TCB Sets Liberation Festival

A "Liberation Festival" to raise money for the court defense of Angelo Lewis is being sponsored by the Trinity Coalition of Blacks Monday at 8 p.m., in Goodwin Theatre.

Lewis was arrested at a demonstration in New Haven against the trial of 14 Black Panthers. He is accused, according to informed sources, of throwing rocks and breaking windows of the courthouse. If convicted, he could face a $300 fine or a sentence of one to ten years.

The Festival will feature music and poetry reading, and those who want to may bring food. The public is urged to attend. All donations will be used for Lewis' defense fund and voluntary donations to be used for Lewis' defense fund and voluntary donations.

Conspiracy

Members of the Anti-Aircraft Conspiracy outside the home of William F. Gwinn, Chairman and Chief Executive Officer of United Aircraft. Demonstrators protested UAC weapons production for the war in Vietnam.

Herbert Edwards, a 41-year-old human relations expert and doctoral candidate at Brown University, will become the College's first full-time Jewish chaplain next fall. Edwards will join the department of religion as an assistant professor and devote one third of his time to the office of community relations, where he will be assistant dean for human relations. Edwards will teach courses in ethics, Black religion and conflict in America, and the Black church in America.

In the fall of 1969, Edwards was acasting votes for the United Aircraft Corporation, which is the nation's largest manufacturer of aircraft, and one of the major producers of weapons for the war in Vietnam. Edwards was also a neighborhood development counselor for the Baltimore Action Agency Anti-Poverty Program.

In 1965-'66, he was an executive assistant of the Maryland Commission on Inter-racial Relations and Relations. In 1966-'72, he was executive director of the New York Division, American Cross Race Relations Commission.

Edwards' courses on Black religion and ethics will center on the "reactions of various Black religions to the potential weapons placed upon Black people which deny them full participation in American life."

That there will be 15 and 16 students affected by the college's actions.

TCC Rebuffs Lockwood's Plans To Implement Judicial System

President Lockwood informed the TCC Wednesday that he is "implementing immediately" the PROPOSED TRINITY ADJUDICATIVE PROCESS as amended by the faculty at its meeting last month. He asked Marc L. Salisch, assistant dean for community life, to negotiate with the students to fill the student posts provided in the judicial proposal.

The TCC refused to support a motion of concurrence with the President's action, as moved by Robins Stowe, associate dean for educational services, at a meeting Tuesday. "My understanding was that they had recommended it," Lockwood said in a telephone interview Wednesday night. He said he thought it was to prevent the complaints of the faculty and the Senate, and "with their approval, implement the system.

The Faculty has approved the judicial proposal with a few changes, and sent to Lockwood the names of faculty members to fill the posts on the various judicial boards provided for in the system.

Students March on Trustee Home: Want End to UAC War Efforts

The home of Mr. William F. Gwinn, Chairman and Chief Executive Officer of United Aircraft, was picketed last Sunday by 30 members of the Anti-Aircraft Conspiracy, protesting UAC weapons production for the war in Vietnam.

Gwinn is a member of the Board of Trustees and is also a neighborhood development counselor for the Baltimore Action Agency Anti-Poverty Program. In 1964 and '65, he was a staff member of the Delta Ministry of Mississippi, an organization of Churches. In 1965, Edwards was also a neighborhood development counselor for the Baltimore Action Agency Anti-Poverty Program.

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Penn. Asks College Cite Agitators

Students receiving financial aid from the state of Pennsylvania will be faced with losing their aid if they are dismissed from the school or convicted in a court of felony, resulting from attempts to disrupt classes or activities of the college.

In a letter sent to President Lockwood, the Pennsylvania Higher Education Assistance Agency has asked the college to report all such disqualifications or convictions of Pennsylvania students. The Agency has threatened to cut off all aid to Pennsylvania students at the college unless the college agrees to comply with this arrangement.

Thomas A. Smith, associate dean of external affairs, said that there will be 15 and 16 students affected by the college's actions.

