COLUMNIA POST

© ISSUE NUMBER NINETEEN, November, 1986

President's Perspective

Dear ILA Friends:

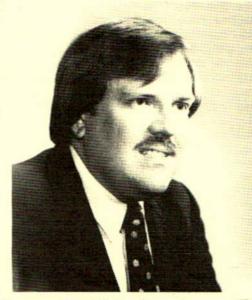
"I'm so excited!" The song, by the same name, captures my sentiments about the future of ILA, after our Summer Board Meeting at the beautiful Fairmont Hotel in New Orleans last month. The creative ideas really flowed at the meeting; all the board members had positive reports about their activities and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

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

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

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

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



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

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

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

See you in New Orleans in March!

Sincerely.

Larry I Barker,

President

Convention Program Proceeds as Planned

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

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

Convention Book Display

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

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

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

Please send all suggestions to:

Judi Brownell 426 Statler Hall School of Hotel Administration Cornell University Ithaca, NY 14853 cess, Attention Deficit Disorder, decision-making, and subception in listening. While making their selections of programs, committee members are striving to maintain a balance of theory and research, listening education and training, and listening application.

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

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

With such an active Program
Planning Committee -- as well as an
innovative Local Arrangements
Committee chaired by Kittie Watson,
a supportive executive board headed
(continued on page 9)

Convention Programs to be Audiotaped

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

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

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



ILA LISTENING POST

Listening Post Deadlines

The Deadline for ALL ILA Listening Post materials (Includes articles, ads, photographs to appear in the next issue) is December 31, 1986.

ILA LISTENING POST NOW ACCEPTING ADVERTISING!

To provide service to ILA members and suppliers, the ILA Listening Post will accept advertising. Acceptance of all advertising will be subject to Editorial approval.

1986 RATES

Full Page	250.00
½ Page	150.00
1/4 Page	75.00
1/8 Page	40.00

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

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

WHAT'S HAPPENING News & Notes About ILA Members

Judi's a Busy Lady...Judi Brownell has just been appointed to a new position, Assistant Professor of Communication in the School of Hotel Administration at Cornell University (from SUNY-Binghamton). Oral Communication is a required course for all Hotel Administration majors, and listening is, of course, a major component of the course!

In addition, Judi has received a State University of New York Grant for the Improvement of Undergraduate Instruction to develop a module in listening for use in freshmen courses. Project just completed, include text materials, handouts, objectives, activities, foils, and a cassette tape. Judi has also received an award to assess the listening competence of undergraduates. She will be administering the assessment at three institutions: Broome Community College, SUNY-Binghamton, and Cornell, during the fall of 1986. What do you do in your spare time, Judi?

ILA Adds Kudos to Bond. . .Wayne S. Bond, Montclair State College in New Jersey, recently won the prestigious Governor's Medallion for being New Jersey's single most outstanding teacher of listening, speech, theatre, and communication on the college level. He was the only college professor so recognized by Governor Thomas H. Kean at the annual New Jersey Governor's Awards in Arts Education program. Wayne has extensive experience with organizations, community groups, and professional associations in addition to his authorship of two textbooks, Make Yourself Clear and Easily Understood. He chaired the Department of Speech and Theatre from 1978-1984. We, of course, know Wayne's many contributions to ILA as treasurer and frequent program presenter. ILA is proud of you, Wayne!

The Geetings Make the Art World News... A recent edition of News From the Art World features Corinne and Baxter Geeting, relating their book How To Listen Assertively to the problems inherent in gaining greater support for the arts in this country. Author Maurice Klyne argues that arts advocates are not assertive listeners, weakening their ability to put their case before the proper agencies and individuals. The Geetings, as we all know, are loyal ILA members, as well as strong supporters of the International Society for General Semantics. Their seminars on travel and listening have taken them to all parts of the world. Corinne has given us permission to run some of her delightful poems and sketches about listening in this and subsequent Listening Posts. Thanks for your many contributions, Baxter and Corinne!

Suzanne's Bittersweet Memoirs...Suzanne Pemsler was invited to Norway in August to perform a brand new adult one-woman show for an International Scientific Conference where nineteen countries were represented. The show, Bittersweet Memoirs, is called a "serio-comic stroll along the zig-zag path of life" and is sung in seven languages, with the story spoken in English with puppets for variety in staging. Sixteen arias and songs illustrate the lighthearted play written by the singer-puppeteer. While in Oslo she gave a Listening Unlimited presentation to a management communications company and raided her hostesses kitchen for found object puppets to give visual spice to the

workshop. In Trondheim she gave presentations to business managers, and the medical and teaching faculty at the University.

