



INTERNATIONAL LISTENING ASSOCIATION

NEWSLETTER

ISSUE NUMBER FIVE

NOVEMBER, 1981

WANT SOMETHING TO THINK ABOUT?

How about this topic . . .

Listening Assumed or Implied in the History of Rhetorical Theory? Surely there is a kind of critical listening assumed by Aristotle in his Rhetoric; by Augustine in his On Christian Doctrine; by George Campbell in his Philosophy of Rhetoric and so on. If you've got any ideas or wish to make any comments contact Molly Wertheimer at 633 West College Avenue, #4, State College, PA 16801 or send comments to the ILA office and we'll pass them on and/or include them in our next Newsletter.

Or how about this request . . .

In need of materials for classroom presentations for senior high level students from a business perspective. Send to: Margaret M. Baker at 107 Clinton Avenue North in Rochester, NY 14604. Again, if you wish, send to us instead at the ILA office and we'll pass it on.

What type of services are available in your area for the partially sighted and hearing impaired? And does ILA have a responsibility for outreach in these areas? Here's just 1:

Minnesota has a Legal Advocacy Project for Hearing Impaired Persons which gives free legal advice and Representation in Disability-Related Legal Matters as well as Referrals to other Legal Resources and Education. Staff give speaking engagements, in-service training and workshops. Could we be a resource to organizations of these types? Could they be a resource to us?

Art of living

Listen up!

EVERYBODY HAS NEED TO BE HEARD.

By Margaret Lane

A hostess once decided to test how well people listen. Serving canapes, she remarked, "Do try one. I've filled them with strychnine." Not a single guest hesitated. "Lovely," they said. "I must have your recipe."

The fact is, most of us speak 120 to 180 words a minute and think at four or five times that rate. So our attention wanders, and we often pick up only about half the other's message.

How can we improve our ability to listen? Here is what many professional listeners—psychiatrists, family counselors and social workers—recommend:

- Listen with your whole self. Tapping your fingers or jiggling a foot is fine if you're listening to music—but not to people. Nothing is more damaging to another person's ego. And if that person is your mate, employer or customer, nothing is more damaging to you.

So try to block out all distractions—that fly buzzing in the corner or the dental appointment you have later in the day. Show you're listening through eye contact, an encouraging nod of the head, a hand gesture that urges the speaker on.

- When the conversational ball bounces into your corner, don't feel you've got to hang onto it. Bounce it back.

Early in life, most of us are led to believe that making the grade socially depends on the ability to hold our own in conversation. The wife of a Foreign Service officer once described the agonizing hours she used to spend at

parties: "here I was, a small-town girl from Nebraska, in a roomful of articulate people who'd lived all over the world. I'd find myself desperately searching for something to talk about."

One evening, she confided her problem to a quiet, well-liked senior diplomat. "Long ago," he told her, "I discovered that every talker needs a listener. Believe me, a good listener is as welcome at a party—and as rare—as spring water in the midst of the Sahara."

It's true. A good listener has powerful appeal: the ability, the magic, to make other people feel important.

- Help draw the other person out by posing brief comments or questions that show you're listening—even if you're reduced to "Really?" or "Tell me more."

Talking to someone who doesn't respond is like shouting over a dead telephone; you soon feel foolish and quit.

An excerpt from

Reader's Digest

Suppose, for instance, you're having lunch with a longtime friend who tells you he's had a terrible fight with his wife and hasn't slept much. If you're

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PRESIDENT'S PERSPECTIVE:

Dr. Lyman K. (Manny) Steil

DATELINE: MONTE-CARLO, MONACO

Having completed one third of an exciting trip through Germany, Belgium, Holland, France, England, Italy, Greece, Cyprus, Turkey, Israel and Egypt to share the importance, challenge, need, and ways for enhancing listening. Three observations are abundantly clear.

First, the need for enhanced "International Listening" is great! In all languages we have heard numerous lamentable stories of mutual listening unwillingness, inability, misunderstandings, and difficulties. Without question an extraordinary need exists for developing strategies, methods, materials, and programs for "International Listening" in this internationally interactive world.

Second, the reality and task of "International Listening" development poses a very real challenge and opportunity. The challenge of promoting and coordinating the inter-related efforts of professionals involved in foreign language, intercultural communication, history, anthropology, psychology, sociology, et al, and listening is great but possible. We need to support and "International Listening" research effort to confirm the known and clarify the unknown. Consider the gain if we could develop and slowly expand an "International Subject Pool" and replicate selected research internationally. In addition we need to develop an extensive international network to extend our individual efforts of development and teaching. Some ILA members have already begun to develop such ties and the future opportunities are great. In this connection we need to expand our "International Membership" and "International Conference Participation". Listening development is underway in Germany and Holland

and Switzerland, and England, and France and we will all grow from shared interactions. A reasonable challenge for each ILA member is to invite the membership and Washington D.C. Conference participation of at least one interested person from another country.

Third, based on the very real interest in and enthusiasm for Listening that we have noted throughout our European travels, the foregoing observations and challenge are viable. In all countries the interest is high. As Europeans have participated in our programs they too report that Listening is new and untouched; that there has been neglect; that there is a pressing need; and, that many are interested in being involved in developing programs. Without doubt the opportunity for mutual sharing and International interaction is great. Let's truly make the ILA - International!

P.S. See you in Washington D.C. in March.

P.P.S. Princess Grace sends her greetings and suggests we hold the 1985-86 Conference in the Principality of Monaco.

Au revoir.

LISTEN UP! From Page 1

like many of us—afraid of prying—you might say: "Well, every marriage has its ups and downs. Are you having the chef's salad or pastrami on rye?" Indirectly, you've told him he'd better keep his problem to himself.

But what if you responded positively? "I don't wonder you can't sleep," you could say. "You must've gone through a lot of agony over this." Given a chance to release those pent-up feelings, your friend will feel much better.

- Develop a sensitivity for those inner thoughts that words often hide.

The most successful real-estate agent in our town credits his success to the fact that he listens not only to what clients tell him, but to what they fail to say.

"Nothing's too good for my family," a client claims as he is told the price of a house. But the agent notes the slight hesitancy in the voice, the tight smile, and knows his client is caught in a conflict between what he wants and what he can afford. "Before you decide," the real-estate agent says tactfully, "maybe you'd like to look at a few more houses." The result of this kind of listening? Everybody wins. The client gets a house he can afford; the agent has a satisfied customer and referrals that will lead to further sales.

Even with the people we love most, it's easy to hear only the words and miss the real message. An angry attack—"What do you mean, you're out of money? All this family does is spend, spend, spend!"—may have nothing to do with a family's extravagance. The real message? "I've had a terrible day at work. I'm ready to explode."

- Listen without being judgmental.

We are always eager to set standards of right and wrong, and hand down judgments. But by judging instead of listening, we cut all lines of communication.

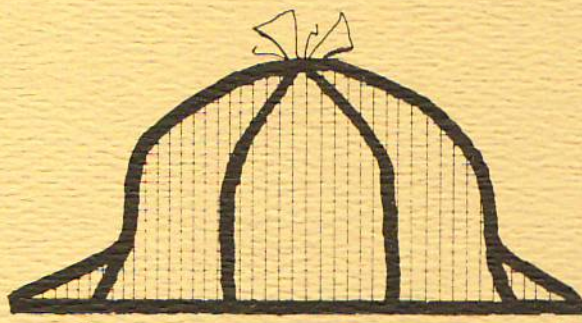
When a teenager walks in at 3 a.m., it's not easy for concerned parents to keep in mind the importance of listening.

The impulse is to shout, "I don't want to hear what happened!" This reaction not only destroys communication but, far more seriously, it further weakens the teenager's regard for himself.

By all means, let him know how his behavior has made you feel: "We've been terribly worried and upset." But then permit him to tell his side.

Remember, all of us hunger to be heard. Listening is an act of caring, a selfless act that permits us to escape the isolation of our separate selves and enter into the warm circle of human kinship.

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how to become a better premise detective

use these tips for penetrating the semantic screen and gain greater accuracy in decision making

Prem'ise (prēm'is), n.

Logic, a proposition stated or assumed as leading to a conclusion.

