

LISTENING POST

© ISSUE NUMBER NINETEEN, November, 1986

President's Perspective

Dear ILA Friends:

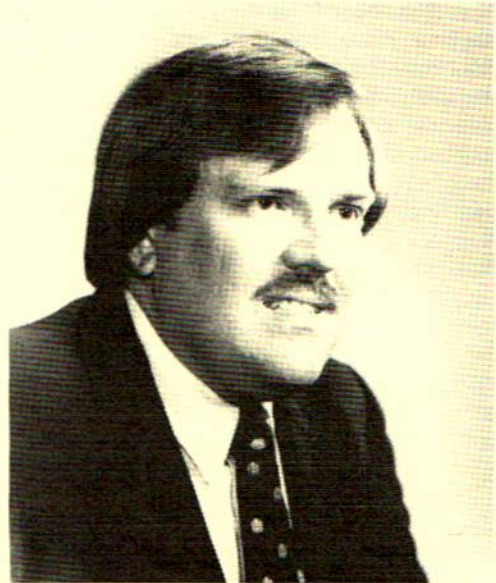
"I'm so excited!" The song, by the same name, captures my sentiments about the future of ILA, after our Summer Board Meeting at the beautiful Fairmont Hotel in New Orleans last month. The creative ideas really flowed at the meeting; all the board members had positive reports about their activities and goals, and the Program Planning Committee had some outstanding ideas to make the 1987 ILA Convention in New Orleans the biggest and best ever!

With regard to the 1987 Convention, Kittie Watson and her local arrangements committee have done a superb job in getting excellent rates from one of New Orleans's finest hotels. The Fairmont is genuinely a "class" hotel in every respect, and Gary Stram, our liaison with the Fairmont, has been a truly gracious host to our organization. The fact that convention rates will apply to Mardi-Gras early registrations by our members is a big plus. "Fat Tuesday" (or *Mardi Gras day*) is the Tuesday before our convention starts on Wednesday. Be sure to come early and enjoy a truly unforgettable experience filled with Music, Parades, Pageantry and Fun.

Carolyn Coakley and her committee have the convention theme and format designed, and are currently hard at work putting together the programs and papers for the convention. There will be some "new twists" and surprises this year, and several features that should appeal to first time conventioners and "old timers" alike.

The ILA Research Committee under Michael Purdy's leadership has been hard at work meeting the challenge I posed to them at last year's Convention in San Diego. I asked them to direct their energy to helping isolate and develop a conceptual framework to study and evaluate listening. They appear to be on schedule. Belle Ruth Witkin has been especially helpful in pulling together the efforts of about a dozen research committee members.

On other fronts, new attention is being directed to bringing back members who have let their memberships expire. For example, Jim Gallagher has been heading up a task force to "retrieve" some lost members. Additionally, Pat Anderson ("Trish") has proposed several new programs for the board to consider. Look forward to some "new looks" and projects in the near



future. Her proposal took the form of an excellent slide presentation at the recent board meeting.

One of the most exciting projects in our organization is the initiation of the new **ILA JOURNAL**. The Executive Board agreed to serve as temporary Publications Board for the initial issues. After that a new Publications Board will be established. Voncille Smith is preparing the first issues at this time, and we look forward to seeing Volume One, Number One very soon!

I'd like to close this letter by thanking each of you for helping make our organization the most "people oriented" group that I know. Like most of you, I belong to a host of other organizations, some bigger and some smaller. However, not one of these gives me the feeling of "family" that I feel when I attend our convention or conference! As we continue to grow larger, my personal aim is to help us keep that close feeling that we currently share as an organization. Our motto is "We're not just getting bigger, we're getting better!"

See you in New Orleans in March!

Sincerely,

Larry I. Barker
Larry I. Barker,
President

Convention Program Proceeds as Planned

As this issue of the **Listening Post** goes to press, members of the Program Planning Committee are reviewing, planning, securing, requesting, creating, and exploring. Their active involvement has one purpose: to stimulate interest in and invite participation in the 1987 ILA Convention that will focus on "Listening in an Age of High Tech--High Touch."

