



INTERNATIONAL LISTENING ASSOCIATION

NEWSLETTER

ISSUE NUMBER FOUR

AUGUST, 1981

ADMINISTRATIVE DIRECTOR'S REPORT

By Geri Jwanouskos

We now have 253 members partially comprised of 18 student members, 9 corporate members, 9 members from countries outside the United States, 5 Sustaining members and 3 Emeritus members.

We've been averaging 15 new members a month over the last 15 months. But we need more. And what's more, we not only need more members, but we need to know what our present members really want of the ILA. What directions would you like us to take? What services can we provide? Please let us know what's happening with you, send us material for our Newsletter - keep us informed on what's happening in listening in other places.

At present we've sent out approximately 1,000 flyers to the DC area in hopes of making our '82 conference a smashing success. Let me know if you need additional brochures or have an address change for the roster.

We intend to do an extensive mailing to people outside the continental United States to help us live up to our name of the INTERNATIONAL Listening Association. We'd especially like to know what our International members are doing.

Renewals are coming in. The procedure is that renewal notices are sent out two months prior to the month of renewal. If the renewal doesn't come in we then follow up with another notice which actually extends the membership for an additional month - for the last four months we've had a 75% return on renewals.

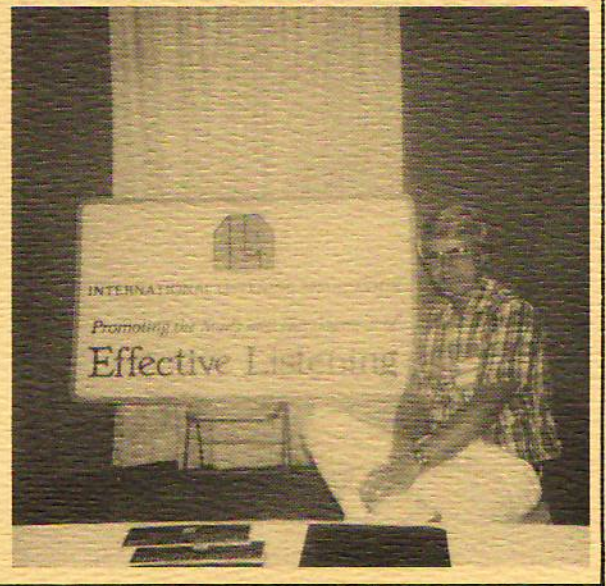
Let me know if I can be of help to any of you.

ILA HAS BOOTH AT NEA NATIONAL CONVENTION IN MINNEAPOLIS

By Harvey Weiss

"This is just great!" "It's about time!" "You're kidding, a listening association? That's fantastic!" "I wish I could get my students, (husband) (wife) (kids) to listen to me!" "This is the key to solving so many of our problems, good luck!" This is just a sampling of the many comments we got in the few days spent at our NEA National convention Exhibit Booth. Countless others gave nods of a variety of non-verbal approval as they looked and talked. There were, of course, your proverbial plastic bag stuffer, taking indiscriminately, one of anything they could get their hands on. Even that is worthwhile to us somehow.

My first day's reaction to the waves of teachers, swarming into the Convention Center at the Mpls. Auditorium was, "Wow, I hope the ILA never gets this large and unwieldy." Over 8,000 NEA members from all over the world came to our fair "City of Lakes" over the July 4th weekend, straining our living accommodations to the breaking point, and delighting the myriad of entertainment possibilities. The paper said over 11,000 people associated with the convention were in town for a 5-day duration. I think it's safe to assume, that almost all of them at one time or



another, walked past our booth and were exposed to our new publicity sign, thanks to Bob Miller and his resident graphic artist.

What the ILA booth visitors received was a copy of our convention brochure, our famous yellow button, or surplus copies of our last Newsletter. For the most part, they were impressed to learn that someone was actually doing more than paying "lip service" to the notion that listening is so important, and why isn't anyone teaching it to our kids. My feeling is that more than just a handful of convention visitors will do more than talk about it, by joining our ever-growing ranks. They liked what they heard, and agreed with our objective, to "promote the study and development of Effective Listening." For me personally, this experience provided a much-needed reinforcement of my enthusiasm for what we are all about, it bolstered my morale and gave me a new dedication to making information available to people about our fledgling organization. I feel more confident than ever, that when people learn more about us, they will react as they did in Minneapolis, "keep up the good work, this is important, let me help too."



PRESIDENT'S PERSPECTIVE

Dr. Lyman K. (Manny) Steil

As summer wanes and we retool for our respective fall activities, numerous events highlight the significance of our ILA Charter to "promote the study and development of effective listening." Reflection on a potpourri of unrelated, but related, events sharpens our challenge and opportunity.

Consider:

- As the baseball strike continues (beyond 37 days and 449 games at this writing), we note the challenge of open interaction and listening.
- In Iran, Ireland, England, Israel, Iraq, Syria, and a multitude of world wide "tinder spots" the significance of effective listening is obvious.
- The violent attacks on John Lennon, President Reagan, Pope John Paul II, proves the alternative need to listen.
- Thousands of "Summer Concerts" reinforces the value of listening to excellent music.
- The cacophony of U.S. Senate and House budget and tax cut deliberations, impacting on millions of individuals, clarifies the complex task of "differential" listening.
- As Judge Sandra Day O'Connor was nominated as the first woman to serve on the U.S. Supreme Court, one of her reported primary strengths was, "She's a good listener."
- In business and industry exceptional focus has been placed on enhancing productivity. Note the use of Quality Circles to reduce costs, increase quality and productivity and we see the primary role of Quality Listening.
- And On and On and On . . .

All of which points to our mending need to help others develop the **willingness** and the **ability** to "listen well." As was well said by Campbell-Mithun several years ago:

talk, talk, talk

*Talk can arouse,
but of itself
it cannot heal.*

*To listen-
truly listen-
is to begin
the healing process
a wounded nation needs.*

*Listen to the wind.
Listen to the birds.
Listen to the trees.
Be still,
and listen to your God.*

*Above all, listen to
your own conscience.
This is the beginning
of listening.*

*Then-
listen to one person.
Even for five minutes.
Each day.*

*If each of us in the
United States listened
with all his might
for just 5 minutes*

*each day, wouldn't
we be a healthier nation
for it?*

*What this country needs
is a good 5-minute
listener.*

You?



*Ten years ago, Campbell-Mithun struck
a nerve; Sperry Corporation continues
to strike that nerve today. How about
you?*

WHAT SOME ILA MEMBERS ARE DOING

During the past year, Dr. Florence Wolff, Associate Professor, University of Dayton and founding member of ILA, has persisted in highlighting the importance of listening by developing listening-related programs for Professional Association Conventions. She presented a workshop, "A Pragmatic 'Sharing' Workshop In Listening Pedagogy: Who's Teaching Listening and How?" at the 1980 ILA Atlanta Convention; a symposium/panel program, "Teaching Listening Competency In The Public And Private High School, College, And University In Dayton, Ohio" at the 1980 Speech Communication Association of Ohio in Columbus; a workshop, "Preparing To Listen: How? When? Where? What? Why?" at the 1981 ILA Convention in Denver; and a panel program, "The Art Of Listening: Finally, A Professional 'Reawakening'" for the 1981 Central States Speech Association Golden Anniversary Convention in Chicago. Three ILA members participated in two of the programs: Ms. Nadine Marsnik, Vermilion Community College, Ely, MN; Professor Sally Haug, University of Wisconsin-Eau Claire, WI; and Dr. Steven Rhodes, Western Michigan University.

Erika Vora, Asst. Professor at St. Cloud State University, Minnesota, is on an extensive lecture tour across India this summer (July 6 - Sept. 8). She will be conducting seminars on listening and intercultural communications for Multinational organizations in Bombay, Ahmedabad, Madras, Delhi, Calcutta and Srinagar (Kashmir). (We naturally sent her armed with ILA materials.)

Bob Montgomery's book on "Listening Made Easy" should now be out. Also Nations Business Magazine did a 1500 word excerpt, as a book bonus feature in May, June or July.

Dr. Arlie Muller Parks, Professor of Communication at Mansfield State College, will attend the Speech Communication Association/International Communication Association sponsored summer conference on Interpretive Approaches to the Study of Organizational Communication to be held at Alta, Utah, on July 26-29.

On June 23, Dr. Parks completed a one day seminar for managers on motivation. The seminar was held in Philadelphia. She also attended a two day workshop, at Ohio State University in May, on Communication and the

Woman Manager.

At the International Communication Association annual convention, held in Minneapolis in May, Parks presented a paper entitled, "A Description of a Self Evaluation Measure of Communication Apprehension," which was co-authored by Louisa Swift of Ithaca College. Parks chaired a program and presented a paper written by Louisa Swift at the Eastern Communication Association Convention held this spring in Pittsburgh.

