7-1-1961

The Extent and Nature of Use of Tape Recorders in the Public Schools of the Eastern Division of the Illinois Education Association

Calvin L. Stockman

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THE EXTENT AND NATURE OF USE OF TAPE RECORDERS
IN THE PUBLIC SCHOOLS OF THE EASTERN DIVISION
OF THE ILLINOIS EDUCATION ASSOCIATION

A Paper
Presented To
The Faculty Of
Eastern Illinois University
Charleston, Illinois

In Partial Fulfillment Of
The Requirements For The Degree
Master Of Science in Education
Plan B

By
Calvin L. Stockman
July, 1961
ACKNOWLEDGMENTS

The author is deeply grateful to
Dr. Verne Stockman, Mr. Robert Wiseman,
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CHAPTER I

INTRODUCTION

Introduction to the Problem

The tape recorder is a relatively recent addition to the many sensory teaching technics used by the classroom teacher. Before the introduction of the magnetic tape recorder, most recordings were done on wax or plastic discs. This was followed by recording on a tiny strand of wire. Both of these systems left much to be desired in portability of equipment, fidelity of sound, and the limited recording time. The invention that placed a thin layer of iron oxide on paper tape and later plastic tape has revolutionized the kinds of equipment possible for schools and has considerably increased the uses of recordings.

Through the use of recorders and recordings, many classroom, community, and other auditory experiences can be reproduced for later uses and duplicated for distribution to other groups. The student may record his own voice, his musical skills, and various other talents and then listen to see how he sounds to others. This tends to make the student become more aware of his performance.

The components of a tape recorder can be listed in the following manner. The recording tape is simply a ribbon of plastic coated on one side with iron oxide particles. The tape transport mechanism moves the tape at a constant speed across the record/playback head. The record/playback head replays what is already on the tape or records new sounds on the tape. This is done by the magnetic impulses from the record head,
study, the results will have valuable information for the Audio-Visual Center of Eastern Illinois University.
CHAPTER II

SURVEY RESULTS

This chapter will present the data secured from a survey on the use of tape recorders and recordings in 146 schools in the area around Charleston, Illinois.

The Sample

A questionnaire was sent to every school listed in the county directories within the boundaries of the Eastern Division of the Illinois Education Association. The area was selected because of its relationship to Eastern Illinois University. A total of 146 questionnaires were mailed to the schools, and a total of 119 or 82 per cent were returned. The high percentage of return (82%) would seem to be a large enough sampling to validate the information for this area.

The questionnaire returns indicated that 15 per cent of the respondents were teaching in grades 1-4, 14 per cent were teaching in grades 5-6, 17 per cent were teaching in grades 7-8, and 15 per cent were teaching in high school. The remaining 39 per cent listed themselves as administrators in elementary, junior high, or high school. This survey then is a sampling of all grade levels.

Audio-Visual Direction

The question of who is responsible for the Audio-Visual program in the individual school was first on the questionnaire. In answering this question, 54 per cent indicated that the school principal was in charge
of audio-visual activities, 27 per cent indicated that a teacher was in charge, and 12 per cent indicated that the school had an audio-visual director on the staff. Seven per cent of the returns indicated that no one was in charge of the program.

Availability of Tape Recorders

To ascertain the extent to which the tape recorder is used in the schools surveyed, several items were placed in the questionnaire. The first question was as follows: "Does your school use tape recorders?" In answer to this, 69.72 per cent of the respondents indicated that they did. Over twenty-six per cent (26.88%) indicated that their school did not use a tape recorder. A later, follow-up question was, "How many tape recorders are in the schools which indicated that they had machines?" Out of the schools who indicated that they did use tape recorders, the following is a tabulation of the number per school.
FIGURE 1

PERCENTAGE OF SCHOOLS INDICATING THE NUMBER OF MACHINES

100%

90%

80%

70%

60%

50%

40%

30%

20%

10%
To determine the makes of tape recorders used, the schools were requested to list the makes of their machines. The list of machines that was presented indicated the respondents unfamiliarity with tape recorders in general. For example, a Stenorette was listed as one of the educational recorders. This machine is an office dictating machine and is not in the same category with educational recorders. In a few cases model names were mentioned instead of the brand name. This might also indicate unfamiliarity with tape recorders.¹

Problems Involved in Using Tape Recorders

The respondents indicated that there were several problems which constantly arise and hinder the use of the tape recorder in the classroom. Nineteen per cent of the users indicated that their usage was hindered by the size and weight of the machines. The older tape recorders are quite bulky and heavy; thus, it requires considerable effort to transport them from room to room. This problem has been improved with the introduction of more compact and lighter weight machines, but because of limited budgets in many schools, the acquisition of newer machines is hindered considerably.

