



LISTENING POST

SIXTEEN

©ISSUE NUMBER ~~FIFTEEN~~ JANUARY, 1986

Listen Up San Diego! The ILA is Coming

MARCH 12th-16th

The program is set. The hotel rooms have been readied. The food is cooking. The only thing we need now is YOU. In this packet you should find everything you need to make you one of the lucky attendees at the 7th Annual ILA Convention.

THE PROGRAM

Larry Barker and the program committee have outdone themselves. The convention theme is "CONCEPTUAL FRONTIERS IN LISTENING". This will be the largest (and BEST) convention yet. There are forty-five separate programs. Almost every time slot has a program which will be of interest to the various constituencies of ILA. The PROGRAM is included in your packet. Take a few minutes to look through it and you will become as excited about this convention as we are. *(Please bring your copy of the program with you. Additional copies will be available in San Diego at an additional charge.)*

THE FEES

Register Early and get an Early Bird discount of \$15.00! Your completed registration form must be received at the ILA office by February 15 in order to qualify (\$135 for members and \$185 for non-members). An additional incentive for registering early is that all "Early Bird" registrants will receive a FREE audio tape featuring Ralph Nichols (Side 1) and Manny Steil (Side 2) talking about -- Listening. Fees have not been increased this year, and your registration includes Convention registration and program materials; three Luncheons; One Gala Banquet; one Cocktail Party and all Refreshment breaks. Non-member registration includes a regular membership in the ILA for the current membership year (through 9/30/86). If you can not be with us for the entire convention, one day registrations are available at \$55.00 a day for members and \$75.00 a day for non-members.

SPECIAL MINI-CONFERENCE

This year as a special conference feature, a "Mini-Conference" has been designed for ILA Members and Elementary Teachers in the San Diego area. The "Mini-Conference" includes a series of five programs especially designed to benefit those interested at the elementary level. This "Mini-Conference" is free to all paid convention attendees. The special fee for non-convention attendees is \$50.00. As a special incentive, \$25.00 of this fee may be applied toward a regular membership in the ILA.

PRE-CONVENTION SEMINARS

Three pre-convention seminars will be offered on Thursday morning March 13th. These are available at extra cost, with the proceeds being donated to the ILA by the seminar presenters.

The first seminar is entitled "DESIGNING LISTENING PROGRAMS;" and will be chaired by Manny Steil. This seminar will provide direction, strategies, concepts, materials, and activities to anyone interested in developing or enhancing Listening Programs. Participants will receive a special "Designing Listening Programs" packet. *(Member Registration, \$30.00 - Non-Member, \$60.00).*

The second seminar is entitled "RESEARCH METHODS IN LISTENING; ALTERNATIVE APPROACHES", and will be chaired by Kittie Watson. This program is designed to introduce participants to qualitative and quantitative methods for studying listening behavior. Through discussion and "hands on" applications, this nationally recognized panel will serve as a foundation for new researchers and as a refresher for seasoned listening scholars. *(Member Registration, \$15.00 - Non-Member, \$25.00).*

The third seminar is a "STORYTELLING WORKSHOP" and will be chaired by Kate Farrell. This workshop will include demonstrations of the

continued on page 2

art of storytelling and focus on teaching participants to enhance their storytelling skills. (Member Registration, \$15.00 - Non-Member, \$25.00).

THE HOTEL

The Hyatt Islandia is *GORGEOUS!!!*. Every room has a private balcony and a view of either the Pacific Ocean or the Mission Bay Marina and city skyline. Complimentary limousine service is provided to and from the hotel and San Diego airport. The convention facilities are ideal for a convention like ours. Take a look at the color brochure included in your packet and you will begin to share our excitement in anticipation of staying in this fine facility. Room rates are less this year at \$94.00 for a single or double. Reservations must be made 21 days in advance to guarantee rates.

