



LISTENING POST

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AUGUST 1984

SUCCESSFUL SUMMER CONFERENCE

**Focuses on Listening:
Competencies,
Curriculum, and
Assessment
Challenges
Confronting State
Departments of
Education**

by Andrew D. Wolvin
and Carol Gwynn Coakley,
Co-chairs

Two formative and formidable events, each occurring within one year of one another, have greatly contributed to both the creation and the theme of the First Annual ILA Summer Conference. The first of these events occurred on November 1, 1979, when Congress passed Public Law 95-561, which amended Title II of the Elementary and Secondary Education Act of 1965 to include (among other items) the addition of speaking and listening — along with reading, writing, and arithmetic — as needed basic skills. The second of these events occurred on August 23-24, 1979, when twenty-seven individuals interested in the field of listening met at the University of Minnesota with host Dr. Lyman K. (Manny) Steil and decided to form the International Listening Association. Since coming into existence, these two events — the first involving one group of decision-makers reforming a law and the second involving another group of decision-makers forming an association — have stimulated much interest in the development of listening instruction and assessment.

One group of individuals who has been most directly affected by the first event is members of federal and state departments of education. The effects of the reform of Title II have been — and continue to be — evident at both governmental levels. As of January 30, 1981, the U.S. Department of



Susan Hipp, Local Arrangements Chair, registers conference participants at The First ILA Summer Conference.

Education had awarded — under all sections of the 1978 legislation — 156 grants and 15 contracts with total appropriations of over 25 million dollars.¹ And, according to Backlund, et al., federal funding to support the 1978 legislation is not expected to be limited to the already-awarded 25 million dollars: “the Basic Skills Improvement Program of the U.S. Department of Education expects to provide strong support and assistance services for the individual states in their efforts to develop quality basic skill programs.”² Individual states have also responded to the federal government’s inclusion of listening as a basic skill. According to Claudette Morton Johnson, 23 states have developed curriculum materials which include listening as a component.³

The group of individuals who has been most directly affected by the second event are members of the International Listening Association, whose membership now consists of 404 members. Additionally, ILA members have been affected by the first event, for the 1978 federal amendment has

provided members with an additional means of being actively involved in achieving the association’s purpose: “to promote the study and development of effective listening.”⁴ Their involvement has stemmed, in part, from their commitment to the primacy of listening as expressed by listening pioneer Dr. Ralph Nichols in his keynote address at the First Annual ILA Convention in Atlanta in 1980: “The most basic of all human needs is to understand and to be understood... The best way to understand people is to listen to them.”⁵

To encourage more effective listening and understanding, individual ILA members have made numerous contributions to the field of education. They have presented conference sessions on how listening effectiveness can be developed and assessed at various educational levels, developed listening curriculum materials, written listening textbooks, compiled listening bibliographies, constructed listening tests,

(continued on page 2)

(continued from page 1)

conducted listening research, and provided listening workshops for teachers. Even more importantly, those members who are educators have made listening instruction an integral part of their students' education. Perhaps most importantly, however, has been the involvement of many ILA members on local, district, and state listening curriculum development and assessment committees. Serving in this capacity is of major importance to the enactment of the 1978 federal amendment calling for "educational agencies to coordinate the utilization of all available resources for elementary and secondary education to improve instruction so that all children are able to master the basic skills of... effective communication, both written and oral."⁶ Dr. George Smith, former Superintendent of Mesa Public Schools and President of the Arizona State Board of Education, recognized that ILA members are among those "available resources" when he spoke at the Fifth Annual ILA Convention in Scottsdale in 1984. "The point is, you have an important message regarding an important topic. Education is far too important to be left to the professionals. We need your assistance."⁷

Although individual members of the listening and the education groups greatly affected by the 1978 federal act and the 1979 association act have worked together on some projects, the two groups previously have not had the opportunity to interact as one group. Thus, the purpose of the First Annual ILA Summer Conference was to provide this opportunity for interaction between the two groups as well as with representative members of the Speech Communication Association. It is our goal that this interaction on "Listening: Competencies, Curriculum and Assessment Challenges Confronting State Boards of Education" will result in more effective listening at all educational levels.

1. Phil Backlund, et al., "A National Survey of the State Practices in Speaking and Listening Assessment," *Communication Education* 31 (January 1982): 126

2. *Ibid.*, p. 127.

3. Claudette Morton Johnson, "State Departments of Education Take Leadership Role in Listening: Fact or Fallacy" (Paper presented at the Fifth Annual Convention of the International Listening Association, Scottsdale, Arizona, March 1984).

4. Article II — Purpose, as stated in the International Listening Association Bylaws.

5. Ralph B. Nichols, "The Struggle To Be Human" (Address presented at the First Annual Convention of the International Listening Association, Atlanta, Georgia, February, 1980).

6. "Title II — Establishment of a New Title II of the Elementary and Secondary Education Act of 1965," P.L. 95-561, 92 STAT 2201.

7. George Smith, "The Value of Listening in a Public School Education" (Address presented at the Fifth Annual Convention of the International Listening Association, Scottsdale, Arizona, March 1984).

A HOMEWARD BOUND NOTE: IDENTIFY THE BARRIER

by Charles H. Swanson,
Fairmont State College

Again and again during the first I.L.A. summer conference, a sense of frustration surfaced.

— The U.S. Office of Education no longer has anything to do with curricular matters.

— Americans were characterized as a people living in a world of sight (reading and writing) while failing to recognize a world of sound (listening and speaking).

— Finding a sympathetic ear in any state department of education is difficult and tentative: the sympathetic person may suddenly move, leaving that silent wall of incomprehension once again.

— Even at the local level, school listening programs usually depend on one person: witness what could happen even at the University of Minnesota.

— Businesses and industry are recognizing the importance of listening training, but, will settle for trying to patch up the skill deficiencies on company time.

"How do you get someone who has not been trained, to listen about listening?"

