

# LISTENING POST

©ISSUE NUMBER EIGHTEEN AUGUST, 1986

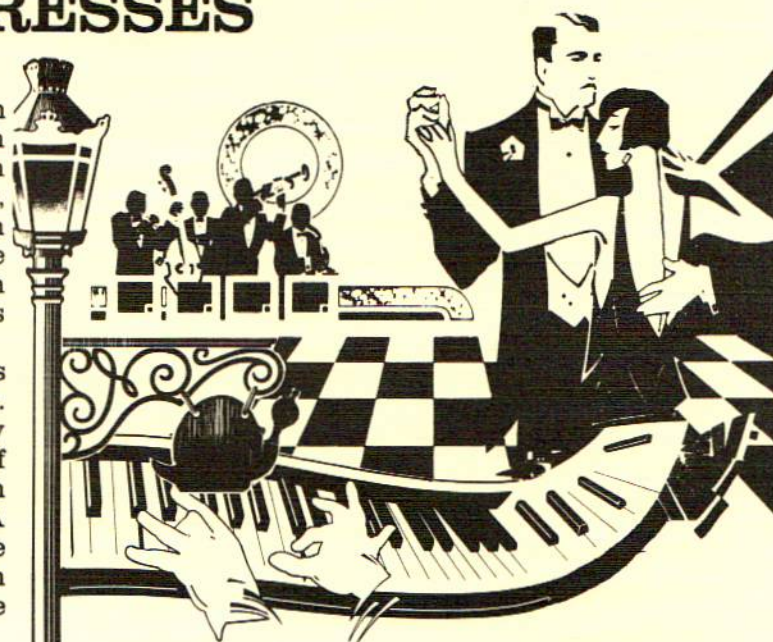
## CONVENTION PROGRAM PLANNING PROGRESSES

Since its formation in May, the ten-member Program Planning Committee has been actively involved in making plans for the March 4-8, 1987, ILA Convention to be held in New Orleans. While making these plans, committee members have strived both to maintain many convention traditions that have proven to be effective and to implement some convention innovations that promise to meet the expressed needs of past convention attendees.

One tradition that the committee has maintained is the establishing of a general convention theme. Recognizing that effective listening is a highly personal need of humans in a highly impersonal age of technology, the committee has selected "Listening in an Age of High Tech--High Touch" as the 1987 ILA Convention theme. When selected individuals are notified that their program proposals have been accepted, they will be encouraged to relate the convention theme to their presentations.

Among other convention traditions that will continue are a balance of programs in the areas of listening theory and research, listening education and training, and listening application; pre-convention sessions; concurrent program sessions; a Newcomers' Program session; a Meet the Executive Board session; a Thursday night reception; daily luncheons; and a Saturday night banquet. Although exhibits have not become traditional, they have proven to be serviceable at some past conventions; thus, the committee plans to re-establish two types of exhibits--publishers' exhibits of listening materials and corporations' exhibits of listening-related products.

This year's Program Planning Committee members have also been quite innovative. Among their original convention suggestions that are now in the process of being implemented are the following: a Wednesday evening gathering for attendees who arrive at the Fairmont Hotel early; a Breakfast with Listening Celebrities; spousal/family welcoming activities; an early morning exercise program and other optional recreational events; photo sessions and press releases; a message board; a host group to welcome new attendees; less structured time on Friday afternoon and evening so that attendees can enjoy New Orleans' attractions (which Kittie Watson, Local



Arrangements Chair, will highlight); and several other surprises that can help attendees add to their understanding of effective listening, add to their bank accounts, and add to their list of listening friends. Details regarding many of these events will be described in the pre-convention issue of the *Listening Post*.

In addition to planning the previously-listed convention events, the committee will spend much time in September and October reviewing program proposals, soliciting additional programs (if necessary), selecting programs, and establishing a convention chronology and schedule. It is the committee's intent that each individual who has submitted a program proposal will be notified of the status of his or her proposal by November 30, 1986.

Members of the 1987 Program Planning Committee are Carolyn Coakley, First Vice President and Program Planning Committee Chair; Bill Arnold; Beverly Aweve; Judi Brownell; Jim Floyd; Mike Gilbert; Tim Gilmor; Elaine Mahone; Dee Steil; and Deb Vrhel.

*Carolyn Coakley*



## Ralph G. Nichols Award

for Excellence in  
Listening Research & Theory Development

The second annual **RALPH G. NICHOLS AWARD** will be presented by the Institute for Study of Intrapersonal Processes (ISIP) at the International Listening Association Convention in New Orleans, March 4-8, 1987. The award, named in honor of Dr. Ralph Nichols, is presented for the best research based or theoretical paper presented at the conference.

The recipient will receive a cash award and certificate of merit. Members of the ISIP Advisory Board attending the conference and not submitting papers will serve as judges for the award. The award will be presented at the banquet at the end of the ILA Convention.

Interested participants must submit their papers in triplicate to the ILA registration desk before noon on Friday, March 6, 1987.

*ISIP is a foundation dedicated to the advancement of research and human development in all areas of intrapersonal communication including listening. Additional information about ISIP and its activities may be received by writing: ISIP, P.O. Box 5031, Contract Station 20, New Orleans, LA 70118.*

## A CONVENTION WELCOME TO SPOUSES

The Program Planning Committee is making plans for welcoming convention attendees' spouses and families to New Orleans. Elaine Mahone, chair of this project, would appreciate spouses sharing with her, their suggestions regarding what they would like for her to plan for them. Additionally, she would appreciate ILA members volunteering to assist her with this project. If you have suggestions or if you wish to work with Elaine on this project, please contact Elaine Mahone as soon as possible.

## A CALL FOR PROGRAM CHAIRS

The Program Planning Committee is calling for ILA members to serve as chairs of program sessions. As a program chair, your responsibility would entail (1) obtaining background information on one or more presenters as well as an abstract of his/her/their program and (2) introducing the program and presenter(s) of a designated program that has been proposed and accepted. Perhaps your being on the official convention program as program chair can assist you in obtaining convention financing from your institution or business. If you would like to serve as a program session chair, please contact Carolyn Coakley, Chair of the Program Planning Committee, by **October 15, 1986**.

