

# ILA LISTENING POST

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## Convention Program Very Diverse

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Vice President Elect Wayne Bond reports that the 12th Annual ILA Convention program is in its final stages and is very diverse in its offerings. The five program area co-chairs and the student rep. have submitted excellent program selections and the Jacksonville Convention is going to be a big success.

Program committee members/area chairs are Elaine Mahone and Morris Snively, Elementary/Secondary Education; Mary Bozik and Marjorie McGregor, High Education; Judi Brownell and Vickie Emmert, Research; Marlene E. McKinnon and Barry Mitsch, Business/Consulting; Catherine Lindsay and Alice Ridge, General and Jennifer Gluc served as the student representative to the committee.

Exciting Pre-Convention activities have been planned by the Research Interest Group and the Elementary/Secondary Task Force Committee has planned outstanding Pre-Convention Seminars for the local Nassau Teachers Association.

"Listening: An Agent For Change" serves as the '91 Convention theme. Examining this theme are such diverse programs as a double session by Manny Steil entitled "Listening Through Out Driving Forces: A Strategy for Developing the Complete Listener." Participants, wishing a more individual and personal application of the Personalisys Profile Manny plans to use in the workshop, may request from Manny the profile prior to the convention at a cost of \$150. Individuals are not required to order the profile in order to attend the session but Manny explains that to do so will give the individual a more specific application of the techniques being discussed in the double sessions.

People interested in listening and Elementary/Secondary Education will have a number of sessions addressing that area's concerns. One that appears to have an attraction is Shelly Stein and Joan Disburg's "Listening Instruction Swapshop." Participants are encouraged to bring 25 copies of their favorite exercise and in return will receive copies of all the other selections contributed. *Using Advertising To Teach Listening* by Mary Bozik, *SHH-Quieting Self Talk* by Lynne Judd and Michael Murphy, Patricia Anderson and Rebbecca Brent's *Listening Skills in A Whole Language Environment* are only a few program selections the Elementary/Secondary people have to look forward to.

The Business/Consulting area are being offered such diverse ideas for discussion as Barker, Watson, and Johnson's session on "Listening During Conflict," Brandt's "The Business of Listening," "An Introspective Look at Your Company" by Alan Ehrlich, "Listening as a Theme in Annual Reports" by Ostermeier and Judi Brownell's session addressing Organizational Transitions. These are but a few of the topics for consideration by the Business/Consulting interest area.

The Higher Education interest area is by no means less diverse. Topics covering Listening and Types of Intelligence, Listening and the Legal

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## President's Perspective

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I find it difficult to write this on December 12—with Christmas lights twinkling and carols playing on the stereo—with the realization that the holiday will be over before you receive this issue of the *Listening Post*. I am such a Christmas nut—I love everything about it. I have been frenetically putting boxes in the mail, grading exams and term papers. I made Christmas candy and put up a tree between committee meetings and a demanding self-study for NCATE. I have even found time to listen to the more than twenty Christmas albums and tapes that I own—hopefully with the same level of appreciation that I try to teach in listening classes.

As ILA President, I am taking a few moments to assess the past nine months and look ahead to the next three—until the time we all come together again in Jacksonville. We have met some of my goals; some are still incomplete, although underway. Wayne Bond and his committee are doing such a fine job with the program—it goes to the printer this week. You will have your copy well in advance of the Convention. Many of our officers and committee chairs have done an excellent job—the Site Selection Committee has submitted recommendations for 1995, the Nominating Committee has a slate of officers ready to

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## Convention Program

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Profession, Listening in Organizations, Empathic Listening, Quotations and Listening, and the New Media Environment and Listening are but a few of the sessions offered by the Higher Education interest area.

A very interesting session, "Introduction to Listening," designed for the newcomer to ILA and to the field of listening is being offered by Connie Morris and Jane Rhoads. Other topics being explored in the General area are "Listening and Life Threatening Illnesses," "The Marriage Mirror," and Carver and Bentley's "Listening and Relationships Within the Family." Feyten and van der Shaft challenge participants to consider "USA's... Intercultural Communication Skills,"

while Frances Grant explores "Listening as a Black Experience."

The Research Interest Area asks ILAers to consider research topics such as "Listening, Discourse and Ageing," "Gender and Listening," "Listening and the Elderly," "Listening in A Health Care Setting," and "Listening Instruction Update."

Over 50 program selections are available to those attending the Jacksonville Convention. Along with the fine program selections, you can expect special touches to the three luncheons, coffee breaks, the two cocktail parties and the annual ILA Banquet. Entertainment promises to be brief but elegant at both the banquet and the cocktail parties. Be sure to preregister. You will be receiving registration material in mid January.

The one fee covers the four meals, morning and afternoon breaks, hors d'oeuvres for the cocktail parties and of course the diverse array of programs.

And of course, as you have read in this newsletter, the convention offers many other exciting extras such as a bus trip to St. Augustine, a Riverboat Cruise, Dinner Theatre, the Jacksonville Symphony, Museums, the Jacksonville Landing and warm, sunny hospitality.

Come for the Pre-Convention events and plan to stay through the Banquet. We promise you that the Omni is beautiful and eager to serve, the program challenging, the extras fun, and an opportunity to renew old friendships with ILA members and make new ones.

Plan to attend the Jacksonville ILA Convention for a **Challenging** experience that will definitely **Change** you.

## President's Perspective

(continued from page 1)

bring to you, ByLaws has reworked some sticky spots in the Constitution, Membership has done several mass mailings—and membership is up. All is coming along nicely. Your officers and I will continue to work hard for you for the next three months, tying together as many loose threads as possible. We hope to see all of you in Jacksonville.