The current issue of CAN, a newsletter distributed to persons interested in communication apprehension, carried a brief article by Parks on an exercise she uses with her communication apprehensive students at M.S.C. The May, 1981 issue of **Resources in Education** contains an abstract of her article, "Equity Theory: A Viable Research Area." The complete article has been included in the ERIC System as document number Ed 196107.

In November, Dr. Parks will chair the States Advisory Council workshop, Coordinating Activities Continuing Education, Assessment/Testing, and Certification Activities in Speech Communication, for the Speech Communication Association annual convention which will be held in Anaheim, California. She is the chairperson-elect of the S.A.C., a member of the Task Force in Continuing Education, and a former member of the Task Force on Testing and Assessment.

At the request of Addison-Wesley Publishers, Parks has completed a pre-publication review of a text book on listening.

Earlier this spring, the Community Psychology Clinic of California State University (Long Beach) contacted Parks for material to be used in their Basic Skills Project for junior high school aged participants. She provided them with sources, materials, and the names of additional communication consultants.

We'd like to hear from more of you. Deadline for submission of the next newsletter is September 30th.

A call for support. Would each of you send a letter to Warren Gore telling him his membership has expired? Goren War where are you? Collector, tinker, tailor, teacher, editor?

NOMINATING COMMITTEE REPORT

By Albert M. Katz,
Chair Nominating Committee

Final slate of officers as decided by the nominating committee. Election will

be held in Washington D.C. at the third annual ILA Conference.

Slate of Candidates

First V.-Pres.	Bob Miller Al Katz	Treasurer	Bill Gering Glen Morgan
Second V.-Pres.	Bob Bostrom Virginia De Chaine	Secretary	Nadine Marsnik Carolyn Coakley
		At-Large	Carole Grau John Meyer

We'd like each of the candidates to submit a small statement about them-selves to be included in our next newsletter so that members will be able to make more intelligent choices. Deadline for submissions for the next newsletter is September 30th.

AESTHETIC/ APPRECIATIVE LISTENING:

Submitted by Ella Erway

The purposes of listening are usually presented as information, evaluation or criticism, sharing of feeling of empathy, and for pleasure. While this division is arbitrary, it does permit analysis of behaviors. Courses in aesthetic listening are based on two premises:

(1) Exposure to a stimulus will result in gradual positive reactions. (If a person listens to enough operas, the receiver will learn to recognize and enjoy opera.)

(2) Analysis of the structure and technique of music, poetry, or theater will result in understanding and enjoyment.

The same reasoning applied to the development of visual art assumes that enough exposure to the art gallery and the formal study of line and color will produce enjoyment of visual stimuli. Unfortunately we all know the student who hates music and art after required exposure and study. The effective elements of our lives are not easily molded by formal experience.

Perhaps members of ILA can suggest ways in which to teach aesthetic listening. Friedman proposes relaxation and movement in response to the message (musical or spoken).¹ We teach art with

finger paint and the opportunity to create a visual message. Maybe we can teach aesthetic listening by creating the pleasureable sounds messages. Children who have had creative dramatics experience often are responsive to formal drama. Values clarification exercises applied to aesthetic stimuli may be effective in changing attitudes. Most of us have a very limited cultural appetite for music other than "our own kind". Choric verse creates a group experience of poetic imagery.

Ella Erway is collecting reports of "how I learned to listen for aesthetic appreciation." Send her a brief account of what experiences or teaching approach first made you aware of the pleasures of sound. From it she will compile a list of "ways to enlarge your listening pleasure." As an example of such an experience, Ella tells of her piano teacher taking nine year old pupils to a full performance of Handel's Messiah. The teacher put a copy of the score in front of each child pointed to the notes as they sung and played. Although Ella did not learn to play it on the piano, the experience made her pay close attention to the sounds and she has loved the Messiah ever since. How did you learn to listen for enjoyment? Perhaps we can learn from your experience.

¹ Paul G. Friedman, *Listening Processes*, Wash. D.C., National Education Association, 1978, pp. 24-27.

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MEET YOUR EXECUTIVE BOARD



Harvey Weiss

Harvey Weiss has been a secondary school teacher for 20 years. He has coached debate/forensics for the past 11 years and won several awards. In August of 1980 he started his own communications consulting firm "Lend Me Your Ear, Inc." and has actively worked and participated as a member of local, county, state, and national delegations of educational and political conventions. Besides being a founding member of the ILA, Harvey has created curriculum and subsequent workshops never done on effective listening before. He has been teaching listening for 10 years. He was awarded finalist status for his proposal to write K-12 effective listening curriculum for State of Minnesota Department of Education; 1977 and 1979. Harvey was elected to the ILA's first executive board, as member-at-large in Atlanta in 1979 and was re-elected to a two year term in Denver in 1980. Harvey has conducted pre-convention workshops on teaching listening at The Speech Communication Association National Conventions in San Antonio, Texas and New York City.

Sally Haug

Sally Haug is an assistant professor of speech at the University of Wisconsin-Eau Claire. In addition to teaching an undergraduate listening course, she teaches courses in the area of public speaking.

Sally has a master's degree from the University of Wisconsin-Madison and has done other graduate work at the University of Minnesota. Her master's thesis was in the area of the evaluation of high school debate.

In 1967 she received an Outstanding Young Teacher Award from the Central States Speech Association. As an undergraduate student at Southeast Missouri State University, she was a champion debater and orator. In 1963 her oration "On Mousetraps" received the third place award at the Interstate Oratorical Association Contest. The speech has been published in several collections of speeches.

In addition to teaching, Sally worked for several years in public relations. She is a past president of the Eau Claire Area Humane Association and received the Humanitarian of the Year Award in 1976. She helped write and produce the slide/tape series "... For Those Who Cannot Speak." which received national recognition.



Bob Miller

Bob Miller is vice president of Telstar Inc. a video publishing company that specializes in instructional programs for education, industry and government.

Bob has taught developmental reading programs both as an industrial and educational consultant. He is currently producing a reading program for the partially sighted using low vision equipment.

Bob is a founding member of ILA and was elected second vice president at the inception in Atlanta in 1979. Since 1970 Bob has been associated with University of Minnesota professors Ralph G. Nichols and Lyman K. Steil with presentations, workshops, seminars, writing, and producing programs

on effective listening. He produced the first ever videotape course on listening with Dr. Steil in 1980. Bob also speaks on listening to corporate seminars, school systems and universities and is the 1981 author of Newsweek's Corporate Communication Program on Listening. Along with his other involvements, Bob is Mayor of the City of Hopkins, MN.



Ella A. Erway

Ella A. Erway has followed the national trend of moving often by teaching in colleges across the country (Minneapolis, Spokane, Ithaca, New York City) and now serves as Acting Dean of the Graduate School at Southern Connecticut State College in New Haven, Connecticut. She is the mother of four children and grandmother of two. She has authored *Listening: A Programmed Approach* (McGraw-Hill) and recently prepared a bibliography on "Listening: Theory and Instruction for the Speech Communication Association." Her current interest in listening is the application of theory and remediation to the learning-language disabled child. She skis, sails, and most recently has been chief "gopher" for a solar house the family is building in Vermont.

FUNDING SOURCES

Andy Wolvin reported that since the Reagan Administration is cutting back on everything, there really isn't anything new to report on Washington funding. We'd like to keep the lines open and hope that some of you will be able to contribute to this column.

project LISTEN

One of the more encompassing Listening Projects attempted is the one Newport-Mesa Unified School at Newport Beach, California District is putting together now.

Carrie D. Eggleston, Project Director has set up a workshop November 4 for an anticipated 200 people. Newport-Mesa will have about 80 people of the District Management team and 6 other districts will send superintendents, principals, and counselors and psychologists involved in special education. Dr. Lyman Steil will conduct the workshop.

Eggleston's IV-C Project LISTEN for Newport-Mesa deals with a first year budget of \$85,000 which is geared for K, 2, 4, 5, 7, 9, and 12 which will involve 450 students.

Project LISTEN concerns listening, the most used and the least taught of the major communication activities that include listening, speaking, reading and writing. This project will develop a Listening Curriculum that consists of instructional packages called "Listening Unit Packages", (lessons, teaching strategies, feedback competency systems, tests) which interrelate in unique and different ways the cognitive and affective aspects of listening and aural attending. The "Unit Packages" will provide a sequential, systematic listening program for Students, Grades K-12, that classroom teachers, after special training will present to their students. The improved listening and aural attending skills and attitudes of students that result from this focused training, practice and feedback will positively impact test taking abilities, reading comprehension, interpersonal and career relationships, and self-concept.