By Harry E. Maynard

"A decision is the action an executive must take when he doesn't have enough facts to make the right answer self-evident."

These words by Admiral Radford call attention to one of the executives' chief problems in decision making, lack of sufficient facts and information. At the same time, however, the need to decide on such a basis is one reason why executives are needed at all. If decisions could be based on facts alone, executives would be perhaps unnecessary. We could feed information into computers and the best decisions would emerge. But precisely because we seldom have enough facts, the human executive is necessary.

For several years, I've been teaching a discipline called general semantics, which suggests that one can take a systematic, long-range and ordered approach to the decision making process. General semantics advises the man confronted with a problem to ask himself this question first: "What precisely is the problem?" And in the course of defining the problem, to re-examine the assumptions surrounding it. Too many people operate on beliefs. It isn't so much what we don't know that gets us in trouble; it's what we think we know that isn't so.

Every point of view or attitude has a built-in assumption or premise; so general semantics suggests that we first need to recognize and learn the built-in premise and then constantly to question and re-examine it. To a greater or lesser degree, we all suffer from the tyranny of inaccurate assumptions. These assumptions cause us to make inferences and judgments which miss the mark.

We have all seen too many people spend too much of their time looking for the answers to problems and questions that were mis-stated and mis-defined from the beginning. The premises were wrong. If our major premise is inadequate or false, all our reasoning which proceeds from this premise is apt to be false. Yet many of us draw our conclusions from such inadequate data that we hardly have any intellectual right to reason from these flimsy premises. But regardless of the adequacy or inadequacy of our major premises, most logicians and mathematicians would agree that our thinking starts with our stated or unstated premise, consciously or unconsciously held. These premises can be tentatively or dogmatically held. And they go from the most trivial decision to the most crucial decision.

General semantics as a discipline and study sets very careful criteria for the adequacy of premises and the procedure of reasoning from fact to inference to judgment. But the problem of discovering the adequate premise is not easy!

Where does semantics come into the decision making problem? Studies show that a typical executive *spends 80 percent of his time listening to or reading someone else's symbolic packaging of the territory, not in first-hand observation of the territory.* Imbedded in this semantic output are someone else's premises, explicitly or implicitly stated. If the listener, or reader, cannot spot the major premises in this spoken or written output, he will be at a disadvantage in evaluating this second-hand information as a basis for his decision.

We all have beliefs and assumptions. We all have to make inferences and judgments. What the study of general semantics can do is to help people to become better premise detectives by constantly testing them on their awareness of hidden premises and invalid or inadequate premises. Here is a short example of the kind of test material I use to sensitize my students in this area.

STORY I:

A man went for a walk one day and met a friend whom he had not seen, or heard from, or heard of, in ten years. After an exchange of greetings, the man said, "Is this your little girl?" and the friend replied, "Yes, I got married about six years ago."

The man then asked the child, "What is your name?" and the little girl replied, "Same as my Mommy's." "Oh," said the man, "then it must be Margaret."

Question:

If the man didn't know whom his friend had married, how could he know the child's name?

Here is another.

Problem:

Can you, with one line, turn IX into the number 6?

Perhaps these seem like trick questions, but if you got the answers quickly, you would be atypical of many executives who generally don't do too well in answering a whole battery of similar story-question type tests.

After the executive has trained himself to spot premises, his next task is to judge what type of statement is wrapped around them.

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CANDIDATE MATERIAL FOR THE UPCOMING ELECTION

POSITION OF TREASURER:

GLEN M. MORGAN, General Education Supervisor at Lakeshore Technical Institute, Cleveland, Wisconsin, has been with LTI since 1970. Although Glen has been teaching at the Institute since that time, he has been supervisor and coordinator of the division since 1978; setting up seminars and workshops in the Adult and Continuing Education Division and responsible for the general education courses in the post-high division for both the associate degree and vocational programs. Glen has had articles along the lines of communications, listening, and management appear in such journals and magazines as **BOARDROOM REPORTS**, **INDUSTRIAL MANAGEMENT**, **PAPER MANAGEMENT INDUSTRIAL JOURNAL**, **CONTemporary ADMINISTRATOR**, **JOURNAL OF THE AMERICAN ASSOCIATION OF MEDICAL ASSISTANTS**, **BASKETBALL CLINIC**, **AMERICAN SALESMAN**, AND **ERIC**. Glen has also received awards for Who's Who in the Midwest, Who's Who in Vocational Education, and Outstanding Educator of America. He has been Guest Editor for the Herald-Times-Reporter, Manitowoc, Wisconsin, since 1980. In terms of leadership positions in community/school related functions, he has served as president, president-elect, secretary and presently treasurer of the local home and school organization.

BILL GERING, No information received.

POSITION OF SECRETARY

NADINE MARSNIK has taught written and oral communication at Vermilion Community College in Minnesota's Boundary Waters Canoe Country at Ely for the past 15 years. She has taught listening as part of oral communication for 10 years, and last year introduced a 3 credit listening course plus a 1 credit listening workshop. Nadine, a founding member of ILA, is co-author, with Florence Wolff, Ralph Nichols, and William Tacey, of a comprehensive listening text now in publication. She has been actively promoting listening by presenting programs and workshops at the ILA Conventions at Denver, Central States

Speech Association Convention in Chicago; Speech Communication Association Convention in Anaheim, and Midwest Regional Conference on English in Toledo. She has conducted listening workshops at Boston State College's Summer Seminar on Basic Competencies for two consecutive years. Nadine also speaks to civic, service and educational groups, usually on the subject of listening.

Nadine has also conducted workshops on bibliographic instruction at the Minnesota Council of Teachers of English Conference in Minneapolis. She is enthusiastic about oral history and folklore and edited **Greenstone**, a collection of visual and written records of ethnic culture, which her students produced.

CAROLYN COAKLEY has been a secondary school teacher for the past 18 years. Currently, she is teaching speech and listening at High Point High School and the University of Maryland. She became interested in the field of listening in graduate school and made her first contribution to the field with her master's thesis entitled "A Description of the State-of-the-Art of Listening Research" (University of Maryland, 1973). Since 1973, Carolyn has continued to contribute to the field of listening by providing needed instructional materials; and has co-authored (with Andrew D. Wolvin, who, like Carolyn, is a founding member of the ILA) **Listening Instruction**, a 1979 ERIC/SCA booklet written for high school and college instructors of listening, and **Listening**, a college textbook soon to be released by Wm. C. Brown Company, Publishers. When Carolyn is not conducting community, educational, and business seminars on listening or when she is not composing, she can usually be found swimming, playing bridge, watching the Baltimore Orioles, or making (and eating) chocolate chip cookies.

POSITION OF MEMBER AT-LARGE:

CAROLE GRAU has been a teacher of effective communication theory and skills for 25 years. From 1956-63 she taught at New Utrecht High School, Brooklyn, NY. From 1964-79 she taught at Brooklyn College, a division of CUNY. Currently she is on the staff of New Utrecht High School and Cornell University's New York State School of Labor Relations. Carole offers lectures and workshops for industry, professional groups and educational institutions. Her major areas of interest have been rhetoric and public ad-

dress, communication theory, interpersonal communication and listening. Carole's contact with ILA began in Atlanta, 1980, arriving as a total stranger but managing to leave with fresh information, stimulating ideas and many new friends. Her hope is that succeeding conferences offer more of the same.

JOHN MEYER'S interest in the study of listening, as the most important communication skill, dates back to more years than he will admit. As a high school English-speech teacher (in his home state of Wisconsin) John emphasized the language arts approach - teaching all four language skills - reading, writing, speaking, and listening, while stressing the transfer of learning between these important studies. Graduate work at the University of Wisconsin (in Madison) led him to a master's thesis (experimental study) on the topic - "Teaching Listening at the Secondary Level: Some Evaluations." Published with Frederick Williams in *The Speech Teacher*, XIV, November, 1965, p. 299-304. As a graduate student at the University of Minnesota, Meyer studied listening under pioneer researcher, Dr. Ralph Nichols. Upon completion of PH D degree at Minnesota, John joined the faculty (in 1970) at S.U.N.Y. Plattsburgh where he introduced a full semester 3 credit course in listening which he has taught almost every semester since. In addition, he teaches courses in public speaking, business and professional communication, and interviewing. He is currently Professor of Communication at the college, Past President of the New York State Speech Communication Association, the Speech Communication Association of America and a charter member of ILA. Professor Meyer is a frequent leader of workshops and short courses in listening, leadership, and career communication. He is the co-author of two books (with Melvin W. Donaho, entitled **HOW TO GET THE JOB YOU WANT: A GUIDE TO RESUMES, INTERVIEWS AND JOB-HUNTING STRATEGY** - 1976 and **GET THE RIGHT PERSON FOR THE JOB: MANAGING INTERVIEWS AND SELECTING EMPLOYEES** - 1979 both published by Prentice-Hall, Inc.