Meanwhile, remember that I wrote this with the sounds of Christmas in my listening ear. I hope I still hear those sounds in my head when this newsletter arrives in our mailboxes. Somehow, receiving the *Listening Post* is like receiving a whole mail box full of Christmas cards at the same time! I hope that the holiday was filled with happiness for each and every one of you and that you are now launched into a prosperous and exciting 1991. I feel so blessed. One friend asked me if I was not blue because none of my three sons are coming for Christmas this year (we do the alternate years with spouses' families routine). No, I am not blue—for none of them are in Saudi Arabia; none are ill; none are in jail; my grandchildren are healthy (one close friend's 10 year old grandson may not live through December); and all are with wives and inlaws whom they love and who love them. As I count my

blessings, which I enjoy doing frequently, I count my loving family and friends at the top of the list. And special among the friends are the ILA members with whom I've worked so closely the past two years—indeed, many feel almost like family. Ours is a very special organization. More and more I believe what one lady said to me at the first ILA Convention I attended: "We believe that good listeners are loving people." Don't you think that's true?

So, while this arrives too late for me to wish you a Merry Christmas before the special day, I wish that this reaches you with the Christmas spirit still strong in your mind and heart. Keep it there all year long!

## New York Region ILA Plans Day Meeting For April

The spring meeting of the New York Region ILA is planned for April 21, 1991 at Montclair State College. A fee of \$14.00 includes the day sessions and lunch. If you would like to be on the mailing list and receive information about the activities of the NY Region ILA, send your name, address and phone number to Wayne Bond, 33 Warman Street, Montclair, NJ 07042.



### 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 29, 1991.

#### 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.

#### 1990 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 material and ads to:

**JANE RHOADS, Editor**  
Reading & Study Skills Center  
Box 109, Wichita State University  
Wichita, KS 67208

## Editor's Note

I would like to take this opportunity to correct an oversight in the last issue of the *Listening Post*. I omitted the name of the author of the cover story, "Food and Fun in Jacksonville!" The author of that very interesting and inviting article was Diana Corley, Moline, Illinois. My apology to Diana. We all enjoyed your contribution to the *Post*.

Jane Rhoads, Editor

## President Attends Regional Conference

ILA President Ethel Glenn attended the New York Regional ILA Fall Workshop at Montclair State College, Montclair, New Jersey, on Saturday, October 27. Ethel was the house guest of Wayne and Jane Bond. The day long workshop featured presentations on using NeuroLinguistic Programming to improve listener perceptions of speech presentations and on the relationship between teaching critical thinking and listening. "The presenters were skilled and offered the sizeable audience much in the way of new and innovative ideas to take back to classrooms and workshop participants," President Glenn reported. "I was especially impressed with the enthusiasm of the group of attendees—Wayne and Carole Grau have done such a fine job of building a nucleus of public school teachers, college and university faculty, and professional consultants who come together twice a year to share in a one day workshop on some dimension of listening."

Ethel commented further, "I wish this could serve as a model for building regional associations across the country—one state or one or two states could come together for an annual meeting. So much of the talk in New Jersey was 'see you in Jacksonville' that it was obvious that this regional group is helping to promote ILA. A few more strong regional associations would be a wonderful asset to our international group. I am sure Wayne would be glad to talk with any of you who think you might start such a group in your own state or region. I was so appreciative of being there for the special day—I came away inspired!"

## What's Happening News and Notes About ILA Members

**Sybil Conrad** will be unable to join us in Jacksonville, but she has been busy spreading the word about listening. Sybil recently presented "The Power of Non-Verbal Communication or Making Your Body Work For You" for the International Pharmaceuticals Company, and is going to present "How to Improve Communication Skills Through Speech, Body Language/Dress to Present the Most Professional Image" for the Westchester Women's Bar Association at Pace University School of Law.

**Elisa Carbone** has presented the workshop "How to Lecture So Students Will Listen," that approaches the subject from the viewpoint of the listener to the teachers from the University of Maryland University College, the University of Maryland Department of English, and the Montgomery County, MD secondary school teachers. The workshop combines what Elisa has learned from teaching listening and teaching public speaking and has been very enthusiastically received.

**Billie M. Thompson**, Director of the Sound of Listening and Learning Center in Phoenix, Arizona reports that three Tomatis Method workshops will be held in Phoenix during March. Billie has also been involved in editing the English version of Dr. Alfred Tomatis' autobiography, *The Conscious Ear*.

**Charles Swanson** reports that he has had a busy fall. He has presented the following workshops: "Ear Power" for the inmates of a reformatory, the Industrial Home for Youth; "Does Your Teaching Interfere with your Students' Listening?"—a listening across the curriculum workshop for Lewis County Teachers; "Teaching Students How to Think"—a workshop for Lewis County Teachers; and "When You Care Enough to Listen Your Very Best"—a workshop for the West Virginia Registrars and

Recruiters Association. And congratulations are in order because **Charles** is to be included in the *WHO'S WHO IN THE SOUTH AND SOUTHWEST* (22nd Ed.).

**Frank Freshour** has been busy with speaking, training, and consulting. Recently he presented programs on listening and interpersonal skills to the national Telemarketing and Business Telecommunication convention, the Florida Reading Association, Pasco County Teachers As Advisors, Lee County teachers, Southwest Florida Collegium for Teaching, Lee County Teacher Education Center Board of Directors, the Tampa Port Authority, and the Florida Shorthand Reporters conference. Several of these are follow-up programs.

**Lynne Halevi** reports that she has been engaged by several senior high schools to present her seminar/workshop, "Did You Hear What I Said? Did I Say What You Heard?", to their faculties. Lynne also does consulting and presents training sessions on listening strategies for a variety of volunteer groups and, privately, to local politicians. As it turned out, two of the politicians Lynne worked with were elected. See what good listening skills can reap!

**Belle Ruth Witkin** has been appointed to be Visiting Scholar, College of Arts and Sciences, University of Washington, Seattle. Congratulations!

**Marguerite Lyle** has been re-elected to a third term on the Lafayette Parish School Board, defeating an incumbent of twenty years. Additionally, Marguerite received a Volunteer Activist Award from the Volunteer Center of Acadiana for outstanding volunteer work in her community. She reports that the award was especially appreciated since she is generally viewed in the community as a paid professional. It was nice to have the other part of her life recognized.

We like to know what you've been doing! Please send short reports about your latest activities, awards and honors to: Jane Rhoads, Reading & Study Skills Center, Box 109, Wichita State University, Wichita, KS 67208.