In July she worked on a Puppet Operatunity two week residency with sixth graders in Massachusetts. They developed a remarkable camaraderie and group interaction skills which helped them to develop a charming, funny, completely memorized fifty minute puppet opera of their own creation. What an exciting summer, Suzanne!

Manny in Translation!...For those who want to teach listening in the foreign language arena, Listening... It Can Change Your Life by Steil, Summerfield, and DeMare, has been translated into both Spanish and German. The German version is Aktives Zuhoren Eine Anleitung zur erfolgreichen Kommunikation, and is available from I.H. Sauer-Verlag GmbH in Heidelberg. The Spanish version is Como Escuchar Bien Y Entender Mejor, and is available from Ediciones Deusto, S.A., Servicio de Promocion, Barraincua 14, 48009 Bilbao Spain. Felicitaciones; and der Gluckwunsch, Manny!

John goes to Australia!... John Savage has been invited by CONTACT, an emergency phone line counseling service, whose world center is in Australia, to do two weeks of training in-depth listening skills. The workshop will be held in Brisbane, and some fifty people have already signed up. The training consists of learning eleven depth listening behaviors, some of which are Story Listening, Paraphrase, Perception Check, Story Polarization Listening, and Life Commandment Listening. The training, to take place the first two weeks of November of 1986, consists of a forty-hour unit in which persons are taught the skills, followed by a fifty-hour unit in which participants will learn how to teach others the skills they have just learned. Recruit some new ILA members from Down Under, John!

Send a Card to Charlie... We were sorry to hear that ILA member, Charles Gott, suffered a stroke on August 3. Although Charlie was still in the hospital when he called Carolyn Coakley on September 21, he did tell her that there is no permanent paralysis and that he is "as pretty as ever." Charlie is optimistic that when ILA members read this notice, he will be home at 2060 Sealoft, Hilton Head Island, South Carolina 29928. Our thoughts are with you, Charlie, and we look forward to being with you in New Orleans.

WHAT'S GOING ON WITH YOU?

We need to hear from ILA members and Listening Post readers about your activities or short items you find of interest. Please send short reports of your latest activities, awards, honors -- anything of interest -- to:

Ethel Glenn
LISTENING POST Editor
Dept. of Communication &
Dept. of Communication & Theatre
UNCG
Greensboro, N.C. 27412

Poor Listening Associated with Lying

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

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

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

A Call for Welcomers

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

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

Coastal Plains Imprints

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

Invitation to ILA Authors

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

Richard Quianthy by February 1, 1987

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

Become An Educational Consultant.

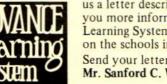
Would you like to bring innovation and improvement to schools in your area? Exeter Consulting Group can train you to be a consultant. We have developed and field tested a learning skills curriculum, the ADVANCE Learning System. ADVANCE teaches new methods of reading, writing, speaking, and listening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

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

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

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

How to Apply: We would like to learn more about you, your interests and experience, and your views on the needs in education today. Send



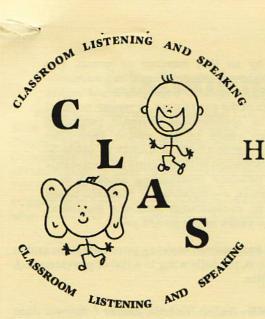
us a letter describing the above, and we will send you more information about the ADVANCE Learning System and the impact you can make on the schools in your area.

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

EXETER CONSULTING GROUP

(603) 772-3454

Marshall Newell Boathouse . P.O. Box 420 . Exeter, NH 03833



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

- Listening Activities -

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

ACTIVITY:

What Would You Say To. . .

LEVEL:

Grades K-2

SOURCE:

Lynn Plourde

OBJECTIVE:

To answer questions that start with

the words "What would you say to ...

MATERIALS:

TIME REQUIRED: 15 minutes

PROCEDURE: Ask students the following questions. Encourage them to generate a variety of answers and to use an appropriate tone of voice.

Questions

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

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

ACTIVITY: **Campfire Stories**

LEVEL: SOURCE: Grades K-4 Lynn Plourde

OBJECTIVE:

To tell stories about a given topic

MATERIALS:

A flashlight

TIME REQUIRED: 25 minutes

PROCEDURE: Explain to students that you are going to sit around a pretend campfire and tell stories. Then turn off the lights, pull down the shades, and sit in a circle around the flashlight. You might start with a story and then give others a turn. Give students a topic such as "The most exciting thing that ever happened to me," or "My saddest time," or "My funniest time."

