

ILA LISTENING POST

ISSUE NUMBER THIRTY-NINE OCTOBER 1991

President's Perspective

Dear ILA members and listening colleagues, The Edgewater Inn in Seattle, Washington is the place to be in March when the ILA Convention convenes there. After your ILA Executive Board spent a day of planning in the beautiful, relaxed, South West lodge-like atmosphere of the hotel, the members are eager to encourage you to make plans to join them at the Edgewater, March 4-8, 1992 for the ILA Convention. You just don't want to miss this convention. The location is spectacular for a listening confab; the programs Judi Brownell and her committee have planned are truly a "Mosaic" of the listening field; Bell Ruth Witkin and her local arrangements committee have exciting plans for you; and you will definitely not want to miss our main speaker, Dr. Elizabeth Loftus, professor and best selling author from the University of Washington (specific information found elsewhere in the newsletter). Also in the offering are three Pre-Convention sessions with the Research Committee planning a day seminar on Wednesday as well as the Business and Consulting Task Force presenting a day seminar designed for the local business and consulting people of Seattle and the surrounding area along with the Elementary and Secondary Task Force also presenting a Wednesday evening session of seminars for the local elementary and high school teachers. All three Pre-Convention sessions are opened to the ILA members. Make your plans to attend now.

Several members of the Executive Board met on Friday, September the 13th (a good omen since we were planning our 13th annual Convention) to plan with the hotel staff and on the 14th the remainder of the Board members joined to do the business of



ILA. The Board members had a marathon of meetings and accomplished an enormous amount of work on behalf of the organization. Some of the items included work on clarifying the responsibilities of the new position of First Vice President Elect; Michael Gilbert and Judi Brownell were very helpful with their input on this task. We also spent time identifying ways the Public Relations Committee can spread the good word about ILA and also work with the International Out Reach Committee and the Awards committee in accomplishing some objectives. Carole Grau and Emma Plattor had some excellent ideas and their committees were well underway in implementing the ideas. The Awards Committee, chaired by Manny Steil, also had excellent ideas for the PR Committee.

As you have seen in the *Listening Post*, the Membership Committee, chaired by Diana Corley Schnapp, is hard at work with a membership campaign with two objectives in mind. One is to increase new members and

retain current members. Mary Wise, our Executive Director reported to the Board that the transition of the ILA Office to Muncie, IN has been completed and all ILA business should be directed to that office (specific information is elsewhere in the Newsletter). She also reported that we have a membership nearing 400 in number. The Board members hope you will help reach 400 by encouraging your colleagues and friends to join ILA. Vicki Emmert, chair of the Nominating Committee reports that her committee is hard at work soliciting nominations for our future Executive Board.

Bill Arnold reported that we can expect an *ILA Journal* in November. He and his Site Committee are also working on the 1996 site selection. If you have any suggestions let him know. His committee is also looking for individuals to volunteer to serve as Local Arrangements Chairpeople.

Other items that were discussed by the Board members included the establishing of a Board committee to recommend guidelines for the application and granting of ILA members the use of the ILA Logo and Endorsement. The organization has criteria for granting these but the specific procedures need to be addressed by this committee. Also discussed was the final production of an International Brochure. Judi Brownell working with Carol Grau, PR Chairperson and Emma Plattor, International Outreach Committee Chairperson will finalize this project. The Board also is hoping that the committee of Bill Arnold, Kitti Watson and Wayne Bond will get the organization on schedule for planning another International Summer Conference similar to the one held in

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Announcements

Journal Up-Date

Looking for the latest issue of the *Journal*? Well, I hope that it will be on its way to you soon. Why does it take so long? Frankly, I need solid articles from our readers. While I have received some submissions, I need more. Are you interested in serving as an occasional reviewer of articles, let me know what type of articles you would feel comfortable reviewing. I look forward to hearing from you.

