



# LISTENING POST

ISSUE NUMBER EIGHT

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Wednesday Luncheon Speaker: The Honorable John E. Simonett, Associate Justice, Minnesota State Supreme Court.

Photo by Julie Weiss

## FOURTH ANNUAL CONFERENCE A SMASHING SUCCESS



Our "International" member attendee, Peter Van Der Schaft from The Netherlands.

Photo by Harvey Weiss

### IMPRESSIONS OF A FIRST-TIMER

By Arlene Beauchemin

There are, no doubt, many reasons for the upsurge of interest in the subject of listening in both academic and corporate circles. But what raises any subject above the level of fads that come and go and sustains it over time, is the enthusiasm and quality of those who nurture it.

If the people I met at the 1983 ILA Conference in St. Paul are a sample of those in whose hands the future of listening rests, I have no doubt that listening will soon be fully accepted as the fourth "R" . . . how will it go: Reading, Writing, 'Rithmetic and Remember to listen?!

Three things struck me: first, the professional calibre and high level of expertise in the area of listening among the presentors and attendees; second, the genuine warmth and congeniality of all of those at the conference; third, that I am just beginning to be knowledgeable about listening, but that with the continued support of the ILA members, my enthusiasm won't wane and I'll continue to explore and grow.

It was indeed a privilege to meet Dr. and Mrs. Nichols for the first time. And it was a pleasure to share the honor of presenting a session with my friend and colleague, John Murphy. I learned so much and enjoyed sharing with you so much, that you can count on me next year in Arizona!





## PRESIDENT'S PERSPECTIVE

Although it's been a month since the March Annual Conference in St. Paul, I'm still getting letters and phone calls from those who attended. It looks like the high of seeing again folks we've gotten to know quite well, attending and sharing ideas in the listening sessions, and just plain having fun is going to give us a great start towards a successful 1983 for ILA.

As President of ILA this year, I've defined three goals for our organization in 1983. First, to create a financial base which would allow ILA to have -

- a full time Administrator
- financial help for the Research Committee
- a Clearinghouse of printed listings of material available and human resources available in the field of listening.

This last item, the expanded and printed Clearinghouse material, leads naturally to the make up of ILA itself. Our purpose, as defined by the By-Laws, charges us with creating a Clearinghouse. The work that Harvey Weiss has done, and the conference print tables that Al Zimmerman and Patsy and Burt Meisel put together surely puts us in the lead. Manny Steil's Resource Book and other such material for purchase, allows those inquiring about listening resources a chance to see what is available. This of course should be expanded to include K-12 curriculum work that has been done, also. By the way, those interested in more about K-12 be sure to check the session summary of Bud Williams and Deborah Vrhel from the March Conference in this issue.

The second most asked for information relates to the Research area. What's been done? Who's doing what now? And other such questions. Kittie Watson's and Larry Barker's and Bob Nirsch's work not only to create a committee, but to keep expanding the offerings, and work in progress, is obvious to all of us. But ILA needs to be more supportive and push this committee's findings to the public.

The full time Administrative position is obvious to those of us belonging to other organizations. For continuity and expanded membership support, it really does take a full time effort. We've been fortunate to find someone like Geri Jwanouskos, our present part time

director, who combines good solid administration abilities with book-keeping and office skills. But I've heard her say many times; if she had more time she could have done such and such. To keep the organization going, to expand the organization, and to promote the development and study of listening, that person does have to have time to do the job.

So expanding the financial base is crucial for our viability and continued growth. Nadine Marsnik has put together an aggressive program as Second Vice President in charge of membership. I'm pleased to have Nadine on the board and now we members of ILA must help her. Her idea of expanding ILA membership in specific professions is a good one. As Minnesota State Supreme Court Justice John Simonett said at the Conference, his profession is not trained to be effective listeners. Sound familiar? ILA should play the role of getting other professional associations to spread the word of ILA to their members. That is my second goal. To talk to and make presentations to the boards of major associations, explaining what the ILA is and how we can help their people professionally.

I'll also work to receive outright gifts or grants, or contributions from business organizations.

My third goal for 1983 is to get our members more involved in ILA. Maybe Ralph Nichols' idea is right. He claims we shouldn't try to reach all people with ILA membership. But rather make membership in ILA something special. Something to be professionally recognized, something to be achieved. Well if that's so, we should indeed not lose members once they are in ILA. By gaining their activity and capping their resource we'll grow from within.

There is no doubt this is the year not to ask what is ILA doing for me? But to ask, what am I doing for ILA?

Bob Miller

## MEET THE NEW BOARD OF DIRECTORS

President - Bob Miller  
1st Vice President - Andy Wolvin  
2nd Vice President - Nadine Marsnik  
Secretary - Alice Ridge  
Treasurer - Bill Gering  
Member at Large - John Meyer  
Member at Large - Nan Johnson-Curiskis  
Past President - Sally Webb  
Administrative Director - Geri Jwanouskos

Newsletter Editor - High Taliaferro  
Nominations Committee - W Ken Spence  
Awards Committee - Sara Lundsteen  
Research Committee - Kittie Watson

Publications Committee - John Meyer  
Conference Search Committee - Nan Johnson-Curiskis  
Program Committee - Andy Wolvin  
Membership Committee - Nadine Marsnik

## ILA HAS NEW OFFICE

The Merriam Park Professional Building has a new tenant. I'm "HAPPY, ELATED, RELIEVED", to report that the ILA will have a new office - it's very own. At the direction of the Board we found a rental space and in the next few weeks will be settling in. Gone will be the boxes under desks, on top of counters, crammed in corners, and camouflaged in filing cabinets. Some of you may be confused for our address hasn't changed only our location. Office hours will be from 7:00 a.m. to 8:30 a.m. in the morning, Monday through Friday and from 3:00 p.m. to 4:00 p.m. in the afternoon. We'll have a phone answering machine which will cover the office when we're not available. All calls will be responded to within 24 hours. We're even having a sign made for the front of the building - so drop in when you're in St. Paul, use our facilities or call us if there's anything we can do for you at 612-644-1765.

Geri Jwanouskos  
Administration Director



## MEET OUR NEW PRESIDENT



Bob Miller, one of the founders of the International Listening Organization assumed the presidency at the 4th Annual ILA Conference. Bob has been on the board of directors since its inception. He is Vice President of Telstar, a video publishing company which specializes in educational and management programs and courses. He has given listening 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 speaks on listening to corporate seminars, school systems and universities and authored Newsweek's Corporation Communication Program on Listening in 1981. Along with his active participation in the field of listening, Bob is past chairman of the zoning and planning commission and City of Hopkins Cable TV Commission and is currently Mayor of Hopkins, Minnesota.

### FIRST VICE PRESIDENT:

**ANDREW D. WOLVIN**, Co-author (with Carolyn G. Coakley) of *Listening and Listening Instruction*, is a founding member of the International Listening Association. A professor of Speech Communication at the University of Maryland-College Park, Andy has participated in all of the ILA conferences and serves on the Research

Committee for the organization. He also has served as Vice President/President of the Eastern Communication Association and as Chairperson of the Speech Communication Association Applied Communication Section and the Instructional Development Division. In these positions, he planned extensive convention programming and projects for the organizations. He was the co-chair of the SCA Summer Conference on Careers in Communication. Active as a communication consultant, he trains listeners and speakers for such agencies as the U.S. Department of State, the Federal Emergency Management Agency, Transemanatics, Inc., and the American Society of Association Executives.

### SECOND VICE PRESIDENT

**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.

### SECRETARY:

**ALICE RIDGE** is Assistant Professor of Speech at University of Wisconsin-Eau Claire; Created the Listening Course at UW-EC in 1977; Was a founding member and officer in the ILA in 1979; Receiving a grant to further study listening at U of Minnesota in spring of 1980; Broadcast the listening course over WHA, the state radio network of Wisconsin in fall 1980; Taught listening and communication courses at the University of London, England for UW-EC London Studies Program in spring 1981; Is currently writing a K-12 listening curriculum for the University Extension; Has addressed many professional, educational, business groups on various aspects of listening.

### TREASURER

William M. Gering received his BA in Speech and Drama from Bethel College in Kansas. He received a World Council of Churches scholarship for a year's graduate study at Mainz University in Germany. He received his BD Degree from Bethany Biblical Seminary in Chicago. Graduate work was done at Indiana University in 1958 in the Department of Speech and Theatre. He received his Ph.D. Degree in August 1963 and became Assistant Professor and Chairman of the Department of Speech and Drama at his alma mater, Bethel College in Kansas.

In 1965, Gering joined the faculty of the Indiana University at South Bend as Assistant Professor of Speech and Theatre. He was appointed Chairman of the Department of Speech and Theatre. Gering was appointed and served as Resident Director of the Purdue University-Indiana University Overseas Studies Program at the University of Hamburg, Germany for 77-78.

Gering is listed in the *Directory of American Scholars*, Vol. II, and the *Who's Who in the Midwest*. His publications include a one-act play, *I Must Go*, and articles and book reviews in the *Quarterly Journal of Speech*, *Preaching Journal* and *Parliamentary Journal*.

He is a founding member of the ILA and wrote the proposed by-laws ratified on February 17, 1980. He holds membership in the Speech Communications Association, Central States Speech Association, and the American Institute



of Parliamentarians. Locally, he is a member of the Mishawaka Kiwanis Club, and the Beiger Heritage Corp. (past president).

#### AT LARGE

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.

#### AT LARGE

##### NAN JOHNSON-CURISKIS

Listening Background: BS Speech and Theatre Arts, MS Speech and Theatre Arts, MA Counseling Psychology, Founding Member ILA, Speaker at

both the Atlanta and Denver ILA Conventions, as well as being on the Program Committee in Atlanta.

Technical Assistance in filming and producing the Atlanta Convention videotape. Nominating Committee ILA Convention Denver, Article published in *Effective Listening Quarterly*, Chairperson, Eden Prairie Minnesota District Listening Committee, Chairperson ILA local arrangements, St. Paul Minnesota Convention. Presented speeches on listening to: American Personnel and Guidance Association Convention, Minnesota Personnel and Guidance Association Convention, Speech Association of Minnesota Convention, Lake Area Counselors' Association, MN Assoc. of Secondary School Principals' Convention, National Business Women's Association, Women in Educational Administration, Minneapolis Jaycees Personal Dynamics Seminar, Schools and businesses in the Minneapolis area, State of Minnesota, Department of Education, Basic Skills Program.

#### PAST PRESIDENT

Sally Webb is the Past President of the International Listening Association. Sally is a founding member of the ILA. She was the first First Vice President and served as Program Chairman for the first three conferences.

In 1981 at the Central States Speech Association Conference in Chicago she presented a paper on "The Powerful Forces Behind the 'Listening Re-Awakening'" as a part of a symposium on listening.

