeing well-organized and well-structured courses. This is an enormous job for a number of School of Medicine courses because of the many sections, instructors and lab sessions involved.

Wilkinson: Physician in medicine

The first-year winners were Erila C. Crouch, M.D., Ph.D., a coordinator of the School of Medicine’s second-year Physiology course, and Robert S. Wilkinson, Ph.D., the first- and second-year classes at the School of Medicine both are involved in giving new teaching awards this year, called Coursemaster of the Year. The awards recognize the hard work and effort, much of which takes place behind the scenes, of overseeing well-organized and well-structured courses. This is an enormous job for a number of School of Medicine courses because of the many sections, instructors and lab sessions involved.

Wilkinson, who researches the structure of viruses and the characterization of surfactant proteins, was honored this year for his work in identifying the compound known as buckminsterfullerenes. These compounds are known to increase free-radical production. They also prove useful in treating nerve cells from several harmful compounds that modified, water-soluble compounds as probes, determining if they are active in diseases that involve free-radical damage. They also prove useful in treating nerve cells from several harmful compounds that modified, water-soluble compounds as probes, determining if they are active in diseases that involve free-radical damage.

Dugan: Dugan studies his therapeutic potential

Buckyballs Dugan studies his therapeutic potential

Laura L. Dugan, M.D., assistant professor of clinical medicine, has received a $1 million grant from the National Institute of Neurological Disorders and Stroke. The grant will support her studies of novel compounds that may prove useful in treating neurological disorders. For the past three years, Dugan has explored the therapeutic potential of buckminsterfullerenes (buckyballs). These chemical compounds, shaped like 60-carbon atoms, can mop up harmful chemicals known as free radicals. They also prove useful in treating nerve cells from several harmful compounds that modified, water-soluble compounds as probes, determining if they are active in diseases that involve free-radical damage.

Dugan, who always has enjoyed learning new things, thinks it’s exciting to see other people learn. And she thinks of education as an interactive process between students and faculty. “I believe that students know what they need to learn to effectively answer questions and clarify issues by e-mail almost daily. They also help develop a Lotus Notes database that gives students access to lecture slides and handouts.”

Crouch credits the success of her course to her section heads, the faculty in the Department of Pathology and the support of a first-year student, Emile Unamsi, M.D. She also credits the contributions of many of the Office of Medical Education and the Media/Computing Center for their help in implementing computer-based teaching.

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Atkinson received the Paul Klemperer Medal from the New York Academy of Medicine in 1996 for his research on connective tissue diseases. He serves on the editorial boards of five medical journals and is the author or co-author of over 300 scientific papers and 100 reviews and book chapters.

Atkinson joined Washington University in 1976 as an assistant professor of medicine and served as director of the Division of Rheumatology within the Department of Medicine from 1976 to 1992. He became a full professor in 1984 and headed the Department of Medicine from 1992 until 1996.
Dancing! Event brings contemporary works to campus

Contemporary dance is the focus of this year's "Washington University Dance Theatre," which comes to Edison Theatre Dec. 4-6. Two renowned dancers who have maintained a standing young talent is presented by the Performing Arts Department in Arts and Sciences and forward-thinking mentors selected by audition. They will perform a variety of professional works by both faculty and guest choreographers.

Performances are at 8 p.m. Friday and Saturday and at 3 p.m. Sunday, Dec. 6.

Our program this year is unusually diversified and distinctly contemporary," said Mary-Jean Cowell, Ph.D., associate professor and coordinator of the dance program. "Like the contemporary dance world, our concert includes everything from the re-staging of "classic" contemporary dance "pieces" to campus to instruct students in dance studies to the public and will take place at the Missouri Space Grant Consortium.

WASHINGTON UNIVERSITY IN ST. LOUIS

"University Events" has a portion of the advertising space available for Washington University students who have a significant amount of advertising space. Contact the Office of Student Services for more information.