William E. Arnold, Editor
Journal of the International
Listening Association
Dept. of Communication
Arizona State University
Tempe, AZ 85287-1205
(602) 965-5559

Membership Committee Activities

The Membership Committee is in full swing in accomplishing its goals for the year. Included in the tasks for the coming year are plans to welcome each new member with a personal letter. Let us know if you didn't get yours! One work which was begun last year was completed by Charles Roberts, i.e. to contact members of the National Council of Teachers of English with information about ILA. Another outreach project also owes a great deal to Charlie: the contacting of curricula leaders for K-12 across the nation and a mailout of brochures to trainers in organizations having one hundred or more employees. A big project of the committee this year is the membership contest. Keep those names coming in! A prize of \$100 will be awarded to the member who is credited with recruiting the most individual members during the year. Remember that the new member must indicate the name of the person who should be credited with recruiting him or her. See the last issue of the *Listening Post* for details of the contest. Finally, the committee is working in cooperation with the K-12 interest group and with the Business interest group to reach new people. Remember—membership is really a task

for all of us. Given the enthusiasm that ILA members have, it isn't difficult to spread the word about our great organization.

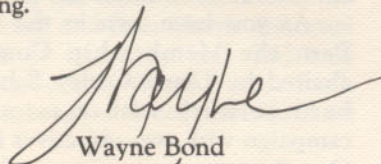
Diana Corley Schnapp
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309-796-1211 Ext. 3332

President's Perspective

(continued from page 1)

Dublin, Ireland in the summer of '90 in conjunction with ICA. Ethel Glenn has suggested a number of special items to be sold at the convention with the profits going to the Organization. You will hear more about this idea in the next *Post*. These and many other issues and committee reports were discussed by the Board. On behalf of ILA, let me thank each of the committee members and their chairs for the excellent work they have been doing. Also appreciation is extended to the Board members for their lengthy and concentrated efforts in spending a long, tiring but productive day in conducting the business of ILA. You and the committee members are to be commended for your long and hard work done planning for the Board meetings as well.

December 7, 1991 is the next due date for Committee Reports. If you have any ideas for any of the committees or Executive Board members, they would appreciate receiving them. Give me a phone call or a letter if I can assist you in any way. As you can see, the Seattle Convention program is well underway, the arrangements are settling down, and the ILA Committees are progressing really well, thanks to your efforts. By the time you read this, you will no doubt be in the middle of the holiday season. Let me wish you the best as you move into this wonderful time of the year. Be sure to register for the March '92 Convention immediately. You don't want to miss this one. Happy Holiday and Happy Listening.


Wayne Bond

Convention Papers Being Collected in Computer Database

With the help of a graduate student I now have a database on an IBM compatible computer with the basics of all of the program presentations for ILA conferences at Orlando-March 1985, St. Paul-1985, San Diego-1986, New Orleans-1987, Toronto-1987, Scottsdale-1988, Atlanta-1989, Indianapolis-1990, Dublin-1990, and Jacksonville-1991. If anyone has earlier programs and/or would like to help extend this database I would welcome the assistance. Eventually, I would like to merge this database with others on listening compiled by Steve Rhodes. The papers from convention programs are in a spreadsheet program but I will soon have them organized in a DBase compatible database.

—Mike Purdy



ILA LISTENING POST

Listening Post Deadlines

The Deadline for all Listening Post materials (Includes articles, ads, photographs to appear in the next issue) is Dec. 16, 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.

1991 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

New Listening Post Editor Needed

Jane Rhoads has done an excellent job as our *Listening Post* editor. We owe her an enormous expression of thanks for her tireless and expert work on one of the organization's favorite publications. Unfortunately, her term as editor expires at the March '92 Convention. The Board is looking for a replacement for Jane. If you are interested in serving for the next three years as *Listening Post* editor, please write or call Wayne Bond, ILA President, immediately. (Home: 201/783-6093; Office: 201/893-5214)



Don't Forget
to renew your
ILA Membership
and update the
directory information
on the back side of the
renewal notice.

"...I'm a writer. A real honest-to-God writer, with an agent and an enormous overdraft, and a compulsion for listening. Do you know, nobody listens enough. People fall over themselves by trying to tell other people things, and nobody ever listens ... Nobody's ever sure of anything. They should listen more."

—Rosamunde Pilcher,
Wild Mountain Thyme

Kathy Wahlers is at work revising and perfecting the small gift book of quotations about listening that she and Bob Bohlken previewed at last year's convention. Kathy made a special trip to Greensboro during the summer to work with Ethel Glenn on selecting the best from hundreds of quotations that had been submitted. The books should be available at the convention in March, if not before. Kathy hopes that many of you can contact bookstores in your home town about stocking these books. ILA can make a profit, and we can spread the word about listening beyond our own ranks.

