

ILA LISTENING POST

ISSUE NUMBER FORTY-SIX AUGUST 1993

Dr. Ralph G. Nichols

He Has Touched Us; We Have Grown

by Carolyn Gwynn Coakley

Of all the posters I displayed in my high school classroom, the one that was most dear to me was the one whose message I wanted each of my students to say about me and, likewise, me to say about each of them. The message was this: "You have touched me, and I have grown."

While several individuals have greatly impacted each of our lives, only one human being has touched all of our lives so powerfully. That gentle man is Dr. Ralph G. Nichols.

The topic of this feature story is Dr. Nichols. The main ideas are answers to two questions: (1) Where, when, and how did you first become acquainted with Dr. Nichols? and (2) What influences has Dr. Nichols had on you/your life? The supporting details come from among the fifty-six ILA members who appear in both the first ILA roster (1980) and the most recent ILA roster (1992-93); I selected these individuals because of their ILA membership longevity and their apparent belief in the ILA goals . . . and in the man whom many fondly refer to as "the father of listening."

Although the responses to the first question -- Where, when, and how did you first become acquainted with Dr. Nichols? -- vary greatly, an answer in the form of a "composite profile" exists. The individual was in graduate school, the year was 1968, and his/her introduction to Dr. Nichols came by reading *Are You Listening?* (by Ralph G. Nichols and Leonard A. Stevens, New York: McGraw Hill, 1957) or by listening to Nichols' classic tape, "The Ten Worst Listening Habits of the American People" (also known as "Listening

is Good Business"). Our "composite" individual first met Dr. Nichols in 1980 at the first ILA Convention in Atlanta, Georgia.

Beyond our composite profile, there were other responses to our first question. James I. Brown has known Dr. Nichols longer than any of the other respondents except Lucile Nichols, who has been married to Dr. Nichols' since 1933. Dr. Brown met Dr. Nichols over forty years ago when Dr. Nichols joined him as a member of the Department of Rhetoric at the University of Minnesota, St. Paul. After "at the first ILA Convention," the second most common response to when respondents first met Dr. Nichols in person was at the Steil home in St. Paul, Minnesota, on August 23, 1979, after the first day of the State of the Art of Listening Symposium (a gathering which led to the formation of the ILA). Alice Ridge recollected that evening: "I recall the lively jokes Dr. Nichols would tell, and his self-effacing attitude at the thought of a whole organization forming and honoring his work." Virginia H. DeChaine also remembered August 23: "A dream came true for me in 1979 when . . . I met Dr. Nichols and the Colonel [an affectionate name for Lucile Nichols]. I shall never forget the excitement of that evening -- a memory that will never fade." Regarding how they first became acquainted with Dr. Nichols, respondents' answers included through taking the Xerox Effective Listening program and Nichols' Complete Course in Listening (marketed by Dun and Bradstreet); reading *Speaking and Listening* (by Thomas R. Lewis and Ralph G. Nichols, Dubuque, Iowa: Wm. C. Brown Publishers, 1965) and



other (unspecified) works by Dr. Nichols; and attending an address by Dr. Nichols at the University of Wisconsin, LaCrosse.

Some responses to the first question included more than just dates, places, and circumstances. For example, Brown noted, "Little did I know at that time [when Dr. Nichols joined the Department of Rhetoric at the University of Minnesota, St. Paul] how closely our careers would be joined for the next forty years! It was he, of course, who brought listening into my life, as he did into the lives of countless others." Referring to when she first met Dr. Nichols and the Colonel at an ILA Convention in Washington, D.C., Marguerite Lyle commented, "He and the Colonel were both such charming people that I spent a long time in conversation with them, beginning to learn how all this research and teaching of listening started." Susan Shatto Berkheimer described her first meeting with Dr. Nichols at the Convention in Denver as well as their later interactions, including a very memorable one:

I admired him first from a distance because he wrote what I believed in . . . the importance of teaching listening skills. As the years passed by I began to see what a true supporter he was for presenters at the ILA conventions. He was there for us professionally, but when my father died on the morning of the ILA Summer Conference in Toronto, Canada, he was there for me on an

(continued on p. 8)

President's Perspective

The Wess Wiksell Story



Wesley Wiksell was born January 7, 1906 in Kiron, Iowa, the son of Nels (a minister) and Alice (Lundberg) Wiksell. He is a member of the ILA Hall of Fame. He served for many years as professor of speech at Louisiana State University. He wrote such books as *Your Conversation, as Observed by Eminent Authorities* (1938), *Do They Understand You? A Guide to Effective Oral Communication* (1960), and *How to Conduct Meetings: A Programmed Instruction Manual on Parliamentary Procedure* (1966); in addition, he contributed a plethora of articles to professional journals.

At the second annual convention of ILA in Denver in 1981, Wesley Wiksell presented ILA with a gavel made by him. The following is part of the epilogue of his keynote address as he presented the gavel:

...Before I came to Denver this winter, I decided to make a gavel for the ILA. This is the gavel. The head of this gavel came from a piece of wood I found on the banks of the Nile River across from the Egyptian tomb where Phahhotpe probably was buried. I selected the wood because it symbolizes the long history of listening and its importance. The wood in the handle comes from a cherry tree on the University of Minnesota campus because that, to me, is the shrine of modern-day listening. There are brass bands encircling the head on either side of the handle. On one brass plate I have

inscribed these words: "International Listening Association Presidents 1981-2005."

