



INTERNATIONAL LISTENING ASSOCIATION

NEWSLETTER

ISSUE NUMBER THREE

APRIL, 1981

FIRST IMPRESSIONS OF A FIRST-TIMER

At The Second Annual ILA Convention

by Hugh Taliaferro, NY

The mile-high city is now miles away - and I'm still "high". I'm "high" on the ILA Denver Convention.

Right now - thanks to Bob Montgomery's "Listening and Memory" session - I'm busy stacking-and-linking a gold-rush load of positive memories about that convention. For the rock base of my stack, picture the Rocky Mountains and Denver itself - with its skiing, restaurants, sight-seeing, and even a Grade A snow storm. To this base, add a gavel-or two or three (reminders of Manny's wit and wisdom, Wesley Wiksell's keynote address and wood-working wizardry). Now add three days-worth of programs that were stimulating, enriching and useful.

Top the stack with an atmosphere of warmth, friendliness and sharing that are seldom found at conventional conventions. It's reassuring to know that with all the new names I picked up at the convention, I now have the memory techniques never to forget them! (For example, I will remember Harvey Wheat's name as long as I live).

I should have listened to Carole Grau last year and gone to The Atlanta Meeting. I'm glad I listened to her this year. To Washington next year? Hear! Hear!



1981 Conference keynoteer Wes Wiksell with 1980 keynoteer Ralph Nichols presenting ILA President Manny Steil with gavel.

MEDITATION ON LISTENING

by Sara W. Lundsteen

On the occasion of the acceptance of the Listening Hall of Fame Award at the Second Annual Convention of the International Listening Association, Denver, Colorado - March 5, 1981.

*I asked myself this morning,
What could it mean to really listen,
humanistically, and not just hear?
The person who attends a concert with
her mind on business, on anger or
revenge, hears, but does not really listen.
The person who walks amidst the whispering
harp of the grasses and the songs of
mockingbirds and crickets thinking
only of who or what he will have for
dinner, hears--but does not really listen.*

The person who hears wise words of advice and philosophy and thinks that someone else's problem is being addressed, hears, but does not really listen.

The persons who hear the sound of their conscience, and tell themselves that they have done enough already, hear--but do not really listen.

May we listen to the music of the world, to the infant's cooing, to the lover's soft sigh. May we listen to the call for help of a lonely soul, and the sound of the quietly breaking heart.

May we be sensitive to the words of our friends, and also their unspoken pleas and dreams.

Lastly, may we listen within ourselves to our own challenges and yearnings, to joys and tenderness struggling to be expressed.

May we really listen.



PRESIDENT'S PERSPECTIVE

Dr. Lyman K. (Manny) Steil

The short history of the ILA is significantly expanded with the completion of another great convention. By all measures, Denver was another resounding success. Despite unscheduled snow and travel difficulties, the universal evaluation of our Denver sharing was **BRAVO!** The ILA is indeed a loving, caring, and sharing family. Consider our ILA **Quality** and **Quantity**.

All Convention attendees will long remember the "quality" of Denver. Members unable to join us were deeply missed, but will undoubtedly hear Denver stories for years. Who can forget the **Quality** of Dr. Wesley Wiksel and his Keynote Speech and challenge, Epilogs, Gavels, and Epilogs to Epilogs? Or the **quality** of our Hall of Fame members: Ralph Nichols and Jim Brown, joined by our 1981 inductees, Wes Wiksel, Sara Lundsteen, Miriam Wilt, Carl Rogers, Seth Fesenden, and Harry Goldstein? Outstanding!

Then consider the quality and diversity of the convention programs. Bob Montgomery's and the "Sperry Listening Story" presentations were fun and informative and will be long remembered. Plus the concurrent sessions with the related task of **choosing** amongst quality. Whether your fare was teaching or theory or research, our presentors were quality.

Of course, we won't forget the quality of input of our student members (who drove cross-country from Indiana); or the obvious quality of our numerous new members; or the appreciated quality of materials and refreshments contributed by Variable Speech Control-VSC; McGraw-Hill/CRM, and The Sperry Corporation. The list could go on and on, but to all, we salute your quality contributions.

So as we remember the quality of ILA - Denver 1981, we look forward to Washington, DC - 1982. May our quality continue!

Finally, a thought about ILA **quantity**. Although still young and small with countless miles ahead, Wes Wiksel's presentation of an ILA President's Gavel with room for engraving to the year 2030, raises a thought. Consider the numbers and the power of geometric progression:

August 1979	27 attendees
St. Paul U of Minn. Symposium	
February 1980	54 attendees
Atlanta 1st Convention	
March 1981	108 attendees
Denver 2nd Convention	
March 1982	? 216 attendees
Washington, DC 3rd Convention	

If we continue to increase our Convention attendance in a similar fashion, we will experience: 1983-432; 1984-864; 1985-1,728; 1986-3,456; 1987-6,912; 1988-13,824; 1989-27,648; 1990-55,296. By the year 2000, our Annual Convention will have 56,623,104 paid registrants.

(Does anyone want to host the 1983 Convention?) Geometric progressions eventually become absurd, but we will grow, thrive, and serve. To this end, we need your input and contributions. Enlarge our membership ranks by enlisting additional quality, yet diverse members. Submit a quality program to Sally Haug in 1982. Offer your quality help to Susan Berkheimer, next year's Convention host. Contact Larry Barker and become involved in needed quality research. And finally, if you have any ideas to enhance the quality of the ILA, drop me a note.

Semper bene auscultabis!

GREETINGS FROM LONDON

Alice Ridge

A letter from Alice Ridge arrived too late to be read at the convention - we though you'd be interested in hearing some of her comments.

Alice Ridge was secretary pro tempore for the infant ILA, and also worked many hours on the constitution.

"I am writing from London simply to wish you well at our second annual conference. I still have fond memories of Atlanta . . . I am teaching American college students at the University of London under the auspices of the American Institute of Foreign Study . . . Teaching listening here is a challenge as well as fun. A challenge because all of my equipment and paraphenalia could not be sent. Fun because we are all exposed to British accents which differ every few blocks. Yes Cockney still lives!

In April I will be at Cambridge University and will chat with Alan Baddeley who wrote *The Psychology of Memory*, an excellent source for students of listening. I shall tell him about I.L.A.

Have a fruitful convention, friends . . . See you next year."

Regards

Alice Ridge

WASHINGTON, D.C. SITE OF 1982 ILA ANNUAL CONFERENCE

Washington, D.C. was selected as the site of the 1982 ILA Third Annual Conference. March 3, 4, 5, and 6 will be the dates. Susan Berkheimer, a Kindergarten Teacher and a Reading Specialist K-12 at Forest Knolls Elementary School, Silver Springs, MD., will be chairman of the Local Arrangements Committee. Susan will be assisted by Dr. Andrew Wolvin and Carolyn Coakley. Andy is Assistant Provost Division of Arts & Humanities, University of Maryland, College Park. Carolyn Coakley is a high school teacher in Maryland. Fees for the conference will be set after the costs of 1981 have been reviewed and estimates of cost for 1982 are determined.

NOMINATING COMMITTEE REPORT

Al Katz, Chair

"Persuant to Article IV of the ILA Constitution, the Nominating Committee is seeking nominations from the membership for the offices of:

- First Vice-President
- Second Vice-President
- Secretary
- Treasurer
- One at Large Member of the Executive Board

The At-Large position is for two years. All other positions are for one year. Those nominated and elected will serve terms which begin at the 1982 convention, in Washington, DC.

The committee has one suggestion and one requirement for those wishing to offer nominations:

Suggested:

The nominee should be someone with a demonstrated interest both in listening and in the ILA. She/he should have attended at least one, and preferably two of the meetings of the organization, or have demonstrated an involvement in other ways.

Required:

The nominator **must acquire the consent of the nominee** before submitting the name to the committee.