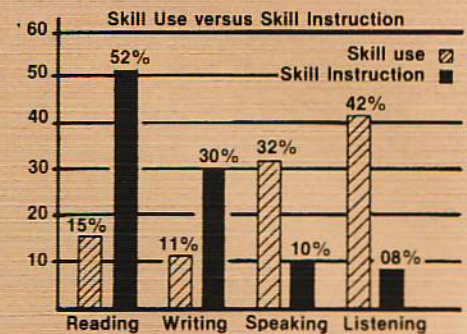
The skill of listening is up against a wall of indifference.

PEOPLE WILL NOT LISTEN ABOUT LISTENING. Or, to put it more elegantly, how do you get someone who has not been trained to listen to listen about listening?

We must understand the barrier — that phenomena of resistance which defies reason (even, common sense) and persuasive effort. If this barrier remains mysterious and amorphous behind a vague collection of facts, we will be tilting magical windmills and slaying ghostly dragons. We must identify what we are facing: the barrier must be labeled.

That barrier is an inverted curriculum. The inverted curriculum is the general concept of education, a pervasive paradigm of curriculum, which is built around the 3R's and the idea of literacy. Paul Rankin gave us the data without a proper label in 1928.

(See chart):



Rankin's 1928 data has been confirmed recently by Werner (1975) and Barker (1980). Manny Steil, et al (1983) confirms that the discrepancy remains in most schools today. While the data is available, nobody is listening.

The image of education which pervades the thinking of both the lay public and the education profession is structured on an assumed notion of reality as belonging to the visual (reading and writing) world. Even the primacy of listening in the classroom learning process is neglected. Most theories simply ignore the role of listening in the education process: the skill of listening is assumed to be present and somehow functioning effectively in the classroom. Finding ways to change this rigid sense of educational reality is essential if listening is to take its place in education.

Clearly, we have an abundance of hard facts to support the need and demand for listening instruction. What we need now is the means to right the inverted curriculum, to get everyone to listen about listening.

SOURCES

Barker, L., R. Edwards, C. Gaines, K. Gladney and F. Holly: "An Investigation of Proportional Time Spent in Varied Communication Activities by College Students." *Journal of Applied Communication*, 8(1980), 101-109.

Rankin, Paul "The Importance of Listening Ability", *English Journal*, 17(October 1928), 623-630.

Steil, Lyman K., L. Barker, and K. W. Watson: *Effective Listening: Key to Your Success*. Reading, Massachusetts: Addison-Wesley, 1983.

Werner, E. K.: "A Study of Communication Time" (M.A. Thesis, University of Maryland, College Park, 1975), 26.





Attentive conference participants listen...

FIRST ILA SUMMER CONFERENCE TAPES & PROCEEDINGS AVAILABLE

The 1st ILA Summer Conference is now summarized in written proceedings and available on audio tape. The complete set of six tapes and summarized written proceedings, of all the presentations of the Conference, can be ordered using the order blank in the materials sent with this issue of the *Listening Post*. Each tape and written proceedings may also be ordered separately. Assuming sufficient demand these materials will be sent to you promptly. Note: all orders must be prepaid.



Minnesota Governor signs Proclamation announcing International Listening Education Week



Proclamation

WHEREAS: *Effective listening is central to the advancement of all human relations and endeavors; and*

WHEREAS: *Effective listening of our citizenry is neither inherent nor innate and requires focused study and development; and*

WHEREAS: *Effective listening is central to the educational success of all students; and*

WHEREAS: *The development of listening competencies, curriculum and assessment demands the commitment of our State Department of Education;*

NOW, THEREFORE, I Rudy Perpich, Governor of the State of Minnesota, do hereby proclaim the week of July 9 through July 15 to be

INTERNATIONAL LISTENING EDUCATION WEEK

In Minnesota.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Minnesota to be affixed at the State Capitol this sixth day of July in the year of our Lord one thousand nine hundred and eighty-four, and of the State the one hundred twenty-seventh.



Rudy Perpich
GOVERNOR

Joan Anderson Howe
SECRETARY OF STATE

A View of the Summer Conference from a Sightless Member

Several speakers here have said that the ILA is a friendly group, and we have also been reminded that listening is partly a matter of attitude. I can comment on both points. You have seen me at the Summer Conference meetings with a fine young man, Tom Sager, from St. Paul, who I hired to get me to the dorm, and to the meeting place. I figured I could make it on my own during the sessions. Now blindness does have some advantages, but a disadvantage is that it is a bit harder for me to walk up to people I want to talk to. But I've been absolutely delighted at the many of you who came up and introduced yourself and helped me get from hither to yon. It made me feel wonderfully at ease. And it proves you are friendly and that you just plain like talking to and listening to people. My thanks.

by Walt Stromer
Cornell College



ILA PRESIDENTS' PERSPECTIVE

SUMMER CONFERENCE THANK YOU

Carolyn Coakley and Andy Wolvin, co-chairs, and Susan Hipp, local arrangements chair, extended their thanks to all of the summer conference participants (presenters, conferees, and helpers) who worked so hard with us to make our First Annual Summer Conference such a great success. We hope that all individuals involved in the conference will further the impact of this effort by having some effect on the efforts to develop a listening curriculum in their own state. We also hope they will assist ILA in implementing some of the projects recommended by the group to enable the association to continue the leadership in the field of listening education.