The first name that appears there is Lyman K. Steil, our first president. There is space below for 25 names of succeeding presidents to be inscribed...On the other plate there are the words: "International Listening Association Presidents, 2006-2030" and space for 25 more presidents. So it may be that in the year 2030 this gavel with the names of the distinguished men and women who have been presidents of this great organization inscribed on it will be placed in the library of the University of Minnesota as a reminder of 50 years of significant accomplishments of a great organization and its leaders...

I was present when Prof. Wiksell presented the gavel to ILA. It is very gratifying to know that mine will be one of the names on it. I calculated that in 2030 I will be the same age as Ralph Nichols is now. I hope I will be as vital and beloved as he is and ready to begin the second half of my life, too.



Ralph Nichols (center) with Wesley Wiksell and Manny Steil at the 1981 Convention in Denver.



ILA LISTENING POST

Listening Post Deadlines

The Deadline for all Listening Post materials (including articles, ads, photographs to appear in the next issue) is September 22, 1993.

LISTENING POST 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.

1993 RATE

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 materials and ads to:

LISA VICKERS, Editor

Dept. of Communication and Theatre
University of North Alabama
Box 5189
Florence, AL 35632

Nichols Award

The Ralph G. Nichols Award

In November, 1985, the *Institute for the Study of Intrapersonal Communication Processes (ISIP)* established the Ralph G. Nichols Award to honor ILA's "Father of Listening." The award was created to recognize the best research or theoretical papers presented each year at the annual ILA Spring Convention. Members of the ISIP Advisory Board attending the ILA convention each year serve as judges for the award.

A fund to provide cash prizes to accompany the award was established by the ISIP Board of Directors. ILA members and friends of Dr. Nichols have contributed to the recipients. The Ralph G. Nichols award for the first place ILA paper each year includes a cash prize of at least \$1000. This cash amount is the largest award for excellence in research given by any communication related organization in the world.

The primary purpose of the award was to stimulate more and higher quality research in the area of listening. Based on the increasing number of data based and theoretical ILA papers submitted each year, it appears that the award is having a major impact on the listening discipline.

Past recipients of the Ralph G. Nichols award include:

- 1986 - Steven C. Rhodes
- 1987 - Steven C. Rhodes
- 1988 - Steven C. Rhodes and
Kittie W. Watson
- 1989 - Phil Emmert
William Vallaume and
Tami Reid
- 1990 - Holly Bohling and
Bill Arnold
- 1991 - Kittie Watson and
Steve Rhodes
- 1992 - Margaret Fitch-Hauser,
William Villaume,
Todd Thomas, and
David Engen
- 1993 - Ethel Glenn,
Vickie Emmert, and
Phil Emmert

1993 Nichols Award

At the Memphis convention banquet that closed ILA's most recent convention, the Institute for the Study of Intrapersonal Processes announced the winners of the 1993 Ralph G. Nichols Award. Sharing the award for their co-authored paper were Ethel Glenn, Victoria Emmert, and Philip Emmert. The recipients each received a certificate and divided a cash award of \$1000.00 among themselves. Their entry, "A Scale for Measuring Listenability: Phase II - The Factors that Determine Listening Ease and Difficulty," was selected by "blind review" from among seventeen submitted theoretical and research based papers.

Charles Roberts, on behalf of the Board of Directors of the Institute for the Study of Intrapersonal Processes shared with the assembled ILA membership the criteria established for the 1994 award Ralph G. Nichols Award. The recipient must be an ILA member and must present the paper at the 1994 convention. The winning paper will be chosen by the ISIP advisory board from among papers presented by ILA members at the 1994 convention in Boston. To insure being considered for the award, three copies of the completed theoretical or research based paper should be submitted by January 30, 1994. The 1994 award, to be presented in March at the ILA convention in Boston, will amount to \$1000. The top three submitted papers also will be presented in alphabetical order at a special session jointly sponsored by the ILA Research Committee and ISIP. The actual award winner will be announced during the regular awards presentation ceremony. All who wish to enter the 1994 award's competition should send their submissions to:

Charles Roberts,
Dept. of Comm., ETSU
Box 70,667A
Johnson City, TN 37614-0667

About the Institute for the Study of Intrapersonal Processes

The Institute for the Study of Interpersonal Processes (ISIP) is a non-profit, publicly supported foundation, created to promote research and human growth in intrapersonal process-

es, including listening. The Institute has initiated several projects and awards over the years including the Ralph G. Nichols Award in conjunction with the ILA.

Larry Barker, Auburn University, and Kittie Watson, Tulane University, are Co-Directors of the Institute.

Members of the ISIP advisory board include: Bill Arnold, John Bittner, Robert Bostrom, James Brown, Tony Clark, Renee Edwards, Philip Emmert, Victoria Emmert, Margaret Fitch-Hauser, Carolyn Hickerson, Deborah Gaut, Ethel Glenn, Ralph Nichols, Beatrice Reynolds, Steve Rhodes, Charles Roberts, Todd Thomas, and Andy Wolvin.