*An old man left his daughter's house to take a "short walk." Arriving back after a two hour absence, he apologized for having been gone so long. "You see," he said, "I met up with an old friend, and he just wouldn't stop listening!"*

*from Marguerite Lyle*

## JAMES I. BROWN Student Award Launched

The Institute for Study of Intrapersonal Processes announces the formation of the James I. Brown student award. The award will be presented for a competitively-selected student paper at the 1987 ILA convention in New Orleans. Papers accepted to appear on the ILA convention program are automatically eligible for the competition. Full-time students, as defined by the ILA Bylaws, currently holding student membership in ILA, can compete. The award will cover the ILA convention fees (*including meals*). Three copies of the paper, to be forwarded to the screening committee, must be submitted by January 1, 1987, to the chair of the award:

**Andrew D. Wolvin**

Department of Communication Arts and Theatre  
University of Maryland  
College Park, Maryland 20742



## 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 **October 1, 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
1/2 Page	150.00
1/4 Page	75.00
1/8 Page	40.00

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

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



# WHAT'S HAPPENING

News and Notes About ILA Members

**WHAT EVER HAPPENED TO?...Long** lost Founding member, Major Ray McKelvey, has been found near the end of the earth. Ray, who served as our local arrangement chairman of the 2nd ILA Convention in Denver, is finishing his Air Force Career at Loring Air Force Base. Write him at: 1 Riverside Avenue, Ft. Fairfield, Maine 04742, and let him know we miss him in the ILA!

## MARGUERITE'S A LOUISIANA LEADER . . .

Former ILA President Marguerite Lyle has been selected as a member of the Board of Trustees of "Leadership Lafayette", a year-long program that seeks to educate potential community leaders about the problems and potential of the community. She is also chair of the Curriculum Committee, a program already in existence in many cities, but new to Lafayette. The program is sponsored by the Chamber of Commerce, of which Marguerite is a member. As always, she's a busy lady whose talents are in demand!

## MANY AWARDS FOR FLORENCE. . .

Florence I. Wolff, Professor of Communication, University of Dayton, is the recipient of the 1985-86 University of Dayton Alumni Award in Teaching; the 1984-85 University College of Arts and Sciences Outstanding Teacher Award; the 1985 International Listening Association Research Award; the 1984 Central State University Indispensable Skills Teacher Award; the 1982 Speech Communication Association of Ohio Outstanding College Teacher Award; and she is the University of Dayton nominee for the 1986 CASE (Council for Advancement and Support of Education) Professor of the Year Award assessed by the CASE Jury in Washington, D.C. Congratulations, Florence -- we've known all along how great you are -- glad to see others recognizing you. Florence reports that she adamantly believes that her thirty-odd years of highly successful teaching is due to her persistent teaching of listening concepts and skills -- long before ILA. With a double concentration in the doctorate degree (*Business and Rhetoric*), she has taught twenty-four different courses. To ensure listening and learning in class by high school, junior college, and university students and in corporate seminars, she has incorporated listening pedagogy in every teaching experience throughout her career.

## LISTENING MATERIALS IN ERIC . . .

Robert Stewart, who presented a paper at our San Diego (1986) convention, "How Deviant Listening Perceptions Can Improve the Practice and Teaching of Acting," writes to say that in April it was accepted by ERIC (*Educational Resources Information Center*) for distribution to over 700 libraries. In May, his article previously published in *Teacher Talk* (Fall, 1985), "Lesson Plan Takes Puzzle Out of Play Reading," was also accepted by ERIC. Bob is presently on the adjunct faculties of Pace University, New York, Bronx Community College, and the Pratt Institute Division of Continuing Education in Brooklyn. Keep up the good work, Bob.

**ERIKA'S OFF FOR TAIWAN . . .** Erika Vora, Associate Professor of Speech Communication, St. Cloud State University, was selected to be a Fulbright lecturer/researcher in Taiwan for 1986-87. She will study friendship patterns and comprehensive listening abilities among college students and the elderly in different nations. We look forward to an interesting convention report, Erika.

## WOLVIN & COAKLEY ARE BUSY

**AS EVER . . .** Carolyn Coakley and Andy Wolvin were commissioned to write a state of the art of listening instruction, "Listening in the Native Language," for the Northeast Conference on the Teaching of Foreign Languages. Their work, which appears in the 1986 volume of the conference **Reports**, is coupled with a response essay on listening in foreign languages. Carolyn and Andy were featured at the 1986 Conference held in Washington in April. Carole Grau presented a workshop on teaching listening at this conference. Several of the foreign language educators who attended these listening sessions were interested in joining ILA and participating in our conferences as well.

Also, Carolyn and Andy were interviewed by National Public Radio as part of the development of an audio-tape on listening to be used with correspondence courses at the University of Wisconsin Extension Center. The tape, which features Andy and Carolyn, was developed as part of an Annenberg/Corporation for Public Broadcasting project. With the second edition of their textbook having just come out, we might wonder (*facetiously*) what Carolyn and Andy do in their spare time!!!

## AND SPEAKING OF CAROLE GRAU

She was selected for a Chancellor's New School Fellowship, awarded in recognition of demonstrated excellence and creativity as a teacher. Presentation was made on January 24, 1986, at the New School For Social Research by Chancellor Nathan Quinones. As noted above, she participated in the Northeast Conference of Teachers of Foreign Languages on April 17, 1986, in Washington, D.C. Carole is also an active force in the New York Regional ILA group. We need more like you, Carole!

## TOP YOUNG TEACHER AWARD . . .

The award for the Outstanding Young Teacher from the Central States Speech Association was awarded to Mary Bozik at the Central States convention in Cincinnati, April 17, 1986. Cited as basis for the award was Mary's long list of scholarly publications, her involvement in many regional and national associations, her work in conducting listening workshops throughout the Midwest, and her dedicated service to the University of Northern Iowa, where she is an assistant professor of communication. At the convention, Mary presented a paper, "The Use of Video Tape to Teach Listening." She also presented a paper, "The Teacher as Listener," at the annual convention of the Association of Teacher Educators in Atlanta in February. Mary is one of many who aid in spreading the word about ILA to associations across the country.



# 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 reports about your latest activities, awards, honors--anything of interest--to:

**ETHEL GLENN**

*Listening Post Editor*

Communication and Theatre Department  
University of North Carolina at Greensboro  
Greensboro, N.C. 27412

## ILA BIBLIOGRAPHY —Your Response IS Needed!—

The March-April, 1986, issue of **Women in Business**, a publication of the American Business Women's Association, featured an article entitled "Silent Power: The Art of Listening." This article concluded:

*The International Listening Association, 1000 Coconut Creek Blvd., Pompano Beach, Fla., 33066, provides a network of professionals, consultants, and trainers to help businesses improve employees' listening skills. The association also provides books, films, and a newsletter.*

While we greatly appreciate the recognition in a national periodical, it came as a complete surprise to our Executive Director Dick Quianthy and his office staff. They received several inquiries for tapes, references, or other materials.

As a result, at the ILA Board meeting of July 19, Board members decided that ILA should publish a listening bibliography. The bibliography will include books, published articles, tests, audio tapes, video tapes, films, and any other materials that are available for public use.

Members are asked to submit information (author, title, publication, and/or availability information) on anything that should be included in this list. Send the information to:

International Listening Association  
Richard L. Quianthy  
c/o Broward Community College  
Pompano Beach, FL 33066

We want the bibliography to be as complete as possible, so please send the information on anything that you are aware of that should be included.

