

The time is not far distant when it will not be possible for any teacher to obtain an advanced position in the profession without a degree of some sort. Realizing this, the Board of Trustees, on the recommendation of the Faculty and the Executive Committee, has established a post-graduate course, by which any normal graduate may obtain a degree by one, two or three years study, according to the amount of time at her disposal. In order to facilitate the gaining of these outward symbols of inward grace, the Faculty, at a recent meeting, passed the following resolution:

Resolved, That examinations for the degrees of A.B., S.B. and Pd.B. will be held on the second Thursday in May and December; that candidates intending to present themselves at the next examination shall notify the College of their intention as early as the first of the month; and that candidates may present themselves for examination in one or more subjects at the same time, and the result of such examination will be recorded to their credit.

The subjects of post-graduate study, with conditions and regulations, will be printed and sent to the public schools and placed in the hands of Miss Rice for distribution among those who are not engaged in teaching.

I intended to say a great deal more on this subject of the higher education of women, but I fear I have already used too much of your time.

Wishing you and the Associate Alumnæ God-speed, I have the honor to be

Your obedient servant,

THOS. HUNTER.



COLLEGE NEWS.

The new year at College begins with an array of alterations and additions, signs of vigorous life and growth. The outer face of the dear old building is still the same—we hope it always may remain so, for it could never seem more beautiful to us than it does now—but inside the walls there are many changes. We find not only new class-rooms and a new library, but other innovations which reach below the mere externals of the College life. Instead of the half-hour and the four hours following to which we were accustomed, the study time is now divided into five periods of about forty minutes each. Formerly the singing lesson came immediately after the opening exercises; now the first and second periods are devoted to study. The pupils are thus enabled to begin their more severe work with “shining morning faces,” and all the freshness and vigor that animates the mind early in

the day. The third period is occupied by music, and is followed by the recess. This gives a long time of relaxation from the more exacting mental discipline of the class-room, and the students can resume their work in the afternoon with renewed energy.

The old marking system has also given place to a new order of things which, it is thought, will remedy an evil which has long been prevalent in the College. Instead of the announcement of the precise per cent. of each student, the work will be massed into its merit. If an answer is perfect both in ideas and in expression, it is superior—A. If perfect in sense, but faulty in phrasing, it is marked B. If vague and halting, requiring perhaps a supplementary question from the teacher, but finally attaining the goal, it is marked C. But if the student manifests a dense ignorance of the subject, or, worse still, if she "knows perfectly but can't exactly remember it," it is D. There are no shades of D. At the final "account of stock" D means dropping from the roll for an Introductory, and when repeated, it has the same dire consequences for any other student. May the D's be few!

The increasing number of students pouring into the College have required the employment of new teachers and new apparatus; these, on the principle of wheels within wheels, have necessitated further appropriations for the use of the College. The Board of Trustees accordingly passed a resolution to the effect that \$25,000 should be added to the sum already appropriated for four great classes, marked A, B, C and D, according to merit. The superior students, whose per cents are between 100 and 95 per cent., are in class A; the excellent ones, between 95 and 85 per cent., in class B; the good ones, between 85 and 75 per cent., in class C, while those unfortunates who fall below 75 per cent. are in class D—which is synonymous with failure. This system of marking is intended to do away with the unwholesome competition for fractions of marks, and to give the supremacy to those who best deserve it. In former years the fraction of a mark was the thing that determined the selection of the Valedictorian—a mark which might have been, and probably was, the outward sign of real merit—and which, on the contrary, might have been merely the result of one of a hundred possible petty accidents. Now the valedictorian will be elected by the A students, their choice, of course, requiring the confirmation of the President and the class teachers. In this way the girls themselves can select the ablest and most deserving of their number. This system will be pursued not only at the final reckoning, but through the term. Each separate answer will be marked A, B, C or D, according to

the College. A bill based upon this resolution passed both houses, the Assembly and the Senate, without encountering one opposing vote. When it was sent to the Mayor for his signature, however, he declined because the bill was mandatory. He had already refused to sign several bills on the same ground, and could not consistently make an exception in the case of the College. However, he promised to favor its passage by the Board of Apportionment and the City Council. It has now passed the former, and as Mr. Guggenheimer, an indefatigable friend of the College, is at the head of the City Council, there is no doubt that soon the income of the College will be increased from \$150,000 to \$175,000. This change will be permanent unless in course of time the high schools should reduce the pressure in the College so greatly that the force of teachers would be much diminished. Such a contingency, however, is too remote for us to contemplate.

AMELIA BURR.



THE CONSUMERS' LEAGUE.

When one contemplates the magnificent group of buildings on University Heights, that tower above the city and seem to embody the wealth, the intellect and the progress of the metropolis, it seems at first glance as though they are indeed very far removed from the sordid, crowded quarters of the sweat-shop workers down on the East-side. Yet, upon reflection, they are in close touch with the squalid dens of the Tenth Ward. Not only does the University Settlement in Delancey Street bridge the vast chasm between them, but the mental workers in the University and the physical workers in the sweat-shops are bound together by a strong purpose, and albeit they pursue different paths, the road they both seek leads to the solution of the greatest problem of the age: The Industrial Problem.

Professors of economics are accumulating valuable data and statistics, and formulating theories; students of sociology are pursuing investigations and publishing reports; workers in the sweat-shop, too, are learning facts and acquiring experience—but, alas! at the cost of flesh and blood!

Economists and sociologists are telling us that consumers, and not producers, are responsible for production. They are proving to us that the consumers *create* what they purchase, because their demands create the "economic wants." They make these facts very clear to us by forcible examples. If, for instance, we wish to wear common-sense shoes—shoes with round toes, low heels and broad soles—we have only to demand them, and our shoe-