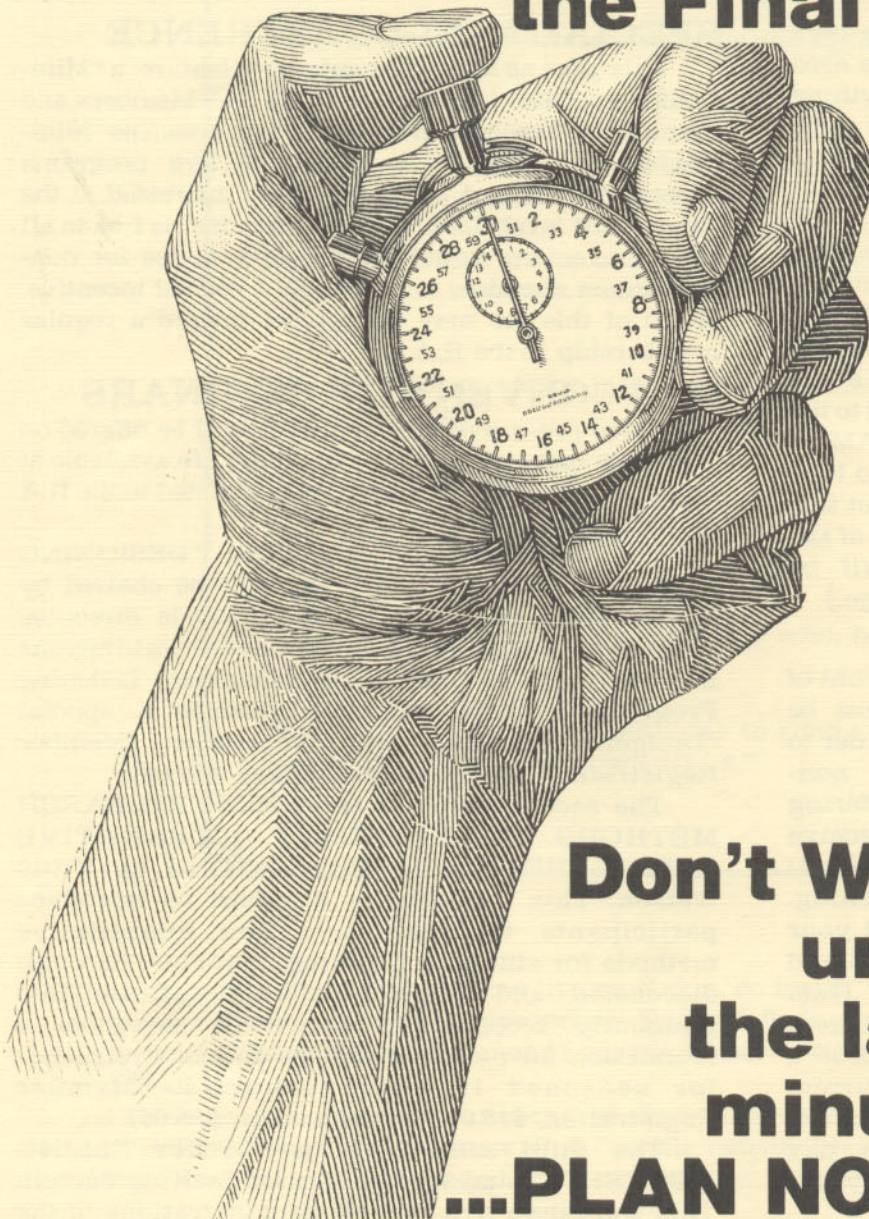
SHARE A ROOM

We will be continuing last year's successful share a room program. If you would like to share your room, and do not know another sharee, call the ILA office (305) 973-2370. We will exchange the names and phone numbers of like-minded members with you. Keep in mind that YOU will have to contact the other person and make your own hotel reservations.

NO OFFICIAL AIRLINE OR AUTOMOBILE RENTAL COMPANY

No single airline or car rental company has been designated as OFFICIAL this year. Current fare wars and tight competition make it possible for members to "shop" for air fares and rental fees which are less than are offered in standard convention packages by major companies. Call your favorite airline and car rental company and make your best deal!

Convention Time is Coming to the Final Seconds...



**Don't Wait
until
the last
minute
...PLAN NOW!**



ILA LISTENING POST

Listening Post Deadlines

The Deadline for all ILA Listening Post materials (Includes articles, ads, photographs to appear in the next issue) is **March 15, 1986.**

ILA LISTENING POST NOW ACCEPTING ADVERTISING

To provide service to ILA members and suppliers, the ILA Listening Post will accept advertising. Acceptance of all advertising will be subject to editorial approval.

1986 RATES

Full Page	250.00
1/2 Page	150.00
1/4 Page	75.00
1/8 Page	40.00

All ads must be camera-ready and pre-paid. Send all materials and ads to:

Ethel Glenn, Editor
Communication Department
University of North Carolina
Greensboro, NC 27412

Anderson Wins Excellence

Award. . . Patricia J. Anderson of the Elementary Education faculty of East Carolina University won one of two 1985 Alumni Teaching Excellence Awards. Anderson, a specialist in childhood reading, received the Robert and Lina Worthington Mays award, presented in the names of the alumni whose gift established it during the 1970s. Teaching Excellence Awards at EUC are chosen by a committee on the basis of a survey of opinion conducted by the Office of Institutional Research. *Our congratulations, Patricia!*

Make a Living by Listening???. . .

Harry Cook of Springfield, Mo., forwarded an article from the Gannett News Service about Kathy Pederson, a 41 year old divorced mother of four teens, who has built a business of listening. She runs this ad in the Personals column of the local newspaper: "NEED to talk? Trained listener in person. \$20 Hr. Appt. 694-2165. Kathy." She reports that the initial response was slow, but now she has a number of clients, and she is listening on a regular basis. Her qualifications for the job? "a two-year degree with emphasis in psychiatric care and life's experiences." In addition, she has a gentleness and appears to be trusting and sincere. We all know the value of good listening, but few of us probably ever thought of it as a career!!!

An Aloha Chapter of ILA. . .

Lynne Halevi writes from Honolulu that she is trying to start an ILA Chapter in Hawaii. She invites any ILA members who are in Honolulu to contact her. Your editor saw our island state for the first time this past summer and urges you to plan to take Lynne up on her invitation if you have never been--the adjective "paradise" is truly descriptive. Lynne and her husband are teaching both through the Pacific Film Institute and the Kamehameha Schools. Lynne's chapter on listening will be in the new anthology **The Great Communicators**, due out in December, 1985, from Royal Publishers. As the **Listening Post** goes to press, we wish you Mele Kalikimaka, Lynne, and we look forward to reading your chapter.

ILA Goes Multi-Lingual. . .

In the last issue of the **Listening Post**, we reported that Peter van der Schaft was developing a new brochure for use in countries other than the U.S. and Canada. We now have a copy of that brochure, with all headings printed in eight languages! What an appealing and professional brochure, Peter. You will doubtless attract a number of new members from other countries. If you want to contact Peter about the brochure or his international efforts, write him c/o Zuiderterras 61, 3083 BX Rotterdam, The Netherlands.

