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**FACULTY
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Savannah, Georgia

October, 1956

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The Status of Audio-Visual Education In South Carolina's Accredited Negro High Schools

By W. H. M. Bowens

In January, 1956, questionnaires were mailed to the 104 Accredited Negro High Schools listed in the 1954-1955 **School Directory of South Carolina** for the purpose of determining audio-visual program practices in these schools. It was felt that this information would be useful in helping teacher-training institutions serving South Carolina schools to more effectively plan their course offerings to meet the needs of these schools audio-visually.

Nature of the Survey

Of these 104 accredited high schools scattered throughout South Carolina's 46 counties, 37 or 35.6 per cent cooperated by answering the questionnaire. This figure becomes even more significant when it is noted that these replies came from 24 or 52.2 per cent of the State's counties. (See Figure 1). Also, as Figure 1 shows, distribution of returns was good. All sections of the state were represented.

The highest number of returns, four, came from Charleston County in the southeast corner of the state. Two counties sent three returns each; 12 counties sent two returns each and one return was sent from each of 15 counties.

The information obtained through the questionnaire form involved the following general areas:

1. Organization of the Audio-Visual Program.
2. Equipment owned.
3. Materials produced by the individual school for classroom use.
4. Methods of procuring audio-visual materials.
5. Functions of the audio-visual program.
6. Budgets and methods of obtaining them.
7. Promotional and developmental programs.

The survey furnished the information upon which the following findings were based:



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Organization

As McKown and Roberts long ago pointed out, "Because audio-visual aids are used at every grade level and in practically every subject field, it is necessary that some one person supervise and coordinate their use."¹ Thus the survey was interested in determining to what extent the co-operating schools had audio-visual directors. As Table 1 indicates, less than half of the responding schools, only 14 or 37.9 per cent, have audio-visual directors. On the other hand, 21 or 56.8 per cent have audio-visual committees. Of those having directors and committees, 10 or 27.1 per cent have both; 11 or 29.8 per cent have committees but no directors and 12 or 32.5 have neither committees nor directors.

With respect to audio-visual committees McKown and Roberts recognized the importance of a functioning, school-wide committee when they stated that:

It is impossible for the director to carry out the manifold duties of his department without the assistance of an energetic committee. The members should be selected, one from each building or department, to represent the entire staff. The chief function of this group is to work with the director in coordinating administrative and teaching procedures.²

Of the 21 schools having committees, 16 or 76.1 per cent stated that either every department or every subject-matter area in the school was represented.

Another aspect of organization is that of providing housing and other physical facilities for the implementation of the audio-visual program. There are several alternatives here. Every classroom may be equipped for audio-visual use which would be an ideal situation; one room in each may be set aside for audio-visual use; in case of a multi-storied building, one room may be set aside for audio-visual purposes on each floor; one centrally located room may be set aside for use by the entire school, which in some instances, unfortunately, may be the auditorium.

Concerning the use of auditoriums for audio-visual teaching purposes, Sands points out that:

It is maintained by some educators that every film ought to be shown in the pupils' own classroom rather than in an auditorium or audio-visual room, and that moving a class to see a picture is a disturbance to continuity. No findings of research settle the question either way, but

¹Harry C. McKown and Alvin B. Roberts, *Audio-Visual Aids to Instruction* (New York, 1949), p. 532.

²*Ibid.*, p. 536.

experience with students strongly suggests that moving a group to another room for a film showing distracts them neither more nor less than stopping for recess or luncheon or for getting a book out of the library.³

Nevertheless audio-visual specialists agree that auditoriums tend to foster the idea of entertainment in the minds of the students and, therefore, should not be used at all for teaching purposes. The Audio-Visual Education Association of California states that special projection rooms, such as the auditorium, provide only temporary solution to the audio-visual room-conditioning problem and that auditoriums should be used only for special purposes and occasions such as Fire Prevention Week, Washington's Birthday or Arbor Day.⁴

Miller states that in the auditorium the lesson is no longer a lesson but a show; blackboards are almost always never provided in an auditorium and that texts and maps are usually not to be found in the auditorium.⁵

With reference to audio-visual administration, there are currently two diametrically opposed schools of thought. One is that audio-visual materials should be administered through the librarian, that books and audio-visual materials should be combined in one center. The other is that the library and the audio-visual center should be separately administered and separately housed. Table II reflects the nature of audio-visual administration and housing in the 37 responding schools. Fifteen or 40.6 per cent of the responding schools stated that their audio-visual center was housed in the school library. Whether or not the librarian was also the audio-visual coordinator was not revealed by these 15 schools. Four schools or 10.8 per cent of the responding schools stated that they had no specific place to house their audio-visual center; three or 8.1 per cent did not answer the question; eight schools (2 each) stated that their centers were housed in (1) the classroom, (2) the principal's office, (3) a special audio-visual aids room and (4) partially in the library and partially in the principal's office; six schools (one each) stated that their audio-visual centers were housed in (1) an audio room, (2) a work room, (3) partially in a classroom and partially in the principal's office, (4) a bookroom, (5) a storage room (6) the audito-

³Lester B. Sands, *Audio-Visual Procedures in Teaching* (New York, 1956), p. 335.