Herbert Edwards
Commitment

The College's hiring of Herbert Edwards is a small but significant indication that the institution is beginning to recognize the special needs of the Black student. Since the College's commitment to the education of minority and underprivileged students began, their special needs have been generally misunderstood and largely neglected. When the Trinity Coalition of Blacks (TCB) delivered 10 demands to President Lockwood last year calling for Black faculty and administrators and the institution of Black studies, the College's response demonstrated concern yet little willingness to act. Little indication was given then that this response was neglectful. When the Trinity Coalition of Blacks (TCB) needs have been generally misunderstood and largely significant indication that the institution is beginning to the newly adopted policy.

The efforts of the College in the appointment of Mr. Edwards should be recognized as an indication of renewed institutional commitment.

The addition of a man of Mr. Edwards' qualifications to the Community Life staff and the religion department is a step towards redaction of the alienation experienced by the black student at Trinity.

Much of the future success in the hiring of additional Black faculty depends upon the department chairmen who are responsible for initiating appointments. The TRIPOD hopes the other departments will begin to show the same initiative that the religion department has displayed throughout the year.

LETTERS TO THE EDITOR

March 20, 1970

Faculty Ask New Grade Scheme; Does Not See Academic Decline

A report at Wesleyan University claiming the Institution's academic standards are deteriorating does not apply here according to several faculty members.

The new curriculum does seem to be conducive to a more relaxed atmosphere within the institution. George W. Doten, professor of psychology pointed out.

"With freshmen and senior seminars, open seminars, and independent study at the undergraduate level, the College has a reason to be proud that it has adopted such a program," he said.

The College may experience a deteriorating of academic standards and an inordinate increase in the grades system if the grading system is not changed, Doten said.

"I have spoken to the grading Committee that recommended three significant changes system last week, said, the Wesleyan recommend grading system indicates the need for a grading system which corresponds to the curricular innovations."

"One could argue that the Wesleyan faculty is at best unable to apply a standard unified system to all types of courses and that the system, this grading system is in the higher brackets."

Robert Lindsay, professor of physics, agreed with Doten. The objective of the seminar requires that grades in this course be different, he said, "Grading must be subjective, looking at each student's performance," he said.

"I paid for? Isn't anyone else as concerned as I am about the lack of interest and motivation."

"I do not see a need for a new grading system."

CUNY Nite Students in Boycott

A boycott is being staged by thousands of New York night students, who, in effect, have announced a strike against the University's admission policy, according to a student spokesperson.

"The protesters claim that since the otherwise tuition-free university is new and not as well known as more prestigious institutions, many students regardless of grades, are being refused admission."

"The students are largely those who, before the adoption of the admission regulations, could not meet the admission's entrance requirements and therefore paid between $50 and $100 per credit to attend the night school as non-registered students."

"We must seek to help cure this problem, not merely by mitigating a situation more difficult than signing a petition out of anger. This is a total campus issue which is the problem, we cannot afford to overlook the troubles that this system is creating for students. We would agree to a search for a better system, The protesters are demanding the administration to take positive action, not merely be indifferent to the problem."
inside

Skiing and Being
An Interview with Steven Keeney
Along with a dozen students, his wife, two babies, and 16-year-old Christopher, Dr. Hyland has spent the first half of the semester living in "Unserhaus", or "Our House," in a rather large, decrepitly furnished, and utterly comfortable old Vermont house, with all the comforts of the country (like a driveway that's basically mud) and all the glamour of a ski resort. Perhaps as Charles Yeager, one of the participating students said, "The house is haunted," and if that's so, then up with ghosts! The experience of these people has been remarkable, not as two months of remarkable play, though it has been that too. Rather it's the haunting impression that what you see at "Unserhaus" is the good life, fit for a man.

You enter "Unserhaus" through the kitchen and the first thing you see is a very ornate, sooty old-fashioned stove. Not long after that you're off on a tour of the house, up to the loft which doubles as a guest room and cold storage; down one flight of stairs and up another to the dormitory room where most of the boys sleep, and then down to the living room where little Charlie Stewart is playing in his toy swing. Most of the group has gone to the library in Manchester, Vermont to study; a few others are out on the ski slopes at Magic Mountain. The people left can hardly control their happiness, telling all about their life, their house and their work, in roughly that order.