Sally teaches an undergraduate course in listening as well as courses in public speaking at the University of Wisconsin Eau Claire where she is an assistant professor. She frequently speaks and presents workshops and seminars on listening to business and professional groups.

She is a member of many professional, honorary, and local organizations. Sally has won awards such as Outstanding Young Teacher from the Central States Speech Association, Humanitarian of the Year from the Eau Claire Area Humane Association, and numerous honors as a champion debater and orator as an undergraduate.

## From the Executive Board:

A Summary of the Meeting of the New Executive Board.

The new Executive Board gathered at 7:00 a.m. Saturday, March 5 to explore directions, problems, and future topics concerning the ILA.

Exploratory discussion, all of which will be continued at the next Board meeting, included the following questions:

1. How can we make our convention programs available to more members? Convention-goers are torn because we have so many good programs going on simultaneously. Professional tape recording companies seem to be prohibitively expensive. How can the matrix now employed to schedule varied programs be made more effective?
2. How can we better handle elections? At present, elections consume an inordinate amount of business meeting time, leaving little time for new business from the floor.
3. Shall we change the time of year for our conventions? Fog closed the Minneapolis airport this year, snow closed the Denver airport in 1981.
4. How can we make the **Listening Post** more effective? John Meyer raised some possible directions such as an editorial board.

Action was taken on the following:

1. The new At-Large Member was directed to solicit information on sites and dates for the 1985 convention, the final selection of site resting with the Board. Negotiations for sites need more than one year, as we have operated in the past.
2. The Administrative Director, Geri Jwanouskos, was directed to negotiate for office space for ILA at the 366 N. Prior address.
3. The Board voted to keep the dues at their present level for this year. The Board will next convene via conference call hookup to save time and money.





82-83 Executive Board with Luncheon Speaker. Standing L-R; Harvey Weiss, Manny Steil, Bob Miller, Honorable John E. Simonett, Associate Justice Minnesota State Supreme Court, John Meyer, Bill Gering. Sitting L-R Local Arrangements Nan Johnson, Sally Webb, Carolyn Coakley. Not pictured Virginia De Chaine, 2nd vice president.



Photo by Julie Weiss



President Elect Bob Miller accepting the Traveling Wes Wiksell Gavel Symbol of Presidency (wearing "Grapplers Are Great" t-shirt award).

Photo by Harvey Weiss

## Additional Notes of Interest from the Secretary, Carolyn Coakley

ILA Luncheon - March 3

President Sally Webb presented the following awards:

Membership Award to Manny Steil

1983 Conference Award to Nan Johnson-Curiskis

1983 Program Award to Harvey Weiss

ILA Executive Achievement Award to Geri Jwanouskos

President Sally Webb presented to the organization of her choice, the ILA, a check for \$200 that she had been awarded for being recognized as an outstanding educator.

John Meyer will serve his second year as an At-Large Member.

Harvey Weiss presented Bob Miller, Program Chairperson, with a wrestling t-shirt as a memento of the days AND NIGHTS that the ILA members spent "wrestling" (for elevators, pool space, sleep, etc.) at the Radisson Hotel with those involved with the Minnesota State Wrestling Tournament.

Bob Miller reported that 154 persons attended the 1983 ILA Conference.

Newly elected First Vice-President 1984 ILA Program Chairperson, Andrew Wolvin, requested that members suggest - in writing - 1984 program ideas.

Kittie Watson, chairperson of the Research Committee, requested that members suggest topics for the 1984 Research Committee Meeting.

Bob Miller, on behalf of the ILA, presented Sally Webb with a plaque in appreciation of her tenure as ILA President.





## CALL FOR PAPERS

The International Listening Association will hold its fifth annual convention in Scottsdale, Arizona on March 7, 8, 9, 10, 1984. The Research Committee is sponsoring three programs at the convention. There will be two panels of competitively selected papers. One of the programs will be reserved for graduate and undergraduate students submitting papers. These students-authors should include the word **STUDENT** on the title page. Persons interested should submit four copies of their paper. The title page should include the title of the paper, its author or authors, and relevant biographical information. The third program is reserved for "Research in Progress." Persons interested should submit two abstracts of their research. Please send all papers and abstracts to: Kittie W. Watson, Chair, Research Committee, International Listening Association, Department of Speech Communication, Tulane University, New Orleans, LA 70118. Deadline for submission of paper is November 1, 1983.

## MEMBERSHIP

Nadine Marsnik of Minnesota was elected second vice president and membership chair at the St. Paul Conference. She reports 323 members from 45 states and 14 countries on our official membership roster. Seventy-five people who were not on the roster in March attended the conference and several became new members.

Nadine issues a challenge to all members to attempt to match Manny Steil's impressive record for bringing new members to ILA. New brochures will include a space for new members to indicate how they learned of ILA. Also, all members will receive post cards on which to jot down the names and addresses of those who are interested in ILA. Nadine suggests you keep them in your pocket, fill them out, and mail them - with your name, of course.

Some members have expressed the wish to keep ILA small. It certainly has operated impressively with a small membership. This year we are aiming at controlled and quality growth. In the hands of the present members, this seems inevitable.

## EDUCATORS NAMED TO HALL OF FAME

By Sara W. Lundsteen

### PROFESSORS EMERITUS: CHARLES T. BROWN and CARL WEAVER

Have been named to the International Listening Association Hall of Fame.

They were recognized at a luncheon during the ILA National Convention in St. Paul, Minnesota, March 3, 1983. Placques were presented by Sally Webb.

In alphabetical order, Professor Charles T. Brown was the nominator's listening teacher at Western Michigan University. His scholarship in listening, research and writing is reflected by a very large listing of work available at the ILA office.

Dr. Carl Weaver as a teacher and director of graduate research in communication at both the University of Maryland and Ohio University has made his mark as a classroom teacher, researcher, writer, consultant, and listening practitioner. Publication of his work is available at the ILA office.

## AWARDS COMMITTEE

Immediate Past President Sally Webb has announced the reappointment of Prof. Sara W. Lundsteen as Chairperson of the 1984 ILA Awards Committee, currently responsible for the Hall of Fame Award. Dr. James Brown (past recipient) continues and Dr. Lyman K. Steil has been added.

The work of the Awards Committee currently is to invite the submission of nominations for the Listening Hall of Fame, for an individual, usually a "pioneer" in the field, who has achieved widespread fame.

Other categories of awards are solicited from the ILA members and should be routed to the new ILA President and Board, who will pass directives on to the Awards Committee.

In 1980 the ILA presented a Recognition Award to the Sperry Corporation for its extraordinary contribution to "promote the study and development of effective listening." Thus, individual,

business, governmental agencies, and education institutions might be eligible for award. New ideas are cleared through board approval.

Nominations for the Listening Hall of Fame award sent to Dr. Lundsteen need to contain:

1. Name
2. Addresses (business and home)
3. Phone numbers
4. Vita of the nominee
5. Rational for the nomination
6. Name, address, and phone numbers (business and home) of the member submitting the nomination.

All Hall of Fame nominations should be sent before October 15, 1983 to:

Prof. Sara W. Lundsteen  
College of Education  
North Texas State University  
Denton, Texas 76203

## FROM THE EXECUTIVE BOARD

By Carolyn Coakley

While many of those who attended the ILA Conference were trying to find the Ramada Inn, touring the University of Minnesota Campus, dining at Smugglers' Inn, or interacting at LeCarrousel, the Executive Board members were meeting on the evening of March 3.

During the meeting, several committee reports were given and several decisions were made. Those chairpersons presenting committee reports were W. Ken Spence, reporting on the Nominating Committee; Sara Lundsteen, reporting on the Awards Committee; and Nan Johnson-Curiskis, reporting on the Local Arrangements Committee. Board decisions made include the following: the creation of a three-person Awards Committee with staggering terms of one year, two years, and three years with former Hall of Fame inductees serving in an advisory capacity; the naming of Sara Lundsteen, chairperson, to serve one year, James Brown to serve two years, and Manny Steil to serve three years on the Awards Committee; the board's authorization for the Awards Committee to establish criteria for and initiate new awards as the committee see fit from time to time; the naming of W. Ken Spence as chairperson of the 1984 Nominating Committee and Harvey Weiss and Geri Jwanouskos as committee members; and the approval of Arizona as the site of the 1984 ILA Conference to be held in March.

Minutes of the Executive Board are available to all members upon request.



## Available To Members

1. Listening Research: A partial bibliography with Annotations. Compiled by Computer Search - Dr. Robert J. Walker, Professor of Speech and Performing Arts, Northeastern Illinois University, 5500 N. St. Louis, Chicago, IL 60625. Cost \$3.00. Make check out to International Listening Association.

2. 1983 ILA Conference audiotope of **How Your Profession Influences Your Listening Skills** (a panel discussion) chaired by Warren Gore - cost of tape and shipping \$5.00.

3. 1983 ILA Conference audiotope from the **Jam Session Led by Robert J. Walker** - cost of tape and shipping \$5.00.

All materials listed above are available from the International Listening Assoc., 366 N. Prior Ave., St. Paul, MN 55104.

## ANOTHER REFLECTION

Useful, interesting and lovely are the benchmark words which go through my mind after attending an ILA conference for the second time (although there was one disappointment: I expected to see lots of snow, but no matter). Usually a convention is evaluated especially on its professional and/or business importance. The social value, if any, comes much later. But evaluating the 4th ILA Conference in St. Paul, MN., I realize the social aspect is very important. That is because of the attitude of ILA members towards each other; I don't think it makes much difference that I'm one of the few "I's" in International Listening Association. The many ILA members I met have strong personal ties to the organization.

Let me explain: Information exchange in communication on professional subjects, takes place mostly during the meetings (I'll come back to that later). Because of the size of the audience, the information has to be of general interest so that anybody can find something in it. I've attended many conferences, good ones and bad ones, but at ILA I found people, speakers or other attendees, more than willing to share ideas and information, to discuss thoroughly your own (perhaps not completely developed) ideas and to answer questions of personal interest. Although there might be some scientific or commercial competition among some members, during personal talks I never felt it. I was involved in discussions with people till 4 a.m. Even at the airport on the way back home, ILA members were willing to share ideas.

This attitude and the warm friendly feelings, enables me to say: Not only am I an ILA member, I feel one too.

The personal talks are also professionally very valuable. They enable you to test your ideas and clear your thoughts. It also gives me the opportunity to go deeper into the information which is given during the sessions.

Generally the sessions were quite valuable to me, especially the ones dedicated to theoretical and scientific background information. I support strongly the demand for more research papers in the future. For anyone who is concerned with developing listening skills or teaching listening, it is important to broaden and to deepen the foundations of our knowledge of this part of the communication process. As listening is part of the communication process, I think it is also necessary that we do more research on the influence of specific acts of speaking and presentation-making, such as the use of rhetorical techniques, argumentation, persuasion and audio visual aids.