POSITION OF FIRST VICE PRESIDENT:

AL KATZ is a professor in the Department of Communicating Arts at the University of Wisconsin-Superior. He has been teaching communication and theatre for more than 20 years. He has taught at the University of Michigan,

Alma College, since 1966, at UW-Superior. He began working with listening skills as an actor and director in the theatre in 1951, focusing equally on cognitive listening skills for comprehension and retention, and on empathic listening skills for feelings and motivation. Al took his MA and PhD in speech and theatre at the University of Michigan. Al was the founding President of the Wisconsin Theatre Association in 1972 and served in that position until 1975. His interests have gradually shifted from their previous focus on theatre to a current focus on interpersonal communication and conflict management. He has published one book and numerous articles in professional journals. A second book, co-edited by his wife Virginia, on nonverbal communication is currently in press. In addition, they just finished a series of videotapes on assertive communication. Al has done workshops on listening for the International Listening Association and the Speech Association of Minnesota. He works regularly as a consultant in listening and in conflict management. He is a founding member of the International Listening Association.

BOB MILLER currently ILA's Second Vice President is also vice president of Telstar, Inc., which produces and markets instructional programs for education, industry, and government. Since 1971 Bob has taught Developmental Reading Programs both as industry consultant and educational consultant. Bob operated a learning center in Minneapolis and in 1977 produced the 24 videotape Efficient Reading series with Dr. James I. Brown. Bob is currently producing a Reading Program for the partially sighted, using low vision equipment and is a member of the International Reading Association. From 1970 on Bob has been associated with University of Minnesota Professors Ralph Nichols and Lyman Steil with presentations, workshops, seminars, writings and producing programs on Effective Listening. Bob produced the first ever videotape course on Listening with Dr. Steil in 1980. Bob speaks to corporate seminars, school systems and universities throughout the country on Listening. In 1981 Bob authored Newsweek's Corporate Communication Program on Listening. Bob is currently Mayor of Hopkins, Minnesota.

**POSITION OF
SECOND VICE PRESIDENT**

BOB BOSTROM No information received.

CONFERENCE INFORMATION

Conference costs will be:
\$85.00 for members
\$120.00 nonmembers
\$45.00 for students

Hotel reservations are to be made directly to the hotel. Cards are included for your convenience.

The ILA office at 366 North Prior, St. Paul, MN 55104 will keep a list of people wanting roommates and will provide that to anyone who asks. With rooms being somewhat expensive, we'd like to help defray some of your costs. The office will take the names and numbers and address of anyone wanting to share a room and will give that information out to members of the same sex who ask for them. It would then be up to the individuals to contact one another and to make their reservations. We will not assign roommates.

Note: There will be NO SMOKING in

our meeting rooms or during any programs.

Who to contact regarding programs:
Sally Haug
ILA First Vice President
Department of Speech
University of Wisconsin-Eau Claire
Eau Claire, WI 54701
(715) 836-5582

Who to contact regarding local arrangements: in Washington
Sally Berkheimer
2705 Plyers Mill Road
Silver Springs, MD 20902

Make your reservations early at the International Hotel.

Convention registration will include several meals, hopefully a cocktail get-together, coffee breaks, and the like. We'll get that information to you shortly.



PLUTARCH'S PRINCIPLES OF LISTENING

By Dr. Harry Farra

Plutarch was born around 47 A.D. in Chaeroneia. We don't know much about him, except that he was fairly wealthy and studied religion and rhetoric in Athens. He had a varied career as a writer, lecturer, building commissioner and priest at Delphi. He traveled widely, spending 15 years in Rome. He wrote two important books. One was titled **Parallel Lives**. In this book he gave numerous biographies of Greeks and Romans in similar positions and work. In the **Moralia** (which means "ethical essays") he covered hundreds of topics from politics to literature and from education to the evils of gossiping. As a popular writer, he was always clear and interesting, filling his essays with concrete stories and apt quotes. One essay in the **Moralia** is important because it's one of the first extensive studies of listening. Its principles are very contemporary, although written almost 2,000 years ago. The essay is titled "On Listening to Lectures" and we make the following abstracts and paraphrases. Plutarch reminds us at the outset that "nature has given to each of us two ears and one tongue, because we ought to do less talking than listening."

1. "The sense of hearing is the most emotional of all the senses," some have said. But really it is the most rational. The ears are the gateway to the soul. Guard the ears and you will preserve your innocence and goodness. For that reason Xenocrates "advised putting ear-protectors on children rather than on athletes!"
2. "Too many people practice speaking before they have acquired the habit of listening." People mistakenly think that while speaking requires study and practice, "hearing cannot be a thing of any difficulty." Listening is learned and takes practice, too.

3. Silence is beautiful, like an adornment.
4. Never dismiss any speech as worthless. "No lecture can be so bad that it contains nothing good." Don't judge the speech too harshly, "for it is not possible for a speaker to be a failure so abject and complete that he does not afford something meriting commendations, an original thought, a reminiscence from others, the very subject and purpose of his discourse, or at least the style and arrangement of his remarks."
5. Realize that it takes time, practice, and experience to learn how to listen to difficult material. Therefore, don't prefer foolish, trivial talk to that which is learned, scholarly, and difficult. Learn to make your "own" whatever is beneficial in the speech.
6. Realize that the listener has a function to perform just as much as the speaker. We expect speakers to be organized, alert and prepared. A speaker can **expect** the same of listeners. Listeners are "participants" in the discourse and are "fellow-workers" with the speaker.
7. Listen with respect and restraint. Listen to a speaker as if he were the host at some dinner or banquet, complimenting this host and giving the host every benefit of the doubt, knowing the careful planning the host has made to provide a good feast.
8. Praise a speaker but don't be boorish by delivering outlandish praise, like calling the presentation "divine", "inspired", "fantastic". Don't get carried away with your compliments.

9. On the other hand, don't be a grumpy, contentious listener, "full of festering presumption and ingrained self-assertion, as though convinced that he could say something better than what is said, who neither moves his brow nor utters a single word to bear witness that he is glad to listen." Don't be an arrogant listener, "immune from wonder." Don't try to show your learning and dignity by contemptuous looks or bearing.
10. Listen to be changed, not just pleased or entertained. "Don't ask to be sprinkled with perfume when what you really need is a fomentation and a hot poultice." A pungent discourse often cleanses a foggy, dull mind like a beehive is cleared by smoke.
11. To put the lecture in proper perspective, ask what effect there has been on you. As a result of the speech, do you feel or believe something more intensely? Do any of your problems weigh less heavily on you? Have you become more confident? Have your goals become more firmly rooted? Are you more enthusiastic for virtue and goodness? A good speech is one that does you good. Ariston said, "Neither a bath nor a speech is of any use unless it removes impurity." A listener fails when there is no expectation of learning anything or of having one's life changed. "Right listening is the beginning of right living." Careful listening helps you correct your mistakes, "For there is nothing in the world more easy than to discover the faults in others; but it is done to no effect if we do not make it useful to ourselves in correcting and avoiding like failures."

PROGRAM PRESENTATIONS FOR 3RD ANNUAL CONFERENCE WASHINGTON, D.C.

Following are brief descriptions of the proposed presentations to whet your appetite for ILA's third annual conference which will be held in Washington, D.C. on March 3, 4, 5, and 6, 1982.

We hope to firm up times, dates, rooms, and the like shortly and will be sending

each of you a final program format. We're excited about the upcoming conference and hope to see you there. Please let us know if there's anything you'd like us to cover at the conference - we'll squeeze it in if we can. We need all the input we can get to make this conference a truly smashing success.