All committee members are presently reviewing the program proposals that have been submitted. This task is more difficult than ever before because more proposals have been submitted than ever before. Committee members, however, welcome this difficulty, for it truly indicates that more and more individuals are helping to "make the magic" in our growing organization. Among these individuals are those who desire to share their knowledge of listening in a variety of settings, such as the native, foreign language, and special education classroom; the court room; hospices; places of worship; service organizations; the home; corporations; hospitals; and nursing homes. Additionally, individuals want to share information in such areas as silence, brain dominance, critical thinking, listening styles, Myers Briggs types, listening assessment, Bi/Polar strength identification pro-

cess, Attention Deficit Disorder, decision-making, and subception in listening. While making their selections of programs, committee members are striving to maintain a balance of theory and research, listening education and training, and listening application.

While all committee members are reviewing programs, various members are also involved with other tasks. Dee Steil and Bill Arnold are planning the Breakfast for Listening Celebrities. Bill is also involved in securing banquet door prizes. While Judi Brownell and Elaine Mahone are requesting from publishers listening books for the book exhibit, Jim Floyd and Tim Gilmor are requesting from corporations and companies listening related products for the corporate display and/or corporate sponsorship for underwriting convention expenses. Elaine and Judi, too, are

working together to plan special spousal events. Bev Aweve is creating ways to recognize another special group -- new ILA members who attend the convention. For early risers and fitness advocates, Deb Vrhel and Mike Gilbert are exploring recreational possibilities. Finally, Carolyn Coakley, First Vice President and Program Planning Committee Chair, is communicating with numerous ILA members and non-members as well as overseeing all Program Planning Committee tasks. Her committee tasks, she notes, have been most pleasurable because her committee members have been extremely resourceful, creative, helpful, and responsive.

With such an active Program Planning Committee -- as well as an innovative Local Arrangements Committee chaired by Kittie Watson, a supportive executive board headed

(continued on page 9)

Convention Programs to be Audiotaped

To help make the 1987 ILA Convention in New Orleans an even more memorable one -- as well as to provide documentation of each program or session, Windward Productions will be taping all programs again this year. Audiotapes will be available for purchase during the conference or may be ordered once the convention is complete.

To simplify the overall process this year, both taping procedures and an order form will be placed in each Convention packet. The order form may be presented at the Windward Productions booth at any time during the conference. However to speed the process, ILA members are asked to place their orders only **AFTER** the taping of the final session in which they are interested. All audiotapes may be picked up approximately one hour following the placement of an order.

For further information regarding the audiotaping of the convention or to place an audiotape order, visit the Windward Productions sales location, near the ILA Registration booth. Until then, we look forward to seeing EACH of you in New Orleans next March!

Convention Book Display

The ILA recognizes that listening has numerous applications and is headed in a number of exciting directions. Therefore, we'd like our Book Display at the 1987 Conference to reflect this diversity.

Have you looked at a book you'd like to share?

Do you know of a book you'd like to look at?

Please send all suggestions to:

Judi Brownell
426 Statler Hall
School of Hotel Administration
Cornell University
Ithaca, NY 14853



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 **December 31, 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
½ Page	150.00
¼ Page	75.00
⅛ Page	40.00

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

Ethel Glenn, Editor
Communication & Theatre Dept.
University of North Carolina
Greensboro, N.C. 27412

Poor Listening Associated with Lying

Marguerite Lyle sent a clipping from the July 6, 1986, *Parade Magazine* about the work of William Majeski, a polygraph expert. Having conducted lie-detector tests for 12 years, Majeski suggests that good communication skills -- knowing how to listen and what to look for -- are essential to reading what a person is saying, perhaps much more useful than polygraph results. Most people do not listen well, he suggests. "Think of the last person you spoke with. How much of what was said do you remember? If the conversation occurred three hours ago and was with a friend, you should remember almost all of it -- if you were listening. Most of us prefer speaking with someone who listens. But good listening requires effort."

In a further comparison of what can be learned by the tester's having good communication skills and carefully observing the communication behavior of the person being tested, Majeski argues that "Some words are easier to listen to than others. To catch the lie, we must be alert for 'helium words' in the conversation -- words like *taxes*, *sex*, and *money*. These words cause our concentration to float away to a personal association. By the time we've returned mentally, the conversation could be over."

While most ILA members may not be interested in devoting attention to catching liars, it is interesting to have another dimension added to our confirmed belief in the importance of good listening in all aspects of human interaction.

Invitation to ILA Authors

The Program Planning Committee is inviting each ILA author of a book on listening to donate an autographed copy of his or her book as a doorprize to be awarded at the Saturday night banquet at the 1987 ILA Convention. Authors who wish to donate their books for this purpose should send them to:

Richard Quianthy
by
February 1, 1987

or give them to Charlene Johnson at the registration table in New Orleans.

