

tical observations of the man of experience which must be stored up for future use. Hence the great popularity of Cooper's or Abernethy's lectures. Their opinions were not written in the language of any nation. There were in those days no journals to report their lectures or to record their speeches at a learned society. The popularity of these giants of surgery led to the general establishment of what we now call medical schools, and the giving of lectures in all the branches of medical education became general.

Fifty odd years ago, when McGill College Medical Faculty came into existence, the model system of the period was that of Edinburgh, where each professor gave his 120 lectures per annum, collected his own fee, and examined his own class. What was good and useful in 1835 may not be either good or useful in 1889. The system has been adopted by all Canadian schools, but now it is time to look into it and to see whether improvement can be effected. The question of extra academic examiners has been settled in Ontario, but the didactic lectures in all its uselessness is in full swing throughout the Dominion. We would like to show that the Canadian student is over-lectured and under-taught. Not but that there are many men connected with our schools able and willing to do real teaching, but the time of the student is so taken up by the number of lectures he is obliged to attend, that laboratory and clinical work have to suffer. Why should a student be compelled to sit out two courses of lectures on the same subject? Either his first course is too difficult or his second course too easy. As a matter of fact, as we all know, the student usually leaves out in his first session all that is difficult, in the hope that he will find it all easier in his second year. A solution of this difficulty has been arrived at in McGill College by the introduction of a graded course in two of the primary branches; that is, one set of lectures is given for first year students and a separate set for second year students. This is as it should be. But why have so many lectures at all? When such excellent handbooks are within everybody's reach, why should not the lecturer advise one such book as a standard and with that as a test illustrate by diagrams, models and experiments all that he considers necessary and important in the study of the subject. Why should he think it necessary