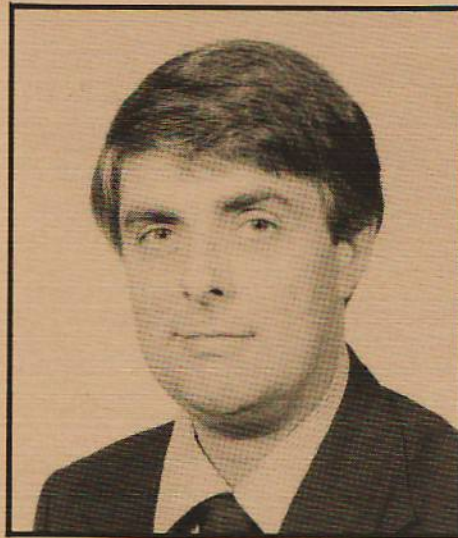
by Andrew D. Wolvin

July 12 through 15, 1984, was an important week for the International Listening Association. We successfully sponsored and presented the First Annual Summer Conference, which was a conference devoted to the issues concerning "Listening Competencies, Curriculum and Assessment Challenges Confronting State Departments of Education." In addition we have had a marathon Executive Board meeting dealing with the challenges confronting our association.

The summer conference provided us with the opportunity to interact with many new members and with individuals from state departments of education about many of the issues related to efforts to prepare goals, curriculum, and assessment strategies for implementing listening training in the public schools — efforts in response to federal legislation mandating states to deal with basic skills in the public school curriculum. The conference offered all of those who participated the chance to come to better know ILA, to know all of the positive features of our supportive, caring membership and to know about our qualitative, professional activities. The plenary session yielded a wealth of suggestions for individuals and for ILA to further the efforts in listening education. ILA was encouraged to develop a network, to encourage grant projects, to identify listening experts who could assist at the state levels, and to continue to provide leadership to states for their listening efforts.

Following the two busy days of the summer conference, your Executive Board took over the Steil's home for a productive three-day meeting about numerous issues confronting us as an organization. Your officers reviewed the constitution, reported on all the committee activities which have been undertaken this year, discussed the Orlando convention, and grappled with many short-term and long-term goals for expanding our financial and membership base.

The week illustrated, once again, how very special the International Listening Association really is. We have a highly supportive group of individuals who share ideas and concerns with each other in highly professional meetings. Indeed, we all have come to expect a high level of interaction, programs, materials, projects, functions and accommodations. To maintain this high level of quality and interaction, however, it is clear to all of us on the Executive Board that we are in need of a significantly expanded membership and financial foundation. We need to have more people, people who are involved in helping us with our many projects. And to undertake these many worthwhile projects, we must establish a larger financial base. It is evident that a few ILA officers and members cannot manage the growth and development of the Association alone; we need every member's active assistance. Nadine Marsnik, our Second Vice President has developed plans for a major membership campaign. And John Murphy, our Member-At-Large for fundraising, is making plans for a number of fundraising projects. Meanwhile, Marguerite Lyle, our First Vice President, is planning an exciting March convention for all of us in Orlando. Elsewhere on these pages our officers describe their plans and activities. I would urge your concrete help with all of these efforts. ILA can continue to grow and develop but only with your involvement as an active participant in this planned growth and development.



AWARDS COMMITTEE

by Nadine Marsnik, chair

Florence Wolff of Ohio, Larry Barker of Alabama, and Ella Erway of Connecticut have agreed to serve on this year's awards committee. They have spent time and effort working with each other and the Executive Board considering criteria for both old and new ILA awards. Descriptions of specific awards to be made and criteria for each will be published in a later *Listening Post*.

Watch for the awards descriptions, criteria and request for nomination in the next *Listening Post*.

EXECUTIVE BOARD SUMMER MEETING

The Executive Board extends thanks and appreciation to Manny, Dee, Scott, Sara, Stacy and Buttons Steil for housing us, feeding us, and putting up with us during our marathon board meeting July 13-15. The opportunity to come together to interact for an extended period of time on the major issues and plans of ILA should serve the entire association well.



An Open Letter to Each ILA Member from John Murphy, Executive Board Member-at-Large

How can I get you to really "hear" me as you read this letter?

How can I get you to want to respond to my letter in an involved and tangible way?

I don't know the answers to the above questions but I do know what usually happens in situations like this. You (yes...you) will probably read this letter... pause for a moment when you finish it and consciously say to yourself "I really am going to contact John Murphy and get positively involved." Then you'll finish reading the rest of the articles in this *Listening Post* and go about your busy life feeling as if (for some strange reason) the problem has been solved and everything will be taken care of by "someone else." Perhaps this lack of involvement can best be explained by thinking back to a crime which occurred in New York City some years ago. A young woman was repeatedly attacked by an unknown assailant as she tried again and again to reach the safety of her apartment. Scores of her neighbors saw and heard the attacks as the young woman frantically broke away from her assailant and struggled toward her refuge. Not one of the witnesses to this crime summoned the police. Everyone thought that "someone else" would call and no one did. Kitty Genovese died that night because everyone thought the other person was doing something about it! Please think of this letter. Please listen to me as I tell you of a problem we have.

Our organization — Our ILA needs money! We need money quickly! The fund raising committee and I are formalizing plans to bring funds into our operating budget on a long-term basis and hopefully, with proper planning and implementation we will be successful. But... I'm asking for your help now in order to acquire additional funds as soon as possible for our organization — our very special organization.

"You are the key, but you can't feel that someone else will help and you don't have to — you know the consequences of that behavior."

How can you help? Let's think about it for a minute... Let's explore some of the ways. You could:

- Bring in some new members or bring back some who have left us.
- Become a lifetime member of the ILA.
- Make sure you attend our spectacular convention in Orlando, Florida (March, 1985).
- Bring someone (a new member perhaps) to Orlando with you.
- Give a talk or work shop on listening and have the fee donated to the ILA.
- Donate a tax deductible sum of money to the ILA.
- Help organize, create and sell an ILA cookbook with recipes from ILA members from all over the world.
- Organize, finance and participate in a raffle and send the proceeds to the ILA.
- Buy as much ILA sponsored merchandise as possible when you become aware of its availability. Some possibilities are: buttons, T-shirts, bumper stickers, posters, painter's hats, sun visors, etc.
- Meet with other ILA members in your region and work together on fund raising projects.
- Send ideas to John Murphy on how you could help his committee raise dollars.
- Get involved!!