Personally I'm very interested in the influences of the differences in social and cultural positions between speaker and listener. Maybe that's because of the strong differences in Europe, but I think the United States, being a melting pot of cultures, has to face the same problems. Here is where ILA - in my opinion - needs to develop more the meaning of the "I" in the name of our organization.

A final evaluation of the St. Paul conference? No matter what happens, I'll be in Scottsdale, to see old friends again and to develop the profession even more!

Peter van der Schaft/Holland

## A CALL FOR IDEAS

An organization is only as good as the sum of its membership. If you have ideas for furthering or bettering the ILA, please make them known.

Send ideas for future sites for conventions to: Nan Johnson-Curiskis, At-Large Member.

Send ideas for programs to Andy Wolvin, First Vice-President.

Send Ideas for possible new members to: Nadine Marsnik, Second Vice-President.

Send ideas for entertainment at Scottsdale to: Bill Arnold, Local Arrangements Chair for 1984.

Send ideas for Listening Hall of Fame to: Sara Lundsteen, Awards Committee Chair.

Send ideas for officers to: W. Ken Spence, Nominating Committee Chair.

Send ideas not addressed by any of the above to: Alice Ridge, Sec'y. for Transmission to the Board.

Send ideas for research committee program to: Kittie Watson.

## 1984 ILA CONFERENCE CALL FOR PROGRAMS, PAPERS

Plans are underway for the conference program for the 1984 ILA meeting in Scottsdale. First Vice President Andrew Wolvin is encouraging members to put together program and/or workshop suggestions for the conference and send them to him by **June 1** so that he can get the program copy printed and distributed to all members and potential members during the fall semester. Please send all proposals, ideas, suggestions to Andy:

Andrew D. Wolvin  
ILA First Vice President  
Department of Communication Arts  
and Theatre  
University of Maryland  
College Park, Maryland 20742  
(301) 454-6295



# INSTRUCTIONAL MATERIALS



## CONFERENCE SUMMARIES

### LISTENING PLUS READING SCORES: AN EARLY WARNING SYSTEM TO PREDICT HIGH RISK COLLEGE STUDENTS

By Mary Lou McKibben

How can high risk students be identified early and then given assistance to help them succeed in college? To answer this question, a research study was conducted at the College of Basic Studies, a two-year school at the University of Hartford, to determine which factors or combination of factors correlated with the first semester Quality Point Average (Q.P.A.) of 265 C.B.S. freshmen and could, therefore, be used as an "early warning system" to predict group membership in one of these three categories: which students would (1) be dismissed, (2) be put on probation, or (3) be successful, i.e., get a 2.0 Q.P.A. or higher. Pre-admissions variables included the SAT scores (math, verbal and Test of Standard Written English), high school class rank, and number of Carnegie Units of Instruction. Post admissions variables included the pre- and post-test scores on both the Nelson Denny Reading Test (NDRT) - vocabulary, comprehension, and total scores - and the Brown-Carlson Listening Comprehension Test (BCLCT).

Pearson Product Moment Correlation Coefficients were highly significant ( $p = <.01$ ) for listening scores (.271) and the reading total and comprehension scores (.20 and .19 respectively). However, they accounted for only 5% and 4% of the variance respectively. Thus, by themselves, none of these variables is a good predictor.

A discriminant analysis was used to determine how accurately a combination of variables would predict group membership. Significant differences were found in these pre-measures: BCLCT, both SAT scores, and class rank. However, the dismissed and probation groups did not differ significantly with each other on any of the pre-measures. Therefore, they were combined into the below a 2.0 group. A multiple discriminant analysis was used to predict group membership and to determine how much of the total variance in group

membership was accounted for by the combination of variables. Listed below in order are the six variables which made a significant contribution to the Discriminant Function ( $p < .0000$ ) A 1. equals all variance. The Wilks' Lambda (number given in parentheses below is the variance not accounted for:

Pre-listening	(.918)
High school rank	(.875)
Carnegie Units	(.859)
Pre-reading - comprehension	(.853)
Pre-reading - total	(.837)
SAT - verbal	(.829)

Hence, the six factors combined account for only 17% of the variance. The canonical or multiple correlation is .41 which is a very high correlation. Thus, the combined factors begin to account for the total variance of group membership. Sixty-five percent of the grouped cases were classified correctly, but if admissions decisions were based on only these factors, mistakes would be made on one third of our population.

To learn whether BCLCT or NDRT contributed more to the prediction process, we analyzed the data in two more ways: (1) with NDRT scores included but BCLCT removed, we correctly classified 60% of our cases; (2) with BCLCT included and NDRT scores eliminated, we correctly classified 65% of our cases. Thus, listening scores seem to be slightly better at predicting group membership.

At the end of the second semester, i.e., the end of their freshman year, no one in the probation group was dismissed for academic reasons. However, many remained below a 2.0 and therefore on probation. Seventeen of these subjects were not only on probation but had also scored below the 25%ile on both the pre- and post BCLCT. A listening course was proposed for these students, but no course could be offered. After their first semester as sophomores, three of the 17 have dropped out, one has a 2.0 and the other 13 are still on probation with Q.P.A.'s ranging from a 1.77 to a 1.96. A follow-up study will be conducted at the end of the subjects' fourth semester to find out who have earned their A.A. degrees. A pilot study is also being done with this year's freshman class. A complete report is available from the I.L.A.



# THE APPLICATION OF AUDITORY PERCEPTUAL LISTENING TECHNIQUES TO MUSIC TO THE VERBAL LISTENING SKILLS OF COLLEGE STUDENTS

Betty Walsbacher, Music Education, Wichita State University  
Jane Glotfelty Rhoads, Learning Resource Center, Wichita State University

The purpose of this study was to examine the use of intensive music training as a method for improving college students' listening skills, specifically those skills relating to short term listening comprehension.

## Review of Research

Justyn Graham ("The Teaching of Listening Skills Through Music Lessons in Fourth and Fifth Grade Classrooms." Doctoral Dissertation, Colorado State College, 1965) conducted research to determine the extent to which listening could be improved in individual fourth and fifth grade pupils through a series of lessons designed to teach identifiable listening skills through the area of music. Alternate forms of the **Hollow Test of Listening Comprehension** were used.

The result was that the difference between the experimental and control groups was significant at the .05 level, which led to Graham's conclusion, "The fact that pupils in the experimental group made significant gains through lessons in listening to music indicated that transfer took place."

The study that closely parallels the one attempted in the current presentation used the intensive music teaching techniques developed by Betty Walsbacher. The study ("Use of Music Training to Actuate Conceptual Growth in Neurologically Handicapped Children," Marilyn Pirtle and Kay Seaton, **Journal of Research in Music Education**, 21, 1973) found that the amount of improvement made by the experimental group in all areas tested (musical development, vocal integration and verbal comprehension) was statistically significant when compared to the scores of the control group.

## Techniques Used in Intensive Music Training

The technique of intensive music training as a tool for teaching focused listening, developed by Betty Walsbacher is based on the premise advanced by George Bruner that by using a highly structured approach dealing with basic concepts, presented in a cyclical manner, you can teach any child anything, at any age, in an intellectually honest way.

Through a participatory listening experience, Ms. Walsbacher leads her students through the following developmental sequence of listening skills:

- A. The student identifies his perception of sound stimuli (as distinguished from visual, tactile stimuli).
- B. The student identifies his perception of musical sound (as distinguished from silence, noise).
- C. The student locates and localizes musical sound.

- D. The student identifies beginnings and endings of musical sounds and of musical fragments.
- E. The student separates musical sound from background, and a facet of musical sound from musical background.
- F. The student perceives musical sound in terms of its pitch (melody and harmony) duration, timbre, and intensity.
- G. The student identifies consecutive events of any of the above (sequential) or all of the above (simultaneous).
- H. The student establishes or identifies the order of the (above) musical events (design).
- I. The student refines his perceptions and integration of all the above.
- J. The student selects (or recognizes or establishes) specific instances from all the above or in/for specific musical events.

## Results of Study

Both the experimental and control group of college students were given the **Brown-Carlsen Listening Comprehension Test**, Form Am and Bm. The post test results of the experimental group which received intensive music training showed a greater gain in three areas of the test than did the control group. These three areas in order of most to least gain were, Part A - Immediate Recall, Part B - Following Directions, and Part E - Lecture Comprehension. None of the gains were statistically significant. This is probably due to the size of the sample and to difficulties within the testing situation itself, rather than to the content and to the method of training.

## Conclusion

The study does point to the fact that listening involves a composite of skills, and we need to investigate more thoroughly the elements of the process; that is, selective attention, hearing, understanding, responding and memory. By focusing on each of these skills in a variety of settings, we could develop more effective teaching tools.

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## "College Listening Instruction: Who Needs It?"

Montclair State College answers the panel question with a resounding, **Everyone**. The presenters gave a paper in which they described an experimental study of five hours of direct instruction in listening in the Fundamentals of Speech classroom. Since Montclair runs close to a hundred sections of a basic speech course every year and is phasing into a Speech/Listening description of the course, the study was undertaken to excite faculty about including a formal unit in listening of at least five hours length in all courses. As it turned out, the experiment also revealed positive results. Statistical treatment of the results based on 85 experimental students and 83 controls suggests that five hours of direct instruction in listening improves listening comprehension as measured by the Brown-Carlsen, and that such improvement



seems to be relatively stable. The complete paper is available from the ILA Office. (Summary doesn't do it justice.)

