

Oregon Emerald

University of Oregon, Eugene

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The Emerald's Creed for Oregon

There is always the human temptation to forest that the creation of buildings, the formulation of new curricula, the expansion of departments, the creation of new functions, and similar routine duties of the administration are but means to an end. There is always a glowing sense of satisfaction in the natural impulse for expansion. This frequently leads to regarding achievements as ends in themselves, whereas the truth is that these various appearances of growth and achievement can be justified only in so far as they make substantial contributions to the ultimate objectives of education . . . providing adequate spiritual and intellectual training for youth of today—the citizenship of tomorrow.

The University should be a place where classroom experiences and faculty contacts should stimulate and train youth for the most effective use of all the resources with which nature has endowed them. Difficult and challenging problems, typical of the life and world in which they are to live, must be presented to them to solve. They must be taught under the expert supervision of instructors to approach the solution of these problems in a workmanlike way, with a discipline of intellect, with a reasonable command of the techniques that are involved, with a high sense of intellectual adventure, and with a genuine devotion to the ideals of intellectual integrity. —From the Biennial Report of the University of Oregon for 1931-32.

The American people cannot be too careful in guarding the freedom of speech and of the press against curtailment as to the discussion of public affairs and the character and conduct of public men. —Carl Schurz.

AN ANALYSIS OF THE BUDGET (From a University Perspective)

SOME of the best-known studies bearing on unit costs of instruction indicate that there are more high cost units in the curriculum of the average university than that of the average college or technical school. One of these investigations was made at the University of Minnesota a relatively short time ago, when the cost-per-hour was ascertained and recorded in a leaflet which has enjoyed wide circulation in recent months. Despite the admittedly great expense of forestry, agriculture and similar technical subjects, it was found that the curriculum of the typical university includes equally as many high cost courses.

In considering the Minnesota statistics, as we will proceed to do, two circumstances must be kept constantly in mind. They are of a conflicting nature. One is that the figures pertain exclusively to the University of Minnesota and need not necessarily be the case elsewhere. The other of an opposite nature is that the University of Minnesota is regarded as a fair example of a typical American state university, and thus its facts may be considered applicable to other schools.

The most expensive courses taught at Oregon State cost as follows, according to the Minnesota statistics:

	Cost per hour
Agriculture	\$11.58
Forestry	11.58
Home Economics	11.58
Science (approximate)	12.21

	Cost per hour
Education	\$13.66
Journalism	10.23
Music	16.09
Architecture	12.92

If the figures from Minnesota are to be trusted at all, it does not look as if most of the expensive subjects are majors at the state college. To be sure, the equipment, such as electrical apparatus and chemistry laboratory fittings, may be more costly than that at the University, but obviously there should be no such wide gulf as now exists in the instruction item, which gives the college \$572,645.48 and the University \$387,805.18.

Look at the above statistics from Minnesota once more. They indicate the average major hour of the more expensive subjects at the college costs \$11.73; that at the University costs \$13.22. Now look at the sums allotted to the two faculties. Only two conclusions are possible. One is that the Minnesota figures are not all applicable to the Eugene and Corvallis camp. The other is that there has been a serious mistake in dividing the funds between the instructional staffs of the two schools.

The faculty is the lifeblood of the University. For years this school has prided itself on the skill of its teachers rather than the splendor of its buildings. Thus we are heartiest when we contemplate our Less Teachers—faculty, which must instruct 2045 students, receiving \$184,840.30 less than that at the state college, which

must teach 1971 students, according to current enrollment statistics.

As we have said before, and as we vociferously reiterate now, if the figures in the Minnesota report are applicable to the situation in the state of Oregon, we tremble for the future of our school. Consider journalism, for example. If the Minnesota figure were accepted, the school on this campus would receive a budget of approximately \$25,000. The sum in the tentative budget now before the state board is \$9,820.63. Think of it! Slightly more than one-third as much! Again we do not certify the validity of the Minnesota information. But surely it cannot be so far from conditions here as figures would indicate.

Research is another item which we find it rather difficult to understand. The state college receives \$43,858 in unrestricted funds for agricultural projects. It is said that some or all of this is used to match and supplement federal funds. This is a partial, but not complete excuse. THOSE UNRESTRICTED FUNDS ARE FOR EDUCATION. They are for the youth of the great commonwealth of Oregon. Surely \$43,858 of their sum can be taken away from agricultural enterprises in these trying times. We are for agricultural work, but not at the complete sacrifice of all research. We believe it is valuable, but we also believe the latter is of paramount significance.