The institute is totally supported by tax deductible contributions and donations from private individuals and public organizations. Anyone wishing additional information concerning activities of ISIP should write:

Institute for the Study of
Intrapersonal Processes
P.O. Box 5031
Contract Station 20
New Orleans, LA 70118

Important Addresses

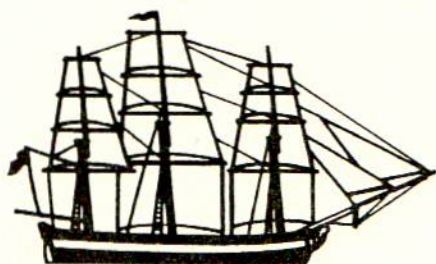
International Office:	Executive Director Mary Wise Center for Information and Communication Sciences Ball State University Muncie, Indiana 47306
The Listening Post:	Lisa Vickers, Editor Dept. of Communication and Theatre University of North Alabama Box 5189 Florence, AL 35632
The ILA Journal:	William E. Arnold, Editor Dept. of Communication Arizona State University Tempe, AZ 85287-1205

Editor's Note:

In the last issue the byline for "10 Minutes for ILA" was omitted. That article was contributed by Michael Murphy. Thank you for the time it takes to write and submit articles for the *Listening Post*. We recognize that our members are valuable contributors to the *Post*, and we regret the oversight.

If you would like to contribute articles to the *Post*, please notice the deadline and address for submissions located in the box on page 2.

A *nnouncements*



Looking Ahead to the Boston Tea Party

Actually, it's the Convention first, and then the party, and would you be too disappointed if it weren't a "tea party"? Greg Enos and his committee are off and running with some grand ideas for our "Boston experience." Just a reminder--proposals for the 1994 ILA Convention are due by August 16, 1993. We have already received a number of excellent proposals, even some from new sources, so the program promises to be a good one. Don't miss out by not getting your proposals in on time. We look forward to hearing from you!

1994 Convention Update

New England members of ILA recently met at Suzanne Pemsler's Lexington, Mass. home to review ideas and plan for next year's conference. The downtown Swissotel will be the site for the March 3-7 event.

Jo Proctor, Ruth Spillberg, Mary Waezecha, and Greg Enos met "a long stone's throw" from Lexington's famous Minuteman statue.

The group agreed that:

- we want everybody (including newcomers and shy people) to feel welcome in Boston,

- time to visit some of the sites during the day should be part of the program,

- keynote/luncheon speakers need to be dynamic and interesting.

Filene's Basement, Faneuil Hall, the Aquarium, and Museum of Science are all "must include" stops on the agenda.

"Breaking Away--How to Play Street Smart with Your Life" was one of the more intriguing topics recommended.

Call for Proposals

1994 ILA Convention

March 3-5, 1994

Boston, Massachusetts

Swissotel Boston

"Listening: The Agent for Positive Change"

Proposals should include the following information:

Name:

Address:

Phone Number:

Title:

ILA Strand (Education [specify, Elementary, Secondary, or Higher Education], Research, Business, or General) Presenters (including a brief description of qualifications):

Abstract (not to exceed 50 words):

Proposed Activities:

Time Needed:

Audio-visual equipment needed:

Listing of related previous presentations:

If you prefer an arrangement other than theater style, please describe:

Would you be willing to serve as chair of a session? Yes No

Please send proposals to the following address by August 16, 1993:

Sheila C. Bentley

1035 West Tree Drive

Collierville, TN 38017

Brandt Needs Names

Please call Jan Brandt at 804-747-0816 or Vickie or Phil Emmert at 703-434-1780 if you want their papers from the Memphis convention. The papers were entitled "Listening Practices and MBTI" and "Listening Practices and Male/Female Differences." Jan lost your names and is too embarrassed.

Have You Ever Wondered?

Where Paul Revere's house is?
Where the best clam chowder in the universe is served?
Where bargain shoppers flock every day?
Where you should be March 3-7, 1994?

Answer on Page 7

Call for Nominations - 1994 Officers

It is time to begin the process of selecting the next officers of ILA. We are fortunate because there are so many talented individuals in our organization who are willing to serve. If you know someone who would make an excellent contribution, nominate that person for one the following offices. If you are willing to serve as an officer, please nominate yourself.

The following offices need nominees:

First Vice President Elect

(ascends to First Vice President in 1995; ascends to President in 1996)

Second Vice President

Secretary

Member-at-Large (Special Projects)

The nominating committee will also need five new members for next year as well.

Please send your nominations by September 1, 1993 to:

Dr. Charles Roberts,
Chair, ILA Nominating Committee
Department of Communication
Box 70, 667

East Tennessee State University
Johnson City, TN 37614-0667

If it is more convenient, you can give nominations to other members of the nominating committee. Members are: Caroline Coakley, Ethel Glenn, University of North Carolina at Greensboro, Michael Purdy, Governors State University, and Tom Wirkus, University of Wisconsin - Lacrosse.