"WU Dance Theatre"

When Edison Theatre
When 8 p.m. Dec. 4, 5, and 6
Tickets for the general public:
$8 for senior citizens and WU faculty, staff and students.
$5 for WU students with ID.

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WASHINGTON UNIVERSITY DRUG AND ALCOHOL POLICY

A federal mandate requires that the following Drug and Alcohol Policy be distributed to all Washington University employees and students. Please post or file accordingly.

I. Introduction

The president's National Drug Control Strategy, issued in September 1989 proposed that Congress pass legislation to require schools, colleges and universities to implement and enforce drug prevention programs and policies as a condition of eligibility to receive federal financial assistance, including student financial aid. On December 12, 1989, the president signed the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. That law also requires institutions receiving federal financial assistance to prevent the illegal use of alcohol by students and employees.

The law requires that, as a condition of receiving federal funds, Washington University must certify that it has adopted and implemented a program to prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. Accordingly, Washington University has instituted this policy, which became effective on and after October 1, 1990.

II. Policy Statement

It is the goal of Washington University to protect the public health and environment of members of the University by promoting a drug-free environment.

In accordance with the mandate of the federal legislation, the manufacture, distribution, possession or use of illicit drugs, and the unlawful possession, use or distribution of alcohol on Washington University property or as part of any of its activities is prohibited.

Violations of the policy will be handled according to existing policies and procedures covering the conduct of administrators, faculty, students, and staff.

A. Standards of Conduct — Illicit Drugs: The unlawful manufacture, possession, distribution or use of illicit drugs on Washington University property or as part of any of its activities by University students, employees or their guests is prohibited.

B. Standards of Conduct — Alcohol: Federal legislation prohibits the unlawful possession, use or distribution of alcohol. Therefore, the possession and use of alcohol by non-intoxicated persons twenty-one (21) years of age or older is, according to Missouri law, lawful. University policies limit the lawful use of alcohol to appropriate occasions.

Undergraduate students should contact the Office of Student Affairs for standards governing student parties and student use and possession of alcohol. Graduate students should contact their Dean's office. Contact the Office of Human Resources on either campus for specific standards governing non-academic employees.

III. Legal Sanctions

A. Drugs: The manufacture, possession, sale, distribution and use of illicit drugs is prohibited by city and county ordinance, state law and federal statute. Punishments range from fines of $50 to life imprisonment. The statutes and ordinances define the drugs deemed "illicit." Attached, as Appendix A, is a summary of federal sanctions. Chapter 195 of the Revised Statutes of Missouri addresses illicit drugs. Section 195.214 of the Missouri statutes specifically prohibits the distribution of any controlled substance on University property. Persons convicted of this offense can be sentenced to imprisonment for not less than ten (10) years. To review specific provisions of applicable ordinances and statutes, contact the Office of the General Counsel (935-5152).

B. Alcohol: Missouri's Liquor Control Law makes it illegal for a person under the age of twenty-one years to purchase, attempt to purchase, or possess any intoxicating liquor. Section 311.325 RSMo. Violation of this provision can subject one to a fine between $50 and $1000 and/or imprisonment for a maximum term of one year. County and municipality ordinances contain similar prohibitions and sanctions. To review specific provisions of applicable ordinances and statutes, contact the Office of the General Counsel (935-5152).

IV. Health Risks

A. Drugs: Severe health risks, including death, are associated with the use of illicit drugs. Some are stated in Appendix B. For further information, contact the Center for Chemical Abuse Prevention Education (CAPE) (935-4062) or the University Health Services (Hilltop Campus — 935-6666) (Medical Campus — 362-3523).
B. Alcohol: Abuse of alcohol can produce severe health risks, including death. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, also can lead to permanent damage to vital organs such as the brain and the liver.

Women who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics. For further information, contact the Center for Chemical Abuse Prevention Education (CAPE) (935-4062) or the University Health Services (Hilltop Campus — 935-6666) (Medical Campus — 362-3523).