Please send your nominations by May 15, 1981 to:

Professor Al Katz, Chair
Nominating Committee, ILA
Department of Communicating Arts
University of Wisconsin-Superior
Superior, WI 54880

Tentative working slate of officers, all of whom have been contacted and have agreed to run and serve, is:

- | | |
|-----------------------|-----------------|
| First Vice-President | Bob Miller |
| | Al Katz |
| Second Vice-President | Bob Bostrom |
| | Nan Johnson |
| Treasurer | Bill Gering |
| Secretary | Nadine Marsnik |
| | Carolyn Coakley |
| Large | Carole Grau |
| | John Meyer |

This list is tentative, and is subject to change at a later meeting of the nominating committee, pending further input



Front row: The New York Trio - Carole Grau, Hugh Taliaferro, and John Meyer. Back row: Lucile Nichols, Sally Haug, Wes Wiksell, Manny Steil, Sara Lundsteen, Bob Miller and Ella Erway.

from the membership. The Chair will circulate the results to the mailings to the rest of the committee. Final decisions on the slate of nominations will be made either by mail ballot or by a conference phone call.

Members of the Nominating Committee are:

- Albert M. Katz, WI, Chair
- Mike Hayes, KS
- John Meyer, NY
- W. Ken Spence, TX
- Donna Goldfein, CA
- Nanette Johnson, MN
- Art Robertson, NY

Information Sought On Existing College/University Listening Courses

A university instructor proposing a new course in listening often will need information on listening courses taught at other colleges and universities. At this time that information is not readily available. Sally Haug, First Vice President, has offered to accept information from ILA members and make it available to those who need it. Sally asks that those who now are teaching courses in listening send to her relevant information such as:

- Name of university/college and instructor
- Title of course
- Level of course
- Number of semester or quarter credits

- How often course is offered
- How many sections are offered
- Maximum enrollments
- Enrollment figures for the last several years
- Name of textbook
- Copies of syllabi and any other materials

Whatever Sally receives, she will then make available to anyone who contacts her. She asks that all materials sent to her be clear and **not** have to be retyped. She will simply duplicate and pass on the materials to those who request it. You can write to Sally at:

Sally Haug, First Vice President
International Listening Association
Department of Speech
University of Wisconsin-Eau Claire
Eau Claire, WI 54701

NEWS FROM ILA MEMBERS

We want to be more effective so we're going to include in our Newsletters materials submitted by the members (articles, abstracts, outlines, etc.). Submissions should be made out in legible form and sent to the ILA office at 366 N Prior Av, St Paul, MN 55104. Deadline for the next newsletter is May 15th.

HALL OF FAME 1980 & 1981 INDUCTEES

by Harvey Weiss

RALPH G NICHOLS, UNIVERSITY OF MINNESOTA

Ralph Nichols is considered by everyone in the field of communication as the FATHER OF LISTENING. Although he retired in 1971 after more than 20 years as Chairman of the Department of Rhetoric at the University of Minnesota, Dr. Nichols has never lost interest in the embryonic field he helped awaken. Nichols has stood as a model and mentor to all students of listening for the past 30 years, and broke the ground for subsequent research which is too vast to try to recount. Dr. Nichols has always been interested in the entire field of communications but decided to zero in on the reception mode starting with his classic dissertation at the University of Iowa in 1948 when he was awarded his PH D. Like he said in his classic speech given hundreds of times to business and college audiences all over the country, "I think I was born with an overactive adrenal gland" is proven by his publication records of 11 books, scores of articles, speeches everywhere. His book "Are You Listening" in 1957 and one of the first audiotape packages for industry the **Dunn and Bradstreet** Series were benchmarks to which everything at the time was measured against. The "State of the Art" would still be in the dark ages if it hadn't been for the remarkable accomplishments of this warm, humble and endearing gentleman. He and his wife, Colonel, can rest in the knowledge, that they are dearly loved and admired by everyone who knows them, and we are all the better for it. Is it any wonder that he was awarded one of the first "HALL OF FAME" awards of this, the ILA.

DR. JAMES I BROWN, UNIVERSITY OF MINNESOTA

He was listed as one of Nichols' four "Suppliers" or scholars. While teaching at the University of Minnesota Department of Rhetoric for 43 years, Dr. Brown gained an international reputation in the field of reading. But no less is his fame for the construction of the most widely used listening efficiency test ever devised, the **Brown Carlsen Listening Comprehension Test** 1957. This quiet, humble, and productive scholar helped found the **National**

Society for the Study of Communication now called the International Communication Association with the aid of his colleagues Dr. Nichols and Dr. Wiksell. In his spare time, Dr. Brown authored more than 22 books, 50 articles, reading and listening tests, television series and much more. Dr. Brown has also served as a communications consultant for companies, the likes of Reader's Digest, IBM, Remington Rand and others. His name appears in every **Who's Who** reference book ever published and is truly an amazing man.

Dr. Brown also has been very lucky in his day. In addition to finding Ruth as his wife, was awarded the prize in Denver of the listening module given away free by the CRM McGraw Hill film people. I think this is an omen for getting Dr. Brown back into the swing of things. We sure hope so. It's with best wishes that we acknowledge this accomplished scholar as one of our first Hall of Fame recipients but most of all we acknowledge his friendship and warm manner which we all cherish for a long time.

DR. WESLEY WIKSELL, LOUISIANA STATE UNIVERSITY

One of Nichols "expanders". The keynote speaker for the ILA Denver convention came to the podium with arm lengths of credentials and a long history of involvement in the study of the communication processes. Dr. Wiksell served as a member of the LSU faculty from 1947 to his retirement in 1975. During that time, he delivered more than 500 speeches at community, academic, state and national plus international gatherings. He has also written extensively in professional journals about all aspects of communications. In 1935, his PhD in Speech was not only the first such degree given by LSU but first in the entire South as well. He was a pioneer in another area of speech also. He originated the first communication course in the United States at Stephens College in Missouri and was the division chair there for 12 years. There is also considerable conjecture that he wrote the first article on listening in the **Quarterly Journal of Speech** entitled: "The Problem of Listening" in December 1946. According to

Duker's abstract, it is . . . "A very good summary of listening, the different kinds of listening, and the relationship between listening and reading". Along with his other professional colleagues Dr. Nichols and Dr. Brown, helped from the ICA and served as its second vice-president in 1949 and 1951. His avid interests in the history of the gavel will unfold in another article, which he demonstrated and presented to us at the Denver luncheon honoring the Hall of Fame recipients. Can you imagine the three of them all at their peaks at the same time and in the same organization, a robust trio of dynamic leadership, scholarship and fellowship. That's a most admirable combination if there ever was, we should all be so lucky!

DR SARA LUNDSTEEN, NORTH TEXAS STATE UNIVERSITY

Dr. Lundsteen started her teaching profession as an elementary teacher K-8 in various Dallas Texas schools both public and private. Professor Lundsteen has published widely on the subject of listening. Her biggest impact on the Listening world is "Listening: Its impact at All Levels on Reading and the Other Language Arts," a book revised in 1979 from an earlier 1971 edition. Her scholarship includes 10 books, over 30 articles in professional journals, plus scores of experimental and research proposals and materials. Just in the past few years, Professor Lundsteen has given over 30 papers in international, national, regional, and local conventions. If there seems to be any word to describe Dr. Lundsteen it is prolific. Her life is dedicated to education in many forms; classroom instruction at many levels; symposium presenter; publisher; traveler; researcher, critic; tireless lecturer; helper and consultant to schools and universities all around the world. She represents to all of us as the epitome of scholarship, gentility and grace. Her talents have touched many and the ILA is proud to call her one of our most distinguished members. We are grateful she has consented to accept our membership into the Hall of Fame. Thanks to you, it's working!

Other Hall of Fame Recipients - Denver 1981. The complete biography will appear in the next Newsletter.

Dr. Miriam E Wilt - mentioned in Nichols keynote address in Atlanta as one of his four "exciters" in the field of listening. From her studies in 1949, she reported that 57% of the classroom periods in grade schools is listening to the teacher talk. She's an elementary teacher in Illinois.

Dr Carl Rogers - Developer of the "Client-Centered Therapy" using a special non-judgmental form of empathic listening to help patients clarify their psychological needs. His most popular book, "On Becoming a Person" has become a standard text in libraries world wide.

Seth Feseden (deceased) - a student's teacher, his place was in the classroom. Dr. Nichols mentioned he had a need to measure anything he did in the classroom. He did publish some significant articles but was tragically killed in a library trying to stop a gun-crazed maniac from killing other students. One of Nichols four "suppliers" or scholars.

Harry Goldstein (deceased) - Another of Dr. Nichols' "exciters". Dr. Goldstein of Columbia University was the forerunner of the effects of compressed speech on the listener.



1980 Hall of Famers Jim Brown with wife Ruth, Ralph Nichols with Lucile, and 1981 Hall of Famers Sara Lundsteen and Wes Wiksell.