## Increasing ILA Membership

Let's all do our part to increase the membership of ILA. This means taking advantage of every opportunity to "sell" ILA. As you know, ILA has always been proud of the quality of its members. As second Vice-President, in charge of membership, I believe we all have to work on increasing membership and at the same time maintain the quality that makes ILA so great. Let's take advantage of the many opportunities we have to extol the benefits of ILA. We should all try to do what Marguerite Lyle suggested during her farewell speech as outgoing President of ILA. She said we should all try to talk with a different person each week about joining ILA. What can be done to make this happen? Here are a few suggestions that could make ILA more "visible" to others:

- Talk to persons we come in contact with, in our professions, on a daily basis.
- Display ILA brochures on appropriate bulletin boards.
- Mention ILA during presentations that we make in public and private meetings.
- Include ILA in articles that we write.
- List ILA on the back of your "calling" cards.

Keep in mind that there is a prize for the person who brings in the greatest number of new members in one year.

Please let me know of any additional suggestions you may have and be sure to let me know of your "success" stories in recruiting members. If there is anything I can do to help you - please don't hesitate to call me.

Jim Gallagher, Second Vice-President (518) 785-5756.

## HAVE YOU HEARD ABOUT THE WATSON-BARKER LISTENING TEST?

TRAINERS AND TEACHERS, NOW THERE IS AN EASY EFFICIENT TOOL TO DEMONSTRATE AND EVALUATE LISTENING SKILLS.

### WATSON-BARKER LISTENING TEST

#### FEATURES:

- 5 types of listening
- Standardized audio cassette format
- Self-contained
- Two alternate forms (A and B)
- Self scoring answer sheets
- Various dialects

 **SPECTRA**  
communication associates

For more information write:  
Post Office Box 5031 • Contract Station 20 • New Orleans, LA 70118 • (504) 831-4440



# Listening For Your Health

## A FOCUS ON MEDICAL RESEARCH

by Florence I. Wolff, University of Dayton  
and

Nadine C. Marsnik, Vermillion Community College

(This article is abstracted from papers presented at the 7th Annual ILA Convention in San Diego.)

### PART I

## Diagnostic Symptoms Related to Listening: "Physiological and Mental"

The ear is the principal organ of listening. While many genetic and traumatic ear conditions adversely affect listening, six are particularly important for us to recognize.

1. Otitis, an inflammation of the ear usually preceded by a viral infection, can be cured by antibiotic drug treatment. This ailment causes a brief disruption in the quality of listening.

2. Tinitis causes ringing, hissing, bombing, and whistling noises in the ear due to genetic abnormalities and trauma. Unfortunately for millions of people suffering from tinitis, there is no medical cure. Tinitis interferes with attending and decoding aural messages.

3. Known objects in the ear seriously affect hearing acuity and ability to listen. Smooth-surfaced objects such as beads and plastic toys are difficult to retrieve with forceps or a wire loop. An innovative device may be used causing neither pain to the patient nor damage to the ear. By straightening a paper clip and applying cyanoacrylate (quick drying) glue to the tip, the otologist can easily remove the object after the glue connects the paper clip to the object.

4. Unknown objects (*dead insects, ants, and environmental dirt*) can cause noise and intense pain in the ear and nausea. These traumatic symptoms greatly interfere with the listening process.

5. The appearance of the ear may signal impending coronary artery disease. Research reveals that males with prominent ear lobe creases and hairy ears have a 90% chance of developing heart/artery disease.

6. The amount of listening we do can regulate blood pressure and stress. In 98% of 178 patients, blood pressure and heart rate rose significantly thirty seconds after the patients spoke and rapidly decreased while the patients listened. Stress is defined as a

nameless, faceless uneasiness affecting everyone. Business loses 10 to 20 billion dollars a year by lost work, hospital confinement, and early deaths due to stress-related illnesses.

In addition to these six physiological symptoms, several prominent mental symptoms relate to the quality of our listening. Doctors might do well to avoid comments such as, "There's too much damage--little chance to recover" during surgery. Research reveals that some patients heard operating room conversation even though totally anesthetized. Patients who were instructed during surgery "to touch their ear when discussing their operation during recovery" did so.

Vocalized listening (*self-listening to monitor or reinforce messages*) performed by speakers and listeners can lower stress and prevent tooth decay. After a twenty-minute meditation session, subjects in the Temple University Dental School research program were relaxed; their saliva was translucent/watery. After speaking and experiencing other stressful events, their saliva became opaque, the kind leading to tooth decay.

Young people are entering the work force with retirement-age ears. A Swedish Navy Captain reports many sailors are unable to operate submarine listening devices due to impaired hearing. Exposures to loud stereos, industrial plants, and noises in the home (*washing machine, 65 db; kitchen mixer, 70 db; alarm clock, 80 db; electric shaver, 85 db*) are damaging hearing acuity and listening competency.

The future trend in medicine will emphasize psychoneuroimmunology--using the mind to heal the body. Listening for pleasure and relaxation lowers the stress level. Furthermore, by intrapersonal or "within" speaking and listening, we can fight disease and strive to maintain excellent mental and physical health.

### PART II

## Diagnostic Symptoms Related to Listening: Emotional and Traumatic

The traditional western medical view of illness has been based on a mind-body dichotomy, with illness thought of as a disorder caused by some external invasion. Under this view, doctors battle illness materialistically and almost aloof from the patient. In contrast, the holistic medical view suggests a mind-body harmony, with illness defined as an interruption of that harmony. Under this holistic view, a patient actively participates in the healing process, and the patient's emotional states are thought to affect the total harmony and wellness pattern.

Stress is a prime contributor to emotion-based illness. Stress is defined as the problems that result when a

damaging transaction occurs between an organism and an environment. Many kinds of stress may affect us, with wide variation in duration and severity. Negative emotional responses--anger, guilt, fear, depression, and anxiety--can depress the body's immune system and create crippling states of mind, physical trauma, and disease. This is contrasted with the ways medical experts believe positive emotional responses of faith, hope, joy, and elevated self-esteem stimulate the immune system and contribute to physical healing. Further, the medical "mystique" surrounding numerous medical and surgical procedures may have stimulated a patient's faith in a

*continued on page 6*



## Listening For Your Health

continued from page 5

doctor, and, therefore, have stimulated his/her likelihood of rapid improvement.

Three listening modes may be directly related to emotional healing. In the first mode, the **empathic listening** of another person can contribute to healing by that listener's being a "sensitive, safe, nonjudgemental" support system for another. The listenee is able to solve his/her own problem and is then able to achieve self esteem and move toward healing. In the second mode **appreciative listening**, the listenee collects and makes use of specific sounds which recollect serenity, joy, or even laughter and which mobilize positive emotions and move the listenee toward healing. In listening mode three,

**intrapersonal listening**, the listenee deliberately turns to the visualization mode and listens to his/her own inner voice describe how one destroys negative emotions and then deliberately replaces them with positive emotions which lead to healing.

