

The Campus

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BIO FUND PROJECT WINS SUPPORT OF COLLEGE FACULTY

Campaign Will End Tuesday—
\$125 Already Collected
From Students

GOLDFARB PRAISES DRIVE

Alumni Asked to Contribute—
Bio Classes Canvassed
for Funds

The Bio Scholarship Fund Drive which started April 22 has received the hearty support of the faculty, is the announcement made by Steven Martin, chairman of the drive committee.

In an interview today Professor Goldfarb, chairman of the Biology department, said that all other colleges have funds created by alumni or some persons of high standing which pay the expense of sending students to biological laboratories in different parts of the country. City College has no such fund at its disposal, and must get its money from the students.

Asks Contributions

"Secondly, the other colleges," continued Dr. Goldfarb, "have become conspicuous in the biological field because of their attendance at these biological laboratories. The College, however, has become conspicuous in that field because of its absence from them."

The students ought to cooperate all the more heartily because it would primarily raise the opinion and standing of the College if it participated in these affairs. Secondly, it would raise the prestige of the students for it would show that City College men were so desirous of being represented in the biological field that they raised the amount of money needed among themselves and did not depend upon outside aid. The students should therefore donate as much as possible to the fund was the request of Doctor Goldfarb.

"Worthy of Support"

Professor Browne of the Biology department said that the Bio Drive was worthy of every College man's support because of the use to which the money was put. He said that the conditions in New York were deplorable for any bio student who really was interested in the subject. "But since this pertains to biology, we only they most of all should support this drive," said Dr. Browne. Professor Earle Martin of the Bio department also declared himself in favor of the drive.

The amount collected so far from the students is \$125. The drive committee is mainly occupying itself with members of the Bio classes.

Continue Drive

The drive, which was supposed to close today, will be continued until next Tuesday in an effort to get enough to send two students to the Long Island Biological Laboratories at Cold Spring Harbor, Long Island. The faculty has been canvassed and is giving its usual hearty support. Letters have been sent to the Bio alumni in an effort to have them aid the fund.

YEAR BOOK ADVERTISING STAFF TO MEET TODAY

Members of and candidates for the advertising board of the Year Book will meet at one o'clock today in The Campus office, room 411.

Japanese Equality Needed For World Peace—Gulick

Lecturer Traces Japanese Foreign Sentiment—Race Symposium Ends Today

That the Japanese race must be treated with absolute equality if world peace and white supremacy are to be maintained was the keynote of Dr. Sidney L. Gulick's talk yesterday at the race symposium, conducted by the Inter-Club Council. Today at 1 p. m. in Room 126, the symposium will be concluded by a public forum under the leadership of Tucker Smith.

Dr. Gulick, who is an authority on Japan, having been a missionary there for 2 years, first gave a general sketch of the Japanese race. The first white man landed in Japan in the sixteenth century, he pointed out, and was heartily welcomed. Many Roman Catholic missionaries settled in Japan and began to convert the Japanese to Christianity.

Missionaries Driven Out

About this time the Japanese government came to the conclusion that the white people in Japan were a menace to the race. All the missionaries were either driven out or killed. At this time there were over 1,000,000 Christians among the Japanese people. The majority of these refused to give up their faith and suffered martyrdom rather than return to the old heathen religion of Japan.

From then on, until Admiral Perry, at the command of President Fillmore, sailed into a harbor of Japan, no white man touched the forbidden shore. The Japanese refused to receive the admiral but he left President Fillmore's letters of friendship and sailed away.

The next year he returned to Japan, where a treaty of friendship was reluctantly signed by the Japanese. However, up to 1868, no relations were held between Japan and other countries.

Beginning of Enlightenment

At this date the Japanese emperor issued an edict providing that the Japanese send students out to study the methods of other countries. This was the beginning of Japanese enlightenment.

"From that date on, Japan has progressed until it now takes its place alongside the leading nations of the western world," stated Dr. Gulick.

After giving the background of Japanese history, Dr. Gulick stated the immediate Japanese problem. He said that if we do not learn to treat the Japanese with absolute equality the world will be plunged into a disastrous turmoil, and lasting peace will be impossible. Dr. Gulick stated, "The Japanese have taken their place along with the other nations of the world and want to be treated as equals."

New Japanese Act Troublesome

"The main cause of trouble at present is the new Japanese exclusion act passed by Congress. The 'Gentlemen's Agreement' was set aside by Congress without regard for Japan's national feelings. This hurt the Japanese severely. They feel that the action of Congress in summarily setting the agreement aside is an affront to the national honor."

