

LISTENING POST

©ISSUE NUMBER TWENTY, JANUARY, 1987

The ILA is Listening to the Sounds of NEW ORLEANS MARCH 4th-8th

LISTEN...the surge of the mighty Mississippi is summoning you...the music of New Orleans is luring you...the revelry of Mardi Gras is tempting you...the high spirit of the Fairmont Hotel is welcoming you...and the united voice of the convention planners and presenters is inviting you...to share in a special event--the 8TH ANNUAL ILA CONVENTION.

THE PROGRAM

Carolyn Coakley and the Program Planning Committee have developed a program that is a blend of tradition and innovation. Following tradition, the committee has established a theme, LISTENING IN AN AGE OF HIGH-TECH--HIGH-TOUCH, which will be incorporated in the forty-six scheduled programs. Also, as in the past, committee members have developed a balance of programs in the areas of listening theory and research, listening education and training, and listening applications. Moreover, they have scheduled pre-convention seminars, a Newcomer's session, a Meet the Executive Board session, daily luncheons, a Thursday evening reception, and a Saturday night Gala Banquet. Being innovative, the committee has implemented a Breakfast with Listening Celebrities, an early morning focus on fitness, a photo session with press releases, welcoming activities for spouses and new members, a message board, a Wednesday night gathering (from 6:00 p.m. till 8:00 p.m. in Presidential Suite # 1176) for attendees who arrive at the Fairmont Hotel early, exhibits of listening materials and products, and less structured time on Friday afternoon. A careful reading of your PROGRAM, which is included in your packet, will reveal that there are more participants involved in the ILA program than ever before and that there are many new participants and activities that will, indeed, make this year's convention a special event. (Please bring your copy of the program with you. Additional copies will be available in New Orleans 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 James Brown talking about--Listening. The second side of the tape features a SURPRISE which will give pleasure to all ILA members. Fees have not been increased this year, and your registration includes Convention registration and program materials: three Luncheons; One Gala Banquet, and all Refreshment Breaks. Non-member registration includes a regular membership in the ILA for the current membership year (through 9/30/87). 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. Fees for special convention activities are listed on the registration form.

PRE-CONVENTION SEMINARS

Five pre-convention seminars will be offered prior to the official beginning of the 1987 ILA Convention. These seminars, which are open to ILA members and the general public, are available at extra cost, with seminar presenters donating the proceeds to the ILA.

The first seminar, entitled "TEACHING LISTENING, K-12," will be presented by Marguerite R. Lyle on Wednesday, March 4, from 9:00 a.m. till 3:00 p.m. Assisting Marguerite in providing participants with an awareness and understanding of the listening process as well as methods for teaching listening will be Patricia J. Anderson, Laura C. Edwards, Carole Grau, and Terry Newton. (Member Registration, \$20.00 - Non-Member, \$25.00).

The second seminar is entitled "DESIGNING,

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Sounds of New Orleans...

(continued from front page)

DEVELOPING, AND DELIVERING LISTENING PROGRAMS FOR PROFIT" and will be presented by Manny Steil on Thursday, March 5, from 8:30 a.m. till 11:30 a.m. This seminar--designed for educators, trainers, and consultants--will explore proven strategies, concepts, and approaches that can be adapted in developing and delivering any listening program. (Member Registration, \$35.00 - Non-Member, \$70.00).

The third seminar, also held on Thursday, March 5, from 8:30 a.m. till 11:30 a.m., is entitled "LISTENING IN THE FAMILY ENVIRONMENT" and will be chaired by Gib Whiteman. Gib, along with Jeannie Whiteman, Jim Gallagher, John Murphy, Marguerite R. Lyle, Florence Wolff, Nadine Marsnik, John Strong, and Craig Allen, will provide participants with research findings, tools, techniques, concepts, and remedies--all of which can be applied to improve interpersonal relationships in the family setting and all of which are centered around effective listening. (Member Registration, \$30.00 - Non-Member, \$60.00).

The fourth seminar, presented by Philip Emmert and Victoria J. Lukasko Emmert, is entitled "QUANTITATIVE APPROACHES IN LISTENING RESEARCH: MEASUREMENT." On Thursday, March 5, from 8:30 a.m. till 11:30 a.m., the Emmerts will provide basic quantification theory for beginning researchers to aid them in their evaluation, use, and interpretation of listening assessment instruments. (Member Registration, \$20.00 - Non-Member, \$30.00).

The fifth seminar, entitled "TEACHING LISTENING SKILLS AT THE HIGH SCHOOL LEVEL," will be chaired by high school listening instructor, Richard Hunsaker, on Thursday, March 5, from 8:30 a.m. till 11:30 a.m. Presenting approaches for developing a listening curriculum at the secondary level and presenting materials, techniques, and activities proven to be effective in teaching listening skills to high school students will be four high school teachers of listening--Carole Grau, Melissa Beall, Morris Snively, and Beverly Aweve. Reacting to each presenter will be William A. "Bud" Williams, a former listening instructor at the secondary level. (Member Registration, \$20.00 - Non-Member, \$30.00)

THE HOTEL

The FAIRMONT is an example of world-class ELEGANCE!!! Just across the street from the French Quarter and a step away from the Vieux Carre', in the heart of the shopping district, the Fairmont offers every convenience to be expected of a hotel managed in the finest Innkeeping Traditions. 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. Rates are less this year at \$85.00 for a single or double.