Three different models of college listening programs were presented by panelists Mary Lou McKibben, College of Basic Studies, University of Hartford; Dr. Terry Newton, St. Edwards University; Ann Seidler and Linda Tamessian, Montclair State College. Mrs. McKibben, in describing her attempts to establish a college-wide listening program, offered these suggestions for those who want to effect a wholistic approach to listening:

1. Join the International Listening Association and attend conferences, read the **Listening Post**, and do networking with other I.L.A. members to find out not only what they have done and are doing but also how they managed to introduce listening on their campuses.
2. When you discuss listening with others, be a good listener yourself. Use Dr. "Manny" Steil's four levels of listening in the order he recommends: (a) phatic (small talk); (b) cathartic (let others "unload" so you can discover their concerns and objections); (c) informational and then (d) persuasive.
3. Before you try to "win friends and influence people," do extensive research about listening - what it is, how it can be improved or taught, how it relates to the other communication skills and to retention/attrition and to success in college. Take courses in behavior modification, cognitive psychology, computer, statistics, and the psychology of learning and learning disabilities. Then you can answer any objections based on facts rather than on emotional appeals.
4. Begin by incorporating listening instruction and skill practice in your own courses, such as speech, reading, study skills, or English.
5. Interest colleagues within and outside of your department to use your methods and materials. Try to include everyone in some way.
6. Get the support and enthusiasm of your chairperson, dean, and other administrators, counselors, and leaders on your campus. Stress the importance of improved listening as a factor in these two important areas: (a) retention in college and (b) in the future job performance of the graduate who has received listening training. Business and government agencies are currently providing training to their employees and may favor applicants who have learned and practiced listening skills.
7. Serve on committees, such as the library, instructional resources, curriculum, learning/teaching center, etc. - any official "body" which could possibly be a vehicle for increasing listening awareness or instruction.
8. Procure funding through internal or external grants. Make a tax deductible contribution to your department, perhaps get a matching contribution, and use the funds for listening materials, such as films, videotapes or books for the library.
9. Using your extensive research on listening do the following: (a) prepare a bibliography about listening; (b) write your course syllabus, and (c) create your materials, such as exercises, questionnaires, and video- and audiotapes of local interest. Be all set to order textbooks, films, and cassette programs. For example, collect quotations about listening which students must hear and paraphrase, such as Aristotle's "To impress, express." Also collect problems and riddles to hear and solve such as this one: "You have ten Christmas trees. How can you arrange them in five rows with four trees in each row?" (See the answer at the end of the article.) You may write to the I.L.A. for a copy of these handouts: (a) A two-page listening bibliography tailored to the interests and needs of writing, reading, and study skills teachers; (b) An article by Martha S. Conoway, "Listening: Learning Tool and Retention Agent," which lists more than fifty "teaching techniques and instructor behaviors that enhance or inhibit student comprehension" while listening in college classes; and (c) A dozen listening exercises to be used during twelve weeks in conjunction with a "Listening Notebook" kept in either a listening course, learning center, advising program, or writing/reading/study skills course.
10. Write articles about listening and give presentations to local, state, national and international professional associations. If possible, use the media and press to publicize the importance of listening. Gain recognition from others. Also speak to and with community groups, businesses, and other colleges. Be the proverbial expert by being out of town or off campus. Perhaps if others recognize the importance of what you are doing in the field of listening, you may eventually be a prophet in your own area. Submit your conference presentations and other materials about listening to ERIC/Reading and Communication Skills. This will not preclude their being published elsewhere. Also, once you have published in the ERIC system, you may order other ERIC materials free. Finally, this widely used information network can put the I.L.A. and our members in contact with thousands of educators interested in listening.
11. Find out how well students on your campus listen compared to national norms. Give a standardized test, such as the Brown-Carlson Listening Comprehension Test, to determine local scores and compare them with those of others nationwide. Keep empirical data to verify the need for and the results of listening instruction.
12. Provide "in-service" sessions for faculty, advisors, and administrators who are interested and willing to facilitate, incorporate, or ameliorate listening in their courses or counseling.
13. Offer to consult with local school systems, businesses or government agencies who wish to improve the listening of their clientele or personnel. Contact and work with the assessment officials in your state. You can find out who they are in "Perspectives on the Assessment of Speaking and Listening Skills for the 1980's," which can be ordered for \$4.25 from the Speech Communication Association.

Because of the subsequent contributions from other I.L.A. members, these above "lucky thirteen" suggestions for creating listening awareness, influence, and alliances are considerably longer and better organized than as originally conveyed. With gratitude we acknowledge the suggestions of Drs. Ralph Nichols, "Manny" Steil, Warren Gore, Bob Walker, John Murphy, Marguerite Lyle, and Estelle Miller.



Dr. Terry Newton agreed that "politicking" – however loath we may be to indulge in it – is necessary if we wish to get and/or keep our listening programs going. He has been successful in obtaining substantial grants from both FIPSE (Fund to Improve Post-Secondary Education) and the College Board to establish and continue his extensive listening program on the St. Edwards campus and in the Austin secondary schools. Dr. Newton has developed and is getting norms for several videotaped listening tests. The audience viewed and took his thirty minute test designed for high school students. For further information or to order specimen sets and other materials, contact Dr. Newton. His "Description of the St. Edwards University Directed Listening Skills Project" is available from him or the I.L.A.

#### ADDRESSES:

International Listening Association  
366 North Prior Avenue  
St. Paul, Minnesota 55104 (612) 644-4726

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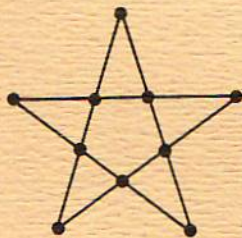
ERIC/Reading and Communication Skills  
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Dr. Terry Newton  
St. Edward's University  
Austin, Texas 78704

Dr. Ann Seidler  
Speech Department  
Montclair State College  
Upper Montclair, New Jersey 07043

#### Solution to Christmas tree problem:



## LISTENING AND NONVERBAL COMMUNICATION: EXPLORING COMMUNICATION AS A BISTIMULATIONAL ACT

By John L. Meyer

Portions of a paper by Nora Autumn Finn was read. The paper was a research report on: Two listening tests (Brown-Carlson and Ralph Nichols', Dun and Bradstreet) which were administered to three different groups with the method of presentation (channel) varied – audio, video, and "live" – to determine if there would be significant differences in test scores. There were no differences between "audio-only vs. visual-auditory (televised) nor live presentations.

Six hypotheses for future research in listening and nonverbal communication were advanced. (See Dale Leathers' book, **Nonverbal Communication Systems**, pg 236.)

Four research projects were also recommended to ILA Members. Topics included: 1. Listening to detect deception and lying. 2. Determining Listening Channels for Learning. 3. Television Audiences: How They Listen and Respond (to animations, actualities, visual fixation, and seduction techniques) 4. Studying and Teaching Listener Feedback Cues: Some Verbal and Nonverbal Behaviors and Their Effects.

## IDENTIFYING THE COLLEGE STUDENT WHO NEEDS LISTENING TRAINING

Kendall K. Ward  
Associate Professor  
Stark Campus - Kent State University  
Canton, Ohio

The author developed the Listening Education Program for Kent State University; including both the test used for identifying students with poor listening skills, and the 2-semester hour course, **Listening and Learning**, adopted by the university as one of four Developmental Education courses.

The general goal of the session was to familiarize the audience with the Listening Skills Test. The specific objectives would include a discussion of its construction and use, a demonstration of the test, and the offer to make the test available to interested parties should they wish to share in data collection.



# PERCEPTIVE LISTENING TO DECODE NONVERBAL CLUES INTEGRATED IN AURAL MESSAGES OR WHAT'S THE SPEAKER REALLY SAYING?

By Florence I. Wolff, Ph.D., Professor of Communication Arts, University of Dayton, Dayton, OH 45469

Unit #1: "Listening to Identify Eight Nonverbal Clues Clarifying What the Speaker Is Really Saying"

A realistic definition of listening includes attending to aural and nonverbal stimuli. The implicit nonverbal signals can repeat, contradict, complement, accent, regulate, or substitute for the speaker's message. Thus perceptive listeners should be able to define and interpret (as accurately as possible in relation to the speaker's **intended** message) several commonly used nonverbal signals, noted below.

**Emblems** are nonverbal acts with a direct verbal translation, i.e., the circular thumb and forefinger gesture for "A-OK"; the victory sign for "Peace". Emblems differ in cultural context: the suicide emblem in America is a pointed finger to the head; in New Guinea, grasping the throat with the hand; in Japan, moving a clenched fist from side to the heart.

**Illustrators** are movements that accent or emphasize a word or phrase. Normal humans have synchronous speech and body acts, i.e., head and eye movement with the words, "I agree." Those with pathological manifestations have "out of sync" speech and movement behavior.

**Affect Displays** primarily are social configurations revealing emotional states of the speaker. The face is a major signal of emotion; the body shows global effects of emotion, i.e., dragging along or walking briskly.

**Regulators** are acts that maintain the back and forth pattern of speaking and listening between two or more interactants. Turn-taking in conversation requires regulators for "interactional synchrony" causing speaker-listener role reversal. Speakers use Turn-Yielding and Turn-Maintaining regulators. Listeners use Turn-Requesting and Turn-Denying regulators.

**Adaptors** are acts performed with little awareness. They may be difficult to define and interpret since adaptors originate in childhood to answer specific needs. Picking and scratching may reveal hostility or suspicion toward the listener. Rubbing the hands may signal self-assurance or tension.

**Physical Characteristics** are nonverbal clues the listener decodes in relation to the speaker's physique, hair, skin, attire, and general attractiveness. Certain stereotyped interpretations can hinder perceptive listening as we interpret the messages of speakers with three types of physiques. An **endomorph** (round/fat) speaker may be considered to be an

older, shorter than actual height, weaker, or old-fashioned person. A **mesomorph** (athletic) speaker may appear to be stronger, sexually attractive, and younger than actual age. An **ectomorph** (tall/thin) speaker may seem to be ambitious, tense, and taller than the measured height.

**Paralanguage** is the use of voice properties (pitch, rate, volume, and quality) emphasizing **how** something is said rather than **what** is said. High or low pitch may reflect a nervous or refined speaker; loud or soft volume, a boisterous or timid person; fast or slow tempo, an alert or relaxed person; pleasant or abnormal voice quality, a healthy or ill person.

**Touch** is physical contact. The amount and kind of touching are important variables in child development and sexuality. Touch reinforces emotions, enhances verbal emphasis, and implements the reversal of speaker-listener roles.

By identifying and interpreting the speaker's nonverbal cues and integrating them as listener's clues in aural messages we have a better chance of interpreting and understanding what the speaker is **really** saying.

Unit # 2: "What Do Space and Silence Really Say?"

By Nadine C. Marsnik, Instructor, Vermilion Community College, Ely, MN 55731

The second half of the program explored the role of space and silence as vital components of communication. Although many communicators think of space and silence in negative terms ("nothing" or "nonresponse"), a great deal can happen in the overall communication process from our use of space and silence.

The role of space in communication relates to proxemics, bubble of space, and territoriality.

**Proxemics** is the manner in which we use space as an extension of our culture. Listeners need to recognize and react to speakers positioned at four general distances: (1) Public Distance (15-25 or more feet), (2) Social or Formal Distance (7-12 feet), (3) Personal or Informal Distance (3½-4 feet), and (4) Intimate Distance (6-18 inches).

**Bubble of Space** answers individual needs for more or less space as a result of stress, role performance, state of health, environment, and personal behavior.

**Territoriality** reflects the way in which each of us sets aside particular areas of space as "ours." Among others, Edward Hall and Mary Ritchie Key are primary sources in studying the use of space integrated in the listening process.

**Silence** between speaker and listener is a stretch of time in which the listener gathers numerous clues to decode the speaker's message. Thomas Bruneau classifies silence as psycholinguistic, interactive, and socio-cultural.

**Psycholinguistic Silences** are those hesitations and pauses in oral communication during which speakers and listeners make use of the speech-thought time differential by searching memory, organizing thoughts, and creating ideas. This kind of silence can develop feelings of closeness in communicators.