Now let us consider what the University would obtain for research. The medical school gets \$987, the University proper \$7,696. Certainly if agricultural research is worth \$43,858, then that at the medical school is entitled to far more than \$987. We always have been of the impression that the work done at the medical school concerned human lives and health. Surely that is more significant than investigations concerning crops and cattle. It is more important to know how to save babies than barley.

And almost equally pitiful is the University research allotment of \$7,696. This is supposed to be devoted to work to aid the educator, the statesman, the business executive. They should feel flattered to receive approximately one-fifth as much for projects to help them as is appropriated to enterprises to aid the farmer. Agriculture is no longer the one and only interest of the state of Oregon.

Another item which seems rather high is the informational service request of \$36,623. The Eugene Register-Guard has characterized this as "absurd" and an "extravagance." We would feel in a better position to judge this service if the expenditures therefor were more clearly classified. The informational service is listed in the budget variously under its own name, News Bureaus and Publications and Printing. Under such an arrangement we find it difficult to determine which funds go towards work on agricultural bulletins, which on news work, which on catalogues, and so forth. Even some restricted funds are reported to be used in this group. Mr. Byrne, we believe, would be in a far more strategic position to justify his department budget if he would release to the press accurate figures as to the amounts spent on each type of activity under his jurisdiction.

And one more suggestion. The University library is failing to keep pace with the trend of the times. These are momentous days. History is being made. Great books are being written. We are comparatively isolated here in a little town, our only contact with the outside world being books and periodicals. They must be kept up to the minute. If the faculty is our lifeblood, the library is the arteries through which that precious fluid circulates. It is an integral unit which must be maintained on a high plane.

And so we make four definite and specific recommendations:

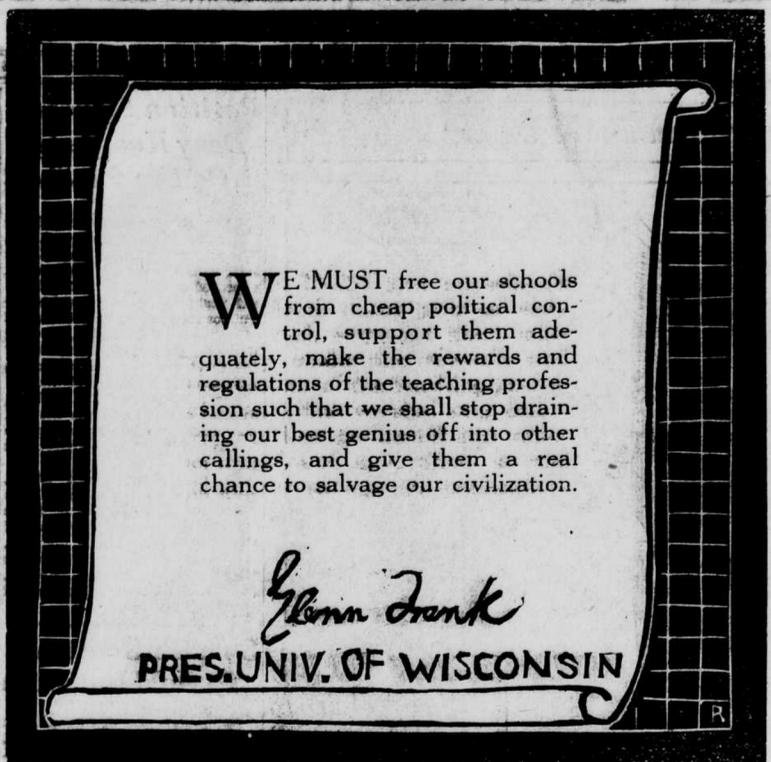
1. Make the allotments for the faculties at Oregon and Oregon State virtually identical.
2. Close up station KOAC temporarily.
3. If the millage provides a surplus, add it to the University library fund. If there is a deficiency, subtract it from the college research allotment, requesting that the unrestricted appropriations for the latter be reduced.
4. List separately under the informational service item the funds spent for agricultural bulletins and catalogues, thus accurately showing what specific amount is spent on actual news for the press of the state.
5. Make provisions for varying the instructional allotments in the future according to the trends in enrollment, either adding or taking away from the budget of either institution as the trend of registration changes.