These are only some of the ways you could help. There are many more methods — you could accomplish so much! You are the key, but you can't feel that someone else will help and you don't have to — you know the consequences of that behavior.

Would you do me a favor? Would you write a brief note to me telling me about your tangible plans to help our organization raise money? I will make sure that all of the ideas become published for all of us to share and possibly improve upon.

Let's think about something together for a minute. You and I are members of a very important organization. I do not have to elaborate on how important it is for the various factions of our world to listen to each other. I do not have to elaborate on how important it is for our schools, businesses and government to be aware of the importance of the role listening plays in the communication process. I, therefore, do not have to elaborate on how important it is for you and I to make sure that our organization maintains and enhances its position in the listening field with more research and the continuation of our efforts to increase public awareness in our cause.

We need money — you are the key!

Get involved!

Well it has been nice corresponding with you — I hope all is well. I'll read this letter over, add a word here delete one there and send it to Kathryn Jones in Minnesota in time for this *Listening Post*. When I mail it, I will experience two distinct and disparate emotions. One emotion will be made up of confidence in people (something I will never lose), trust and a general feeling of goodness about ILA members. That emotion will help me imagine all of the support my committee and I will get in response to this letter. The other emotion represents the realist in me, that emotion will say "Yes...John, ILA people are special and each one will really want to help and each one will really mean to do something... but you won't get a letter from anyone. No one will call the police!

I'll let you know how we fare.



The Listening Post will begin to accept advertising in the November issue of 1984. Advertising may take the form of inserts accompanying the *Listening Post* or advertisements printed in the pages of the newsletter. If you are interested in such advertising, contact Kathy Jones, *Listening Post* editor, 6224 Logan Ave. So., Richfield, MN 55423 for criteria and rates.

REPORTS... REPORTS... REPORTS...

NOMINATING COMMITTEE REPORT

by Carolyn Coakley, Chair

The ILA Nominating Committee is seeking nominations from the membership for the following Executive Board offices:

- First Vice President
- Second Vice President
- Treasurer
- Secretary
- One At-Large Executive Board Member

Article IV of the current ILA constitution (printed on page VI of the ILA Membership Directory 1984-85) describes the duties and terms of each office — with the exception of the At-Large position.

The At-Large position is for two years while all other positions are for one year. Those nominated and elected will serve terms which will begin at the 1985 conference in Orlando, Florida. Also at that time, Marguerite Lyle (the current First Vice President) is scheduled to assume the presidency.

To assist you in making your nomination(s), I have included the following chart which explains who has held, who holds, and who is scheduled to hold each position. The question marks represent positions for which the Nominating Committee is seeking nominations.

The Nominating Committee has one requirement and several requests for those desiring to offer nominations.

Requirement:

- * The nominator must acquire the consent of the nominee before submitting his/her name to the committee.

Requests:

- * The nominee should be someone with a demonstrated interest in both listening and the ILA. He/she should have attended at least one and preferably two of the meetings of the organization or demonstrated interest or involvement in other ways.
- * Nominations should be made for specific positions.
- * Please forward a brief biographical sketch of your nominee with your nomination, or ask your nominee to do so.

Please send your nominations to
 Carolyn Gwynn Coakley
 8021 McKenstry Drive
 Laurel, Maryland 20707
 Deadline: October 1, 1984 - BF

Upon receipt of your nominations and the nominees' biographical sketches, the chair will circulate the information to the Nominating Committee members, who will then determine the slate of candidates. The Nominating Committee will submit a slate of candidates — along with biographical sketches — in the November issue of the *Listening Post*.

Members of the Nominating Committee are as follows:

- Carolyn Coakley, MD, chair
- Dean Thomlison, IN
- Betty Stratton, WA
- James J. Gallagher, NY

We all look forward to your submitting the name(s) and biographical sketch(es) of your nominee(s). Without your involvement in this important task, the Nominating Committee will be listening solely to a committee of members rather than listening wholly to an association of members.

Executive Board Meeting Summary

by Mary Lou McKibben

Your ILA officers enjoy listening so much we invested over 20 hours in Executive Board meetings from July 13 to 15th. After the conference when others returned home to digest the wealth of listening information gleaned from the speakers and one another, the Board moved into Dee and Manny Steil's home to take action on many pressing ILA issues.

We commended Susan Hipp, Local Arrangements Chair, for her outstanding performance of the myriad "behind the scenes" tasks required for a successful conference, as well as Chris Hamann's and his transportation team. We discussed program and personnel as well as time, theme, and location for the Second Annual Summer Conference.

As we reviewed the written reports of each committee chair, one central theme emerged: ILA members have an incredible amount of work to do to accomplish our goal — "to promote the study and development of effective listening." ILA is the new baby on the language / communications block; listening is still the orphan in curriculum development. Other related professional associates such as SCA, ICA, NCTE, and IRA, have thousands of members and large staffs to conduct their business and promote their cause. Although committed and enthusiastic, we have only an ambitious 400 plus.

Therefore, the Board explored ways to increase membership, raise funds on a short and long-term basis, organize outstanding annual convention and conference programs, revise the constitution, and provide for the daily operation of the ILA. Elsewhere in this issue, look for the articles by other Board members describing more fully the exciting work their committees have been doing to accomplish these tasks.

The Board has decided to hire a full-time paid administrative secretary to handle the daily tasks. The required cost of this new secretarial position will require each ILA member to do all he or she can to increase membership and raise funds to help accomplish our goals. Without the professional assistance of every member to increase the number of quality members, the ILA operation will have to be curtailed.

The Steil's delightful breakfasts, poolside repasts, and extraordinary hospitality kept our ears in gear from Friday the 13th until noon Sunday the 15th. We are looking forward to more marathon meetings in Orlando in March. We'll hear you then!

