

CUBA TODAY

The writer of this article, David Hitchcock, spent two weeks in Cuba during the Christmas break.

By David Hitchcock
Editor, The Silhouette

It is difficult to evaluate the effects of the Cuban revolution without direct knowledge of the conditions in Cuba before it took place. The conditions which we saw would lead one to conclude that there has been a violent reaction to a previously severe situation. And if Cuba reacted in that manner, surely other Latin American countries must be leaning in the same direction.

The most evident facts about Cuba to a Canadian are the intensive propaganda carried out on behalf of the revolutionary programs and ideals and the breaking down of many areas of the economy as a result of the American economic blockade.

Newspapers, radios and television are all controlled by the government and are used as vehicles for the transmission of government proclamations and praises of the revolution. International news is relegated to the inside pages and is generally chosen to illustrate the themes of imperialist domination and Communist liberation of the workers.

For example, Kennedy's visit to Colombia and Venezuela, which took place during the weekend of our arrival, was covered only in so far as a

mention of the arrest of a Venezuelan student for demonstrating against Kennedy. We heard nothing about the negotiations on Berlin or about the Kitana agreement made by Tshombe (though some news from the Congo was reported).

Coming from a country where all opinions can be expressed (though some are more difficult to publish than others), we were struck by the contrast and disillusioned of any claims that Castro's regime is democratic.

This is not to say that Castro does not have the support of the Cuban people. An estimate gathered from the people we spoke to in Havana and other places would indicate that 60 to 70 per cent of the Cuban population idolize Castro as their leader and deliverer from the evils of American economic domination.

There is considerably more uneasiness about the extent of Russian and Chinese influence in the country, but even there, there is no concerted opposition to existing policy.

Many of the people we talked to seemed to feel a sense of personal identification with what was going on. They spoke of Canadian cattle being used to build up our herds and make beef our principle export. Virtually everyone admitted that Castro had done many good things for the Cuban people, even a refugee we met in Miami who had been deprived of most of his land.

Social Role Of The University Discussed

We have forgotten too much that man is an individual. The obligation of the university is to see that the individual has the opportunity to develop himself. These are thoughts left by Doctor J. MacMillan, as he addressed a group of students on Pax Romana Day, March 11.

Father E. J. Roche was the other guest speaker. The registrar of the university, chose as his topic, "The Social Responsibility of the University as a Community."

Dr. MacMillan began his talk entitled "The Social Responsibility of the University to the Community" by saying that the university is based first on the principle that there is knowledge to be had and that man has a natural aptitude for this knowledge.

Quoting Dr. Francis Leddy, last year's speaker on the SDU Lecture Series, Dr. MacMillan

stated that in the modern materialistic world we try to train men as machines often neglecting the spiritual side of men. The university has a basic Christian foundation, he reminded his listeners.

What is the university's fundamental social obligation? The university's obligation, he said, is to see that the individual has the opportunity to develop himself by providing a suitable climate for academic freedom which entails the ability to choose what is good between alternatives. To ensure this freedom the university must not be controlled by influences which tend to harm its freedom and must present an honest interpretation of history.

Doctor MacMillan, a graduate of St. Dunstan's, attacked the idea that University education must be provided to all men. The university, he said, has the obligation to set high academic standards and it does not have

the obligation to educate all men of society. The fact that knowledge has increased in an unprecedented way requires excellence from its students and teachers, and a lowering of standards to educate all men is but a Marxist Utopian attitude.

The place of the state was Dr. MacMillan's next topic. The university, he stated, should never promote statism and should never become a propaganda machine for the state. It must be free to criticize the state since it is the exponent of truth.

The speaker stated that training of leaders is a paramount obligation of the university. Two to five percent of society can run a country if they are dedicated men. Dr. MacMillan brought up Canada's role of leadership in helping other nations. Our relatively young age as a nation shows that the university can develop leaders in a short time.

Backgrounds Unlimited

So different are the Canadian Universities in age, traditions, and size that it is impossible to point to any one of them as average. Regardless of such differences, further complicated by considerable distances apart and diversity of their control—some by independent corporations, such as McGill; some by dioceses, such as our own St. Dunstan's; and some by provincial governments, such as Memorial University; one is never in doubt as to the fact that they are Canadian.

The history of Canadian higher education is strewn with unorthodox foundations and strange namings. University of Manitoba was founded when

there were less than 10,000 white settlers in the province; it did no teaching for 23 years, had no president for 36 years, no alumni association for 44 years.

There are many names in the past which no longer appear in the roll of Canadian Universities. University of Halifax which disappeared after granting a few degrees, University of Regiopolis, Kingston, Albert College, Belleville, Victoria College, Coburg are a few.

The background of these institutions is as varied as the people which they serve. The first English institutions of higher learning arose with the coming of the United Empire

Loyalists, having roots in Harvard and Kings College (later Columbia). The hard circumstances of the Canadian way of life was perhaps the most important single factor in entrenching the Scottish tradition of the poor-boy-with-his-bag-of-oatmeal trudging off to college, rather than the Oxford, Cambridge tradition of schooling for gentlemen's sons.

Since the first seed of higher education was planted in Quebec in 1663 by Bishop Laval, the Canadian University tree has spread from Newfoundland to British Columbia, having nearly 350 branches, of which 45 are degree granting institutions. In Canada today there are approximately 114,000 full time students; within 10 years this figure is expected to reach 300,000.

The Universities of Canada have accomplished a great deal, having faced innumerable difficulties. Yet the future presents an even greater challenge, and our universities are expanding and adapting to meet the new task. Judging from past achievements we cannot but be optimistic, but to satisfy the new need, they need the enthusiastic support of populace and politics.

St. Dunstan's needs you as she takes her place with the other great Canadian Universities, to fulfill her role.

Condensed from N.F.C.U.S. Bulletin.
by Paul Becker
(M. Lane)

AD MAIOREM SENIORORUM GLORIAM

From our gory pedestal we, the great shedders of blood do look down upon the bloodless underlings—yea, even the foolhardy Juniors—with condescension and pity.

Yet for the sake of glory and the University, we throw down the gauntlet to these poor feeble souls whose misplaced bravado may induce them to accept this challenge and go forth April 10 to donate of their pitiful corpuscles.

"Take heed, all ye Juniors and don't blow your horn

Tis hard on the blood to get up in the morn
So bright, so poetic, so early to rise,
Do you dare to compete for the corpuscle prize?"

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(It got your attention didn't it!)

In order to educate the masses in the pronunciation of "the obvious fact" we do hereby indulge in a sampling of semantics.

MNEMOSYNE is spelt Mne-mosyne, not Nemisine, Mosiny or the like.

The pronunciation may be slightly more difficult, but if you work hard and try to grasp the essentials, we will meet with success. Now then:

NEM that isn't too hard, is it?

O nor this! But things are getting more difficult...

SEE got it? Now concentrate on the next...

NE (use your imagination, there's supposed to be an acute accent there, but since our publisher is English...)

Agreed, you should be a French scholar to grasp this, but for those qui ne parlent ni lisent francais...

NEIGH like a horse stupid! We could use NAY but we're positive thinking.

That's it: NEM O SEE NEIGH

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