Update from the New York

Area. . . Nineteen eager and energetic Eastcoast members of ILA met on September 28th for an all-day listening seminar at Westchester Community College. The day was filled with listening exercises, problems of listening instruction, exchange of motivational materials, and sharing of resource materials. Carole Grau reports that the meeting was so successful that the group has planned a repeat on January 18th. Fran Broderick, Jim Gallagher, and Marcia Kestenbaum will lead the program. The group is committed to quarterly meetings of listening professionals who can share and profit from each others' experiences.

Travels of a Puppeteer. . .

Suzanne Pemsler, **Listening Unlimited** and **Puppet Divas** of Lexington, Mass., spent three weeks in Italy and three weeks in Israel performing, lecturing on Listening and interviewing puppeteers and puppet theatre directors. Two weeks were spent in Montana as Artist in Residence performing and working on Puppet Operatunity. . . a new method of teaching listening. . . with groups of elementary school children. The process of the creation of comic puppet operas works remarkably well in developing keen listening skills and joyful group dynamics. Another month was spent in the entire school system of Danvers, Mass., developing the Puppet Operatunity program further into a three part performance, demonstration, and participation Arts/Listening program. Last summer Suzanne was invited to lecture on Listening and Puppet Operatunity for the National Puppeteers of America Festival. Further tours to Israel and to Norway are in her future. *How wonderfully exciting, Suzanne!*

WHAT'S GOING ON WITH YOU?

We need to hear from ILA members and Listening Post readers about your activities or short items you find of interest. Please send short reports of your latest activities, awards, honors--anything of interest--to:

ETHEL GLENN

Listening Post Editor

Elementary Task Force Plans Special Project

by Jane Rhoads, Chair

The ILA Task Force to Promote Effective Listening Instruction at the Primary Level is sponsoring a special one day workshop in conjunction with the national ILA conference in California. This workshop will be open to persons attending the San Diego conference and to local elementary teachers. The workshop is designed to present elementary teachers with practical ideas for teaching listening skills and will feature a welcome by Marguerite Lyle, presentations by Tricia Anderson, Suzanne Pemsler and Fritz Bell, and a swap shop led by Sue Burdette and Jane Rhoads.

The task force, chaired by Jane Rhoads, is composed of ILA members interested in the field of elementary education. Members include elementary teachers, public school administrators, persons teaching on the college level, and staff persons with state departments of education.

The first activity of the task force was to draw up a series of recommendations for strategies ILA could use

to create not only an awareness of the importance of teaching listening skills at the elementary level, but also means of helping teachers with materials and activities. The task force met at the ILA Summer Conference and developed a specific plan of action for the group.

The task force's immediate goal is the special elementary level workshop, a display of materials from publishers and lists of information on current approaches to teaching listening, research in the field, and diagnostic tests currently available. Anyone interested in contributing information on these topics is urged to do so. Please send ideas and information to Jane Rhoads, Box 109, The Wichita State University, Wichita, KS 67208.

A special thanks goes to all those members of the task force who have contributed so generously of their time and their ideas. These persons are: Tricia Anderson, Fritz Bell, Susie Berkheimer, Bruce Bufe, Sue Burdette, Sarah Creech, Russell L. Everson, Theodora Farrell, Pat Hardy, Elaine Mahone, Wendy Niemann, Suzanne Pemsler, Alice Ridge, Walter R. Ruefli, Robert Stewart, Stanford E. Taylor, Kathy J. Wahlers, Michael Walker, and Florence Wolff.

RECOMMENDATIONS BY THE TASK FORCE TO PROMOTE EFFECTIVE LISTENING INSTRUCTION AT THE PRIMARY LEVEL

Chair: *Jane Rhoads*; Members: *Fritz Bell, Susie Berkheimer, Bruce Bufe, Sue Burdette, Russell L. Everson, Theodora Farrell, Pat Hardy, Suzanne Pemsler, Walter R. Ruefli, Robert Stewart, Stanford E. Taylor, Kathy J. Wahlers, Michael Walker, Florence Wolff*

DISTRIBUTION & EVALUATION OF EXISTING MATERIALS

1. Compile a list of existing materials, methods and activities which have been used by teachers in their classrooms. This list would include reviews of commercial films, texts and listening programs.
2. Form an ILA review board to evaluate commercial listening materials, and to give those materials considered to be of value the ILA Seal of Approval.
3. Organize a display of materials from publishers which relate to elementary listening instruction for the next ILA conference.
4. Have a "bring and brag" swap session for elementary teachers at the next ILA conference.

continued on page 5

SPECIAL MAILING: Members will be receiving a separate mailing around the fifteenth of February which will provide biographical sketches of persons nominated for various association offices. This same mailing will include suggested changes to the Association By-laws as suggested by the By-laws revision committee.

DEVELOP AN AWARENESS OF THE IMPORTANCE OF TEACHING LISTENING SKILLS AT THE ELEMENTARY LEVEL

1. Make State Departments of Education aware of the need to incorporate listening instruction into their curricula.
 - A. Develop a brochure on the importance of including listening instruction in the elementary curriculum.
 - B. Have an ILA member in each state be responsible for sending cover letters introducing ILA and the ILA Elementary Listening brochures to the members of their state Boards of Education.
2. Encourage universities to include listening courses in their curricula:
 - A. to improve the students' listening skills in their chosen fields,
 - B. as part of teacher education programs, and
 - C. graduate level credit courses for elementary teachers to teach methods of listening instruction.
3. Encourage ILA members to make presentations at other professional organizations' state and national conferences and to publish articles related to listening skills in other organizations' journals.
4. Elicit support from industry and private enterprise for the teaching of listening skills in the public schools.
5. Contact textbook companies in an effort to promote the importance of listening, and to encourage publishers to generate suitable materials and activities.

