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TOO MANY LECTURES.

The large number of didactic lectures demanded by examining boards has recently attracted attention amongst those interested in medical education. Our views upon the matter have already been expressed, but we would particularly draw the attention of our readers to the proceedings of the General Council of Medical Education of Great Britain, before which body the subject was discussed in June last. It is in the Scotch universities that lecturing is particularly used as a means of imparting instruction, and it has already been stated in our pages that the Canadian student has to attend a few hundred more lectures in the four years of his career than are demanded of the Scotch student. Dr. Leishman, whose experience in Scotland seems to have taught him that teaching was better than lecturing, moved the adoption of the recommendation "that the number of systematic lectures in each course, especially in winter, may with great advantage be restricted to two or three weekly, and that the time so gained should be devoted to class examinations, tutorial instruction, and practical work." He was in favor not so much of cutting down the actual time devoted to any subject, but of allowing the professor to substitute for lectures other and more useful means of imparting knowledge. Dr. Struthers thought that two or three lectures a week were sufficient. The lectures in Scotland were in excess. As to the number of courses, one seemed to be considered sufficient. Mr. Mitchell Banks observed that the Scotch lecturer appeared to be a sort of man-eating tiger amongst lecturers. He said he had heard of being preached to death by