ACTIVITY: **Object Conversation**

LEVEL:

Grades K-4

SOURCE:

Lynn Plourde

OBJECTIVE:

To develop the ability to role-play a

conversation between 2 objects

MATERIALS:

Random objects around the room

PROCEDURE: Have each student select an object in the room and bring it back to their seat. When all the students have selected an object, select two students to come to the front of the room and pretend to be their objects and carry on a conversation between them. You might model a conversation first.

Example:

eraser: How do you like being in this room?

plant: Oh, it's okay. Everyone takes good care of me. They water me. And on weekends it's really quiet in here so I get lots of rest. Do they take good care of you?

eraser: No way! They always put chalk dust up my nose and beat me. I hate it in here; I want to escape.

plant: How will you escape?

etc.

ILA Awards

ILA is a very special organization made up of a number of outstanding individuals. We are asking your assistance in identifying people who have made especially noteworthy contributions to our association, in order that we might recognize these persons.

Those who receive special recognition from the association must first be officially nominated by an ILA member. Would you please give careful consideration to the requirements and purposes of each award, and then nominate a person (or persons) you feel especially deserves that award. The awards are in five categories:

HALL OF FAME AWARD: This award is designated for those persons in academic, business or other settings who have achieved international recognition in the field of listening over a number of years.

SPECIAL RECOGNITION AWARD The Special Recognition Award is designed to recognize persons who have performed unusual service to ILA for at least one full year.

PRESIDENT'S AWARD This award recognizes persons who have promoted the area of listening on a national or international level and have performed outstanding service to ILA over an extended period of time.

MEMBERSHIP AWARDS There are two categories of membership awards. The CONVENTION REGISTRATIONS AWARD is presented to the person (ILA Executive Board members excluded) who has recruited the most new ILA members in a single year. The INDIVIDUAL MEMBERSHIP AWARD goes to the person or persons (ILA Executive Board members excluded) who have recruited at least five new members and have contributed to the membership drive in any of the following ways: as Regional Membership Chair; as Contact Person at professional conferences; as Telephone or Mail Contact Person for the Membership Committee; or in other ways deemed outstanding by the Membership Committee.

RESEARCH AWARDS There are two categories of research awards: The GENERAL RESEARCH AWARD is designed to recognize an outstanding level of achievement in

research by an ILA member or group. The research to be considered should be a research-based text or research book published within three years of the award year, or research-based article/s in professional journals published within two years of the award year. The STUDENT RESEARCH AWARD is made to recognize a person with full-time student status who has reflected outstanding research in a project, thesis, dissertation, or research-based article/s in professional journals published within two years of the award year.

In order to help you in making your selection and to avoid duplication, the following is a list of previous ILA Award recipients:

HALL OF FAME - Ralph Nichols, James I. Brown, Sam Duker, Paul Rankin, Wesley Wiksell Sara Lundsteen, Miriam Wilt, Carl Rogers, Seth Feseden, Harry Goldstein, Charles T. Brown, Carl Weaver, Larry Barker, Ella Erway, Paul Bagwell, Lyman K. Steil, Andrew D. Wolvin;

SPECIAL RECOGNITION - The Sperry Corporation, Lyman K. Steil, Telstar, Lyman K. Steil, Nan Johnson-Curiskis, Harvey Weiss, Geri Jawansuskos, Dee Steil; PRESIDENT'S AWARD - Baxter Geeting, Corrine Geeting, Marguerite Lyle, Robert Montgomery, Alice Ridge, Joan Sayer, Peter Van Der Schaft, Harvey Weiss, Carolyn Gwynn Coakley, Susan Hipp, Kathryn Jones,

RESEARCH AWARDS - Andrew D. Wolvin & Carolyn Gwynn Coakley; Florence I. Wolff, Nadine C. Marsnik, William Tacey, & Ralph G. Nichols; Lyman K. Steil, Larry Barker, & Kittie W. Watson; Lyman K. Steil, JoAnne Summerfield, & George deMare.

Thank you for your interest, time and assistance.