The goal of project LISTEN is to design a model listening program that will provide sequential, focused training in listening for students in Grades K-12, by classroom teachers in regular subject content areas. Instructional Listening Packages will be developed and piloted in Grades K, 2, 4, 5, 7, 9, 12 in the first years of the project. Each package will address a major listening skill and will include lessons, teaching strategies, self-report systems, including tests, and interrelate the affective and cognitive aspects of listening. Listening Units will be infused into existing classes rather than taught separately. Feedback will include video-taped sequences of students during listening lessons. This strategy provides oppor-

Washington Conferees will be anxious to meet Bob Miller's new found friend he met at the NEA Convention in Minneapolis.



tunity for students to observe and evaluate their individual aural attending and listening skills. In addition, it is a re-enforcing activity that increases student sensitivity to his/her listening attitudes.

It is hypothesized that after one year participation in the program, more project students will demonstrate higher skill levels of listening and improved self-concept and test-taking abilities by achieving significantly higher scores on the STEP Listening Test, CTBS Reading Comprehension sub-test, and inferred Self-Concept Survey than a control group of students who have not participated in Project LISTEN. The number of project secondary students who pass the mandated District Proficiency Test, Reading Comprehension, will be observed and compared with the performance of the comparison group. It is also expected that project students, Grades 4-12, will achieve significantly higher scores than the control group on a project developed survey that measures receptive listening skills and understanding of the role of listening in jobs and occupations.

Project LISTEN provides a well defined plan to encourage parent/community support and involvement. Suggestions by parent representatives and principals from each project site have been included in the plan. Parent groups already established, such as School Site Council and School Advisory Boards will act as a liaison agent between project staff and parents. The agent/s will disseminate information, provide speakers, and assist in organizing general parent meetings for the project.

Another unique feature of Project LISTEN is a Career Education strand

for project students in Grades 4-12. Listening is now considered a "salable skill". Corporations throughout America have established listening programs for their employees and strongly advocate the development of effective listening programs in schools. Project LISTEN will provide learning experiences that help develop the listening skills required to compete successfully in the job market. Local business representatives and social scientists will share their knowledge of listening in their special field of work/study.

It is important to note that Project LISTEN will address the listening needs of student populations enrolled in ESL, Bi-Lingual, LDG, and EH classes. Teachers of these students assisted in gathering data for the Needs Assessment and participated in planning sessions for this proposal. They will participate in the project staff development program and field-test LUP's with their students.

Another significant aspect of Project LISTEN is that after Federal funding is completed, this model listening program can be economically continued at project schools and disseminated throughout the District, based on the following:

1. Project LISTEN is implemented in the classroom by the classroom teacher, additional staff is not required.
2. Project teachers are Master Listening Teachers who can train others at their school sites.
3. Listening Unit Packages are designed for infusion into existing curricula.
4. Listening Unit Packages can be easily and inexpensively duplicated by other interested schools, districts, and educators.

HALL OF FAME RECIPIENTS DENVER 1981

Dr. Miriam E. Wilt was mentioned in Dr. Nichols keynote address in Atlanta 1980 as one of his four "exciters" in the field of listening. Dr. Wilt spent twenty years teaching in the elementary schools of Pennsylvania and Indiana. She then spent the remainder of her professional years teaching the teaching of English Language Arts to graduate and undergraduate students at Indiana State College of PA., Millersville State College, Ohio State University, and Penn State for short terms and twenty three years at Temple University.

Literally thousands of teachers and would be teachers heard about the teaching of listening in her college classes and from her contributions to books and articles in the field of teaching English or the English Language Arts of Listening, Speaking, Reading, and Writing.

Dr. Wilt now works at the school and library occasionally and is still preaching listening skills.

As reported in our last newsletter it was from her studies in 1949, that she reported that 57% of the classroom periods in grade schools is spent in listening to the teacher talk. It should be noted that our statement on Dr. Wilt being an elementary teacher in Illinois was in error.

CALLS FOR HELP . . .

We have a request from a blind instructor who has received a grant for information on texts available for blind students pertaining to listening.

We also have a request for information on elementary instruction on listening from an individual who works with the Air Force schools overseas.

Material can be sent to the ILA Headquarters at 366 N. Prior Ave., St. Paul, MN 55104 and we'll forward it on.

TAX DEDUCTIONS FOR TV, TELEPHONE GEAR

If because of deafness you purchase equipment that displays subtitles on your television screen, save your receipts. The cost of such an accessory can be tax deductible as a medical expense. If your new TV set comes with the gadget attached, find out what it would have cost without it and deduct the difference. The cost of special telephone equipment for the deaf is also deductible.

Submitted by Ella Erway

Do infants listen? Recent research confirms that infants discriminate sounds of language. It is presumed that consonants are perceived in a manner similar to adults. The role of experience and the ability of the child to make classifications are apparent by the age of four months. Theorists suggest frameworks of innate ability to process spoken signals and/or the parallel development of cognition and language competence. For more information, consult the excellent, but somewhat technical, series of books on Language Intervention edited by Richard L. Schiefelbusch and published by University Park Press in Baltimore.

And listens like a three year's child.

Caleridge - The Ancient Marineo

But yet she listen'd - 'tis enough -
Who listens once will listen twice,
Her heart, be sure, is not of ice,
And one refusal no rebuff.

Byron: Mazeppa

JOIN US IN WASHINGTON DC for the THIRD ANNUAL CONFERENCE March 3, 4, 5 & 6, 1982

*4 days of Listening workshops and sessions
with nationally known teachers, trainers,
and authors.*

He listens well who notes it.

*Dante, Divine Comedy,
Inferno, Canto XV*

WHAT OTHERS HAVE SAID

The true male never yet walked
Who liked to listen when his mate
talked.

*Anne Wickham (Mrs. Patrick Hepburn)
The Affinity*

Man dwells apart, though not alone,
He walks among his peers unread;
The best of thoughts which he hath
Known
For lack of listeners are not said.

*Jean Ingelow
Afterthought. Stanza 1*

Caesar's barber, a busy listening fellow.
*Lives. Alexander, Page 883
Plutarch*

It is the disease of not listening,
The malady of not marking, that I am
troubled withal.

*Shakespeare
King Henry IV, Part II, Act 1*

I have seen
A curious child, who dwelt upon a tract
of inland ground, applying to his ear
The convolutions of a smooth lipped
shell to which, in silence hushed,
His very soul listened intensely: and
his countenance soon brightened with
joy, for from within were heard
murmurings, whereby the monitor
expressed mysterious union with its
native sea.

*Wordsworth
The Excursion. Book IV*

Bore: A person who talks when you
wish him to listen.

*Ambrose Bierce
The Devil's Dictionary*

Give plenty of what is given to you,
And listen to pity's call;
Don't think the little you give is great
And the much you get is small.

*Phoebe Cary
A Legend of the Northland 1, Stanza 8*

Teach me half the gladness
That thy brain must know,
Such harmonious madness
From my lips would flow,
The world should listen then, as I am
listening now.

*Stanza 21
To a Skylark (1821)*

Hear ye not the hum
Of mighty workings? -
Listen awhile ye nations and be dumb.

*John Keats
Sonnet Addressed to Haydon*

ALIVE, BUT NOT PRESENT

Dr. Carl B. Rogers
Inductee, Hall of Fame, ILA

This distinguished psychotherapist, personal counselor, totally empathic human being was inducted into the Hall of Fame, in Denver, Colorado, at the Second Annual Convention of the **International Listening Association**. Dr. Rogers is best known for his "Client-Centered Therapy" a unique therapeutic procedure which listening with the aid of a skillfully-trained therapist, can create a healing "helping" relationship. His most popular book, *On Becoming a Person*, contains some very distinct explanations of what Dr. Roger's life and therapy is all about. I will let it speak for itself, rather than try to re-interpret him and his work. It is found on page 4, and it reads:

"This book is about the suffering and the hope, the anxiety and the satisfaction, with which each therapist's counseling room is filled. It is about the uniqueness of the relationship each therapist forms with each client, and equally about the common elements which we discover in all these relationships. This book is about the highly personal experiences of each one of us. It is about a client in my office who sits there by the corner of the desk, struggling to be himself, yet deathly afraid of being himself - striving to see his experience as it is, wanting to be that experience, and yet deeply fearful of the prospect. This book is about me, as I sit there with that client, facing him, participating in that struggle as deeply and sensitively as I am able. It is about me as I try to perceive his experience, and the meaning and

the feeling and the taste and the flavor that it has for him. It is about me as I bemoan my very human fallibility in understanding that client, and the occasional failures to see life as it appears to him, failures which fall like heavy objects across the intricate, delicate web of growth which is taking place. It is about me as I rejoice at the privilege of being a midwife to a new personality - as I stand by with awe at the emergence of a self a person, as I see a birth process in which I have had an important and facilitating part. It is about both the client and me as we regard with wonder the potent and orderly forces which are evident in this whole experience, forces which seem deeply rooted in the universe as a whole. The book is, I believe, about life, as life vividly reveals itself in the therapeutic process, with its blind power and its tremendous capacity for destruction, but with its overbalancing thrust toward growth, if the opportunity for growth is provided."