Membership - Corrections/Changes

Walter Davis
P.O. Box 1165
Dunnellon, FL 34430-1165
(h) 904-465-1505

Belle Ruth Witkin
(fax) 206-271-1721

Dean Alan Link
(w) 510-846-6136
(fax) 510-846-6165

Thanks for Your Feedback

In the last *Listening Post* we asked you for feedback on what you would like to do when you come to Boston next March 3-7 for the annual convention. You told us you would like to:

- See the historical sights
- Visit the famous sights (e.g. Cheers)
- Hear the Boston Pops
- Enjoy the theater
- Dine in unique places

All these things are possible except the Boston Pops (since they will not be performing in March). John Williams conducted his last July 4th concert and a search is being conducted for his successor.

There was no overwhelming interest in either the Boston Celtics or the Bruins.

Currently, we are exploring the possibility of evening events at the Aquarium (right across the street from the famous Faneuil Hall Marketplace) and the Museum of Science and its dynamic Omni theater.

There's still an opportunity to express your thoughts by writing Greg Enos (WSA, 313 Boston Post Rd. West, Marborough, MA 01752).

Call for Papers

We need your research and you need to inform your colleagues of your latest findings. As editor of your *Journal*, I am inviting you to submit your research articles. We need three copies for our blind review process. We prefer APA style. If your article is accepted, we need the paper on 3.5 disk in Word-perfect or ASCII. Reviews take approximately 8 weeks and the next issue is still open. Send your papers to:

William E. Arnold, Editor
ILA Journal
Department of Communication
Arizona State University
Tempe, AZ 85287-1205

Site Selection

The site selection committee is interested in members who would like to serve as host of the 1996 or 1997 conventions. You must be willing to work with the hotel and the First Vice Presi-

dent in planning the convention. We are interested in sites in the sun belt or major metropolitan areas where our members are located. You will be given help and guidance by association members who have hosted before. It would help if you had access to high school, college, or university students and a campus which would provide media equipment. If you are interested please write:

William E. Arnold, Chair
Site Selection Committee
Department of Communication
Arizona State University
Tempe, AZ 85287-1205

Central States Call For Papers

The theme for the 1994 convention of the Central States Communication Association will be:

COMMUNICATION AS LANGUAGE GAMES

Dialogue, joke, confer, debate, preach, gossip, satirize, rap, narrate, sway, hype, parody, trash, negotiate, teach, schmooz -- all have their rules. Research and creative activity relevant to the theme is invited to be submitted for possible inclusion in the Oklahoma City convention, April 7-10, 1994.

Details for submission will appear in the May CSCA News, the newsletter of the association. Copies of the CSCA News may be obtained from Dan Millar, Executive Secretary, CSCA, Department of Communication, Indiana State University, Terre Haute, IN 47809. Or, program panels and papers may be submitted to: Ellen Reid Gold, Vice President, CSCA, Communication Studies Department, 3090 Wescoe Hall, University of Kansas, Lawrence, KS 66045.

Deadline September 15, 1994

Change in Student Programs

In the past, submissions to the various student programs have been difficult and confusing. In an effort to alleviate these problems, changes have been made in procedures and deadlines for student papers. For the Boston conference, all student papers should be sent to Sheila Bentley. Shei-

la will then distribute copies to the James I. Brown Award committee and to the chairs of the appropriate panels.

When submitting, send six copies of the paper to:

Sheila Bentley
1035 West Tree Dr.
Collierville, TN 38017

Papers should be marked to indicate submission to the Tomorrow's Scholars Program. Please also indicate whether the paper is a debut paper. (If a student has not presented at a conference before, his/her paper would qualify as a debut paper.)

To make it easier for students to prepare their submissions, the deadline for submission of all student papers will be January 17, 1994. If you have questions, call Sheila at (901)853-7690, Todd Thomas (812)855-6388, or Michael Fitzgerald (607)257-6629.

1993-1994 Committee Chairs

Archives

Harvey Weiss

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Margaret Fitch-Hauser

Awards

open

Business/Consulting

Susan Ellen Bacon

Elementary/Secondary Task Force

Susie Berkheimer, Co-Chair,
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Greg Enos

Membership

Vickie Emmert

Nominating

Charles Roberts

1993 Program

Sheila Bentley

Public Relations

Sandy Stein

Research

Tony Clark, Co-Chair
Margaret Fitch-Hauser, Co-Chair

Site Selection

Bill Arnold

Special Projects

Alice Ridge

What's Happening

News and Notes About ILA Members

Angela Woodhull has been very busy in Gainesville. She recently produced her first play, published a book, and completed shooting of a video production. All of these, of course, are in addition to her regular presentation and seminar schedule.

Sandy Stein has had an article published in the Tucson Hearing Society on listening, and ILA is cited. She also had a 30 minute spot on local radio where listening and ILA are discussed.

ILA's International Voices

The members of the International Outreach Committee have been seeking means to give greater visibility and emphasis to ILA's International perspective while at the same time acquainting our membership with our international members and their interests in listening. Our initial effort is characterized in what we hope will be an on-going International Column in selected issues of the Listening Post. Lydia Comty from Manitoba, Canada, has graciously agreed to write the first column. I think you will agree with me that

Lydia has gotten our effort off to an excellent start. As Member-at-Large (International), I am pleased to accept the request of committee members to coordinate contributions to this column. We would welcome feedback as to the merits of our idea, the title of the column, and any suggestions to be expressed to future writers concerning what they might address in the International Column. International members - Please let me know if you would be willing to write a future column.