A Call for Welcomers

Members of the Program Planning Committee are planning to welcome -- in a special way -- new ILA members who attend the 1987 ILA Convention. We need current members to help us with our welcoming efforts. If you are willing to assist us, please contact -- **by December 1st** -- Beverly Aweve, 1405 N. Fairview Lane, McHenry, Illinois 60050.

Patricia Anderson requests that any of you who have not received the T-shirt and/or tote bag that you ordered at last year's convention please write directly to the company with your complaint. The address is:

Coastal Plains Imprints
200 Hooker Road
Greenville, NC 27834
(919) 756-9058

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Would you like to bring innovation and improvement to schools in your area? Exeter Consulting Group can train you to be a consultant. We have developed and field tested a learning skills curriculum, the ADVANCE Learning System.[™] ADVANCE teaches new methods of reading, writing, speaking, and listening which improve learning.

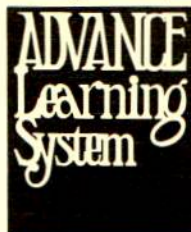
Qualifications: College degree, teaching experience, and an ability to speak in front of committees and faculty meetings with poise and confidence. The consultant will:

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- Make sales calls to school administrators
- Train faculty to teach more effectively
- Show parents how to better support their child's learning
- Train selected faculty to implement the student program

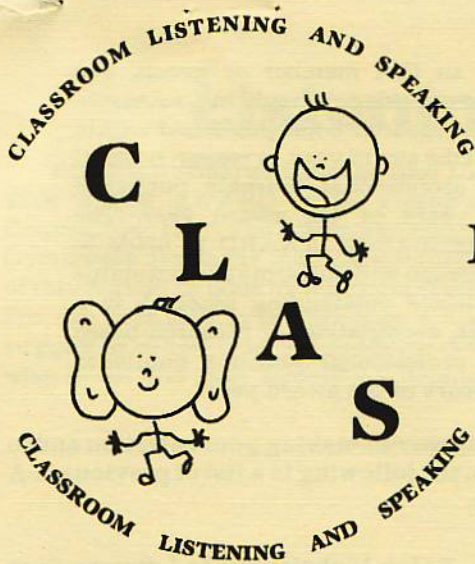
Remuneration: Your services are generously rewarded by commissions on sales and teaching.

How to Apply: We would like to learn more about you, your interests and experience, and your views on the needs in education today. Send us a letter describing the above, and we will send you more information about the ADVANCE Learning System and the impact you can make on the schools in your area.

Send your letter to the attention of:
Mr. Sanford C. Wilder, Director of School Programs



EXETER CONSULTING GROUP (603) 772-3454
Marshall Newell Boathouse ■ P.O. Box 420 ■ Exeter, NH 03833



Here are sample **CLAS** activities to try *today!*

— Listening Activities —

The following 3 activities for elementary school children were submitted by Lynn Plourde, who also designed the logo that she uses with her printed materials.

ACTIVITY: What Would You Say To . . .
LEVEL: Grades K-2
SOURCE: Lynn Plourde
OBJECTIVE: To answer questions that start with the words "What would you say to . . ."
MATERIALS: None
TIME REQUIRED: 15 minutes
PROCEDURE: Ask students the following questions. Encourage them to generate a variety of answers and to use an appropriate tone of voice.

Questions

- What would you say to a butterfly that landed on your nose?
- What would you say to your best friend who just gave you a birthday present?
- What would you say to a space creature who landed in your backyard?
- What would you say to an ant that was crawling in your bed?
- What would you say to a baby that you were babysitting who wouldn't stop crying?
- What would you say to a thief who stole your money?
- What would you say to a mouse that was looking for crumbs on your sideboard?
- What would you say to a purple puppy?
- What would you say to a seagull that grabbed your sandwich at the beach?
- What would you say to a fish that you just caught on your pole?

ACTIVITY: Campfire Stories
LEVEL: Grades K-4
SOURCE: Lynn Plourde
OBJECTIVE: To tell stories about a given topic
MATERIALS: A flashlight
TIME REQUIRED: 25 minutes
PROCEDURE: Explain to students that you are going to sit around a pretend campfire and tell stories. Then turn off the lights, pull down the shades, and sit in a circle around the flashlight. You might start with a story and then give others a turn. Give students a topic such as "The most exciting thing that ever happened to me," or "My saddest time," or "My funniest time."