Bruce McWilliams is talking about the personality tensions. "Everyone's making a special effort to be cordial," he says, and even though the members of the group are all very different kinds of people, it doesn't seem to have caused any problems. If anything we're all a lot better off for being different." Ann Hyland says it all very well, "I think we've all behaved very maturely." And besides, how can you hate someone you ski with?

Charlie Yeager: "Skiing is the thing that has really brought us together, there's a lot of shared experience, a sense of community."

Bruce McWilliams: "You constantly reflect about the college itself. Trinity is made up of people, and like people everywhere, they have faults. Life in general is closed up, but not here. At Trinity, you can brush the people off, and keep things closed up, but here you can't."

The reflections on Trinity from the group are articulate and varying. Some of them feel that the campus is too "sterile", especially after their Vermont experience. Others feel they have almost a duty to bring back what they have, to begin opening the campus up. Professor Hyland admits that he has almost a political purpose, he wants to proselytize the campus, to open it toward the good life as he understands it. It is apparent the students have learned a Platonic lesson, politics is really a matter of what concerns the pole, the community, and not an issue of power. To bring the energy and playfulness of their own lives to the full community is the patriotism they have come to share. It is a strange sort of patriotism that wants to make life better, but what better purpose is there?
The Teacher

The vitality of "Unerhaas" revolves around Hyland, the teacher. He is responsible for the boldness of the project, and takes it quite seriously. Between chasing after four-year-old Christopher and quieting one of the babies he admits having a selfish interest in his teaching, and defends it vigorously. It is not true, he says, that he should treat students as pals and spend all my time working for them. In the first place, "the student-teacher relationship is one of the more fruitful possibilities of human encounter," and to maintain this relationship, a certain distance is necessary, between teacher and student. Second, the teacher has to preserve his own needs, and continue his own study. Otherwise, he ends up at thirty-five with no energy left.

One of the students says, "Dr. Hyland treats us like we were at Trinity. He hasn't broken his professional distance. At first, I think, he was unsure of himself about what kind of relations he should have with us." Now, they agree, he has "loosened up." Hyland is a father figure, but only in the sense that the students respect him tremendously. The relationship of student to teacher is very precarious seriously. Between chasing after four-year-old Christopher and quieting you can do is play.

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You can't master a mountain, and you had better not submit to it. What suggests, is playfulness, which requires first of all taking seriously what we're talking about. But that's only an initial difference. To and what Hyland is striving toward is not at first clear. To quote him, "It's part of the ancient concept of studying under a man. I just find a sense of very deep involvement that yet preserves the sense of difference."

"An initial basis for the difference is that I know more than they do about what we're talking about. But that's only an initial difference. To preserve it I have to continually prove myself more sensitive about things than they are...this is the challenge of teaching. I did not intend this to be a communal thing. I believe in privacy, I am very concerned with preserving people's right to privacy."

He says candidly, "I don't care what the kids do with their lives," by which he seems to mean that the content of his students lives, what they do, is none of his business as a teacher. His concern is rather that students ought to have lives in a full and heartening sense. And that means for them, thinking and reflecting. It demands that each individual adopt a point of view, a stance from which he meets the world. This point seems to be the heart of Hyland's teaching. It is neither adequate nor humane to encounter nature in other men from a stance of "mastery" or "submission" as Hyland tries to demonstrate is tremendously. The relationship of student to teacher is very precarious seriously. Between chasing after four-year-old Christopher and quieting you can do is play.

The Good Life

At Trinity, Dean Fuller remarked, "A big university doesn't dare let their faculty do something like this. For one thing, their faculty members don't trust one another enough to do that. We hope that our colleagues is really going to enhance his teaching experience with something like this." Fuller thinks that this speaks well of Trinity in the sense that as an institution it makes possible something like the "Unerhaas" group. Comparing his seminars at Trinity with the three-times-week encounters in Vermont Hyland calls attention to a further difference, that sets his group apart even from Trinity. -

At Trinity, the average seminar is conducted at a high conceptual level and tends to get dominated by the advanced students. But in Vermont, Hyland notes, "everything I say gets questioned." The kids are naive, but in the best sense. Everyone participates in the dialogue, sometimes to the point where violent argument is threatened. It's healthy, bounding, vibrant and very thoughtful contest that goes on. The seminar Tuesday night concerned part of Plato's CHARIMedes, and it was unaccountably unlike other seminars at Trinity. An observer could tell there was quality work behind it just from listening, and could see as well that what was said was taken to be "relevant," Here is a reconstruction from the discussion. The subject is sophrosyne, usually translated as temperance, or self-control, which the CHARIMIDES attempts to define.