— Terry H. Ostermeier
Member-at-Large
International

An International Listening Association whose members meet regularly must surely be a dream of global citizenship at its best. The International Outreach Committee has decided to enhance this aspect of our association's vision by emphasizing the geographic and cultural diversity of our membership, hopefully causing a "ripple effect" of world-wide interest in our association.

I have the honour of being the first contributor to our International column in the *Listening Post*. I joined ILA in 1983 and attended my first conference in Scottsdale, Arizona in March of 1984. Almost ten years, and five conferences, later, I still say ILA has been one of the most enriching experiences of my life. My interest in listening effectively has been life-long, but it became an obsession when, as a learning skills consultant at our university, I worked closely with "mature admission" adult learners of Native American descent. These courageous students were challenging a learning environment with cultural differences that seemed, at times, insurmountable. It occurred to me that, from a culture rich with oral tradition, they might have inherited an almost innate listening ability that would be an exceptionally valuable tool for them in making the transition to learning in a university setting.

This notion became the basis for my research, resulting in my Master's thesis titled *Listening to Learn: Model and Application for a Cross-Cultural Adult Education Environment*. In one Communications journal, I spotted a reference to ILA and that was the beginning of the joys of networking with ILA members. One of my most helpful "discoveries" was Michael Purdy, who understood my hypothesis and has my eternal gratitude for his practical support in helping me achieve my goal of a Master's degree in Adult Education. This year, in Memphis, I met Carine, from Brussels, who reinforced my interest in the role of listening skills in learning. For my students, learning the language of academia must have been similar, in many ways, to actually learning a foreign language, eh? You guessed it, I'm Canadian.

As more Canadian members join, I'm afraid my credibility may suffer if I don't confess - it's not really true that all Canadian women smoke a cigar to celebrate the first day of spring. Ken Paulin is convinced that it is a Canadian ritual to run out into a sun shower to get soaking wet in whatever you're wearing at the magic moment. I love you for believing me, Ken, and just for that, I declare it to be true! One year, there was a report of another "international incident" where several members found themselves, fully clothed,



Some of ILA's international members gathered at the '93 convention in Memphis. (L to R) Lydia Comty, Canada; Marsha Berry, Australia; Karla Pihlajamaki, Sweden; Peter van der Shaft, The Netherlands; Diana Davis, Australia; Carine Feyton, former Member-at-Large - International; Ray McKelvey, England.

walking through a hot tub - the mysterious rituals of people from different cultures may keep adding a whole new dimension to ILA!

All kidding aside, it was all you Listening Consultants who inspired me to start The Listening Connection (TLC). Although I am presently working for a year at my old job at the university, many of my evenings and weekends are spent on TLC activities, because I do believe so strongly that improved listening has to become a top priority, first on a one to one level, but also to make a difference on a worldwide scale.

Is there something unique about a Canadian perspective on listening? The natural "pizzazz" of our American cousins for marketing a good idea is not quite as readily apparent among "conservative" Canadians, but we do take communication issues seriously. Our climate may be a factor - "huddling for warmth" results in less personal space and hence, a greater need for good listening, eh?

— Lydia Comty
The Listening Connection
740 McDiarmid Drive
Brandon, Manitoba
Canada R7B 2H9

Writing Queries for Popular Magazines

(As promised by the Public Relations Committee, here are some suggestions for getting ILA-related articles published.)

by Diana Corley Schnapp

If you are trying to be published in a popular magazine, the first step is to query the appropriate editor. Queries save time and energy for both the editor and the writer. Most editors will not accept an unsolicited manuscript, particularly if they do not already know the writer. A query provides a reason for the editor to publish the piece and gives a brief overview of the contents of the article.

The library offers numerous books on how to publish, including models for query letters. One of the most accessible references is *Writers Market*, which is filled with practical information about selling your work as well as listings of thousands of publications by

type of audience, editors' names, specifications about manuscripts.

Here are a few suggestions from *Writers Market* and from my own experience from publishing my article in *Hemispheres*.

BEFORE YOU SEND THE QUERY

Study the magazine for the subject matter, tone, length, intended audience, and style of the articles. Remember that the writing style for magazines is much more colloquial than academic writing. Note the names of the current editors.

THE QUERY

1. Use a single spaced, one page business letter.
2. Address the letter to the current editor by that name.
3. Use an attention getting opening that shows what you have to offer to the magazine's readers.
4. Include a brief summary of the proposed content of your article. You might write a topical outline and names and qualifications of people you expect to interview for the article. (Interviews are big!)
5. Let the editor know if you have any photographs or illustrations. These are not necessary: the magazine will illustrate for you.
6. Provide some kind of support for your credibility for writing this particular article: experience with the topic, past writing experience. You could send some clips of previous publications, especially if they are similar in style to the publication being queried. Some editors will request these as part of the query.
7. Close with a direct request to do the article. Do not discuss fees or request an advance. Suggest how soon you can complete the article, the number of words you have in mind, and where you can be reached. State a willingness to work with the editor's suggested changes.
8. ALWAYS include a self-addressed stamped envelop. Do not expect manuscripts to be returned.
9. Always keep extra copies of the manuscript in hard copy and on disk. Once the manuscript is accepted, expect to do a lot of editing.