# Announcements

## About the ILA Journal

As your President, I want to tell you briefly about the status of our *Journal*. I know that many of you have wondered why you have not received a copy weeks, indeed months ago, as you had expected. I am certainly confident that you will have it in hand by the time you receive this issue of the *Listening Post*.

We experienced a whole series of problems with the current issue. As wonderful as computers are, when they are incompatible, they are a nightmare. Most all of what had been entered on one program had to be redone. Some items were lost in the mail. A secretary who about had things straightened out quit her job—and the new one took some time to learn the procedure. The employee at the printer who gave the estimate was no longer there—it will cost us more. I could go on with this chronicle, but I think you get the picture.

I want to express my personal thanks to the three people whose persistence has carried us through the difficult series of complications: Bob Bostrom as Editor, Dick Hunsaker as Business Manager, and Morris Snively, who without an official title, took over and handled most of the negotiation with the printer and pulling the final copy together. Bob assures me that we have some excellent articles.

Meanwhile, Bob has moved ahead with the next issue. He had enough voluntary submissions to have it ready for typesetting during November and December. Morris and Dick now have the procedure worked out with the printer. The three of them hope to have the next issue ready before the Convention in March.

Bob was especially optimistic about the future of the *Journal*. He feels the quality of the articles being submitted is excellent and that the quantity will grow as our copies reach a larger number of libraries. Bob ends his tenure as Editor with the issue that he is currently working on—I want to extend my deepest thanks to him for all his fine work and encouragement. Bill Arnold takes over as the new Editor beginning January 1, although Bob will finish the

issue that he is working on if it goes past that date. Bill is already excited about several new ideas that he has for the *Journal*. He will probably move the whole operation, including printing and mailing, to Arizona to speed up the process.

My heartfelt thanks also go to Morris and Dick, who struggled to bring this off at a savings to ILA, often sandwiching the work in between their demanding duties as high school teachers. We all know how hard it is to do major volunteer jobs, such as the *Journal*, when we have full time jobs that leave us little spare time. This awareness makes the *Journal* even more special.

I look forward to the day that ILA and the listening field are ready for a quarterly journal. That may not be as far away as you might think. Meanwhile, I am eager to get my hands on the new issue and read it all—I hope you will receive yours as eagerly.

Ethel Glenn

## ILA Membership Drive

This fall over 400 letters have been sent out by the Membership Committee to prospective ILA members. We divided the country into regions, and the 19 members of the committee sent out letters to educators and professionals in their regions who would benefit from ILA membership. This was a real grass roots effort to recruit members from all over the country and in four different categories: elementary educators, secondary educators, college educators, and business professionals in communication or training positions. We are close to our goal of 400 members, and we hope this drive puts us over the top. A big thanks to the members of the Membership Committee. Sheila Bentley, Chair, Membership Committee. Committee Members: Betsy Latko, Edie Cole, Nadine Marsnik, Jay Brandon, Jan Claudouhous, Patty Asbury, Melissa Beal, Marjorie McGregor, Harry Cook, Barry Mitsch, Michael Gilbert, Anthony Clark, Mike Murphy, Charles Swanson, Bob Fogg, Carolyn Coakley, Carol Grau, Sara Gayle Pyfrom, and Gayle Smith.

## Board Votes to Make ICA International Convention a Permanent Addition

The success of the ILA day-long Summer Conference, held in conjunction with the International Communication Association Annual Convention in Dublin in June, has led the Executive Board of ILA to approve the concept of holding such an adjunct or affiliated meeting once every three years. This coincides with ICA's schedule that takes the meeting out of the United States and into another country every third year.

Such a schedule will enable ILA to focus more clearly on the "International" component of our name and of our membership. The next special summer conference, in three years, will be in Mexico City. The ILA Executive Board is in contact with ICA, seeking official approval to make this a permanent part of our long range planning.

## Promoting ILA— Suggestions by P.R. Committee

1. "Speedie Eddie Cole" suggests that when ILA members see a promotion of seminars that include listening, we should send the presenters ILA's brochures and application forms.
2. "Bob, searcher of sin, Bohlken" suggests we mail brochures and application forms to members of our other individual professional organizations along with a personal letter requesting that they join ILA.
3. "Happy Harry Cook" recommends that ILA members submit and present programs on listening at professional meetings.
4. Sandy Stein suggests that when we promote ILA, we should include our own distinct benefits of ILA membership.
5. Please ask Charles V. Roberts; Box 10090 A; East Tennessee State University; Johnson City, Tennessee 37614-0002 to send you a hundred brochures for you to distribute.

# A

# Journalistic Approach To Listening

by Fran Franklin

Department of Communication Arts  
University of Arkansas at Monticello

Anyone who is even vaguely attuned to journalism knows that the basis for all questions is the five **W** and one **H** system. The five **W**s are: what, when, where, who and why. The **H** is how. If one backs up from there to accept three important premises, a pattern for journalistic listening is established. These three premises are: 1) Man deals with only three items: people, information and things. 2) There are only three kinds of spoken or written statements: informative, persuasive and entertaining. 3) There are only three issues: fact, value and policy.

A working definition of terms is as follows: Information is any skill, knowledge or implication conveyed through verbal, non-verbal, or written communication. Things are objects either tangible or intangible—places, animals, vegetables or minerals. Persuasion is the attempt by one to win the belief or action of another and entertainment is the attempt of one to evoke mirth or laughter from another. Facts may be judged to be either true or false; values may be judged to be good or bad; and policies are rules, regulations or laws with the potential for punishment.

Given these three premises and six questions, one may begin to do discriminative listening followed by critical/evaluative listening with greater ease.