The Japanese exclusion act was caused by the mistreatment of the politicians on the Californian coast was the charge made by the lecturer. After the Spanish War more Japanese entered the state of California than could be easily absorbed in a short time. The white laborers were endangered and the American Federation of Labor protested against the Japanese immigration.

This led to the "Gentlemen's Agreement," which stated that Japan would refuse passports to all Japanese that

the United States would not want. This permitted only students and the families of Japanese residents in the United States to be admitted.

The statistics showed that for fifteen years after the agreement, 187,000 Japanese entered. Many of this number were counted two or three times because of trips back and forth. These figures were used at Washington to prove that Japan was not living up to the agreement. On this basis, Washington passed the exclusion act. "However," said Dr. Gulick, "the figures of the Japanese that left the United States were not given. 167,000 Japanese left the country during these years."

"I believe that the Japanese and all other Asiatics should be admitted to citizenship under the quota law if they can pass the naturalization requirements," continued Dr. Gulick. This would mean that 150 Japanese would be admitted yearly into the United States.

Equality Solution of Problem

"The only solution to the Japanese problem is to treat the Japanese with absolute equality. If we are to prevent unpleasantness and disagreement and to preserve peace in the Orient, we must place the Asiatic races, especially the Japanese, on the same footing we place the white races of Europe."

In Wednesday's symposium, a plea for tolerance for colored people on the part of the other races of the earth as a solution to the race problem was the keynote of the lecture delivered by Dr. Channing Dobias, Executive Secretary of the Colored Y. M. C. A. Dr. Dobias stressed the need of intelligent treatment in matters dealing with race.

"The application of the golden rule and the maxims of the Bible together with the spread of Christianity will eliminate the strife and friction existing between the races," said the speaker. "The brotherhood of Man is a far-distant goal which will be achieved when these principles are put into practice. Today our goal is dim and (Continued on Page 3)

Discussion Group Experiment Is Worthy of Continuance Says Spitz

Changing of Administration, Narrowing of Field of Controversy, and Modification of Procedure Suggested in Article to Campus

With the conclusion of the C.C.N.Y. Hunter College symposium, the student body viewed the termination of the first year during which the discussion technique has been on trial. Discussion was introduced at this college in place of debate because it was felt that the formalism of the old system, the process of arguing toward forgone, immutable conclusions, and the fighting spirit which dominated every contest were not productive of the most desirable results. To what extent has the new method shown itself capable of eradicating these evils? What has been its own shortcomings? Contrasting the good and bad points of discussion with the good and bad points of debate, is the new technique worthy of being continued? If so, shall it be continued in its present form or in some altered guise? These are pertinent questions which demand our consideration at the present time.

The soul of the symposium is the extemporaneous element; and the opportunity for immediate interpellation has disrupted the formality of the old system. Speaking only when one has something to contribute to the thought of the group, being interrupted, directly as the logic goes astray, marks a closer approximation to cooperative thinking, as it is carried on outside the domestic world, than the studied recitation of memorized parts which is characteristic of debates.

Discussion does not compel men to argue the same side of a proposition by virtue of the fact that they attend the same college. And if, as happened in the Temple Symposium, a speaker should come to hold a different viewpoint from that which he started, it becomes his prerogative to veer from his original position and not continue to argue toward conclusions in which he no longer believes. It must be confessed that the fighting spirit which dominated every debate has not been removed by the new method. It has merely changed the struggle from an organized combat between two teams, to a free for all melee between six unattached knights (Continued on Page 4)

FRESHMEN RUNNERS TO MEET SIX TEAMS

N. Y. U., Manhattan, Clinton, Morris, George Washington and Yonkers on '28 Schedule

Two dual and two triangular meets is the schedule drawn up for the crack yearling track team by frosh manager Sidney H. Licht '28. The schedule was approved last Thursday by Professor Walter Williamson, Manager of Athletics.

Teams from New York University, Manhattan College, De Witt Clinton, George Washington, Morris, and Yonkers high schools will be met. This is by far the most comprehensive freshman track schedule arranged in recent years, according to coach Lionel B. MacKenzie.

Many men already out for places on the team are training with the varsity, but there is availability for many more applicants. Coach MacKenzie and Manager Licht will meet any new men any day at one o'clock in the Stadium. A physical examination is necessary before initial consideration is given, however.

In sprints Ephraim, De Martino, Janowitz, Sokol, and Lazarus are the leading contenders for places on the team. Levy, Pillar, Hurlinger and Lazarus will be seen in the 440, and Klinger is the only entrant in the 880 distance. Kline and Berman will take care of the mile, the longest event on the frosh card.

