After a proper proportion of time has been selected, the next question to be discussed is how can it be made effective in the Students? To secure this all important result, my opinion is that it has been for many years I would make the examinations for entrance & for exit, protracted, precise & hard-hearted. I would stimulate the schools to send us good scholars. (Or the Catalogue of the Univ. of Hechi. They publish the name of the best prepared matriculate.) That of his teacher. How can conscientiousness in the examiner be secured? Well! this is a hard question. The plan of oversight of checks & balances must have a limit. The last question is always the handiest. Who will oversee the supreme overseer? You must get able, learned & enthusiastic Professors. Men who work hard themselves and will require hard work from their pupils.

As to the question between what is known as the Collegiate & the Univ. systems of teaching, I confess that I have best considered it as of much importance. One thing is certain this collogiating of schools is not much if at all used at the North. Where they know much more of the operation of such systems than we do at the South. Our present order of Recitations which allows eclectics to occupy fully their time as they please, secures all the advantages of both systems. Your Trustees must give certificates of excellence tailored to different courses of study, reserving your Diplomas for the regular 4 years course as prescribed. I confess to a reluctance to follow now in the wake of Wake Forest which has adopted the system of "Schools." I want abolish the habit here of having an intermission from 12 to 3. Let the system of work here be as like that in common life as possible. If this means