WORKSHOP ON EFFECTIVE LISTENING — MATERIALS & METHODS
June 16, 1981 - 1 Day; Registration Deadline 5 / 15
Contact Harvey Weiss directly for more information: Lend Me Your Ear
2845 Medicine Ridge Road, Minneapolis, MN 55441

FROM THE EXECUTIVE BOARD BY Ella Erway

Major decisions of the Executive Board include the authorization to hire a part-time administrative director to expedite the business of the association. The board also approved Washington DC as the site of the annual meeting of the ILA in March 1982.

Suggestions for improvement of services to the members and plans for the next newsletter were discussed. Minutes of the meetings of the Executive Board are available to all members upon request.

ILA DOUBLES ATTENDANCE IN ONE YEAR

Few organizations can claim 100% growth in one year. ILA has doubled membership and conference attendance since 1980. The enthusiasm and spirit of the Atlanta meeting carried west to Denver. Cowboy McKelvy lined up

Colorado's biggest snow storm of the winter to greet arriving members. ILA members came through airport delays to the warmth of friends in Denver; most people had arrived by late Wednesday afternoon.

The program was varied with swapshops for teachers, curriculum workshops for training in school or in business settings, research reports, therapeutic listening, exhibits of materials and challenging speakers. Films were available for preview. Dr. Nichols and Dr. Brown volunteered comments in many sessions. The informal sharing at lunch and cocktail time provided opportunity for exchange of ideas.

The Listening Hall of Fame, the prizes from exhibitors, and gavels for ILA,

Manny Steil, and Lucille Nichols highlighted the luncheons. The Research Committee promised an exciting day for 1982.

Program participants are sending a summary to 1st Vice President Sally Haug. For more details on programs you missed, use your directory to contact the presenter or write to Sally.

As a final testimonial to the civility and charm of ILA, the hotel management congratulated local arrangements, Ray McKelvy, on the efficiency and professionalism of the conference. Sally Haug is rapidly climbing to the program "Hall of Fame" with the success of the second annual conference of ILA.

The executive board decided that the term CONFERENCE is better suited to the ILA than convention - thus the third annual conference will be held in Washington DC in '82.

FUNDING SOURCES

A decision made at the Research Committee Meeting was that Funding Sources would be made available to all members with each issue of the Newsletter. These sources may be helpful to those members interested in obtaining monies for special "Listening Projects". Andy Wolvin is supplying this information:

The general picture here in Washington is quite bleak. As the Reagan administration is cutting back government spending, one of the first budget cuts is that of funding research projects. This general tendency appears to be in operation with foundations as well. There

are some basic sources however, that we ought to consider approaching for funding listening research:

Mr. Paul Chapin, Director
Linguistics Program
National Science Foundation
Washington, DC 20550
(Much interest is with cognitive processing)

Ms. Marion M. Faldet, Secretary
The Spencer Foundation
875 N. Michigan Av.
Chicago, IL 60611 (312-337-7000)

Ms. Judith Orasanu
Center for the Study of Reading
National Institute of Education
1200 19th St. N.W.
Washington, DC 20208 (202-254-5766)

(Interest in research dealing with oral and written comprehension as it impacts on reading behaviors)

National Institute of Handicapped Research
Office of Special Education and Rehabilitative Services

US Department of Education
400 Maryland Av. S.W.
Washington, DC 20202 (202-245-0565)
(Good chance funding in this area will be last to be slashed)

Joseph A. Disna,
Vice President for Administration
John D. and Catherine T. MacArthur Foundation
1000 Sunset Ridge Road
Northbrook, IL 60062 (312-291-0410)

(New foundation, so specific programs are still evolving)

Howard R. Dresner, Secretary
The Ford Foundation
320 East 43 St.
New York, NY 10017 (212-573-5000)

Lloyd N. Morrisett, President
The John and Mary R. Markle Foundation

50 Rockefeller Plaza, Suite 940
New York, NY 10020 (212-498-6655)
(Directly concerned with issues of communication--in a broad sense)

NEW MEMBERS AND ROSTER CHANGES:

No.	Name	Location
183	Raymond L. Dickerson from Raymond L. Nickorson	PA
159	William E. Arnold Communication Attainment Center (602-945-6381) 7155 E. Thomas, Suite 7 Scottsdale, AZ 85251	AZ
58	Ray McKelvy O 303-472-3464	CO
42	Wm. A. Williams should be under Illinois not Indiana	
112	Marguerite Lyle should be University of Southwestern Louisiana Same Box #add c,e,t LA	
148	Claudette Johnson, add, c,t English/Language Arts Consultant	MT
59	Carole Grau - add Ec - Business Consultant	NY
47	Kathy Sanger (607-272-5246) add Ithaca College Business and Professional Speaking	NY
137	Deborah Roach - 405-360-7575 (new phone number)	OK
94	Dr. Charles Gott, add C, Ec, T	VA
93	Stanford Taylor, President Taylor Associates 10 Stepar Place Huntington Station, NY 11746	NY

89	James J. Gallagher Lead Contract Administrator General Electric Company Box 1072 (518-393-6611 O) Schenectady, NY 12301 (518-785-5756 H)	NY
81	Riva Poor should be listed in Massachusetts not MD	
60	David C. Jean 825 Colony Crowley, TX 76036 (817-297-1885) All Saint's Episcopal Hospital 1400 8th Av. Ft. Worth, TX 76101 (817-926-2544 x 1580)	
130	Hugh Taliaferro change to College & Consulting	NY
201	Margaret Butow	IL
202	Margaret Fitch Hauser	OK
203	Dorothy Matkin	CA
204	Samuel Fain	NC
205	Joann K. Tuttle	IL
206	Sara Lundsteen	TX
207	John Murphy	MA
208	Mary Lou McKibben	CT
209	Marjorie Morton	WA
210	Dr. J. Darrell Schaffer	CO
211	Anna L. Spradlin	KS
212	Sara Gayle Pyfrom	AZ
213	W. Ken Spence	TX
214	Dr. Richard Nida	WV
215	Dr. John Savage	NY
216	Alex Kane	IL
217	Dr. Kenneth B. Fouts	CO
218	Missy King	NY
219	Vicki Lord Larson PHD	WI

220	Lisa Eck	IN
221	Melissa Storey	IN
222	Lynn Wonder	CO
223	Dr. Nell Braswell	SC
224	Connie Morris	KS
225	Hubert C. Graf Walderdorff	Germany
226	Richard Walters	MI
227	Joseph Blanco	TN
228	Laura Steel	MD
229	John Schmidt	UT
230	A.J. Spong (Buddy)	NC
231	James H. Ross	CO
232	Thomas R. Hickerson	CA
233	James W. Sozoff	AK
234	Ernest P. Mills	CO
235	Neville Schuman	IL
236	Dennis Danger	MN
237	Ray De Boer	CO
238	Ronald C. Arnett	MN
239	Bernie St. Pierre	MN
240	Bernard Brommel	IL
241	P. Van Der Schaft	Rotterdam
242	Randall Rickman	CA
243	Deanna Lugli	CT
244	Jim Katz	WI
245	Joseph Feichtl	DE
246	Dr. Miriam Wilt	FL
247	Lehmann Center	MN

Please submit any changes for the roster to the ILA office at 366 N Prior Av, St Paul, MN 55104. We'll try to update other members as often as practicable.

Pay Attention...Experts Say Americans Don't Know How to Listen

BY ART BRANSCOMBE

Denver Post Education Writer

Now hear this, but don't just pay attention: What this country needs is more trained, responsive listeners.

Most Americans don't think they're very good listeners, says Dr. Lyman K. Steil, and they're right. But unlike most of the rest of us, Steil is doing something about it. He founded and is president of the International Listening Association, which is holding its second annual convention in Denver at the Executive Tower Inn this week.

This is not one of your mass conventions; there are only about 100 persons attending, but they come from more than 30 states and four foreign countries, and their numbers are doubling at each convention.

But Steil (pronounced "style"), chairman of the speech communications division at the University of Minnesota, feels this modest group is the start of something big, if only because the expertise people at this conference have to offer is so widely — and badly — needed.

For example, studies show that elementary school children spend 57 percent of their classroom time listening, secondary school students 53 percent and college students 69 percent, Steil said. This suggests one way in which college — and maybe elementary — students are smarter than junior high and high school students.