ACTIVITY: Object Conversation
LEVEL: Grades K-4
SOURCE: Lynn Plourde
OBJECTIVE: To develop the ability to role-play a conversation between 2 objects
MATERIALS: Random objects around the room
PROCEDURE: Have each student select an object in the room and bring it back to their seat. When all the students have selected an object, select two students to come to the front of the room and pretend to be their objects and carry on a conversation between them. You might model a conversation first.

Example:

- eraser: How do you like being in this room?
- plant: Oh, it's okay. Everyone takes good care of me. They water me. And on weekends it's really quiet in here so I get lots of rest. Do they take good care of you?
- eraser: No way! They always put chalk dust up my nose and beat me. I hate it in here; I want to escape.
- plant: How will you escape?
- etc.

© 1985 by Lynn Plourde, Classroom Listening And Speaking. For more information write CLAS, P. O. Box 168, Anson, ME 04911, 207-696-3331.

ILA

Listening Award of the Year

Plans are underway for the first ILA LISTENER OF THE YEAR AWARD to be presented at the March Convention, 1987. The Executive Board and the Awards Committee are eager that the nomination and selection of this person be done by the general membership of ILA. For the first step in the process, a nomination form is suggested below--you can duplicate the form if you do not wish to cut this page. Individuals nominated for this award

should be of National Prominence (i.e., entertainer, politician, statesman, etc.) and demonstrate, in their profession, the principles and standards of effective listening advocated by ILA.

The Executive Board and Awards Committee recommends that the nominees be in professions other than Education.

Please return your copy of the nomination form to:

Jane Rhoads, Awards Chairperson
1141 N. Emporia
Wichita, KS 67214

Nomination Form for ILA Listener of the Year Award

As a member of ILA, I wish to nominate for the ILA LISTENER OF THE YEAR AWARD, the following individual:

NAME OF NOMINEE _____

PROFESSION OF NOMINEE _____

ADDRESS OF NOMINEE (If Known) _____

Listening to the Truth About the Arts

by Corinne Geeting

(The following is an excerpt from the original article as it appeared in WEST ART, Vol. 24, No. 13, March 26, 1986. Reprinted by permission.)

What better time to consider the need to "Listen to the Truth About the Arts" than just after attending the Seventh Annual Convention of the International Listening Association? It was held in San Diego this time. It has been a passionate concern of my husband's and mine ever since we attended (and gave a seminar on aesthetic listening) the first convention of the ILA in Atlanta.

The ILA has grown beautifully in the past seven years to include members from all states and a number of foreign countries. And, it has grown in concept, reaching out to include a wide variety of human aspects related in some way to listening.

At San Diego we learned about listening through puppetry, games, medical research (emotional and

traumatic; you can influence your health greatly through appropriate listening), and reader's theatre - to name a few of the many approaches.

So, back at my typewriter, it seemed timely to consider information concerning one of the main purposes of the ILA: how listening affects humanity in economics, education, race, international relations, and especially culture which definitely includes the arts.

A recent Arts Review from the National Endowment for the Arts included an article by Drew Steis that seemed very timely just after the ILA. It concerned an interview with Richard Andrews, Director of the Visual Arts Program of the Endowment.

Particularly, he stressed that artists

need help to help themselves. Andrews is an artist himself, and so he appreciates the problems. He evidently is *listening!*

After stating that the public tends to judge artists only by what they see in museums or by what the critics say, Andrews says: "One of the fundamental things I've learned is that the key thing for people to understand is that it's really the process of creation that should be most interesting to them. We are always focusing on the product, and I think we diminish the value of this other individual who is living with us, because we are not in dialogue with that individual." He is saying, in fact, that we are not *listening* to the selves within us!