Carl Rogers is synonymous with the ultimate ability of one human being, to clearly, "listen between the lines" to one's psychic manifestations. Dr. Rogers has been writing, lecturing and publishing his research for 40 years, and will always be linked with non-judgmental listening which has assisted untold numbers of clients to get their lives back in order. We are grateful for Carl Rogers; we are thankful for his accepting a position in our new **Hall of Fame**; we are hopeful that we can fully utilize what he has outlined for all of us; to use our listening skills for the most important function of a human being, and that is to help others.

Sabrina Fair,
Listen where thou art sitting
Under the glassy, cool, translucent
wave,
In twisted braids of lilies knitting
The loose train of thy amber-dropping
hair;
Listen for dear honor's sake
Goddess of the silver lake,
Listen and save

*Milton
Comus Line 859*

God makes sech nights, all white an'
still
fur'z you can look or listen
*James Russell Lowell
Series II (1866) The Courtin' Stanza 1*

If you listen to them,
You will be listened to
Saying what they said,
And no longer the man you were.

*William Saroyan
The Propagandists (1940)*

... Listen: there's a hell of a good
universe next door, lets go

E.E. Cummings

The reason why so few people are agreeable in conversation is that each is thinking more about what he intends to say than about what others are saying, and we never listen when we are eager to speak.

La Rochefoucauld; Maxim

LISTENING: THEORY AND INSTRUCTION

A Selected, Annotated Bibliography
prepared by
Ella A. Erway
Southern Connecticut State College
November, 1980

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Listening is a major concern of teachers of basic skills, of counselors and special educators, and of employers. The understanding of listening behavior comes from the fields of communication, psycholinguistics, and interpersonal relations. This bibliography is illustrative of current behavioral research and methodology in teaching listening skills. (Texts in speech communication, speech education, language arts instruction, foreign language instruction, learning disabilities, reading, and the effects of mass media include information about listening but are not included in this bibliography.)

Barker, Larry. *Listening Behavior*. Englewood Cliffs, NJ: Prentice-Hall, 1971. (ERIC ED 052 198*) Barker emphasizes the importance of listening and presents a model of listening behavior. The book is organized around content and action objectives for understanding and improving listening behavior; the activities are appropriate for high school and college students.

Brown, Kenneth L. and others. *Assessment of Basic Speaking and Listening Skills: State of the Art and Recommendations for Instrument Development*. Vol. I & Vol. II. Boston: Dept. of Education, Bureau of Research and Assessment, 1979, 107p; 413p. (ERIC ED 178 969, ED 178 970) Criteria for evaluation of assessment instruments are applied to 71 instruments. Current testing procedures in several states are examined and recommendations for a test to assess listening skills are presented. Vol. II contains the data referred to in Vol. I and extensive bibliographies on speech communication at the elementary and secondary levels.

Colburn, C. William and Sanford B. Weinberg. *An Orientation to Listening and Audience Analysis*. Chicago: Science Research Associates, 1976. 38p. This module in the *Speech Communication Series* defines active response behavior and intrapersonal and interpersonal listening. The effect of a peer group on the listener's response is discussed. The bibliography includes references to psychological literature.

The Counseling Psychologist. (Entire Issue) 5, #2, 1975, pp2-30. (ERIC EJ 119 011-EJ 119 016) Carl Rogers heads a list of contributors on the nature of empathy and the development of empathy in children. Rogers presents an operational definition of empathy and a summary of research.

Crawley, Sharon J. *Aural cloze: A Review of Literature*. Report prepared at University of Houston, 1977, 24p. (ERIC ED 142 936) The cloze procedure is explained; nine studies of aural cloze procedure provide a basis for recommendations for future research.

Duker, Sam. *Listening Bibliography*. 2nd Ed. Metuchen, NJ: Scarecrow Press, 1968. (ERIC ED 053 150*) Annotated entries of significant publications on listening make this book a valuable research tool for materials up to the date of publication.

Duker, Sam. *Listening: Readings*. Vols 1 and 2, Metuchen, NJ: Scarecrow Press, 1966 and 1971. (ERIC ED 053 151*) Duker compiled research reports of pedagogy in schools and business. His summaries and comments are useful as background to current practice.

Duker, Sam. *Teaching Listening in the Elementary School: Readings*. Metuchen, NJ: Scarecrow Press, 1971. This collection of readings on teaching strategies and assessment provides excellent examples of listening instruction; however, the reported research findings may be questioned.

Duker, Sam. *Time-Compressed Speech: an Anthology and Bibliography in Three Volumes*. Metuchen, NJ: Scarecrow Press, 1974. Two volumes of the anthology contain articles on the understandability of compressed speech, research in acoustical physics, mathematics, mechanics, and examples of the practical applications of compressed speech. Volume III consists of an annotated bibliography of 456 items.

Educational Testing Service. "Listening Levels 1, 2, 3, 4." In *Sequential Tests of Educational Progress*. Princeton: Educational Testing Service, 1957. Graded tests for elementary through college measure comprehension, interpretation, evaluation and application. Validity and reliability of this test are questioned but all researchers should be aware of its design.

Fisher, Ian. "Reluctant Listeners." *The Speech Teacher* 22. 1973. pp 34-57. (ERIC EJ 072 592). Fisher describes a testing program in schools in England with the conclusion that results of listening training are a factor of the stimulus presented to children rather than skill improvement.

Friedman, Paul G. *Listening Processes: Attention, Understanding, Evaluation*. Washington, D.C.: National Education Association, 1978, 32 p. (ERIC ED 176 283 only available in microfiche. Available in paper copy from NEA, Academic Bldg., Saw Mill Road, West Haven, CT 06516, Stock No. 1046-9-00, \$1.00 prepaid.) "Attention, understanding and evaluation" are applied to listening for content, emotion, and aesthetic response. The author summarizes verbal and nonverbal factors in empathic listening and provides theory for listening to music. The booklet presents principles for adaptation to the instructional setting rather than specific classroom activities.

Gruber, Kenneth J. and Jacquelyn Gabeleen. "Sex Differences in Listener Comprehension." *Sex Roles: A Journal of Research*, 5, 1979, pp 229-310. (ERIC EJ 205 718) Both male and female subjects recall more information from presentations by male speakers than from identical presentations by female speakers. The topic of the message had no impact on speaker effectiveness as measured by recall of information.

Hildyard, Angela. *On the Bias of Oral and Written Language in the Drawing of Inferences from Text*. Toronto: Paper presented at the Annual Meeting of the American Educational Research Association, March 27-31, 1978, 24 p. (ERIC ED 154 358) The listener pays attention to meaning but makes errors on incidental details. Readers are more aware of content details and more accurate in differentiation of implicit and explicit statements. The conclusions are based on research with 3rd and 5th grade readers and listeners.

Hirsch, Robert O. *Listening: A Way to Process Information Aurally*. Dubuque: Corsuch Scarisbrich, 1979, 45 p. The author summarizes the findings of physicists, psycholinguists, and psychologists; cognition, perceptual selectivity, the neurological components of listening, memory, and the role of experience are presented as bases for overcoming barriers to listening.