**Interactive Silences** are manipulative interruptions used by speakers and listeners for making decisions, drawing inferences, exerting control, reacting to messages, and maintaining distance.

**Socio-Cultural Silences** refer to the manner in which we use and manipulate silence as part of our culture, i.e., in religious orders, churches, classrooms, libraries; during flag raising, group prayer, military operations; and while hunting or paying tribute to the national anthem. There is a great similarity between the feel and image of silence during interpersonal communication and the silence of a computer while it processes information. Somewhat like the computer, during the silent spaces in human communication both the speaker and the listener think, store, sort, and create new ideas.

Listeners can benefit by identifying, understanding, and using the nonverbal signals pertaining to space and silence during formal and informal communication. Those who apply these concepts can become more perceptive listeners and, possible, better understand what the speaker is really saying.

(The presenters of Unit 1 and Unit 2 supplied exercises and bibliography relevant to their respective messages about listening and decoding nonverbal clues.)

Presentations: Harvey Weiss

#### **Film Flam Man -**

Movies dealing with a wide range of topics related to listening were shown, along with educational video tape programs available from Telstar, Inc. Ron Duffy in charge for Telstar. The movies "Memory" and "Power of Listening" by CRM McGraw Hill films were shown and discussed, interspersed with the video program "Effective Listening".

#### **Teaching Listening at the Secondary Level**

This session was especially rewarding for me because Ralph Nichols and his adorable wife the "Colonel" Lucille Nichols were in attendance. They participated enthusiastically in some exercises used in my high school classroom and "Nick" is always a delight with his witty comments. We then proceeded to view and discuss a slide presentation used at the start of my listening class entitled "The Language of Listening." It served as the basis for a lively discussion on how to start listening instruction and what to cover and discuss. The short remaining time was devoted to pointing out the remainder of the semester-long curriculum I cover in a regular class, by referring to my newly published 60-page booklet entitled, **Teaching Effective Listening, A Collection of Lesson Plans, Materials, Bibliographies, K-12 & Beyond**. In it the participants found day by day units for an entire semester course, a "Two Week Starter" Unit if they wanted to fit it into an existing communications course, plus literally hundreds of software materials for teaching listening, where to order them and in some cases the cost. With that, the session ended and so did a very successful conference.

## **DYNAMIC LISTENING: A MULTIMEDIA COMMUNICATION**

Professor Sayre pointed out that even with the increased national attention and interest in developing listening training programs within business, educational, governmental and military settings, the scarcity of effective teaching materials has made the task of the teacher/trainer extremely difficult. Although the need for improving listening competency has been formally recognized by our federal government (1978 Primary and Secondary Education Act) and the announcement was made by the College Board, (Spectra, Dec. 1981, p.1) that "speaking and listening form one of the six Basic Academic Competencies essential for college preparation in the 1980's," effective teaching and training materials designed to meet the needs of the auditorily and visually sophisticated generation of the 80's has been largely unmet. Recognizing the need for the development of appropriate listening materials to stimulate and motivate students at the high school, junior/community college and university levels, the University of Miami and Professor Joan Sayre began developing a series of materials designed to meet the needs of both teacher/trainers and students.

#### **Major Objectives of the Multimedia Series:**

1. To increase awareness of the critical importance of "listening" as it relates to effective, successful communication.
2. To assist students/participants in becoming more effective/efficient communicators through the development of improved listening attitudes, behaviors and skills.
3. To demonstrate/explain why inefficient listening can result in academic, professional/occupational and interpersonal failure.
4. To demonstrate/explain why efficient listening can lead to academic, occupational and interpersonal (social) success.

#### **Flexibility of Materials:**

Material use is the underlying theme of the series. Some of the basic considerations include: Type of Course and Length of Time a teacher/trainer has to devote to teaching listening (e.g., one unit within basic communications classes, business, English or language arts courses; specialized credit courses in listening; adult education non-credit listening courses or other types of programs including listening training (seminars, workshops, short courses, etc.) Another consideration was the actual amount of classroom time allotted (two class meetings, one hour, half day, two weeks, one semester, etc.) and the availability of playback machines in libraries in which students could view/hear tapes, make notes, and discuss later in class. (Short quizzes over material viewed independently or in small groups met both the need and the classroom time-constraints for some teachers.)

Exerpts from three different types of videotape materials as well as transparencies were shown at ILA with a discussion of the different ways in which they could be used in different educational settings with differing needs and time constraints related to the teaching of listening. Following, is a brief



overview of these three excerpts: (for subject areas; English, Communication, Business, Listening.)

**All tapes are currently available from:**  
**The University of Miami**  
**Communication Services**  
**Learning Resource Building**  
**Attention: Mrs. Rhoda Nagel**  
**Coral Gables, Florida 33124**  
**(305) 284-5379**

**Package I:** Mini-Interviews (Importance of Listening to Success in Specific Occupations)

1 60-minute tape and 1 30-minute tape \$195.00  
(5 interviews included in package)

**Package II:** "A Preliminary Encounter With The Art and Science of Listening"; "Listening: the Bottom Line"

1 60-minute tape \$150.00

**Package III:** "Listening, Learning and the Librarian"; (How to Begin Your Research); "Planning A Career in Business"; "Listening With Your Eyes"; "Listening and the Nursing Profession"

1 30-minute tape \$125.00  
Price If Bought As A Series: \$400.00

Tape Preview: \$40.00 per tape, or for the series  
\$30.00 per tape.

**Additional materials are currently being developed and will be available upon request.**

Joan M. Sayre is a Professor of Speech Communication and former Chairman of the Department of Speech and Hearing Sciences, The University of Miami, Coral Gables, Florida. She is a member of the Graduate faculty and also holds the rank of Associate Professor of Pediatrics, University of Miami School of Medicine.

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## LISTENING IN NEW ENGLAND TELEPHONE

The objective of the slide presentation was to describe how the listening process is affecting a large company - New England Telephone.

The presentation began with the word "ripples" - described by John Murphy as the ever enlarging "waves" of water caused by a small pebble when dropped into a quiet pond. These ripples were compared to the original work in listening done by early researchers, carried further by Ralph Nichols and advanced via Sperry by Manny Steil. These "listening ripples" reached John Murphy in New England Telephone

through a Sperry ad in the Wall Street Journal and started the listening movement there. The pebble represented Ralph Nichol's work in listening research and the ripples represented the many New Englanders who were "touched" by him through John Murphy and the many people who assisted him in New England Telephone.

John Murphy described the progress of listening in New England and pointed out the value of the many people at the grass roots level who helped him spread listening awareness. These people were operators and lower level management personnel from various New England locations.

Some of the milestones in the movement were: the documenting of the cost of poor listening in a large operator services directory assistance system, the development of a two day seminar and subsequent field process and excellent feedback from participants.

The step by step preparation of the seminar was described by Ms. Arlene Beauchemin who developed the course under the direction of John Murphy. She described the different stages of the AT&T training development standards which all course development efforts have to abide by.

John Murphy then described the contents of the seminar and field process. He explained that conferees at the seminar left after two days with the materials necessary to effectively pass on the concepts of the seminar to their reporting people on an ongoing basis. John referred to this procedure as the "subtle sit down". During this "sit down" by communications between boss and subordinate improved markedly and attitudinal improvements followed. The trial was conducted in eight different operator offices within Massachusetts.

Some reactions of the participants in the trial were discussed - these reactions indicated the listening process helped them at home, work and in their social relations. Many said they were getting along better with their supervisor, working smarter and getting to know their co-workers, family and friends better.

The attitudes and quality of life of the operators improved as did their performance(s) on the job. Documented job performance figures (computerized) were compared to pre-trial records and the job efficiencies of the eight listening trial groups were improved beyond their peers who were not involved in the trial.

The gains of the trial groups (in work time) if applied to the whole operator services department in New England projected out to savings in the millions of dollars per annum; however, John pointed out that the real reason listening was introduced in New England Bell was to provide a "people course" to management personnel.

The last slide of the presentation said simply "Thank You Nick" on behalf of all of the people in New England who benefitted by and were warmly touched by the many ripples of Ralph Nichols.

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## "Listening and the Theatre Experience"

### Presenters' Backgrounds in Field of Listening:

David P. Hirvela, Professor-in-Charge of Theatre at Iowa State University, has directed or acted in over 80 major productions, most recently having played the psychiatrist,



Martin Dysart, in EQUUS. As he asserts in the program, "only when listening is really working is the audience transported beyond the social reality of the theatre."

Paul Kaufmann, Professor-in-Charge of Interpersonal and Rhetorical Communication at Iowa State University, teaches a course in listening each semester at ISU. Dr. Kaufmann has been at ISU for 16 years.

#### **Prospective Audience:**

This program is directed at any person who wants to understand better the appreciative listening experience in the theatre.

#### **Objectives:**

1. To increase audience's understanding of how listening works in the theatre experience.
2. To clarify how listening is used by the actor.
3. To clarify the listening experience for an audience member.

#### **Description of Session for Printed Program:**

Participants: David P. Hirvels, Iowa State University

Paul Kaufmann, Iowa State University

Kevin Dutcher, student, Iowa State University

The program explores how listening works in the theatre experience from both audience and actor perspectives.

#### **Detailed Summary of Program:**

- I. Overview: Artistic listening, non-word listening, listening to illusions.
- II. The Theatre Experience
  - A. The components of a theatre communication model will be discussed, including:
    1. Strong interaction on stage.
    2. Stage interaction as a recreation of human interaction.
    3. Weak feedback interaction between stage and audience.
    4. Listening experience for audience as richly filled objectified human behavior experience – not data, not purely sensual, not immediately personal.
  - B. These components should lead to these conclusions:
    1. The audience almost exclusively listens in the theatre experience. Little or no opportunity is provided to respond verbally.
    2. Actors must truthfully recreate communication interaction even though they have rehearsed, i.e., listened to and uttered the lines many times.
- III. The On Stage Component for Listening
  - A. There are two realities of performance listening experience.
  - B. Playwrights must reproduce accurately all elements of communication process so that dialogue seems believable.
  - C. There are two ways to sustain the believability of the dialogue.

#### **IV. The Audience Component for Listening**

- A. There are five realities of the audience listening experience.
- B. Actors/directors/playwrights must plan and structure theatre experience to sustain and to stimulate audience listening and interest.
- C. There are three ways to stimulate and sustain audience listening.