(continued on page 9)

1986-87

ILA Committee, Board & Task Force Chairs

CONVENTION SITE COMMITTEE

Wayne Bond
Dept. of Speech and Theatre
Montclair State College
Upper Mont Clair, N.J. 07042

BYLAWS REVISION COMMITTEE

Larry Norton
1010 N. Heading Ct.
Peoria, IL 61604

RESEARCH COMMITTEE

Michael Purdy
Communication Science Program
Governors State University
Steunkel Road
Park Forest South, IL 60466

LOCAL ARRANGEMENTS COMMITTEE (1987 New Orleans Convention)

Kittie Watson
701 Jefferson Avenue
Metairie, LA 70001

ARCHIVES COMMITTEE

Harvey Weiss
Lend Me Your Ear, Inc.
2845 Medicine Ridge Road
Minneapolis, MN 55441

ELEMENTARY TASK FORCE

Susanellen Bacon
364 Wilson Avenue
Kent, Ohio 44240

AWARDS COMMITTEE

Jane Glotfelty-Rhoads
Reading/Study Skills Center
Wichita State University
Wichita, KS 67208

PUBLIC RELATIONS COMMITTEE

Tricia Anderson
Dept. of Elementary Education
East Carolina University
Greenville, NC 27834

PROGRAM PLANNING COMMITTEE (1987 New Orleans Conference)

Carolyn Coakley
8021 McKenstry Drive
Laurel, MD 20707

MEMBERSHIP COMMITTEE

Jim Gallagher
20 Fairlawn Drive
Latham, NY 12110

INTERNATIONAL OUTREACH COMMITTEE

Peter Van Der Schaft
Heemraadssingel 83
3022CA Rotterdam
The Netherlands
(010) 477-31-72

FUND RAISING COMMITTEE

Alan Zimmerman
3649 Willow Beach Street, S.W.
Prior Lake, MN 55372

PUBLICATIONS BOARD

ILA Executive Board
Larry L. Barker, Chairman
Department of Speech Communication
Auburn University, AL 36849

NEWSLETTER EDITOR

Ethel Glenn
Department of Communication and Theatre
The University of North Carolina
Greensboro, NC 27412

JOURNAL OF ILA EDITOR

Voncille Smith
108 Winged Foot Lane
Boca Raton, FL 33431

NOMINATING COMMITTEE

Terry Newton
Listening Lab
St. Edwards University
3001 South Congress
Austin, TX 78704

ILA Executive Board Meeting

Your Executive Board met July 19 and 20 and took care of a considerably quantity of business, all designed to help ILA members have a smooth running, productive organization. Several items concerning the proposed budget were discussed, including ways to save on expenses and to make bookkeeping and convention registration more efficient.

Board members talked about the program for the 1987 Convention and approved the theme, "Listening in the Age of High-Tech, High-Touch." A number of special events including pre-convention seminars, a Breakfast with Celebrities, and a cocktail party are being planned for the Convention. The Board approved using the two ILA secretaries to handle registration instead of depending on a local host group.

As chair of the Public Relations Committee, Patricia Anderson made several suggestions for improving the PR of the ILA; most will be discussed at a later time. Jim Gallagher, Membership Committee Chairman, reported on a plan to send letters to corporations seeking funds and memberships. Trainers within companies could be tapped as both members and presenters at ILA conventions.

Further discussion included such items as the fee structure for lifetime members, structure of the awards that the Association makes each year, and upcoming summer conferences. In addition to Patricia and Jim, other Board members in attendance were Larry Barker, Carolyn Coakley, Sheila Bentley, Alan Zimmerman, and Kittie Watson. Marguerite Lyle and Richard Quianthy also attended.

Pre-Convention Seminar Motion Passed By ILA Executive Board

During September, 1987, the ILA Executive Board passed a motion intended to strengthen the quality of pre-convention seminars as well as to thank invited pre-convention seminar presenters for presenting seminars designed to be special fund raisers for the ILA. The motion reads as follows: A presenter or presenters of any one ILA pre-convention seminar that results in a net sum (after cost of expenses has been deducted) that is more than double \$100.00 [or whatever the cost of a single convention --"early bird"-- registration fee is] will receive an honorarium totalling \$100.00 [or whatever the cost of a single convention --"early bird"-- registration fee is].

Examples: If an individual's total convention --"early bird"-- registration fee is \$100.00 and a pre-convention seminar presenter's nets more than \$200.00, that presenter will receive a conditional honorarium totalling \$100.00.

If several (for instance, four) individuals' total convention --"early bird"-- registration fee is \$400.00 and the pre-convention seminar of those four presenters nets more than \$800.00, those four presenters will receive a conditional honorarium totalling \$400.00.

SUMMER CONFERENCE July 16 & 17, 1987 "GLOBAL LISTENING: Opening Communication Across Cultures"

The first ILA Conference to be held outside the United States is coming to Toronto, Canada. Plans are underway to make the summer conference a truly international event for ILA members world wide. What better host for the ILA than Canada, with its history of multi-culturalism. The Conference will be held in Toronto--"city of the twenty-first century"--widely regarded as one of the most cosmopolitan cities in the world--and a delight to discover!