AFTER THE QUERY

Be prepared to wait. Editors plan months in advance for articles. Fre-

quent turnovers in editors may mean someone else does or does not pick up on your query. If you do not hear after several months, you could follow up with a second letter or call to check the status. While you are waiting, familiarize yourself with copyrights and various types of fees. These affect published and the kind of pay you may receive for your efforts.

IMPORTANT DATES

September 1, 1993

Deadline for nominations of new officers.

Submit nominations to:
Dr. Charles Roberts, Chair
ILA Nominating Committee
Dept. of Communication
Box 70, 667
East Tennessee State University
Johnson City, TN 37614-0667

August 30, 1993

Deadline for submission to *Applied Listening*.

Send submissions to:
Dr. Margaret Fitch-Hauser
Dept. of Communication
6030 Haley Center
Auburn University, AL 36849

January 17, 1993

Deadline for Tomorrow's Scholars submissions.

Submit to:
Sheila Bentley
1035 West Tree Dr.
Collierville, TN 38017

March 2-6

15th Annual ILA Convention,
Boston

...

Answer to
"Have You Ever Wondered?"

Boston, Massachusetts

...

Dr. Nichols

(continued from p. 1)
emotional basis. If you have never been hugged by Dr. Nichols, you are in for a bone-crushing, loving experience. Thank you, Dr. Nichols; I needed that!

Other respondents also referred to Dr. Nichols' support at ILA Conventions and elsewhere. For instance, Florence I. Wolff remembered vividly what occurred after her ILA Convention presentation in Atlanta:

I saw a tall, distinguished-looking gentlemen who said, "I'm Ralph Nichols; your presentation was outstanding." Unbelievably, "the father of listening," accompanied by a petite woman with a warm smile . . . was speaking to ME. During the program I had described the design of a textbook in listening I had begun to write and asked to meet with any interested writers. Two weeks later I was amazed to receive a letter from Dr. Nichols indicating his willingness to participate in writing the text. During the next two years he was a pillar of academic strength and true friend as consultant and co-author in completing the first edition of Perceptive Listening.

Likewise, Michael Gilbert recalled his 1985 ILA Convention presentation in Orlando, Florida: "Much to my surprise, Nick attended and had gracious and supportive comments after the presentation. I had thought it more usual for me to go to the mountain/guru rather than the other way. Nick's interest in my work was quite a compliment and energizer for me." Carole Grau, too, felt the support of the Doctor and Colonel: "I went to that convention [the first ILA Convention in 1980] on my own and knew absolutely no one . . . I expected it to be difficult but from the moment I arrived Ralph and the Colonel treated me as if I was a long-time colleague. I was embraced in a warmth that has never stopped to this very day."

Two other respondents experienced Dr. Nichols' initial support through letters. Ella Erway "first contacted him directly" while she was working on her doctoral degree:

I wrote and requested information. He responded with many suggestions and bibliographies of material. His enthusiasm and cordiality were part of the reason I attended the first ILA [Convention]. I wanted to meet the per-

son who shared so freely of his expertise. He proved to be even more delightful and helpful than I expected. He remembered my letter and was indeed a friend.

After Larry Barker wrote *Listening Behavior* in 1971, he received a congratulatory note from Dr. Nichols. Larry referred to this personal note as one of his "most cherished possessions."

While ILA members treasure the works of Dr. Nichols, there are others who apparently do not. Fortunately, for DeChaine, she benefitted from these others:

I first learned of Dr. Nichols as a student. I was reintroduced to his work years later when I ran across his book *Are You Listening?* and a copy of his early Xerox listening program in a box about to be thrown away by our library. I quickly grabbed both, and Dr. Nichols and listening have dominated my professional life ever since.

Now that we know where, when, and how respondents first became acquainted with Dr. Nichols, let's examine responses to the second question: What influence has Dr. Nichols had on you/your life? While all responses could be generally classified as professional and personal impacts, they can also be divided into seven specific categories.

The most frequently cited impact that Dr. Nichols has had on the respondents is that he has been a professional enhancer. The man and his works have enhanced the respondents as teachers, curriculum developers, course designers, seminar leaders, writers, and ILA members.

The work cited most often as one that has enhanced the teaching of the respondents was Dr. Nichols' classic tape, "The Ten Worst Listening Habits of the American People." For example, Ray McKelvy has shared the tape "with over 2000 students . . . plus three classes (450 each) at the Armed Forces Staff College in Norfolk, Virginia." Joyce Donen Hirschhorn delivered this tape for 21 years to her students, and now that she is working with senior citizens, she continues "to stress the importance of listening. Their response is: Why didn't we learn this when we were going to school?" Hirschhorn has noted that "his message is as

vital as ever. Thank you, Dr. Nichols, for revolutionizing our thinking about the importance of learning listening skills. We are eternally grateful." Alice Ridge, too, has played the tape regularly in her listening classes; she "marvels at Dr. Nichols' ability to tell a story. My classes chuckle along with him and we later discuss the timelessness of the 10 items. He has taught me that you can catch more flies through humor and the lighter touch than through dogmatism." Wisconsin colleague Tom E. Wirkus, likewise, expressed the value of the tape:

I have incorporated into my teaching for thirty years information based on Nichols' study. I truly believe that he identified --early on-- so many of the major listening barriers that are experienced by human beings. I continue to argue today with many of my colleagues who continue to tell students to "slow down." Seldom is their problem one of just rate. I have been privileged to have learned from the "father" of listening.