Yet how do you learn how to listen effectively? Maybe from your wife, maybe from your boss, but usually not from school.

Steil recalled that he did a study of 200 junior high and high schools in Minnesota, during which he asked teachers and administrators three times over an eight-year period, "Do you directly and overtly teach listening in your school?"



Denver Post Photo by John Prieto

DR. LYMAN K. STEIL, HEAD OF LISTENING ASSOCIATION

"Listening is central to our success, wherever we are," he says.

In the first study, 71 percent of the respondents said no, and that percentage didn't change significantly over the eight-year period, Steil said.

"When I asked them why not, the No. 1 answer was that nobody ever taught them how to teach listening," he continued. "The second and third reasons were that other courses took precedence over listening, and there wasn't enough time in the schedule to teach it. The fourth reason was that there were no teaching materials.

Actually, the fact that no one is teaching teachers to teach listening is the crux of the problem, he emphasized. In actuality, there are "tons of materials" available for teachers, but they haven't been taught where to find them.

So there are some barriers to the spread of listening skills, he conceded, "Yet listening is central to survival, and we can't continue to neglect it."

One barrier is psychological.

When he asks audiences of educators or others how well they listen, most don't think they're too good at it, Steil said. "They rate themselves at

about 55 on a scale of 100. But when they're asked, 'Can you listen well whenever you need to?' 98 percent of adults say yes," he reported.

"We have this erroneous assumption that all that is required to listen well is to pay attention." But it isn't that simple, Steil insisted.

College students, Steil noted, are prey to distractions because they tend to fill up the worst listening seats in a room first, the best last. So do people in churches and other meetings. Yet a good listener will figure, before sitting down in a meeting, where distractions are most likely to come from and try to stay away from those areas.

Also, most listeners sit back passively and wait for the speaker to get through to them. "Yet we know passive listeners are bad listeners," Steil said.

Speakers at the International Listening Association convention, which runs through Friday, will be telling anyone who will listen, so to speak, how to prevent that.

new information brochure will be coming out shortly. Please let us know if you want any large

quantities (classes, seminars, workshops, etc.) And we'll be happy to provide them. Copies can be ob-

tained through the ILA office at 366 N Prior Av, St Paul, MN 55104 (612) 644-4726.

THE DYNAMICS OF ASSERTIVE LISTENING

by Corinne Geeting
published in "Graduate Woman"
November/December 1980 Volume
74, Number 6 (Corinne Geeting, a
past president of the Sacramento
(CA) Branch of AAUW, if coauthor
with Baxter Geeting of *How To
Listen Assertively*, published in
paperbacks by Monarch and
hardback by Sovereign in 1978.

Are you listening in the dark? Assertive listening may improve your life if you practice it and develop the needed skills.

There is a science to listening, but most people are unaware of it. The few that are aware know that listening can be far more than simply hearing and that controlled listening can be extremely successful in making the assertive listener an effective person.

Deafness, the invisible handicap, does not hinder some totally deaf people from being excellent listeners—even assertive listeners. They read lips, observe body language, and internalize what they hear.

Listening aphasia—the impairment or loss of the ability to understand what is being communicated—is a far worse handicap than deafness. Some lives are ruined by it; many teachers and parents handicap children because of it; and some businesses are far less successful than they could be, because of its pervasiveness.

This mysterious handicap is not speechlessness. It is listenlessness, often described as listening in the dark or cocoon listening.

Listening aphasia often is a far more potent handicap than deafness because it generally goes undetected, unexplored, and uncorrected. It is particularly damaging in education, business, organizational life, politics and government, home, and personal relationships.

The Nature of Cocoon Listening

Several years ago, Wendell Johnson, a teacher and author of *People in Quandaries*, concerning the problems of personal adjustment, spoke of maladjusted persons who wrap themselves in "Verbal cocoons . . . from which, under circumstances common in our time, they do not tend to hatch."

Examples of people in verbal cocoons readily come to mind: nonstop talkers, for one—people wrapped in a cozy cocoon of notions about what is right and wrong, true and false, interesting and dull, who seldom allow new ideas to penetrate their tight little world. Cocoon listeners, of course, can be taciturn as well; the basic characteristic of cocoon listening is that anything the listener does not want to hear is not allowed to infiltrate the cocoon.

Cocoon listening has apparent advantages. It is safe, nonthreatening, easy, efficient, and satisfying. Its practitioner is not open to the risk of new ideas.

Take the time to observe cocoon listeners, and you will find that they almost always do three things to some degree: They categorize. They generalize. They don't question.

Explore categorizing first.

Cocoon listeners open their ears to listen only long enough to make a snap judgement, render a verdict, come to a conclusion. All incoming messages are placed into categories, some of which are acceptable, some not.

Typical cocoon listeners, hearing a proponent of California's Proposition 13 expounding the reasons for cutting down on aid to those with limited or no income, will place that incoming message in a slot of approval if they tend to have little compassion for those on welfare. If someone else chimes in with facts on how Proposition 13 has contributed to increased hunger among poor children, they say to themselves, "You sound like a weak person who would have us already-overburdened taxpayers helping all the cop-outs." The message, then, is immediately rejected.

Second, take generalizing. Cocoon listeners like words such as *truth*, *honesty*, *politician*, *male chauvinist*. Those are terms that mean quite different things to different people. General semanticists classify such words as "high-order abstractions."

Consider the word *beauty*, for instance. Standards of female beauty have changed dramatically throughout history, ranging from the dimpled voluptuousness of a Rubens painting to the gaunt toughness of current fashion models.

If *beauty* is a difficult message to translate, just think of the communication problems ordinarily encountered over such words as *truth* or *honesty*. Cocoon listeners seldom recognize the far-

reaching possibilities of interpretation; they think of words as fixed things.

Finally, consider the act of questioning. Cocoon listeners seldom ask questions. They place great store in maps and dictionaries and tend to accept without question religious, political, and other tracts or treatises. They like having their thinking done for them—packaged.

But roads always are changing. Technology is always interjecting new possibilities. Word meanings, too, have a way of becoming outdated, even reversing themselves at times to mean the opposite of what they used to mean.

If you recognize yourself, sometimes or always, in this description of a cocoon listener, you need not accept it as a permanent condition. It is possible, with conscious practice, to remodel one's listening posture so that it comes to function fully and assertively.

What Is Assertive Listening?

Assertive listening might be likened to the feeling a butterfly must have when breaking out of its hard-shell chrysalis and trying its colorful wings. There, however, the comparison ends. For the assertive listener resists the temptation to flit meaninglessly from here to there. With new-found freedom, he/she flies with a steady sense of direction.

People who are fully able to listen assertively are the enviable ones who assume leadership roles without crippling stress. They deal competently with opposition, come up with insightful compromises and plans, discreetly engineer action. Observing them reveals the quality that so clearly sets them apart from others—not how well they talk (although they generally do that well, too), but how well they listen.

Skilled assertive listeners practice their particular science (or art, perhaps) by listening in the following ways: *positively*, not negatively; *confidently*, not timidly; *helpfully*, not hostilely; *analytically*, not skeptically; *courageously*, not fearfully; *with concern*, not indifference; *thoughtfully*, not dogmatically; *creatively*, not rigidly; and *actively*, not passively.

They listen to learn. And then, in perhaps just one luminous statement, they bring order out of chaos and direct constructive action.

But note one important thing. Assertive listeners do not listen aggressively. In fact listening assertively might be considered the opposite of listening aggressively, the opposite of listening with snobbish, superior skepticism, or simply anticipating a break to capture

enter stage.

Assertive listeners internalize communications to bring out the best in other people, to establish the most productive contact in groups. That leads to better transactions between those giving and those receiving messages.

Instead of listening through barriers and filters, as cocoon listeners do, assertive listeners really "turn on" when listening. Their faces light up. Their body language is flexible and open. They listen with enthusiasm and purpose.

They resist the need to categorize all incoming messages. They listen long and well with an open-minded, non-judgmental attitude. They make decisions gradually, always open to possible change as the communication continues. People, ideas, situations, messages, and listeners, too, are always changing. Assertive listeners expect change, receive new ideas without prejudice, and leave themselves open to revising and adjusting attitudes toward ideas.

Assertive listeners particularize rather than generalize. Some people are happy only when discovering similarities between things, even basically different things. "You look *exactly* like a friend or mine," they say. But the assertive listener looks for, and appreciates, differences.