The theme of the conference is "Global Listening." The focus will be on the role of listening in building bridges between cultures. The Toronto Committee--Harold Sharkey and Tim Gilmor--invite ILA members to submit proposals for programs complementary to the conference theme. If you have suggestions for other people who might contribute to the conference, let us know.

Please send three copies of proposals by March 1, 1987, to:

The Toronto Committee
c/o The Listening Center
99 Crowns Lane, 4th Floor
Toronto, Ont.
Canada M-5R3P4

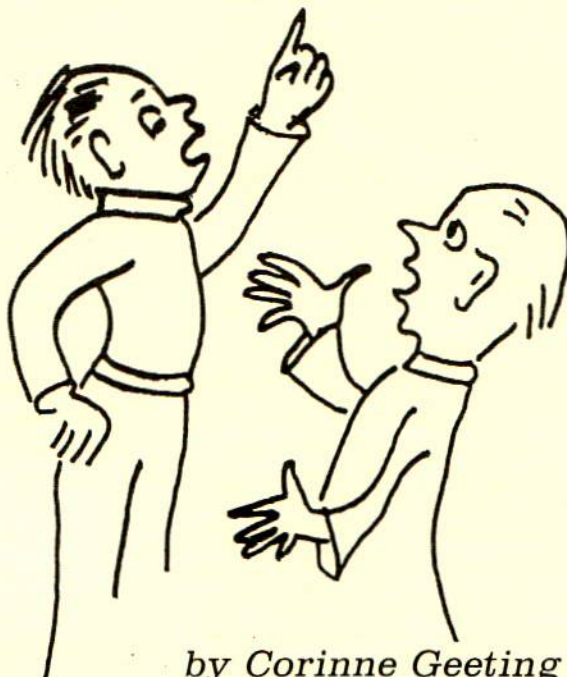
Make plans to join us for this special event!

Convention Program (continued from page 2)

by Larry Barker, and, most importantly, so many contributing individuals who have submitted program proposals, agreed to conduct pre-convention seminars, and volunteered to serve as program session chairs--the 1987 ILA Convention in New Orleans from March 4 - March 8 promises to be a stimulating and inviting convention for all who attend.

Corinne Geeting has given us permission to reprint several of the delightful poems and cartoons from her booklet, "Huh? Who's Listening?" Watch for them in this and future editions of *The Listening Post*.

To listen is hard. Understanding is harder.
But talking, we do, with great ease and great ardor.



by Corinne Geeting

Listening to the Truth About the Arts (continued from page 7)

Some of the facts about financial help received by struggling artists, that Andrews brings out are, indeed, very sad. For example, he says, "Last year, 1985, we had applications from 5,604 and we awarded fellowships to only 237 artists, which is just about five percent."

There are a number of statements by Andrews that seem to demonstrate his listenability. He stressed the fact that we have "condemned to death" much worthy sculpture of the very same era of the Statue of Liberty while we are totally involved in saving her.

However, he is not totally committed to saving all public art. As he says, "the one constant for thousands of years is change. Nothing is permanent out there, and it's a real misnomer to talk about permanent public art works." He stressed the fact that everything is an ongoing process. What he is saying, I believe, is that we really need to listen to the process and, as he says, "the needs of visual artists and the visual arts."

Just listen to his final statement, which sums up rather neatly the way we feel: "What I dislike most is when artwork becomes a kind of segment of the wallpaper, and you no longer look at it. I like the works that make me think, grow." And so do we all!

GETTING IT BY EAR: Listening in the Training Process

(This is the first half of the article; we will run the remainder next issue. Ed.)

by Philip Bruschi

Over the years, trainers have consistently been asking the same questions: "What can I do to create a relaxed, participative atmosphere in the classroom?" "Can anything be done to keep participants alert and attentive?" "How can I prevent participants from being closed-minded, jumping to conclusions, or clinging to the need to be right?" These may seem to be questions about establishing an environment that is conducive to learning. But as long as the spoken word occupies the majority of training time, good listening is an inevitable prerequisite to learning.

As trainers, we must recognize our vital role in creating an environment — both physical and intellectual — in which participants not only become thinkers and investigators but effective listeners as well. All too often this does not happen.