Another problem which was covered in the use of tape recorders was that of ease of operation. Twelve per cent of the respondents indicated that the mechanical aspect of recording and reproduction of sound seems to be a barrier to many inexperienced operators. Again, the newer models of tape recorders are simpler to operate.

¹For a complete list of the recorders named in the questionnaire, refer to Appendix B.
The survey also indicated that difficulty in obtaining a machine was another problem. In most cases the school owned one or more recorders, but the problem of scheduling and obtaining it was mentioned as a deterrent against the use of the tape recorder.

A small number mentioned the amount of time needed to prepare for tape-recorded materials. This problem may be difficult to solve, because the amount of time required to prepare materials will vary with the different subject areas. It should be noted, however, that the tape recorder requires very little time in "setting up."

**Operation of Tape Recorders**

In reference to the question, "Who operates the tape recorder?", 80 per cent of those answering indicated that teachers operated the machines. Eighteen per cent indicated that they were operated by students, while 2 per cent indicated that "others" operated them.

**Subject Areas Using the Tape Recorder**

The tape recorder has been in use for many years, but until recently its use has been limited mainly to recording events outside of the classroom. The use of pre-recorded tapes makes it possible to bring to the classroom many educational experiences that heretofore have been impossible to present.

Through the use of both pre-recorded tapes and carefully planned classroom recordings, the tape recorder offers tremendous classroom potential. In the foreign language field it is capable of presenting the spoken language and of recording the student's response.

It would be impossible to compile a complete list of areas in which a teacher can use the tape recorder in the classroom -- the following
suggestions are only a few of the general areas in which the tape recorder has proven valuable. These are not listed in order of importance or grade level.

1. Reading development 10. Debate and public lectures
2. Choral reading 11. Visiting lecturers
4. Speech correction 13. Preparation for radio or TV broadcasts
5. Skits and playlets 14. Shorthand drills
6. Foreign languages 15. Models of speech or music
7. Music 16. Telephone techniques or job interviews
8. Inter-class or committee communication 17. Counseling and guidance interviews
9. Plays

"Potential classroom uses of the tape recorder may be found at all levels and in all areas of the curriculum."

This statement is an indication of the vast amount of new materials that are rapidly becoming available to many subject areas and in all grade levels. It was decided to investigate the usage of this material by questioning the respondents. The question was designed to find out just what areas are using the tape recorders.

In order to determine in what fields tape recorders were being used, a listing of fields covering all grade levels was prepared. Both elementary and secondary teachers indicated areas rather than grades. The responses to this question are listed in Table 1.

<table>
<thead>
<tr>
<th>AREA</th>
<th>PERCENTAGE USING THIS AREA</th>
</tr>
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<tbody>
<tr>
<td>Agriculture</td>
<td>7%</td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
</tr>
<tr>
<td>Business Education</td>
<td>12</td>
</tr>
<tr>
<td>Driver Education</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>56</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>36</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Music (classroom and ensemble)</td>
<td>62</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Science (all areas)</td>
<td>8</td>
</tr>
<tr>
<td>Speech (including dramatics)</td>
<td>32</td>
</tr>
<tr>
<td>Social Studies</td>
<td>19</td>
</tr>
<tr>
<td>Speech Correction</td>
<td>12</td>
</tr>
<tr>
<td>Guidance</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td>Radio Programs</td>
<td>2</td>
</tr>
</tbody>
</table>
Since information about pre-recorded tapes may be obtained from a number of sources, the respondents were asked where they had obtained the tapes they used in their teaching. Thirty-two per cent indicated that they obtained these tapes from outside sources. Of those indicating that outside sources were used, seventy-two per cent (72.42%) of the respondents indicated that they found their tapes in catalogs. (See Appendix D for a list of the catalogs.) Literature was listed by thirty-two per cent of the respondents (31.95%) as a source of information for pre-recorded tapes, while information from other teachers was listed by twenty-eight per cent (27.69%) of the respondents. "Miscellaneous" sources account for the remainder of the 100%.

Locally Recorded Tapes

The questionnaire dealt with several points concerning locally recorded tapes. The main question was directed toward the amount of usage of these tapes. The responses to this question are noted in Figure 3.

FIGURE 3

PRACTICE SUCH AS SPEECHES, MUSIC AND DRAMATICS

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Seldom</th>
<th>Very Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>9%</td>
<td>41%</td>
<td>34%</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>
As a follow-up to the usage, the respondents were asked to rate the effectiveness of teaching with locally-recorded tapes. Twenty-three per cent indicated that their rating was "excellent." Fifty-two per cent indicated that their rating would be "good." Eighteen per cent indicated that their rating would be "fair," and only two per cent indicated that they believed that the locally recorded tape was "poor" in teaching effectiveness. None of the respondents indicated that their choice would be "very poor."