CURRICULUM DEVELOPMENT

1. Involve teachers in the planning of listening instruction.
2. Encourage individual schools or school systems to develop their own pilot programs for the teaching of listening skills.
3. Develop a curriculum which can be used by individual teachers in school systems where listening instruction is not mandated.
4. Make school systems aware of ILA members who could serve as resource persons in their respective vicinities to implement curriculum revisions to include units on listening skills.
5. Devise a plan for staff development to enable administrators to help their teachers implement teaching of listening skills.
6. Develop a program on how to teach elementary level listening skills that could be used by ILA members.
7. Make letter, telephone or personal contact with principals of Catholic and other private schools to explain the need to revise elementary school curricula to include units in listening. (*Start with private schools as they can implement policy changes quicker than the public sector.*)
8. Develop materials on ways of integrating (*through lesson planning*) listening in the language arts, social studies, math and science.

RESEARCH AND TESTING

1. Encourage research concerning the importance of listening instruction at the elementary level.
2. Conduct a search of the literature for existing research designs and results. Make such a bibliography, along with a listing of related articles available to ILA members and to other interested persons.
3. Develop a valid and reliable testing instrument for measuring listening ability.
4. Develop or identify valid informal listening inventories for use at the elementary level.

ENCOURAGE TEACHERS TO CREATE A POSITIVE CLASSROOM LISTENING CLIMATE

1. Create a climate of instruction which is conducive to enhancing listening skills.
2. Create a listening climate where children are treated with respect.
3. Develop a group consciousness toward listening.

Do you have some new and workable activity that you have found for teaching? Please share it with us for the Activities column. Send your ideas to the editor--see page 2.

The Importance Of Not Being Earnest

by Suzanne Pemsler

LISTENING UNLIMITED, Lexington, MA

I lost my femininity at the Rome Airport at 9:12 A.M. on September 14th. It was quick and painful. At that moment, two airline attendants were arguing loudly over which of two wheelchairs would fit my brace-encased outstretched leg, the result of an injury which had happened only three days before. I was no longer a woman. I was an unattractive oversized leg that happened to be attached to a human being. I concealed the physical and emotional pain but felt both maimed and frightened. I wore a toothpaste smile.

So began my education about the emotional price of social acceptance for the handicapped. People wanted to see me conquer the world despite my physical problem. When I expressed how I really felt about my ugly brace and unattractive gait, they would loudly say, "Don't be silly" or "Don't think that", thereby cutting off any chance of honest communication. "I want to see the sunshine in your face." "You can do it." "It could be worse." I did not want to feel isolated and alone and I perceived that I needed them more than they needed me. Back I would shift to the smiling mode.

When my long and ungainly fabric and metal brace with its endless front laces showed beneath my dress I found that I often lost eye contact with the person with whom I was talking. I disliked the sensation of having someone's nose tilted towards my leg. Face to brace discussion did not replace face to face conversation. I wanted to gently lift the chin of the offending face and say, "It's me you are talking to, not 'it'."

I tried humor. I'd assured them that the beige laced-up item on my knee was my recycled old-fashioned corset that I moved down when it no longer fit my waist. I told them that it was a new fashion that hadn't caught on as yet. They could handle the fact that I was making light of my strange walk and unattractive brace.

Getting from one place to another was visually stimulating but physically wearing since, in Italy, the shortest distance between two points is not a straight line, but a long staircase with dramatic landing. I would have created less attention walking across the water between the Venetian bridges than I did holding on to the railings and pulling myself up and down with my unwieldy leg. For all who passed by I turned my frown upside down.

I did not feel attractive when I was the object of curiosity or pity. Once, in a pouring rain, I hobbled up a steep incline wearing a raincoat under which my now soaking wet brace was clearly visible. A family group had stopped to wait out the torrential downpour and was gathered under a huge umbrella. As I passed, an older woman grabbed a pregnant younger woman and pulled her face towards her so that she could not see me. I understood immediately... No need to wish deformity on an unborn child. Understanding that it was superstition that caused the incident did not change the fact that I felt ugly in the eyes of my beholders.

My own colleagues, with whom I spent a great deal of time, made me feel whole and wanted as a human being. They did not try to control my reactions nor trample on my feelings by telling me why I should not feel "that way." They granted me the right to suffer pain and embarrassment. I was grateful to them. It was the everyday struggle with new people, the grappling with new streets and the constant exertion, both physical and emotional, that made me realize how difficult it must be for those who always live with infirmity and can take no vacation from its demands.

Family, friends, doctors, and therapists may offer support and comfort but I believe that the rest of us frequently make the physically-impaired play a role not of their own choosing. We cheer the handicapped in their fight to conquer obstacles unless they cry or fret more than we deem necessary and then we avoid them or abandon them emotionally. The expression of human feelings and vulnerabilities cannot be programmed so that they are always pleasant to our ears. A grin, while welcome, isn't mandatory.

The problem is ours. We are the limited ones. We don't want to hear what the physically impaired may need to say to us. We often do not know the depth of their discomfot because we don't want to know. We are not receptive as listeners. The handicapped should be able to communicate with the rest of the world on their own terms, and not always in good cheer. We should be willing to listen to honest, earnest talk and not abandon those who don't have good news to tell.