1. THERAPEUTIC LISTENING: An educational module for training hospital nursing staff in therapeutic communications.

As General Education Supervisor at Lakeshore Technical Institute in Cleveland, Wisconsin, **Glen Morgan** has the responsibility of coordinating all general education courses in both the credit and non-credit divisions. Glen has been in education for over 11 years with the last three as supervisor of the Department. (Soon to have an article on listening for young athletes appearing in BASKETBALL CLINIC.)

PROGRAM DESCRIPTION: To present recent research on the need for continuing educational development regarding the use of therapeutic listening in the medical environment and the presentation of a development module to be utilized in that environment. "With the coordination effort of Ms. Sheila Simenz, Clinical Coordinator of the Medical Surgical Department of Memorial Hospital in Sheboygan, Wisconsin, I will develop a training module that can be utilized in the training of nursing personnel in the use of effective therapeutic communication with patients and other staff individuals.

2. POWER LISTENING: Productive use of the speech-thought time resource (STTR) to focus attention and sustain concentration of aural messages.

Dr. Florence I. Wolff, an Associate Professor of Communication Arts, is completing the twelfth year at the University of Dayton. Her special academic areas are public address, voice and diction, and listening; she teaches a graduate course in listening entitled, "Investigation of Listening Problems." Dr. Wolff has published a series of articles in state and national professional journals among which is the listening-related article, "A 1977 Survey: General Insights into the Status of Listening Course Offerings in Selected Colleges and Universities," North Carolina Journal of Speech Communications, 12 (Winter, 1979), 44-52.

Nadine Marsnik, a founder member of ILA, is an instructor at the Vermilion Community College in Ely, Minnesota. Her special academic areas are oral communication and writing. She teaches seven sections of the basic communication course of which one-third is devoted to listening theory and skills. Ms. Marsnik has conducted listening workshops for business and hospitals; recently she was the featured speaker in the area of listening at the Boston State College Competency in Basic Communications Seminar.

PROGRAM DESCRIPTION: Few listeners are aware of the tremendous waste of the mostly untapped, Speaking-Thinking Time Differential (STTD) resource and the destructive effect on "power" listening. This program will expose theories and exercises clarifying how listeners can enhance attention and concentration and develop the STTD resource into a powerful component of competent listening.

3. THE EFFECT OF MESSAGE STRUCTURE ON LISTENING COMPREHENSION: Active and Passive, Listening & Memory for natural conversations.

Panel: **Blaine Goss**, Associate Professor, Department of Communication, The University of Oklahoma

Larry Barker, Alumni Professor, Department of Speech Communication, Auburn University

Cheryl Fisher, Masters Candidate, Auburn University

Debbie Roach, Doctoral Student, Department of Communication, The University of Oklahoma

Margaret Fitch Hauser, Assistant Professor, College of Business Administration, The University of Oklahoma

With **J.C. McQuillen, F. Durso, P. St. John**

PROGRAM DESCRIPTION: The purpose of this program is to present current research in the area of listening, focusing specifically on the effect of message structure on listening comprehension. The presenters included in this proposed panel are members of the Research Division of ILA and will discuss individual research papers concerning some facet of the proposed topic.

4. APPLICATION OF LISTENING TO COMMUNICATION TEACHING/TRAINING

Panel: **Dan B. Curtis**, Ph.D. University of Missouri '74. Associate Professor of Speech Communication, Chairperson of the Department of Speech Communication, Central Missouri State University, Warrensburg, MO. Dr. Curtis was instrumental in the establishment of a course in listening improvement at this university. Curtis has done training in listening for police officers and other groups in Missouri.

W. Clifton Adams, Ph.D., Associate Professor Speech Communication, Central Missouri State University. Dr. Adams has done training in listening as part of specific training appointments. He has extensive experience in quantitative research, including two articles published in Communication Monographs.

Melanie Booth-Butterfield, M.A., Instructor in Speech Communication, Central Missouri State University. Ms. Booth-Butterfield originated and teaches a senior level course in Gender Communication. She has written and presented a readers theatre production in sex role socialization.

James J. Floyd, Ph.D., Associate Professor of Speech Communication Central Missouri State University. Dr. Floyd teaches Improving Listening each term at CMSU. He also has conducted training sessions in listening for a variety of organizations, including Optimists, Jaycees, Future Farmers, Social Fraternities and Sororities, and various business organizations.

Jerry L. Winsor, Ph.D., Associate Professor of Speech Communication, Central Missouri State University. Dr. Winsor has taught listening units at the University level for the last 18 years. He recently conducted listening training for national park rangers.

PROGRAM DESCRIPTION: This program is designed for speech communication teachers and trainers who are interested in the application of listening to oral communication instruction. Chair: Dan B. Curtis. Presenters: W. Clifton Adams, "The Platonic Personality Inventory as a Predictor of Listening Performance." Melanie Booth-Butterfield, "Gender Differences in Listening." James J. Floyd, "The Impact of Listening on Oral Communication Instruction." Jerry L. Winsor, "Listening for Levels of Moral Reasoning: Adapting Kohlberg Methodology to Listening Education."

5. LISTENING IN BUSINESS

James J. Gallagher has taught listening courses at General Electric Company for the past six years. In addition, he is on the Management Development faculty staff at Rensselaer Polytechnic Inst. (RPI) in Troy, New York. He is a founding member of the ILA and a member of the New York State Speech Association.

PROGRAM DESCRIPTION: The program is designed to develop listening skills and strategies of managers and employees in business. Listening is one of the most complex skills that needs to be developed. In business, listening skill and leadership seem to go hand in hand. One of the chief abilities a manager has to develop is the ability to listen. Every day the manager must listen to other managers, employees, vendors, customers and top management.

6. LISTENING UNDER STRENUOUS SITUATIONS

Panel: **Mary Jane Linn**, undergraduate student of psychology and gerontology at St. Cloud State University. She coordinates the implementation of a Shared Housing Project for Older Adults.

Erika Vora is an assistant professor of communication at St. Cloud State University. Dr. Vora is in the process of editing a book on effective listening and has been an active researcher, educator, and consultant in the field of listening and intercultural communication.

Al Katz is a professor of Communicating Arts at the University of Wisconsin-Superior. He has conducted many seminars and workshops in the fields of listening and of conflict management for corporations, social service agencies and for both medical and educational institutions.

Virginia Katz is an Assistant Professor of Communication at the University of Duluth-Minnesota. She is in the midst of an extensive research project on the communication patterns of non-traditional students, and has conducted numerous seminars and workshops both in listening and in assertiveness for public and private agencies.

PROGRAM DESCRIPTION: (Papers)

Listening to the Dying – **Mary Linn and Erika Vora**, St. Cloud State University.

Listening to the Disenfranchised – **Al Katz**, University of Wisconsin-Superior.

Listening to the Men and Women at Skid Row – **Erika Vora**, St. Cloud State University.

Listening to the Non-Traditional Student – **Virginia Katz**, University of Minnesota-Duluth.

7. LISTENING TRAINING AND FRESHMAN ORIENTATION: The college of New Rochelle/New York Institute of Technology Model.

Dr. Teri Kwal Gamble is a professor of Communication Arts at the College of New Rochelle. **Dr. Michael Gamble** is a professor of Speech Communication at New York Institute of Technology. Together they have written a number of communication books including: *Contacts: Communicating Interpersonally* for Random House, *Painless Public Speaking* for Macmillan, and the soon to be published *Communication Works!* for Random House. In addition, the Gambles are co-founders of Interact Training Systems, a consulting firm that specializes in communication and sales seminars.

PROGRAM DESCRIPTION: Participants will explore ways in which Listening Training can be integrated into Freshmen Orientation Programs. A pot pourri of tested procedures, techniques, exercises, and media will be shared.

8. LISTENING TRAINING MATERIALS FOR SEMINARS

William E. Arnold has conducted workshops and courses in listening for the past five years. He is with the Department of Communication at Arizona State University.

PROGRAM DESCRIPTION: The purpose of this short course is to provide the audience with useful materials (including tests, questionnaires, films) to conduct effective listening seminars.