Thus we set forth our case. We have presented it in what we think is a spirit of fairness to our school and justice to the state. We believe the University to be at the crossroads of its existence, and we look to the coming session of the state board as a meeting of momentous importance. We have implicit confidence in the board, a confidence which should be shared by every student and staff member of the University. These recommendations are submitted to the board in the sincere hope it will give them consideration. If we have been too zealous, we hope we will be pardoned for our ardor. We are trying to help our school. That is our primary purpose. To it we dedicate our efforts.

We realize the department and school sums in the proposed budget have been submitted by the various deans and heads at the University. They were ordered to trim to bedrock and so they did. Have the deans at the state college done likewise? We will let statistics and enrollment figures be the answer. We conclude our case. It has not been put forward with any malice towards the state college. Its motivation has been regard for the University and pride in our state. The University of Oregon is an integral part of this great commonwealth. It fills a significant part in the life of our state. It serves the citizenry of today and tomorrow. And, in ending, we echo the words of Andrew Jackson, the "Old Hickory" of a century ago: "The University! It must and shall be preserved!"

Think It Over

By STANLEY ROBE



WE MUST free our schools from cheap political control, support them adequately, make the rewards and regulations of the teaching profession such that we shall stop draining our best genius off into other callings, and give them a real chance to salvage our civilization.

Glenn Frank
PRES. UNIV. OF WISCONSIN

INFLATION :-: As Dr. Calvin Crumbaker Sees It

By JULIAN PRESCOTT
FACTORS underlying the operation of President Roosevelt's program of inflation are discussed by Dr. Calvin Crumbaker, associate professor of economics, in the following series of answers to questions presented by the Emerald.

Dr. Crumbaker has answered several of the questions, omitting others, but going into careful discussion of the factors involved. His statements follow:

Q. Will purchase of more government securities by federal reserve banks have any appreciable influence on the amount of credit extended to commercial and industrial firms?
A. The purchase of government securities by federal reserve banks from the general public or from banks will lead to the expansion of deposit credit or bank notes. In general the plan is designed to convert into currency government securities which are not in any sense liquid.

There is no reason to imagine that the purchase of these securities will cause any bank to ration credit to industrial and commercial concerns otherwise entitled to credit. Instead, the purchase will liberalize such loans, as it is designed to inflate credit by amounts varying from 15 to 30 billion dollars. Only when banks must maintain liquidity in gold is there any reason to husband credit resources and choose between possible borrowers. Under the gold standard the purchase of government securities by a bank might preclude the lending to commercial or industrial concerns. When the banking system is definitely off the gold standard there is no reason to curtail loans to business firms. There is credit for all. This is the significance of leaving the gold standard. Whether the administration, under the plan being developed, intends to inflate or not, the machinery for a stupendous inflation is provided. The news of marching hordes of bonus seekers, and the vigorous advocacy of an almost

endless number of public works programs, warn of the menace of political pressure. Once the government is definitely off the gold standard, only the refusal of the president, exercising the powers of a quasi-dictator, stand between any selfish group or section and the prosecution of their project with inflationary funds.

Q. Does not the trouble lie in the velocity of circulation of currency and not in the quantity in existence?
A. There is room here merely to state that the basic trouble has not been proven to be either a shortage of money or currency or slowness of circulation. Rather, these are symptoms of a maladjustment which has developed in the past, possibly from some derangement of credit and currency, and from other causes. Increasing the quantity of money on the theory that the symptom is the disease can at best provide no more than temporary relief. Permanent relief cannot come from magic orlegerdemain.

Such relief as may be realized can be explained by the fact that currency inflation is in effect a tax designed to redistribute wealth and income. It takes from one and gives to another, so that for the time being those lacking purchasing power may become buyers. In attempting to reach these desirable ends, we fall to look into the future to see the crop of new millionaires who will be on hand to garner to themselves the advantages of inflation. The second stage of every inflation program is a mad hunt for "profiteers," "racketeers," and other traitorous, unprincipled, unscrupulous persons who fatten on the misfortunes of their fellows.

The same measure of relief might be secured by a tax levied against property and incomes for the purpose of paying doles to those lacking purchasing power. Or the result might be secured just as well without the coercion of the tax collector, if owners of goods would open their warehouses and give a similar portion of their goods to those unable to buy. It is even asserted that the same effect might be accomplished if the owners of goods would apply the match to a part of their goods

equal in amount to the portions sacrificed through any one of the methods applied above. There is more than one way to relieve business paralysis if part of the people can be persuaded or coerced into handing a portion of their property or income to others.

