

greatly facilitate paving the way for the accomplishment of this object. He thought that the great aim of the Canadian Medical Association should be to create a Dominion Medical Board upon such a sound and enduring basis that the qualifications could be registered in every province of the Dominion. They should not only be Canadian, but Imperial, capable of registration in Great and Greater Britain. There should be no special education for the profession of medicine, and the defect in the preliminary education of medical students should be corrected. The standard is not high enough. Many students come into the medical college, their minds totally unprepared, undisciplined, not competent to engage in the different studies of a profession to advantage. Dr. Jones would not eliminate Latin, but would go a step farther and advocate a more general knowledge of Greek, as Greek was *par excellence* the language of science. He quoted from two eminent authorities, who favour the retaining of classical education as training for professional studies—Dr. Alexander Hill, a member of our own profession, who is Master of Downing College, Cambridge, and Prof. Jebb of Berlin. He referred to medical matriculation examinations, and deplored the lamentable defects in the English paper, the most neglected subject in our primary schools. From an experience of many years as an examiner at the University of Manitoba, Dr. Jones has concluded that the teaching of English takes a very subordinate position in our schools. The defect was a universal one; and it was obvious, if English should become a prominent subject of medical matriculation examinations, every student ought to be able to express his thoughts coherently and intelligently. The didactic lecture came in for adverse criticism, and defects and useless waste of time, which could be more profitably employed, were pointed out. Persistent work in the dissecting room, under the guidance of an experienced demonstrator, who will describe, discuss, and constantly orally examine the student is a rational and effective method of teaching Anatomy. Medical Jurisprudence and Sanitary Science were not properly taught.