- offman, Sybil M. *The Effect of a Listening Skills Program on the Reading Comprehension of Fourth Grade Students*. Ph.D. Dissertation Walden University, 1978, 193 p. (ERIC ED 157 029) The reported research confirms previous studies on the effectiveness of listening training. The thesis includes an extensive review of the correlation of listening and reading and a bibliography.
- onsmith, M. and G.J. Whitehurst. "The Development of Listener Abilities in Communication: How Children Deal with Ambiguous Information." *Child Development*. 49, 1978, pp 348-352. (ERIC EJ 185 306) Children vary by age in the ability to decode ambiguous messages and in the utilization of feedback strategies to clarify meaning.
- arson, Carl, Phil Backlund, Mark Redmond, and Alton Barour. *Assessing Functional Communication*. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1978, 152 p. (ERIC ED 153 275. Also available from NCTE, \$6.00 prepaid.) The proposed hierarchy of listening skills is valuable for the teacher of listening at all levels. The materials and examples of the monograph are focused on the elementary classroom. Objectives, assessment, lists of commercial materials, and extensive bibliography are included.
- lead, Nancy A. *Issues Related to a National Assessment of Speaking and Listening Skills*. Paper presented at Annual Meeting of Speech Communication Association, Washington D.C. Dec. 1-4, 1977, 25p. (ERIC ED 146 656) The author reports strategies for determining the domain for assessment of listening, direct and indirect measurement, and the identification of items with minority bias.
- Marchak, Nick and others. *Assessing Communication Skills: A review of the Literature*. Alberta Dept. of Education, Edmonton: Minister's Advisory Committee on Student Achievement, 1979, 224 p. (ERIC ED 179 573). This valuable review presents materials on assessment from Great Britain and Canada. Research reports and bibliographies are included.
- Meyer, Angela H. and Bruce R. Amble. "The Effects of Instructional Set on Language Comprehension of Culturally Disadvantaged children." *School Psychology Digest*. 7, 1978, pp 55-62. (ERIC EJ 193 441) Teachers should encourage restatement of ideas after listening.
- Moray, N. *Attention and Listening*. Baltimore: Penquin, 1969. Moray's contributions are the basis of current research on the role of attention in listening.
- Nelson, N.W. "Comprehension of Spoken Language by Normal Children As a Function of Speaking Rate, Sentence Difficulty, and Listener Age and Sex." *Child Development*, 47, 1976 pp 229-303. (ERIC EJ 141 673) This study represents the methodology of research reported by psycholinguists in determining the developmental sequence of listening behavior.
- Nichols, Ralph. "Factors in Listening Comprehension." *Speech Teacher* 15. 1948 pp 154-163. Nichol's original research has been the basis for listening instruction for many years. The design of his study and his conclusions are explained in detail in this article. Nichols has authored several textbooks which illustrate the application of his research findings.
- Norton, Robert W. and Loyd S. Pettegraw. "Attentiveness as a Style of Communication: A Structural Analysis." *Communication Monographs*. 46, 1979, pp 13-26. (ERIC EJ 210 692) The authors developed a measure of "attentiveness;" the behavior is characteristic of the empathic, tolerant, interested, caring person who is actively involved in communication. The focus is on therapeutic implications of "attentive" listening.
- Patterson, Adele, "Listening as a Learning Skill." *Media and Methods*. 15, Jan. 1979, pp 18-20, 80-81. (ERIC EJ 201 189) The author lists current producers and distributors of commercially available audio programs and notes the curriculum area into which they fit.
- Petrie, C.R. Jr., and S.D. Carrel. "The Relationship of Motivation, Listening Capability, Initial Information and Verbal Organizational Ability to Lecture Comprehension and Retention." *Communication Monographs*. 43, 1976, pp 186-194. (ERIC EJ 147 885) Important factors in the immediate comprehension of lectures are prior information about the topic that was presented and previously developed listening skills.
- Spearritt, D. *Relationships Among the Four Communication Skills During the Primary School Years*. Paper presented at the Conference on Developing Oral Communication Competence in Children, Armidale, Australia, July 1979. (ERIC ED 180 025) This study was designed to study the relationship of reading, writing, listening, and speaking to determine if they are separate skills or different manifestations of the child's level of language. The results indicated that the skills could be taught separately in the early grades but were integrated by the 6th grade.
- Sudano, Gary R. "Perceptual Problems in Teaching Form and Analysis." *Music Educator's Journal*. 65, Feb. 1979, pp 48-51. (ERIC EJ 207 557). The author suggests that listening to music is empathic sharing of emotion. Musical form becomes a means of extending aesthetic response.
- Wakefield, Beverly. *Perception and Communication*. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1976, 26 p. (ERIC ED 125 011. Also available from SCA, \$2.50 prepaid.) The nature of perception in all sensory modalities is presented as a guide to accurate message reception. Classroom activities are offered for exploration and evaluation of perception.
- Weaver, Carl H. *Human Listening, Processes and Behavior*. Indianapolis: Bobbs-Merrill, 1972. (ERIC ED 082 238*) Weaver presents listening behavior as part of the communication process in a framework of social and psychological theory. He offers strategies for changing listening behavior and appendices on teaching and testing listening.
- Wiemann, Mary O. and John M. Wiemann. *Nonverbal Communication in the Elementary Classroom*. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1975, 38 p. (ERIC ED 113 771. Also available from SCA, \$2.50 prepaid.) The authors summarize the nonverbal components of listening and emphasize points of conflicts with the verbal message. Practice activities for the classroom are presented.
- Wolf, Richard A. "A Curriculum Guide for the Teaching of Listening and Speaking Skills to the Primary Grades in the Public Schools of Madison, CT." M.S. Thesis, New Haven: Southern Connecticut State College, 1973. (ERIC ED 082 265 only available in microfiche.) Wolf reviews previous approaches to teaching listening and presents a taxonomy of speaking and listening behaviors. Each behavior is accompanied with performance objectives and teaching activities.
- Wolvin, Andrew D. and Carolyn G. Coakley. *Listening Instruction*. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1979, 43 p. (ERIC ED 170 827. Also available from SCA, \$2.50 prepaid.) The authors present an introduction to listening theory with 38 illustrative activities for teaching listening skills. The suggested instructional strategies are an excellent model for instruction at all student levels.

Listening bibliography

Work, William. "Listen My Children..." *Communication Education*. 27, 1978, pp 146-52. (ERIC EJ 183 100) Work presents abstracts of research on listening behavior of children, the relationship of reading and listening, and the teaching of listening in the elementary school. A brief section reviews research in adult listening. This selection of reports taken from the ERIC collectin provides an excellent introduction to the methodology and concerns of recent listening research.

Journals

The following professional associations are concerned with listening as reflected in articles in their publications.

Journal

The following professional associations are concerned with listening as reflected in articles in their publications.

American Speech Hearing Association, 10801 Rockville Pike, Rockville, MD 20852: *Journal of Speech and Hearing Disorders*; *Journal of Speech and Hearing Research*; *Speech and Language in the Schools*.

International Communication Association, Balcones Research Center, 10100 Burnet Rd., Austin, TX 78758: *Journal of Communication*.

International Listening Association, 366 North Prior Ave., St. Paul, MN 55104: *ILA Newsletter*.

National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801: *Elementary English*; *English Journal*.

Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003: *Communication Education*; *Communication Monographs*.

Publishers of Audio/Video Instructional Programs in Listening

The following publishers represent many producers of educational materials for listening. A survey of brochures from the sample list will provide the reader with an overview of the design of materials for various levels of instruction. The purchaser of commercial programs should carefully examine the theoretical bases of the product as well as the quality of the production. No endorsement of programs is implied by this listing.

AMACON, American Management Association, P.O. Box 319, Saranac Lake, NY 12983

Argus Communications, 7440 Natchez, Niles, IL 60648

Cambridge: The Basic Skills Company, 888 7th Ave., New York, NY 10019

Dun and Bradstreet, 99 Church Street, New York, NY 10007

Eyegate Media, Inc., 146-01 Archer Ave., Jamaica, NY 11435

Great Plains National Instructional TV Library, Box 80669, Lincoln, NE 68501

HB Educational Systems, Inc., 21 Audio Lane, New Haven, CT 06519

McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020

Science Research Association, Inc., 155 N. Wacker Dr., Chicago, IL 60606

Telstar Productions, Inc., 366 N. Prior Ave., St. Paul, MN 55104

HOW TO USE ERIC (Educational Resources Information Center)

Citations followed by ED numbers are educational documents announced in *Resources in Education (RIE)*, the ERIC monthly abstract journal. Unless asterisked or otherwise indicated, documents are available on microfiche in libraries housing ERIC collections or they can be purchased in microfiche or reproduced paper copy from EDRS (ERIC Document Reproduction Service), P.O. Box 190, Arlington, VA 22210. For prices check the latest issue of RIE or write to the Speech Communication Module for an EDRS order blank/price table. Several of the ERIC resources can be obtained in published paper book directly from the appropriate association/publishers. Current price information is provided in the citation. Addresses are:

SCA - Speech Communication Association, 5105 Backlick Road (Suite E), Annandale, VA 22033

NCTE - National Council of Teachers of English, Order Dept., 1111 Kenyon Road, Urbana, IL 61801

Citations followed by EJ numbers are education journal articles annotated in *Current Index to Journals in Education (CIJE)*, the ERIC monthly index. The journals may be found in your libraries.