If inflation is the method used, it will not be because it is less drastic than others but because it is politically expedient. While it may relieve the present situation, there is little room to hope that it will solve the problem of the depression. In fact, there is a widespread fear that no matter how far the inflation program is carried there will never be a stopping place. Regardless of the amount of credit and currency provided, there will never be "enough money." More and more will be demanded until the value of money approaches the vanishing point. The threat of riot, rebellion, and revolution cannot be more than temporarily stilled by inflation. There is danger that an inflationary program will eventually drag the country toward a crisis far more desperate than the present depression.

Q. Is not this plan of reduction of the gold content of the dollar evading the real issue in the foreign trade problem? Are not payments in foreign trade made on a basis of gold rather than on a basis of dollars, or of pounds, or of francs?
A. The accepted theory of foreign trade is that goods pay for goods. Gold is merely a common denominator of values, and a stabilizing agent. Normally gold does not move in quantities larger than necessary to stabilize prices at an international level.

Since the world war, Cassel and others have directed attention to the theory of purchasing power parity, which asserts in effect, that it is not necessary that two countries be on the gold standard or on the same standard in order to trade. It does not matter whether the standard is gold, gold exchange, silver, copper or paper. All that is necessary is that the price of exchange on a foreign country be at a parity with the purchasing power of the exchange bought. When monetary problems

(Continued on Page Three)

This Little Matter of Self Respect

(EDITORIAL)

WE regret that some of those who urged the downfall of yesterday's amendments resorted to the means which they did to help defeat them. We rather imagine they thought they were putting something over on the Emerald. If they will investigate, they will find they put something over on themselves. If you can't fight fairly, don't fight at all. We've been battling for what we think is right all year, and we've never hit below the belt yet. The fellow who can't play fair and square hurts himself worse than the other chap. There was no need for those who usurped the Emerald last night for their own purposes, to do so. Not even a quorum of 500 was at the election. They trespassed in vain. We would have been glad to publish the communication of the

committee of fifty in the columns of the Emerald. The student body president, who praised some of the amendments six weeks ago and criticized them all Wednesday, will tell you that we play fair and that we run statements when they are brought to us. Some of the amendments which we backed were snowed under. We are not crying. We fought fairly and squarely, and thus enjoy a satisfaction which some of our adversaries cannot claim. And we are confident of two things. One is that those who took advantage of a Press superintendent's fine trust in human nature and the door he ordered left unlocked will find such tactics never get you far over the brief lap we jog. The other is that the measures which we backed yesterday some day will be acclaimed

by a group of students, animated by the desire to get out of the political and financial bog in which the A. S. U. O. struggles today. We were a voice in the wilderness yesterday. But many other voices will beat down the frontiers of prejudice and lack of understanding in the future.

Washington Bystander..

By KIRKE SIMPSON

WASHINGTON, D. C., May 4—While congress moves to arm him with wider powers to simplify federal government mechanisms than any other president has ever known, President-elect Roosevelt seems to be preparing to carry that crusade for the relief of overburdened taxpayers far beyond that point.

If the conference of governors he will assemble at the White House two days after his inauguration is not a direct outgrowth of Mr. Roosevelt's personal four year study of overlapping state, county and municipal governmental machinery, it would be hard to understand why it was called at all.

Harking back through his speeches of his four years as governor of New York, that note recurs persistently. It was his most frequent topic during the incubation period of his presidential nomination candidacy.

That Roosevelt speech on pyramidal layers of governmental bureaucracies within a state got to be very old stuff to his immediate staff in the days when he had not yet admitted his candidacy for the presidential nomination.

He used it over and over again when he was being careful not to commit himself as to more personal political matters. Yet the very first step of his own initiative as president-elect projecting forward into his coming administration was this call for a conference of governors.

Lacking this background of what has so long been in the Roosevelt mind, the White House meeting of the federal and state chief executives March 6 might loom as just a fine gesture at party harmony.

With 38 out of 48 state governors of his own party faith, Mr. Roosevelt could expect a fine turnout and some added widespread support for his national administration policies as the new regime in Washington sets out on its great task.