In the field events, the freshmen have a galaxy of stars. Hurlinger, White and Cooper look good for the hurdles, while De Martino, Rosenberg, and White will appear to good advantage in the discus. Santora is the shining light in the pole-vault event. Levy in the broadjump, Esterich, Blumenthal, and Janowitz in the shotput, and Forsler in the javelin, complete the present roster.

The complete schedule for the season follows:

- May 1 New York University (at Lewisohn Stadium).
- May 11 Manhattan College (at Lewisohn Stadium).
- May 18 De Witt Clinton and George Washington (at Lewisohn Stadium).
- May 25 Morris High and Yonkers H. S. of Commerce (at Lewisohn Stadium).

NINE ENDS LOSING STREAK, SWAMPING ST. FRANCIS, 14-1

GOLDBERGER AND NAGLER POLO AND RIFLE LEADERS

Emerin Goldberger '26 was elected to the captaincy of next season's water polo aggregation, at a meeting of the team held yesterday in the A. A. Room.

The College Nimrods picked Nagler '26, one of the leading marksmen of the past year, to lead both varsity and the R. O. T. C. rifle teams during the 1925-26 season.

FROSH BALL TEAM TO PLAY ERASMUS

Nine to Try for Third Victory—
N. Y. U. Game Called Off

The freshman ball-tossers will engage the Erasmus Hall nine in an endeavor to win their third game tomorrow morning in the Stadium. The contest with N. Y. U., which was to have been played Wednesday, was cancelled by the Violet.

The Buff and Blue has again turned out an excellent team, which is now leading the Brooklyn section of the P. S. A. L. with a record of five victories and no defeats. Their two best pitchers, Di Andlais and Eter are in good shape, and one of them will take the mound against the Lavender cubs.

The added rest given to the team by the cancellation of the N. Y. U. game was advantageous to the team, as Schwartz, who was nursing a split finger, will again be able to play without any handicap to his throwing arm.

In all probability Fred Kushnick will be allowed to start in the box against Erasmus. He has been doing dependable work as a relief hurler, and has displayed enough ability to warrant an attempt to go the entire route. If Kushnick should be ineffective, Bill Salo, who carried most of the pitching burden thus far will be ready to take his place.

The infield change engineered by Coach Parker is working like a charm. Goldfein, originally an outfielder, is again roaming the outer gardens with his old ease and keenness. The most important shift, however, brought Starr to the short field, where he is handling himself like a veteran. He is a steady fielder and is especially valuable in setting a double-killing into motion.

TO CLOSE CONTRACTS FOR YEAR BOOK TODAY

All contracts for fraternity and club insertions in the 1925 Year Book must be closed and all payments made this afternoon, announced Samson Z. Sorokin '25, editor-in-chief of the year book, yesterday.

The write-ups of the clubs, classes, teams and fraternities must be in the hands of Louis Nidel '25, managing editor of the annual today at 1 p. m. Failure to do so will result in the non-appearing of the record in the year book.

The copy for the book will be sent to the printer May 10. The annual will appear on the campus about June 15.

The price of the book will be \$2.00. The money may be paid to Alvin Behrens '25, business manager of the year book.

Varsity Garners 14 Hits in Impressive Recovery From Slump

KANOWSKY HURLS WELL

Robbed of Shutout by Error in Ninth—Colgate Game Tomorrow

Playing errorless ball for eight innings and batting superbly, the varsity nine recovered from its slump and handed St. Francis a beating Wednesday, 14 to 1. An error in the ninth, with two out, prevented Kanowsky from hurling the Lavender to the first shutout victory of the season. The lineup used was that which faced R. P. I.

Except for that ninth inning breakdown, the playing presages a good battle for Colgate who comes to the Stadium to face the College tomorrow afternoon. The upstaters meet Fordham today.

Kanowsky Hurls Well

Besides the fine batting of the varsity, the most promising feature of the contest was the excellent pitching of Kanowsky, who stayed through an entire game for the first time. Kanowsky gave but three hits, well scattered, and struck out six men. Not one hit by the Saints went past the infield.

Tony Marasco came within an inch or two of getting his third homer of the season. His long distance wallop hit a spike in the center field fence and rolled behind the curtain and to the ground. Marasco was trotting around the bags when Sullivan, of Francis recovered the ball and threw to third, where Marasco had to slide to be safe.

Other outstanding batters were Chick Reiser, who also hit a triple and two singles, and Mac Hodesblatt, who got three singles. Only Tubby Raskin, one of the best sluggers on the team, failed to connect safely.

Opponent's Errors Count

St. Francis' errors aided considerably in the Lavender's scoring. After the opening frame, the varsity tallied in every inning until the ninth.

