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 Caesar'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 Caesar* 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 him-
self if he can read with speed and compre-
hension. 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 un-
versed 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 in-
ability 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 frus-
tration 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 be-
cause he does not know what has been writ-
ten in the assignment and again he experi-
ences 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 uncer-
tain: perhaps he is "making a fool of him-
self" by not doing the expected. Print has
become so universal a means of communica-
tion 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 sensi-
tive 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 as-
associates. They are in the presence of de-
feat; they do not know their way out; they
are "in a hole."

It is not surprising, therefore, that ex-
erts 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 sis-
sies, 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 condi-
tioned 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 chil-
dren 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 tor-
tures that scar their personalities. To these,
remedial reading administered upon the
basis of intelligent diagnosis may provide a