POSITION	1980-81	1982	1983	1984	1985
PRESIDENT	Manny Steil	Sally Webb	Bob Miller	Andy Wolvin	(Marguerite Lyle)
FIRST VP	Sally Webb	Bob Miller	Andy Wolvin	Marguerite Lyle	?
SECOND VP	Bob Miller	Virginia DeChaine	Nadine Marsnik	Nadine Marsnik	?
TREASURER	Vern Shea	William Gering	William Gering	W. Ken Spence	?
SECRETARY	Ella Erway	Carolyn Coakley	Alice Ridge	Mary Lou McKibben	?
AT-LARGE	Harvey Weiss	Harvey Weiss	Nan Johnson Curiskis	Nan Johnson Curiskis	?
AT-LARGE	Ray McKelvy	John Meyer	John Meyer	John Murphy	John Murphy

REPORTS... REPORTS... REPORTS...

Membership Update

by Nadine Marsnik

In the last *Listening Post* we issued the challenge to each ILA member to bring in a new member to increase ILA's strength and vitality. Although members have been slow to pick up the gauntlet, we now have over 400 members. Congratulations to such members as: Susan Hipp, Sara Lundsteen, Nancy McKinley, James Floyd, Charlotte Traeger, Hal and Rhea Dalrymple, Kattie Watson, Sheila Bentley, Nadine Marsnik, Andy Wolvin, Manny Steil, Samuel Edwards, Betty Stratton, Kathy Jones and Warren Gore who have recently sponsored new members. Congratulations, also, to all whose new members did not include a name on the sponsor's line of the membership brochure.

In the last six months ILA members have received a great deal of material: Manny and Dee Steil, Warren Gore, and Susan Hipp sent out over 1500 mailings including Summer Conference packets. Andy Wolvin and Carolyn Coakley worked hard to institute the First Annual Summer Conference. Susan Hipp did yeoman work to coordinate the Summer Conference and Kathy Jones produced an excellent *Listening Post* promptly. BUT — in spite of volunteered time, effort, and, sometimes, cash — each of these costs money. That money comes from membership fees.

Quite candidly, only a larger membership base can keep ILA viable. Our present small membership contributes to our being a close and personal group. However, that same small, warm membership creates a small, cold budget that keeps us from moving forward like ILA should. With 400 members we struggle for fiscal survival. With 750 members we could remain strong. With 1000 members we could begin the kind of hiring and advertising necessary to take and keep our place as an International organization.

I have asked Sara Gayle Pyfrom and Sheila Bentley of Arizona, Al Zimmerman of Minnesota, Deborah Vrehl of Illinois, Betty Kurkjian of California, Laura Edwards of Louisiana, Lydia Nicholson of Manitoba, Canada, and Peter van der Schaft of Holland to serve on this year's membership committee. As you see, each of them represents a geographic area, and among the ideas they are considering is that of regional cores of members who would personally contact both prospective new

members and old members who have not renewed. To get their membership thrust off the ground, we ask you to fill out the enclosed membership committee questionnaire and return it to Nadine Marsnik. The membership committee can then assign you to regional committee and to a specific job.

There is room on the membership committee for dedicated members. If you have great ideas, great energy, and great desire to increase ILA's membership base, answer the questionnaire, call, and write with your ideas. We NEED YOU. Let us hear from you. We are listening — HARD.



First ILA Summer Conference attracts new members.

Lifetime Membership

ILA now has seven Lifetime Members. In an effort to put her money where her mouth is, Nadine Marsnik has joined Lucille Nichols, Bill Gering, Manny Steil, Ralph Nichols, Corrine Geeting and Florence Wolff as the newest lifetime member.

She reminds members that:

1. Lifetime membership can be paid in five \$250 installments.
2. If you have already paid your \$50 regular membership for this year, it will be counted toward this year's lifetime installment, thereby reducing your initial payment to \$200.
3. If you speak to civic, social, service clubs, etc. for no fee or for a nominal fee, suggest they make a donation to ILA in your name. The Executive Board has agreed to credit these donations toward that year's lifetime membership installment.
4. Lifetime members receive reduced rates for all convention and conference fees — amounting to about \$100 for this year's two meetings alone. Your lifetime membership is less costly than it appears.
5. We invest the principal from lifetime membership and use the accrued interest alone. A large enough group of lifetime members can produce a secure source of income for ILA.
6. By becoming a lifetime member, you will have made the kind of personal and permanent commitment to ILA that we need.

Nadine's comment on Lifetime Membership: "I want all members to know the place ILA holds in my life. I have chosen ILA Conferences over vacations, and I enrolled as a lifetime member the same year my fifth child enrolled at the University and my oldest daughter got married. I see it as a matter of priorities and ILA holds top priority for me."

WHO WILL BE LIFETIME MEMBERS NUMBER EIGHT, NINE, AND TEN?



ILA MEMBERSHIP SURVEY

by Andy Wolvin

In March, 1984, I sent a questionnaire to each ILA member asking for their input as to what ILA projects ought to have highest priority on our agenda. As the Executive Board develops plans for the organization, this information will be very valuable to us as a means for establishing goals and for determining plans to build the organization. I greatly appreciate the excellent response we received to this survey and am pleased to offer a summary report to you. A strong organization is one which is responsive to its members. We of the Executive Board thank you for providing us with this opportunity to listen to your needs and interests.

Ninety-seven ILA members responded to the questionnaire survey (24% of the 397 members to whom the questionnaire was mailed in March, 1984). The majority of the responders are teachers of listening in academic institutions, although a strong representation of corporate trainers and consultants also responded. The primary interest in the field is the teaching of or development of listening skills, although many respondents also noted their interest in research and/or training in listening behavior. Most of the respondents joined ILA because they wanted to learn more about the field of listening. When asked what projects ILA should undertake, the majority ranked the continuation of the annual convention as the highest priority. Other projects which received high rankings included founding a journal, sponsoring ILA programs at other association conferences, and developing an ILA summer conference. Several members recommended getting grants or seeking corporate support as a means for increasing ILA funding. Likewise, members suggested that ILA could increase its membership by strengthening the visibility of the organization and its message through articles, lectures, conference, and/or a campaign. The majority of the respondents would be interested in serving on an ILA committee or in an office and offered a variety of services to assist with the convention, journal development, research, seminars, etc. Members clearly recognize the importance of ILA maintaining projects relevant to members in academic institutions and to members in corporate (and other) settings. Respondents urged that ILA position itself as the leading force in the listening field "by working hard at it!" and by encouraging members from all facets of our field to be involved in the projects and to interact together as ILA members.