9. ADAPTING A LISTENING PROJECT TO K-UNIVERSITY INSTRUCTION: Some alternatives.

Jerry D. Blanche, Associate Professor of Communication Studies Eastern Washington University, has spent 19 years teaching, research 7 published articles, Editor of the Western Speech Communication Association NEWSLETTER 79-82.

Betty Stratton is Assistant Professor of Communication Studies at Eastern Washington University has been a full time teacher at the University level for 7 years. Has considerable experience presenting papers and leading workshops at regional, state and local professional and community meetings.

PROGRAM DESCRIPTION: The workshop will include a description of a listening assignment which has been used extensively in various formats at the University level. Participants will be encouraged to create alternatives to the general project outline adapting it to a selection of disciplines and age levels.

10. **INNOVATIVE METHODS AND MATERIALS IN TEACHING LISTENING: A multi-arts approach . . .** (Puppetry, music, drama, movement, and story telling).

Suzanne Pemsler has been a participant in many radio and television talk shows about methods of implementing innovative and unique educational techniques in classrooms. Currently writing a book on helping parents to help their children learn the art and skill of listening.

PROGRAM DESCRIPTION: Novel methods of presenting folk tales, fairy tales, and "homemade" tales to teach many listening skills. Games and songs done in an unusual manner that make the learning of listening skills an exciting and fun filled experience. Body movement and drama techniques used to sharpen the ears and concentration of teachers and students alike.

11. **LISTEN TO COMMUNICATE:** Listening training in a customer service setting.

Ruth D. Dixon, Circulation Training Manager, Minneapolis Star & Tribune Newspapers, Minneapolis, MN has been Promotion Coordinator for the Newspaper and produced a number of slide-tape shows for newspaper training. Has produced many training audiotapes, including the series on Effective Listening for Customer Service Employees.

PROGRAM DESCRIPTION: Ruth Dixon will describe what listening training now takes place at the Minneapolis Star & Tribune Newspapers and what listening training is planned for the future. She will then share specific examples of the training materials developed for the newspapers and will discuss the production process. The final portion of the session will allow participants to share or brainstorm other business applications for listening skills training.

12. **CLOZE PROCEDURE - A LISTENING MEASUREMENT TOOL - FOR TEACHING AND RESEARCHING LISTENING?**

John Meyer studied listening under Dr. Ralph Nichols at the University of Minnesota. Upon finishing his Ph.D., John introduced a full semester course at the SUNY Plattsburgh which he has taught every semester since. He is currently Professor of Speech Communication at the college and President of the New York State Speech Association and a charter member of ILA.

PROGRAM DESCRIPTION: This presentation will raise the following questions - what's wrong with the way we currently measure and define listening effectiveness? How can the use of cloze procedure change that? What concepts and principles could be useful to us in a new approach to measuring and defining listening? Some practical demonstrations of the answers to these questions will be offered.

13. **THE DEVELOPMENT OF AK-12 CURRICULUM IN LISTENING - PHASE II**

Bud Williams has spent the last 20 years as a Communications Teacher. Past President of Illinois Speech and Theatre Association; Basic Skills Consultant for the Illinois Board of Education; Program Presenter on Listening Skills for ILA and ISTA Conventions in 1981. Chair of the Listening Skills Curriculum Committee for W-W School District #200. And **Carrie Eggleston**, author and projects director of Project Listen.

PROGRAM DESCRIPTION: The session will focus on a systematic and pragmatic approach to the creation of course and lesson objectives and activities for a K-12 curriculum in Listening. First the rational, scope and method of development of such a curriculum will be analyzed. Course and lesson performance objectives will then be discussed and examples provided. Some opportunity will be afforded for the audience to participate in building a "model listening lesson" near the close of the session.

14. **USING LISTENING SKILLS**

Andrew D. Wolvin, University of Maryland-College Park

Jeannette B. Carlson, Elementary Teacher, Montgomery County (MD) Public Schools.

Carol Dunning, Consumer Relations Representative, GEICO Ins. Co.

Thomas H. Handel, Computer Scientist, Annapolis MD

Brenda King, Information Systems Analyst, US Department Defense.

Nancy Killen, Counselor, Crisis Center for Runaways VA

PROGRAM DESCRIPTION: The panelists have all taken a course in listening behavior. They will discuss the skills developed and how they utilize those skills. The focus of the discussion will be on implications for instruction in listening behavior.

15. **LISTENING IN THE FEDERAL GOVERNMENT**

Panel: **Andrew D. Wolvin**, University of Maryland-College Park.

Judith Tenney, Chief, Career Development Division, National Oceanic & Atmospheric Administration. "Listening and the Government Employee".

R. Stephen Scott, Chief, Documents Management Branch, Nuclear Regulatory Commission "Listening to the Public".

Col. Irv Katenbrink, Chief, Executive Development, National Defense University "Listening in International/Security Affairs".

PROGRAM DESCRIPTION: This discussion will focus on the uses of listening skills and listening training of manager and supervisors in the federal bureaucracy. Panelists will consider domestic and international implications of effective listening in the federal government.

16. **LISTENING, READING, AND NOTE TAKING:** Separate abilities.

Jane Glofelty Rhoads is an Instructor in the Learning Resource Center at Wichita State University. Here she coordinates programs in reading and listening skills.

Enid Waldhart is Associate Professor of Communication and Director of Undergraduate Programs in the College of Communication at the University of Kentucky. She is a co-author of the Kentucky Comprehensive Listening Skills Test.

Robert Bostrom is professor of Communication and Director of Graduate Studies in the College of Communication of the University of Kentucky. He is the author of *Communication for Everyday Use*, and *Persuasion: Communication and Human Response*.

PROGRAM DESCRIPTION: Listening and Reading Abilities: Multi-varied Relationships: will be presented by Jane Glofelty Rhoads. "Note taking and Specific Listening Skills: Does It Help?" will be presented by Enid Waldhart. Robert Bostrom will introduce the subject matter and be moderator. The first paper examines some of the fundamental relationships among varying types of listening and reading skills. These relationships vary, depending upon the type of student measured. The second paper examines what listeners do when they are asked to take notes. Certain types of listeners are able to use notes well and other types are not. The nature of note-taking activity is also discussed.

17. BEHAVIORAL STYLE AND LISTENING BEHAVIOR: How your communication style affects communication.

Dr. Anthony J. Alessandra is featured in the CRM/McGraw Hill film, *The Power of Listening*. He is also the co-author of the multi-media training module "Listening to Communicate" published by McGraw Hill.

PROGRAM DESCRIPTION: This session will introduce the audience to the concept of Behavioral Styles (the social and communication differences that exist between people. It will show the listening, speaking, and communication preferences of each style and how these preferences cause roadblocks and complications in listening and communication. The audience will leave with specific pointers on how to add this concept to their listening courses.

18. LISTENING TO JAPANESE MANAGEMENT OR LISTENING AND THE ART OF JAPANESE MANAGEMENT

Anne Cessarlis. Six years experience in Japan teaching Japanese businessmen. Foothill College and consultant.

PROGRAM DESCRIPTION: A brief overview of current writings on Japanese Management techniques and their contribution to Japanese economic success. An enumeration of certain interpersonal communication behavior which is felt to contribute to the success of these techniques.

19. EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT THE TEACHING OF LISTENING AND AREN'T AFRAID TO ASK.

Panel: **Virginia De Chaine**, Lane Community College OR
Dr. Paul Kaufmann, Iowa State University
Professor Russell Martin, Cornell University NY
Dr. Steven Rhodes, Western Michigan University
Dr. Lyman K. Steil, University of Minnesota
Dr. Andrew Wolvin, University of Maryland
Dr. John Meyer

PROGRAM DESCRIPTION: This panel will bring together both people who are new and those who are very experienced in the field of listening. A spontaneous discussion of the questions of the new people should result in a very lively exchange of ideas. The audience—whether new or experienced in the field—is invited to participate actively with questions and comments. Everyone is encouraged to bring syllabi, handouts, and materials they would like to share.