There was an advertisement once that showed a beautiful woman running through a sun drenched forest presumably towards a world waiting for her with outstretched arms. During my most trying and physically difficult times, my version of that same ad would show me hobbling through the same lovely terrain with the dappled sun glowing on my cane. The outstretched arms appear as I trip on a branch, falling clumsily and noisily to the ground. I feel defeated but on my face is a Cheshire grin.

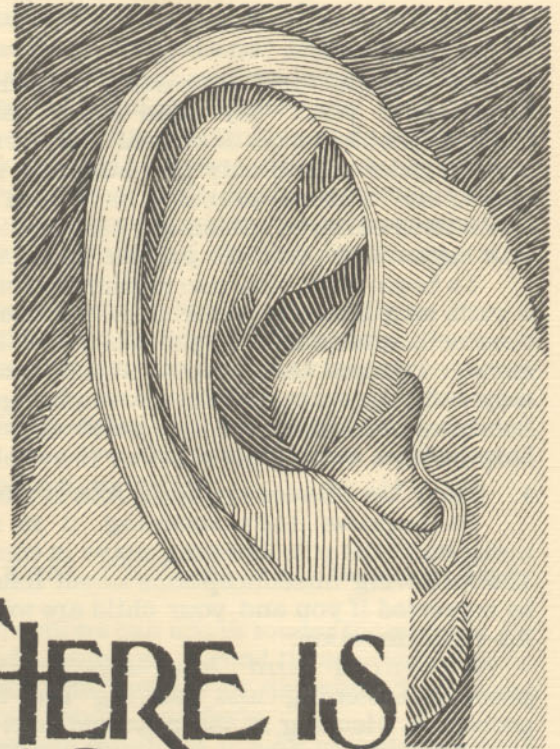
Copyright 1984
Suzanne Pemsler

Listening Activities

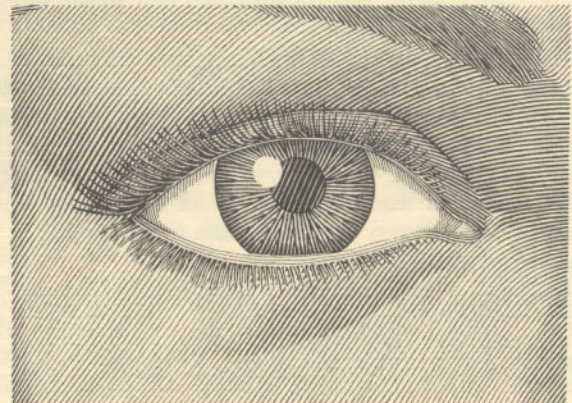
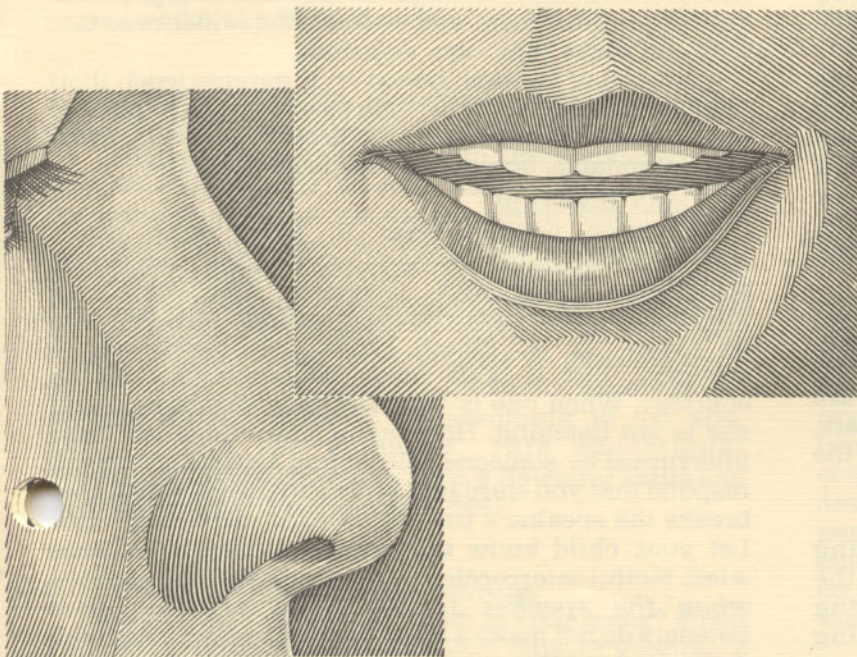
In the last issue of the *Listening Post*, the heading for a proposed new section on "Listening Activities" was inadvertently omitted. And the four activities that had been submitted were scattered through the pages so that they were offered without an introductory frame-of-reference. Special apologies are due to Fritz Bell, who presented the original idea for an activities section.

Now, we need all your ideas--original and adapted--for activities that help us teach listening. These may be for any grade level--preschooler through adult--just label your proposed target age. This is a wonderful way for us to share practical teaching tips that have worked well in our own classes or workshops.

Since we had no submissions for this issue, as your editor, I would like to share one idea that has worked well early in the semester in my college classroom. I took a portable tape recorder and went around the building taping all the sounds that I thought might be recognizable: telephone ringing, intercom buzzer, typewriter, computer printer, electric pencil sharpener, Scan-Tron grader, electric stapler, water running in the lavatory, commode flushing, and a number of others. Students take paper and pencil and, without any discussion, go straight through the tape writing down all the sounds they can identify. We follow this with a lively discussion of how much of the world around us we process through listening, although seldom on a conscious level. The ability to assign meaning to sound--linguistic or nonlinguistic--is the heart of the human communication system. The tape recording dramatizes this and sets up the basis for in-depth dialogue. By the way, the students do very well on the identification, as a rule.