Student: "Self-control is always related to something else, but what's the relation? We always talk about self-control in terms of other virtues, like justice and courage.

Hyland: You are suggesting that sophrosyne is not an intrinsic virtue, but becomes a virtue only IN something. But then it's like eros (We always have eros OF something.) It's conceivable that sophrosyne or self-control is not a virtue in some cases.

Student: "You know, I've thought of reason as a sort of self-control, maybe we've got a three way thing here. eros, self-control and reason."

Hyland: "Yes! We saw that in the PHAEDRUS and the CHARIMDES. Reason is like self-control, for example, the characters image in the PHAEDRUS. And the SYMPOSIUM, we had the discussion of the rationality of eros. But remember, that in the SYMPOSIUM, eros gets identified with human nature. This sheds light on the classical definition of man—the animal having reason—reason is a matter of eros and self-control."

Student: "But don't we have a translation problem with 'sophrosyne'? Is it really self-control?"

Hyland: "Sophrosyne is emerging as a quality so complex as to be beyond definition. It's related directly to justice, courage, and the other virtues, and also to reason and eros. Possibly the failure to define sophrosyne is not a failure."

Student: "But earlier, you were questioning whether Plato meant sophrosyne as a virtue. Now you're tying it to virtues. It's the same as with Holodger and authenticity: using it like a value, then saying it's not really a value at all."

And so it goes on for three hours.

These students show a warm sensitivity and insight in their work, yet none of them had the reputation of being intellectual when they left Hartford for the north country. This Open Semester has made possible something entirely out of the ordinary. It is proving that not just SOME people are intelligent, but that MOST are, given a chance. Many Yale intellectuals on the campus would dispute this heatedly, but they haven't seen the evidence. The contrast between their thinking, and Trinity thinking, is unmistakable. Dean Fuller hopes that other faculty at Trinity will invent equally, creative teaching experiences. It's what the curriculum makes possible, and form what can be seen, it looks strangely like the good life.

Hugh Mohr said, "One of the amazing things about this has been watching these two (the babies) grow up. More to the point, the children and the students have been growing. Their environment is circumscribed, their activity focused on skiing and thinking very hard. For one semester, it's a great way to live. There's no time for fermenting a revolution or for doing any of the other tedious chores of campus life. Just two things, both of which get done in a better way than ever before."

One of the guys was passing around a letter to his girl friend he had just written. Someone explained this odd occurrence like this, "we don't usually pass our love letters around, but being up in the mountains with a common concern, well, you know." And about that time the baby started crying, dinner was served, and everyone forgot that the house was haunted.
TRIPOD: Does not the politics of confrontation, which seems to be in vogue among students, preclude the possibility for a balanced faculty-student mind, i.e. a mood which favors change?

KEENEY: Confrontation occurs because their system fails. It's not something that any group can create. It's something that we can't create. No student group can come into a situation where students are happy, where governance is working smoothly, and start a confrontation. The fact is that confrontation is a conscious attempt of a sufficiently unstable system that it becomes insufferable to a majority of the people who are affected by it.

TRIPOD: Have the results of the sit-in lived up to the expectations of the students? Have the faculty and administration lived up to their promises?