The last area to be questioned in the use of locally-recorded tapes was that of the tape or sound quality in the recordings. The respondents were asked to list their answers to this problem. Their responses are listed in Figure 5.
Audio-Visual Training

As a concluding question on the survey, the respondents were asked to indicate the number of audio-visual courses that they had taken. Forty-nine per cent indicated that they had taken an audio-visual course. Forty per cent indicated that they had not had a course, and eleven per cent did not answer.

Of those indicating that they had taken an audio-visual course, sixty-two per cent indicated that they had taken one course. Twenty-four per cent indicated that they had taken two courses, while two per cent indicated that they had taken three courses. Five per cent indicated that they had taken four audio-visual courses. For a listing of the schools that the respondents indicated as the place where the course or courses were taken, consult Appendix D.
CHAPTER III

SUMMARY AND RECOMMENDATIONS

Summary

The primary purpose of this study was to ascertain to what extent the tape recorder is being used in the schools in the Eastern Division of the Illinois Education Association. In order to determine the usage, a questionnaire was sent to the schools in this area. Eighty-two per cent of the schools returned the questionnaire. This high percentage is a definite factor in validating this survey.

One of the discoveries made by this survey is that tape recorders are not used to their fullest potential in the Eastern Division of the Illinois Education Association. There were several reasons that may contribute to this lack of usage. Among these reasons were the fear of mechanical devices and the heavy weight of the earlier makes of tape recorders.

The survey indicated that locally recorded tapes were utilized more than pre-recorded tapes. The survey indicated that teachers do not make use of pre-recorded tapes. This may be due, in part, to the teacher's reluctance to look for sources of these tapes. They also cite cost as a limiting factor in the usage of pre-recorded tapes.

Another reason for the limited use of audio materials is the lack of funds for purchasing and/or renting these materials. It is also evident that there were not enough recorders available.

Only twelve per cent of the respondents stated that an audio-visual
director was included in the personnel of their system. This would indicate that in most of the systems, no professional audio-visual help is available; thus, the teacher's usage of tape materials is generally only on the teacher's initiative. This includes the problem of obtaining tapes. The use of audio materials is small because teachers do not take time for planning and scheduling of tapes and tape recorders.

The survey indicated that the tape recorder is being used in most subject areas, but the frequency of use was the highest in music and English. The other areas in the order of frequency of use were:

1. Foreign Language
2. Speech
3. Reading
4. Social Studies
5. Speech Correction
6. Business Education
7. Science (all areas included)
8. Agriculture
9. Mathematics
10. Physical Education
11. Guidance
12. Radio Programs
13. Home Economics

These subject areas were the only ones that were indicated as having used tape materials. The others indicated no usage of tape recorders.

The questionnaire was also concerned with the respondents formal training in audio-visual education. The results indicated that only one half of those answering had had at least one course in audio-visual education. This might be the reason so many respondents indicated that they had little understanding of the values and methods of using audio materials.
leadership by developing a strong audio-visual program and by employing an audio-visual director and building coordinator to help teachers in the utilization of these newer media of instruction.
BIBLIOGRAPHY

Books


Bulletins and Pamphlets


**APPENDIX A**

**QUESTIONNAIRE ON TAPE RECORDING**

1. What grade or subject area are you teaching? 

2. Who is responsible for the Audio-Visual program in your school?

   - Principal _____
   - Teacher _____
   - Audio-Visual Director _____
   - No One _____

3. Does your school use tape recorders? Yes ____

   No ____

   How many are used in the school? 

   Makes and approximate age if known. 

4. What subject areas use the tape recorder in your school? 

5. Who usually operates the tape recorder? Teachers ____

   Students ____

   Others ____

6. How much is the tape recorder used for local recording?

   a. Practice such as speeches, music, and dramatics.
      
      Very Often _____
      
      Often _____
      
      Seldom _____
      
      Very Seldom _____
      
      Never _____

   b. Recording local stories, plays, radio programs, etc.
      
      Very Often _____
      
      Often _____
      
      Seldom _____
      
      Very Seldom _____
      
      Never _____

   c. Effectiveness in teaching.
      
      Excellent ____
      
      Good _____
      
      Fair _____
      
      Poor _____
      
      Very Poor _____

   d. Tape quality in these recordings.
      