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## **BARRIERS TO LISTENING: COMPARISON BETWEEN BUSINESS STUDENTS AND BUSINESS PRACTITIONERS**

Larry Smeltzer, Louisiana State University

Kittie W. Watson, Tulane University

Barriers to listening as perceived by college students and business practitioners were compared. A pilot study identified 14 barriers and then students and practitioners were asked to indicate their perceptions of the seriousness of the barriers. A rank order correlation indicated that the two groups were not significantly related. Also the mean rankings were significantly different between the two groups on 11 of the 14 barriers. The conclusion is made that different perceived barriers to listening exist for students and practitioners; consequently, different instructional units on listening should be designed for the two groups. Specific differences in the rankings of the two groups are discussed with implications for instructional strategies.

## **HELP BUILD A LISTENING RESOURCES GUIDE (A-V)**

Send your critique of a film, a book, a video tape or any other teaching aid, and bibliographic information to Bob Walker, now to help build an annotated bibliography of teaching aids for use at all or any educational level.

**ANNOTATE ALL AIDS: audio, video and PRINT!  
ALL LEVELS – ALL ON LISTENING**

I'm tired of inadequate descriptions of A-V aids, are you? I'd like to build a bibliography that **analyzes and critiques production values, content and approach to all aspects of listening instruction.**

**If you want to contribute, let us know, and send your reviews which will help others decide if they want to bother with a preview or perhaps a purchase of A-V material. Thanks much.**

**Bob Walker, Speech Dept.  
Northeastern ILL. Univ.  
5500 N. St. Louis Ave.  
Chicago, IL 60625**



# TEACHING LISTENING IN THE ELEMENTARY AND SECONDARY CLASSROOM

Summary of Presentation Made by David M. Blocker, Manager of Project SIGNALS.

## 1. Background:

Project SIGNALS originally was funded for three years under an ESEA Title IV-C grant from the federal government to develop teaching and testing materials in listening and speaking for the elementary grades. The impetus for the project was the Massachusetts Basic Skills Improvement Program, which requires each school district to establish minimum competency standards for early and late elementary grade students and secondary students in five basic skills, including speaking and listening. The districts were to identify objectives, select means of assessing student competence, and then design a remediation plan for students who fail to meet the standards. Project SIGNALS, working in the communities of Easton, Foxborough, Mansfield and Norton, MA, developed three major components: A five book series of teachers' manuals with activities for remediating non-competent students (as well as improving the skills of all students); two booklets for parents with ideas for improving these skills at home; and minimum competency tests in listening and speaking for early and late elementary school. Project SIGNALS is now operating as a nonprofit division of Project SPOKE, an educational collaborative representing the four above named towns, and is marketing the materials.

The purpose of the program was to present the essential teaching approaches developed by SIGNALS, as well as the listening tests. The teaching approaches were originally developed for elementary grades, but secondary applications are also discussed.

## 2. Teaching Objectives:

The SIGNALS materials specifically address three comprehensive (listening for information) skills: listening for the main idea, following instructions, and following directions to reach a location. In a broader sense, the purpose of all the materials is to produce active listeners: students who understand that effective listening is a highly active skill that requires knowing what to listen for and working to organize and remember what is being said.

## 3. Eight Teaching Approaches:

### A. Little and Quick Activities:

These are short activities all of which require students to listen for something very specific. For example, "Listen for the third mammal I say: car, horse, turtle, kangaroo, spider, whale, cow, penguin." All the activities subtly teach students that listening is an active skill, as well as serving to focus students' attention in preparation for more serious listening in the teacher's lesson.

### B. Integrate:

SIGNALS believes that it should be possible to improve listening and speaking skills without necessarily setting up a separate "course" in listening. (We were also pushed to this position by the classroom teachers who wrote and piloted the materials: they simply had no time in their overcrowded days.) By "integrate" we mean reviewing concepts and material learned by students in other curriculum areas, while at the same time practicing listening/speaking skills. For example, "News Bulletin" asks one student to prepare (on the spot) a brief bulletin about a subject the class has been studying: "Flash! Reliable sources report that the eruption of volcanoes has been traced to the movement of molten rock, or magma, through openings in the earth's crust." The rest of the class must then create a headline for the bulletin. In one activity, the class is working on speaking concisely, listening for the main idea and reviewing the science content.

### C. Strategy Lists:

SIGNALS' experience leads us to feel that effective listeners are not smarter, they just have effective strategies. We also found that every class has students who are already more effective listeners than others. We take advantage of that fact by putting the entire class through a short structured listening activity (e.g., following instructions to draw a design), and then asking students how they did it: "When you are at your best as a listener, how do you do it? How do you pay attention? How do you know what to listen for? How do you remember what you hear?" Through probing questions, the teacher gets students to describe in detail the specific strategies they use that work for them. The result is a list which is posted and becomes a resource of ideas to be used throughout the day: "I'm about to give you some instructions which you'll have to remember until you get back to your seats. Which idea on the chart can you try today to help hold on to the information?"

### D. Teaching Skills:

Sometimes we found that a "discovery" method is not effective and students must be shown specific techniques that will help them listen more effectively. The manuals include activities to teach memory techniques, questioning skills and others.

### E. Every Moment Counts: Use Daily Situations in New Ways

We believe that simply changing some basic things about teaching style can make a big difference in students habits and skills. For example, we recommend that teachers give instructions only once, but make them brief and clear. Questions from students that ask for clarification SHOULD be answered, but questions such as "What did you say?" should be answered, "I already gave that information. Please check with someone else." The purpose is to avoid giving students the message that they don't have to attend the first time, since you'll repeat the instructions.



## F. Now Do What I Do: MODEL Effective Listening

SIGNALS is simply saying that when a teacher gives his/her full attention to students and proves it by frequently attempting to paraphrase what the students say, he/she is modeling effective listening and effective communication: the subtle message is: what you have to say is important and I want to be sure I've gotten your message."

## G. Use Speaking and Listening Together

SIGNALS believes that it is a mistake, especially with young students, to teach listening without teaching speaking. The real purpose is to teach students how to communicate effectively with others, and in every situation the responsibility for that communication is shared equally by the speaker and the listener. Whenever possible, our activities involve students talking to each other.

## H. Peer Teaching and Feedback

We have borrowed extensively from referential communication research approaches to create activities. These are brief activities which students can do either independently or with the rest of the class watching. For example, In "Faces", each student has nine similar faces before them (see handout). One student is the speaker and one the listener. The speaker's task is to select one face and describe it using as few words as possible so that the listener can select the correct one. (E.g., "I'm thinking of the only girl with curly hair who is winking.") When poor speakers/listeners are paired with effective students in these activities, modeling alone leads to effective peer teaching.

## 4. SIGNALS Listening Tests:

SIGNALS Listening Tests, Grade Three and Five, are tape recorded tests of minimum competence in listening. The tapes last 24 and 26 minutes, respectively. The purpose of the tests is NOT to tell which students are poor, fair, good and excellent listeners. Instead, the test results will identify those students who are and are not meeting minimum standards: the tests are screening devices. Each test has 15 items, 5 each for the three objectives described above. Each section of the test also has a sample item. The advantages of the tests are that they are tape recorded for standardization; they test the same skills that the SIGNALS curriculum teaches; they are uniformly enjoyed by students; and they emphasize oral language, as opposed to written language read aloud.

For further information about Project SIGNALS teachers' manuals for grades K-6, listening (and speaking) tests, parent booklets, or inservice programs, please contact David M. Blocker, Project Manager, Project SIGNALS, 315 West Main St., Norton, MA 02766, (617) 222-5102.

## JAM SESSION

By Robert Walker  
March 2, 1983

The meeting convened at about 2:40 p.m. with perhaps 4-10 persons in the first half hour. Maximum attendance of about 16-18 persons. Good interaction. Recorded. At the conclusion of the meeting, members were asked to indicate their interests and the accompanying yellow sheets offer this testimony. An excellent idea. It does require two hours, and if repeated with a larger audience it can benefit from a little structure although I rate the time as very well spent, and the facilitator was excellent (R.J. Walker - natch!). (An apparently dedicated group - quite sincere and motivated.)

Initial discussion evoked contributions from each person about **personal activities** and what each state was doing. Reports of **assessment, curricula, and course instruction** came from the states of Montana, Louisiana, Illinois, Washington, Minnesota, California, New Jersey, and Ohio. Steil reported good news as he has seen individuals implement programs and bad news about the superficial or lip-service being given to the topic of listening, although the word is getting into many **texts**. Note fall '82 **Journal** of Southern States Communication Association for **assessment instruments**.

Topic: **Analysis of content of basic speech books** seems appropriate as ILA activity, or a Ph.D. study. (Much of texts = non-listening oriented authors.) Critical, analytic study needed - **Monitor texts**.

Topic: Hierarchy of skills in listening pedagogy. (Good) texts make an impact. Opinion - Brief chapters "inserted" into speech books with another emphasis damage instruction, image & authenticity.

Topic: N.T.E. validation committee in listening.

Topic: What should I.L.A. do about it? Point = Feedback to sources.

Topic: **Need for a network** by underfunded, understaffed group. Position papers. Written responses to poor usage = issues of concern to the valid promotion of listening. How gather data which requires a response? What criteria need be applied in judgement of acts.

Topic: How do we provide a lobbying force to impact media?

At resumption of meeting:

New member John Strong, Iowa, presented an idea concerning a new book he is working on regarding human communication. (Perceived self and validated feedback of non-verbal messages.)

Ken Paulin presented an overview of a new text that he is working on. Based on Carl Rogers idea, and his, on SELF.

Bob Walker presented an idea on "Right-Brain Storming," called for reviews and responses to audio-visual resources that any members may use.

Closed with good feeling of sharing, touching on ideas of individuals and on organization ideas for ILA.

## Chairperson's Recommendation:

Repeat for another two years and then it may take some other form or be dropped. 1.) Make appeal for questions, problems, successes, at the conference, but use an "entry"



card for members to complete on the spot, then sort, to set an agenda – although brainstorming was productive, we might have covered more ground or more topics if approached as creative problem-solving. Record. Supply coffee to the room – no dispersion of group. (Have board supply problems for group solution = another part, last half.)

Topic: **Should a member of the Board have this responsibility?** To respond to adequate/inadequate, good/bad applications to the field of listening? (A great idea)

Topic: **How improve networking?** How share? How get membership to respond quickly, to share, to develop a “knee-jerk” reaction pattern. How publicize self?

Topic: **Increase dues to increase frequency**, perhaps length of Listening Post. L. Post in reality = 2 on publication, 1 on list. – Four (4) issues in actuality might make one of them a kind of sharing in print of our ideas; courses of instruction, Hall-of-Famers.

Topic: Examine dues structure. **Urge sustaining or life memberships. Do credentialling** – “Diplomat” = advanced level? **Do fund-raising events!** Lottery type. **Get grants. Organizational memberships?**

Topic: Costs of a professional journal are absolutely prohibitive for ILA at this stage of development. **Investigate occasional paper idea, compilation of convention papers; special topic or general.**

Topic: Publish papers in journals, conduct personal P.R. campaign, send material to headquarters.

