

But even this appeal to their patriotism is not enough to overcome their hatred of Antony. They mutter among themselves.

Again Antony tries to quiet them so that he may get his message across.

"Countrymen——"

He is their countryman. The speaker cannot be so wicked then. They acquiesced but not without murmuring and nodding their heads one to the other. If he must speak, let him do it and be done.

Still as Antony plunges into his speech there are a few protesters. The field is not his by any means. As he mentions Cæsar's name the undercurrent threatens to drown him out. He faces every odd until, realizing the mood of his audience, he cleverly mentions "noble Brutus". These are soothing words and the street mob is more willing to listen. Antony, feeling he is not yet master of the situation, inserts that now famous clause, "For Brutus is an honorable man."

A wild shout of applause goes up, the first affirmative vote of the dissenters. The young upstart they listened to unwillingly is expressing their own thoughts. Brutus is truly an honorable man. Well do they know it, and they soften towards the speaker who utters the words with such sincerity.

Thus does Antony convert a wild mob of angry, protesting revolutionists into an orderly, receptive group, ready to listen, then to mourn, and finally to fight. All the odds were against him, but he was clever enough to persevere in his efforts, to appeal to their pride, and to praise their hero Brutus.

To read the printed page or, for that matter, to hear the average presentation of *Julius Cæsar* is not enough. The incorrigible mob does not make itself heard in those few speeches of the "citizens". No interruption is indicated after each of the words "Friends, Romans, countrymen" which are usually read in the perfunctory tones of the after-dinner speaker who begins, "Mr. Chairman, Ladies, and Gentlemen". Antony says far more than that. Each noun of address is a new plummet by which Antony

tests the waters of disapproval. Only by the superb acting of the mob can one realize Antony's problem and later appreciate his success.

Director Adams brought to the scene a vividness and thrill which I have never seen anywhere on the stage. Psychologically he is right to show the mob's prolonged protest against Antony, the symbol of their hatred. Mobs are fickle, but they do not change to a new leader without some outward and visible sign of inward struggle. Once the change is made, the struggle is forgotten. But it should not be omitted at its proper time in the play, for thereon hangs the fire and verve of the whole scene.

Such is the outstanding impression of my one night in Stratford.

NANCY LARRICK

## IN A HOLE

WE marvel at the amazing superiority of air travel over walking by which the range of man's adventuring is increased to the point where he can cover in an airplane in an hour the distance he could walk in a fortnight. We should realize as vividly that the superiority of written over oral communication is a greater miracle; that print brings to every man at the breakfast table the story of the enterprise and wisdom of men in the remote areas of the globe; that when a man can read, his range of learning embraces the world. Without print every man would be provincial, and his experience would be limited by the happenings of the geographical area which could easily be covered in person by him and his immediate associates.

To read with speed and comprehension is therefore recognized by school people to be the major technical objective of public education. The ability to read is more important than a knowledge of history, geography, arithmetic, or foreign languages because while a child learns to read he learns these subjects and what knowledge he does



not gain in school he can acquire for himself if he can read with speed and comprehension. Ability to read is the basis of continuing education—"the key that unlocks the storehouses of knowledge."

We usually associate inability to read with inability to acquire information. If the child cannot read, we say that he will remain ignorant, be unfamiliar with current events, lack the knowledge of important means of solving social problems, be unversed in literature and history, confined in his experience to his own experiences and happenings among his neighbors.

What we do not fully realize is that inability to read has many serious effects upon the emotional and intimately personal interior of personality. We do not realize that if the child cannot read he feels that he is "in a hole."

In the classroom when he stumbles in his oral reading, his more facile classmates may laugh, in the brutal way that children have, at his mistakes. To the sensitive boy or girl this is a species of juvenile crucifixion, and it is to be expected that he will feel frustration and inferiority and will draw back into himself. If he has an assignment of history or literature to read, his recitation is a failure not because he is a moron but because he does not know what has been written in the assignment and again he experiences failure with its attendant inward, burning feelings of inferiority.

On the streets and in the shops, people are so accustomed to direction by printed signs which they unconsciously read that the person who cannot read is constantly aware of the possibility of mistakes by his inability to follow these directions. Every printed sign that he sees makes him uncertain: perhaps he is "making a fool of himself" by not doing the expected. Print has become so universal a means of communication that whenever the boy sees anything in print he may have a sinking in the pit of his stomach.

The poor reader is not just a silent child nor a dumb child, stolidly indifferent to his handicap. Many of them are more sensitive than adults with a similar defect which they have learned to rationalize. They may suffer the delicate agonies of the very young in the presence of the derision of their associates. They are in the presence of defeat; they do not know their way out; they are "in a hole."

It is not surprising, therefore, that experts have found in many cases that this disability is the cause of behavior problems and delinquency. The boy may feel that he "does not belong" in his class group—they make subtle fun of him; they are sissies, teachers' pets; in short, they are not his kind. So he bears with them and gets his companionship outside with others of his kind, or he fights them and their views and customs and so becomes a problem child.

Nor is it surprising that experts have found that maladjustment and delinquency can frequently be cured by remedying the reading problem. When children so conditioned are brought to the level of their classmates in reading ability, certain results follow that have an effect upon the intimate depths of their personalities. They know as much as their fellows, and they belong. They are no longer "in a hole."

Not all maladjustments can be traced to this cause, and not all poor readers become disciplinary cases. But there is in every school system a substantial number of children who are bright and socially competent in other ways who are the victims of certain accidents of education—poor eyesight, short eye-span, failure to master a nucleus of words in the primary grades or one or a half-dozen others—who are suffering tortures that scar their personalities. To these, remedial reading administered upon the basis of intelligent diagnosis may provide a way out.—*Educational Research Bulletin.*