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 at (305) 973-2370. We will exchange the name 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.

OFFICIAL AIRLINE AND AUTO RENTAL

Eastern Airlines and National Car Rental have been designated as Official companies for this year. Reservations information for both have been included in your packet. You must use the special reservations identification numbers in order to secure the rates described on their respective flyers.



WHO?

The owl's reputed wise
By keeping very quiet.

Most of us could gain
On a simple listening diet.

by Corinne Geeting



ILA LISTENING POST

Listening Post Deadlines

The Deadline for all Listening Post materials (Includes articles, ads, photographs to appear in the next issue) is **MARCH 15, 1987.**

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.

1987 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



WELCOME, SPOUSES

Spouses, you are invited, and encouraged, to come to New Orleans with your ILA Conventioneer. The city has numerous interesting sights to see and activities to do. (Just refer to the list submitted by Kittie Watson in the August **Listening Post**.) Members of your ILA Program Planning Committee are pleased that a few special arrangements have been made to enhance your convention attendance. Among these arrangements are a special spousal registration fee, a spousal meeting scheduled early Thursday afternoon, and a **SPOUSES ONLY** program session, entitled "Listening in the Family Environment," scheduled Friday morning. At the Thursday afternoon meeting, our intent is to provide you with the opportunity to learn about New Orleans and to get acquainted with other spouses. We are confident that you will find at this spousal meeting others with whom you will wish to shop, sightsee, sun, or walk. We are also hoping that you will be more involved in the activities of the convention and help make our social events more enjoyably social. We encourage you to start making plans now to meet us all in New Orleans.



The Meet & Greet Special

One of the most important functions of any convention, and especially the ILA Convention, is that of providing opportunities for people to reconnect with old colleagues and become acquainted with new ones. To make these opportunities even more enjoyable -- and a bit more exciting than usual -- there will be a special bonus at the 1987 convention.

An individual will be selected to serve as the official 1987 "meet-and-greet monitor." If you are the 50th person to approach this individual and **initiate** a conversation, you will be the recipient of \$100 cash and a one-year's free ILA membership -- both to be awarded at the Saturday evening Gala Banquet. And you must be in attendance to receive the awards.

You just never know if you will be the 50th person speaking with the official 1987 "meet-and-greet monitor." So, to be safe, talk with everyone! And, don't forget to listen, too.

CONVENTION PHOTO SESSION

The Program Planning Committee will implement a photo session during the Saturday night Gala Banquet at the 1987 ILA Convention. You are invited to have a 5x7 black and white glossy picture taken by a professional photographer, who -- within one week -- will mail your photo to you for you to share publicly or enjoy privately.

To increase community awareness of the interest you have taken in promoting effective listening and to document your involvement in the 1987 ILA Convention, you may want to have a photograph taken of yourself for publication. You may forward the photo, along with the press release that will be in your convention packet, to your local newspaper. Or, to have a visual reminder of an ILA individual or individuals special to you, you may want to have a photograph taken of you and one or more other convention attendees. You may, for example, want to be photographed with the founder of ILA, Manny Steil; co-developers of a listening test, Kittie Watson and Larry Barker; ILA lifetime members, Lucile Nichols and Dee Steil; co-authors of a listening text, Andy Wolvin and Carolyn Coakley; ILA founding members, Florence Wolff and Jim Gallagher; ILA Listening Hall of Fame members, Ralph Nichols and Sara Lundsteen; ILA program presenters, Suzanne Pemsler and Estrellita; and numerous other ILA friends.

The cost of the first print will be \$8.00; additional prints ordered at the same time and sent to the same address will be \$5.00 each. Please be prepared to pay by cash or check when you have your picture taken. Cost includes the first class postage to your home or office.

Share Breakfast with Listening Celebrities

For 1987 ILA Convention attendees, the Program Planning Committee has implemented a special Friday morning event -- a breakfast with six ILA Listening Hall of Fame members who are known as celebrities in the field of listening. Members will have the opportunity to interact informally with Dr. Larry L. Barker, Dr. James I. Brown, Dr. Andrew D. Nichols, Dr. Lyman K. Steil, Dr. Wesley Wiksell, and Dr. Andrew D. Wolvin, each of whom will discuss with those who share his breakfast table a listening topic that he has chosen. Registration will be limited to **six persons per celebrity** and will be honored on a first-come, first-served basis. For details on this "high-touch" opportunity, see the enclosed **CELEBRITY BREAKFAST** registration form.



1987

Summer "Wingspread" Conference

on

Sophomore College Exit Level Competencies

The Speech Communication Association will host a "Wingspread" conference designed to: 1. Establish appropriate skill levels for the already approved sophomore exit level competencies in speaking and listening; 2. Develop teaching strategies and assignments which teach these competencies; and 3. Develop assessment measures and instruments to measure student performance on each competency.

