

is, in one instance, carried to a great length and to an absurd conclusion. The Province of British Columbia has secured the existence of a board. There are some fifty practitioners in that province (I counted 51 in the copy of the register for '87), and united they form the Medical Council of Physicians and Surgeons of British Columbia. "Now, we have got in, let us keep the others out," seems to be their motto. If they had contented themselves with examining diplomas and rejecting those that came from indifferent colleges, then, perhaps, a useful function would be fulfilled, but, as the law stands at present, there is not one of you who, after graduating, would not become liable to punishment if he dared to give advice in British Columbia. He would be obliged to pass before the members of the Council, or such of them as may be appointed for the purpose, a satisfactory examination touching his fitness and capacity to practice as a physician or surgeon. In other words, the Provincial Board of British Columbia would have to make it its duty to see for itself whether your teachers understood what they were about when they taught you, examined you and certified on your diploma that you were a fit and proper person to practise medicine.

Lastly, a money tax is exacted. The plea can be made by such boards that the public must be protected, and it would be unsafe to allow a legally qualified practitioner from another province to exercise his calling within their borders. But no one can defend the establishment of a money barrier. The \$100 tax can have no other object than to limit competition.

If we wish the Canadian profession to gain the respect of the medical world, we must use every effort to rid ourselves of this provincial littleness, this parochial policy. Medicine is medicine everywhere, and a legally qualified Canadian practitioner ought to be able to practice in any part of his own country.

Another charge I bring against the provincial boards is, that they impede the progress of medical education by compelling teachers and students to devote an excessive proportion of their time to the giving and attending of didactic lectures.

The days have long since gone by when didactic lectures