These strategies do not detract from traditional scientifically based medical procedure. In fact, they were envisioned and developed by medical doctors who meant them to enhance traditional medical procedure. "The essential difference between the successful and unsuccessful person is not being confronted or not confronted by stress, but the ways in which they cope." (Mack, 1984) Listening can create, enhance, and maintain positive emotions and healing.

(For more information on this topic, the authors have provided the following bibliography.)

## BIBLIOGRAPHY -- Part I

- Bennett, Henry L. "Ignoring the Anesthetized Patient, *Prevention*, September 1983 (p. 50).
- Boucher, Jane, "Body-Mind Connection," *Kettering-Oakwood Times* (Ohio), November 30, 1983. (p. 16c)
- Halpern, Steven and Louis Savary. "Turn Up the Quiet in Your Home," *Prevention*, June 1985 (pp. 69-76).
- Hing, Ken Yong. "More Noise in the Ear Canal," *New England Journal of Medicine*, December 2, 1982, Vol. 307, #23 (p. 1460)
- Illustrated Stedman's Medical Dictionary*, 24th Edition. Baltimore: Williams & Wilkins, 1982
- Lynch, James L. "Listen and Live," *American Health*, April 1985 (pp. 39-43).
- Lynch, James L. "Botching Blood Pressure Screenings," *Prevention*, September 1983 (pp. 51-52).
- Mosby's Medical and Nursing Dictionary*. St. Louis: The C. B. Mosby Company, 1983.
- NA. "Mind Over Mouth, *Prevention*. September 1983 (p. 55).
- Podus, Emriko. *The Complete Guide to Your Emotions and Your Health*. Emmaus, PA 18049: Rodale Books.
- Springer, Sally et al. "Left Ear Performance in Dichotic Listening Following Commissurotomy," *Neuropsychologia*, 1978, Vol. 16, #1 (pp. 305-312).
- Steincrohn, Peter J., M.D. "Listening Can Mean Less Strike in Family Life," *Dayton Daily News*, October 22, 1984.
- Thompson, Mason P., M.D. "Removing Objects from the External Auditory Canal, *New England Journal of Medicine*. Vol. 311, #23, December 20, 1984 (1684)
- U.S. Environmental Protection Agency, "Rating the Irritation Level," *Prevention*, June 1985.
- Wagner, Richard, Jr., M.D. "Ear Canal Hair and the Ear-Lobe Crease As Predictors of Coronary-Artery Disease," *The New England Journal of Medicine*. Vol. 311, #20, November 15, 1984 (p. 1317).
- Wolff, Florence; Nadine C. Marsik; William S. Tacey; Ralph G. Nichols. *Perceptive Listening*. New York: Holt, Rinehart and Winston, 1983.

## BIBLIOGRAPHY -- Part II

- Adler, Herbert M. and Van Buren O. Hammett. "The Doctor-Patient Relationship Revisited: An Analysis of the Placebo Effect," *Annals of Internal Medicine* 78 (April, 1973) 595-98.
- Bonica, John J. M.D. and Denise G. Albe-Fessard. *Advances in Pain Research and Therapy*. New York: Raven Press, 1976.
- Bonica, John J. *The Management of Pain*. Philadelphia: Lea and Febiger, 1953

- Cousins, Norman. *Anatomy of an Illness*. New York: W. W. Norton and Co., 1979.
- Dodge, David L. and Walter T. Martin. *Social Stress and Chronic Illness*. Notre Dame, Indiana: University of Notre Dame Press, 1970.
- Feldman, Yonata. "Listening and Understanding," *Clinical Social Work Journal* 3 (Summer, 1975) 85-89.
- Frank, Jerome D. "The Faith That Heals," *The Johns Hopkins Medical Journal* 137 (September, 1975) 127-131.
- Goldway, Elliott M., Editor. *Inner Balance: The Power of Holistic Healing: Insights of Hans Selye, Elisabeth Kubler-Ross, Marcus Bach, and Others*. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1979.
- Goodfield, June. "Humanity in Science: A Perspective and a Plea," *Science* 198 (November, 1977) 580-585.
- Greenberg, Joel. "The Stress-Illness Links: Not 'If' But 'How' *Science News* 112 (December 10, 1977) 394-398.
- Levi, Lennart, Editor. *Society, Stress and Disease: Proceedings of an Interdisciplinary Symposium Held in Stockholm, April, 1970*. London: Oxford University Press, 1971.
- Linn, Dennis and Matthew Linn. *Healing Life's Hurts: Healing Memories Through the Five Stages of Forgiveness*. New York: Paulist Press, 1978.
- Mack, Robert M. "Lessons from Living With Cancer," *New England Journal of Medicine*. 314 (December 20, 1984) 1640-1644.
- Mullen, Fitzhugh. "Seasons of Survival: Reflections of a Physician With Cancer," *New England Journal of Medicine* 304 (July 25, 1985) 1270-1273.
- Pelletier, Kenneth. *Mind as Healer, Mind as Slayer*. New York: Delacort Press, 1977.
- Pelletier, Kenneth. *Toward a Science of Consciousness*. New York: Dell, 1978
- Selye, Hans. *The Stress of MY Life*. Toronto: McClelland and Stewart, 1977.
- Simonton, O. Carl, Stephanie Matthews-Simonton, and James Creighton. *Getting Well Again*. Los Angeles: J. P. Tarcher, Inc., 1978.
- Volicer, Beverly J. "Hospital Stress and Patient Reports of Pain and Physical Status," *Journal of Human Stress* 4 (June, 1978) 28-37.
- Watts, Fraser N. "Strategies of Clinical Listening," *British Journal of Medical Psychology*. 56 (1983)-113-123.
- Werner, Arnold and John M. Schneider. "Teaching Medical Students Interactional Skills: A Research Based Course in the Doctor-Patient Relationship," *The New England Journal of Medicine*. 290 (May 30, 1974) 1232-1237.
- Wolf, Steward and Helen Goodell, *Harold G. Wolff's Stress and Disease*. Springfield, Illinois: Charles C. Thomas, 1968.
- Wolff, Florence I., Nadine C. Marsnik, William S. Tacey, and Ralph G. Nichols. *Perceptive Listening*. New York: Holt, Rinehart and Winston, 1983.



# Listening Activities

The first two activities were contributed and created by Roxana Christopher, Instructor of Developmental Education, Kent State University. Hal Dalrymple secured and submitted them for the **Listening Post**.

**ACTIVITY** "Have you read any good books lately?"  
**SUBJECT AREA** Reading  
**GRADE LEVEL** Intermediate  
**PURPOSE** The purpose of this exercise is to encourage listening and reading.

