

retain a solicitor, and for some time an agent was employed, but his services had to be dispensed with for want of funds. Meetings are held quarterly, but a special one may be summoned at any time by a requisition to the president. To secure registration, compliance with the regulations relating to preliminary education, period of study, and curriculum, is demanded.

The Act provides that no person shall begin the study of medicine until he has attained the age of 16, and has obtained a certificate from the Board that he has passed a satisfactory preliminary examination in certain specified subjects. An endless amount of trouble was required to place this examination on a sound basis, satisfactory to all concerned, but it has been accomplished. The examination is entrusted to two gentlemen of high standing in their department, and who are responsible to the Board for the way it is conducted. The subjects of the examination are nearly the same as those recommended by the British Medical Council, and embrace the elements of a good general education, with a fair amount of Latin and Elementary Physics. Greek, French, German, and History are also recommended. One is required, and the student may select which he pleases. In order to pass, a candidate must make fifty per cent of marks in each subject. The exemptions are a University degree on a teachers Grade A. License of Nova Scotia. The matriculation and sessional examinations of any chartered University or College, and also the preliminary examination of any Medical Licensing Board in her Majesty's dominions are recognized *pro tanto*. Owing to the care exercised by the Board, the matriculation certificate now possesses considerable value. It is accepted by every school and licensing body in America, and being recognized by the British Medical Council, it enables the holder to register as a medical student in Great Britain. A valuable privilege has thus been secured for those who wish to study abroad.

The regulation of the curriculum is the most important function the Legislature have entrusted to the Board, and it is one which the whole profession should take a deep interest in. The period of study is to be not less than four full years, one of which, if spent with a Preceptor, is recognized as equivalent to a collegiate session. The curriculum now in force, corresponds with that required by Canadian and American schools, and so far has been considered adequate. The Board rigidly insist on compliance with all its requirements before granting registration. The curriculum is a subject of great importance, and surrounded with many difficulties at the present time, owing to the change that has been going on in the methods of instruction, and the great diversity that exists in the requirements for graduation in British, Canadian, and American schools. For the best interests of the profession, a good standard must ever be maintained, and the student must not be subjected to unnecessary vexation or expense. Therefore, to hold the balance fairly, between the profession and those who wish to enter its ranks, the exercise of prudence and sound judgement is demanded. To satisfy existing conditions, the curriculum must be adequate, adapted to the conditions which obtain in our own country, not subject to frequent change, as far as possible in harmony with that of the schools where the great majority of students pursue their studies and obtain qualifications, and should not interfere or retard progressive improvements of methods of instruction. It is not surprising therefore, that a curriculum framed twenty years ago, and never since modified, should elicit hostile criticism and a desire for change. The grievances most loudly spoken of, may be managed and considered under three heads.

1. The curriculum has ceased to be adequate.
2. It retards the substitution of practical instruction for didactic teaching.
3. It operates unfairly against British graduates.

These objections are well taken, and must be fairly considered. It is contended that the curriculum has ceased to be adequate, inasmuch as it fails to make provision for Pathology and Hygiene, and extends recognition to private tuition. With respect to Pathology and Hygiene there can be no question. The importance of both, and the Public Health Act of 1888, imperatively demand their addition at an early date. The value of private tuition is a vexed question. At one time, the sole means of obtaining instruction, it has ceased to be recognized by the leading British and Canadian schools, the objection being that it is in most

cases a farce, and in no sense as equivalent to a collegiate term. Impressed with its great value if properly conducted, as every one must be who has enjoyed the privilege, I am pleased to observe a marked reaction in its favour in Great Britain. At present it is improperly placed, but if it were recognized as the equivalent to the third collegiate year instead of the first, as is done in Quebec, or substituted for a part of the long holiday season students are permitted, no objection could possibly be raised. It is pleasing to note that nearly all our students take the collegiate course of four years, and avail themselves of every opportunity for private instruction. Further, it is contended that our curriculum compels men to follow two courses of didactic instruction, exactly like each other in subject, length, and cost, and by doing so, discouraging the grading of courses of study and restraining the development and growth of practical modes of instruction. This contention is true in every particular. But before a change is sought or demanded, the whole question must be carefully thought out, and for this reason.

In Germany and France, the State, as the guardian of the public weal, has been year after year voting simply enormous sums, to stimulate the growth of medical science, with the result so far, of completely transforming our relation to disease. Every medical school has for each subject of our curriculum, a laboratory, which surpasses in the perfection of its appointments, the average American college. Here, under the direction of a well State-paid staff of instructors, with the most ample facilities for illustration, the student pursues his study, and his senses are trained and exercised, while facts are being imparted. Every advantage that a well appointed hospital can afford, is at his bidding. What wonder then, that these countries lead the world in everything pertaining to medical science. The German methods of instruction have been transplanted to Great Britain, and fostered, with some measure of success, in the more richly endowed of the British schools. This has led to material modifications of the curriculum in that country. In Canada and the United States, the pecuniary circumstances of the schools, coupled with the restraint which the authorities place upon the development of classical instruction, does not permit of any wide departure from the present system of cramming men with facts, without or with very limited material or appliances for illustration. As the majority of students, for economical reasons have to be trained on this side of the water, it would be unwise to make any serious modification of the curriculum, until the changed circumstances of Canadian and American schools render it expedient.

But a better day is dawning. A knowledge and appreciation of the innumerable blessings that are but beginning to flow from the labours of Pasteur Koch and Pettenkofer, must sooner or later awaken a conviction in the public mind, that we are at last getting our hands upon the subtle agents which produce disease. When that day arrives, the niggardly spirit of governments will vanish, the springs of generosity will flow abundantly, and the long fettered intelligence of the disciples of medicine in this country, will rise to its level in the forefront of the nations. The third objection need not detain me long. The strict enforcement of the curriculum necessarily excludes British graduates. This seems very unfair, as the curricula of the University and Licensing Board, though different, is superior to ours. The difficulty is obviated by requiring proof of registration in Great Britain to accompany the qualification. The real injustice is the payment of a British registration fee, which is \$20.00, a small amount it is true, but wrong to exact if unnecessary. The reason is this, in Great Britain there are 21 chartered bodies, dissimilar in constitution, conferring titles with their examinations neither uniform nor even approximately equal in standard. Many of these qualifications are not now registrable, and for the Provincial Board to readily accept what is there refused, would certainly be doing an injustice to the profession in Great Britain. In addition to these specific charges we often hear railing accusations of inconsistency, harshness, and unfairness, manifested towards candidates for registration. These may be dismissed. In fact the Board have been unduly lenient, as they should be during a transitional stage of affairs. The danger of relaxing restrictions are obvious, and the time has now arrived when the reins must be held