

■ TAPE RECORDINGS

Gibson, Rodney E. (Mrs.)

"The Tape Recordings Experiment Is Expanded in Westside Junior and Senior High Schools, Omaha, Nebraska"

Bulletin of the National Association of Secondary-School Principals 43:49-72; January 1959

Purpose: To study the effectiveness, costs, savings, problems, and possibilities of using tape for teaching spelling and Conversational Spanish.

Procedure: Tape instruction was compared with regular instruction. Standardized tests—locally constructed written and oral tests—were used. Analysis of covariance was used to correct for differences in groups. A number of experimental comparisons were made.

Results: In seventh grade spelling the tape method surpassed the teacher-taught method when the criterion was the number of words written correctly. The two methods were equally effective in recognition of misspelled words. No exceptional likes or dislikes developed. Large group spelling instruction at the eighth grade level showed similar results. Achievement of sixth and seventh grade students in Conversational Spanish taught by a teacher who used tapes but knew no Spanish was equal to that of other students taught by a Spanish teacher. More discipline problems were encountered in a large group session than in separate room instruction. It was determined that one Spanish teacher can supervise 20 classrooms receiving tape instruction, teach two high-school classes, make tapes and do repair work. A 10-watt amplifier is adequate to supply sound to three large rooms. A mimeographed manual on Conversational Spanish can be used instead of textbooks for tape instruction. Fifteen to

20 rolls of 1800-foot tape are needed for each year's Spanish course (in Omaha they are putting a complete set in each building). Two to four teachers can use a single tape recorder effectively. However a stand-by recorder is required for each school. Tapes permit savings in textbook costs, and give teachers more time for increased supervision and individual instruction. A problem encountered was that too few tapes are currently available to do the entire teaching job, and the making of tapes was found to involve many factors. However, the use of tapes is expanding although the experiment has been completed, withdrawing the added incentive that participation in an experiment normally brings.—L. TWYFORD

■ TELEVISION

Dreher, Robert E., and Beatty, Walcott H.

An Experimental Study of College Instruction Using Broadcast Television: Project Number One, San Francisco State College, April 1958, 75 p.

Lepore, Albert R., and Wilson, Jack D.

Project Number Two (of the same study), San Francisco State College, Fall 1958, 77 p.

Purpose: To study the use of open-circuit television at home and on the campus for teaching college courses.

Procedure: Six courses were telecast over a commercial station permitting students to view the programs at home or in groups on the campus. Control groups were taught by the same instructors.