## THREE PREMISES

As the listener processes the situation at hand, he has only to decide whether the focus should be on the person, the information or the thing(s). Having made this discrimination, he moves to the statements being made. Is he dealing with information, persuasion, entertainment or a combination of two or all three? The majority of weight will determine the speaker's context so that the focus may be set. With that selection, one may readily move toward the evaluation of issues. Facts are readily discernable although the speaker may be in error. Sources are available through which the statements may be verified. Value issues, being the point of most disagreement, may evoke preference or

bias on the part of the listener. In either case, the listener should be aware of his own attitudes as they may become barriers to further listening. An attempt should be made to listen not just to the value statements but additionally to the individual who is making them and his rationale for doing so. Policy statements, because they draw from either personal rules or written documents, are as readily recognizable as fact statements. The discussion may then turn to the value of the policy. When this occurs, the listener should shift back into the value listening mode with attention to his own reactions.

It is not infrequent that the speaker confuses issues of fact, value and policy as well as integrating information with entertainment in order to persuade. In such cases the listener must ask the speaker to clarify statements and to be specific concerning the issues he wishes to address. When speakers will not or do not adhere to good discussion rules, the listener must choose how to listen. However, both speaker and the listener must acknowledge the difficulty of following the speaker's meaning.

Therefore, the listener may at this point proscribe the in-essential listening skills and focus the energy of listening into the appropriate ones. The examination of two examples show how this is done: First, a friend says to you, "Let's talk." The tone and body demeanor are serious so you find a private area and wait for the subject to be announced. The friend continues with a statement like, "I've come across some information which is disturbing," and then continues with the disclosure of the information. Now you have two facts at your disposal. This is a person who needs to have some feedback concerning information. From the information itself, you can determine whether it is indeed fact, value(s) or policy. You are now prepared to listen intelligently and give appropriate feedback to the friend.

Second, a colleague calls and says, "The computer system is down and we do not know how long it will take to get it on-line again." You instantly know that the flow of information which is necessary to you both has been temporarily halted. The problem is not

the fault of a person or the information itself but is rather a thing. From this point you may adequately deal with the situation as thing, and deal with the condition by either diverting your attention to other tasks while you wait or by seeking other sources of the information you need.

Other examples as simple or more complex may be analyzed but it is important to do the analysis prior to determining the listening skill to be used. These are the areas where one does discriminating listening.

## SIX QUESTIONS

Now one is prepared to move toward the six questions which need to be answered specifically. While using the journalistic terminology, the listener will modify the intent. The journalist is using the questions to get at a specific story. The listener is using the questions to get a *frame of reference* for the speaker. When one can understand the speaker, communication becomes more meaningful to the listener.

It is a particular phenomenon that even in superficial, casual conversation we clarify for each other three of these answers early on. We know within minutes Who they are by name, What they are by role and Where they are from (hometown or current residence).

For the listener's purpose here, we will establish definitions of the terms: **What** clarifies roles. While individuals move in and out of roles easily during the day, it is not always clear to the listener what specific role the speaker has in mind for himself in a particular situation. On introduction, titles such as Doctor, Attorney, Reverend, Mr., Ms. or Mrs. may designate roles which may or may not be relevant to the immediate situation. For example, Editor Jackson may be attending a community meeting on drugs, not in the capacity of newsman, but as a concerned father. The distinction of **What** the individual is at that moment bears directly on the evaluation of the context.

When individuals have difficulty separating role behavior, their communication becomes clouded by inappropriate actions. Mothers who are also

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## Journalistic Approach

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clerks, for example, may carry a motherly attitude to work. Generals may take their military behavior into the home. Listeners must be aware of the dominant role in the speaker's life and determine whether this role is coloring behavior in the current context.

**Where** identifies cultural background and while it does not indicate a cultural totality of the speaker, there are clues to his frame of reference which are helpful to the listener in understanding "where he is coming from." The more places a person has lived or visited, the more apt the individual is to be accepting of differences. The more provincial an individual is, the more likely he will be suspect of differences.

**When** a person is is not just age although age does shade value systems generally. One must know whether the attitude of the individual is one of living in the past, the present or the future. Some assumptions may be accurate when associated with the knowledge and experience bases of the speaker. In any case, verification of assumptions should always be made through questions and feedback such as paraphrasing to clarify understanding.

**How** gives attention to how a person is in regard to health, attitude and temperament. Health factors may be temporary or permanent. Similarly, attitudes toward the situation, the listener or the speaker's feelings toward himself may be temporary or permanent. Temperaments are generally more permanent conditions. We identify these conditions with such phrases as "cool headed," "methodical," and "hot headed" as well as many others.

The analysis of **how** one is requires attention to verbal cues such as tone, pitch, rate, intensity and quality as well as to nonverbal cues from body language. The two taken together, when within the context of the subject being discussed, will enhance the interpretation. Verification throughout the conversation will add to the legitimacy of accurateness.

**Why** one exists is the most crucial of all the answers. An individual's beliefs drive words and actions. Careful attention to vocabulary and attitudes toward values will inevitably reveal the speaker's philosophy and/or religious beliefs. The authentic person may not be known until beliefs are revealed. The reason for being is the essence of the person and shows up in how they react to political, economic, social and ethical situations.

Given the answer to **why** a person is will enable the listener to more accurately predict his behavior and statement. It is the foundation of decisions regarding all human relationships. Friendships, partnerships, marriages, and enemy camps are formed through mutual value interests. The acquisition of this knowledge is the basis for trust. We trust some to steal, some to abuse power, some to stand by us without regard to personal cost and others to come and go as the situation promises personal rewards.

An individual's name is little more than a label. While it may give family association, status, position and nationality clues, a name does little by way of individuation. The answer to **Who** a person is is the combined application of the knowledge acquired in the other five responses. When we are unable to comprehend the statements and behavior of one it is usually because we have been unable to ascertain the answer to **Why** they are. Obviously, the most direct way is to ask. Unfortunately, not all are open and honest. Some do not wish to be discovered; some do not know the answer themselves. It is not uncommon for young people to be in the process of discovering **Why** they are. As they work through the maze of choices, their behavior changes by the day or hour. We expect adults to have more fixed beliefs based on their experience. When an individual conceals, for whatever reason, the perceived purpose of being, it behooves the listener to beware all other communication.

This listening technique requires little additional energy if one is already focused and interested in the speaker. When one is not interested in the topic,

it becomes a productive way to spend listening time. Knowing our friends and enemies better makes us more empathetic and less critical. It gives us more tools for social and problem-solving situations. It gives us more insight into ourselves. As the terminology is commonplace, it is not difficult to remember or use.

