average of 12.5 up to 37.5 percental rank in their freshman population, in listening ability.

This does what? It puts them back into the competition. They are back in the middle territory or pretty close to it, and they are able to fight for a C grade, with a pretty good probability of getting it. But, if they stay down there at 12.5, they cannot get a C grade. They cannot get through school. Exactly the same picture is true in reading. We take the bottom 25 percent in reading ability and immediately teach them how to read. If we don't they are not going to be with us long. They have but few chances in 100 to graduate. If we train them in how to read, we can save half of them.

We think this salvage operation is worth the effort because, from the colleges that I am associated with, we always have about twice the number of jobs waiting that we have graduates for. We are trying to salvage all we can.

QUESTION: How do you train these people?

DR. NICHOLS: An excellent question. We think that the heart of listening training must be motivated practice. It is much like reading-comprehension training. You have heard of these speed reading courses. We like to have them have 10 minutes of practice listening every class session. This is tougher content than they enjoy. We definitely always give them a little feeling of discomfort, and make the material a little tough for them to grasp, and we continually increase the level of difficulty of this, with 10-minute exercises one after the other, and always follow every exercise with a comprehension test.

Then we put the youngster's comprehension score up on a bulletin board and keep it there, so day after day and week after week he can tell whether he is getting better or worse, as the level of difficulty comes up on him.

Now, that is only 10 or 15 minutes out of the class period. The rest of the time we like to have some theory discussed and talked about, and we like to have them do some reading and get some theoretical background from their reading. We like to have them study taped incidents of bad and good listening, the great listeners and the bad listeners, and discuss these in the classroom