      Excellent _____
      
      Good _____
      
      Fair _____
      
      Poor _____
      
      Very Poor _____

7. How much is the tape recorder used for commercially recorded tapes?

   a. How often are pre-recorded tapes used?
      
      Very Often _____
      
      Often _____
      
      Seldom _____
      
      Very Seldom _____
      
      Never _____

   b. Are these pre-recorded tapes owned by the school or rented?
      
      Owned _____
      
      Rented _____

   c. Effectiveness in teaching.
      
      Excellent _____
      
      Good _____
      
      Fair _____
      
      Poor _____
      
      Very Poor _____

   d. Problems against their use.
      
      Hard to get _____
      
      Cost _____
      
      Others _____

8. Where did you find out about these pre-recorded tapes?

   a. Catalog? From Where _____
      
   b. Literature From Where _____
      
   c. Other teachers From Where _____
      
   d. Other _____

9. Problems involved in using the tape recorders.

   a. Hard to obtain ______
      
   b. Difficult to operate _____
      
   c. Too heavy for easy use ______
      
   d. Other ______

10. Approximately how many tapes do you use in a school year?

    Locally recorded tapes ______
    
    Pre-recorded tapes ______

11. Have you ever taken an Audio-Visual course in college? Yes _____

    No _____

    If yes, how many ______. Where _____
APPENDIX B

LISTING OF MAKES OF RECorders

INDICATED BY RESPONDENTS

Ampro
Bell and Howell
Dukane
Ekotape
Knight
Magnecorder
Pentron
R. C. A.
Revere
Stenorette
Triumph
Trundig
V. M.
Webcor
Wollensack
APPENDIX C

LISTING OF REASONS FOR NOT USING TAPE RECORDERS

Too heavy for easy use 19.2%
Hard to obtain 14.4
Difficult to operate 12.0
Fear of mechanical devices 6.0
No desire to use them 4.8
No time for them 3.6
Need more of them 3.6
Motivation scheduling 2.4
Not convinced of effectiveness 2.4
Inexperienced operators 1.2
Mic must be held by person 1.2
Lack of interest 1.2
No trained personnel 1.2
Know more about tapes 1.2
Old models 1.2
Group usage is difficult 1.2
Not adequate for hi-fi 1.2
Appropriate material lacking 1.2
APPENDIX D

LISTING OF COLLEGES AND UNIVERSITIES
WHERE RESPONDENTS ACQUIRED
AUDIO-VISUAL TRAINING

Cape State College
Concordia College
Eastern Illinois University
Indiana State Teachers College
Indiana University
Illinois State Normal University
Millikin University
Murray State College
Northwestern University
Southern Illinois University
St. Louis University
University of Illinois
University of Michigan
Western Illinois University
Western State College, Colorado
APPENDIX E

USES OF THE TAPE RECORDER

Social Studies

1. Obtain opposite political views on important questions to play back.

2. Recordings of experts in the field --- interviews.

3. Recordings of voices and speeches of important people, visiting dignitaries, etc.

4. Recordings of special events which will not be repeated and which take place outside of school hours.

5. Record committee activities and play back to enable entire class to hear all of the reports.

6. Record brief quizzes --- completion, indentification, true-false.

7. Study of local and state history, have students conduct interviews with old timers and record for play back. Build library.

8. Dramatize historical events. Class write scripts (e.g., "You Are There" format).

9. Review questions for tests.

10. Record out-of-school time radio and audio portions of TV programs to be played back in school time.

11. Record radio programs which present scheduling difficulties for subsequent playback.

12. Record several news commentators' broadcasts. Play back and compare techniques used with same "news."

Science

1. Record bird sounds --- play back and identify.

2. Ornithology --- mount pictures of common American or local birds. Tape record series of commands to be carried out using the pictures --- such as, "point to the robin."

3. Record everyday sounds in world about children, to be identified: wind, rain, animal noises, traffic, train whistle, fire siren, etc.

4. Sound effects for narration and dramatization.

Reading Readiness and Development

1. Make child conscious of variety of sounds about him: help train his ears, by recording sounds such as animal noises, vacuum cleaner, footsteps, train whistle, fire siren, wind, rain, traffic, factory noises, etc.

2. Record words that sound alike: honey, money; cone, bone; etc.
4. Group memorization by using "endless loop" of tape, having pupils recite with tape.

5. Dictation of paragraphs or groups of short paragraphs with proper time spacing to promote improvement in spelling and punctuation and develop sentence sense.

6. Correcting speech defects: e.g., stuttering, lisp, baby talk.

7. Recording skits and playlets with sound effects and much student participation.

8. Puppet plays, record speech and play back during performance leaving pupils free to manipulate puppets.


11. Pantomime playlet with prerecorded sound.

12. Prepare for radio or television broadcast to obtain accurate timing. May record on tape, edit, and broadcast from tape.