With Match on base through an error in the second, Chick Reiser started the fireworks with a long triple to left field, scoring the captain. Then Hodesblatt proceeded to single past short and Reiser crossed the plate. Both runs were tallied after two were out.

Four runs came in the third. A bundle of errors filled the bags. Gillespie walked Match and forced in Plaut and a second run was scored by Slotkin on another error, this time Josephson reaching first. Hodesblatt chalked up his second hit and sent Match and Josephson home. Hody was caught out going to second. In the fifth Plaut was enabled by errors to score after he had singled and stolen second.

Score Twice in Fifth

Hits by Reiser and Kanowsky and two errors by St. Francis scored two in the fifth. Clean hitting accounted for the scoring in the next frame. Lou Slotkin hit the fence out in center field for a single, and scored on Marasco's triple. Match hit a speedy one along the third base line for a double and Tony chalked up a run.

Three runs in the seventh ended the scoring. Two singles, two bases on balls, a passed ball and a balk gave (Continued on Page 3)



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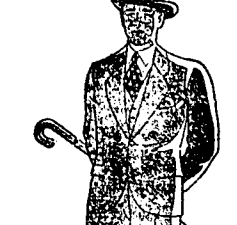
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Several Reforms Advised By Spitz In Evaluation of Discussion System

(Continued from Page 1)

of the tongue, each interjecting a thrust as the opportunity occurs. The version of the fight image which gives rise to the pep that comes with talking from conviction has remained, and happily so, but that version which forces men to remain pig-headedly obstinate is eradicated by an alteration of the rules allowing men to shape their conclusions to meet the new facts.

The introduction of the discussion technique, however, has not been an unmixed good. Discussion has brought in its train a series of evils which lay it open to grave criticism. It has a tendency to go off into irrelevancies to get lost on minor and petty details to slip suddenly and unexplainably from a consideration of the philosophic triplets—"the good, the beautiful and the true"—to the most technical concepts of governmental policy, a melange wherein live alternative solutions are working criss-cross against one another. These tendencies are due to various factors not the least of which is poor training of those men who have taken part in the discussion. These men have never been taught to differentiate the significant from the insignificant, they have never been taught organization of thought except in the form of ten minute spots in one, two, three, fashion. Conversational ease, suavity, systematization, and coherency have never been included in our teaching; the emphasis has always been made on speech making, and it is just this formal speech making from which we are now trying to break away.

Proposals Too Numerous

In the second place the manner in which the propositions for discussion have been framed has been productive of much evil. Society is confronted with various problems. For each of these problems there have been proposed many hypothetical solutions. In a debate we take one of these hypotheses and have it serve as the basis of a resolution, of a debate. The entire controversy then hinges on this one solution which is either established or overthrown. If it is overthrown then another solution may serve as the basis of another resolution and hence another debate. But fundamentally each debate takes for its province a very small area and it inspects every nook and cranny of that region thoroughly. Discussion on the other hand is too ambitious. It bites off a larger chunk than it is able to digest in the two hours at its disposal and this results in confusion worse confounded. Instead of circumscribing the proposition to one hypothesis it takes the problem per se and the result is that five different proposals work against one another in the course of a single evening. None is thoroughly thrashed out and the chair usually concludes that a problem of Child Labor or Prohibition exists—a fact which the audience knew full well before it came to the discussion. Every symposium throughout the past year has been a hopeless muddle of dangling threads and partially unraveled skeins. First, because the men have not had the proper training in the act of conversation. Second, because the topics considered have not been adequately checked to a fitness that makes for clarity.

Administration Change Urged

Yet I believe that this experiment is worthy of being carried on. Not, however, in the same guise or under the same conditions as during the past year. In the first place its administration should be taken from the hands of the Philosophy department and placed with our professors of Public speaking, in whose field it properly belongs and who are most capable of bringing it to fruition. In saying this no attempt is made to disparage the wonderful work of the philosophy department in sponsoring this move-

ment. Secondly, the propositions for discussion should be framed with a view toward narrowing the field of controversy. In the third place, the procedure of discussion should be modified so that while retaining its element of grace, ease, and informality it does not by the very same tokens descend into crudity, sloppiness, and sprawling performance. This could be very effectively accomplished by incorporating some of the better elements of debate into the technique. Thus, it is the privilege of the individual, in a discussion, to interrupt his fellow at any juncture for the sake of interpellation. Though this is eminently desirable as a check against prolonged ranting harangues, nevertheless, when practiced to assiduously it prevents the listener from gathering the central thread of the dispute. I should, therefore, suggest that at the outset, when the work of the discussors is laying the basic facts in the case before the audience, so that they may listen intelligently, the colleagues of the speaker refrain from heckling.