2. The mythic style of listening and structure of consciousness
  - a. the mythic consciousness is in relationship, and communication is a symbolic, imaginative interaction with the other, there is psychic attunement.
  - b. the mythic style of listening is realized in imaginative relation with the other person, there is a psychic bonding, there is not an “I” versus a “you”. We put our ego out of the way to listen empathically and imaginatively with the life of the other.
3. The rational style of listening and structure of consciousness
  - a. the rational consciousness is linear, deals in dichotomies of listener and speaker, self and other, etc. and seeks to consciously bring to awareness relations with others.
  - b. the rational style of listening is deliberative, seeking to “figure out” the meaning the other has in “mind” through interrogation. Even the nonverbal has to be analyzed for meaning. All of the techniques of the deliberative style of listening come into play to make communication successful.
4. The integral style of listening and structure of consciousness
  - a. the integral consciousness brings into awareness the other structures of consciousness and allows us to use them as part of a package. The integral consciousness, still emerging historically frees us from any direction and opens up the multiple possibilities of life and communication.
  - b. the integral style of listening allows both self and other the full range of possible ways of listening. Difficiencies are brought into awareness and corrected, human growth is maximized. All of the other methods are integrated and transcended synergistically.

The empirical research being done based on these styles of listening describes the basic dimensions of humans with respect to significant others, subjects, places, occasions, number of individuals, meaning, and way of speaking about listening. Initially, ethnic groups will be used as it is expected they will show the different styles of listening correlated with structures of consciousness most clearly.

## DISORDERS OF LISTENING: A LEARNING DISABILITY

By Ella Erway

Definitions of “Learning disability” typically include “processing” of language, and often specifically refer to difficulty in “listening.” Techniques for remediation with learning disabled children include variations of the activities of the curriculum for teaching listening skills to children in the regular classroom.

Theories of the nature of a learning disorder suggest a neurological divergence in the processes of attention, memory, and/or cognitive development. This neurological difference is assumed to result in delayed or disordered learning of language structure and use. Early Intervention for Learning Disabled Children was focused on specific elements of processing such as auditory discrimination and auditory memory. However, long term research did not support this

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## LISTENING AND CONSCIOUSNESS

By Michael Purdy, University Professor of Communication Science, Governors State University, Park Forest South, Illinois.

Jean Gebser, cultural philosopher has described four basic structures of consciousness that correlate with different styles of listening. This presentation described the different structures of cultural and human developmental consciousness and related a style of listening with each, and then went on to describe research being conducted to discover how these styles of listening might be conceptualized in ethnic populations. A questionnaire-interview method is being used.

1. The magical style of listening and structure of consciousness
  - a. magic consciousness is prereflectively experienced and the individual is unified with the world and others, there is no individual ego, and sympathetic attunement is at work.
  - b. the magic style of listening is prereflective and confluent with others. Mirroring of posture and speech help one to achieve this style of listening and become sympathetic with the other.



strategy and special educators shifted to a focus on linguistic systems. Language training is the foundation of current thinking which treats the learning (or language disabled) child within a total communication environment.

Modifications made in the communication message and setting are applicable to the teaching of listening for normal or disabled children. The message difficulty can be controlled by analysis and modification of the level of abstraction. Systems for cueing the listener to anticipate the message can be used. The listener can be trained to seek the rewards of effective message reception. Rate, stress, and pause can be manipulated to develop processing skills.

The management of a learning disability differs from training in listening in degree rather than in kind. The techniques of the listening specialist reflect years of experience in teaching the processing of a total message. The expertise of the LD specialist in reducing complexity and offering support to the listener in processing language not only offers suggestions for teaching to normal children but also provides understanding of the listening process.

Disorders of listening are closely related to disabilities in the processes of learning.

## A LECTURE/DEMONSTRATION

By Roger A. Enge  
Mathematics Department  
University of Wisconsin - Eau Claire

### M n e m o n i c s

**Try not to confuse "poor memory" with "poor habits".**

a definition: the study of Memory.

Try not to confuse "poor memory" with "poor habits". **Good Organization Habits** such as writing appointments down and checking that appointment book daily (more often if necessary) can eliminate a lot of those embarrassing "memory lapses". **Interest, Involvement, Seriousness of Purpose and Repetition** have long been and still are excellent mnemonic devices.

This lecture-demonstration concentrated on a much less-used mnemonic device: **Association** (especially with mental pictures).

#### Some Summary Notes

Spelling: misspell, weird, sacrilegious, stationery (for letters)

Vocabulary: Abstruse (Abe's truce was COMPLEX)

dysmnesia (faulty memory)

mysophobia (my apartment was so messy, my friends developed a FEAR OF DIRT)

harp (the lamp shade holder was shaped like a musical harp)

#### CATS HEALTH DIE

Lists: Acronyms: HOMES (Great Lakes), (Cabinet Posts)

Peg Words: 1-15 (Do you remember them?)

## Numerical Information (A Code)

Names - Make associations based on resemblances (to friends, family, or famous people), the person's occupation, a physical characteristic. Or, be creative. And remember: Practice may not make you perfect, but it will help you improve.

Quotations:

"Little strokes fell great oaks!" Ben Franklin 1906-90 (Such a Busy fellow)

(oak wood for the Ben Franklin stove)

**Remember:** Mnemonics is a cure for having to say "Forgive me, I forgot", but you have to work at it to make it work.

Have a great FOREVER!

Roger A. Enge

(Jolly Roger helped me get an A in Eng(e)lish.)

If you must.

## DEVELOPING PROGRAMS FOR INTEGRATING LISTENING INSTRUCTION INTO A K-12 CURRICULUM

Presentors: W. Arthur Williams, Wheaton North H.S., Wheaton, IL and Deborah Hefferin Vrhel, Sauk Valley College, Dixon, IL

This program presented a model that was developed in Illinois through a joint effort of the Illinois Speech and Theatre Association and the Illinois State Board of Education for a sequential K-12 listening curriculum. The model could be used within a particular district, at the regional level or on a state-wide basis, as it was in Illinois. The Illinois Plan included a state-wide conference with planning teams composed of public school teachers and administrators. These teams met for 2½ days for the purpose of beginning a plan that could be taken back to their individual school districts. This ILA program highlighted sessions of the conference which included: general listening awareness; the role of the teacher as a listener-model; developing a definition of listening; developing goals, objectives, activities and assessment; and listening resources. More information about the model can be obtained by contacting Deborah Vrhel, Sauk Valley College, R.R. 5, Dixon, IL 61021.



# RESEARCH COMMITTEE PROCEEDINGS

Kittie W. Watson, Chair Research Committee

*(printed as submitted)*

The third meeting of the International Listening Association's Research Committee was held in St. Paul, MN, on Friday, March 4, 1983. Kittie Watson, Chair of the committee, opened the meeting and previewed the day's agenda. Official committee members attending the meeting were: Larry Barker, Bob Hirsch, Sara Lundsteen, Bob Walker, Andy Wolvin, and Kittie Watson.

The committee first reviewed the goals and topics of concern identified at the previous 1982 meeting in Washington, D.C. The topics the committee reviewed included:

- (1) The Pre-conference
- (2) Sponsoring a Program
- (3) ILA Research Funding
- (4) ILA Networking

Bob Hirsch reported on the success of the 2nd Research Conference. As conference coordinator, Bob developed and mailed a questionnaire designed to identify specific topic interests for the conference. After compiling the results, "Memory" was selected for the target topic. Initially the conference was to be a pre-conference, but this year it was incorporated into the actual convention program. Even with competition from other programs, the Listening Research Conference was highly successful. One of the highlights was bringing in outside experts to discuss the State of the Art, research methods, and applications.

Next, the committee discussed the response to the competitive panel of papers. The number of submissions was low. One factor which contributed to low rate of response was ILA's delay in delivering the "Listening Post." Nonetheless, the goal of sponsoring such a program was met.

Andy Wolvin then reported on potential sources for research funding. Finally, the committee discussed the success of ILA networking during the last year. This appeared to be one area in which further attention is necessary.

After a review of the committee's involvement during the last year, new business was discussed. Seven issues were selected for discussion:

- (1) Research Committee Visibility/Impact
- (2) Pre-conference on Listening Research
- (3) Sponsoring Research Programs
- (4) Listening Test Publication
- (5) Resolution for Executive Committee
- (6) Clearing House for Pilot Programs in the Schools
- (7) Research Funding/Networks

The committee agreed on the need for the ILA membership to understand the importance of continuing listening research. It was suggested that one way to encourage research would be to offer a monetary prize or award for research in listening. This was suggested last year, but was not voted on by the executive committee.

The success of the 2nd Research Conference encouraged the committee to sponsor a 3rd Research Conference. The

focus of the 3rd Conference will be PERCEPTION. Bob Hirsch agreed to assume responsibility for organization and planning since he lives in Phoenix, the site of next year's ILA Convention. The committee agreed to continue the interdisciplinary approach with the panelists answering questions such as: What do we know? How can we study? What questions should be asked? and How do we apply what we find?

Next, the committee discussed the need to improve research related programs at the ILA Convention. The committee recommended three programs for next year: (1) a panel of competitive papers; (2) a debut program of competitive papers to encourage research from undergraduate and graduate students; and (3) a program for Research in Progress. The committee also agreed to discuss other alternatives at next year's convention.

Once again, the committee was asked to consider the need to sponsor or encourage the publication of a listening test. As was stated last year, the committee recommended:

- (1) that ILA refrain from publishing or republishing instruments or materials that might have competition on the commercial market.
- (2) not to support reprinting of the Brown-Carlsen.
- (3) not to support any one test.
- (4) that the ILA Newsletter should print an article listing the pros and cons of the most widely used listening tests.

The fifth topic considered a resolution to include the Research Committee Chair on the Executive Board of ILA. At the present time, the Research Committee is the only standing committee. Because of the importance of research, the committee supports a resolution to have the Research Committee Chair serve as a full voting member of the Executive Board. Andy Wolvin agreed to discuss the resolution with the Executive Committee.

The sixth issue discussed was the need for a clearing house for school systems interested in developing listening pilot programs. The committee discussed the possibility for contact persons on a regional basis. After discussion, the committee agreed that the project is appropriate for this committee only if data research will be generated. A task force (Bob Walker and Marguerite Lyle) was established to study the problem.

Finally, the possibility of funding and networking was considered. Andy Wolvin agreed to list additional sources of funding in future issues of the "Listening Post." The committee then discussed the need for greater communication and help between ILA researchers. After some discussion, it was decided that members would help other ILA members by collecting normative data by administering listening tests, reading papers and proposals to offer suggestions, and by participating in the research in progress panel.

After addressing the seven issues, the committee adjourned.