There are three things you can do to help structure an environment that is conducive to listening and learning. First, get control over the physical environment in which the training will take place. Second, understand your own obligation to listen, and, third, make the learners themselves aware of the way they listen.

The Physical Environment

Before you can even think about actively motivating your students to listen well, you must consider the physical setting. A very important part of structuring a positive listening environment is the selection and arrangement of the meeting room in which the training is to take place. In order to listen well,

people first have to be able to concentrate their attention. In order to concentrate, even on the most fascinating speaker or topic, learners need an environment that is as free of distraction as possible.

Coleman Finkel, a leading authority on the design of conference and training environments and facilities, stresses that "the meeting and learning atmosphere should remove each participant from the noise, excitement, bustle, and stress of everyday work life and meet the intellectual, physical, emotional, and psychic needs of the whole person." ("The Total Immersion Meeting Environment." *Training and Development Journal*, September, 1980.) This ideal is seldom met. Think for a moment about some of the meeting facilities in which you have had to conduct your training — hot, stuffy rooms with little air flow; walls so thin you could hear everything going on in the next room; poor lighting; small, cramped spaces that could only hold a handful of participants comfortably. All of these conditions are distracting and interfere with concentration. They impair listening ability, and therefore learning itself.

In their article, "What's Right — And Wrong — With Your Training Room Environment," (*Training*, July, 1976) James Davis and John Hagaman pose some broad questions about designing a meeting room that facilitates learning. Finding answers to these questions is central to setting up an environment in which people can listen.

"1. How can the environment of the room help reduce fatigue so participants can stay alert throughout the meeting?"

2. Which environmental features tend to be distracting, curtailing participant concentration?
3. What are the physical factors that contribute to the ease of interaction and communication between participants?
4. Which environmental features help to develop a sense of group identity and serve to promote warm, supportive feelings among group members?
5. Which elements of a meeting room serve to assist the speaker to impart information and to lead discussion effectively?"

As you begin to consider these questions, here are a number of very specific things you can do to make the physical environment of the classroom conducive to learning.

Size and shape of the room —

Match the size of the room to the number of participants and to your purpose. In a room that is too small, the crowded participants often invade each other's space and disrupt your careful furniture arrangement, making it difficult to establish a comfortable and relaxed atmosphere. On the other hand, rooms that are too large can also present problems. A group of ten people will usually feel lost or out of place in a large room, and it will be difficult for you to establish a focal point for the class.

Davis and Hagaman point out that shape, too, has an effect, both psychologically and physically. A square room brings people together, whereas

Getting It By Ear (continued from page 10)

a long, narrow room inhibits interaction and a sense of group unity.

Lighting —

A room that is not well lit can induce drowsiness, especially after lunch. Obviously, students who are fighting to stay awake are not listening effectively. Make sure there is enough light for participants to see what is going on. Other lighting factors to consider are glare and shadows. Both can be avoided by a lighting system that provides bright, even illumination.

Temperature and Air Flow —

Setting room temperature to satisfy everyone is virtually impossible. But avoid extremes of heat or cold. People can't concentrate on what is happening in class when their minds are on keeping warm or cool. If the room is too hot, they may even fall asleep.

Poor air circulation produces stuffiness and stale air, which can also be distracting. And, of course, smoking in a room without sufficient air flow causes even more problems — all resulting in diminished concentration and attentiveness. (Although some people may object, it is probably safest not to allow smoking at all, even in a room that seems to have adequate ventilation.)

Aural and Visual Distractions —

The acoustics of the room are an important element; be aware that walls in some rooms are paper thin. Select a room that is as close to soundproof as possible so you won't be distracted by outside noise. Some large rooms have dividers separating two or more training areas. These dividers do nothing to prevent the transmission of sound, so if you must meet in such a room, try to select one in which the noise level is low.

Avoid settings with visual distractions, such as windows, decorated walls, or open areas that carry part of the traffic flow of the building.

Research on room color indicates that dark colors have a negative psychological effect that ultimately affects concentration span, and white or tan walls are tiring to the eye after a while. Try to find a room with a more cheerful color such as light blue, orange, or yellow.