Ethel Glenn did another Elderhostel on listening the last week in August at the Brown Summit Conference Center north of Greensboro. The 50 senior citizen participants responded enthusiastically, with the frequently expressed response, "Why has no one ever taught us this before?" Ethel has been asked to repeat the course again in late October and in February. Ted Weatherly, the Elderhostel organizer, says that it is one of the most successful courses that he has ever offered.

Last May, during Older American Month, Laurence Norton received a Governor's Unique Achievement Award

from the Illinois Department on Aging. Victor Wirth, Executive Director of the Illinois Department on Aging in Springfield, presented the Award at a meeting in Peoria.

Frank W. Freshour has again been selected as a Best of America faculty member by *Training Magazine*. He will be presenting "Listening Power: Key to Successful Relationships" at their annual Human Resources Conference in February. This is his third invitation to speak. In addition, Dr. Freshour recently published *The Power of Listening*, available as a four-cassette audio album and as a paperback book. He has been interviewed on numerous radio and TV programs throughout the United States regarding these publications.

Ding-ren Tsao, Department of Foreign Languages & Literature of the National Cheng Kung University of Tainan, Taiwan reports that on August 27, he gave a seminar entitled "Listening Strategy, Winning Strategy—The Way to Successful Communication," in the Taipei International Conference Center. The seminar was sponsored by Brand International Promotion Association (BIPA), an association of business firms which attempts to promote their brand names internationally.



Executive Board meeting in Seattle

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.

Competent Listening

by Charles Roberts
East Tennessee State University

To be labeled a skillful listener a person has to be able to demonstrate she can listen effectively in a variety of situations. We have a great deal of information on skillful listeners. We know how to measure how well they listen, and have some idea of why they do so. But we have done almost nothing to find out about performances across the general range of situations from panic to boredom. In other words, we can help people become skillful listeners, but we really have done very little to help people become competent listeners.

To be a competent listener you need to —

- A. Know what to do to listen effectively in a variety of situations (Knowledge)
- B. Demonstrate you can listen effectively in a variety of situations (Skill) and
- C. Want to listen effectively in a variety of situations (Motivation)

Most ILA members "know" what listening is, though if you ask five listening "experts" what listening is, you will find six different definitions. The fact remains that most of us feel we know what "good" listening is — we know the elements, we know how to measure "it," and we do have methods for teaching what we know to others. Knowledge alone, of course, is not enough to make a person skillful. To be called skillful, a person, must also demonstrate that skillfulness. For example, even though I lecture to my students about listening and explain to them what listening is all about, they often do not do well on listening tests or complete listening exercises successfully.

One obvious bridge from awareness to skillfulness is practice. I try to help students become skillful listeners by leading them through a variety of drills and exercises intended to build up their "mental listening muscles." I run them through exercises that require that they attend to particular sounds, shifting that attention among a variety of competing sources as indicated by me. One exercise has three speakers each reciting a different story. The listeners are asked to switch from one source to another and finally to the third speaker. Each listener

has a different "attending order." Each is to pick up whatever information is being shared by the three speakers at the times I indicate. Another exercise has these same listeners practicing chunking information together as a procedure for increasing short term memory ability. Another exercise calls for the listeners to commit certain passages (usually taken from the stimulus material in part five of the *Watson-Barker Listening Test*) either through repetition or through some other method of memory. Either they are asked to commit the passage to memory exactly, or are asked to remember the key parts. Through these exercises and the practice they have outside of my direct instruction, my students have demonstrated that they can become more skillful listeners.

This is not to say my instruction always works. The most difficult of all of the skills to work on is "understanding." Perhaps this is hardest because it is the most difficult to assess. Understanding is "wedged" between the other two skills. Reliable and valid measurement is made more difficult because such assessment also requires accurate measurement of the other two. The interaction effects of hearing and retention often prevent a clear diagnosis of whether a person can understand and thus have hampered me in developing pedagogical means for bettering a person's ability to understand. This problem is amply illustrated in my classroom after each test is handed back. Do my students not understand what I say in class? Or do they not hear what I say? Or do they simply forget them between the time I say something and the examination? Or, perhaps, is it not a problem with hearing, understanding, or storing, but rather a problem with the retrieval of information? If I had asked the question differently, would they have responded more to my liking? One student just left my office. She asked why I thought that females only listened effectively one-eighth of the time. I couldn't figure out what she meant until I had gone back through my notes. I had suggested that women listened more effectively than did men, at least that was indicated by collegiate scores on the *Watson-Barker Listening Test*. I had explained some of the research to her that seemed to indicate that this was

because of some *INATE* ability of females. Now the classroom I teach in is a noisy one, this young lady is used to listening to deep Southern accents, and I had a cold that day. Did she not hear me correctly? Did she not understand what I said? Or was this a case where she forgot what I said as soon as she heard it and "reconstructed" the phrase later to make sense to her?

