

THE STUDENT BODY

COLUMN

Drug-testing policies lack real penalties

By Steven J. Keith
■ The Parthenon
Marshall U.

What's wrong with this picture? A Marshall U. student athlete must test positive for drug use four times before he or she is permanently suspended from the team and recommended to no longer receive an athletic scholarship. Four times!

What school would have a drug-testing program allowing an athlete to be caught using drugs four times before anything "major" is done? Well Marshall does, and I don't think that's something it should be proud of.

With today's increasing problem of drug abuse and the tendency for some athletes to use drugs for "enjoyment" or to better their bodies (e.g. steroids), many schools have adopted drug-testing programs. These programs are designed to test all students involved in athletics to try to eliminate the use of drugs. Marshall does have such a policy, which even includes educating athletes on the effects and consequences of drug abuse. Hooray for Marshall for adopting such a program, but university and athletic department officials need to sit down and decide if the policy is serving its intended purpose.

The lack of strict penalties is a major problem. On a first offense, the athlete's coach is told and the player is recommended for counseling. That's it. A second offense calls for the same "penalties," plus two closed-group sessions, notification of parents, suspension for five days and one game, and additional testing throughout the year. The only additional penalty for a third offense is suspension for 10 days and two games. Finally, on a fourth offense, the player is suspended from the team.

I'm all for giving individuals a second chance, but when it comes to something as serious as drug abuse, I think four chances is a bit much.

These students are representing other students, the university and the entire community, and it is necessary that they convey a positive, clean image. And if an athlete con-

See TESTING, Page 21

COACHING

On the sidelines

Not many people know that graduate assistants make up the backbone of university athletic coaching staffs across the country.

Page 19

VOLUNTEERS

'Bad News Bears'

Two students at Western Washington U. volunteered as coaches for a Little League baseball team and encourage other students to do the same.

Page 19

Walk-ons: Are they forgotten athletes?

By Clint Riley
■ The Eastern Progress
Eastern Kentucky U.

They are the forgotten athletes. They sit on the benches and stand on the sidelines.

They put their bodies on the line at practice, even though they may never get to play in a game.

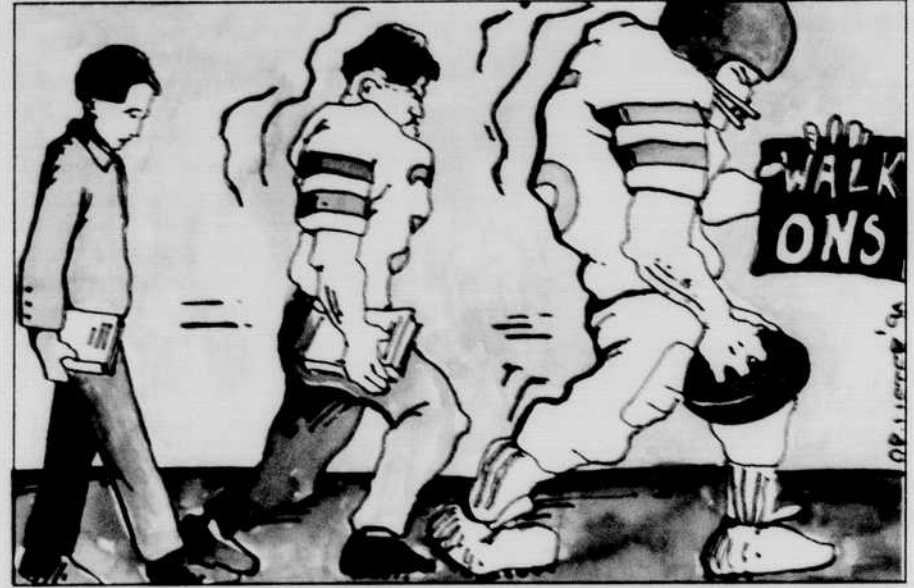
The college walk-on athlete is usually the high school athlete who was overlooked during the college-recruiting season.

It's either a love of the sport in which they participate or just the fact that they believe they are good enough to play college sports that drives them to give college athletics a try.

But no matter what makes them decide to give college athletics a shot, cutbacks in some college athletic scholarships and implementation of Proposition 48 requirements are making the walk-on athlete more important to college athletics.

At Eastern Kentucky U., limited scholarships in some sports has made the walk-on athlete a necessity. "Today it is a must in baseball, it's a must in track and in golf and tennis. It's a must to have walk-ons," Eastern Athletic Director Donald Combs said.

Combs also said walk-on athletes — because of the process in which they make a team — may be better prepared



CHARLES LISTER, THE EASTERN PROGRESS, EASTERN KENTUCKY U.

mentally than other athletes. "The non-scholarship athlete comes in because nobody chose him, so he comes in with a scrappy, mentally tougher attitude as a freshman," Combs said.

According to women's basketball coach Larry Inman, it is difficult to get walk-ons to stick with a college program for long.

"As a general rule, your walk-on people don't stay with the program long enough to help your program," he said. "The unfortunate thing about walk-ons is, for

the kind of work we require, it takes a very special athlete," Inman said.

What type of reward does a walk-on athlete get from the sacrifices he must make? "I've been doing this my whole life, I don't know anything else," said freshman football walk-on Brantley Mitchell.

Paul Jones, a 5-foot-9, 160-pound freshman walk-on said, "People tell me I'm too little to play football. It keeps me going."

See WALK-ON, Page 21

Students war with sandman during lectures

By Ann Rakestraw
■ The Cavalier Daily
U. of Virginia

Your head drops and spastically snaps back. Your pen hangs limply in your hand. It is only 10 minutes into the class but you are already struggling to keep your eyelids open.

Any minute you'll probably start drooling and hating yourself for not having gotten more sleep.

If you're like most students, this scenario is probably a little too familiar for comfort. It is a nightmare of a problem and U. of Virginia students have different methods for fighting the temptation to nap in class.

George Kazzmarskyj, a second-year engineering student, said seating is a key for him. "If you sit right in front of the professor, you'll stay awake. If you're in his peripheral vision, you're doomed to fall asleep."

Kazzmarskyj has another solution for dealing with classroom exhaustion — not going to class.

Although some students advise avoiding 8 a.m. classes, others said falling asleep is not so much a problem in the morning as it is in the afternoon. Students start curling up for noontime naps in kindergarten, and for many it is a hard habit to break.

"I fall asleep every day after lunch, about two. It doesn't matter what it is or how interesting it is," said fourth-year student Sandy McClung. "Usually I take Vivarin or drink Cokes — caffeine.



MATTHAEUS SZUMANSKI, THE CAVALIER DAILY, U. OF VIRGINIA

Sometimes it works, sometimes it doesn't."

Robert Mayfield, a second-year student, said he has problems staying awake in large classes. "There is not much interaction between me and the professor, so once I start drifting off, I'm gone," he said.

First-year student Alexander Johnson said he uses "sheer force of will" to keep from drifting off. "I just keep thinking

how embarrassing it would be to fall asleep because I snore."

Teachers sometimes mistake a student's efforts to remain conscious as genuine interest in the subject matter. Robert Daguillard said he had a problem with one class where the professor was exceedingly dull. "I forced myself to look him right in the eye; that's the reason I not only stayed awake but got an 'A' in

See SNOOZE, Page 21