Advise Student Chairman

Under the present system, furthermore, the order of speakers runs somewhat as follows—the chairman, who delivers an introductory address, attempting to create an attitude of open-mindedness and suspended judgement, a speaker from the home college who sets forth the history of the question, the definition of terms, and all other fundamental material, a speaker from the visiting college who presents the conclusions to which he has come after a study of the question, and a round robin discussion in which any one may take issue with the man who has set forth his opinion, substantiate it or offer something different. Since we have proposed to narrow the controversy to a consideration of a single hypothesis it seems to me that a further innovation would be advisable to take place along some such lines as these—the chairman of every meeting should be a student. This student should be the leader of the home group, thus making five discussors and one presiding figure. In opening, the leader should not only attempt to put the audience in a sympathetic frame of mind but, having applied himself to a study of the question, he should be in a position to perform the additional function of clearing the decks, of presenting the history of the problem, the definition of terms, the chief points of conflict between those who ordinarily uphold the proposition and those who are against it. The second and third speakers would in turn present the facts which go to support the affirmative and negative contentions respectively. This looks like debate all over again. It is not. The men who present the affirmative and negative sides do so not argumentatively but in a fashion which is rather characteristic of exposition. This difference is a very significant one. It implies, among other things, that the men are concerned with propounding the evidence in the case and not, for the time being, with evaluating that evidence and drawing inferences therefrom. It is only after all facts are in, only after all terms have been defined, only after the areas of controversy have been clearly presented, in organized, coherent, brief fashion, by speakers who have not been interrupted, that we are ready to proceed to the informality of discussion which will hinge on a co-operative evaluation of the

EDISON LAMP WORKS VISITED BY STUDENTS

A trip to the Edison Lamp works at Harrison, N. J. was undertaken last Tuesday morning by eighteen engineering students under the leadership of Professor Baum and Mr. Henry.

In the morning the students in groups of six were taken by bus to witness the manufacture of bulbs. Guides explained everything done. The speed and accuracy in the construction of the bulbs proved of great interest to the visitors.

At noon the entire body was served lunch in the employers dining room. The afternoon was spent in hearing specialists in the field of illumination talk on their work. In the short time allotted the subjects of store lighting, industrial lighting, window display, steel lighting, reflectors and home lighting were covered.

A. S. M. E. COMPILING CATALOGUE LIBRARY

Society Has Gathered Many
Books From Companies Con-
nected With Engineering

The student chapter of the A. S. M. E. is at work compiling a catalogue reference library to be used in connection with their engineering work.

Several companies in each of the various branches of machinery and equipment have been written to and asked to send a number of copies of their catalogues and other descriptive literature. Practically all the companies responded and as a result two large book cases in the draughting room of Compton Hall are full of this useful material. Each book and pamphlet is being indexed and it is expected that the library will soon be in working order.

Professor Autenreith, faculty advisor of the A. S. M. E., originated the idea and it is through his efforts that the library has been made possible. Dean Skene of the School of Technology and Professor Bruckner, head of the Mechanical Engineering department, have allowed the use of their personal book-cases for the library. Following the example of the A. S. M. E., the Civil Engineering students have started a catalogue library pertaining to their course of study. It is expected that there will soon be a storage of knowledge covering all phases of modern engineering.

factors which have been adduced.

Faculty Aid Needed

I lay these considerations before the bar of student and faculty opinion. Last term, a meeting was held in the Hunter College auditorium, at which Dr. Baird, chief coach of that great debating institution, Bates University, stated that the shortcomings of debate were such as warrant a consideration of a substitute technique. We have propounded such a substitute technique and labelled it discussion. This experiment has now been in operation for one year. It has not been a raging success but neither has it been an out and out failure. It must be remembered that this work has been undertaken practically unaided by those most qualified to give us advice and comfort. It cannot go on under these circumstances. Students can do just so much and no more. We have come to the point where if this work is to be carried on effectively it must be taken up by the professors of public speaking. It is they who are qualified, it is they who have the experience and training to perceive through ramifications which student eyes can never penetrate. We need their help. We need it in the preparation and moulding of raw material, we need it in coaching the team. What is their re-



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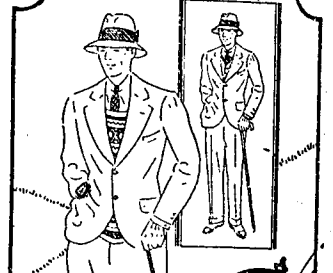
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