Doctors, scientists, and educators ideally are specialists in differences. Being assertive listeners, they pay attention to details, dissimilarities, and changing factors.

Assertive listeners are good questioners. They understand the value of good questions. They are aware of the different types of questions and use them as needed. Unfortunately, many people have had inadequate training in the art of asking questions. Schools generally teach students not to ask questions, only to answer them. The assertive listener is careful to ask questions that are clear and answerable, free of implied prejudice or inferred criticism.

While assertive listening cannot remedy all of the ills in one's personal or organizational life, it is a workable and effective approach to correcting many of them. Frequent disorders in communication may be adjusted through practicing the dynamics of assertive listening—listening non-judgmentally, listening for specifics rather than generalities, and listening with an ear that detects the need for good and answerable questions.



The ILA roving photographer could not resist taking this picture of what is presumed to be the Toulouse Latrec family reunion. Delicious cousins Mary, Lucile & Virginia greet little Harvey in Denver - the other gentleman could not be identified.

THE RELATIVE EFFECTS OF MEDIA (TELEVISION, RADIO, AND A LIVE PRESENTATION) UPON AUDIENCE LISTENING

By David Christopher Jean

An Abstract of the Thesis Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts (in Speech Communication). August 1981.

This study examined the relationships between the relative effects of media (television, radio, and a live presentation), and message difficulty upon audience listening. The following null hypotheses were posited:

- (1) There is no significant difference between listening to a live presentation of a message and listening to a television presentation of the same message.
- (2) There is no significant difference between listening to a television presentation of a message and listening to a radio presentation of the same message.
- (3) There is no significant difference between listening to a radio presentation of a message and listening to a live presentation of the same message.
- (4) There is no significant difference between low processing difficulty of a message and high processing difficulty of a message, regardless of the media presentation.

Subjects were 113 students enrolled in the basic Speech Communication courses at the University of Maine at Orono. Each participated in one of six experimental conditions. No subject

was informed of the true nature of the research until all subjects had participated. After each experimental condition, subjects responded to a **Speech Communication Inventory (Test)** which was designed to measure subjects' "listening ability." Multivariate Analysis of Variance and Duncan's Multiple-range Tests were used in the statistical analysis of the data.

The following variables did **not** contribute significantly to listening behavior as operationalized in this research: sex of listener, processing difficulty of the message, and interaction of media mode and processing difficulty. Type of media presentation had a significant influence on listening behavior; specifically, a message was better "listened to" if delivered **live**, rather than by television or radio. Further, a televised message yielded better listening scores than a message introduced by radio.

The study suggests future research in the following directions: a re-examination of the effects of message difficulty within and across media presentation, production versus nonproduction styles of media presentations, and the effects of an individual's age, education or occupation upon listening behavior across media presentations.

A-V CORNER

Write for free catalog from NATIONAL PUBLIC RADIO, 2025 M STREET NW, WASHINGTON, DC 20036, listing audio cassettes, audio/print modules & audio/print curriculum courses - for use in secondary, post-secondary and adult education. Topics cover education, humanities, political science, psychology, science, social science. Could be used for list exercises in classes. Transcript prices seem to run around \$3 each - cassettes from \$6 to \$14. Or call 800-253-0808 toll free.

For those interested on the "Empathy" tapes mentioned by Marguerite Lyle they can be obtained from University Associates, Inc., Publishers and Consultants, 8517 Production Avenue, San Diego, CA 92126, P.O. Box 26240. Title "Communicating Empathy" cost \$44.95. Includes 2 tapes, facilitator's Guide, and 25 answer sheets. Planned for a 9:00 - 5:00 course with 1 hr. lunch break.

The following materials were chronicled at the Denver Convention - during the swap shop sessions.

Learning Corporation of America
1350 Ave. of the Americas
New York, NY 10019
Attn: Ellen Godman
Sound/Filmstrip Series

Listening or Just Hearing? (K-3)

Listening or Just Hearing?
Sounds Show Feelings
Listening to Get Main Point
Listening to Get Directions
Remember the Clues

16 mm Films (university/college)

Doubletalk

The Interview

Coronet Publishers
65 E. S. Water St.
Chicago, IL 60601
Attn: Denni Hosch
Audio tapes (K-3)

Listening Games

Let's Listen

Audiotapes (4-6)

Adventures in Listening

Listening With A Purpose

BFA Educational Media
2211 Michigan Av.
P.O. Box 795
Santa Monica, CA 90404
16 mm Films

Communication Roadblocks

(University)

The Blame Game (high school)

Communication Fundamentals

(grades 1-6) - 5 Basic Skills

Listening, Speaking, and Non-Verbal Language (junior high)

Communication Roadblocks (high school)

Alfred Higgins Productions Inc.
9100 Sunset Blvd.

Los Angeles, CA 90069

16 mm film

Listening Between the Lines (junior high and high school)

McGraw Hill - Publishers
110 15th St.

Del Mar, CA 92014

Multi-Media Module

Listen to Communicate (high school)

16 mm film, Audio tapes, Facilitators, Guide, Participant Booklet, Resource Materials

16 mm film

Perception

Lansford Publishing

P.O. Box 8711

1068 Lincoln Av.

San Jose, CA 95155

Overhead Transparencies:

Effective Listening (high school, Universities)

16 mm film - 3 films

Communication Skills: The Sender, The Message, The Receiver (high school)

Roundtable Films

113 N. San Vicente Blvd.

Beverly Hills, CA 90211

16 mm films

Listening (college/university)

16 mm films

Listening for Results (business)

Listening for More Sales (business)

Robert L. Montgomery Associates

Amacom Division

American Mgt. Assoc.

135 W. 50 St.

New York, NY 10020

Listen Your Way To Success (university/college)

Telstar Productions

Bob Miller

366 N. Prior Av.

St. Paul, MN 55104

7 video cassette series

"Effective Listening"

Audiotape series

"Successful Listening Series" - Ralph G. Nichols

Conferences/Workshops

Robert L. Montgomery, instructor - sponsored by Presidents Association, 135 W. 50th St., New York, NY 10020.

June 8 & 9 - The Continental Plaza, Chicago, IL. **Chief Executive Skills: How To Listen/How To Remember.**

Robert L. Montgomery, instructor - sponsored by Management Division American Management Assn., 135 W. 50th St., New York, NY 10020. October 1981.

Listening & Memory Skills For Executives. Dates will be announced later.

Books, Articles

LISTENING MADE EASY - out in April by Robert Montgomery. Put out by AMACOM, NY.

Tests

The Educational Testing Service is expanding the National Teacher Examination to include a more difficult test on communications skills. The revised examination, which will be available in November, 1982, will require test takers to complete a new section on reading and listening and to demonstrate their writing skills with short essays instead of multiple-choice questions.

The examination is used by colleges of education states and school districts for teacher evaluation and certification.

PROGRAMS FOR 1982 THIRD ANNUAL CONFERENCE

Sally Haug, First Vice President and chairman of the program committee for 1982, invites all members of the ILA to submit program proposals for 1982 by June 1, 1981. See the separate CALL FOR PROGRAM PROPOSALS for details. Sally also urges that all members contact others who might be interested in listening and tell them about the ILA and invite them to submit proposals. The program committee hopes to offer a wide variety of programs. Contact Sally if you have suggestions of ideas or speakers, etc.

1982 PROGRAM COMMITTEE FOR ILA

Sally Haug, chair	D.A. Roach
Lisa Eck	Darrel Schaffer
Michael Hayes	Melissa Storey
Virginia Katz	Betty Stratton
John Meyer	Erika Vora
Jane Rhoads	Kittie Watson

ILA CONVENTION SESSION SUMMARIES



Workshop For Early Childhood Listening

by Ann Seidler

Basic perspectives were set: Because a child **hears** does not mean he **listens**. Listening was defined as an active process, involving remembering and responding, and thus reinforcing. Giving a child a **purpose** for listening in which he can **participate** at a level at which he can achieve success was presented as a key strategy, with emphasis on integrating the direct listening-responding cycle into as wide a variety of language experiences as possible throughout the school day.

An overview of the critical nature of listening in relation to the total speech and language acquisition process was explored. Auditory discrimination and its importance to clear articulation and as a factor in learning to read was also considered.