KEENEY: Actually, the results of the sit-in by far have exceeded our expectations. As we began the sit-in, we had hoped that at most we'd be able to get a black scholarship program going and at the same time, we hoped to open up administrative channels so that people in those governmental processes would at least be possible. Well, administrative sensitivity is at a new high, and a lot of changes that we didn't anticipate growing from the sit-in have, I think, been tremendously rewarding to the Trinity community. I would point to items like the new judicial structure and the new financial perimeters of this college have been established in a very curious kind of way. The financial perimeters of this college have been established in a very curious kind of way. The risk is high. You know that since things are failing, the best way to deal with the situation is to not talk about it. And so we have a faculty that is on the one hand ideologically unilateral, and on the other, remarkably boring.

TRIPOD: Some people have pinpointed the lack of well-thought-out, rational, discussion as the source of much of the malaise on campus.

KEENEY: I think it's true. I think there is a lack of rational, well-thought-out discussion. I think it's partially because there is no need for rational, good thinking often at Trinity college. You can go through most of your classes, and a good many of the courses, without thinking well or even without being rational. In fact many of the courses are 'MINDED in precisely that way. If you have a rational structure, then what you want to argue is that among other things, it is going to be a non-contradictory structure, that all its purposes will mesh into a symmetrical whole. Well, in point of fact, in every document so far that lists the purposes of this college or the purposes of a Trinity education, there are massive contradictions. The curriculum revision report is only the most recent example of that. There are other examples like, EDUCATION FOR OUR TIME, and things of that sort. And I am afraid that I find a lack of rational, good thinking in almost all spheres of college life.

I would certainly welcome it. I would welcome getting into dialogues and discussions and panel groups. I think that you will find that the faculty is very reluctant to do that partly for the reasons we discussed earlier, in terms of the faculty's own highly guarded prestige. I think that you will also find that small college politics are very cut throat when you are in the faculty or the administration. There are a lot of faculty members who just don't want to take the risk, cause the risk is high. You know that most of the faculty members that you have heard about as public figures, for one reason or another, have left this college shortly after you have heard of them as public figures. And the faculty is aware of that also. As things now stand, I am afraid that it is on the one hand dangerous and on the other hand not well rewarded, and probably not even worthwhile in terms of the effects of the long range advantages to be gained, to engage in rational, well-thought-out discussion. And that's a reflection on the kind of structure that we have to live in. And that's one of the other areas I point to that characterizes the Trinity experience.

TRIPOD: Why are so many students so unhappy with Trinity college?

KEENEY: Well, there are a couple of ways to look at that, and it depends on how you want to analyze it. One way is to look at it as a managerial structure, and to say that one way or another, Trinity college has not been able to optimize its resources. That is, we are not using the college to some second potential. And there are ways of assessing that. You can look at some of our dormitories. There is a dormitory that is used on campus. Much of the classroom facilities are inadequate and inflexible, and that's a bad mistake. For the institution planning for the future to get into. Some of the classrooms even have fixed seating. Many are true to the site! because of bad anticipation in the planning.

Another way to look at it is in terms of the expectations as I look it. The financial perimeters of this college have been established in a very curious kind of way. The financial perimeters of this college have been established in a very curious kind of way. The risk is high. You know that since things are failing, the best way to deal with the situation is to not talk about it. And so we have a faculty that is on the one hand ideologically unilateral, and on the other, remarkably boring.
Under the sponsorship of the Department of Art, the Department of History, and the Austin Arts Center, Trinity will present the Connecticut premiere of "Civ- ilization," a series of 13 color films tracing the cultural history of Western man.

Written and narrated by the distinguished English scholar, Ken- neth Clark (Lord Clark of Salf- wood), the series will begin at the Cinestudio on Sunday April 15, and run for seven consecutive weeks; there will be two other series on Mondays, one exclusively for stu- dents at the rate of $5.00, regular series subscriptions are $25. Tickets will be handled through the Austin Arts Center.

The titles of the films are: The Shape of our Teeth; The Great Thaw; Romance and Reality; Man, the Measure of Things; The Hero as Artist; Protest and Contamina- tion; Grandeur and Obsolescence; The Sight of Experience; The Pursuit of Happiness; The Smile of Beausite; The Worship of Nature; The Palli- aces of Regal Heroic Splendor. Covering art, architecture, music, poetry, and history, the series has been called an intellec- tual soup opera for culture vultures by one wag, but Kenneth Clark has observed that in this

series he tries to define civiliza- tion in terms of creative power and the advancement of human faculties. Already seen by thousands in Wash- ington and New York, these films are full of ideas, but are so nu- mberously presented that viewers do not need special background to enjoy them.