VI. Disciplinary Sanctions

Different disciplinary procedures are applicable to faculty, staff, and students. Violations of the standards of conduct will be dealt with on a case by case basis with the imposition of discipline being appropriate to the severity of the violation. For each group comprising the University community, there are certain common sanctions that could be applied in an appropriate case. These common sanctions include letters of reprimand, probation and severance of ties with the University, through expulsion or termination. Normally, opportunity for referral to an appropriate rehabilitation program occurs and is usually associated with a first offense. Referral for prosecution will undoubtedly occur only for the most serious violations.

A. Faculty: Faculty discipline is normally administered, in the informal manner, by the faculty member's department head, dean or by the provost. Faculty members can be terminated for cause only after a hearing conducted before a panel of faculty peers.

B. Staff: The non-academic staff is subject to disciplinary procedures administered by the staff member's department in consultation with the human resources offices on the Hilltop and Medical campuses. The normal range of personnel actions could occur. Staff members are entitled to hearing and redress by a panel of peers.

C. Students: The University Judicial Code governs students' conduct and establishes procedures for adjudicating complaints against students. Expulsion is the most severe sanction possible. In addition, residence halls (including fraternity houses) can impose discipline upon residents. The University may terminate the residence hall contracts of students violating its standards.
### Controlled Substances — Uses and Effects

<table>
<thead>
<tr>
<th>Controlled Substances</th>
<th>Uses and Effects</th>
</tr>
</thead>
<tbody>
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<td><strong>Narcotics</strong></td>
<td></td>
</tr>
<tr>
<td>Opium (II V)</td>
<td>Analgesic, anti-diarrheal</td>
</tr>
<tr>
<td>Morphine (II III)</td>
<td>Analgesic, Antitussive</td>
</tr>
<tr>
<td>Codeine (II III V)</td>
<td>Analgesic, antitussive</td>
</tr>
<tr>
<td>Heroin (I)</td>
<td>None</td>
</tr>
<tr>
<td>Hydromorphone (II)</td>
<td>Analgesic</td>
</tr>
<tr>
<td>Meperidine (Pethidine) (II)</td>
<td>Analgesic</td>
</tr>
<tr>
<td>Methadone (II)</td>
<td>Analgesic</td>
</tr>
<tr>
<td>Other Narcotics (II III V)</td>
<td>Analgesic, anti-diarrheal, antitussive</td>
</tr>
<tr>
<td><strong>Depressants</strong></td>
<td></td>
</tr>
<tr>
<td>Chloral Hydrate (IV)</td>
<td>Hypnotic</td>
</tr>
<tr>
<td>Barbiturates (II III V)</td>
<td>Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent</td>
</tr>
<tr>
<td>Benzodiazepines (IV)</td>
<td>Antianxiety, Anticonvulsant, Sedative, Hypnotic</td>
</tr>
<tr>
<td>Methaqualone (I)</td>
<td>Sedative, Hypnotic</td>
</tr>
<tr>
<td>Glutethimide (III)</td>
<td>Sedative, Hypnotic</td>
</tr>
<tr>
<td>Other Depressants (III IV)</td>
<td>Antianxiety, sedative, hypnotic</td>
</tr>
<tr>
<td><strong>Stimulants</strong></td>
<td></td>
</tr>
<tr>
<td>Cocaine (I)</td>
<td>Local anesthetic</td>
</tr>
<tr>
<td>Amphetamines (II)</td>
<td>Attention deficit disorders, narcolepsy, weight control</td>
</tr>
<tr>
<td>Phenmetrazine (II)</td>
<td>Weight control</td>
</tr>
<tr>
<td>Methylenedinitrate (II)</td>
<td>Attention deficit disorders, narcolepsy</td>
</tr>
<tr>
<td>Other Stimulants (III IV)</td>
<td>Weight control</td>
</tr>
<tr>
<td><strong>Hallucinogens</strong></td>
<td></td>
</tr>
<tr>
<td>LSD (I)</td>
<td>None</td>
</tr>
<tr>
<td>Mescaline and Peyote (I)</td>
<td>None</td>
</tr>
<tr>
<td>Amphetamine Variants (2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB)</td>
<td>None</td>
</tr>
<tr>
<td>Phencyclidine (II)</td>
<td>None</td>
</tr>
<tr>
<td>Phencyclidine Analogues (PCP, PCP, TCP)</td>
<td>None</td>
</tr>
<tr>
<td>Other Hallucinogens (I)</td>
<td>None</td>
</tr>
<tr>
<td><strong>Cannabis</strong></td>
<td></td>
</tr>
<tr>
<td>Marijuana (I)</td>
<td>None</td>
</tr>
<tr>
<td>Tetrahydrocannabinol (II)</td>
<td>None</td>
</tr>
<tr>
<td>Hashish (I)</td>
<td>None</td>
</tr>
<tr>
<td>Hashish Oil (I)</td>
<td>None</td>
</tr>
</tbody>
</table>