From that standpoint alone it was good politics. The general tone of the acceptances the president-elect has received is sufficient evidence of that. Yet in the light of that favorite Roosevelt topic of four years and of his notable trait of amiable persistence with an idea once it takes firm hold of his mind, a lot more significance attaches to that conference of governors than a first glance might reveal.

Assault and Battery by Parks Hitchcock

ONE thing we've always liked about Junior Week-end is the big canoe race. As Benny Baseball says, it gives a lot of collegians the chance to actually find out how fast they are in a canoe.

FOUND—A roll of \$25 bills. Will the owner please form a line at the east end of the Journalism building, tomorrow at 8.

We nominate for the Keg club and the free ducat to George Goffrey's cinema emporium: Bob McCombs, because his imitation of Josephus Collegius is the best yet.

CAROLINE HAHN IS NAMED FOR WORK (Headline, Emerald)

What with the attention from the SPT's we wouldn't say "work," but "workout."

Well, Johnny Robinson will be back on the home territory next Sunday. Another one of ye alma mater's musical prodigies. Added to the long list, such as Johnny Smedberg, Kenny Allen, et al.

ON THE POLICE BLOTTER: Chic Burrow yodeling . . . Harry (the Duke) Weimar crying on somebody's shoulder . . . Bull Wright driving the beautiful boat . . . Nancy Suomela talking politics . . . Virgil Larsen, the old chemist . . . Gus Elbow trying to vote . . .

Current LITERATURE

By JOHN SELBY

MOST scholars, whether religiously inclined or not, would agree that among the major tragedies of Christianity is the fact that for the average person the Biblical heroes, and particularly Jesus, seem to walk and talk in a vacuum.

That is, there is so little physical background in the usual mind for the Bible tales, that the figures in them tend to become two-dimensional, sometimes lacking in the human qualities and hence unreal.

This in spite of the fact that the Book contains much of the material needed for understanding, provided one takes the trouble to dig it out.

Dr. Henry Kendall Booth has filled in the background of Jesus in his new book, "The World of Jesus," drawing therefor upon a wide range of lay and ecclesiastical sources. He describes the town and the neighborhood of Nazareth, and even the view from the hills thereabout.

He tells what Jesus did in the carpenter shop that descended to him from Joseph, and draws a picture of the practical surroundings which contributed so much to the thought and phraseology of Jesus.

Nazareth was not a backwoods village, he points out, but a cosmopolitan center whose influence may be found in the Gospels. He describes in detail the costume of the time, not omitting to recall that the cloak of the Jew was frequently pledged for debt, but that the man who held it must return it by sunset each day!

The same process draws in the detail of the Galilean scene for the reader, and of Jerusalem. In addition there is a relation of the teaching of Jesus to his life and background that many will find helpful, but which sometimes introduces an element of sermonizing that obscures the picture for a moment.

The book is provided with an index, and a list of suggested reading is also appended.

Answers

By BARNEY CLARK

1. Actually there are four subdivisions which the functions of the department are divided into. They are:

(a) The instruction of future teachers of physical education, that is, physical education majors.

(b) The instruction of students in games and recreations which will give them both pleasure and health in the future.

(c) The organization and administration of intramural sports programs.

(d) The organization, administration, and promotion of a recreation program whereby the individual voluntarily comes out for sports himself.

2. The fact that at Oregon physical education is a part of general education. That is, at Oregon the physical education classes meet regularly, have an instructor whose purpose is to teach, are graded, have exams, and, in short, are essentially the same as classes in social science or any other subject. This is a distinct feature which is found in few other schools.

3. There has been a tremendous increase in the number of participants in intramural sports.

4. Making faculty members and students understand that physical education is not merely "exercise," or "getting up a sweat," or "taking a workout"; but rather a definite educational procedure with all the teaching methods, aims, and objectives of any other branch of education.

5. Because of the few people interested, and the general high cost and great amount of equipment necessary, fencing can be classed as the leader of the expensive sports. The necessity for specially made clothing coupled with the fact that the epees, foils, and sabers are often imported from abroad and therefore quite expensive make this a costly sport.

6. The indications are that the intramural sports program will grow more and more popular. It has just been nicely started at Oregon, and expectations point to its gaining the popularity that intercollegiate sports received here a few years ago.

FRESH CHOCOLATES

—for—

MOTHER'S DAY

Your mother will appreciate a box of our "McDonald's" Salt Lake candy.

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