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My Sun
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Dr. Osler as a Mentor.

According to recent despatches to THE SUN from London Sir WILLIAM OSLER has again appeared before the British medicos in the rôle of a mentor whose counsels his colleagues would act wisely to heed. It is refreshing to note the growth of this medical baronet's sincere militancy against the moss grown educational methods of the British medical schools. Last summer Dr. OSLER berated them in no measured terms for their antiquated methods of hospital administration. In his recent address at the reopening of the Medical School of St. George's Hospital he denounced the existing system of training medical students with regard to lectures and examinations. By the irrefutable evidence of trustworthy figures he demonstrated that the graduates are below par, half of them failing in examinations for the degree of the College of Surgeons.

The keynote to Dr. OSLER's success as a teacher and practitioner is the solid common sense that underlies his utter disregard of authoritative assertions or practice if unsupported by facts and figures. He has long been striving earnestly for the betterment of educational facilities. His former American environment has doubtless tended to develop these natural traits of independence to their fullest extent. Thus he came to be emboldened years ago to express contempt for mere tradition by actually deserting the prevalent methods of teaching medicine even as they existed in his own alma mater. He saw clearly that the ancient clinical basis of teaching introduced by that greatest of all physicians HIPPOCRATES and his immediate followers had been loaded down with pedantic lore in the effort of each leader to form a school of practice. Medical history is strewn with the wrecks of discarded schools; the lessons of HIPPOCRATES

these modern days. That calm bedside observation is more needed by the young doctor than pedantic lectures and that nature is the greatest restorative agent were the basic doctrines of the Father of Medicine. They have been lost among the dogmas of the schools, despite the fact that even in comparatively modern times able men have risen in all countries with urgent appeal to reinstate them. Little wonder that Sir WILLIAM OSLER's plain speaking before the student class of the great London medical school aroused enthusiastic approval, for he sounded the tocsin of emancipation from moss grown and oppressive methods that have handicapped the entire world of medical students without protest for centuries.

It was indeed a fortunate circumstance that Dr. OSLER was called from his Canadian alma mater to the more liberal atmosphere of Baltimore, and that there he met WELCH and HALSTEAD, with whom he mapped out a real medical school on new lines, combining scientific training with bedside and laboratory instruction in such manner that Johns Hopkins has become a Mecca for those who aim to excel in the high places of medicine.

"It ought to be an offence on the part of a senior student to attend a lecture."
"The student should not be under continual fear of examination."
"In the case of an inefficient student the parents should be told that he will never make a decent doctor."

Every earnest practitioner who has spent years in freeing himself of the barnacles that have clogged his progress since he emerged from college must appreciate these words of wisdom and bid this militant reformer Godspeed.

It is gratifying to learn that some of our own schools are gradually dropping antiquated methods.

When King GEORGE and Queen MARY found their way to the theatre blocked by suffragettes who screamed "Women are being tortured in prison!" they may have felt that torture was not very successful.

I have consulted with such friends as I could reach and they have agreed with me that I should look upon the wish expressed by you, as the head of the party, as imperative.—Representative CLAYTON to President WILSON.

Another triumph for the pre-primary!