Regardless of the difficulty, many of us have had the pleasure of seeing demonstrable changes in the skill levels of our students. We demonstrate these positive changes systematically using tests, and gleefully report anecdotal evidence right and left at ILA conventions. However, even if we are sure that we can teach people how to master all of this information and provide them with practical applications that will allow them to develop and practice strategies for bettering their listening, we still only are able to demonstrate weak correlations between their enhanced listening skills and other variables that should show the positive effect of this skill enhancement. Why is it that improvement in listening skills does not lead to fame, fortune, and 4.0 GPAs?

For me the answer is that with practice you could raise your optimal level of listening, but this alone would not make you competent. To be called competent, you also would have to raise your **HABITUAL LISTENING LEVEL**. Your optimal listening level is set by how well you can listen under the best test conditions on your best day. Your habitual listening level is defined as how well you listen on average, day in and day out, when you are motivated and when you are not, and when the situation is best and when it is worst. It takes motivation to raise one's habitual level to a point where a skillful listener can be called competent.

People do not listen as well as they can all of the time. First because they physically cannot do so. It takes energy to remain focused, to attend and understand what is being said to us. Just as a runner can not run full out all of the time, so too does a listener have to pick and choose the places he or she listens *full out* to what is being said. And even if one could listen all of the time, it

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Hearing, Deafness, and Developmental Listening: Three Books

by Mike Purdy

Three books have drifted into my field of attention this last year that I would like to share with others who might be interested. The first, by Diane Ackerman, *A Natural History of the Senses* [New York: Random House, 1990], has a chapter on hearing. If you are interested in the sense of hearing there are many observations you may not find in other places. For example, one quote cautions: "if you lose your sense of hearing, a crucial thread dissolves and you lose track of life's logic. You become cut off from the daily commerce of the world, as if you sever a root buried beneath the soil" [175]. Or another statement: "most people given a choice, would rather lose their hearing than their sight. But people who are both deaf and blind often lament the loss of their hearing more than anything else...." There are a number of other interesting notes here for curious readers.

A unique report on deafness and its isolation is presented by Ruth Sidransky, in her book, *In Silence: Growing Up Hearing in a Deaf World* [New York: St. Martin's Press, 1990]. Ruth, although not deaf, grew up in the world of the deaf, born to deaf parents. She talks of the sentences of the deaf world as "liquid, rising not from the human voice, but from the human body" [3]. There are rich descriptions of interest to students of listening. Ruth's mother constantly asked about the world Ruth heard: "How does the voice of my son Fred sound?... The radio is warm. Are words from voice warm? To me in these times of pleading she was the golden stranger, the alien without human sound. No voice penetrated her human awareness, but she had perception—her own warmth, her own knowing" [14]. After an argument, Ruth's deaf mother apologized and told Ruth: "I am sorry. Better you hear. I not mean what I say.

Sometimes, I am lonely in big space. No one understand me" [18]. There are many references to the separateness of the deaf world, but also of how not listening fractures speech and meaning.

At one point in her life Ruth's father remarks: "I see more in one minute, understand more in deaf sign than you hear in speech words. You must wait for words to speak, one after the other, but I see all at once in a face" [19-20]. Even after Ruth had joined the world of the normal hearing at eight years old she still felt isolated. And as she said: "I spoke like other children, but I was not like them. I developed other sensitivities. I listened to the inner voices of people, aware of their unspoken words" [49].

Through serendipity I found a chapter by Elizabeth Bernstein and Carol Gilligan, "Unfairness and Not Listening: Converging Themes in Emma Willard Girls' Development," in the
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Competent Listening

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wouldn't be very efficient if one could since not everything is important. Why remember every word I write? Some is "old hat," and in any case, our language is so redundant that we can leave out every _____ word _____ still _____ sense _____ what _____ being _____. Usually we remain "at ready" waiting for the cue that the information that is coming in will be of value — we sample it in our short term memory and then make a decision whether we should listen more. It is this "at ready" level that I believe is influenced by motivation. If we can motivate ourselves to listen a bit more closely for those cues of importance, we can raise the habitual level of our listening and become truly competent listeners. In order to increase our habitual level of listening, we need to listen when it appears we do not need to do so. We need to listen to difficult and "boring" material. Listeners who do not use their listening skills find that their ability atrophies when not used. If we do not use it — we will surely will lose it.