ADDITIONS TO THE ROSTER

No.	Name	Location
247	Chuck Dorniden	MN
248	Charles Badgett	OH
249	David J. Cohen	CA
250	Karen Orcutt	MN
251	Joann Habermann	CA
252	Carroll Parker	NC
253	Robley Rhine	CO
254	Wes Wiksell	LA
255	Susan D. Hipp	MN
256	Beatrice G. Ferrante	NY
257	Henry C. Hutson	NC
258	Philip M. Bruschi	NJ
259	Carolyn Shadle	NY
260	C.A. Smith "Ike"	MD
261	James J. Floyd	MO
262	Jack Brennan	WI
263	Enid Waldhart	KY

264	Karen Wilson	MN
265	Lisa Diane Moore	AL
266	Douglas Williams	AZ
267	Elizabeth Ann Shook	NY
268	Susan J. Marsnik	MN
269	Dale Schueffner	MN
270	Suzanne Saye Schwan	KS
271	Richard Brandt	VA
272	Goldschmid, Marcel L.	Switzerland
273	Constance Queen	MS
274	Max Parmley	IL
275	B.P. Pizer	Republic of South Africa
276	Ruth Dixon	MN
277	Ronald Goldman	AL
278	Wm. Daniell	DC
279	Debra Cary	MA
280	Kenneth Parker	OH
281	William Hay	IL
282	Myrna Eden	WA

Changes to the Roster

151	Arlie Muller Parks (New Address)	
	3 North Main St.	
	Mansfield, PA 16933	
	717-662-4166 O	
	717-662-3990 H	
64	Stocker, Claudell	KS
	should not be classified under special education - she does research in rehabilitation.	
143	William Donald Graham (New Address)	WA
	1111 Highland Dr. So. #223	
	Tacoma, WA 98465	
	206-565-8350	
184	Raymond L. Nickerson to Raymond L. Dickerson	PA

The first meeting of the International Listening Association's Research Committee was held in Denver, Colorado, on Friday, March 6, 1981. The meeting was held to interested ILA members. Larry Barker, Chairperson of the Research Committee, opened the meeting, identified committee members and previewed the day's agenda. Members of the Research Committee include: Larry L. Barker, Auburn University, Chairperson; Bob Bostrom, University of Kentucky; Blaine Goss, University of Oklahoma; Bob Hirsch, Arizona State University; Sara Lundsteen; Bob Walker, Northeastern Illinois University; Kittie Watson, Tulane University; and Andy Wolvin, University of Maryland.

To get the committee off to a good start, the Chairperson commissioned Debbie Roach, a graduate student at the University of Oklahoma, to present a paper reviewing listening tests. Next, the Chairperson read three charges prepared by the ILA Executive Board. Then, Ella Erway, a representative from the Executive Board, presented the Research Committee with a fourth charge. The charges for the Research Committee were to:

1. Identify issues of concern to members of ILA.
2. Identify priorities for research in listening.
3. Identify potential sources for research funding.
4. Plan a priority listening research conference for the 3rd Annual ILA Convention in Washington, D.C.

After a brief discussion about the conference, each of the research charges was addressed individually. The first charge was to identify issues of concern to the ILA membership. Based on a paper by Bob Hirsch and Bill Arnold prepared for an earlier session, and a suggestion from Blaine Goss, five issues were identified.

1. Theory Development: need for predictive as well as explanatory theories distinguishing between situational and effectiveness differences in listening.
2. The Process Nature of Listening: need for better understanding of the steps and relationships during listening.

3. Previous Research: need for improved methods of research adapting to our changing times and communication modes.
4. Instruction: need for a multi-dimensional approach, specific guidelines, and applications outside controlled environments.
5. Construct Validity: need for fundamental distinctions concerning unique qualities of listening and standards to guide instrument evaluation.

The second charge was to identify priorities for research in listening. The committee agreed that there could be no ONE priority. The committee does not wish to discourage research, yet does want to establish criteria for important research needs. Some research suggestions include: finding uniquely human aspects of the listening process, conducting extensive literature reviews, bringing together and sorting listening literature, and indexing listening information.

Finally, the committee agreed that future research should define listening constructs, review the literature, identify theories, test the theories and apply the results to instruction.

Next it was decided that the research committee would act as a legitimizing body specifying research priorities to help secure grants. The committee will provide written documentation by reviewing proposals before submission. Discussion of research priority endorsement provided a smooth transition to the next charge, identifying potential sources for research funding. Four target groups were identified: government, agencies, corporations/businesses, private foundations, and intra-university funds. Andy Wolvin was selected to prepare a column describing sources of funding and special leads for the ILA Newsletter. A few potential sources include: The Society of Newspaper Publishers, Department of Defense, Sperry, IBM, NIE, FPSE, Administration on Aging, NEH, ATT, E.F. Hutton, the Marco Foundation, and the oil companies.

Finally the committee discussed the fourth charge; planning a listening research conference. The one-day conference will precede or follow the ILA Conference. The purpose of the conference is for linking and sharing ideas on listening. ILA will sponsor and pay for meeting rooms and arrangements. The general focus of the conference will be "Issues and Priorities in Listening." An invited group of researchers will set guidelines and hopefully the conference's proceedings will be printed for ILA members. Andy Wolvin was selected to help with arrangements since he lives in the D.C. area. Bob Hirsch will serve as conference coordinator. After thinking about possible topics and formats, members of the Research Committee are to correspond directly to Bob. Suggestions are to be made within two months. Bob, in turn, will be in contact with Sally Haug, V.P. Preliminary suggestions were made to bring in experts from outside of ILA, to set up forums, investigate listening measurement, and to have a workshop for "nuts and bolts" research ideas.

After addressing the charges, the committee turned to the issue of committee membership. The group discussed terms of services, officer appointment, and procedures of membership. The committee decided to have a chairperson change next year, three year intervals for nomination, staggered terms of membership, one chairperson and a maximum of seven official members and open research committee meetings for ILA members.

Finally, those present discussed the role of the research committee. It was decided that the research committee should:

1. Screen and sponsor group research.
2. Generate research proposals.
3. Fertilize and stimulate research interest.
4. Encourage research and publication.
5. Encourage ILA research outlets (i.e. proceedings, journals) but not undertake group research projects as a committee.



PARENTS MUST LISTEN TO HELP GUIDE CHILD

Article from Wednesday, March 18, 1981
Leader-Telegram, Teaneck, NJ

by John Barbour, Associated Press
Eighth of series

Some years ago there was a whimsical, nostalgic book about one man's recollections of childhood, entitled "Where'd you go? Out. What did you do? Nothing."

Truth is, one of the things he did was lay down under a tree and count his heartbeats. Those were simpler, more innocent days. But the title of the book says something about parent-child communication. There isn't any.

Not enough time

In a booklet, "How to Talk to Kids About Drugs," written by Suzanne Fornaciari for the Pacific Institute for Research and Evaluation, the point is made that the average family with teenagers spends about 14½ minutes a day in parent-child communication.

Of that, the researchers found, all but two minutes is spent in such business as "what's for dinner and who's using the car?" That leaves two minutes for open communication and forming relationships. Not much time.

It is also one of the reasons parents are among the last to know when their children start using drugs like marijuana. They just haven't taken the time to notice.

The booklet suggests that a parent take 10 minutes of each day to focus on the child. Ten minutes of watching, listening trying to figure out just who that flesh and blood creature is, what he's thinking, what he does.

"Active listening is the key to communication," the author explains. "It involves hearing not only what a person is saying, but what he or she is feeling as well. It involves listening patiently

rather than thinking about your next response. It involves putting aside your own concerns for a while, and focusing on the concerns of the other."

Then you can respond empathetically to what the child is feeling, rather than just responding to the words.

With the dramatic and frightening increase in habitual marijuana use by today's youngsters, some as young as 11, the casual relationship of parent and child can no longer remain casual. Youngsters entering adolescence or in it must be heard, even if they are reluctant to talk about a lot of things.

No time to relax

This all comes at a tough time in life for parents. They have probably struggled to make economic gains through almost 20 years of marriage, child-bearing and raising. In terms of career and earning power, they are at a peak.

It's time to relax, they think, and begin to enjoy life without worrying about every footstep.

But enter drugs into the youth scene, and forget about letting down. The job isn't over yet.

Parents with that mind-set might find it difficult, even frustrating to have to concern themselves with the problems of adolescence. They may even be impatient and resentful.

They frequently let that come across in their communications with their children.

The forces at work on parents are many. This mid-life period of relative economic success sometimes coincides

with trouble in the marriage, or with the pre-ordained decision of the mother to go to work, or back to work. When parents communicate with their youngsters, they may be short, sarcastic, accusatory. They may feel interrupted, at a time when they expected the interruptions to be over.

All of this plays into the marijuana scene where the lines of communication to the child are important. Although concern exists about the drug scene, "many parents have found that by the time they discover their child uses marijuana, the youngster has been smoking it for years — often to the point where the use of marijuana has become an emotional crutch interfering with schoolwork and social development."

So says the National Institute on Drug Abuse. Its director, Dr. William Pollin, also says that parents can't run away from the facts.

"First, they shouldn't treat it as a capital offense. It's one of the things that happen to children in our society. The most important thing is not to be afraid to say, 'hey, this is what I think about marijuana . . . what about it?'"

"So they should be direct, but they should not condemn. Parents must be ready and willing to sit down and talk, and they should know what they're talking about. They have a responsibility to look at what's been written about marijuana and to share that information with their children."

INTERNATIONAL LISTENING ASSOCIATION

366 NORTH PRIOR AVENUE, ST. PAUL, MINNESOTA 55104

Promoting the Study and Development of

EFFECTIVE LISTENING

WASHINGTON D.C.