So it is for the journalist and it is worthwhile advice to any listener. When the answer to the six questions are available more information is accessible. One warning to the user: It is the beginning of a more definable relationship—only a beginning. Remember that there is always the potential for change. When roles, context, philosophy, cultures, and attitudes change, the individuals change. Life is a process. Humans are not static beings. Listeners must continue to verify whether what was true for the speaker yesterday is true today.

The adequate listener, then, becomes the excellent listener by adding these journalistic skills to the ones already possessed. In the end, communication boils down to person to person. Things and information do not communicate with each other and only people can make meaning of things and information. Since this is true, if one understands a person it is easier to conceptualize his rationale and interpretations. We are ultimately dealing only with people. It is within this context that we are truly doing critical/evaluative listening—not of the person but of the content of their communication.

### Important Addresses

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## Comic Strip Commentary

Allison Schumer  
Montclair State College

Recently, at the New York Region ILA conference on October 27, 1990, Carole Grau shared a page of comics which depicted various aspects of listening with those of us present. The comics were humorous and each offered commentary on a facet of listening. The comics seemed such a novel way to present information that I decided to turn them into a listening activity for my classes. I was pleasantly surprised at the depth of analysis, dialogue, learning, and enjoyment they evoked in my students and thought others might benefit from the activity as well.

To implement the activity you first need to collect an assortment of comics which in some way comment on listening. (You may want to assign this as a task for your students.) To give you some direction as to sources of such material, Carole's compilation of comics were drawn from Hagar, Peanuts, Ziggy, and Family Circus among others.

Once you have your comics, make copies so all of your students may have a copy of them to refer to during the processing segment of the activity. Divide your students into small groups of four or five members and have each group select a different comic to analyze. Instruct them to focus on the comic in terms of what they can learn about listening from it, what it depicts about listening, etc., making use of all the clues available in the comic. Request that they be able to substantiate their comments and stress that they need to "listen" to the comics at the fourth energy level of listening—Analyzing and Evaluating (See *Easily Understood* by Bianchi, Bond, Seidler, and Kandel—3rd Edition, p. 16; or *Communication Works* by Gamble and Gamble p. 81, among others).

After giving the groups approximately fifteen minutes to evaluate their comics, working group by group, facilitate the processing of what they have discovered from their comic and

perhaps what is still there for them to comment on.

To enrich the experience try using non-evaluative feedback techniques which can "aid another person in formulating thoughts" (Gamble and Gamble p.85). Using non-evaluative feedback allows us to respond, rather than react, to what we have listened to. It also helps to create an environment for thoughtfulness which can increase participation and encourage a more open flow of ideas. Let us keep in mind that there seems to be an egocentric link between a person's ideas and himself. Therefore, negative feedback, even to the idea expressed, can be perceived by an individual as negative feedback to the self. As Johannesen stated, in "The Emerging Concept of Communication as Dialogue" (*Quarterly Journal of Speech*, 1971 pp. 373-382), "Dialogue is an approach to communication in which characteristics of genuineness, accurate empathic understanding, positive regard, presentness, mutuality, and a supportive psychological climate exist." These sentiments are also echoed in Wolvin and Coakley's work with regard to empathic and "therapeutic" listening (*Listening Instruction*, 1979, ERIC Clearinghouse on Reading and Communication Skills).

By entering into a dialogue with your students, using non-evaluative feedback and such exploring responses as:

"Can you clarify?"

"Are there any assumptions you are making?"

"Could you tell us why you think that?"

"What evidence do you have to support your conclusions?"

"How is the situation depicted similar to others in your life experience?"

"What do the rest of you think?"

"Who can add to/develop John's idea?"

"How does this relate to what you already know?"

to process the activity you may be amazed at the results. I believe such processing techniques will increase the amount of concepts your students extract from these—on the surface—

simple comics, enhance their ability to reflect and make reasoned judgments, allow your students to integrate various aspects of communication (such as verbal and non-verbal cues, listening behaviors, listening levels, fact v inference, elements in the communication process, etc.), provide for ease of transfer of the listening concepts to their own life situations, and let your students have some fun as they work with such familiar comics in a comfortable atmosphere.

Enjoy!



## Completing the Circuit

Designate one-half of the class as LISTENERS and the other half as SPEAKERS. Listeners are allowed only their listening capacity—their desks are cleared.

The teacher addresses a question to a designated Speaker. After the Speaker answers the question correctly, the teacher calls on a Listener (preferably across the room from the Speaker) to repeat what the Speaker has said. If the Listener can correctly repeat or paraphrase the message (the Speaker should now listen to check for accuracy of the feedback), the circuit is completed and both Speaker and Listener receive credit. A "broken" circuit will result in credit for neither. Therefore, motivation is high to complete the circuit.

Because Listeners do not know in advance who will be called on, attention span and listening intensity increase markedly.

Each day alternate roles of Listeners and Speakers. At the end of the class Speakers can share with Listeners notes taken during class.

Designed by  
Marcia Kestenbaum, Social Studies  
Watchung Hills Regional High School  
Warren, New Jersey

## The Rumor Clinic as a Listening Exercise

Belle Ruth Witkin  
Renton, Washington

In the July 1990 issue of the *Listening Post*, Morris Snively described a listening exercise in which six students are involved in a serial fashion. One student is in the room, the other five are sent to an adjoining room. The teacher describes a scene to the first student, who then repeats it to the second, who repeats it to the third, and so on, until all have heard and then relayed the description.

I recognized the exercise as a description of a Rumor Clinic, which came into widespread use in the 1950s and 1960s to sensitize community groups to the distortions that occur when rumors are circulated. I used to use it in my speech classes at the University of Washington, as well as with community groups that were interested in improving intergroup relations.

The Rumor Clinic was based on the research of social psychologist Gordon Allport, who had done extensive studies of racial and religious prejudice. I believe that the first rumor clinics were used in the wake of a riot in Chicago that had started during a highway traffic jam on a very hot summer day. A trivial incident was relayed down the line by frustrated drivers, until it was distorted beyond recognition—with disastrous consequences.