*Designated a narcotic under the CSA.  *Not designated a narcotic under the CSA.
### Federal Trafficking Penalties

<table>
<thead>
<tr>
<th>CSA</th>
<th>PENALTY</th>
<th>QUANTITY</th>
<th>DRUG</th>
<th>DESCRIPTION</th>
<th>FIRST OFFENSE</th>
<th>SECOND OFFENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2nd Offense</td>
<td>Not less than 5 years. Not more than life</td>
<td>Methamphetamine</td>
<td>10-99 gm or 500-4,999 gm mixture</td>
<td>Fine not more than $500,000 individual, $2 million not individual.</td>
<td>Fine not more than $2 million individual, $10 million not individual.</td>
</tr>
<tr>
<td>I</td>
<td>1st Offense</td>
<td>Not less than 10 years. Not more than life</td>
<td>Methamphetamine</td>
<td>100 gm or more mixture</td>
<td>Fine $1 million individual, $5 million not individual.</td>
<td>Not less than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million not individual.</td>
</tr>
<tr>
<td>II</td>
<td>2nd Offense</td>
<td>Not more than 5 years. Not more than 40 years</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
<tr>
<td>II</td>
<td>1st Offense</td>
<td>Not less than 10 years. Not more than life</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not more than 20 years, not more than 30 years, not more than life. Fine $2 million individual, $10 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
<tr>
<td>III</td>
<td>2nd Offense</td>
<td>Not more than 5 years. Not more than 40 years</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
<tr>
<td>III</td>
<td>1st Offense</td>
<td>Not less than 10 years. Not more than life</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not more than 20 years, not more than 30 years, not more than life. Fine $2 million individual, $10 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
<tr>
<td>IV</td>
<td>2nd Offense</td>
<td>Not more than 1 year. Not more than 40 years</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
<tr>
<td>IV</td>
<td>1st Offense</td>
<td>Not less than 10 years. Not more than life</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not more than 20 years, not more than 30 years, not more than life. Fine $2 million individual, $10 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
<tr>
<td>V</td>
<td>2nd Offense</td>
<td>Not more than 1 year. Not more than 40 years</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
<tr>
<td>V</td>
<td>1st Offense</td>
<td>Not less than 10 years. Not more than life</td>
<td>Marijuana</td>
<td>Any</td>
<td>Not more than 20 years, not more than 30 years, not more than life. Fine $2 million individual, $10 million not individual.</td>
<td>Not more than 20 years, not more than life. Fine $10 million other than individual.</td>
</tr>
</tbody>
</table>

*Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg. 
*Does not include marijuana, hashish, or hash oil. (See separate chart.)

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### Federal Trafficking Penalties — Marijuana

#### QUANTITY

- **1,000 kg or more; or 1,000 or more plants**
  - **Marijuana** Mixture containing detectable quantity
  - **DESCRIPTION** Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual. **FIRST OFFENSE**
  - **SECOND OFFENSE** Not less than 10 years, not more than life. Fine $2 million individual, $10 million not individual.