The Conference will be held June 7-12, at the El Pomar Conference Center in Colorado Springs, Colorado. This will be a four day working conference with the resulting report being published by SCA. Participants will be invited by the planning committee based on the submission of completed papers or detailed outlines of papers concerned with any of the three purposes of the conference. Papers/outlines must be received by the

Project Director by February 25, 1987. Copies of the list of approved competencies may be obtained by requesting them from the SCA national office or the Project Director.

Papers, outlines, or inquiries should be directed to Richard L. Quianthy, Division Director, Communications, Broward Community College, North Campus, 1000 Coconut Creek Boulevard, Pompano Beach, FL 33066. Telephone: (305)973-2370.

FOCUS ON FITNESS

The Program Planning Committee has made plans to have a "focus on fitness" during the 1987 ILA Convention. If your avocation is jogging or exercising, plan to join other ILAers on Friday and Saturday mornings from 7:00 till 7:45. Participants will have the opportunity to prepare physically for the serious listening that will begin during the morning program sessions. Read the convention program for details on the fitness program, and then join others for some fitness fun!

Keep Your Blood Pressure Down

The last issue of the *Listening Post* carried an article by Florence Wolff and Nadine Marsnik about a number of health issues related to listening. In the April, 1985 issue of *American Health*, Dr. James J. Lynch writes that listening may be a primary tool for controlling high blood pressure. When we speak, Dr. Lynch reports, our blood pressure rises considerably. "Pre-school children reciting their ABCs, physicians and nurses talking about their work, and coronary patients telling us about their fears and anxieties, all showed rapid increases in pressure. In one study of 178 people nine to 83 years old, 98% had a blood pressure rise whenever they spoke."

This increase occurs even in the healthiest of individuals, with an average rise of from 121/75 to 130/79 after two minutes of speaking. For most of us, this is not a significant danger, but for persons who are already hypertensive, the increase can be life threatening. At special risk are fast talkers, classic Type A personalities with a hard driving lifestyle. Their breathless delivery style can cause a rapid increase in blood pressure.

Most of us manage to keep blood pressure under control by relaxing during moments of listening. Thus, by alternating speaking and listening, the rise and fall in pressure is kept within reasonable limits. Hypertensives, however, frequently fail to use the opportunity presented by listening breaks to relax. Perhaps part of the cause of hypertension, then, is

the inability to relax and listen! This, Dr. Lynch argues, can result from childhood experiences that fail to adequately meet the infant's needs, told to the world around him through his crying. "When we grow up, language is our way of taming the cry, our grownup way of communicating. Through it we can express our need for others, and have our cries answered."

"Yet a child whose 'emotional' cries go unheard or unanswered may grow into a defensive adult who -- like many hypertensives -- chatters pleasantly while blood pressure increases to alarming levels... Inside their adult bodies there is a baby crying, terrified because no one can hear it. To protect themselves from the terror, they keep others at a distance. Their weapon is a defensive way of speaking and listening. But the strategy frequently backfires; it just makes their blood pressure climb even higher. The very attempt to reach others leads their bodies to respond in ways that threaten their lives."

If we could reach out and train such people to be good, relaxed listeners, it might do as much good as any form of medication for controlling high blood pressure. It certainly cannot hurt, for the more we learn, as Dr. Lynch concludes, the more we realize that "our health does, in great measure, rest upon our interdependence on each other. And that's a lesson worth listening to."

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!

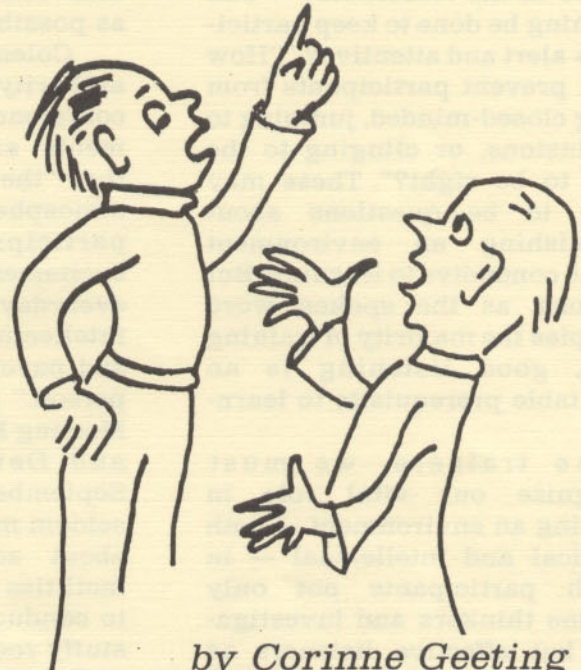
Convention Program (continued from page 2)

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

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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.

MY HUSBAND REALLY COMMUNICATES

As a conversational partner
My mate is a genius; he glistens!
I CAN'T RAVE ENOUGH ABOUT HIM!!!
I do the talking; he listens.



by Corinne Geeting

BARKER - DRR

Makin' Magic

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-ZIN DID
MA-KIN MA-GIC LOY-IN EY XY 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



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.