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A Reproach to the Navy.

A day or two ago The Washington Herald expressed doubt of the report that the three submarines of the same type as the F-4 were still in service. The opinion was advanced that these vessels should be equipped with an altogether new system of batteries and engines, or, if this should be found to be impractical, they should be consigned to the scrap heap forthwith.

Line O' Cheer Each Day o' the Year.

By JOHN KENDRICK BANGS.

My prayer shall ever be That I be free— Not free for good or ill To work my will! Not free to choose the way Where I shall stray— But free with strength and nerve Mankind to serve, So that the finish word They'll cry, "WELL DONE!"

Revelations by the President's Friend.

Upon the heels of the report that President Wilson has formed a new and close friendship with Oswald Garrison Villard, publisher of the New York Evening Post, Mr. Villard, who boasts that he was "born on American soil of a German father," has delivered a notable address, calling attention to the danger to American life in the formation in the United States of groups of people of German ancestry who—as conditions growing out of the European war have proved—are disposed to place the traditions and interests of the Fatherland ahead of loyalty to their adopted country.

Minnesota Republicans at Sea.

An observant and astute writer on political topics calls attention to the perplexity of the Republican voters of Minnesota over the choice of a candidate for the G. O. P. nomination for President. They will be called upon next March to vote in the primaries for delegates to the national convention and these delegates are to be pledged to support a certain candidate for the Presidential nomination. It is plain sailing for the Democrats, because there will be no opposition to delegates pledged to Woodrow Wilson. But the law requires 500 signatures to place a Presidential candidate in the running, and so far the Minnesota Republicans are all at sea because no one has yet come forward to guide them. It appears that even under the new national primary law the boss is not eliminated. Some one must be appealed to unless volunteer directors of public sentiment appear, and it would seem that it is up to the standard-bearers and reactionaries to get busy and head off the Hon. Moses Clapp.

A "Not" Missing.

There seems to be a "not" missing from the finding of the Cobb County grand jury in the Franklyn lynching case: "We have done our best under oath, and we regret to state that we have been unable to find enough evidence to indict any one for this crime."—New York Sun.

The Example of Massachusetts.

In Alabama, Arkansas, California, Delaware, Florida, Illinois, Indiana, Kentucky, Louisiana, Maryland, Mississippi, Missouri, Montana, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, Pennsylvania, Utah, Virginia, Washington, West Virginia, Wyoming, twenty-four States, if we count straight, the governor's term is four years. Some of these States are highly conservative, some are highly radical. All, it must be assumed from the triumphant opinion at Albany on the project to make the governor of New York hold office for four years and from the righteous heat engendered by that project, are in the hands of "autocrats" and "oligarchies."

Why Is All This?

Does this system pay? It means doing it in dollars and cents. The State of Minnesota discovered that 46,000 of her children were held back in their classes for one year because of decreasability due to adenoids and enlarged tonsils. If it costs \$5 per annum to educate a child, Minnesota's loss was \$1,000,000 due to this one item.

Organizing Public Opinion.

By JOHN D. BARRY.

A public man recently made a shrewd remark: "Public opinion can be organized like a trust or anything else." It is important for us to bear this truth in mind. There are able men in this country who long ago recognized this truth. They have acted on it, sometimes legitimately, sometimes illegitimately.

I know a man who built up a highly successful business as an organizer of public opinion. At first his only capital was his skill as a writer. He knew how to be interesting. Any subject he touched he somehow managed to make attractive, not only to the few, but to the many. He began his work in a highly respectable way. He went to the president of a great university and said: "Now that competition for students is so strong among universities, you ought to advertise."

The president smiled. "Our name is sufficient advertisement," he replied. "If we were to try to exploit ourselves by means of advertisements we should simply impair our dignity and in the end do ourselves harm." The writer shook his head. "You don't understand what I mean. My aim is not to exploit your university in advertising columns. I agree that that would be a poor way. I will simply keep the work you are doing before the public by means of entertaining and instructive articles. These will be published as reading matter in newspapers and magazines."

The president was impressed. He was a highly moral man. He would not consciously do wrong even to help his university. He thought he saw only good in the proposition. So he agreed to give that young man a large fee each year for the sake of having the fine work in the various departments of his universities made known to the public.

He would himself make sure that everything appearing in these articles was the exact truth, that is, what he believed to be the exact truth. He forgot that even truth may be a means of corrupting public opinion.

The wrong, of course, lay in the printing of these articles as reading matter, instead of what it really was, advertising.

