

Behind the News

Cuban History Lesson: 10 Basic Questions

In the interest of an understanding of the background for U.S.-Cuban relations, The Daily Collegian asked 10 basic questions concerning Cuba to William H. Gray, professor of Latin American history and director of international student affairs. The questions and his answers appear below.

Q. Many critics of current U.S. policy toward Cuba state that the position today is the latest in a series of "heavy-handed" moves. They cite the economic field as a chief area. In what Cuban products was economic interest first expressed and when?

A. Cuba sold munitions, salt, quinine and sugar to the thirteen colonies during the American revolution. In 1895 most American sugarcane planters opposed the Cuban insurrectionists' bid for freedom. After World War I, American capital became predominant in the "Dance of the Millions" which industrialized the Cuban sugar industry.

Q. Could this interest legitimately be called "exploitation" if that term is defined "to make use of basely for one's own advantage or profit"? If so, what form did the exploitation take?

A. Most of the profits from Cuban sugar went overseas to Spain, the United States and other countries. Even the wealthy Cubans did not keep their capital at home to build up the island's economy. American corporations usually paid higher wages than did the Cuban landowners.

Q. When did the United States control Cuba and why?

A. Cuba was governed by U.S. military forces from 1898 to 1902 and from 1906 to 1909. Marine or naval influence was left in 1912, 1917 and 1933. The purpose was to develop or preserve democratic constitutional government.

Q. What restrictions did the Platt Amendment place on the Cuban government?

A. Political and economic restrictions were placed on Cuba by the Platt Amendment. The United States could intervene to maintain representative democracy and Cuba could make no financial commitment which might endanger its sovereignty.

Q. After the "Good Neighbor Policy" toward Latin America went into effect, did the United States become an economic good neighbor to Cuba?

A. The quota system under which Cuba sold most of its sugar for 2 cents a pound more than the world market made Cuba a better U.S. "economic colony" than before. With the aid of American capital and technical assistance, the Cuban standard of living was the third highest in Latin America.

Q. The United States supported Fulgencio Batista. What freedoms were in jeopardy for Cubans under Batista and why did Batista have a vested interest in blocking reforms?

A. Batista's 1934-44 and 1952-59 rule was characterized by a great deal of economic and social reform. All political opposition was ruthlessly crushed and individual freedoms were non-existent in his later years. Economic progress for the few was considered preferable to political chaos by irresponsible leftist leaders.

Q. What were initial reactions in the United States when Fidel Castro overthrew Batista?

A. As Castro had promised to store constitutional government to Cuba, an overwhelming part of the press, commentators and general public rejoiced at his ousting Batista. A conservative group of financiers and diplomats feared at the time his promises of land reform and social betterment for the masses.

Q. Without the sale of sugar to the United States, Cuba is denied a major source of revenue. Has the country found a suitable outlet for its sugar or has the U.S. policy seriously affected the economy and the welfare of the average Cuban?

A. It appears that Cuba has been able to dispose of its sugar on the world market, largely to the Soviet bloc. Its loss of dollar exchange has disrupted former trade and caused severe shortages of manufactured goods, replacement parts, food and medical supplies. Rationing has hurt.

Q. In this connection, what is the status of the Cuban worker now as compared to that under Batista?

A. The deterioration of Cuba's economy under a program of socialization probably has left the majority of Cuban workers little better or worse off than under the Batista regime. A few have better houses, schools and jobs. A few have less food, medical attention and security. Young idealists have high hopes.

Q. What points in history favor the United States in dealings with Cuba?

A. Geographical propinquity, Spanish culture, individualism, deep-rooted Christianity, inter-American organization, recollections of American generosity, democratic-representative political traditions, family and friendship ties with neighboring republics and admiration for Uncle Sam will over-balance in the long run the yankeephobia of a fanatical minority.

STORY

A member of the Orthodox Party was talking with a Communist as they watched the traffic. A big black chauffeured sedan with a well dressed cigar-smoking Havana industrialist in the back seat rolled by. Said the Orthodox, "Some day I'm going to ride in a Cadillac like that." Replied the Communist, "Before long that fellow will be walking like the rest of us." Moral?

Student Self-Help Plan Cited

By TONY FOGGIO

Lobbying for outside examiners, wider experimentation of student rating of teachers and nagging of faculty members are three means by which college students can help themselves and their educations, John Fischer, editor of Harper's magazine, said last night.

His suggestions were based on his propositions that the student is not getting his money's worth because the quality of college teaching is not high, and pressures for change must come from "outside the faculties" which are "conservative in regard to changes" in the present academic system.

FISCHER said that an outside examiner system, whereby professors from other colleges test students on what they have learned in a given course, will result in better teaching than is now given in larger universities and colleges.

He said he hopes there will be a trend toward smaller institutions of approximately 1,000 to 3,000 students. In general, he said,

these institutions afford warmer, closer and more rewarding relationships than larger colleges and universities.

A MORE widespread use of a student rating system for teachers might help in the long run to weed out incompetent instructors and professors, he said.

For example, students could be asked to record their impression of teachers' performances at graduation and one, five and ten years later.

He criticized the academic tenure system, which protects a teach-

er from dismissal after a certain number of years, as "almost useless" except in areas such as the South. Originally, the tenure system was "the only safeguard to academic freedom," but it has now deteriorated to "protection and shelter for the incompetent and lazy."

FISCHER said students should nag their instructors to update their courses and to use fresh approaches. "Teachers get stale" when there is no campaign to keep them abreast of current developments, he said.

Junior Confesses to Shoplifting

A 7th term arts and letters student was apprehended yesterday when he attempted to shoplift an item worth \$1.85 from McLanahan's Drug Store, College Avenue and Garner Street.


The student, Joseph R. Gonzalez, from Kulpmont, was fined \$25 and costs by Justice of the Peace William P. Bell.

State College police said Gonzalez denied the shoplifting attempt while being questioned in the assistant manager's office. He then attempted to escape and was taken to Borough Hall where he confessed.

Gonzalez said he had to shoplift the item because he only had \$3 to spend for the remainder of the term. The item he attempted to shoplift was to be used at a masquerade party, he said.

"The Path to Peace is Virtue." —Juvenal

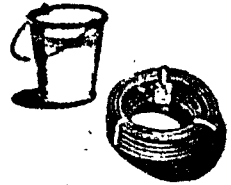
Women's Debate



TONIGHT AT CENTER STAGE

New College Diner

Downtown Between the Movies



Car Wash

Saturday, October 27
10:30 - 4:00

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10 DAYS ONLY

Prices Slashed on Entire Line

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For Misses and Ladies
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\$1.56
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