20. SUCCESS ORIENTED STRATEGIES FOR FUND RAISING.

Carrie D. Eggleston. Author and Project Director of Project LISTEN, A title IV-C Research and development program in listening. This project includes the development of a field-tested curriculum in listening for Grades K-12, a staff development program to improve personal listening skills and teaching expertise in listening, a parent/community involvement and education component and a Career Education strand for grades 4-12.

PROGRAM DESCRIPTION: The presentation will familiarize enrolees with key features of grantsmanship funding in lively and stimulating ways. It will offer condensed, tight experiences that will help participants become more effective fund raisers and enhance their planning and management skills of existing programs.

21. THE LANGUAGE OF LISTENING: A starter unit.

Harvey Weiss, Cooper High School, Minneapolis.

PROGRAM DESCRIPTION: This session will provide the attendees with a specific, concrete, do-able two week listening unit that can fit into any existing language arts curriculum course. It provides a basic "beginning" to the teaching of Effective Listening on the secondary level.

22. AESTHETIC/APPRECIATIVE LISTENING - HOW TO HAVE FUN LISTENING WITH LAUGHTER AND LISTENING: Let's lighten up.

Ella Erway, Acting Dean of the Graduate School, Southern Connecticut State College, Author: *Listenig: A Programmed Approach*.

Kenneth Paulin, the writer, has been teaching a four credit graduate level course in Listening at Northern Michigan University. Has given many papers, workshops, etc., in the field of listening.

PROGRAM DESCRIPTION: Dr. Ella Erway will review current practices in teaching aesthetic listening and demonstration of activities to teach appreciative listening.

Dr. Paulin will examine the relationship between laughter and listening. Laughter is good medicine for our communication behavior and there may be some ways we can tap in to each others sense of humor for the purpose of becoming better listeners.

PRINCIPLES OF LISTENING

12. Don't expect to be spoon-fed by the speaker. Plan to wrestle with the concept yourself privately. "Take the discourse of another as a germ and seed, develop and expand it." "For the mind does not require filling like a bottle," but is "like wood which only needs igniting." Learn to think independently of the speaker about his issues or information.
13. Even if you have listened to a bad lecture or a topic inadequately treated, when you are by yourself try re-saying it, amending it, improving it, saying it in a new and better way, "for to offer objections against a speech is not difficult, but to set up a better one is a difficult task."
14. Be discerning in your listening. Be sensitive. You must separate "the trash and trumpery of a speech" in order to "come at the more fruitful and useful part," by "diving into the very mind of the speaker and the sense of his speech." Don't hang on every word of the speaker or rush into impulsive action. Be objective.
 - "In praising a speaker we must be generous, but in believing his words cautious." Don't be taken in unduly by the speaker, "for as in war so also in lectures there is plenty of empty show." Don't get swept away by the emotion of the crowd or the speaker's style which can have the "spice of deception." On the other hand, when a speaker honestly takes you to task or points out faults, you should with respect, gratitude and modesty "receive admonitions and rebukes from speakers."
15. Don't hesitate to ask questions of the speaker. Don't nod your head in assent when you really don't comprehend. Don't pretend to understand. Don't think you "have the meaning before you've really grasped it." The end result may be that *you will never grasp it.*
 - a. Don't lead the speaker into digressions when he asks for questions.
 - b. In formulating questions, accommodate your questions to those matters of the speaker "in which he is at his best." Don't ask him questions out of his field of expertise.
16. Here are some general requirements of a listener at any and all lectures: "to sit upright without lounging or sprawling, to look directly at the speaker, to maintain a pose of active attention, and a sedateness of countenance free from any expression, not merely of arrogance or displeasure, but even of other thoughts and pre-occupations."
 - c. Don't monopolize the question and answer period with too many questions or by asking questions too often.
 - d. Be polite and attentive to others asking questions. Really *listen* to the questions of others and to the speaker's answers.
 - e. Don't keep asking the speaker questions he has already answered or explained.
 - f. Always pause when a speaker is done. Give him an opportunity "to add something to what he has said, or to alter or unsay anything."

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(For a fuller investigation, see "On Listening to Lectures" in Plutarch's *Moralia*, Vol. I, trans. Frank Cole Babbitt, Harvard University Press:

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LEARNING TO LISTEN HASTENS RECONCILING AND HEALING

By Harry E. Farra

Being a listener in the 20th century is difficult. Our whole lifestyle runs counter to a listening society. For one thing, listening takes time. Despite the examples of psychotherapy, redemptive listening cannot take place by appointment only! But we're not programmed with that kind of free and loose time. People today are conditioned to living out the days of their lives superficially.

No matter how the world changes, though, there is still a premium on listeners. The process of two-ing never comes easily in any age. The search for listeners is constant. The study of the life of any single person might clearly show his life to be organized around some key listeners who give meaning to his life. Many people spend a great deal of their time in search of a listener. The religious leader, therefore, is in an enviable, yet critical, position. By biblical design, his life has been remade. He comes bearing charismatic gifts that mark him as a listener. His holy heritage urges him to be open, sensitive, and alive to human need.

But it takes some church leaders awhile before they discover that the change in human lives they had sought through dynamic rhetoric from the pulpit, through small group cells in homes, through social change in the streets, or through synods and councils, can often be brought about effectively through the sacrament of listening. Too often ministers continue to be dispensers of monologues.

On the other hand, how effectively does the person in the pew listen to the sermon? A study was done in a Connecticut church in 1964. The results showed that 56 percent of the respondents felt that a particular sermon was "superior." Another 35 percent considered

the same sermon to be rated "good," but only 21 percent could remember what the message was about and 40 percent did not even reply to the question! The same statistical data held in a 1966 study of churches in the Detroit area.

Although much can be said about listening, let's give closer inspection to a few specifics:

First, listening can change people. It's important to us for someone to at least say, "I understand," even if it's impossible for them to offer us total absolution. And what needs listening to ranges from trivialities to real terrors.

In some ways the generation gap is the result of the disease of not listening. The children we had no time to listen to became the brick-throwing rebels on the other side of the street. We were either too busy having fun or making a living to hear the words of young people who could not learn to live in our kind of world. The Bible suggests that a fellowship of listeners is one of the few alternatives to destructive, defeated, and unfulfilled living.

Secondly, the "listening-that-changes-others" secures for me my own measure of change. The principle was expressed in the Lord's Prayer: "Forgive us our debts as we forgive others." He might well have taught us to pray, "Redeem us in proportion as we redeem others through listening." The leaven of change soon leavens the whole lump. The listening that heals others is also the best self-therapy.

Listening keeps one optimistic. I have yet to see a good listener who is at the same time depressed and fretful. Seeing people change and grow is to live constantly at the edge of daily grace. The problems that warp us need a kind of mental darkness in which to do their hatching. The listener is too filled with light for that to happen.

But more importantly, if I have not learned to listen to my neighbor, then I can't possibly claim to be listening to God either. Whatever it takes to really listen redemptively to people, it takes the same to listen to the Redeemer himself. The apostle John put it clearly when he said, "If you don't love your brother, then you can't say you love God either." To express it in terms of a formula: horizontal sensitivity is the key that unlocks the door to vertical grace.

Thirdly, we must learn to listen between and beyond words themselves. We must listen to silences as well as sounds. Silence can be frightfully loud at times in telling us the real message. Only humans have the capacity to fill the world of nonwords with meaning. Harold Zelko, a prominent communication specialist, has concluded that "silence can be warm, cold, neutral, or demanding." A silence is often worth a thousand words. All kinds of feelings, needs, and unspeakable self-revelations are pounded unknowingly into the small pools of silence that surround us everyday.

Finally, all of us need to note that we use several different styles or modes of listening, some which are effective and some which are not. One of my teachers once shared with us a list of these listening styles. You can now check the list in a paperback book. The title is *The Psychology of Speakers' Audiences* by Paul D. Holtzman (Scott, Foresman). Here's the list in an adapted form:

1) *Faking*. This occurs when someone displays the behavior of listening but his mind is elsewhere. This is sometimes referred to as "compulsive nodding." All of us have engaged in this kind of pseudolistening. The minister can catch himself running over the agenda of the upcoming business meeting, while someone with problems sits across from him speaking desparate words.