In other words, biased matter was presented to the public as though it were unbiased matter.

Lately folks have grown more scrupulous about advertising, that is, some folks. There is a tendency among self-respecting publishers to watch their advertising columns far more closely than they used to do. Where they would once have eagerly accepted advertisements they now reject. Many publishers reject advertisements that they know to be dishonest, or, in their effect on public welfare, unwholesome.

The other day I heard that Mrs. Charlotte Perkins Gilman, publisher and editor, as well as the sole writer of the magazine called "The Forerunner," went so far as to write even the advertisements herself. She would not advertise anything that she did not believe to be good.

It would be asking a great deal of all human nature to reach so dizzy a moral height and to stay there.

There is something to be said from the point of view that makes advertisers alone responsible for their statements. At any rate, when the public knows that a statement is an advertisement, it is, to that extent, treated with frankness. But when an advertisement is published, not as an advertisement, but as reading matter, either anonymously or signed, the public is deceived outrageously, criminally. The offense is one of the worst of all public offenses. It leads to corruption of the whole body politic. It is the poisoning of the public mind, the weakening of the powers that sustain democracy.

That young man with his exploitation bureau made a dignified beginning. Many people would agree with that university president that it was highly praiseworthy. The university president started him on what promised to be a brilliant career. In a short time he secured so many clients that he couldn't do all the writing himself. So he proceeded to organize a staff of writers. They included young men of exceptional ability, college graduates, some of them devoted to high ideals, influenced by the social spirit of the time.

These young men were put to various tasks, exploiting this interest and that, including here and there an interest that wished to secure at as small a cost as possible, or no cost at all, valuable privileges from the people.

Gracefully, interestingly, in articles disseminated throughout the land, stories about these interests would appear. They gave a great deal of instruction. They enabled many good people to spend hours of enjoyment.

They were organizing public opinion, deceiving it, degrading it, insulting it.

Fortunately, one of the watchdogs of public opinion, an honest and a fearless publication, turned an eye on the exploitation bureau. One day it made an exposure.

The exploitation bureau languished. It is now out of business.

After all, in spite of the charming way in which these articles were written, it was a crude affair. In the first place it made the blunder of calling itself an exploitation bureau. To do its work effectively it ought to have called itself by some finer name, perhaps, suggesting public spirited endeavor in no way associated with publicity.

In dishonest, as well as honest work, the best effects may be secured by indirection. Throughout the country there are now many exploitation bureaus. Only they are not known as such. They often work in the most subtle ways. Sometimes they spread jokes. You and I laugh when we hear them and take a quiet satisfaction in our sense of humor.

They are corrupting public opinion stealthily, ingeniously.

On all sides it is going on around us. What are we to do about it?

The Speaker of the National House of Representatives by eloquent appeal saving the life of a negro woman a Bowling Green mob was about to lynch makes a dramatic figure. It is submitted that a stick of type is all too small for the exploit. The Hon. Champ Clark should have a whole page illustrated with snapshots.—New York Sun

Great Evils in the Public Schools and the Remedies

From Harper's Weekly.

The longer the average American boy or girl remains in the average American school, the farther he drops below the standards set for average American boys and girls. That is the amazing truth about an institution that has been our brag since the Revolution.

For a great many years now, the National Mouth Hygiene Association has been telling the school authorities of the country to "hire a dentist." Dr. William Oeler, of Johns Hopkins University, and Dr. Frank Mayo, of Rochester, have given the same advice. Dr. Oeler has pointed out the reasons why the school dentist frequently hides in the cavities of the teeth. Dr. Mayo has been able to trace infections in surgical wounds to the micro-organisms that find their way into the roots of teeth. But if all the germs in creation chose the teeth of school children as an incubator to hatch out their young, the school director could not see what business that was of their's.

However, the hygiene association was not discouraged. It continued to give advice even though "wise men" would not listen, until one day a school board was found that was ready to hear what the crusaders for healthy mouths had to say. To one knows how it happened, but the president of the board, after having these nuisances around and decided that the only way to get rid of them was to give them what they wanted—more teeth. He had the school dentist finally get permission to look into the mouths of the school children of Cleveland.

The result was startling. It showed conditions far worse than the school board had contended for. Twenty-eight per cent of all the school children in Cleveland were found to have mouths, potentially, if not actually, responsible for ill health.