Seating Comfort and Arrangement —

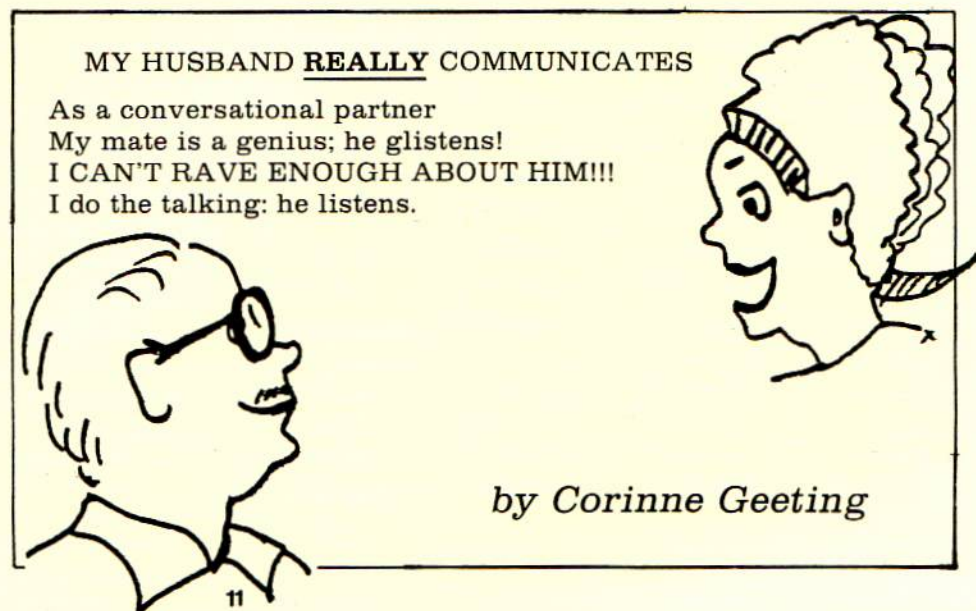
Be sensitive to the fact that while you, the trainer, can pace up and down, sit on or at your desk, and generally move around freely during a class, your students often must sit in the same chairs for six to eight hours at a stretch with only a few short breaks. It should be obvious that the wrong kind of chair can cause real discomfort, fatigue, and concentration problems. The only two considerations when selecting chairs should be comfort and mobility. Appearance is not important.

The seating arrangement, too, has an effect on learning, and should be in line with the style of the training session. For example, if your teaching method puts the emphasis on one-way communication, with students listening to the trainer

as the authority or expert, the seating arrangement can be classroom style. This creates a formal, businesslike atmosphere with minimal trainee involvement.

A U- or V-shaped setup still emphasizes trainer control, but it creates a less formal atmosphere and provides some opportunities for participants to listen to and learn from one another. The discussion group arrangement, with students sitting around several small tables, creates a highly participative setting in which the trainer is essentially a resource and catalyst. The philosophy behind this seating arrangement is that a high degree of participant involvement is fundamental to learning. In this informal, relaxed, *trainee-centered* setup, a different kind of listening takes place through discussing, exploring, criticizing, and problem-solving. Here the trainer functions more as a facilitator than as an expert.

Of course as trainers, we do not always have complete control of these factors. But by being aware of them and by doing what we can to minimize distractions and avoid discomfort, fatigue, and drowsiness we can create a relaxed atmosphere in which trainees can be more attentive, concentrate better, and listen more effectively.



BARKER - DRR

Makin' Magic

Handwritten musical score for the song "Makin' Magic". The score is written on ten staves of music in G-clef, 4/4 time. The lyrics are written below the notes. The music is simple and melodic, suitable for children's education.

THERE'S ALL KINDS OF MA-GIC IN THIS BIG WIDE WORLD OF
OURS MA-GIC IN THE MOUN-TAINS AND MA-GIC IN THE
STARS MA-GIC IN A FLOW-ER AND MA-GIC IN A
TREE BUT A SPE-CIAL KIND OF MA-GIC CAN ON-LY COME FROM YOU AND
ME MA-KIN MA-GIC JUST LIKE MER-LIN DID
MA-KIN MA-GIC LOV-ING EV-ERY KID
WE CAN MAKE THE MA-GIC WHEN WE LIS-TEN CARE-FUL-LY
WE CAN MAKE THE MA-GIC TO-GETHER YOU AND ME

Alpheus Music Corp

Verse Two

We can hug a friend whose world's turned upside down,
We can touch a stranger and help erase a frown,
Start a chain reaction -- There's no time like today,
We can make the magic -- we're the ILA.

Verse Three

When we truly listen - listen all the way
Listen with our eyes and ears and with our hearts all day.
The world will grow much stronger - and we can lead the way,
We can make the magic - we're the ILA.