There are so many ways to come to Washington, D.C. that no matter which way you come, by air, rail, bus or car, Washington is a very accessible city. Nestled in the Potomac River Valley near the Mid-Atlantic Seaboard, the city is a crossroad for visitors and convention-goers from all over the world.

The fastest way for distant travelers to come is by air. Most airlines have direct flights to at least one of three nearby airports: Washington National, Dulles International and Baltimore-Washington International. Washington National is linked to the city by a subway line. Train passengers also enjoy rail connections to Washington from other places served by Amtrak. The easiest and least expensive way is to come by car. More than a dozen major interstate and primary highways meet the Capital Beltway (495) which circles the metropolitan area. Those coming by bus will find most travel plans accommodated by Greyhound or Trailways which bring you into downtown Washington terminals.

Bring your walking shoes and cameras. There is so much to see that will be within walking distance of the hotel. Georgetown is a delightful place to stroll through or to take a glimpse at the city's nightlife or to walk through the city for a breath-taking picture of Washington's memorials and monuments by night. There is the famous house at 1600 Pennsylvania Avenue - the White House. The Smithsonian Institution, the National Air and Space Museum, and the new East Wing of the National Gallery of Art, the Kennedy Center for the Performing Arts and the National Cathedral encourage visitors and provide guided tours.

A trip to Washington D.C. can be habit-forming. Most visitors to the nation's capital soon realize that to see, to hear, and to experience all that the city has to offer requires more time than a brief visit allows. So come early and stay late, and listen to the sounds of a busy city, see the sights of a beautiful well-planned city, and enjoy the diversity of culture and cuisine that abounds in an ever growing and changing city.

MEMORY GAMES

PEOPLE PLAY By Sane Sims Podesta

Come to think of it, most of us never think about thinking . . . until we forget.

Then we rummage through that attic upstairs, the brain, for a misplaced memory. The place is a mess because nobody ever taught us how to stack up memories.

So Robert Montgomery, a nationally recognized memory expert, is here to clear away the cobwebs and rearrange our thinking. This fellow wants us to forget about forgetting and remember that it's all in our heads.

"Most people use only about 10 percent of their native ability to remember," said Montgomery, a Burnsville author and lecturer. "With practice, using a few simple memory techniques, you can increase your ability to remember by 300 to 500 percent."

That sounds encouraging for those among us with lousy memories. By now, we have probably long since forgotten Shakespeare's words that memory is the "warder" (watchman) of the brain." If he was right, the watchman has selective amnesia in a lot of cases.

Maybe the trouble is that when people talk of memory it usually conjures up pieces of our past. Without realizing it, we are Lewis Carroll characters in "Alice in Wonderland," hearing a lecture from the queen: "It's a poor sort of memory that only works backwards."

Turn the switch and move it fast-forward. Montgomery is talking at the unbelievable rate of about 225 words a minute (he has clocked himself), roughly the equivalent of a machine gun going off in one's ear. About 40,500 words later, the memory message crystalizes into a series of acronyms, rhymes and something called a "stack-and-link" system.

Montgomery means well, but he has got this crazy habit of testing the listener. About every 20 minutes or so, it's time for a pop quiz on memory. Talking with him brings back horrible memories of standing up in front of class reciting poetry in grade school.

At any rate, before we forget, here is how to remember: First, picture in your mind what you want to remember (85 percent of what you learn and remember reaches you through your eyes.) Second, repeat over and over again in your mind what you want to remember. Third, the most important, associate what you want to remember by linking it to a cue or clue (characteristic of a person or an acronym.)

All this comes together in "Memory Made Easy," a self-help book of Montgomery's laws:

The Game of the Names

When you are introduced to someone, ask the person to repeat his or her name to make sure you heard it correctly. You can visualize the name, if you ask the person to spell it. Then ask about his or her nationality and try to find out if the last name has a special meaning. During the conversation, repeat the name immediately. As you get acquainted, silently repeat the full name to yourself and later write it down.

Another way of remembering names is setting them to rhyme. That makes it easier to recall the spelling and something about the person. For example, Montgomery says, "Kay Tcholokian is no Slovakian" or "Tony Gohl (a phone company worker) is a telephone pole."

This gets more absurd, so hold on. It helps to draw mental pictures of a person whose name you want to recall. Montgomery's rules for visualizing fall under the acronym ACE: A is for action - get action into the picture; C translates to color - picture the person in full color; E means exaggerate - the more ridiculous the image, the better.

"I think of Bill Diehl (entertainment columnist) as sitting there dealing \$100 bills," Montgomery said. "And Don Riley - he writes all those riling sports columns. I think of him as the riled Don of sports writers. The more exaggerated the image, the better."

Stop, look and list them

This is sort of a Morse code for remembering lists of things that you don't care if you remember forever. In a sense, it is a brainteaser to exercise your memory so that eventually you can recall almost anything - even things you might want to forget.

For lists, Montgomery suggests that you master a series of rhyme words for the numbers 1 through 10. Run through the list, saying the words out loud 10 times, going faster and faster. Go through it backwards and forwards. It is almost a rhythmic chant. You might want to do this in private.

Here is the new language: one, bun; two, glue; three, key; four, store; five, drive; six, mix; seven, oven; eight, bait; nine, dine; ten, hen.

You may feel foolish trying this, but imagine yourself taking a bite out of a bun (one) and discovering the first thing you want to remember. Then picture yourself pouring glue (two) all over the second object on the list. And so on, using each code word to visualize an item on the list. This method can be used for remembering anything from the grocery list to the Ten Commandments, Montgomery says.

If that doesn't appeal to you – or you can't remember the 10 code words – there is an alternative: Montgomery's stack-and-link method. You stack ideas (for a speech or sales talk) or items (for a grocery list) one on top of another and link them together in an exaggerated way.

Rather than outlining a speech or making a list of the highlights, Montgomery suggests inventing acronyms (words made up of the first letters of several other words.) For instance, when he gives a speech on listening, his key word or acronym is LISTEN. L for look at the other person; I for identify the evidence; S for speak only in turn; T for think of what the speaker is saying; E for emotions – check them, and N for never interrupt.

Numbers needn't be numbing

Through the centuries, various methods have been devised for remembering numbers, usually the toughest thing for most people to recall. The most enduring technique, according to Montgomery, is substituting letters of the alphabet for the numbers zero to nine.

These 10 letters, representing the basic consonants of the English phonetic alphabet, are used to remember numbers: One is t, two is n, three is m, four is r, five is l, six is j, seven is k, eight is f, nine is p and zero is z.

Once you have memorized these letters, the next step is adding vowels to make words out of number sequences. For example, if you want to remember a phone number that is 432-2345, you could substitute the alphabet code and come up with consonants rmn nmrl. By adding vowels, you come up with "Roman numeral."

With a longer sequence of numbers, you can also use the system and come up with sentences – the more absurd the better. This method can be used for statistics, dates or long, multi-digit numbers. Take the Social Security number 584-21-2158. Translated into the consonant code it is lfr-nt-ntlf. Add vowels and you might come up with "life run to a U.N. tealeaf," Montgomery suggests.

Jokes are no laughing matter

Instead of memorizing a joke word-for-word, you can learn to remember jokes by categorizing them and picking out key words. Dragging out a joke with excessive detail will kill the joke. And if the joke isn't in your own words, it sounds stilted, Montgomery says.

"Take the light bulb jokes as a category. With that key word (light bulb), you can remember a joke easily. How many psychiatrists does it take to put in a light bulb? One, but the light bulb really has to want to change. You lead

off that category into another joke: How many Californians does it take to change a light bulb? Three. One to change the light bulb and two to share the experience. Key words."

Quotation marks

Although the rote system of learning poetry and prose is popular, it is time-consuming unless you follow Montgomery's on-off rule. That means studying the passage for a half hour and then taking a break and studying for another half hour. Studies have shown that you can learn at a faster rate by taking a break.

If you don't want to remember poetry word-for-word, the key word technique will help you paraphrase a quotation. For this example, consider Joyce Kilmer's "Trees": "I think that I shall never see/ A poem lovely as a tree."

"There are two I's in the couplet, plus the words think, see, poem and tree," Montgomery points out. "You can picture a brain for think. Two eyes can remind you both of the letter I and the word see. Poe in poem can stand for Edgar Allen Poe and his poetic mind. and a tree is easy to picture. For me, the picture of a brain with two eyes on a branch of a tree would be a fine clue."

Attention is retention

"Stop telling yourself that you can't remember anything," says Montgomery, 55. "The art of retention is based on the art of attention. Your memory is the diary of your life that you are carrying around with you. And, believe me, you can remember a lot more than you think."

Yet many of us have simply forgotten how to remember the way our ancestors did back in 2500 B.C. Early humans used the picture method – carvings of stars and a plow – to remember when to plant. And Greeks and Romans used picture association systems to record ideas that might have been forgotten centuries later.