While in New York recently, Lord Clark received an honorary Doctor of Fine Arts degree from New York University at a special convocation.

A life-long artist, Clark had a success of high posts which in- cluded Keeper at the Ashmolean Museum at Oxford, from which he was graduated, director of the Na- tional Gallery in London, and Euro- veler of the King's Pictures.

The Washington Post said of Clark, "in narrating Civilization" Clark's great gift is that he is not only a great connoisseur, but can knit together disparate ele- ments to make you see how and how it personifies the spirit of an age."

In his final verses for the dazzling stochast of his mind and makes the listener immediately curious to say more about the subject.

"Civilization," Film Series, To Be Shown at Cinesitudo


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Concert Choir

The Trinity College Choir will perform in concert tonight at 8:30 in the Bushnell Memorial Auditorium.

Consisting of 30 voices, the Choir will include the music of Thomas Tallis, Benjamin Britten, and Charles Debyraye.

Kenneth Clark

Loring Bailey '67

Killed in Vietnam

Business as usual. What else can anyone expect. It is all but impossible to remember in that unforgivable niche in some bizarre place called Vietnam, a war continues, and that war, like all wars, claims lives, mech- anically, continually.

Last Sunday evening Loring Bailey, class of '67, was killed when an anti-personnel device was de- tected. He was at what is called a night defensive position. Lor- ing was a writer of unsanny in- sight, who certainly would have seen the irony of a "night de- fensive position" (are not all our positions in the night defensive?), and who would have thoughtfully ask- ed what one expects of anti-person- nel devices except that they will eliminate "personal"? The unspeakable horror is this domin- ution of irony, the lack of tragedy. It was as a writer of magical, Fitzgerald-like stories that I first heard of Loring.

I have been listening to this album for the past four days. On first hearing it, I was completely blown away, and wanted it to be per- fect as their first, and each song a perfect lead-off cut. The story of the singer, who has a casual, affect- ed or may not be true, but that's the story, and makes the listener immediately curious to say more about the subject.

“The lectures are of the kind one would hope to find in a graduate seminar: engaging, thoughtfully illu- minating and clearly and persuasively developed. The topics do not need special knowl- edge to be challenged by the ideas. “In an age of specialization, too few people seem to be focusing on a narrower and narrower band of the whole, Sir Kenneth Clark proves that it is still possible to achieve a broad overview of civilization in terms of a single, unifyiing thought.”

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Page 3
TRIPUDIOD

Draft Challenged By Mass. House

by Jan Gimar

A bill that would challenge the draft, which the government uses to draft men to fight in an undeclared war passed in the Massachusetts House of Representatives yesterday.

The bill, if cleared in the Senate and approved by the Governor, would allow a Massachusetts resident to refuse service in the military, a war by Congress. The bill would also recognize Massachusetts state attorney general to represent the state or any individual involved in a dispute over the bill.

According to several of the bill's sponsors, the measure is being sought as a means to bring the constitutionality of forced service in an undeclared war before the Massachusetts Supreme Court. One backer said, "We are doing this to force the courts to consider the issue, since the court has refused to consider such challenges from this state. State involvement would be the logical means of getting court action on the issue."

Opponents of the bill say that in addition to being unconstitutional, the measure would be a defeat to the enemy in Iraq. Others accused supporters of the bill of being part of the Communist regime.

The bill will be sent to the Senate where it will probably face a fight in the Senate. Observers say the bill is now at risk of becoming state law.

Vandalism Ups Soda, Five Cents

The price of soda in the College dining facilities will be raised from 15 to 30 cents and, if vandalism continues, they may be removed from the campus, a representative of the "who cares" soda company said.

The company's representative said they will work with the campus to reduce the vandalism and "keep the soda hacks where they belong." He also said that if the soda machines are removed, it will be "a bitter pill for the students to swallow." The representative also said that the soda company is "concerned about the safety of the students."