13. Make class movie. Each child write a paragraph to present with his picture. One child record all on tape as running commentary and play back.

14. Record radio programs which present scheduling problems, for subsequent playback.

15. Debate practice.

**Music**

1. Master tapes prepared to be used in matching tone exercises in working with children who are monotones.

2. In teaching two or three part harmony. Teach melody --- record; then teach harmonizing part and sing with melody played back. Divide class, letting each sing a part. Do the same for three part.

3. Provide instrumental accompanying for elementary school groups.

4. Record for self-evaluation in the case of individual performances.

5. Orchestra and band --- to check timing and coordination between sections and tonal balances and help certain sections cue in.


7. Record other groups for later listening to improve own group performance.

8. Marching practice: Practice with tape before playing; play with tape and march; play without tape and march.

9. Mood music --- to encourage freedom of creative expression.
Business Education

1. Male dictation, particularly if teacher is a woman.
2. Local business men dictate --- in certain areas or types of business to provide specialized dictation: law, real estate, insurance, general, etc.
3. Repetitive drills properly paced and uniformly timed --- frees teacher to work with other classes or students.
4. Typing --- rhythm, music or instructions.
5. Speed dictation.
6. Teach skills in interviewing, selling, talking courteously to strangers on business matters, use of telephone, etc.
7. Vocational guidance information to students.

Special Groups

1. Slow learners: increase self-confidence by encouraging pupils to read passages they read well; may erase mistakes and edit before playing back.
2. Programs prepared for shut-ins or messages sent back and forth.
3. School work taped for shut-ins.
4. Record study lessons for ill children.
5. Hospitalized teachers record instructions and/or lessons, thereby continuing teaching.

Special Education

1. Provide new world of experiences for blind and sight-saving classes.

Miscellaneous

1. Commentary for slides, filmstrips, school films. Background music, sound effects, etc.
2. Teacher-training tool --- developing and improving own teaching techniques.
3. Record speeches for timing and improving delivery.
4. Tape classroom activity while student-teacher in charge. Critic teacher point out areas for improvement, in playback.
5. Record lectures for correspondence school students: instructions also.
6. Record veteran teachers' techniques and play back for beginning teachers.
7. Taped orientation and special instructions to new teachers.
8. Making transcripts of interviews undertaken in surveys.
APPENDIX F

SOURCES FOR AUDIO MATERIALS

Sources of Language Tapes

International Language & Communications Center
30 West Monroe Street
Chicago 3, Illinois

Spanish Music Center
127 West 49th Street
New York 36, New York

National Tape Recording Catalog
Dept. of Audio-Visual Instruction
National Education Association
1201 16th Street, N. W.
Washington 6, D. C.

Linguaphone Institute
30 Rockefeller Plaza
New York 20, New York

Wilmae Recorders
921 East Green Street
Pasadena, California

University of Colorado
Tape Duplicating Service
Bureau of Audio-Visual Instruction
Stadium Bldg., Room 348
Boulder, Colorado

Sources of Recordings

Audio-Education, Inc.
American Book Company
351 East Ohio Street
Chicago 11, Illinois

Educational Audio-Visual, Inc.
29 Marble Avenue
Pleasantville, New York

Folkways Records and Service Corp.
117 West 46th Street
New York 36, New York

Word Records, Inc.
P. O. Box 1790
Waco, Texas

Broadman Films
127 Ninth Avenue, North
Nashville 3, Tennessee

Curriculum Materials Center
5128 Venice Blvd.
Los Angeles 19, California

Educators Guide to Free Tapes, Scripts and Transcriptions
Educators Progress Service
Randolph, Wisconsin

Monitor Recordings, Inc.
413 West 50th Street
New York 19, New York

Music Education Record Corp.
P. O. Box 445
Englewood, New Jersey

Spencer Press, Inc.
179 N. Michigan Avenue
Chicago 1, Illinois

R.C.A. - Victor Record Div.
155 East 24th Street
New York 10, New York

Decca Records
50 West 57th Street
New York 19, New York
Columbia Recordings
799 Seventh Avenue
New York 19, New York

Capitol Records
Sunset and Vine
Hollywood 28, California

National Tape Recording Catalog
Dept. of Audio-Visual Instruction
National Education Association
1201 16th Street, N. W.
Washington 6, D. C.

Heirloom Records
Brookhaven
New York

Suggested Sources of Recordings for Educational Use
Office of Education
U. S. Dept. of Health, Education and Welfare
Washington 25, D. C.