"Everything is in your mind that you have ever learned. All you need is a cue or a clue. The human brain is marvelous – it only weighs three pounds and yet it contains 11 billion nerve cells, each with 25,000 possible connections to other nerve cells, and it is faster than a computer."

These words come at a price of \$2,000 a day for businesses that hire Montgomery to educate executives about memory and listening. He crisscrosses the country, clocking more miles than an airline pilot most weeks.

In the last three years, after nearly 25 years of lecturing on memory, Montgomery has attracted a national following. U.S. News & World Report

devoted two pages to Montgomery's memory techniques in 1979. And publications, ranging from The National Enquirer to The Washington Post, have quoted his self-help gimmicks for remembering.

All this is in stark contrast to his broadcasting days, when he played Captain Bob on WCCO-AM radio's "Popeye Show" in 1956. Back then, he went by the name of Bob White to avoid being confused with Dean Montgomery. After nearly 20 years of broadcasting, including work as a commentator on "Lifeline" in Washington, D.C., and "The Christopher Program" in New York, Montgomery set himself up as a business consultant in 1970.

"People spend years learning how to learn, but there are brilliant college professors who have never taken a course in memory," says Montgomery, who earned a bachelor's degree in communication arts at Catholic University and a bachelor's in psychology at Pace University in New York. "If you spend the time learning how to remember, it does wonders for your confidence and saves you time."

Montgomery pulls out a magazine and asks the interviewer to name a page. He says he spent a few minutes that morning memorizing the first 10 pages, using the stack and link method.

"What's on page 10? . . . well, I remember clear as day, let's see . . ."

ADDITIONAL DENVER CONVENTION SESSION SUMMARIES

Junior High/Middle School Swap Shop

Nanette Johnson

Participants shared activities, methods, materials, ideas and techniques of teaching listening skills to the junior high/middle school student. The use and teaching of listening skills in the classroom setting and in a counseling relationship were shared and discussed. Materials, and techniques to enhance the awareness of non verbal communication as part of the listening process was demonstrated.

REPORT ON PRESCHOOL ELEMENTARY SWAPSHOP

By Susan Berkheimer

As moderator of the Preschool-Elementary Swapshop, I prepared file folders for each publisher that I found that had materials on that level. I used the primary colors of red, yellow and blue to represent the primary level. In addition, any other materials that I had on the middle/jr. high, senior high, university, managerial or professional level were filed separately in green folders.

Harvey Weiss provided a list prior to the conference of films and cassette tapes.

Learning Corporation of America
Sound/Filmstrip Series Kindergarten-grades 1-3.

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

Coronet Publishers

Audio Tapes K-3

Listening Games

Let's Listen

Audio Tapes Grades 4-6

Adventures in Listening

Listening With a Purpose

BFA Educational Media

16mm Film Grades 1-6

Communication fundamentals - 5 Basic Skills.

Ray McKelvy set up the screen, 16mm movie projector, tape cassette recorder and helped me rearrange the room for better accessibility to displays of materials.

Other materials on display were:

Listening With A Purpose - Coronet
Program of Studies - English Language
Arts K-8

Montgomery County Public Schools
Rockville, Maryland

Audio Visual Products 1981 Catalog

Lansford Publishing Company

Think, Listen and Say - Eye Gate
House

Cut Listening Time in Half - VSC
Corporation

Helping the Child to Listen and Talk -
Hoan M. Sayre

Teaching Moral Values Through Be-
havior Modification - Joan M. Sayre

The Measurement of Communication
Skills - Dr. Ralph G. Nichols and
Robert J. Keller

Do You Need A Time Stretcher -
Eugene S. Wright

Organizing Your Speech - Dr. Ralph G.
Nichols

Listening Instruction In The Secondary
School - Dr. Ralph G. Nichols

Learning Corporation of America -
Catalog

Listening, Listening, Listening - Lend
Me Your Ear, Inc. - Harvey Weiss

Curriculum Guide Effective Listening
Elementary Level K-6 - Harvey Weiss

Teacher Effectiveness in Elementary
Language Arts: A Progress Report -

*ERIC Teaching Listening Skills To
Children in the Elementary School* -

Dr. Sara W. Lundsteen

Language and The Language Arts -
Johanna S. Destefano and Sharon E.
Fox

Who Will Listen To Me - Judith
Mattison

Human Listening - Carl Weaver

How To Develop Student

How To Develop Student's Listening

Skills - Weekly Reader

The Art of Listening - Public Manage-
ment

The Language Arts - Montgomery
County Public Schools

Listen My Children and You Shall
Hear, Book I - Betty Kratoville

Learn to Listen, Listen to Learn,
Seminar paper - Susan Berkheimer

Teacher Effectiveness Training - Dr.
Thomas Gordon

Are You Listening? 16mm film - Educa-
tional Communications, Inc.

Effective Listening Skills, cassette -
Edward Scannell

Teachers, Professors and Researchers
gathered to show interest, share ideas,
and listen to each other's ideas.

HEURISTIC DIRECTIONS IN LISTENING: Modeling and Research

**Bob Bostrom, University of Ken-
tucky: THE ROLE OF SHORT-
TERM LISTENING.**

Bob shared his research into the nature of listening. Essentially, Bob has determined three component listening skills: Short-Term Listening (STL), Short-Term Listening with Rehearsal (STL-R), and Lecture Listening. Bob's research with Enid Waldhart found that each of these three skills were separate and loaded differentially on the ACT Composite score, which is a very clean measure of intelligence.

STL-R Lecture ACT Composite

STL

STL-R

Lecture

.401

.295

.467

.138

.316

.482

In summary, Bob reported that people with STL were effective communicators, especially in social situations; whereas, people who were high in lecture listening were much less effective communicators but were "good students".

**Mike Hayes, Wichita State Univer-
sity: ASSESSMENT DIMENSIONS
FOR MODELING LISTENING.**

Mike Hayes shared a conceptual model of the diversity of listening. The model, represented below, is a three-dimensional matrix consisting of Centrality, Intensity, and Perspective. Thus, for a given listening situation, such as interacting with a hostile sales clerk, a situation might be high in Centrality, high in Intensity, and self-affective in Perspective.

Mike plans various stimulus video-
tapes, with ability to stop the tape at
various points and ask the listener
questions.

**Dick and Linda Heun, Vi Martin,
Northeast Missouri State Univer-
sity: COMPUTER MODELING OF
COMPREHENSION IN LISTEN-
ING AND READING.**

Dick reported on an exploratory re-
search investigation which attempted
to model individual differences of
comprehension in listening and read-
ing. He reported that they selected a
definition of comprehension which
emphasized an equal weighing of re-
tention of the topic, topic sentence,
and number of the linguistically mean-
ingful "segments" of the original mes-
sage. Their findings were that over
55% of the variance of comprehension
was accounted for individual receiver
entry skills and message processing
skills. From these results, the following
model was offered: COMPREHEN-
SION = .38 RECEIVER ENTRY
SKILLS + .08 INSTRUCTIONS +
.17 MESSAGE-PROCESSING
SKILLS + .28 MEMORY SKILLS +
.09 DEMOGRAPHICS.

SPERRY LISTENING PROGRAM RECEIVES 1981 PRSA SILVER ANVIL AWARD

Sperry Corporation was a winner of the 37th Annual Silver Anvil Award of the Public Relations Society of America. With 423 entries, Sperry was chosen winner of the Institutional Programs-Business award. The Silver Anvil award is highly coveted and recognizes and honors the most outstanding public relations programs planned and executed each year. The silver anvil is symbolic as the validity, quality and achievement of any public relations

activity are ultimately shaped on the anvil of public opinion.

Sperry's listening program aims at raising public consciousness about the problem of poor listening, and at the same time improving the corporation's image and stature. International in scope, the effort ranges from employee training and communications to media relations and advertising. During the program's first year, articles about it and ads on the subject of listening reached an estimated audience of 90,000,000, generating nearly 40,000 requests for more information. At the same time, Sperry was able to provide formal listening training for about 15% of its employees. Management's commitment to the program has made "We understand how important it is to listen" a philosophy of doing business for Sperry Corporation.

THIRD ANNUAL CONFERENCE

By Sally Haug

Members of the ILA Program Committee are busy reading and evaluating the program proposals that have been submitted for the 1982 Washington, D.C. conference. All ILA members may help the program committee by suggesting ideas that you would like to listen to a program on. If you have suggestions of topics that should be covered or if you know of people you would like to listen to, please write at once to Sally Haug, first vice president. Sally would like to have specific suggestions along with names, addresses, and telephone numbers when possible.

Sally Haug can be reached at the Department of Speech, University of Wisconsin-Eau Claire, Eau Claire, WI 54701.

Sally hopes to be able to print the preliminary program in October.



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