

sentence is. We pour countless tax dollars and teacher hours of energy into the refining of the least used channel of communication, writing.

Reading gets a pretty good investment. Standard practice in America is to have eight grades of reading training. For some reason that I have never understood, we chop it off at the end of the eighth year. Any further gains made are on an individual basis only. We average out as a nation with six and one-half grades of reading ability. But even 8 years calls for a lot of tax dollars.

Then you get into something more important, quantitatively speaking, speech itself. Thirty percent of our time is devoted to talking. If you will look into the curriculum of any high school in the State in which you live, you will hunt a long time trying to find one, single, required course in speech in that high school curriculum. If it is a good school, there will be an all-school play put on once or twice a year. If it is a topnotch school, there will be a debate team with a couple lawyers' sons on it. There may be an all-school orator or extemp speaker, and that is about the end of it. Speech training in America is a kind of extracurricular activity, a peripheral function, without much academic respectability attached to it. The truth is that most of the speech taught in America today is taught by Dale Carnegie and his cohorts in night classes at about \$125 a head for tuition cost. It comes too late in life and too expensively to do many of us much good.

Then you get to the most important of these four communicative processes, at least in a quantitative sense, listening, and 12 or 14 years ago you could hardly find a man who had ever heard of it. I guess I was one of those most upset by the data I have just been giving you. I asked my university for a sabbatic leave, spent 12 months trying to find out what a good listener looks and acts like anyhow. First off, I wanted to know what was known about it. I couldn't find a high school nor a grade school in America teaching it. I did find one little college teaching it, a girls' school down in Missouri, Stephens College by name. Perhaps they regarded it as a social grace to teach their coeds in Missouri how to listen.

To my astonishment, I discovered more than 3,000 scientific and experimental researches had been completed and published in the parallel learning medium of reading. Only one which you could dignify with those adjectives had been completed and published in the field of listening comprehension.