According to Weinberg and Eich<sup>1</sup>, scholars in the field of communication have tended to neglect the study of the development and transmission of rumor, although rumors tend to proliferate in times of crisis. The authors designed and tested a model for the operation of a rumor control center, during the Graduate Employees' strike at the University of Michigan in 1975.

The form of the Rumor Clinic was developed as a teaching device for schools and community groups by the Anti-Defamation League of B'nai B'rith (ADL), which created several stimulus scenes on filmstrips. That is, instead of the group leader describing a scene to the first student (as in the exercise reported by Snively), the class/audience and the first listener view the scene

together for a few minutes. Then the other listeners are called in one by one, and the description is relayed serially.

One picture was the scene described in the *Listening Post* article, which was presumably set in a New York subway. It was used more than the others on the filmstrip because its elements could easily prompt racial and religious stereotypes—for example, in the retelling of the scene, the knife that was held by a white man in overalls generally changed to the hand of the black man.

One problem with that picture was that few people outside of New York City would recognize the milieu or even some of the stereotypical figures. Moreover, all of the pictures became easily dated because of the clothing and other factors. The intent was to show scenes that the listener could identify with, so that the distortions that inevitably occur in the subsequent listening and retelling would be recognizable as something that could occur in the lives of the listeners. On the other hand, the scenes needed richness of detail as well as a certain ambiguity in order for the dynamics to occur.

After reading Snively's account I checked with the ADL office in New York to find out whether the materials are still available and whether they have been improved. ADL is in the process of updating both the images and the method of display, including use of overheads, slides, and videos. The work should be completed by the spring of 1991. For information on how to obtain the materials (which includes a teacher's guide), write Alan Bayer, Director, Intergroup Relations Division, Anti-Defamation League of B'nai B'rith. The address is 823 United Nations Plaza, New York, NY 10017.

Not only is the Rumor Clinic an excellent device to teach more accurate listening (as well as speaking), but it is particularly appropriate now when many parts of the country are experiencing a rise in interracial violence and hate-mongering. Furthermore, the new media materials should make it possible to do some interesting research—for example, comparing the accuracy of initial and subsequent transmissions when the original stimulus is a videotape,

a still picture, an oral description, or a combination visual and oral stimulus. There might also be some clues in the work of people like Elizabeth Loftus on the accuracy of eyewitness testimony<sup>2</sup>.

In addition to Snively's suggestions for discussion with students on listening memory, I would add that with older students or with teachers in training or in service one could add material on the psychology of listening and information processing, including the role of schemes and stereotypes (good or bad) in our attention to and memory of what we hear.

### NOTES

<sup>1</sup>Sanford B. Weinberg & Ritch K. Eich, "Fighting Fire with Fire: Establishment of a Rumor Control Center." *Communication Quarterly*, 26:3, Summer 1978, pp. 26-31.

<sup>2</sup>For example, Elizabeth F. Loftus & Gary L. Wells (Eds.). *Eye-Witness Testimony: Psychological Perspectives*. Cambridge University Press, 1984; or Loftus & James M. Doyle, *Eye-Witness Testimony, Civil and Criminal*. New York: Kluwer, 1987.

## Beaches/ St. Augustine Trip

Mary Jacobs of St. Augustine tours will greet you Friday at 2 p.m. at the Omni Hotel in her costume of the 1740's Spanish woman. She'll escort (47 is the limit) us to the air-conditioned motor coach and entertain us with chit-chat and history as we go to the beautiful beaches. We'll have a rest/refreshment stop at the spectacular Sawgrass/Marriott resort at Ponte Vedra beach. We'll also have a motor tour of the ancient city of St. Augustine and time to shop in the quaint historic area. Dinner will be at an authentic Spanish restaurant. The tour will return to the hotel at 9:00 p.m.

If you are interested in this delightful excursion, send your check for \$13.00 and mark your reservation on the registration form. The cost covers transportation. Drinks and dinner are not included. Y'all come!



# Conference Announcements

## Local Arrangements Chair Highlights Activities

A "Tropical Splendor" cocktail party will open the fabulous I.L.A. Convention on March 7 at the Omni Hotel in Jacksonville.

In addition, a bus tour to historic St. Augustine, riverboat cruises, dinner theatre and symphony performances will be options for your pleasure.

You can golf, play tennis, enjoy the beaches, hotel pool and weight room and shop, shop, shop at the Jacksonville Landing. Food—Gourmet lunches and banquet in elegant Omni style plus Florida seafood and specialty restaurants are all around the convention site.

Visit Disney World or Sea World or Busch Gardens before or after the convention in the bold new city of the South—Jacksonville, Florida.

Make arrangements with your travel agent.

I'm excited about the entertainment, prizes and the 60 programs and sessions being offered, as well as seeing old friends and making new ones.

Y'all come. Call me if you have questions.

—Mary Louise Shannon  
Local Arrangements Chair

## Committees, Boards and Task Force Meetings Scheduled for Jacksonville Convention

ILA Executive Board Meeting,  
Thursday, March 7, 7:30-8:30 a.m.,  
Tallahassee Board Room.

ISIP Advisory Board Meeting,  
Thursday, March 7, 5:20-6:15 p.m.,  
Tallahassee Board Room.

NY Region, ILA Meeting, Thursday,  
March 7, 5:20-6:15 p.m., Jacksonville  
Room.

ILA Executive Board Meeting,  
Friday, March 8, 3:00 p.m., Tallahassee  
Board Room.

Research Interest Group, Saturday,  
March 9, 7:30-8:30 a.m., Miami Room.

ILA Executive Board Meeting,  
Sunday, March 10, 8:30 a.m.-12:30 p.m.,  
Tallahassee Board Room.