# PROFESSIONAL ACTIVITIES

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Mary Lou McKibben

**Foundations of  
 Nonverbal  
 Communication  
 Readings, Exercises, and  
 Commentary**

Edited by Albert M. Katz and Virginia T. Katz

Complete with exercises and introductions to put the readings in perspective, this is an introductory anthology designed for the student of nonverbal communication.

One of the primary objectives of the editors was to provide an introduction to some of the seminal work in the field's respective subdisciplines because most nonverbal communication texts refer to these works. To that end they have provided complete articles,

chapters, or at least substantial segments of classic works. These works include selections from Birdwhistell, Ekman and Friesen, Hall, Jourard, Montagu, Morris, Schefflen, and Trager.

The collection is divided into seven parts. These are "Proxemics: The Utilization of Space," "Kinesics: Action Behavior," "Facial and Eye Behavior," "Haptics: Touching Behavior," "Object Communication," "Paralanguage: Vocal Communication," and "Putting It All Together: The Encoding, Decoding, and Interpretation of Message Patterns."

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Virginia T. Katz is in the Department of Communication at the University of Minnesota, Duluth.



## SECONDARY TEACHER'S LISTENING RESOURCE UNIT

Dr. Lyman K. Steil has recently revised his **Secondary Teacher's Listening Resource Unit**. This Resource Unit includes: an extensive array of general and specific objectives; more than 200 listening activities (motivating, developmental, culminating, and evaluative); and an updated list of listening films, tests, tapes, and readings. Much of the Resource Unit material is easily adaptable to pre or post secondary levels. The Resource Unit is \$24.95, but is being made available to ILA members for \$19.95, and can be ordered from Communication Development, Inc., 25 Robb Farm Road, St. Paul, Minnesota 55110.

## ILA MEMBERS AUTHOR NEW BOOK

Lyman K. (Manny) Steil, Larry Barker, and Kittie Watson have co-authored a new listening book entitled: **Effective Listening: Key To Your Success** (\$9.95) which is now available from Addison-Wesley Publishing Company. With a special dedication to ILA members, **Effective Listening** focuses on the importance and different purposes of listening and details the steps and stages involved in listening. In addition, **Effective Listening** contains material for self-analysis and a wealth of techniques for development. Ideal for students, teachers, trainers, or anyone interested in listening better.

## SUMMER "TEACH- IN" TO BE HELD JUNE 28-30, 1983

An effective listening "teach-in" will be conducted this summer at five different instructional levels. The classes will be held at The College of St. Catherine's in St. Paul, Minnesota. The instructors and their respective instructional levels will be, Linda Pruden, Speech/Clinician for St. Paul Schools, at the **elementary level**. Harvey Weiss, a communications instructor from Cooper High School in the Robbinsdale Area Schools at the **secondary level**; Nadine

## S.E.L.F.

Dr. Kenneth Paulin and Patricia Jane Canonie are writing a book on the intrapersonal aspect of empathic listening. Ken and PJ believe that perceptions of self function as a primary determinant of empathic listening. They feel there is a definite need for each of us to learn more about self, and to recognize the degree to which this composite picture of self affects our intrapersonal and interpersonal communication. They state the time has come to realize the impact of self-knowledge on our individual listening ability.

The focus of Ken and PJ's book is the S.E.L.F. (Self Evaluation Listening Form) which they shared with the I.L.A. in Denver, 1981. Besides expanding S.E.L.F. into a book, Ken and PJ have given workshops to classes at Northern Michigan University, to members of the A.A.U.W., and to interested individuals of many disciplines.

## BOB MONTGOMERY

Member Bob Montgomery's book, **LISTENING MADE EASY** (Amacom, NYC, 6/81, \$11.95) will be featured in a 6 page excerpt from the book in the May **Canadian READERS DIGEST** titled: ARE YOU LISTENING.

Bob Montgomery and Lyman Steil were also heavily quoted in an article in the March Amtrak Railroad magazine **EXPRESS** titled: WHEN WILL YOU LEARN TO LISTEN.

Marsnik from Vermilion Community College in Ely, Minnesota will be teaching at the **2-year college level**, and Alice Ridge from the U of Wisconsin, Eau Claire at the **4-year college level** of instruction, while Bob Miller of Telstar, Inc. will be teaching at the **business and industry level**.

Participants will attend class for three mornings for 3 hours at the one level of instruction they enroll in. They will not jump around from level to level. June 10, 1983 is the deadline for registration. For more information, send your inquiries to: **LEND ME YOUR EAR**, Inc., 2845 Medicine Ridge Rd., Plymouth, Minnesota 55441.

## SCOTT MICHAEL MC KELVY

(excerpted from Ray McKelvy's letter to Harvey Weiss)

Received at the conference.

"Last year's convention in DC was so important to me as to significantly change my life. The greatest accomplishment to come out of the convention **literally** actually occurred several months later - in November to be exact. Alyce and I became the proud parents (again) of a 7½ pound boy. He was a product of (a) the water in Washington, or (b) the French cuisine and wine, or (c) the refreshing atmosphere of a second honeymoon shared with dear friends. We considered (very briefly I assure you) commemorating his conception by naming him Lyman or Robert or Harvey or Ralph - instead he's just Scott Michael. And Alyce and I have already realized what a joy he is. We often think of Washington and our friends in the ILA when we look at him. To all of you at the convention - have fun and good luck. God Bless you all."

By recommendation of the Executive Director and approval by the Board (in absence) we hereby induct Scott Michael McKelvy into the ILA membership as our youngest honorary member.

Nan brought in a new member in June of last year by getting married. The McKelvy's brought in a new member by having a baby. Whoever said listener's aren't creative? The rest of us can make our mark on the Association by adding at least one new member this year. Creativity is the challenge.

## Speech teacher awarded \$200

A UW-Eau Claire assistant professor of speech has received a Phi Delta Kappa Outstanding Educator Award. The \$200 award was presented to Sally Webb.

Webb is a founder and past president of the International Listening Association. She also served as the program chairwoman for the first three annual meetings of the organization. Webb presented her award to the ILA in her name.



# Reflections of An Old Buffalo on the Fourth Annual

By John L. Meyer

Nostalgia comes easy to me. My reflections of the I.L.A. fourth annual conference in St. Paul are filled with it. To go back across those highways from central Wisconsin, past Eau Claire, across the St. Croix river and into the eastern edge of St. Paul (as I did so many times when we – my family – lived in the Twin Cities) brings back many memories. Just as my reactions to the host city were mixed with contrasts of the old (“Oh, yes, I remember that. It’s just the same.”) and the new (“Well, look at that! That is something different.”) so were my reactions to the conference mixed.

Descending on the hotel escalator toward our registration table, I remember being very impressed with the new display area. I had never seen in our display so many different types of instructional materials on listening. I recall saying intrapersonally, “Wow! Look at all the listening materials – books, cassettes, articles, pamphlets, teaching aids of all types. Now, how can educators say they **don’t know how** to teach listening? How can they say there are **no materials** available to use in teaching listening? They may have been an excuse in the past, but it looks like that alibi is gone forever to anyone who really **wants** to teach listening.”

Turning to the registration table, I saw the friendly faces of “Nan,” “Geri” and “Dee” – living proof that as long as we have them, our Association will never need a computer to keep us organized. Cordial, hospitable, and as truly open, honest and helpful as midwesterners are, these three super-organizers had everything under control and kept the conference running like clock work.

I asked Dee Steil whether it wasn’t possible to write one check for everything – dues, convention fees, expenses, etc. She assured me that it was possible to include any combination or all in one single check. That for me was the ideal way to pay without having to carry a lot of cash. Why don’t we have all membership dues come due at the time of the convention? Wouldn’t that save the cost of mailing out a lot of dues notices (at least until after the convention for

“non-attenders”), the necessity for offering special pre-payment “deals,” etc? (This idea saves postage on both ends.)

The convention sessions seemed well attended. People do seem to be excellent audience members and good listeners. We tend to practice what we preach. Which brings me to the topic of the presenters. Although we may be “preachy” at times, you will observe that no one “reads” a paper – in the boring presentational style that one observes at other conferences. The “convention-paper” does not seem to exist at our conferences. Although that may be unfortunate for acquiring publications – it kills the proceedings – publications idea and doesn’t help the post convention abstracts plan – it does make for truly “live” convention presentations. Given the trade-off, I reflected that I would prefer exciting presentations. After all, we come to the conference to listen not to read. We could stay home and read papers, but a conference should be for speaking and listening.

Throughout the conference there seemed to be many familiar – if not old – voices from the past that generated a genuine friendliness, for which our conferences seem to be characterized. Manny was there greeting and cornering “folks” by shaking hands like a Minnesota politician. Charlie Gott could be heard several rooms away violating people’s personal space and haptic restrictions. Harvey Weiss and Bob Miller were there to listen and to help but not anymore than Warren Gore who should have received an award for the unofficial host who gave the most.

Once again, we were honored to be in the presence of that great pioneer to the field of listening – Dr. Ralph G. Nichols. His supportive and enthusiastic voice for teaching listening is inimitable (sorry, Bill Gering!). However, there were new voices there also. Voices such as Terry Newton’s speaking on measuring listening ability and voices with new ideas such as Michael Purdy’s on styles of listening and consciousness.

I left the convention with the conviction – that we are building **new** on the back of the **old**. We are defining and redefining what we study research, preach (pardon me for doing it) and teach. I am left with the thought that we are definitely expanding our definition

of listening to include more than Ear-Q (sorry, Manny!) and more than auditory (telephone-model) comprehension only (sorry, C. Coakley) “Listening behavior” (as L. Barker rightly put it) is encompassing for us much of what we used to call “perception”. We do not just listen with our ears, but with our eyes to visual clues and cues and with our feelings and with our other senses too. In short, our definition of listening is becoming liberalized and is **multi-channeled** because we no longer listen with our ears **only** (if we ever did) but with our brains and our whole selves.

These are the reflections I have of our fourth annual. Asked to share them, may they offend no one.

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## “Who’s On Third?”

Our second lifetime membership is in. Dr. Bill Gering from Indiana University at South Bend presented the first installment of his 5 year commitment to the ILA treasury.

### Coming in the Next Issue

- Good Listening is Good Therapy  
by Jerry Blanche
- The Fine Art of Assertive Listening  
by Corinne Gerting
- Listening Instruction: A Mandate From Industry  
by Andrew Wolvin
- Relational Listening  
by Dr. Harry Farra
- The Most Used Communication Method Receives the Least Instruction Time  
by Judy West
- More on Who Needs Listening. Training report in St. Edwards Univ. description.
- Submission for other articles should be mailed to Hugh Taliaferro by May 10th.

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For future Listening Posts we’ll try a section of “news items” from the members, a possible title could be “An Ear to the Ground”. Suggested by Sara Gayle Pyfrom, Phoenix College. Send to Hugh any items you feel ILA members would like to know.