**PROCEDURE** Instead of "classic" book reports, instruct the students to tape record a summary or review of books they have especially enjoyed, telling just enough to encourage others to want to read and to enjoy the book, too. These tapes may be kept on file in the "book nook" or library corner so other students may listen to the tapes to aid in their selection of reading material.

**MATERIAL** tape recorder, tape, headphones

**ACTIVITY** "What is that really?"  
**SUBJECT AREA** General  
**GRADE LEVEL** Junior or Senior High  
**PURPOSE** The purpose of this activity is to improve listening abilities and vocabulary awareness.

**PROCEDURE** Read a list of euphemisms to the class and ask them to write the more common meanings. Read each item only once, do not repeat. This will help prepare the students for the euphemisms they will hear in the "real world" and will also encourage the students to become careful listeners. (examples: *sanitary engineer=garbage collector, social expression products=greeting cards, career associate scanning professionals=checkout clerks*)  
**MATERIALS** list of euphemisms

The next two Activities were submitted by Lynn Plourde and are part of her program, Classroom Listening and Speaking--CLAS. Watch for further information about Lynn and her program in the next **Listening Post**.

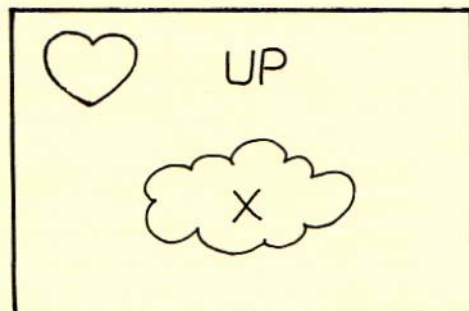
**ACTIVITY** "Coded Listening"  
**GRADE LEVEL** Grades K-4  
**OBJECTIVE** To memorize a verbal code.  
 To do specific actions when one hears key words.  
**MATERIALS** none  
**TIME REQUIRED** 20 minutes  
**PROCEDURE** Tell students that they must memorize the following code: "If you say blue, they must clap their hands. If you say red, they must make a silly face. If you say yellow, they must howl like a wolf." Repeat the code a second time and then give students a chance to practice the code by naming the color words one at a time. Next, name a series of colors and students must do all the actions in the correct order.

**SAMPLE DIRECTIONS**  
 blue, red  
 red, blue, yellow  
 blue, yellow, blue, red  
 red, red, blue, yellow  
 yellow, blue, yellow, red, blue  
 red, blue, yellow, red, **green**  
 (see who notices this error)

Give students progressively longer series of colors to remember so that they may further develop their auditory memories. Continue with a new code and directions as time permits. Students may also want to develop their own codes and give directions to the rest of the class.

**ACTIVITY** "Blind Drawing"  
**GRADE LEVEL** Grades 2-6  
**OBJECTIVE** To correctly follow verbal directions so as to draw a picture with one's eyes closed  
 To give accurate verbal directions on how to draw a picture  
**MATERIALS** chalk, chalkboard, paper, pencils  
**TIME REQUIRED** 30 minutes  
**PROCEDURE** Divide students into pairs. One student in each pair is to have a piece of paper and pencil in front of him/her. The students who will be drawing must close their eyes. Then you, the teacher, will draw a rectangle on the board so that it looks like a large piece of paper. In that rectangle, you will draw a picture (see sample page). The students in the pairs who have their eyes open must tell their partners how to draw a picture so that it looks like yours. Then students can open their eyes to see how they have done. Continue with a different picture and the other partner doing the drawing.

**SAMPLE PICTURE:**





# Providing Real Listening Experiences in the Basic Speech Course

by Bob Bohlken

Northwest Missouri State University

Currently in many of the basic speech courses at the college level, a unit that is commonly slighted in regard to practical application is "Listening".

"Listening" is a legitimate language skill which has been given equal status with speech, writing and reading as measures of literacy and basic competencies by "The 1978 Federal Government's Primary and Secondary Education Act". But the listening skill at the college level has been a relegated and neglected stepchild of the basic speech course, primarily because "no one really knows where it belongs or how to teach it", and "it is the receptive counterpart of speaking". In a recent survey of 34 college basic speech text books, published in the last eight years, it was found that 14 did not include listening and of the 20 texts or 60 percent that did, listening was allocated an average of 22 pages. Within these pages the "need to listen" is emphasized, definition is discussed, kinds of listening are categorized and "barriers" to good listening are outlined.

When I asked my colleagues what they "do with listening in the basic course", they commonly reply "I don't do much with it except have the students read the text". The vast majority of us, basic speech teachers, haven't had a course in listening, nor have the authors of the basic speech texts. Most speech instructors have little interest in listening unless it is related to the communication process. Even those instructors who are interested enough to devote some time to listening usually do exercises and tests that take the skill out of its natural context. To tell a student that he is taking a listening test certainly creates a hypothetical situation. And to present the listening via the audio tape recorder is even worse. The students' purpose and effort are not natural, and are not in unison with the interpersonal communication process.

Until "listening" becomes an academic discipline, it most probably will remain a part of the speech course, but it doesn't have to remain neglected nor unnaturally taught. I propose that the effective way of teaching listening is via real practical and valuable experiences and as a significant part of the communication process. One such experience is a class assignment in which the students are made aware of listening principles and required to apply them: "An Interview Survey of Students' Classroom Listening Behaviors"

In the "Listening Interview assignment" each speech student is assigned to do ten interviews with students outside of the speech class to obtain open ended responses to questions about classroom listening. These questions include

1. For what one main purpose do you listen to classroom lectures?
2. At what class period of the day do you listen best?
3. What classroom characteristics influence your listening most?
4. Where do you sit in the classroom if you really wish to listen to what is being said?
5. What single characteristic of the instructor influences your listening most?

6. What single characteristic of your own influences your listening most?

7. What single behavior on your part helps you listen and comprehend the material?

8. What single characteristic about the lecture or message influences your listening most?

As you can see, most of the interview questions are abstract and require interaction between the interviewer and interviewee, thus demonstrating that listener and speaker are actively and reciprocally involved. For example in answer to question one "For what one main purpose do you listen to classroom lecture?" the interviewee may give an automatic response "to learn". This response is too general and abstract for the study's and listener's purpose. The interviewer (*the listener*) has the responsibility to probe (as a *speaker*) until specific answers such as: 1. to pass a test, 2. subject is relevant, 3. subject is interesting, are provided. For another example take question seven: "What single behavior on your part helps you listen and comprehend the material?". This question may receive an automatic reply "pay attention" or the interviewee may respond with a question of clarification in regard to question six which asks about "characteristics". The interviewer (*the listener becomes the speaker*) has to probe for responses such as "eye contact", "take notes", "ask questions", etc.

The instructor's explanation and the students' interviewing provide an awareness and experience in the process of listening: having a purpose, sensing (*attending*), sights and sounds, interpreting and assimilating, the verbal concepts and responding.