With the above as framework, a developmental set of goals was set, from the most basic: a child demonstrates he/she has learned that sound can be meaningful and can be interpreted on up through to demonstrating he/she can discriminate a slight change in speech sounds as they occur in words. Selected steps along the way included increasing listening memory span, listening to identify gross contextual errors, listening to follow directions of increasing complexity, and listening with a critical ear to identify speech sounds.

Three handouts were given to take back to the classroom. All three had to do with fastening a child's attention on language - two to identify an error, and one to involve a child in physically responding to show an answer.

CORRECT ME

I have a new hat. I am going to wear it **under** my head.

I bounce my ball, up and down, up and down **in back** of me along the street.

My mother gave me a penny. I put it **outside** my pocket.

I want to watch TV. So I take my chair and sit **in back** of the set.

My mother puts the brownie dough **outside** the oven and in no time we have nice hot brownies.

I want to hide my Halloween candy from my brother. I open my drawer and put the candy **on top** of the bureau so he can't find it.

I help my mother. I set the table. I put the knife and fork carefully **under** the plate.

I was playing with father's key chain when it slipped from my hand and fell **on top** of the bookcase.

It's a hot day. Mother buys a pint of ice cream and puts it **under** the refrigerator until it is time for dessert.

I want to sit as close to the teacher as I can so I change my seat **to the back** of the room.

I had finished making my snowman and my hands were cold. I put them **outside** my pockets to warm them.

I want to look out of my window but it is too high for me. I push the chair over so I can stand **under** it and see better.

A sandwich is two slices of bread with jelly **in front**.

My friend wants to ride my bicycle with me. I tell him to climb **between** me and I'll give him a fast ride.

I want to sit next to my friend in the movies. So I sit **on top** of her.

Something Wrong Stories

In each of the following Something Wrong Stories, the children are told of a situation in which there is clearly something wrong. Have them decide what it is. In order to do this, they must listen all the way through. This is another way of encouraging them to listen with a discriminating ear. Ask questions after each story, something like the sample questions that follow the first story.

Introduce each of the ten Something Wrong Stories by saying: "I am going to tell you a story. I want you to listen very carefully because I think you will hear something wrong. Listen and see if you can tell me what it is."

Tell Me What's Wrong

1. "I am going to sing to the moon," said a bird. So he went "Chirp, chirp." "I am going to sing to the moon," said a dog. So he went "Bow-wow." "I am going to sing to the moon," said a cat. So she went "Tick-tock."

Language Stimulation. "Did you hear something wrong? What was it? Does a cat say 'Tick-tock'? No? What does she say?" (You may have some sophisticates in your class who point out that animals do not talk or sing either. Let's hope not, but in any case the most glaring error is the one to emphasize. For the rest of the Something Wrong Stories, ask similar questions.)

2. Father Cat was asleep. He had been out all night working, and Mother Cat didn't want to wake him. "Shhh," she said to her kittens. "SHHHH. Father is asleep. Be ever so quiet and go out to play." So the kittens very, very quietly—shhh—tiptoed down the stairs—CLOMP! CLOMP! CLOMP!—so as not to wake Father.

3. Three mice had a parade. The littlest mouse played his drum, "Boom-boom-boom!" The middle-size mouse played his drum, "Boom-boom-boom!" Then the biggest mouse played his drum, "Honk-honk-honk!" And they marched down the street.

4. Once there was a little bird. "Chirp-chirp," she sang. "I am looking for a worm." A worm stuck up his head and said, "Moo, I'm a bird, too. We'll look together." And so they did.

Here are more "Listening Participation Stories". They serve to reinforce the positional words, as they encourage youngsters to listen actively and discriminatively.

A sleepy witch wanted to take a nap. She always slept with her broom **between** her knees. She said: Ibbydee biblydee, scratch and sneeze I want my broom **between** my knees. **Who can show me where the sleepy witch wanted her broom? (You may wish to have youngsters verbalize as they show you).**

The magic man was teaching the children how to make crayons into rabbits. He said, "Put both hands **behind** you and say "Tiggle". **Who can show me how the magic man said to make crayons into rabbits?**

Mother Giant was baking a cake. She put in a carload of flour and 200 eggs. Then she added a gum ball to give it a good taste. The ball fell out of her hands and rolled **under** a table. **Who can show me where the ball rolled?**

Mrs. Rat was very forgetful. She came to visit school one day and forgot where she was. She put her reading glasses **on top of** the teacher's desk and forgot where they were. "Oh, dear", she said, "I can't see a thing. I forgot to bring my glasses to school. **Who can show me where Mrs. Rat's glasses were?**

There was once a king who was very fat. He went to visit a classroom to see how the children learned. He was too fat to sit on one of the small chairs in the back of the room. So he asked to sit on two chairs **between** the teacher's desk and the door. **Who can show me where the fat king sat?**

Jack brought his pet frog to school one day. It was in his pocket. The frog got lonely and decided to join the class. He hopped out of Jack's pocket, **on top of** the teacher's desk, and landed, kaboom, **inside** of the wastebasket. **Who can show me where Jack's frog hopped?**

Andy Wolvin Panel Presentation by Ann Seidler

The background for the decision requiring all instructors teaching the basic speech course to include a listening unit of a minimum 2 - 3 day length was discussed. It was seen as a direct result of college administration in the mid '70's designating speech, along with reading and writing, a basic communication requirement of all students attending Montclair State College. Speech faculty had to ask: What skills can an oral communication course provide a student that will be basic to all college work over the four years? Listening critically to process information was deemed a highly important one, and as such, could no longer be left to the background, interest, training, and focus of individual instructors.

Means of helping instructors implement listening units in the 40 odd sections of

the basic course taught every semester took the balance of the presentation. In-service training, commercially available films, a basic listening resource file, and commercially available tapes were mentioned. Listening practice cassette tapes made within the department by the advanced public speaking or forensic student were seen as a good resource.

No formal assessment of the program could be given as none has been made. However, it was noted that four years ago the program expanded even more because separate basic skills funds were allocated to the department to provide further oral and aural remediation work.

TEACHING LISTENING IN THE HIGH SCHOOL CURRICULUM

presented by

**William A "Bud" Williams,
& Harvey Weiss**

Mr. Williams outlined the steps being taken by his school district to incorporate listening instruction K-12. He is serving as chair of that district-wide committee. He outlined an 8 step Generic Model for development of their district-wide curriculum. They are:

1. Why?
2. Ideally what do we want.
3. Program Expectations
4. What is Now?
5. Program Development Details
6. Program Implementation
7. Program Monitoring
8. Program Improvement.

They hope to have their committee completing the first phases of this model within the next year or so. (Check with Bud for more specifics)

Wm A Williams
Wheaton North High School
701 Thomas Road
Wheaton IL 60187

Mr. Weiss teaches a course on the high school level called "Effective Listening". He outlined some of the curriculum covered in his 18 week course for English Credit. The attendees viewed a slide/tape presentation developed by Mr. Weiss used to kick off any course or discussion of listening in the classroom. It's called "The Language of Listening". Following discussion of its use and intent, participants received a copy of his entire curriculum guide. It includes the entire scope and sequence of the course. This is the 10th year Mr. Weiss has offered this course.

STRATEGIES FOR ASSESSING AND ENHANCING LISTENING IN THE JUNIOR HIGH STUDENT

**Vicki Lord Larson, Ph. D.
Department of Communicative
Disorders, University of Wisconsin,
Eau Claire, Eau Claire, Wisconsin**

A review of the literature revealed that listening is the basic skill we engage in the highest percentage of the time and yet is the least taught and most taken for granted of the basic skills. It has been concluded that more failure in academic and personal/social growth can be traced to the inability to listen than to any other single aspect of the language arts. It has been stated that listening is learned behavior and thus it is a skill that can be taught. Therefore the purpose of this presentation was to discuss five main points.

First, the importance of listening for academic progress, personal/social growth and ultimate vocational planning in the junior high level student was presented.

Second, listening was defined as one component of the communication process. Adolescence was viewed as a transitional period between childhood and adulthood. It was emphasized that since adolescence is influenced the interaction among physiological, psychological, and environmental factors, these factors should be taken into account when working on enhancing listening with the junior high school student.

Third, specific characteristics that interfere and/or facilitate the listening process were identified and discussed as they relate to the junior high student.

Fourth, the purpose and content of 11 commercial listening tests that are currently available to be used with the junior high level student was discussed. Each of these commercial listening tests were critiqued based upon the stimulus items used, the response modes, the normative data available, and the pragmatic value of the test. A ten-point criteria for establishing a more appropriate listening test for the junior high level population was presented.