COMMITTEES AT WORK

ILA committee chairs reported at the Summer Conference on the many activities of the Association committees who are hard at work implementing many of the plans for the organization. Committees reporting included:

Convention

Marguerite Lyle (chair)
Wayne Bond, Montclair State
Jane Rhoads, Wichita State
Carol DuBois, Carrilon Communications
Alan Zimmerman, Mankato State
Harold Sharkey, Cantronics Ltd.
Madelyn Burley-Allen, Dynamics of Human Behavior

Convention / Conference Site

John Murphy (chair)
Janet Silvey, Nynex
Wayne Bond, Montclair State

Awards

Nadine Marsnik (chair)
Larry Barker, Auburn University
Ella Erway, Southern Connecticut State University
Florence Wolff, University of Dayton

Membership

Nadine Marsnik (chair)
Joan Bill, Nynex Information Resources
Belle Ruth Witkin, Washington
Allan Zimmerman, Mankato State
Sara Gayle Pyfrom, Phoenix College
Deborah Vrhel, Sauk Valley Community College
Peter van der Schaft, Holland

Nominating Committee

Carolyn Coakley, High Point High School (chair)
Dean Thomlison, University of Evansville
Betty Stratton, Eastern Washington University
James J. Gallagher, General Electric

Fund Raising

John Murphy (chair)
Janet Silvey, Nynex
Ella Erway, Southern Connecticut State University
Carrie Eggleston, Project Listen, Newport Mesa Schools
Mary Lou McKibben, University of Hartford
Joan Bill, Nynex

Research

Sara Lundsteen, North Texas State University (chair)
Ella Erway, Southern Connecticut
Larry Barker, Auburn
Ken Paulin, Northern Michigan University
Judy West, University of Tennessee-Chattanooga
Patricia J. Anderson, East Carolina University
Robert Fogg, Millersville University
Rick Austin, University of Maryland
Hal Dalrymple, Kent State University-Ashtabula
Robert Walker, Northeastern Illinois University
Michael Purdy, Governors State University
Alice Ridge, University of Wisconsin-Eau Claire
Kittie Watson, Tulane University
Frances Spisak, Temple University
Robert Hirsch, Northeastern University
Alan Ashbaugh, Eastman Kodak
Michael B. Gilbert, University of the Pacific
Belle Ruth Witkin, Washington
Gail Tompkins, University of Oklahoma
Andy Wolvin, University of Maryland

Members who have suggestions, etc., for these committees are encouraged to communicate directly with the committee chairs.



MEMBERS IN ACTION

Member Alert!

The *Listening Post* needs your help. As you know members are the editorial contributors. Your input is essential if this newsletter is to be the vital communication link it is meant to be. Won't you read the following suggestions and commit yourself to contributing in at least one of the ways listed:

1. Next time you read a new book, see a new film, preview a new video program or cassette program, take some time to write a short review and send it to the *Post*. Reviews, which can be anywhere from 125-300 words, should be informative and give the reader examples of the content along with your evaluation of the project.
2. Send ideas for research projects, topics or ideas to the *Post*. We are trying to get a research oriented column begun in the newsletter. This could also be a possible network for researchers. What are you working on? A brief description of your project, a need for information, a request for collaboration — send any and all.
3. Do you have the urge to write a short article that explores a facet of listening in a new way? We would love to print it in the *Post*.
4. Elementary, secondary, post-secondary, business trainers... would you share an anecdote, a specific technique, an activity that focuses on a specific area of the listening process?
5. If you see an article that relates to listening, clip it, identify the source and send it in.
6. What would you like to see in *The Listening Post*? Send it!



New ILA members pause for pictures during the Summer Conference.



Dr. Don Boileau spoke on Communication Competencies at the ILA Summer Conference.

People in Print

A recent *Forbes* magazine article reviewed the book *Whole Brain Thinking: Working from Both Sides of the Brain to Achieve Peak Job Performance* by ILA member Jacqueline Wonder and Priscilla Donovan. The book was also featured by the Book-of-the-Month Club.

★★★

Rowland Slingsby, ILA international member, recently outlined fundamental listening principles in an article titled, *Listen to Get that Job*, published in the *Executive Post*, England.

★★★

Listening Can Be Taught, Learned and Changed, an article by Elaine Mahone, ILA member, was published in the *Globe-Gazette*, Mason City-Clear Lake, Iowa.

★★★

Listening Instruction, by founding members Andrew Wolvin and Carolyn G. Coakley is the top seller of ERIC publications with almost 6,000 copies sold.

★★★

Send us copies of any articles, newspaper clippings, etc. which tells us that you, the members, are out there telling the listening story. We would like to feature you in this column, too.

BOOK REVIEW



by Nadine Marsnik

Dr. Paul W. Swets, ILA member and Pastor of Christ Community Church in Palm Springs, Florida, has sent me his new book, *The Art of Talking So That People Will Listen*. Although only one chapter deals with listening per se, the art of listening permeates the book and makes it deserving of perusal by ILA members.

Dr. Swets says very little about listening that is new but says it in a new and practical way. He outlines six very workable steps for listening: Choose to Listen, Listen Actively, Listen for Ideas and Feelings, Listen with the Heart's Ear, Listen to Yourself, and Know When to Keep Silent. He then sets about showing his readers how to do each, provides "action steps," of exercises, and notes. The book is indexed — a must for anyone who intends to make practical use of the many suggestions.