- **100 kg to 1,000 kg; or 100-999 plants**
  - **Marijuana** Mixture containing detectable quantity
  - **DESCRIPTION** Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual. **FIRST OFFENSE**
  - **SECOND OFFENSE** Not less than 10 years, not more than life. Fine $2 million individual, $10 million not individual.

- **50 to 100 kg**
  - **Marijuana** Mixture containing detectable quantity
  - **DESCRIPTION** Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual. **FIRST OFFENSE**
  - **SECOND OFFENSE** Not less than 10 years, not more than life. Fine $2 million individual, $10 million not individual.

- **10 to 100 kg**
  - **Hashish** Mixture containing detectable quantity
  - **DESCRIPTION** Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual. **FIRST OFFENSE**
  - **SECOND OFFENSE** Not less than 10 years, not more than life. Fine $2 million individual, $10 million not individual.

- **Less than 10 kg**
  - **Hashish** Mixture containing detectable quantity
  - **DESCRIPTION** Not less than 10 years, not more than 20 years, not more than life. Fine $1 million individual, $5 million not individual. **FIRST OFFENSE**
  - **SECOND OFFENSE** Not less than 10 years, not more than life. Fine $2 million individual, $10 million not individual.

*Includes Hashish and Hashish Oil

(Marijuana is a Schedule I Controlled Substance)
Wednesday, Dec. 2


Music

Thursday, Dec. 3


Friday, Dec. 4

4-6 p.m. History and philosophy of science colloquium. "Philosophy and Science in the Experience of the Mind," time, place, speakers.

Saturday, Dec. 5

8 a.m. PDZ-Based Signaling Complexes in Cell Biology and Physiology Seminar. "The Role of PDZ Proteins in Cell Adhesion," time, place, speakers.

Sunday, Dec. 6

9 a.m. Cell biology and physiology seminar. "Microbial Dynamics," time, place, speakers.

Monday, Dec. 7

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Tuesday, Dec. 8


Wednesday, Dec. 9

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Thursday, Dec. 10

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Friday, Dec. 11

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Saturday, Dec. 12

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Sunday, Dec. 13

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Monday, Dec. 14

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Tuesday, Dec. 15

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Wednesday, Dec. 16

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Thursday, Dec. 17

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Friday, Dec. 18

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Saturday, Dec. 19

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Sunday, Dec. 20

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Monday, Dec. 21

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Tuesday, Dec. 22

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Wednesday, Dec. 23

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Thursday, Dec. 24

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Friday, Dec. 25

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Saturday, Dec. 26

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Sunday, Dec. 27

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Monday, Dec. 28

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Tuesday, Dec. 29

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Wednesday, Dec. 30

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Thursday, Dec. 31

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.

Friday, Jan. 1

6:30 p.m. Anesthesiology Grand Rounds. "Anesthesia for Total Hip Replacement," time, place, speakers.
Alcohol on the Hilltop: Seeking solutions

Total wellness concepts aim to foster responsible drinking

W ellness is an innocuous term that has gained currency. But in the battle of words, a large number of college students engaging in negative social behaviors like binge drinking are not being educated about negative connotations the term may have. Wellness is a healthy mix of health dimensions. If we want to help them develop health dimensions further to meet students' total needs, one does to earn a living and/or engage in a lifestyle that is comprised of six dimensions:

- Physical: maintaining one's body in good condition by eating right, exercising regularly, avoiding harmful habits and making informed, responsible decisions about one's lifestyle.
- Emotional: understanding one's own feelings and knowing how to cope with problems that arise in everyday life and how to handle stress.
- Intellectual: having a mind open to new ideas and concepts.
- Spiritual: finding a state of being that is intrinsically spiritual and reconciled with world and others.
- Social: having the ability to form lasting interpersonal relationships.
- Occupational: enjoying what one does to earn a living and/or contribute to society and the community.