Fifth, currently available published instructional programs and approaches for the junior high level student were reviewed. More specifically, there was a discussion on the enhancement of listening skills using a listening strategy approach that encompasses pre-listening, listening, and post-listening strategies.

HIGH SCHOOL SWAP SHOP presented by Carole Grau

The swap shop identified numerous resources for those attending. Areas of source enrichment included:

1. Textbook recommendations
2. Teacher resource information
 - a. exercise materials
 - b. theoretical materials
3. Audio-visual materials
 - a. McGraw-Hill module
 - b. various films
 - c. listening programs on tape
4. Bibliographic information
5. Rexograph hand outs used on high school level which included the following headings:
 - a. study units for listening
 - b. what teachers can do to help students listen
 - c. the listening process
 - d. improving listening techniques
 - e. phrases & questions which aid in listening
 - f. selected bibliography
 - g. some listening games
 - h. teaching aids
 - i. are you a good listener?
 - j. pathway to better listening
 - k. interesting ideas on listening for discussion
6. Curriculum development for K-12

The remainder of the time was spent watching the McGraw-Hill film, **The Power of Listening**.

SENSORY AMPLIFICATION AS ACCESS TO EMPATHIC LISTENING

Erika Vora, St. Cloud State
University & Al Katz, University
of Wisconsin/Superior

The importance of sensory amplification in effective listening to the meanings and feelings of another person was explored in this session. The workshop was introduced in terms of the importance of empathic listening. Operational definitions such as empathic listening, sensory amplification, and emotion amplification were given.

Three models with increased levels of empathic listening problems were presented: (1) no incongruence, (2) some incongruence, and (3) complete incongruence between the sender and receiver of information. The basic assumption of the models was that empathic listening problems between two persons or groups are a function of incongruence in their views of reality.

The process that leads to empathic listening and the role of sensory amplification in that process was discussed. The differences between sympathy and empathy were explored. Routes leading to sympathy versus empathy were introduced and sample problems were given.

Two exercises to sharpen our senses and to listen more empathically were conducted. The first was an "object concentration" exercise to focus attention and to sharpen interest and concentration. The interrelationship between observation, interest, and concentration was explored. The second exercise entitled "who has the quarter?" involved nonverbal strategies and activities in the listening process which are within as well as outside our awareness.

"Preparing to Listen ©1981: How? When? Where? What? Why?"

1st Presentation: Dr. Florence I. Wolff, Department of Communication Arts, University of Dayton, Dayton, Ohio, 45469.

A Basic Schema of Self-Preparation to Listen enumerates the prospective listeners need to prepare physically, emotionally and cognitively to listen. The following definitions are applied.

A Prospective Listener is one who anticipates fulfilling the role of the responsible listener. **Self-Preparation to Listen** is the overall analysis and modification of the listener's physical, emotional and cognitive state for the accomplishment of a listening task.

Pre-Planned Preparation to Listen is the prospective listener's effort to create a state of readiness to listen competently during a scheduled listening episode occurring in the future. **On-the-Spot, or Spontaneous Preparation to Listen** is the prospective listener's impromptu effort to create a state of readiness to listen competently during an unscheduled listening episode occurring momentarily.

The major requirements for preparing physically to listen are: maintenance of bodily health and the specific advanced and immediate behavioral preparations; for preparing emotionally are: maintenance of mental health and elimination of stereotyping and prejudicial attitudes toward the speaker, message, and the occasion; for preparing cognitively are: increasing the

capacity to listen by extending vocabulary, broadening one's life experience, studying human nature, clarifying listener and speaker motives, and replacing faulty listening habits with productive ones.

Each of five analytical tools should be applied to direct the listener's self-preparation process. Any task we perform in life requires preparation; **WHY** not listening? The listener and the listening environment comprise **WHAT** to prepare to listen. **HOW** the listener prepares to listen is determined by the unique listening situation and the mode of communication used (self-, dyadic, group or public communication). **WHERE** and **WHEN** self-preparation to listen occurs depends on the prospective listener's most feasible, opportune and convenient time and place for implementing self-preparation to listen.

2nd Presentation: Ms. Nadine C. Marsnik, Vermilion Community College, Ely, MN, 55731.

Eleven exercises were presented, seven of which could be done in class and four which were meant to be done over a longer period of time. Each reinforced the Why, What, How, When and Where Theory presented. Each helped listeners focus on individual goals, motives, rewards or penalties of preparation for listening.

Exercises 1 and 2 followed a taped series of messages in which professional people gave information for which listeners paid a high fee. The participants score their exercises by determining how much of the messages they could afford to miss.

Exercise 3 presented a listening preparation inventory which focused on what we do to prepare to listen. Exercise 4, a listening preparation checklist which emphasized physical, mental, emotional and general preparation and four out-of-class exercises, showed participants how we prepared to listen.

When and where we prepare to listen was demonstrated by the suggested use of a film, **The Speaker: A Film About the First Amendment** with specially designed questions aimed at the need to prepare to listen. A personal listening evaluation of when and where we listen was included.

The final exercise in the preparing-to-listen series helped listeners prepare by devising personal physical, mental and emotional listening goals.

"HEURISTIC MODELS OF THE LISTENING PROCESS"

presented by
Robert Bostrom, Dick Heun and Mike Hayes

This presentation is certainly not heuristic, since I understand heuristic to mean something that is not too practical. The most important research, I feel, is that which has great practicality. To paraphrase Kettering, "there is nothing so practical as a good theory." Whether or not this is a good theory remains to be seen.

What exactly is listening? Barker's process definition merits attention: hearing, understanding, attending, and remembering aurally presented material. None of these, in my judgement, are very practical from the point of view of the listener who wants to improve. Hearing is a physiological process, easily corrected mechanically if there is a problem. Attending is something that can be done or not done, and after we tell listeners that they must pay attention and be interested in others, where can we go? Understanding is something that relates primarily to comprehension, which is usually a function of the listener's background and the level of the material presented. So mostly we are left with memory as the primary criterion of listening ability.

Too much emphasis, I feel has gone into the long-term retention of lecture materials. There are practical reasons why I feel we might not want to stress memory as much as we have in the past. One is that the burgeoning computer industry might make it possible for us to store all data more conveniently in a central processing unit to be called up to our desk terminal (or even our two-way wrist model terminal) much more conveniently and accurately. The second is that often an emphasis on long-term memory might mask the really interesting short-term processes that go on in the interactive dyad. In other words, the listening that happens in conversation may be quite different from the listening that is the result of a one-to-many lecture presentation.

Our research at Kentucky has focused on short-term listening as a psychological construct. We have found that this is quite a different ability than long-term listening and short-term memory. We have also found that short-term listening is more closely related to oral communicative ability than other factors.

We would like to continue in the search for viable models of the listening process--and we think that an emphasis on the intermediate skills may be as interesting as the long-term retention.

THERAPEUTIC LISTENING

presented by
Glen Morgan

Although hearing takes 100% of our time, the utilization of effective therapeutic listening is that percent we choose to tune into. Therapeutic listening is an active exercise in listening involvement and concerns elements regarding a conscious effort on the part of the listener, a caring attitude, and people involvement. There must also be an active relationship in the understanding of one's self before active listening becomes an issue and a priority endeavor. Listening is accomplished by choice, and we can tune in and turn out at will. As professionals our task in the successful management of people is to be people orientated and to look at therapeutic listening as an ability to help people realize their desires and attain their needs.

Therapeutic listening process includes both encouragement and blockage techniques. Blockage techniques are to be utilized only in situations where non-therapeutic responses are in order. Examples of encouragement techniques would be to restate content, to observe nonverbal behavior and to clarify context. Others include reflecting content, validating results, couching, and recognizing people in terms of their accomplishments.

BLOCKING TECHNIQUES include telling people that everything is going to be okay, that everything should be done in a certain way, putting people in the one-of-a-crowd fashion, defending supervisors and subordinates, changing subjects, overgeneralizing, and offering unavailable choices. Most people find the blocking techniques easier to use rather than therapeutic devices because therapeutic responses take time and, therefore, offer no scapegoats for people.

Anyone interested in learning more about the material presented in this particular workshop should contact Glen Morgan for additional information.