Elaine Mahone Bennett, too, stressed the importance of the "list of ten":

His "list" is an important part of the base of every listening course I teach for teachers. And as we discuss each of the ten, we develop an increased awareness of the need to expand our thinking regarding the most used/least taught communication skill. The ideas and deepening insights which spin-off from these discussions provide encouragement that one day the listening component will be given the status it deserves . . . Thanks, Dr. Nichols, for providing such logical, easy-to-follow first steps on a most critical and necessary path!

In addition to sharing the tape with his high school students during his "first career," W.A. Bud Williams shared it with Illinois colleagues who--under his leadership--added minimum listening standards in the state curriculum guidelines for K-12 public education and with his own district colleagues (in Wheaton, Illinois) who--again under his leadership--developed a similar K-12 listening and speaking curriculum. Now in his "second career" (real estate), Bud continues to use the tape in his training courses for both sales and management personnel. Bud

The Nichols take a few minutes to talk with Florence Wolff at the '93 Convention in Memphis.



concluded, "I've always said I wanted three careers, and I look forward to just that, knowing that whatever it is, it will undoubtedly involve sharing with others the things I've learned about 'listening,' those things that I still am learning, and all that I have yet to learn. Maybe that is the essence of life."

While three other respondents did not refer to "the tape," they did refer to Dr. Nichols enhancing their teaching. Stimulated by *Speaking and Listening* to investigate additional Nichols' writings about listening, Terry H. Ostermeier then initiated an upper level course, Listening Behavior, at the University of Wisconsin-Whitewater in 1974; With pride, Ostermeier proclaimed: "I have now taught the course for 18 straight years having the personal satisfaction of bringing the word about effective listening to some 400 students and still counting!" Strongly influenced by Dr. Nichols' works, Berkheimer reported: "Whenever I write a lesson plan, I include a listening skill in it. I believe strongly that objectives in reading can first be taught through listening, and if you take time to do this in the early grades, the students will become more effective learners." After reading every Nichols' work that she could, De-Chaine taught her first listening course in 1972. Now with an entire class load in listening, she noted, "My students have subtitled my class, 'A Tribute to Ralph G. Nichols.' So, I must say, Dr. Nichols has shaped my

professional life"

Other respondents indicated that Dr. Nichols has enhanced their professional lives in areas other than teaching. For instance, Marguerite Lyle, who--since 1978--has conducted seminars and workshops which deal mostly with listening skills, stated, "Had Ralph Nichols not started focusing a large group of people on listening skills, obviously a large portion of my life (and income) would never have happened." To Nadine Marsnik, co-authoring the first edition of *Perceptive Listening* with Dr. Nichols "was both a privilege and education. His unfailing support and ideas buoyed up Florence and me more than once. I treasure every handwritten note he sent 'from the desk of Ralph G. Nichols' . . . I remember the many telephone calls he made when he thought I needed encouragement." Marsnik's co-author Florence I. Wolff specified still another professional influence Dr. Nichols has had: "His virtuous character and high ethical standard together with his persistent contributions in the area of listening from the 1920's through the 1990's have motivated me to be a fourteen-year, active member of the ILA." McKelvy and Kenneth C. Paulin, too, expressed that Dr. Nichols was influential in their becoming members of the ILA.

Some respondents wrote not only of Dr. Nichols as a professional enhancer but also of Dr. Nichols as a personal enricher. One of these individuals was Dr. Brown:

Without hesitation, I would say that Nick influenced my career and professional life more than anyone else. For some twenty years we shared the same department, the same office-classroom space, the same strong interest in communication, the same Rhetoric "road-shows," the same involvement in the National Society for the Study of Communication -- yes, and even the same St. Anthony Park neighborhood. Nick's strongest interest was listening, mine reading. But it was his strong interest in listening that broadened mine to include listening and on to include the total communication area. And, talking about influence, I have Nick to blame for my strong interest in playing bridge--and his wife to blame for my highly developed taste for potato soup!

Additionally, Milda M. Steinbrecher stated, "Dr. Nichols' knowledge of listening that he shared with all of us and his passion for the importance of listening has made me more aware of the importance of listening in my personal life and in my professional life as an instructor. By improving my listening skills, I think I have become more objective and more understanding of others." Finally, Carole Grau expressed how Dr. Nichols has professionally and personally affected her:

Dr. Nichols hasn't influenced my life, he has changed my life in the most positive sense of the word. Professionally he opened up my thinking, expanded my knowledge base, improved my teaching skills, and put me on the road to developing a level of expertise that permits me to perform my consulting and teaching work with great success. Personally he has enriched my marriage and my parenting because he persuaded me to expand my own listening awareness and skills. He also provided the path along which to walk to achieve those goals.