To truly become competent, we must be habitually motivated to listen

well in a variety of situations. This is important. It helps explain why measures of listening effectiveness are not predictive of a whole body of other variables — including GPA, sociability, and loneliness. If skillful listener do not choose to listen in class, their GPA would be not different from others of lesser ability who did choose to listen in class. If we do not listen to those around us, even though we could if we wanted, we will not become less lonely.

Can people *decide* to listen effectively or does it happen by chance? Is it under listener control or speaker control? My recent research has been in the area of measurement of listening motivation — Willingness to Listen — indicates that we can and do differ from one another along this crucial continuum. While my research indicates that this Willingness to Listen is often content related, when this content factor is screened out, other variables such as closeness of relationship (stranger, acquaintance, friend), type of communication setting (one to one, small group, public speaking situation), and whether the listening is to take place at work, at school, or in a social setting show up. Even with those variables functioning, I still find individual

differences that are I believe related to some personality variable that is amenable to change.

My preliminary research points to a distant, but optimistic conclusion. People can increase both their habitual and optimal levels of listening, but both take work. Of course individuals need to increase their optimal listening levels. Of course they need to practice these basic skills. But increasing one's habitual listening level also can result in improvements. Further, in order to be truly competent, increases in the latter must be made. Perhaps the truly competent listener can be defined as one whose habitual and optimal levels are both close 100%. While I have not tried and true method for increasing habitual levels, I have found that the most important item to remember is that the responsibility for listening is square on the shoulders of the listener. We don't have to listen all of the time, but we do make the decision whether to listen well in many situations. It is up to us, the listeners, it is our decision whether to listen. Taking the responsibility for our habitual listening patterns is a necessary step towards competency.

Conference Announcements

Memory Expert to Speak at Convention

by Belle Ruth Witkin

An internationally known expert on memory and eyewitness testimony will be the keynote speaker at the 1992 ILA convention. Dr. Elizabeth Loftus, professor of psychology at the University of Washington, Seattle, will speak on "Distortions of Memory" at the luncheon on Saturday, March 7.

Dr. Loftus, whose landmark research on memory goes back some two decades, has become an expert on the fallibility of memory. She is in great demand both in this country and abroad to appear as an expert witness in cases where people have been accused of capital crimes mainly on the basis of eyewitness testimony.



Dr. Elizabeth Loftus

Her most recent book, *Witness for the Defense*, co-authored with Katherine Ketcham, includes fascinating accounts of eight such cases, in six of which she appeared as an expert witness. Several convictions in those cases were later overturned when new evidence appeared to clear the accused, and Loftus' testimony on memory played an important part in casting doubt on what seemed like iron-clad evidence.

Witness for the Defense outlines Dr. Loftus' theories about long-term memory, as well as providing gripping narratives of important recent trials. Her address promises to be a highlight of the convention.

We Need Help

In Jacksonville, a number of members expressed an interest in exploring ways that the Sustaining and Life Members might have more input and representation in ILA planning. If that concern still exists, we need members that would like to serve on an ad hoc committee to explore these concerns.

If you are interested in serving on a Program Committee for an ILA Summer Conference in Sidney, Australia in 1993, we could use your help.

A few more members are needed on the Local Arrangements Committee for the Seattle Convention. You need not be from the Seattle area.

If you are interested in serving on any or all, for that matter, of these committees, please contact Wayne Bond, ILA President, as soon as possible.

Authors Sought

Authors of listening, communication and critical thinking texts and instructional materials are cordially invited to display your publications at the ILA 1992 convention at the Edgewater Inn, Seattle March 4-8. Display space will be provided for members at a fee of \$25. Perhaps you could persuade your publisher to promote your material as well as others for a fee of \$100 for a display table. Please help ILA help you.