The crusaders decided to prove to Cleveland what it was losing through these defective mouths. After looking over the situation thoroughly, they went to a school in the slums, the Marion School, and selected twenty-seven children who were to form an object lesson to the rest of the school in the country as well. They chose these twenty-seven children because, in all Cleveland, they had been unable to find twenty-seven children with mouths in worse condition.

Most of the selected children were behind in their school work. Just to prove that this stupidity was not inborn a dentist was called in. He gave tests to show the mental efficiency of the children. The dentist started his work. Dirty teeth were cleaned; decayed teeth were filled; the dental cavities were disinfected. The youngsters were taught how to brush their teeth and how to eat their food. At the end of a year, the dentist reported that the mental efficiency of the worst boy in school. He was a bad boy. He was rebellious. He was deceitful. He was the terror of the yard. But he was also a rather puny, sickly boy, one of five children whose mother was dead and whose father spent his days in the hospital, the longest in the city, unable to live for his children.

The worst boy in school is no longer the worst boy. In fact, so his teachers here, the longest in the city, and takes a decided interest in his school work. After a year, the psychological chart shows an increased mental efficiency.

In this same city of Cleveland, a little girl was found who had spent hours each day over a lesson that other children learned in minutes. At the end of the day, her best friend asked her to be put to bed. The reason was that her eyes were crossed. When the dentist came, he pulled a tooth. The tooth was the longest in the school, and her eyes. Relieved of this pressure, the eyes naturally adjusted themselves.

The longer the average American boy or girl remains in the average American school, the farther he drops below the standard set for average American boys and girls. Mr. E. A. Weir, of the Chicago Civic League, made an investigation of the condition of the schools of the city. His investigation showed that at the age of 8 years, only 12.2 per cent of the children are behind their classes, but by the age of 12 years, 35 per cent are with increasing age, until at 15, more than one-half of the children are below the standard.

There is no doubt that the point where we close our eyes very tight and simply by repeating a thing often enough convince ourselves that it is so. There was a school in the city of Cleveland that told ourselves that children left school because they had to work to keep from starving. Now we know that a great many of these children were kept from school because the school cannot hold their interest and leave on account of economic necessity. When a doctor discovers that one medicine will cure a disease, he prescribes another. But when John Henry's educational medicine doesn't agree with him and he lags behind his class and becomes more dissatisfied with school, the longest in the city instead of there is no new medicine for him to try. So we take him out of school.

How much physical disability has to do with this lack of interest was pretty clearly shown in the following experiment. The reader, in the light of that experiment, may consider the following facts and answer for himself the question: "What are we going to do about it?" Of all pupils in the schools of this country, "From 1-12 to 2 per cent 300,000 to 600,000 have organic heart disease; probably 5 per cent 1,000,000 have nose and throat troubles; 10 per cent 2,000,000 have lung disease; 6 per cent 1,000,000 at least have spinal curvature, flat foot or some other moderate deformity serious enough to interfere with their school work; 5 per cent 1,000,000 have defective hearing; about 15 per cent 5,000,000 have defective vision; about 15 per cent 5,000,000 are suffering from malnutrition; and many cases due in part to one or more of the other defects enumerated; over 50 per cent 6,000,000 have enlarged tonsils which need attention; over 50 per cent 10,000,000 (in some schools as high as 85 per cent) have defective teeth; several millions of these children are kept from school by more of the handicapping defects."

What are we doing about it now? Recently the Russell Sage Foundation has made an investigation. The Sage report covers 1,008 cities. Only 48 cities report systems of medical inspection and, in only 24 of these, does the work include the teeth of the children. The work conducted by doctors. Imagine the stupidity of a system that looks down a child's throat for diphtheria symptoms and a doctor when they are in their right places for the end for which the school is made.

To those who are afraid that this school is moving forward too rapidly, the scientific today answers "For over a thousand years, you have made haste slowly. In a thousand years, you have evolved from the school, that blamed the Greek and their classical literature, to the school, which aims to educate the few, the less than 2 per cent who finish the universities." Pointing to the 15,000,000 of these children, he adds, "We can't do worse than you have done."—Peter M. Michaelson in Harper's Weekly

THE OPEN FORUM

In Which Readers of The Herald Give Their Views on Current Topics.

Editor of The Washington Herald: Does not all this rejoicing over the great diplomatic "victory" gained over Germany by having just lifted the shroud by which she was hidden? If we are to be one is out of the world? If we analyze Germany's answer we see that she has only promised to renounce a part of her evil practices. Moreover, we have seen that Germany's promises only are of force when it is to Germany's interest that they should remain so. In other words, harsh as it may seem to the principle of "caveat emptor." Applied to the present case it would be better not to rejoice over Germany's sudden return to the paths of rectitude until a microscope has passed without any further deceptions.