The "Listening Interview Assignment" provides the first and important aspect of listening a purpose or reason for listening. The speech student listeners' purpose is a legitimate study upon which they are evaluated, and they learn the importance of establishing a purpose for the interviewees to listen and respond to the question effectively.

The assignment provides an opportunity to discuss the physical context appropriate for effective communication attending and sensing, including time of day, available time, conflicting sensory perceptions, mental and physical states of the communicators and preparation of interviewee for listening and responding.

The assignment provides an opportunity for the students to learn how to recognize and utilize the relationship of purpose, message, and communicator's attitudes toward each other and message. Without this relationship, the interpretation and assimilation step of the listening process is ineffective. It makes listening an active and important part of the communication process.

The classroom discussion and compilation of data acquired provide the opportunity for the students to analyze their own listening skills and compare them with the others in class. As part of their communication skills the interview assignment provides an opportunity to discuss and practice the responses of



## Providing Real Listening Experiences. . .

*continued from page 8*

note-taking, asking further probing questions, non verbal behavior of eye contact, facial expressions and head nodding and restatement or paraphrasing responses. It provides real communication situations.

The "Interview Survey of Students' Classroom Listening Behavior" results provide further opportunity to discuss the variables of the listening process. The assignment appears to be an excellent means of incorporating listening into the communication process and the basic speech course. The results also provide the faculty and administration with a better understanding of the student perceived classroom lecture listening behaviors and influencing variables.

---

**The following note was received from  
Marguerite Lyle:**

*Dear ILA Board:*

*Thanks for the beautiful flower  
arrangement you sent for my  
husband's funeral. It was comforting  
to know that you cared.*

*Marguerite's husband, Mike, died May 27, 1986.*

---

## NEW YORK REGIONAL ILA IS ALIVE AND VITAL!

As a result of interest, support, and cooperation, a viable ILA Regional Chapter exists in the New York area. This past year included a planning session in June, 1985, a fall (*September*) meeting, a winter (*January*) meeting, and a spring (*May*) meeting. The group will repeat this format next year. Jim Gallagher reports that the May meeting was "dynamic" because members shared their listening expertise and experience. There were discussions to broaden listening horizons, new and different listening exercises, and a number of handouts of listening materials. Interesting "zingers" from this meeting included: "If people would listen to themselves more often, they would talk less," and "There are no uninteresting subjects, only uninterested people."

Carole Grau reports that the programs for next year are already planned. In September the special guest speaker will be Thomas Larkin of British Communication, Ltd., on the topic of Left/Right Brain Theory. The January meeting will focus on audio-visual materials related to listening. And the May meeting will review and share materials from the 1987 ILA New Orleans convention. Carole says that the meetings, like all ILA events, are permeated with generous sharing of resources and excellent professional discussions.

## For Maximum Impact

*When talking or writing about listening as a basic skill, the legal definition for basic skills must be properly stated. Unfortunately, people use a variety of reference titles for the same source. In 1978, Congress passed the Education Amendments of 1978 which included a definition of basic skills. The title of that action is not as powerful as the law number. Administrators and other educational decision-makers must hear (or see) the most powerful citation. That citation is the law number -- P.L. 95-561. (Notice that the special education people are all trained to refer to the proper law number supporting special education.) Memorize the law -- P.L. 95-561 -- and cite it clearly for maximum impact.*

submitted by Charles H. Swanson  
Fairmont, West Virginia



# Don't Talk Yourself Out of a Sale -- or a Job

by Rowland Slingsby

DIPPING into an article by Dr. Lyman K. Steil in *Personal Selling Power*, I read, "Not everybody's hard of hearing like these English gentlemen." I thought, what's an American doing telling us that we English are hard of hearing. What a sweeping statement!

But I'd taken this statement out of context. I didn't read the opening story in the article, which tells of three elderly Englishmen travelling on a train. The first asked, "Is this Wembley?" the second one looked at his watch and replied, "No, it's Thursday." Then the third one nodded and added, "So am I. Let's have a Scotch and soda."

I don't think we are as hard of hearing as that. Since Americans are known for assertive, loud conversation, Steil who is a founder member of the prestigious *International Listening Association*, must have said it with tongue in cheek. He didn't wish to ridicule his US readers even though they are more likely to listen less than the British. This is obvious, isn't it? You can't talk and listen at the same time.

It's just the same when listening. We often only accept part of what we hear, and because of it, make false assertions and take the wrong action.

Perhaps it's because Americans need to listen more that they are ahead in encouraging everybody to learn and listen effectively.

In March the *International Listening Association's* 7th annual convention was held in San Diego. Members are committed to promoting the study and development of effective listening in business, industry, education and government.

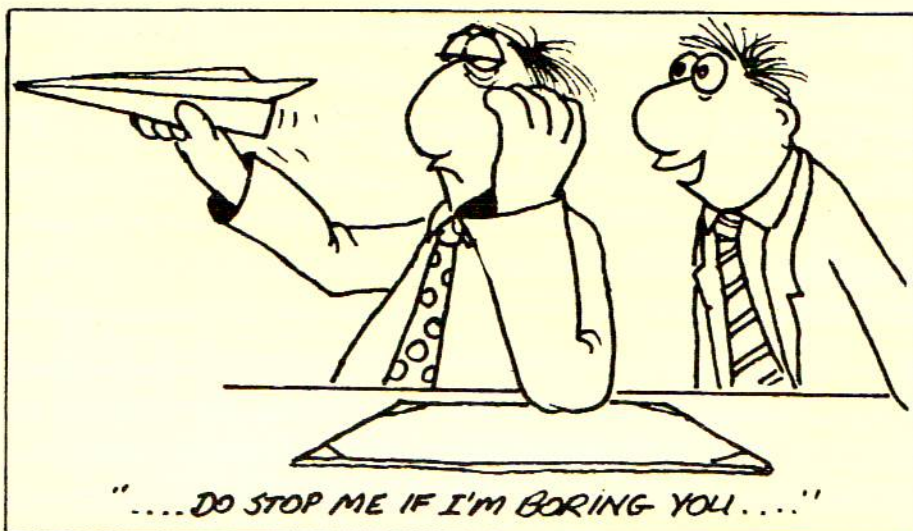
Dr. Lynne Halevi, a communication consultant and a member of the ILA, told me that listening is a critical skill. "There's a lot of bad listening in business. How often do we hear, 'But I thought you said...?'"

## How often do we hear "But I thought you said...?"

"Employers are not listening to employees, and employees are not listening to employers," she added. "The real problem is that we think listening is a passive thing, but it isn't. We need to work at it."

Whether we are selling a service or product; selling ourselves or selecting skilled labour or other expertise, listening is an active skill to be learnt.