THERE IS
NO ONE
AS DEAF
AS HE
WHO
WILL NOT
LISTEN.



How Parents Can Teach Their Children To Be Good Listeners

by Philip M. Bruschi, Mercerville, N.J.

(condensed from the original article)

Do any of the following statements sound familiar to you? "My child never listens to me." "Johnny just lets it go in one ear and out the other." "If my daughter would only pay attention to me when I talk to her." Parents probably have been complaining about their children's listening habits since the family unit began. But what can parents do about it?

To begin with, they can remember that listening is a skill, and like any other skill, we need to learn it, develop it, and constantly put it into practice. Once they have recognized this, parents should understand that they can play a vital role in developing good listening habits in their children. Listed below are suggestions to help parents teach their children to be better listeners.

1. Clear Up Misconceptions About Listening.

To improve one's listening, it is necessary to understand the role listening plays in communication. The following misconceptions about listening should be corrected if you and your child are to get started in the right direction:

Listening and hearing are the same process. Listening and hearing are two different processes. Hearing is the physical part of receiving sound waves. Listening is a skill used in analyzing what is heard. Your child can *hear* what you say, but may not be *listening* to you.

Listening means agreement. Listening does not mean agreement. When two people have completely opposing points of view, they do not have to agree with each other for listening to have taken place. Many parents also confuse listening with obedience. A parent may say to a child, "Apparently you didn't listen to me when I told you to do that." Often, the child *did* listen, but did not agree with or obey the parent.

People are born listeners. People are not born listeners. We are born with the ability to hear, providing the auditory system and brain are functioning properly. However, listening skills, like the other communication skills, are developed and learned.

The speaker is primarily responsible for the success of communication. This statement is still controversial. However, communication between two people is a two-way process; therefore, the listener should be equally responsible for its success.

The role of listener is passive. The role of the listener should be anything but passive. Listening should be very active. We must work at trying to get at the meaning of the message being conveyed by the speaker. The active listener is constantly searching for meaning by analyzing, intellectually and emotionally, what is being said. We listen with our eyes, ears, and minds.

Listening and intelligence have a high correlation. Intelligence does play a role in the ability to grasp the content of some messages, but research indicates that no such high correlation exists. There are highly intelligent people who are poor listeners. Remember that such qualities as empathy and the willingness to listen do not relate to one's IQ.

2. Set a Good Example.

Listening habits can be developed by observing others. Thus, parents should be aware of the influence they have on their children's listening behavior. Often, parents serve as poor listening models. At times, they accuse their children of not

knowing how to listen, but they do not listen when their children try to speak to them. Author and therapist Franklin Ernest says that, in his or her most impressionable years, the typical child receives a steady diet of anti-listening edicts. Parents verbalize these in comments such as: "We don't listen to those things in our family," "Pretend you don't notice," or "Don't pay any attention to her." Parents also demonstrate poor listening habits. They may interrupt, be inattentive, demonstrate a closed mind or show preconceived attitudes toward others through stereotyping. Many children witness parents arguing and screaming at each other as they try to make their respective points.

The desire to be listened to is strong. In a McGraw-Hill film, "The Power of Listening," it is stated that "in some Victorian households many delinquent children were put in Coventry and for a prescribed time no one listened to them as if they were not there. Some survivors said they would have preferred a physical beating." Listening to your child fulfills basic needs such as recognition, love, and respect. Remember that when listening to your child, you may have to listen to something that is not important to you, but is extremely important to the child.

3. Teach Your Children to Ask Questions.

Parents become annoyed easily when children ask a number of questions. But parents should encourage questions. Asking questions can help children to clarify, understand, acquire new information to assist in decision making, learn about the opinions and feelings of others, show interest in others, and concentrate on what is being said. If we teach our children the importance of asking questions, they may be spared the unpleasant experience of being afraid to ask questions for fear they will be thought stupid.

Asking questions also prevents us from accepting everything we hear. By using exploratory-type questions, such as who, what, where, when, and why, children will learn to examine all sides of a problem, gather pertinent facts, and evaluate the evidence so that they can make their own decisions.

A word of caution, however; if parents teach their children to ask questions, then parents must be open to those questions and ready to provide answers in an understandable, honest, and forthright manner.

4. Don't Interrupt.

Children usually want to jump right into a conversation when they have an idea or a response to something being said. However, they may turn interrupting into a contest for attention. Children must be taught to let others finish their sentences or thoughts. But it goes much deeper than common courtesy. When one is thinking only of talking, he or she is not listening. How many times have you been interrupted by someone asking you a question, only to respond that you were just getting to that? Interrupting breaks the speaker's train of thought and wastes time. Let your child know that, although there are times when tactful interruption is appropriate (*for example, when the speaker is not being concise*), good listeners do not make a habit of interrupting. They wait their turn and then respond to what they have learned

and understood.

But remember to be patient with your children while they are learning to speak in turn, and take into consideration their present stage of social development. Very young children find it particularly difficult to be patient and wait their turn.

5. Establish Good Eye Contact.

Good eye contact during a conversation involves looking at the other person, watching the speaker's eyes, mouth, neckline, and facial expressions, and then glancing away for a few seconds now and then so as not to make the person feel self-conscious. Eye contact can help us listen more effectively. It can help us focus our attention on what the speaker is saying and ward off any other distractions around us. In addition, active attention with eye contact demonstrates to the speaker our sincere interest in what that person is saying.