The subtitle, *Getting Through to Family, Friends, and Business Associates* describes the thrust of Dr. Swets' writing. This very usable little book can be a handbook for family, organizational, or personal communication. His methods for setting goals, planning strategies, and acting on commitment can work in a classroom, training session, or in Dr. Swets' own milieu—personal and pastoral counseling. *The Art of Talking So That People Will Listen* is published by Prentice-Hall, sells for \$5.95, and is practical, down-to-earth, and eminently readable. I have enjoyed it and have put several of his suggestions to the test — they work.



Curriculum Review, which published a 26 page feature on listening in their February issue, will make available a reprint of the cover if there is sufficient interest. (Approximate cost \$15.) If you are interested in obtaining a copy, contact Manny Steil at the ILA Office.

THE 1985 ILA CONVENTION

CONVENTION PLANS ADVANCE

by Marguerite Lyle, 1st Vice President
Program and 1985 Convention Chair

The 1985 ILA Convention will be held at the Buena Vista Palace Hotel in Orlando, Florida, March 13-17. In addition to meeting all our needs for a private convention area, the Palace provides us with an ideal location for an Orlando visit. Because we are in the Disneyworld complex, there is free transportation to Epcot and Disneyworld. Seven restaurants and lounges are in the immediate area as well as an array of recreational facilities: four lighted tennis courts, three swimming pools, saunas, jacuzzis, marina with boat rental, and three Disney Championship golf courses. The Disneyworld Village also provides an area of unique shops for those who like to browse.

Because we are meeting during the high season, the rooms are \$120 per night for single through quad occupancy. This means that if you are willing to share and carefully plan ahead, lodging can be arranged for as little as \$30 per night in a *first class* convention hotel. Rooms can be equipped with two queen size beds plus a pullout couch.

The next *Listening Post* will contain a pull-out that will allow you to request roommates if cannot find your own. Susie Berkheimer has agreed to act as coordinator for this project.

We are planning a program coordinated with Epcot and another with Sea World. Due to numerous member requests, we will allow some recreation time during the convention. An array of interesting program proposals have already been received, and we are planning and exciting convention for Orlando. Plan now to be with us!

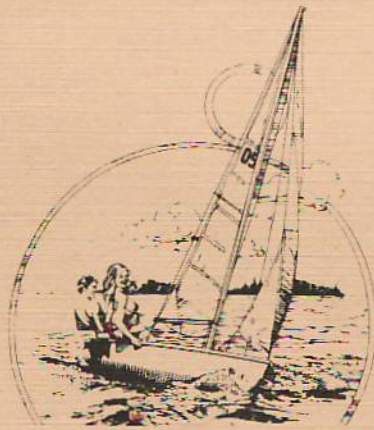
FREE 1985 ILA CONVENTION REGISTRATION

The ILA Board of Directors has agreed to award FREE CONVENTION REGISTRATION at the Orlando Convention to the ILA member who brings in the most new members this year — March, 1984 to March, 1985.

All Executive Board members (Officers and Executive Director) are excluded from competition; all other ILA members are eligible.

To insure receiving credit for your new members, sign your name in the "sponsored and invited by" space on the membership brochure and urge new members to give you credit for that membership. We know who sponsors a member only if the new member and/or sponsor tells us.

We will inform the recipient of the free convention registration prior to the Orlando Convention.



All those who have submitted proposals for the 1985 convention in Orlando should receive notification of receipt from Program Chair Marguerite Lyle by October 1, 1984. If you have submitted a proposal and do not receive such notification, please notify Marguerite and resubmit your proposal. Her address has changed during the past year and some mail is still being sent to her old address. Address proposals to 1103 East Bayou Parkway, Lafayette, LA 70508.

Constitution Review

by Mary Lou McKibben

Disneyworld, Epcot, and a stimulating program of excellent speakers won't be the only excitement in Orlando. ILA members also will have the opportunity to vote on a variety of Bylaw changes which the Executive Board believes are needed since the constitution was written five years ago when ILA began with 54 founding members.

Proposed amendments, which will be reviewed by a parliamentarian and again by the Board include:

1. Adding two new membership categories (organization and lifetime).
2. All members paying annual dues on October 1 rather than renewing during the month when they originally joined.
3. Adding a third member-at-large to serve as coordinator of international members and efforts; having the other two members-at-large chair the Public Relations and the Fund-raising committees.
4. Requiring nominees for an office to agree at their own expense to fulfill all duties and responsibilities of their office, as outlined in the Bylaws and to attend the Executive Board meetings.
5. Designating a Nominating Committee to nominate one candidate for each expired term or vacancy; members would be able to make additional nominations from the floor during election at the annual convention.
6. Not permitting members to officially represent ILA or use ILA symbols without the sanction of the Executive Board.
7. Conducting meetings according to the *Current Roberts Rules of Order, Newly Revised*.

Bylaw amendments will be sent to the membership at least 30 days before the convention. Changes require a two-thirds vote of the active members voting at the annual convention. Bylaws are printed on pages V-IX of the ILA Directory. If you have additional suggestions, contact Mary Lou McKibben, Secretary, and Constitution Committee chair immediately.

REPORT OUTLINES COMPETENCIES FOR WORK- BOUND STUDENTS

"Business and industry are much more concerned with the academic preparation of their entry-level employees—their ability to read, write, speak and listen, do mathematics and learn effectively—than school people have assumed they are," says GEORGE H. HANFORD, President of the College board, in a new report, *Academic Preparation for the World of Work*.

Students who enter the work force directly from high school need many of the same academic competencies as do those going on to college. This conclusion, surprising to many educators, emerged from a series of dialogues cosponsored by the Board in five cities in the U.S.

The dialogues endorsed six basic competencies described in the Board's Educational Equality Project:

Reading—business people agreed that inadequate reading levels among entering employees is the largest single problem for employers.