In her seminars for business organizations, Lynne Halevi uses a simple acronym for listening success. CPR, meaning clarify, paraphrase, and reflect.



She gives this example: Boss to secretary, "I know you're busy, but if you could just squeeze this report in, I'd appreciate it. I need it for a meeting." Secretary doesn't get a chance to type it — too busy.

The boss returns and says, "I'm going to that meeting now. Can I have that report I asked you to type?"

"I haven't had time to do it and you didn't really tell me to", replies secretary to now irate boss.

Just three questions would have helped. First, to clarify: When precisely do you want it ready? Secondly, to paraphrase: You want me to type it now and leave this other work? Thirdly, to reflect: Is this for today or for your other reports?

## For listening success — clarify, paraphrase and reflect or CPR for short!

Speaking at a *Brighton and Hove Enterprise Agency* seminar recently, Julian Randall, marketing consultant said, "I'm never too busy to listen to people. I listen a lot. I get business simply listening to sales people who like to tell you everything."

When following up sales letters with a phone call he recommends asking prepared questions, and to listen more than talk.

How can we sell a service, product or ourselves to an employer when we don't know what's in the buyer's mind?

Many salespeople and some interviewees believe that to persuade they must go on talking. The problem here is when we so neatly package what we are going to say, and over rehearse it,

## Many people believe that to persuade they need to go on talking — they're wrong

we become so identified with what we are saying that we miss the essentials. We've lost contact, control of the interview, and perhaps a sale or job. It might be better to let go and listen.

Hear this story by Dr. Steil at his listening seminars for sales executives: A salesman proud of his ability to close a sale, asked his sales manager to go with him on his next call. The sale was worth \$750,000. He had done his homework and had polished his closing arguments. His boss sat quietly and just listened.

First came the small-talk, then his sales talk. After he'd begun to close, his prospect tried to tell him he would sign. But he didn't hear. He was lost in his own words; trapped with his own voice. At the third attempt to interrupt the salesman became irritated. The manager, fearing a lost order asserted himself and said, "You sign her".

Steil asks his seminar audiences to develop a positive attitude. For every interview tell yourself, "I need to care, be concerned, make time, and listen from where you're coming."

Dr. Ralph Nichols, known as the "Father of Listening" devised a list of key words describing outward behaviour of poor listeners.

In *How to Get'em to Listen* this list has been revised and arranged in a table to enable readers to assess their

continued on page 11



## Don't Talk Yourself Out of a Sale -- or a Job continued from page 10

listening strength. It is printed below. Check yours.

To score, tick one of the four columns for each behaviour and add the total. Score 0 for *always*; one for *mostly*; two for *sometimes*; and three for *never*.

### TABLE OF LISTENING PROBLEMS

	<i>always</i>	<i>mostly</i>	<i>sometimes</i>	<i>never</i>
1 inattentiveness				
2 defensiveness				
3 impatience				
4 interrupting				
5 disinterested				
6 insensitive				
7 self-centredness				
8 uncaring				
9 distracted				
10 over emotional				
<b>TOTAL:</b> _____				

Rate yourself as follows:

26-30 points: *very good*

21-25 points: *good*

20 and below: *you've got problems.*

You may wish to get an objective view of your listening ability. Ask family, friends or colleagues to complete the table. They'll enjoy it. Here's a chance for them to prove

that you don't listen. Let them. It'll cause amusement if taken in the right spirit and benefit you all.

You may be shocked at your performance. It's like recording your sales talk on the telephone. It's hard to believe it's so bad. It made me want to do something about it.

There are also inner, subjective signs to tell how well we listen. Let's ask ourselves: How much do we pretend we're listening? How often do we fail to make an effort to grasp the meaning; not let our minds wander; not take advantage of the speed of thought; not work to fill in the blanks, review, anticipate and assess, just as when we should be reading?

Steil says that a good listener thinks, "How can I use this; how can I help someone else; how will this pay off?". They take advantage of thought processes that are much quicker than speech; don't go off at a tangent, or interrupt before the speaker's finished what he's saying, so they can have their say.

In Listening... it can change your life Dr. Steil et al describes other behaviours that might want correcting; and those needing reinforcement.

In all, there is much to suggest that we British are just as hard of hearing as the Americans.

*\*How to Get'em to Listen is to be published later this year by Techniques in Communication, and available from them at 96 High Street, Hursdpierpoint, West Sussex BN6 9PX.*

*\*\*Listening... it can change your life is published in paperback version by McGraw Hill.*

Article reprinted by special permission of **The Executive Post**, England.

Author Slingsby lives in Sussex.

*New Orleans has sent the ILA a large packet of materials about the city. To motivate you to put our March date on your calendar, we reprint here from their list of*

## Free Things To Do In NEW ORLEANS

JACKSON SQUARE, originally the Place d'Armes, where Andrew Jackson housed his artillery, is now home to New Orleans' artists and musicians who fill the square with their works and unique music, everything from jazz to reggae to rhythm and blues.

Follow the FRENCH QUARTER WALKING TOUR, published by the Greater New Orleans Tourist and Convention Commission, and discover the many historic buildings that populate this area. Stops along the way include Madame John's Legacy, the French Market, the Cabildo and more!

Catch the FERRY for a ride across the mighty Mississippi. You'll find a whole "new" New Orleans on the other side! Ferries depart from three locations: Chalmette, the Jackson Avenue wharf and the Canal Street wharf.

And no trip to New Orleans is complete until you've had a look inside the ST. LOUIS CATHEDRAL, the oldest active cathedral in the country.

New Orleans can boast a host of OUTDOOR STATUES AND SCULPTURES in all shapes and sizes. See the Piazza d'Italia, featuring an open-air temple and a fountain in the shape of the map of Italy. And New Orleans is not without monuments to those historic people who made her such a special place.

Jean Baptiste Le Moyne, Sieur of Bienville, founder of the Crescent City stands on the corner of Howard and Loyola Avenues, while Andrew Jackson, the general who saved the city from British troops, sits in the heart of the French Quarter. Confederate General Robert E. Lee, the South's most beloved warrior, stands guard at Lee Circle.

A full day can be spent browsing through one of the 48 GALLERIES in the city that features rotating exhibits!

The ROMAN CANDY MAN travels the streets of New Orleans with a horse-drawn wagon selling his wonderfully delicious home-made taffy! (a terrific 50 cent treat!)

Spend a day at the LAKEFRONT — enjoy the sun, watch the sailboats, have a picnic and see the Mardi Gras fountain, a year round tribute to New Orleans' favorite celebration!

The FRENCH MARKET, located just south of Jackson Square, has been a trading center for over 250 years. This busy and colorful marketplace includes specialty, entertainment, fruit and vegetable stalls, craft booths... even a flea market.