One of the most important benefits of eye contact is discerning the true intent of the message through body language and facial expressions. In his book, **Listening Made Easy**, Robert Montgomery tells of a mother who told her seven-year-old daughter to clean her room before dinner. "Mommy," said the child, "I wasn't looking when you said that. Did you say it with a smile or a frown?" This child wanted to know if her mother really meant what she said.

6. Have an Open Mind.

Preconceived attitudes, stereotyping, categorizing, and jumping to conclusions result from biases and prejudices. These can be acquired by children at a very early age from observing their parents. While parents cannot totally rid themselves of their personal biases and prejudices, they can help their children by serving as good examples in their attitudes about race, color, creed, morals, status, occupations, appearances, and group memberships. They can teach children to hear others out before judging and evaluating, and that everyone is an individual with his or her own feelings, thoughts, ideas, and information. Finally, parents should be aware of their own biases and prejudices about people and topics and put forth an extra effort to listen to others' points of view.

7. Provide Listening Situations that Will Challenge Your Children's Mental Capacities.

Children are bombarded with light, entertaining, recreational material through commercial television programming. It does not require much concentration or discipline to focus on this type of programming. Because children become accustomed to these superficial listening experiences, they tend to dismiss more challenging material by saying it is over their heads. Children need opportunities to exercise their minds. Today, public television and cable networks are offering more children's programming in the arts, history, and the sciences. This educational programming exercises children's listening skills and challenges their mental capacities.

8. Provide an Appropriate Setting.

Do you have a listening room in your home? When you need to speak and listen to your child or your child

needs your undivided attention, is there a place you can go that is free from distractions? Distractions can be environmental or external, and can range from outside noises to poor lighting. There are also visual distractions, eye-catching stimuli such as posters on a wall, bright colors, mannerisms of individuals, or other people in one's visual path. Such distractions draw one's attention and concentration away from what the speaker is communicating, thereby interfering with reception of the message.

Whenever something of importance to you or your child needs to be said, or when concentration/focus, or privacy is required, try to select a location in which distractions, such as the phone ringing, television blasting, or dog barking, will be avoided or minimized. Remember, effective listening takes self-control, discipline, and concentration.

9. Teach Your Children to Observe Body Language.

At times, actions can speak louder than words. By observing body language, a good listener can pick up clues that help the listener to understand what the speaker means, thinks, and feels.

If children are taught to use all of their senses to take in information, their listening capabilities will improve. Too often, we take our ability to see, touch, taste, and smell for granted. As important as hearing is to listening, it is only one channel through which we listen. A deaf person can be an effective listener by developing to the fullest all of the other sensory channels, especially sight.

There are a number of exercises in which you and your child can participate to develop nonverbal listening techniques. Practice reading body language by watching a dramatic television program, or watch television with the sound turned off. Study the actors' gestures, facial expressions, and body movements to determine the emotions and personalities of the characters. How much of the plot can you figure out? Observe and listen to other people talk when you are not participating in the conversation. Play charades to try communicating a message without talking. Remember, do not rely solely on words; sometimes they can be used to mask true feelings.

What is not said may be a more reliable indicator of how a person feels than what is said. Apply your conclusions based on body language with caution and watch for *clusters* of actions.

Conclusion.

You will find that the usefulness of the suggestions offered in this article will vary with the ages and maturity of your children. Use your own judgement as to when each suggestion should be introduced, keeping in mind that the sooner your children learn to listen and practice listening, the sooner you will both reap the benefits. But remember, effective listening in a parent-child relationship is no easy task; it cannot be developed overnight. Yet although it takes time, patience, understanding, and practice, teaching our children to be good listeners helps them develop trust, confidence, self-control, cooperation, empathy, an open mind, and a sense of self-importance. It's worth it!

LISTENING
WORD SEARCH PUZZLE

Circle the words listed below as they appear in the puzzle. They may be horizontal, vertical, or diagonal, and may go forward or backward.

C	O	N	C	E	R	N	E	D	F	Z	L	O	S	S	E	N	F	A	E	D
G	O	A	L	X	A	C	A	B	B	D	E	C	O	D	E	R	X	K	C	X
D	O	N	E	A	T	E	H	E	E	D	F	U	L	B	E	Q	Y	F	X	E
C	F	G	C	K	T	B	H	F	C	E	E	Z	I	G	N	I	R	A	C	W
O	J	M	N	E	E	I	K	P	B	I	L	I	S	T	E	N	I	N	G	Z
O	L	X	E	M	N	N	B	D	G	P	M	D	L	F	K	C	E	N	V	R
P	C	O	L	X	T	T	F	P	E	U	M	H	Q	O	I	R	J	S	R	E
E	O	S	I	G	I	E	R	N	T	C	H	O	U	C	R	D	C	U	V	C
R	N	W	S	X	O	R	U	A	V	C	A	W	I	U	N	T	O	E	T	E
A	V	G	H	T	N	P	S	L	T	O	Z	J	C	S	O	S	M	T	Y	I
T	E	N	M	A	K	L	B	E	M	I	O	N	P	I	R	X	M	A	S	V
I	R	I	I	L	R	A	M	R	T	Q	O	S	C	N	Q	R	I	C	U	E
V	S	R	N	D	U	Y	V	T	L	C	S	N	R	G	P	T	T	I	Q	R
E	E	A	D	X	E	W	F	N	Y	R	D	R	X	A	U	B	T	N	V	F
N	V	E	F	Z	N	J	Z	E	O	I	C	Q	A	H	D	G	E	U	Y	P
L	M	H	U	T	R	A	N	S	M	I	T	E	F	E	V	H	D	M	O	I
U	O	N	L	H	W	F	G	S	P	G	K	H	I	J	L	G	Q	M	X	E
L	Z	U	K	F	A	B	S	O	R	B	I	N	G	R	T	L	U	O	N	W
Y	R	O	T	I	D	U	A	H	W	I	J	X	S	W	Y	X	A	C	V	K
A	K	X	J	B	Z	Y	D	N	U	O	B	L	L	E	P	S	C	M	L	D

absorbing
alertness
all ears
attention
auditory
caring
communicate
committed

concentration
concerned
concurrence
converse
cooperative
deafness
decoder
focusing

heedful
interplay
listening
mindful
occupied
receiver
silence
spellbound
transmit
unhearing