2) *Recording*. This is one step higher up on the listening ladder, but still ineffective. In this mode, the listener mentally "records" the message accurately. He can even repeat it word for word several days later. But only the words are recorded, not their significance. These "recorders" need to learn to listen with the third ear.

3) *Arguing*. It's possible to argue mentally while wearing the mask of a listener. Inside we may be saying as we grit our teeth, "What you say is all wrong, but I'll listen anyway." That attitude keeps us from giving the person a fair hearing. It makes us ready to respond on the basis of what we think the other person is going to say. A housewife once remarked that "my biggest barrier to communication is what I expect you to say." We hear things differently depending on our mental "set." Give persons a fair and honest hearing before responding to them.

4) *Reveling*. In this mode, nothing at all is recorded. For example, a minister may be enjoying the sheer pleasure of having arrived as a counselor. He may have sensed a real breakthrough with a particular person. Now he's rejoicing in his success. The excitement of being a successful counselor blocks out the words of the person being counseled. Only after the person has left does he see that the pleasure of helping another person has dominated his responsibilities in the counseling situation.

5) *Creative and redemptive listening*. This means that a serious attempt is made to give full attention to the other person in dialogue. We are committed to "experiencing the other side," as Martin Buber would suggest. Creative listening is marked by concentration, energetic focusing on the other person, and feeling with and for his problems. The principle is that when the listener is really interested, the speaker has more to say to him. The response from the speaker ought to be, "He's listening; he's interested."

Creative and redemptive listening involves taking all of the linguistic symbols and nonverbal cues and creatively combining them to permit change in the other person.

A pastor I once knew had a special talent. If he had only 10 minutes to give you, they were a solid 10 minutes of undivided attention. If he visited a patient in the hospital for only five minutes, he would remove his coat and sit relaxed, suggesting his "readiness" to spend an hour or so. He never looked at his watch, for he had learned the lesson that time is the enemy of listening. Our goal ought to be to make this mode of listening a natural part of our daily meetings with other persons. Those who are troubled can easily spot real listeners from phonies.

Let us remember, too, that we are the servants of the Word, the Logos. Though we may fail often, the Lord of listening, Christ himself, can reach those whom we have lost. This is the theme of Taylor Caldwell's novel, *The Listener*. John Godfrey lives in a small town. As he approaches death, he determines to leave a memorial to the town. He erects a windowless and rather mysterious building. Over its bronze door and in letters of gold were carved the words, The Man Who Listens. Each chapter thereafter tells the story of some life which is changed inside the building by viewing a vision of Christ on the cross, the archetype of the man who listens. We are to do all we can while always realizing the possibility of failure. When we do fail, our recourse is to commit that person to the sovereign will of One who cares for him more than we could ever possibly do. A living God is also a listening God.

Recommended References

The standard reference on listening is *Are You Listening?* by Ralph G. Nichols and Leonard A. Stevens (McGraw-Hill, \$5.95). A good supplement is Nichols' long-play recording, *Listening Is Good Business*, put out by Edward M. Miller Associates (518-23 McKay Tower, Grand Rapids, Michigan).

Some films are also available for minimal rental fee. *Effective Listening* is a 15-minute black and white film available from Film Rental Center, Syracuse University (1455 East Colvin Street, Syracuse, New York, 13210). The film demonstrates the importance of listening, points out the major obstacles, and discusses ways in which good listening habits develop. *Why We Listen* is a 6-minute color film which exposes errors in interpretation which may result from careless listening. This film is available from Audio-Visual Center, Office for Academic Affairs (Indiana University, Bloomington, Indiana). Both films rent for approximately \$5.00 each.

Two programmed courses (self-taught) are available on the market. Argyle Publishing Corporation produces the course *Principles of Selective Listening* (New York, 1968). Ella A. Erway has developed *Listening: A Programmed Approach* for McGraw-Hill which includes a text and tape recordings.

For the person who wants to do more extensive research, Sam Duker has two books: *Listening Bibliography* (Scarecrow Press, \$7.00) and *Listening: Readings*, an anthology of journal and magazine articles (Scarecrow Press, \$11.00).

Anne Telscombe's novel, *The Listener* (Weybright, \$5.50), is a dramatic look at how a wiretapper in a foreign embassy is changed by what he listens to.

In connection with preaching, three books deal with the communicability and listenability of the sermon: (1) Reuel Howe, *Partners in Preaching* (Seabury, \$3.50); (2) Clyde Reid, *The Empty Pulpit* (Harper and Row, \$4.50); and (3) William D. Thompson, *A Listener's Guide to Preaching* (Abingdon, paper, \$1.25). This latter book is designed to provide more efficient listening skills for church members.

Another useful book and one with the religious audience in mind is John Drakeford's *The Awesome Power of the Listening Ear* (Word Books, \$3.50). Dominick A. Barbara, a psychoanalyst, has written an exceptionally helpful book for the counseling minister, *The Art of Listening* (Charles C. Thomas, \$6.95). A complementary aid is Theodore Reik's *Listening with the Third Ear* (Farrar, Strauss and Company).

A more general approach to communication, but one still of help to the minister as professional listener and communicator, is Reuel Howe's *The Miracle of Dialogue* (Seabury, paper, \$2.25).

PREMISE DETECTIVE

From Page 3

The statements we read or hear tend to fall into three main types: factual, inferential and judgmental statements. When we are talking to another person or reading his written words, we must recognize when that other person is talking "facts"—making a statement that is true (or false), when he is making an inferential statement, i.e., going beyond the facts or making a judgmental statement. In general semantics, we try to train people to avoid making uncritical observations, because only sound observations can be turned into an adequate premise leading to a sound decision.

I've discovered in my teaching that for most of us it's very difficult in the rapid verbal ping pong games we play with each other to know where fact begins and ends and where inference and judgment start. Let me make it clear here that I'm not trying to denigrate inferential or judgmental statements. These have to be made. As Warren Weaver has pointed out, "the mathematics and logics our youngsters are often taught in our educational system, with rather rare exceptions, are based on the classical yes or no, right or wrong type of logic . . . the notion that any statement is either *correct or incorrect*. The youngsters are told, in effect, that if you want to reason logically, you *must* reason this way." This notion is dangerous if students don't discover how antiquated and limited the use of *just* two-valued logic is and fail to go on and use some of the modern logics. One of the most convenient logics for everyday problem solving is three-valued logic. (symbolic logic). Here is what John Pfeiffer had to say in the *Scientific American* about this kind of logic:

"Modern logicians, assisted by the powerful new technique, (symbolic logic), have punched the Aristotelian system of logic full of holes. Of the 19 syllogisms stated by Aristotle and his medieval followers, four are now rejected and the rest can be reduced to five theorems. Modern logic has abandoned one of Aristotle's most basic principles: the law of the excluded middle, meaning that a statement must be either true or false. In the new system a statement may have three values: true, false, or indeterminate. A close analogy to this system in the legal field is the Scottish trial law, which allows three verdicts—guilty, not guilty or 'not proven'."

This useful type of reasoning helps us sort out what we definitely know to be true, or what we definitely know to be false, or what is yet to be proven. It helps us recognize what is indeterminate and where we must get more facts, in order to make an adequate decision. With this type of reasoning, we can perhaps avoid using complex probability reasoning.

Here is a small part of a much larger test developed by William Haney, Ph.D., Associate Professor of business administration at Northwestern University, called "The Uncritical Inference Test."

INSTRUCTIONS:

1. You will read a brief story. Assume that all of the information presented in the story is accurate and true. Read the story carefully. You may reread it and refer back to it whenever you wish.
2. You will then read statements about the story. *Answer them in the order in which they are asked.* Do not go back to fill in answers or to change answers.

STORY II:

John Phillips, the research director of a midwestern food products firm, ordered a crash program of development on a new process. He gave three of his executives authority to spend up to \$50,000 each without consulting him. He sent one of his best men, Harris, to the firm's west coast plant with orders to work on the new process independently. Within one week, Harris produced a highly promising new approach to the problem.