The College of Education at the University of Illinois at Urbana-Champaign has committed to a holistic approach to wellness, one that combines education, services, and the maintenance of community standards and expectations.

Three recent hires have heightened the community's sensibility. Eighteen months ago, Betty Joy Jones was named assistant vice chancellor for student life and physical plant operations. Julie Saker, assistant vice chancellor for student judicial affairs, and Michael Haines, NIU's coordinator of health education services. In a recent letter to the students, they expressed disappointment that the number of students patronizing the campus bar and then determining the level of alcohol in their blood after a certain number of drinks. They can "play" drinking games and find themselves in a bad situation or even alcohol poisoning. They might hang out, have a good time, and then drive. What they may not realize is that their actions can result in a ticket or even a吊销 driving license.

Jones and Saker say, "Students understandably get upset when you say, 'You can't.'" Haines notes, "In fact, the majority of students do not drink at all; 45 percent of NIH undergraduate class was reported to be non-drinkers — binge drinkers — but in general, you only need to have 7 percent of them to have an impact.

Seeking solutions Correcting false perceptions

News flash: Most students don't binge

A Friday-night peek inside Brian's brain:

"Drink, I want to go down to the Bar — but I don't want to get hammered." "Oh, you just like being different, do you?" "...Well, no, but..." "Everybody's going to be campus comedy, I guess if you can't beat 'em, join 'em."

But do the math, Brian. Yes, a recent Harvard study revealed that 45 percent of all college students are binge drinkers. 100-437. You're in the majority, dude! There are more of you than them.

This phenomenon [of binge drinking] is said to be due to the influence of a "social majority" — that peers exert influence to have abstinence from alcohol. Develop a solid friendship network. Be with peers you know. Have a few drinks before the party if you must. Ask someone to help you return to campus, if you're going to the concert with positive reinforce ment. Alcohol 101 provides an interactive game where students can learn about the effects of alcohol. Alcohol abuse — in place. Among them:

- TIPS — Shorthand for "Training in Intervention Procedures". TIPS is a peer-based program that teaches students who, when and how to intervene when fellow students are misusing alcohol. In short: students looking out for students. Developed by the Health Education Foundation of Washington, D.C., in 1965, the two-hour training format includes videotape presentations, particip ant manuals and interactive discussion designed to create a relational environment. Weiss, who has received TIPS certification, is implementing the program next fall.

- Alcohol 101 — A CD-ROM software program for college researchers, students and admin istrators. It's a model for teaching drinkers. Alcohol 101 provides an interactive education about the effects of alcohol. Launched through the features of a nescenceless lira lamp named Necton, the Washington University in St. Louis was the first institution to test the hypothesis in regard to binge drinking. At that time, 43 percent of NIH undergraduates were classified as binge drinkers — but students in general estimated the number to be about 7 percent of their peers. Following an extensive media campaign in the student newspaper, the students were asked if they believed about student behavior, coupled with creative peer education, the number of students drinking binge drinking occurred to the proper use of their peers binged — and the rate of binge drinking had dropped to 20 percent. This success has been followed by similar results at the University of Arizona, Hobart and William Smith Colleges and Western Washington University. Encour aged by the results, the state of Oregon recently passed a law that would allow students to report alcohol consumption to the university. A program developed by the "NIU model" is the critical first step in proactive prevention of binge drinking. It includes student self-assessment, development of a plan of action, and implementation of that plan. Among the measures:

- TIPS — Shorthand for "Training in Intervention Procedures". TIPS is a peer-based program that teaches students why, when and how to intervene when fellow students are misusing alcohol.

The media missed the big story on college campuses in covering an ongoing issue: college binge drinking. The newspaper was the first to test the hypothesis in regard to binge drinking. But the story is that, in enough numbers, binge drinking began to drop by 1992. NIH students perceived binge drinking to be less likely to abuse your body, let's say, to the entire campus community. The critical first step in proactive prevention of binge drinking. It includes student self-assessment, development of a plan of action, and implementation of that plan. Among the measures:

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The real thirst is for belonging

"A good conversation... There is... for those of us that..." - President of ABS. The ABS is a society that focuses on values, accountability, and ethical conduct.