Your formerly highly esteemed contemporary, The Post, is almost alone in maintaining the ridiculous thesis that, after having violated every law of humanity and after discarding all national honor as a thing not concomitant with efficiency, Germany is still not to be treated as an outlaw, but as a still honorable member of the family of nations. Of course, the Post cannot deceive many. Its pro-Germanism, the more dangerous because favorably received, is not expressed in so many words, but rather as an undercurrent, has been on the increase ever since Germany began her triumphal progress through Russia.

Their editorial this morning, the culmination of their long campaign of trying to stir up strife between this country and England, discovered that there was a falling off in the stature of her men. England started her campaign to build a stronger race of men in the public school. School feeding was no new thing in her schools then. Only in the United States it looked upon as an expenditure. For twenty years it has been tried out in England in a limited way. In the schools of Manchester, one public spirited citizen bore the expense of feeding the children and the result was that 70 per cent of this cost went into the food. Then by a special act, Parliament moved the burden from the shoulders of philanthropists and placed it upon the communities.

The fact that there were hungry children was considered reason enough for feeding them. But some people contend that feeding children has no educational value and consequently the nation should have a stronger race of men in the public school. A teacher in a Maine country school started a lunch counter; she acted as commissary and the children were fed. In another school, she found that, quite unconsciously, she had been teaching when she imagined she had only been filling empty stomachs. The realization came when she discovered that napping and frowns were being used in homes that had never known them before.

In the Philippine Islands, the government applied this principle in another direction. A plague of cholera broke out among the natives. Instead of following custom by closing the schools, the government closed the schools and sent the children to a health station for teaching little Filipinos how to take care of themselves and their parents. The cholera was worst in the country where Social and industrial diseases can be treated in this way. Children can be taught the danger of unguarded machinery, the system of hours of labor and of fresh air and light and the knowledge will light the factory and ventilate the tenement.

Controlling environment, the school can overcome defects which formerly were ascribed to heredity. That is what school men have only recently come to realize.

New York's Opportunity. In its new relation to the community, the school has become a vital factor in the life of the nation. The city of New York must spend millions of dollars to provide adequate school facilities for all of its children, many of whom are now attending sessions on one-third or one-half time. Let her go out into the open country and build a school for every child, capable of caring for 10,000 children.

Building on such a scale, the city can provide gymnasiums, playgrounds and lunchrooms at minimum cost. It can provide two or more classes for each grade so that children may be graded in the factory that the child is to be back in all of his studies because he is backward in one. It can provide shops so that boys, grown tired of ordinary routine, can have a trade school and will be more efficient in that trade when the separation from the school finally does occur. In this way, the falling off of school children in the way of their studies will be a thing of the past.

The cost of transporting pupils from their city homes to their country school will be met by the city. It will save the money that the city is now spending by buying land in the country instead of in Manhattan. But this cost will grow less every year because the people will follow the school from the tenement into the life-giving freedom of the open air. In bringing about this change, the school will be living up to its new tradition and its new responsibility.

There will be an efficient corps of doctors, dentists, physical directors and last but not least expert psychologists. They will perform the same service for this human factory that the school does for the sick factory, picking the good from the bad and prescribing for each child the particular kind of treatment he should have before he is allowed to go out of the factory. The doctor will prescribe for the child medically and will pass him to the physical director to develop his body. The psychologist will prescribe his educational medicine.

A Guaranty Card. When the normal child has passed through this hypothetical card, he will be given a guaranty card that will be a protection to himself and to his employer, such a card as the following: "William Smith, age _____, has completed _____ grades of school. He has the equipment, mental and physical, for _____ occupation. He will give his trade. He can, without injury to his health, work _____ hours, or outdoors _____ hours. There is nothing 'flop' in this school. It is not even oriented by suggestion is being carried out in some part of the world today. I have simply assembled the parts of the machine and set each wheel so that it 'does' with the wheel of another and sets that at work toward a third and so all move on in their proper places for the end for which the school is made."

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Let in the German Goods. Editor of The Washington Herald: As a hypocritical American-Englishman, you will note that I put American first—not English-American. I am in favor of releasing \$100,000,000 worth of German goods from the blockade. I will pay for them, 6,000 years shall we say? We can: "Am I my brother's keeper?"

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