—Bob Bohlken

Call for Ideas and Exercises

Inspired by the effort and talent demonstrated by Shelly Stein in regard to last year's successful "Swap Shop," the 1992 Education Program Committee will include "Classroom Activity Swap Shop." We are requesting that you submit one of your classroom listening exercises and join in this educational experience. Please type single space using the following format: objectives, time required, group size, and description and process. Send to Bob Bohlken; 800 University Avenue; Northwest Missouri State University; Maryville, MO 64468-6001.

Call for Papers

Once again it is time to encourage our students to engage in listening research. The Institute for the Study of Intrapersonal Processes (ISIP) will sponsor the **6th Annual James I. Brown Student Research Award**. The competition is open to students in high school or college. At the college level it is open to both undergraduate and graduate students.

The finalists in the college division will receive a cash award. First place will receive \$200 plus a sustaining membership in ILA. Second place will receive \$150, and third place \$100.

There is also a separate high school division. The winner of this division also will be given a cash award. Secondary Division members, please encourage your students to submit their papers.

To be eligible, students (or their faculty advisors) must submit their papers for consideration by January 31, 1992. A copy of the paper should be sent to:

Dr. Philip Emmert
Dept. of Human Communication
James Madison University
Harrisonburg, VA 22807

If there are any questions feel free to call Phil at (703) 568-6228. Remember, the award is open to high school, undergraduate, and graduate students. Let's fill Phil's mail box with submissions.

Fly ILA

Have you made your plans to attend the ILA Convention in Seattle? Have you arranged your air travel? We encourage you to use the American Express Travel Service by calling Dana, 1-800-965-8410. In addition to giving you a 40% discount off of regular coach fares and 5% off of nonrefundable tickets, the travel agency will rebate a cash percentage to the Association. We can use a number of different carriers rather than just one. Now you have a chance to get the lowest fares possible and help you Association. Call now before the lowest rates are taken. Thanks for your support.

Looking Forward to Seattle

Ralph G. Nichols Award

The Institute for the Study of Intrapersonal Processes is proud to announce the requirements and honorarium associated with the 1992 Ralph G. Nichols Award. The 1992 award, to be presented in March at the ILA convention in Seattle, will amount to \$1000. The winning paper will be chosen by the ISIP advisory board from among those theoretical and research based papers presented by ILA members at the 1992 convention. The top three papers will be presented in alphabetical order at a session jointly sponsored by the ILA Research Committee and ISIP, with the award being given out during the regular awards presentation ceremony. To be considered for the award, three copies of the completed paper must be sent (postmarked) by January 31, 1992 to Charles Roberts, Department of Communication, Box 70,667, East Tennessee State University, Johnson City, TN 37614-0667.

Plan Ahead: Be the 1996 Local Arrangements Chair

Would you like to serve as a local arrangements chair of our annual convention? If you have the slightest interest, drop me a note or call me to find out more. I have hosted five regional and national conventions and can let you know the advantages of serving as a local arrangements chair. We are looking for a chair for the 1998 convention. You would have plenty of time to get ready. Call or write:

William E. Arnold, Chair
Site Selection Committee
Dept. of Communication
Arizona State University
Tempe, AZ 85287-1205
(602) 965-5559

"I'm really happy to see a tree, hear an airplane, hear an automobile. I am amazed and baffled by 'em." —(Freed American hostage Edward Austin Tracy, immediately after his release)

by Judy Brownell

Cozy. Friendly. Intimate. Scenic. The Edgewater ambience is truly unique. Relaxing in the main lounge by the fire, guests engage in quiet conversation over a drink, gaze at the ferries as they make their journey to Victoria, or play one of several board games set out on wooden tables. Described as a lodge, the Edgewater's red and green theme extends throughout the property, from its waterfront restaurant to its natural wood-furnished guest rooms. Waterside accommodations provide a breathtaking view of Mt. Rainer to the south and the Olympic Mountains to the west.

ILA members have described themselves as a family, and the Edgewater provides a perfect environment in which to share ideas and renew friendships. Wherever you are in this four-story inn, you'll be close to conference activities. Five break-out rooms each have a distinct appearance and ambience.

Pre-convention activities, designed to promote listening within the Seattle business and educational communities, begin on Wednesday. In addition, the ILA Research Committee is sponsoring an afternoon pre-conference for members who are interested in learning more about how to interpret experimental research as well as how to conduct their own quantitative studies. If you're in town early Wednesday evening, be sure to stop by the presidential suite for some light refreshments as you greet old

friends and meet new ones.