STATEMENTS ABOUT STORY II

1. Phillips sent one of his best men to the west coast. *TF?*
2. Phillips overestimated Harris's competence. *TF?*
3. Harris failed to produce anything new. *TF?*
4. Harris lacked authority to spend money without consulting him. *TF?*
5. Only three of Phillips' executives had authority to spend money without consulting him. *TF?*
6. The research director sent one of his best men to the firm's west coast plant. *TF?*
7. Three men were given authority to spend up to \$50,000 each without consulting Phillips. *TF?*
8. Phillips had a high opinion of Harris. *TF?*
9. Only four people are referred to in the story. *TF?*
10. Phillips was research director of a food products firm. *TF?*
11. While Phillips gave authority to three of his best men to spend up to \$50,000 each, the story does not make clear whether Harris was one of these men. *TF?*

Answers:

You may feel that some of these questions (after you've gotten the point of this test), are what I call "semantic lint picking." However, please remember that real life is much tougher than these tests. You and I, unless we carry a tape recorder around with us, cannot constantly refer back to a story and carefully recheck what people have said to us. The problem is doubly compounded when you consider that our auditory memory is the poorest memory we have. It takes much training (discipline), to quickly spot the verbal clues and know upon what level somebody is talking to us—or at what level we are talking.

I regard general semantics as an excellent aid in:

1. Developing a greater awareness on our part of our own and the other fellow's major premises;
2. Helping us discover whether we are talking "facts" or going beyond the facts. It is necessary to have beliefs, but let's see these beliefs stand on as firm a foundation of fact as we can give them.

THE ANSWERS

Answer to Story I

Most people assume that the friend is a man. Not so in this case. It is the mother of the child. Then the problem is easy to solve.

Answer to Problem I

Most people assume this is a problem in Roman numerals. This is not so. If we avoided this erroneous assumption, the answer is simple—IX becomes SIX.

Answers to Story II

1. T That's what the story says.
2. ?
2. ? Story doesn't say whether he did or not.
3. F Story says he did produce something new.
4. ? Story does not say whether or not Harris had authority to spend.
5. ? Story does not say whether others than the three mentioned had such authority.
6. T That's what story says.
7. ? Not all executives are necessarily men.
8. ? Story suggests this but doesn't specify it.
9. ? If Harris is one of the three given authority to spend \$50,000, this would be true, but the story does not specify whether he was one of those three.
10. T That's what story says.
11. ? Story does not specify whether Phillips gave such authority to his best men.

WHAT SOME ILA MEMBERS ARE DOING

Glen M. Morgan, General Education Supervisor at Lakeshore Technical Institute, Cleveland, Wisconsin, has been disseminating listening concepts through the coordination of various seminars and workshops for the educational community of LTI. His material on listening has been included in an Image workshop which he and Kay Fett, another coordinator at LTI, have presented throughout the Lakeshore area. Glen has also had two articles published since his presentation at Denver; one in the **Paper Management Industrial Journal** and a second to be presented in **THE BASKETBALL CLINIC** on how young athletes can listen better to their coaches.

(Editors Note: We'd like to hear from more of you! That includes those of you in Business and Consultation too!



GOING TO A CONFERENCE SOON?

How about taking along some ILA brochures and including that in your exhibit.

ANYONE GIVING A SEMINAR, WORKSHOP, SPEECH?

How about taking along some IAL brochures and including that as a handout?

GOT ANY FRIENDS AND/OR COLLEAGUES, STUDENTS AND THE LIKE?

How about giving them an ILA brochure and liven up your conversations.

P.S. Brochures can be obtained from the main office of ILA at 366 N. Prior Ave., St. Paul, MN 55104

WHAT'S NEW . . .

LISTENING MADE EASY (hardcover book) \$10.95 from AMACOM, 135 W. 50th Street, NY, NY 10020 by Robert L. Montgomery. Nation's Business Magazine plans a book BONUS of it. Contents include: The Critical Skill of "Total Listening", Are You A Good Listener?, Start to Double Your Listening Ability, Stumbling Blocks to Active Listening, Basic Building Blocks for Total Listening, Listening Between the Lines, Goals for Understanding, and Applying Total Listening Techniques. Bob Montgomery is also author of **MEMORY MADE EASY** also published by AMACOM.

LISTENING GAMES FOR ELEMENTARY GRADES by Margaret (Peggy) John Maxwell put out by Acropolis Books Ltd., 2400 17th St. NW, Washington, D.C. 20009, copyright 1981. Has 92 Listening and Thinking Activities. Divided into 4 sections: basic listening, expanded basic listening, critical listening and listening for information.

OOPS! WE GOOFED . . .

In the August issue we listed HB Educational Systems of 21 Audio Lane, New Haven Connecticut as a publisher of audiovisual instructional programs in listening. They in fact distribute the listening materials developed by Instructional/Communications Technology, Inc. - Taylor Associates of 100 Stepar Place, Huntington Station, New York, NY 11746. IC/T has extensive listening training content which covers various kinds of stories as well as text content with skill extension activities. Included is a Auditory Memory Program, a Critical Listening Program, Perceptual Accuracy Training and much, much more. Sorry, we'll try not to do that again.

W.W. PRODUCTIONS, 2001 NW 7th St., #303, Miami, FL 33125, has Educational and Training Films with Subtitles in English for the Hearing Impaired. Their system allows Subtitles on Videotape which are distinct, clear, and easy to read letters. They also have a translation and subtitling service.

WHERE WILL IT BE?

CONFERENCE NUMBER FOUR

PROPOSALS FOR HOSTING THE 1983 CONFERENCE HAVE BEEN INCLUDED. PLEASE FILL OUT AND RETURN TO DR. STEIL (MANNY) BY DECEMBER 15TH.

NEW MEMBERS SINCE THE ROSTER:

- | No. | Name |
|-----|--|
| 301 | Katherine M. Horne, West Rox-
West Roxbury, MA 02132
325-2433 |
| 302 | Mary Reidy Hawn
2396 Olive St.
Eugene, OR 97405
687-2350 |
| 303 | Ralph J. Rybarchyk
Director Regulatory Info.
National Liberty Corp.
202 Cornwall Dr.
Chalfont, PA 18914
215-848-4880 |
| 304 | Jerry Blanche
Associate Professor
Dept. Communication Studies
Eastern WA University
Cheney, WA 99004
509-359-2883 |
| 305 | Ruth R. Wagoner, Asst. Prof.
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2001 Newburg Rd.
Louisville, KY 40205
402-452-8186 |
| 306 | Gregory P. Lampe
1607½ Charles St.
La Crosse, WE 54601
608-785-8527 |
| 307 | Nancy Oft Rose
2690 Lawrence
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689-3438 |
| 308 | Robert H. Fogg, Asst. Prof.
Millersville State College
Millersville, PA 17551
717-872-3236 |
| 309 | Michael A. Dzik, Instructor
ND State School of Science
Wahpeton, ND 58075
671-2375 |
| 310 | Laura Mercanti
1584 Keswick Pl.
Annapolis, MD 21401
721-1399 |
| 311 | Sharon A. Ratliffe
Instructor Speech Comm.
9 Badger Pass
Irvine, CA 92714
714-842-7711 x 149 |
| 312 | Barbara Levine
Acquisition & Development Edit.
Xerox Learning Systems
1600 Summer St.
Stamford, CT 06904
203-965-8562 |
| 313 | James R. Nord
1158 Lilac Ave.
East Lansing, MI 48823
517-351-6984 |
| 314 | Frances Broderick, Chairperson
College of Mt. St. Vincent
Riverdale, NY 10471
212-K19-8000 |
| 315 | Francis Uhler
Tompkins Cortland Community
College
Assoc. Pro. Speech
Dryden, NY 13053
607-844-8211 |
| 316 | Dr. Belle Ruth Witkin
201 Union Ave. S.E. #132
Renton, WA 98055
206-271-1721 |
| 317 | Anne M. Marsnik, Teacher
163 E. 2nd St., #5
Redwood Falls, MN 56283
507-557-2251 |
| 70 | Dr. Linda Moore
Mass Media/Communication
University of Akron
Guzzetta Hall
Akron, OH 44325
216-375-7954 |
| 318 | Nancy J. Greska, Chairman
Dept. Performing Arts
Dutchess Community College
Poughkeepsie, NY 12601
914-471-4658 |



INTERNATIONAL LISTENING ASSOCIATION

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