## Last Call for Student Debut Papers

Faculty and teachers be sure to encourage your student to submit their Listening Research papers for the Student Papers Debut Program at the ILA Convention in March. They must be in Wayne Bond's hand by February 11, 1991 to be considered for inclusion on the program in Jacksonville. Send name of author, title of paper, and abstract to Wayne Bond, 33 Warman Street, Montclair, NJ 07042. If you have any questions, give Wayne a call at 201/783-6093. **Remember, Feb. 11 is the deadline.**

## Pre-Conference on Research

Michael Purdy and Paul Friedman, Co-Chairs of this year's Pre-Convention Research Conference have organized an exciting day focusing on Listening Research. Starting at 10:30 a.m. in Salon B, Florida Ballroom of the Omni Hotel, on Wednesday, March 6, the Research Conference will be focusing on papers reviewing the Listening Research Literature in several fields, papers conceptualizing listening and discussions which will assist in moving ahead from where you are to publishing research for you and the ILA. The Research Conference will end at 4:30 p.m. Michael and Paul encourage you to join them for the day conference and a close look at research in listening.

Papers to be presented:

### Listening Research Literature

"Can Listening Be Taught?"—Steven Rhodes

"Methods/Technologies of Doing Listening Research"—Belle Ruth Witkin

"Synthesis of Research in Empathic Listening"—Tony Clark

"Gender in Listening"—Judi Brownell

### Conceptualizing Listening

"Historical Conceptualizations in Listening"—Michael Purdy

"Future Conceptualizations of Listening"—Andrew Wolvin, Carolyn Coakley

"Listening: Process or Effect?"—Bill Arnold, Hollis Bohling

## Transportation, Parking, Babysitting, and Vegetarian Meals

If flying into Jacksonville for the ILA Convention, you may make reservations for ground transportation from the Jacksonville International Airport to the Omni Hotel by calling **Gator Van Lines—\$10 per person; \$8 for 3 or more one way. Call Ed Arnold or Jan Sullivan in advance for reservations: 1-800-537-7195 or 904-353-8880.**

For those traveling to the convention by car, parking for convention participants will be \$3.00 for Omni Hotel guests. Babysitting can be arranged with the hotel upon request by calling Mary Louise Shannon, 904-633-8161. Call in advance of the Convention.

If you prefer a vegetarian meal, you must request it through the preregistration. The hotel will provide the special meal but only if ordered in advance. Your registration form will have a place for the selection.

## Award Reminder

- Do you have students?
- Do your students do listening research?
- Would you like to have your students win a cash award?

If you answered yes to all of the above questions, submit your students' papers for the James I. Brown Award.

Send a copy of student papers to:  
Dr. Margaret Fitch-Hauser, Chair  
James I. Brown Award Committee  
Department of Communication  
6030 Haley Center  
Auburn University, AL 36849-5211  
(205) 844-2727

The award is open to high school, undergraduate, and graduate students.

## K-12 Task Force Special Activity

On Wednesday March 6, the K-12 Task Force Committee, under the leadership of Chairperson, Susan Berkheimer, is working in conjunction with the Nassau Teachers Association

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# Election of Officers

## 1991 ILA Officer Nominations

President (ascends) .....	Wayne Bond
First Vice President (ascends to President) .....	Judi Brownell
First Vice President-Elect (ascends to First Vice President).....	Michael Gilbert
Second Vice President .....	Diana Corley Schnapp
Secretary.....	Susan Ellen Bacon
Member-at-Large (Public Relations).....	Carole Grau
Member-at-Large (International) .....	Emma Plattor

## 1992 Nominating Committee

Victoria Emmert  
 Frank Freshour  
 Nadine Marsnik  
 Terry Ostermeier  
 Ken Paulin

### President Wayne Bond



Wayne Bond has been a member of ILA for ten years, has served on numerous committees, presented at conventions, served as Treasurer in 1985, and Secretary in 1987-88. He is also an active leader and program presenter in the New York Region of ILA. Wayne has years of leadership experience in higher education including a six year term as Department Chairman. During his years of teaching communication in high school and college he has received several notable awards including the New Jersey Governor's Award for Outstanding College Teacher in the Arts. Wayne has also presented communication and listening workshops, seminars, and speeches.

Among his goals and objectives for ILA: "Encourage more collaboration in research and programming between the Business/Corporate Training and Education segments of ILA." "Encourage

continuation of research and programming on the International aspects of Listening." Wayne also wants continued emphasis on listening in education, the professions, the church, and the family. He desires to "listen to ILA members in terms of assessing their needs and expectations for ILA and communicating those ideas to the decision making group. Wayne believes that an awareness and development of listening skill changes people's lives and he wants to assist ILA in expanding that awareness.

### First Vice President Judi Brownell



Judi Brownell has been an ILA member for seven years. As a very active member she has presented programs at almost every convention and summer conference. In addition, she has initiated and co-coordinated two summer conferences at Cornell University. She has served ILA as secretary in 1987, been a

member of various committees: public relations (1988-present), program (1987), research (1986-present), textbook display (1987 & 1988). Judi received the ILA Research Award and the President's Award in 1988. She is the author of *Building Active Listening Skills* and numerous articles on listening.

Judi states, "I believe listening is key to personal and professional growth, to organizational effectiveness, to healthy relationships in families, communities, and among nations. The ILA has and will continue to play an important role in promoting the study and practice of this essential human activity."

### First Vice President Elect Michael Gilbert



Michael Gilbert has been an ILA member for ten years. He has presented a variety of programs including several on the listening behavior of school principals. He has served on the

research, site selection, public policy, program planning, and public relations committees. Michael has been active in making presentations about listening at various professional organizations. He states that he is motivated "to continue with the development of listening skills in the varied audiences served through ILA and to assist with the growth of ILA."

**Second Vice President  
Diana Corley Schnapp**



Diana Corley Schnapp has been active in ILA for the past seven years. She has chaired programs at conventions in Scottsdale, Atlanta, and Indianapolis. She is presently serving ILA as Treasurer. She has served on the following committees: publication (chair), awards (chair), research, and an ad hoc Executive Board Committee on the Executive Director and Business Manager. Diana says, "I highly value ILA as an organization. I'd like for more people to recognize us and to join. We need good convention programs that appeal to a wide variety of needs."