In addition to being a professional enhancer and personal enricher, Dr. Nichols has been a research-base provider. Ella Erway is one who has recognized this influence: "Without the pioneering work of Ralph Nichols, I would not have had a research base for the development of *Listening: A Programmed Approach*. His work was the basis for most of my publication and academic focus after 1966." Larry Barker, too, saluted Dr. Nichols' re-

search: "Dr. Nichols has provided the foundation for my research over the past twenty years as well as for many of my books and articles. There is no one person in the academic community who has impacted more on my life than Ralph Nichols." Further recognition of the importance of Dr. Nichols' early work came from Andrew D. Wolvin: "Dr. Nichols' original work deserves another look, for it provides us with a great deal of insight into some of the research issues we grapple with today." Kittie W. Watson summarized Dr. Nichols' research impetus: "Dr. Nichols provided the foundation for empirical research in listening behavior and has inspired others to pursue listening as a primary area of research. Today, his influence is demonstrated by the increasing number of publications devoted to the study of listening." Two respondents, Paulin (thesis in 1968 and dissertation in 1975) and Carolyn Coakley (thesis in 1973), attest to Watson's claim; both noted that the "stamp of Nichols' influence" was on their early research in listening.

Three respondents added another dimension to the influence of Dr. Nichols: He has been an inspiration. Mary C. Forestieri declared, "I think Dr. Nichols' persistence and courage in dealing in a field which was ignored by colleagues to be inspirational to me. The work he has done has been inspirational to students." Wolvin added, "I was introduced to the study of listening through Dr. Nichols. He continues to be a true inspiration." And, McKelvy related one way Dr. Nichols has inspired him: McKelvy has "applied to Cambridge University to earn a doctorate in the area of Listening Comprehension."

Still another dimension of Dr. Nichols' impact on the respondents is that he serves as a model for them. Wolvin noted, "He is a model of warmth, caring, and vitality for me and for the listeners in my classroom and in my life." Edie Cole added, "He is the consummate Christian gentleman. As a teacher, scholar, and human being, he is what I would like to be." From Dr. Nichols, Gilbert has learned a life lesson: "Nick's approachability has been an important model for me--No matter how celebrated you are or

may become, be generous with your time and listen carefully to others." Moreover, Jim Gallagher expressed a similar thought:

Dr. Nichols has actually been the basis for improving my "quality of life" . . . In a world where we need to better understand and care for one another, it is essential that we learn to listen to each other more effectively. I hope to emulate Dr. Nichols, as a listener, throughout my life. He is leaving a legacy to us--his "listening children"--by being the one and only "father of listening."

Two respondents also included Lucile Nichols, along with Dr. Nichols, as being role models for them. For instance, DeChaine concluded with this comment: "So, I must say, Dr. Nichols has shaped my professional life, and he and the Colonel have been personal role models for me." And, Coakley shared this information:

There is no other individual for whom I have as much respect as I do for Dr. Nichols. He is a gentle, compassionate, giving, and loving human being and a wise, inquiring, distinguished, and respected scholar. He is my personal and professional model. And, when I look at him and Lucile, I have another model--a model of a caring, supportive, engaging couple. At ILA meetings, Tom and I have spent many moments watching this couple and wanting someday to be as devoted to each other as the two of them are to one another.

One respondent expressed a sixth dimension of Dr. Nichols' influence. This dimension is a spiritual guide. Marsnik disclosed the following: "I have grown spiritually as well as professionally from knowing this good human being. I love him as well as admire him. It is one of the joys of my life to call him friend as well as mentor."

Although only one respondent expressed a seventh dimension, I'm confident that all respondents, as well as all other students of listening, could add this dimension: Dr. Nichols is a creator of disappointment. Sally A. Webb explained this unusual dimension: Probably the biggest disappointment of my professional life is that I never got to take the listening course from Dr. Ralph Nichols. My own bad listening must be faulted. I listened

many times to the tape recording of his presentation . . . I always heard the introducer identify Dr. Nichols, Department of Rhetoric and the Department of Speech. I commuted to take several courses in the Department of Speech, but I could never find Dr. Nichols' listening course in the schedule. When I realized that I had been looking at the wrong department and campus, Dr. Nichols had retired and I was too late to take the listening course from him.

Not one respondent ever took Dr. Nichols' listening course, but all respondents have been touched by this man . . . and all have grown because of his influential touch.

Indeed, Dr. Nichols' touch has had profound effects. This article is full of testimonies to his effects on the respondents. It seems appropriate, though, to conclude this article with three additional testimonies to this man who's enriched us in so many ways. The first is by Watson: "Unlike many scholars, Dr. Nichols has lived up to and surpassed his 'bigger than life' image. He is a truly wonderful person, educator, philanthropist, scholar, and friend." The second is by Berkheimer. After describing her request for each ILA member to send a lesson plan for a booklet she was creating for the ILA Elementary/Secondary Pre-Conference in Jacksonville, Berkheimer related this incident about Dr. Nichols sending two lesson plans, with his name on neither: "This is typical of Dr. Nichols. He responds with twice as much as he is asked to do and he is willing to take the time to share unselfishly his knowledge with others." Berkheimer added, "I think Dr. Nichols has had a very good teacher in the skills of effective listening right by his side for many years . . . his wife, Lucile." The last testimonial is by the gentle lady, colonel Lucile, who has been "right by his side" for sixty years:

After being married to Ralph Nichols for sixty years (1933-1993), the most outstanding quality of his life--to me--has been his ability to teach--and even greater--his ability to be taught by those he was associated with in his long and active life in the field of communication. His zest for learning has not failed him in all of his 86 years. Our motto has always been WEAF OUT--DON'T RUST OUT!