Glen Morgan
Communication Department
Lakeshore Technical Institute
1290 N Avenue
Cleveland WI 53015

EMPATHIC LISTENING: A LOOK AT THE RELATIONSHIP BETWEEN SELF-AWARENESS AND READINESS FOR EMPATHIC RESPONSE

presented by
Kenneth Paulin, Patricia Jane Canon

Listener attitudes toward self, play a major role as a determinant of empathic listening potential. People who remain strangers to themselves will have difficulty being an empathic listener.

KNOW SELF - "In order for there to be movement without conflict, I must see. To see the world at all, I must see myself. How can I see the world through a dirty lens? I cannot actually see another human being in relationship unless I know the vehicle that is seeing; in short, unless I know myself." (Joel Kramer, **The Passionate Mind**, p. 26)

LISTEN TO SELF - "Listening is most effective when one is closest to being his real self. The effective listener is one who feels himself equal in any communication exchange. He must know himself and be able to express his own opinions openly and to meet justifiable criticism, anger, or hostility." (Dominick Barbara, **The Art of Listening**)

"Man is not a passive receptor, but active agent in giving sense to sensation. The significance that any situation acquires is as much the result of what the perceiver brings to it as it is of the raw material he finds there. (Dean C Barnlund, "Communication: The Context of Change" in **Perspectives on Communication**, pp 24-25.)

LET SELF GO AND LET IT FLOW! - "The goal of empathic listening is to really hear the other person, to begin to see things as he sees them, rather than looking at what he's saying from your own point of view. Empathic listening is listening **with** instead of listening **to** another person. It involves the difficult job of trying to clear your mind of the attitudes and feelings that often make you see in another person only what you expect or want to see. Empathic listening asks you not to observe the other person, but to experience what they are thinking and feeling." (John Stewart, **BRIDGES NOT WALLS**.)

"The person who listens to understand, rather than monitor, who enters in the frame of reference of his associate, instead of listening only to refute them, helps others to express themselves and enriches his own life in the process." (Carl Rogers, **On Becoming A Person**)

"... There is nothing lonelier than two human beings involved in a dialogue and nothing more marvelous than TWO GENUINELY ENGAGED LISTENERS." (Abraham Kaplan, "The Art of Not Listening," *Time*, 1969.)

Kenneth Paulin and Patricia Canonie presented a Self Evaluation Listening Form which was comprised of 32 questions. Among the questions were: "With a block of free time, would I choose to spend it alone, or with meaningful others? and Whom do I rely on for interpretation of my life experiences? as well as Do I think in words or images?" As the Self Evaluation Form is copyright material please contact Ken Paulin
Speech Department
Northern Michigan University
Marquette MI 49855

"Measurement of Listening Skills"

presented by
Robert N. Bostrom

Our belief that listening is a complex of abilities—not a unitary skill—has led us to the search for the techniques of measuring short-term listening (STL), short-term listening with rehearsal (STR-R), and empathic listening. We have incorporated all of these into one test, which we are calling the "Comprehensive" listening test. In the past four years, we have struggled with the usual problems of measurement—the task of making test items difficult enough, the choice of items, the search for the right taped materials to test, and the continuing problem of reliability.

We have found that if we make the test long enough to achieve reliability, it takes at least one hour and thirty minutes to administer. As a consequence, we have taken the best items and sacrificed reliability in order to achieve a test which can be administered in forty-five minutes. Our reliability is still over .65 for each of the scales and is over .88 for the entire test, though we do not believe that the total test score is a worthwhile amalgam. We stress a listening "profile" which gives more information for individuals. We feel that we have a satisfactory index of a number of listening skills and one that will be highly usable for a variety of purposes—demonstration, motivation, and research.

Listening Instruction at the College-University Level presented by Ella A. Erway

I. Assumptions in teaching listening

A. Infancy through adulthood

1. Listening can be improved by conscious effort to change response behavior.
2. The processing of a spoken message is influenced by: salience of the message to the receiver, familiarity of the message, vocabulary and structure of content, nature of the stimuli, external and internal physical conditions, learned and native processing strategies.
3. The assessment of skill in listening is invalid and unreliable except as perceived by the listener.

B. College/university instruction

1. A college/university course will include theory as well as skill development. A graduate level course will be research oriented. Remedial courses, units within a beginning speech-communication course and courses offered in a business setting focus on skill development.
2. A college/university course will be interdisciplinary with theory from communications, psychology, linguistics, and physiology, anthropology, management.

II. Objectives of a college/university course

1. The student can list and explain the components of listening behavior.
2. The student can analyze his own listening behavior in a variety of situations.
3. The student can change his listening behavior in a variety of situations.
4. The student can apply theoretical principles to an area of interest (rehabilitation, teaching listening skills, counseling, interpersonal communication, salesmanship, etc.)

III. Content of a college/university course

A. Topics:

1. The nature of listening: definitions and models.
2. The anatomy of listening: physiology and neurology.
3. The psychology of listening: perception, attention, memory, cognitive processing.
4. The structure of messages: language, organizational structure, logical and emotional

content, evidence, fallacy, propaganda.

5. The setting of messages: proxemics, kinesics, audience analysis, dyads versus larger groups, crosscultural factors.
6. The media of messages: audio, visual, electronic compression.
7. The response of the listener: information and notetaking, information for counseling, critical evaluation, aesthetic response.

B. Course organization

1. Large vs small classes
2. Use of audio and video college facilities.
3. Percentage of theory vs skill.

IV. Activities

- A. Self analysis: diaries, experiments in listening style and response.
- B. Research project.
- C. Simulations.
- D. Listening "practice" - lecture, poetry, stories, radio and television, tapes of small groups, music, interviews.

V. Assessment

1. Standardized tests.
2. Observational scales.
3. Self-reports.
4. Pre and post tests.
5. Projects.
6. Content examinations.

VI. Bibliography

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- Donaghy, William. **Our Silent Language: An Introduction to Nonverbal Communication**, Comm Comp, Dubuque, Gorsuch Scarisbrick Publishers, 1980.
- Hall, Edward T. **The Hidden Dimension**, New York, Doubleday, 1966.
- Johnson, David W., **Reaching Out**, Englewood Cliffs, Prentice Hall, 1972.
- McLuhan, Marshall. **Understanding Media**, New York: McGraw Hill, 1964.
- Watzlawick, Paul, Beavin, J.H. and Jackson, D.D. **Pragmatics and Human Communication**, New York, Norton, 1967.

Some tapes are available on the programs presented at the Convention unfortunately even though all the sessions were taped, a number of the tapes were stolen. What we have are:

THE RESEARCH COMMITTEE

REPORT (2 tapes) A MUST FOR THOSE IN RESEARCH. Includes a historical perspective on listening tests plus more.

HEURISTIC DIRECTIONS IN

LISTENING (2 tapes)

Michael Hayes, Robert Bostrom, Dick Heun (intended for researchers and scholars interested in expanding the understanding of listening. Objectives are to learn potentially valuable research directions and modeling procedures for enhancing understanding of the complexities of listening.

LISTENING INSTRUCTION AT COLLEGE/UNIVERSITY LEVEL

Listening Curricula Development - Ella Erway on development in a University setting, Virginia DeChaine at Lane Community College and Ann Seidler

HOW TO PREPARE TO LISTEN

(2 tapes) Florence Wolff & Nadine Marsnik - deals with the physical, psychological and social facets of a foremost theory of listening including listening exercises.

THE TEACHING OF LISTENING IN THE HIGH SCHOOL CURRICULUM (1 tape)

Harvey Weiss, Jim Arnett & Bud Williams

Tapes will sell for \$8.00 each and can be ordered through the ILA office at 366 N Prior Av, St Paul, MN 55104.

Presenters who wish to have a summary of their sessions included in the next Newsletter, please submit material by May 15, 1981.

MORE NEWS ON THE CONVENTION

by **Ray McKelvy**

One of the many highlights of the convention was the "freebies" donated by CRM McGraw-Hill, Variable Speech Control Company and Dr. and Mrs. Steil.

Kathy Abruzzo, CRM McGraw-Hill's representative drew Dr. James I. Brown as the winner of the new listening module. VSC's representative, Lina Jones, drew Michael Gilbert's name for the free variable speed tape recorder. The Steil's donation of a Chinese pictogram went to Ms. Lisa Eck, one of the student attendees from Indiana State University.

Congratulations to these lucky winners. We hope they'll use their gifts well. Many thanks to those who donated the gifts to the ILA.



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