JACKSON BREWERY, once a famed brewery, is now a spectacular, funfilled marketplace featuring 60 one-of-a-kind

*continued on page 12*



## Free Things To Do In New Orleans

continued from page 11

shops, Louisiana cooking, entertainment, Restaurants and colorful cart markets along the riverfront. It's located on Decatur near Jackson Square.

**VIEW OF THE CITY** from every angle are possible from the Top of the Dome on the 32nd floor of the Hyatt Regency, the River View on the 41st floor of the Marriott or from the Hilton Hotel's Rainforest.

The **FRENCH CULTURAL SERVICES CENTER** offers French programs, classes, video cassettes, a library, periodic exhibits, film festivals and lectures. Located at 3305 St. Charles call 891-6901.

Follow the **MOONWALK** along the riverfront for a scenic view of the river and watch all sorts of boats go by! Across from Jackson Square.

**UNIVERSITIES** are many in New Orleans, see Tulane and Loyola on St. Charles Avenue, the University of New Orleans on the Lakefront, and Dillard and Xavier Universities. Most offer regular concerts, films and lectures free of charge and open to the public.

**ARCHITECTURE** is another special discovery in New Orleans and when you've seen all the French Quarter has to offer with its unique blend of French and Spanish styles, take a look at some of New Orleans' newer architectural wonders, including the Superdome, the Rivergate, the World Trade Center, the New Orleans Convention Center and One Shell Square, the tallest building in the city!

**MUSIC** is everywhere in New Orleans. . . on streetcorners in the Quarter; in the French Market, where weekend jazz concerts take place all year round; in Duncan Plaza, which hosts Brown Bag concerts everyday 11:30 a.m. to 1:00 p.m. for the first two weeks of October; at Christ Church Cathedral, where classical music is performed each Sunday at 4:00 p.m.

**WINDOW SHOPPING** is a favorite New Orleans pastime, browse through the antique and souvenir shops, boutiques and galleries of the French Quarter, then head toward the river to find the Jackson Brewery and Canal Place. Next, venture out to Uptown Square, Riverbend, the Rink, Clearview, Esplanade, Belle Promenade, Oakwood and Lakeside shopping centers.

Watch experienced chefs make New Orleans' famous **PRALINES!** Then get the recipe and take a little bit of New Orleans home to your own kitchen!

And no matter what time of year you visit New Orleans, there is sure to be a **FESTIVAL** or two while you're here! Carnival, called "the largest free party in the world", begins several weeks before Ash Wednesday, with parades and revelry every night. . . culminating on Fat Tuesday, or Mardi Gras day, with parades and parties all day long and into the night!

Soon after, look for St. Patrick's Day and St. Joseph's Day parades and fairs around the city. Spring Fiesta is next, with the French Quarter Festival following. July brings Bastille Day, the French day of Independence. Mid-summer celebrates one of the city's favorite attractions, food, with two festivals: The National Festival of Food and Cookery and the New Orleans Food Festival. And what would October be without an Oktoberfest or two? You won't want to miss a Creole Christmas in New Orleans, complete with caroling in Jackson Square!

See the **PARKS!** Running along a shaded pathway, playing golf on an 18 hole course, bicycling along a 1.8 mile track, relaxing by a calm pond or picnicing under a Weeping Willow tree are some of the activities that happen at Audubon Park. Audubon Park is located on St. Charles Avenue and offers you these activities and much much more. Just jump off the streetcar and spend a day at the park. Either stroll, drive, or bike through City Park and you will see the beauty of New Orleans parks. City Park located on City Park Avenue, is a popular park for athletes, picnickers, and museum goers! Golf,

tennis, football, and baseball are common games played in the park. The beautiful New Orleans Museum of Art is also located in the center of City Park.

Go for a drive! Drive up St. Charles Avenue and you will see some of the most spectacular homes in all of New Orleans. The nineteenth century architecture and the majestic Oaks trees that line St. Charles Avenue, make "the Avenue" very prestigious and attractive to all! A walk or drive down First Street is an excellent way to sample what the Garden District has to offer. The size and the fine details of the homes make the Garden District famous. This historic suburb has little in common with today's suburban image.

. . . And Almost Free!

The **ST. CHARLES AVENUE STREETCAR** offers one of the best tours of the city. For just 60 cents (*exact fare required*) you can take a ride on the oldest continuously operating street railway in the country. View the beautiful mansions of the Garden District, Canal Street and Carrollton Avenue. Catch the streetcar along Canal or anywhere on St. Charles Avenue.

See the legend of Jean Lafitte relived by animated puppets at the **PONTALBA HISTORICAL PUPPETORIUM** located just off Jackson Square with shows daily 10:00 a.m. to 6:00 p.m. Small admission charge.

Don't miss **PRESERVATION HALL** where \$2.00 in the hat gets you a night of the best jazz in the city! This historic site is located at 726 St. Peter. Call for information, 523-8939.

A trip to explore New Orleans' many **MUSEUMS** is a must! Take a look at the exhibition gallery of the Historic New Orleans Collection on Royal Street, one of the foremost private museums in the country, for information call 523-4662. Just 25 cents gets you into the Pharmacy Museum located at 514 Chartres St. for more information call 524-9077. The Virline Collection is another must see, it is housed in the K&B Plaza and its open during reg-business hours. do. miss the Jackson Barracks, home to New Orleans many military artifacts. The Louisiana State Museum is really eight museums in one! Collections include: the Mint, Jazz & Carnival museums in the old U.S. Mint, Louisiana Folk Art in the Jackson House, the Cabildo, the Presbytere and the Arsenal. Also the Lower Pontalba House, Madame John's Legacy and the Creole House. For information call 523-2906. See the history that has made New Orleans Mardi Gras famous. The Germain Wells Mardi Gras Museum at 813 Bienville, includes the "Queen's Collection." The collection includes gowns and memorabilia of Germain Wells, Mardi Gras Queens of Krewe from 1937 to 1968. See the proud Naval heritage of New Orleans! The Louisiana Maritime Museum features a collection of ship models, paintings, photographs, and artifacts relating to New Orleans. The Historical Museum is located at 130 Carondelet, for more information call 581-1874. Tour the Old Mint and see a varied display of New Orleans history, located at 300 Esplanade, for more information call 568-5661.

For a wonderful view of the city and the river ride to the top of the World Trade Center for a small price. The WTC is located at #2 Canal Place and is open daily from 9-5, for more information call 525-2185.

Looking for an outdoor activity try the famous Audubon Zoological Garden. Meet the animals face to face. See the famed white tiger, the Louisiana Swamp exhibit and the World of Primates for a small admission charge of \$4 for adults (over 12) and \$3 for children. The Zoo is located on Magazine St. behind Audubon Park. For more information please call 861-2537.

The Louisiana Nature and Science Center, located at 11000 Lake Forest Blvd., is another place to explore the great Louisiana outdoors. Take a walk through Louisiana in just a few hours for just \$5.00. For more information call 241-9606.