The convention opens Thursday morning with a MOSIAC of sessions covering research, education, and business/consulting. An array of general interest programs are also being planned. Topics range from how to get started as a listening consultant to a panel of experts presenting and explaining the uses of their listening assessment instruments (look for a more complete discussion of up-coming programs in the next *Listening Post*). And, perhaps the most exciting news of all, Elizabeth Loftus, a well-respected expert in memory, is presenting our keynote address.

After a day and a half of stimulating discussion, Friday afternoon is "on the town." There are a million ways to enjoy Seattle, and ILAers will get to sample at least a few of them as the local arrangements committee and the Edgewater staff help convention participants to explore a wide range of options. After another full day of sessions on Saturday, convention participants can enjoy a panoramic view of Elliot Bay as we celebrate ILA's 13th year at the closing banquet.

The sessions, the speakers, the task force and interest group meetings, the cocktail parties, the entertainment, the banquet—this MOSAIC of people, ideas, and events promises to provide many highlights and many memorable moments. Join us as we plan for 1992 in Seattle.



Edgewater Inn lobby

Three Books

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book *Making Connection: The Relational Worlds of Adolescent Girls at Emma Willard School* and edited by Gilligan, et al. [Cambridge, MA: Harvard University Press]. The premise of the book as stated is:

Fairness and listening are not concepts that are typically associated with each other. Fairness seems to belong more to the public realm of laws and rules; listening more to the private realm of interpersonal relationships. Fairness evokes strident feelings, such as indignation and anger; listening, softer feelings of sensitivity and concern. Finally, fairness is typically viewed as a quintessentially moral concept, while listening generally is not. To be treated fairly is commonly viewed as a right; to be listened to, a wish or a need [147].

The connection the authors found in the study of high school girls indicated a change between 9th grade and 12th grade so that the older girls associated not listening with unfairness. Thus for 9th and 10th graders unfairness occurs in relation to the public realm and not listening has to do with the privacy of the family and friendships. By 12th grade not listening is used to describe unfairness by public authority figures such as teachers and administrators. Not listening is strongly associated by 9th graders with being recognized, with getting the attention of others, of not being neglected.

Many girls imagine that only drastic action will compel others to listen, such as "grabbing someone by the neck and shaking them five times," "pulling out a knife and saying, 'If you don't acknowledge me, I'll kill myself!'" The girls do not express moral indignation in these early not-listening responses, but instead focus on action—their dramatic, semi-humorous strategies for being heard" [149-150].

"At higher grade levels, girls describe unfairness and not listening in ways that reflect an intermingling of moral passion with a concern with responsiveness in relationships" [152]. As an example a student named Barbara "shifts easily from discussing a teacher's knowing infliction of too much work as an

example of unfairness...to discussing the teacher's insensitivity as an example of not listening—if she had even acknowledged... I understand this is a problem for you' ...but that didn't even come through..." [155]. So in the girls' development questions of fairness merge with questions of not being listened to "generating thoughts and feelings about what would be fair and also about how to listen and or be heard" [160].

You might want to "visit" the vision of these authors on hearing and listening, the insights may stretch your audial imagination. And if you have read anything to challenge our ears lately share it with us in the *Listening Post*.

—Mike Purdy

Research Proceedings Available

Copies of the Proceedings of the Research conference held in Atlanta, March, 1989 are available from William E. Arnold at the address below.

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NY Region ILA Holds Meeting



Participants at the New York Regional ILA Conference

Cultural Diversity in the Work Place and Self Esteem were the two themes of the NY Region ILA Conference held at Montclair State College October 5.

James Gallagher and Dolores Leon presented a morning seminar on the role of listening in raising self esteem, with emphasis on activities and strategies for focusing on the topic. In the afternoon Syble Evans and Jean Harris discussed the role of listening and Cultural Diversity in the Work Place. Both presentations were very helpful and current.

This past spring, several NY Region

ILA members returned from the Jacksonville Convention to share with the region members, materials and ideas gained from the Convention. Michael Murphy and Dan Corey gave excerpts from *Shh...Quieting Talk*, the program they presented in Jacksonville. James Gallagher summarized ideas from *Listening During Conflict. Memory Revisited* was summarized by Alan Ehrlich with Carole Grau presenting a program entitled *Listening & Conflict Resolution: A Mediation Model*. Wayr Bond served as the conference coordinator.