The Rev. Gary Braun, Director, Catholic Student Center

VOICES

No one "Forces" students to drink

"In recent issues of Student Life....tk be organized..." - Horstman. He encourages students to try and change the culture of drinking on campus.

Chris Hill

Class of 2002

VOICES

Learning decision-making skills

"As part of residential advisor (RA) training..." - Horstman. RA training focuses on teaching decision-making skills.

"I am sure you have some..." - Horstman. RA training helps students make informed decisions.

"At the alcohol policy debate..." - Horstman. RA training prepares students to handle difficult decisions.

"... I am sure you have some..." - Horstman. RA training emphasizes the importance of empathy and communication.

"... more structured things..." - Horstman. RA training provides a foundation for discussions.

"... to learn to make good decisions..." - Horstman. RA training empowers students to take ownership of their lives.

"... and the Record..." - Horstman. RA training helps students understand their environment.

"... to know whether..." - Horstman. RA training fosters critical thinking.

"... your organizations..." - Horstman. RA training promotes leadership.

"... who just want..." - Horstman. RA training supports personal growth.

"... you have the right..." - Horstman. RA training encourages autonomy.

"... than anything else..." - Horstman. RA training highlights the importance of values.

"... the school to break the law..." - Horstman. RA training teaches students about responsibility.

"... work to be in control..." - Horstman. RA training promotes self-efficacy.

"... that run deep..." - Horstman. RA training fosters connection.

"... that can only be learned..." - Horstman. RA training offers unique experiences.

"... we will be in control..." - Horstman. RA training empowers students.

"... that can only be learned..." - Horstman. RA training bolsters confidence.

"... that can only be learned..." - Horstman. RA training enhances competence.

"... that can only be learned..." - Horstman. RA training instills self-efficacy.

"... that can only be learned..." - Horstman. RA training builds resilience.

"... that can only be learned..." - Horstman. RA training promotes personal growth.

"... that can only be learned..." - Horstman. RA training develops critical thinking.

"... that can only be learned..." - Horstman. RA training enhances communication.

"... that can only be learned..." - Horstman. RA training fosters relationships.

"... that can only be learned..." - Horstman. RA training promotes leadership.

"... that can only be learned..." - Horstman. RA training supports decision-making.

"... that can only be learned..." - Horstman. RA training builds empathy.

"... that can only be learned..." - Horstman. RA training nurtures values.

"... that can only be learned..." - Horstman. RA training enhances knowledge.

"... that can only be learned..." - Horstman. RA training promotes skills.

"... that can only be learned..." - Horstman. RA training supports positive outcomes.

"... that can only be learned..." - Horstman. RA training builds confidence.

"... that can only be learned..." - Horstman. RA training enhances self-efficacy.

"... that can only be learned..." - Horstman. RA training promotes values.

"... that can only be learned..." - Horstman. RA training fosters skills.

"... that can only be learned..." - Horstman. RA training supports knowledge.

"... that can only be learned..." - Horstman. RA training enhances values.

"... that can only be learned..." - Horstman. RA training promotes skills.

"... that can only be learned..." - Horstman. RA training supports knowledge.

"... that can only be learned..." - Horstman. RA training builds values.

"... that can only be learned..." - Horstman. RA training enhances skills.

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Horticulturist Paul Norman talks with high school student Yi-Fei Pu, son of Burton Pu, Writing Center tutor, while his aunt and a friend gather gingko fruit, considered a delicacy in Asian cultures. The gingko is one of 3,000 trees Norman watches over on campus.

"Studies have shown that when it comes down to a student making a decision about where to go to school, all things being equal, the appearance of the grounds will make the decision."