**Secretary  
Susan Ellen Bacon**

Susan Ellen Bacon has been a member of ILA for the past eight years. She has made numerous presentations on listening at both ILA conventions and other professional associations. She coordinated elementary/secondary presentations for the 1990 convention, chaired the taskforce to promote



effective listening at the primary level, and is presently the president of her own consulting firm. Susan is excited about the opportunity to contribute to an organization whose members are so willing to share ideas about listening. Her goal is to "continue to spread the news about ILA."

**Member-at-Large  
(Public Relations)  
Carole Grau**



Carole Grau is a Founding Member of ILA. She has made presentations at almost every convention. She twice served on the nominating committee, twice on the membership committee, the site selection committee, and the committee on certification. Carole has made presentations on listening at the Eastern Communication Association and Speech Communication Association

conventions. Carole states, "I am, and always have been, a deeply committed supporter of this organization. I have taken much from it and profited by developing expertise, gaining materials, and making invaluable connections. I'd like to offer this same opportunity to others and make ILA more visible so that more people can get involved."

**Member-at-Large  
(International)  
Emma Plattor**



Emma Plattor has been a member of ILA for five years. She has presented a number of convention programs, published an article in the *Listening Journal*, and served on the nominating committee. She is an active advocate of listening programs in Canada. Emma states, "I am interested in extending the work of ILA into Canada, and in extending knowledge about listening and expertise in teaching listening across North America. I will serve both an educational and public relations role in this endeavor."

**Nominating  
Committee:**

**Victoria Emmert:** Victoria joined ILA in 1986. She has been actively involved in presenting programs, has been vice-chair of the Research Committee, a reader for ISIP competitive papers, and serves on the board of ISIP.

**Frank Freshour:** Frank has belonged to ILA for the past five years. He has made presentations at three

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conventions and the Toronto summer conference, has served on the public policy committee and chaired the by-laws committee.

**Nadine Marsnik:** Nadine is a founding member of ILA, has attended every convention, two summer conferences, been a major presenter at all but one annual convention and has served ILA as Second Vice President for two consecutive terms. She has received the ILA research award, President's award, and a Special Recognition award.

**Terry Ostermeier:** Terry is a founding member of ILA and has actively attended conventions and made program presentations. He has served on the ILA research committee.

**Kenneth Paulin:** Ken has been a member of ILA since 1980. He has presented programs at eleven of the twelve conventions he has attended. Ken has served on the program committee, Hall of Fame award committee, and the research committee.

## Election Procedure

The 1991 ILA nominees will be introduced at the business luncheon, after which the floor will be opened for new nominations.

If no new nominations are received, the officers will be elected by acclamation. If new nominations are received, an election will be held on Saturday morning.

If you are unable to attend the convention and wish to vote through an active member who will be in attendance, sign the proxy form, place it in a sealed envelope with the word "PROXY" and the member's name written on the outside, enclose it in another envelope and mail it to Charles Roberts, Executive Director.

### PROXY

I, \_\_\_\_\_,  
hereby give my proxy

to \_\_\_\_\_  
to vote in the election at the ILA Annual  
Convention held in March 1990.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## K-12 Task Force

(continued from page 9)

and local coordinator, Kristi Alvarez of Fernandina Beach, to present a Listening Conference for Elementary and Secondary Teacher.

This Pre-Convention activity begins at 4:00 p.m. at the Yulee Primary School in Yulee, FL, just a short distance out of Jacksonville, and will end at 8:30 p.m. with dinner provided from 6:00 to 6:30. The Nassau Teachers Association is hosting ILA members as they present a Listening Seminar of four sessions for Elementary Teachers and, running concurrently, a Listening Seminar of four sessions for Secondary Teachers. Transportation for the presenters to Yulee Primary School will be provided by the Nassau Teachers Group. **(If other ILA members are interested in attending this Pre-Convention event, please notify Wayne Bond (201/783/6093) by February 22 so transportation can also be arranged for you.)**

Members presenting sessions for Elementary teachers are Frank Freshour, Susan Berkheimer, Sue Ellen Bacon, and Mary Bozik. Members presenting sessions for Secondary Teachers are Robert Fogg, Carolyn Coakley, Carole Grau, Wayne Bond, and Melissa Beall. Presenters and members going to Yulee for the pre-convention event should meet in the lobby of the Omni at 3:00 p.m., Wednesday, March 6.

## Research Problem-Solving Groups: Innovative Session at Research Pre-Session

We are introducing a new activity during the afternoon (3:00-4:30 p.m.) of the convention pre-session (Wednesday, March 6, 1990) on research: Research Problem-solving Groups.

The session's intent is to aid ILA members to conduct publishable research. ILA would benefit if more members were to plan, complete and publish empirical research studies on listening and members also would benefit.

But many barriers can arise between the desire and the reality of conducting and publishing research. Some people may have ideas but aren't able to translate them into research designs; some have research plans but lack a context or subjects for implementing them; some have data but need analysis tools; some have research reports and just need to write them up in publishable form. We can help each other overcome all of these obstacles.

If you'd like to see your name at the head of a published article and could use some help in getting to that point, just write a two- to five-page summary of where you are in the research process and send it, by February 15, 1990 at the latest, to the session coordinator: Paul Friedman, University of Kansas, Communication Studies Dept., Lawrence, KS 66045.

At the session, participants will meet in small groups. Each will first spend a few minutes describing a current problem being faced in conducting an unfinished research project. The others will then devote their collective wisdom, resources, and support toward creating a solution.

If you participate, we expect you'll arrive temporarily stymied in your progress toward becoming a published researcher, but leave empowered to overcome whatever obstacles you face and closer to making your own contribution to the listening literature.

## Do You Have Something You're Not Showing Us?

If you're an author or an editor, a designer or a producer, here's an opportunity to SHARE YOUR SECRETS! Display your books, tapes, or other listening and communication resources!

Market your materials and contribute to your association by renting space in the Listening Lounge at the ILA Convention. \$25 is all it takes to connect interested ILAers with your materials.

For additional information, contact: Judi Brownell, School of Hotel Administration, Cornell University, Ithaca, NY 14853, Telephone: (607) 255-8863.