Writing—lack of competency in writing limits the effectiveness of communications in the workplace and hurts productivity and employee relations.

Speaking and Listening—was singled out as the major form of communications in business and industry, yet one in which many students receive little or no instruction.

Mathematics—increased understanding of math, science and computers with emphasis on how to estimate and consumer economics.

Reasoning—schools are urged to give much more attention to competency in reasoning—"common sense is not as common as we think it is."

Studying—while this competency is applicable to work, the business people felt it was more appropriate to school.

Single copies of the 8-page report may be purchased for \$5 each, or \$20 for a package of 20 copies, from College Board Publications, Box 886, New York, NY 10101.



LISTEN

When I ask you to listen to me and you start giving advice,
you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way,
you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something
to solve my problems, you have failed me, strange as that may seem.

Listen! All I asked, was that you listen. Not talk or do - just hear me.
Advice is cheap: 10 cents will get you both Dear Abby and Billy Graham
in the same newspaper.

And I can do for myself; I'm not helpless. Maybe discouraged and faltering,
but not helpless.

When you do something for me that I can and need to do for myself,
you contribute to my fear and weakness.

But when you accept as a simple fact that I do feel what I feel,
no matter how irrational, then I quit trying to convince you
and can get about the business of understanding what's behind this irrational feeling.
And when that's clear, the answers are obvious and I don't need advice.
Irrational feelings make sense when we understand what's behind them.

Perhaps that's why prayer works, sometimes, for some people
because God is mute, and he doesn't give advice or try to fix things,
"They" just listen and let you work it out for yourself.

So, please listen and just hear me, and, if you want to talk,
wait a minute for your turn: and I'll listen to you.

Submitted by Harvey Weiss

Anonymous



"He Made Me Mad But I Don't Know Why"

by Carol Susan DeVaney

In my ten years of work as a counselor, trainer, consultant and educator, I have become aware of common threads or themes that seem to spark or escalate conflict for most people in most settings.

Many times we are aware that we can no longer concentrate on what is being said because we are irritated, but often we can't put our finger on what it was the other person said that made us mad.

Ten of the most common unfair communication techniques I run across include:

1. Pretending that the other person has made an unreasonable statement of demand.
"You made such a big deal out of nothing!"
2. Jumping to conclusions of "mind reading."
"I can tell you are after something. What do you want?"
3. Switching the subject.
"That reminds me, do you remember what we talked about last week?"
4. Bring up more than one accusation at a time.

"Not only are you inconsiderate, but lazy too!"

5. Bragging or keeping score.
"You don't try as hard as I do."
6. Being logical when someone is talking about their feelings.
"Don't be so dramatic. You'll get another job."
7. Interrupting.
"Excuse me but..."
8. Intimidating, yelling, or exploding.
"You (censored) of a (censored)!"
9. Denying the other person's experience.
"You shouldn't feel like that."
10. Using *You* rather than *I* statements.
"You are a poor worker."

As a listener, being able to identify why you are upset is the first step towards being able to provide feedback to the speaker about techniques they use that generate ill will in you. Also, it will alert you to your style of communication and help you avoid these pitfalls.



The Watson-Barker Listening Test Now Available

After two years of pilot testing, the final version of the WATSON-BARKER LISTENING TEST is now available. This listening test is unique in that it is designed for adult and college audiences, particularly those interested or involved in business and industry.

Several thousand subjects were used to validate the test from a variety of different states and geographical regions. These subjects included adult executives, professionals, governmental employees and college students from various universities and curricula. To assess the validity of the test, factor analysis, item analysis, reliability tests, and descriptive analysis were used. In addition, face validity was assessed through using a panel of listening experts to judge the validity of each item.

The test is divided into five parts; each designed to test a particular type of listening ability. These sections include: (1) listening for meaning, (2) listening to dialogue/conversations, (3) listening to lectures, (4) listening to emotional meaning, and (5) listening to instructions/directions. Because listening experts suggest that listeners need to adapt their listening style to different situations, Parts I, II, and IV are designed to measure listening skills used in short-term listening situations while Parts III and V are designed to measure listening skills used in long-term listening situations. By dividing the test into the sections mentioned above, it allows test takers to assess specific areas where improvement may be needed.

The WATSON-BARKER LISTENING TEST comes in a variety of forms. Two different versions of the test, Form A and Form B, are available for pre-testing and post-testing, and a short form, which takes approximately 15 minutes, is also available for demonstration and listening awareness purposes. A test form containing distractions such as business machinery, background conversation, and other environmental noises will be available August 1984.

To obtain more information about the WATSON-BARKER LISTENING TEST write: Kittie Watson, c/o Spectra Communication Associates, Post Office Box 5031, Contract Station 20, New Orleans, LA 70118.



A new ILA button — Listening Is "The Basic" is available from the ILA office in various quantities (see below). Please order prepaid and make checks payable to the ILA. Share this button with selected educational decision-makers.

1 - 5	= \$1.00 each
6 - 25	= \$.75 each
26 +	= \$.50 each

DIRECTORIES?

Are you in need of additional ILA directories for your office or home?

Copies are available through the ILA Office (\$7.50 pre-paid - includes postage and handling).

A Checklist For Listeners

Today I...

1. Interrupted other people _____ times.
2. Misunderstood other people _____ times.
3. Lost track of a conversation _____ times.
4. Stopped making eye contact with a speaker _____ times.
5. Asked someone to repeat himself/herself _____ times.
6. Let my mind wander while listening to someone _____ times.
7. Changed the subject in the middle of a conversation _____ times.
8. Jumped to a conclusion about what someone was going to say _____ times.
9. Reacted emotionally to what someone was saying before they finished _____ times.



Dr. Andrew Wolvin ILA President, presenting an Honorary ILA membership to Dr. Cecilia Frantz, keynote speaker at the Summer Conference.