The Awards Committee Jane Rhoads, Chair

Nadine C. Marsnik, Jane Rhoads;

Wayne Bond & Warren Gore Committee Members

IN ORDER TO NOMINATE A PERSON FOR AN ILA AWARD please submit a copy of the following form by DECEMBER 15, 1986 to:

Jane Rhoads ILA AWARDS COMMITTEE
Box 109 The Wichita State University
Wichita, KS 67208

1987 ILA Awards Submission Form

Name of Award	i			
Nominee's Nan	ne:			
	Title	First	Middle	Last
Address				
City/State/Zip				
List, briefly descr	ribe, and docu	ment the kinds of se	ervice (# of years of	membership
duties performed	etc) rendere	d by the nominee to	ILA and to the field	ofligtening

Name				
Trumo .	Title	First	Middle	Las
Addres	_			

City/State/Zip _____

Phone _____

ILA Listening Award of the Year

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

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

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

Please return your copy of the nomination form to:

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

Nomination Form for ILA Listener of the Year Award

As a member of II	A, I wish to nominate for the ILA LISTENER OF THE YEAR AWARD, the following individual:
	NAME OF NOMINEE
	PROFESSION OF NOMINEE
	ADDRESS OF NOMINEE (If Known)

Listening to the Truth About the Arts

by Corinne Geeting

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

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

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

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

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

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

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

Particularly, he stressed that artists

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

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

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1986-87

ILA Committee, Board & Task Force Chairs

CONVENTION SITE COMMITTEE

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

BYLAWS REVISION COMMITTEE

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

RESEARCH COMMITTEE

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

(1987 New Orleans Convention)

LOCAL ARRANGEMENTS COMMITTEE

Kittie Watson 701 Jefferson Avenue Metairie, LA 70001

ARCHIVES COMMITTEE

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

ELEMENTARY TASK FORCE

Susanellen Bacon 364 Wilson Avenue Kent, Ohio 44240

AWARDS COMMITTEE

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

PUBLIC RELATIONS COMMITTEE

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

PROGRAM PLANNING COMMITTEE (1987 New Orleans Conference)

Carolyn Coakley 8021 McKenstry Drive Laurel, MD 20707

MEMBERSHIP COMMITTEE

Jim Gallagher 20 Fairlawn Drive Latham, NY 12110

INTERNATIONAL OUTREACH COMMITTEE

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

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

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NOMINATING COMMITTEE

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

ILA Executive Board Meeting

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

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

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

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



Pre-Convention Seminar Motion Passed By ILA Executive Board

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

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

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

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

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

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

Please send three copies of proposals by March 1,

1987, to:

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

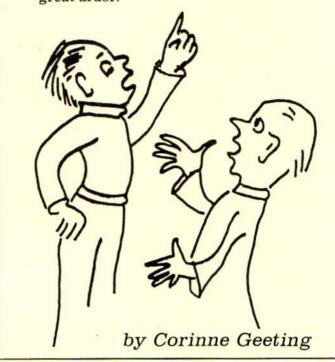
Make plans to join us for this special event!

Convention Program (continued from page 2)
y Larry Barker, and, most importantly, so many
contributing individuals who have submitted program
proposals, agreed to conduct pre-convention seminars,
and volunteered to serve as program session chairs--the
1987 ILA Convention in New Orleans from March 4
March 8 promises to be a stimulating and inviting
convention for all who attend.

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

To listen is hard. Understanding is harder.

But talking, we do, with great ease and great ardor.



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

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

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

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

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

GETTING IT BY EAR:

Listening in the Training Process

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

by Philip Bruschi

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

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

happen.

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

The Physical Environment

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

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

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

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

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

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

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

Size and shape of the room —

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

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

(continued on page 11)

Getting It By Ear (continued from page 10)

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

Lighting -

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

Temperature and Air Flow —

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

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

Aural and Visual Distractions —

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

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

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

Seating Comfort and Arrangement —

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

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

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

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

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

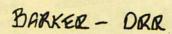
MY HUSBAND REALLY COMMUNICATES

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

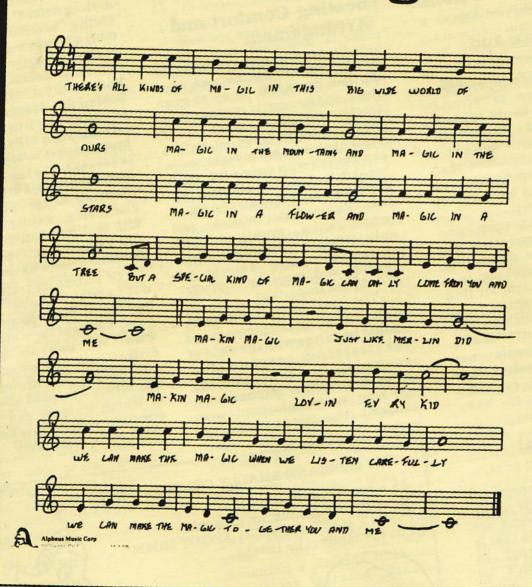




by Corinne Geeting



Makin' Magic



Verse Two

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

Verse Three

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