TWO REQUESTS FOR HELP

We have received two letters asking for help from ILA members. Please respond directly with whatever assistance you can give. To live up to our name of "caring" individuals, we need to share materials with others.

"... I would like to receive any exercises, materials and other activities that I might use in our curriculum K-12. Secondly, I would like the names of any individuals that might have developed or assisted in the development of a listening curriculum in the public schools."

Russell Everson, Asst. Superintendent
Gwinnett County Public Schools
P.O. Box 343
Lawrenceville, Ga. 30246

"... Please send me materials which would include something of interest for the learning disabled that have auditory disabilities, attention deficits, auditory discrimination, etc. I am a chairperson for a parent support group of children with such difficulties."

Nancy Smith
Highland Ave. Ext.
Rutland, Vermont 05701

(Mr. Everson expresses a willingness to pay for appropriate listening materials and may consider hiring a consultant.)

Hope you will reach out to both of these seekers.



Just a Note

Marguerite Lyle sent a clipping from the Lafayette, La. **Daily Advertiser** about an article that appeared in the November issue of **Harper's Bazaar**. The article dealt with what it called "upscale dating", that is, dating a rich man instead of a poor man. The woman's magazine was offering tips for women who hope to find wealthier men to date. Among the many suggestions, such as making friends with other women, with men who are not dates, and developing her own self-confidence, the article suggests that the woman who wants to practice upscale dating. . . "is considerate, well-informed, **a good listener**, flexible in her availability, and inclined to be spontaneously generous." Marguerite had underlined that phrase, **a good listener**, to call our attention once again to the growing number of places where we see the need for good listening singled out as a desirable skill. This is "a given" for ILA members, but we are always happy to see others get on the bandwagon. We know that both men and women who want their dating experiences to be more rewarding and successful will practice good listening--what better way to communicate a genuine interest in the other person.

Solution to the puzzle in the last issue:

CATHCART WHEN IN ROME

The best method for successfully relating to your audience is to follow the platinum, not the golden rule. The platinum rule asks that you treat people the way they want to be treated, not as you want to be treated.

- | | |
|---------------------|----------------------|
| A. Cheerfully | J. Humanity |
| B. Ask Dee | K. Enthuse |
| C. Tolerant | L. Noble youth |
| D. Happy state | M. Intelligent |
| E. Count two | N. New tutu to a tap |
| F. Always together | O. Responsible |
| G. Rooted | P. Offers both |
| H. Totally outdated | Q. Meticulous |
| I. Warm hearted | R. E.T. E.T. |

BARTLETT'S QUOTATIONS ON LISTENING

In the search for an interesting filler item for use in this edition of the *Listening Post*, your editor turned to that old favorite, *Familiar Quotations* by John Barlett. But an examination of my 1955 edition did not produce an apt quote or two, but puzzled response to what an hour's perusal turned up.

In the twenty-five entries under *listen* and *listening*, almost half--twelve to be exact--dealt with listening to nature rather than to people. Wordsworth and Gabriel Rossetti both wrote of listening to sea shells, while Shelley listened to a skylark and James Stephens to an unidentified bird at dawn. Joseph Addison spoke of the listening earth, Charles Hanson Towne of the green listening sod, and Humbert Wolfe called on his readers to listen to the rising wind.

Edmund H. Sears described "the listening ear of night," and James Russell Lowell said that God made nights for us to listen to. Stephen Vincent Benet wrote of listening years, Keats of listening nations, and Winifred Wells of listening to a violin that was once a tree.

While listening to nature is surely high on our priorities, ILA members are equally--if not more--interested in listening to our fellow men and women. But of the remaining thirteen quotations that centered on people listening, nine of them were negative in some way. Some examples are:

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

Shakespeare, King Henry IV

*"You may go through this world, but 'twill be very slow
If you listen to all that is said as you go.
You'll be worried and fretted and kept in a stew,
For meddlesome tongues must have something to do,
For people will talk, you know."*

Samuel Dodge, "People Will Talk"

*"I'll not listen to reason. . . Reason always means what some one else
has got to say."*

Elizabeth Gaskell, Cranford

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

Anna Wickham, "The Affinity"

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

Ambrose Bierce, *The Devil's Dictionary*

*"Do you think I can listen all day to such stuff?
Be off or I'll kick you down-stairs!"*

Lewis Carroll, *Alice in Wonderland*

These do not make listening sound like much fun, do they?

Only a few quotations seemed appropriate--Franz Kafka's stress on the value of reflective listening, Phoebe Cary's urging to "listen to pity's call," and Longfellow's adventure - promising invitation to "Listen my children, and you shall hear. . ."

Did these famous poets and authors find more satisfaction in listening to nature than to other men and women? Did they know, as we know, that "people listenin" is often problem-filled and a less than positive experience? Isn't turning that around much of what ILA is all about?