⁴*Setting Up Your Audio-Visual Education Program* (Audio-Visual Education Association of California), Stanford University Press, 1949, pp. 16-17.

⁵Miller, Leo R., "Classroom Is Place for Audio-Visual Teaching," *The Nation's Schools*, Vol. 38, No. 1, July 1946, pp. 58, 60; quoted in James S. Kinder and F. Dean McClusky, *The Audio-Visual Reader*, (Dubuque, Iowa, 1954), p. 49.

rium stage. One school gave the wrong answer to this question.

Equipment

How much equipment and what kinds of equipment are necessary for an effective audio-visual program? This is a difficult question to answer, however a good answer is that the amount of equipment depends upon the frequency of usage and the kinds depend upon the preferences of the teachers in the particular school or school system.

Lemler and Leestma state that:

Equipment needs can be determined on the basis of the anticipated average frequency of use of the different types of audio-visual materials. If, for example, teachers on any grade level plan to use motion pictures on the average during one of each ten periods, then one motion picture projector should be required for each ten teachers.⁶

Another very widely quoted equipment guide is that recommended by a Committee on Visual Aids of the American Council on Education in 1944. Sands lists it thusly:

- A 16-millimeter sound projector for every 200 students.
- A filmstrip projector for every 200 students.
- A 2-by-2-inch slide projector for every 400 students.
- A 3¼-by-4-inch slide projector for every 400 students.
- A set of stereoscopic materials for every 400 elementary pupils.
- An opaque projector for each school building.
- A table radio for each classroom.
- A 2-speed portable 16-inch transcription player for every 200 students.
- A microphone for use with projectors or for playback in every school.
- A wall type screen or suitable projector surface for each classroom.⁷

Sands adds that:

Since the publication of the report some additions to these basic needs have come to be in order:

- A tape recorder for every 200 students.
- A set of duplicating materials for every three classrooms.
- A (slide) camera available to teachers in every school.
- A TV receiver for each school building.⁸

⁶Ford L. Lemler and Robert Leestma, *Supplementary Course Materials in Audio-Visual Education* (Ann Arbor, Michigan, 1953), p. 120.

⁷Helen Hardt Seaton, *A Measure for Audio-Visual Programs in Schools*, American Council on Education, Wash., D.C., 1944, pp. 542-46; quoted in Sands, *Op. cit.*, p. 517.

⁸Sands, *Loc. cit.*

Table III indicates that 94.6 per cent of the responding schools own record players and sound motion picture projectors, the largest number of pieces of equipment being record players. Thirty-five schools owned 56 record players and 40 sound motion picture projectors. Next in the order of frequency of the number of schools owning were 22 or 59.5 per cent of the responding schools with 41 microphones; 21 or 56.8 per cent of the 37 schools with 23 tape recorders; 20 or 54.1 per cent with 25 silent film-strip projectors; 19 or 51.4 per cent of the schools with 20 radios; 17 or 46 per cent of the schools with 21 public address systems; 15 or 40.6 per cent with 15 central sound systems; 14 or 37.9 per cent of the schools with 18 combination film-strip and 2" x 2" slide projectors; eight or 21.7 per cent of the schools with 8 opaque projectors and 8 disc recorders; five or 13.5 per cent of the responding schools with 5 2" x 2" slide projectors; four or 10.8 per cent of the schools with four stereoscopic viewers; three or 8.1 per cent of the responding schools owning five still picture cameras, four bioscopes, three lantern slide projectors, and three motion picture cameras; two schools owning two combination opaque and 3 1/4" x 4" slide projectors and two maps and charts and one school or 2.7 per cent owning one human model, one microscope, one mimeoscope, one overhead projector and one television set.

Whether or not the equipment of the 37 schools was adequate or inadequate was not explored. (One school had no equipment nor program). A cursory inspection of Table III, however, indicates that according to the ACOE equipment recommendations, the responding schools are lacking in basic equipment requirements. Incidentally, enrollments of these schools ranged from 236 to 1264 with an average enrollment of approximately 650.

Production

It is generally felt among audio-visual specialists that "The teacher should be able to make some of the simpler types of audio-visual materials. Among these are exhibits, slides, photographs, stencils, linoleum cuts, blackboard drawings, and the silk screen process."⁹

The 37 responding schools were asked to indicate whether or not they produced photographs, motion pictures, filmstrips, posters, charts, slides or other materials for teaching purposes. They were also queried as to whether or not they had photographic darkrooms or camera clubs.

Ten or 27.1 per cent of the schools responding indicated that they had darkrooms, while only eight or 21.7 per

⁹Ford L. Lemler and Robert Leestma, *Supplementary Course Materials in Audio-Visual Education* (Ann Arbor, Michigan, 1953), p. 3.

cent sponsored camera clubs. In the area of production, more posters were produced than any other medium. This is understandable in light of the budgets of the responding schools. Twenty-six or 70.3 per cent indicated that they produced posters for teaching purposes. Ten or 37.1 per cent produced photographs for teaching purposes. Incidentally, these ten schools had their own photographic dark-rooms. Seven or 19 per cent of the schools produced motion pictures, filmstrips and slides while one school each produced maps and exhibits for teaching purposes.

Procurement

How and where may audio-visual materials be secured? Shall necessary materials be rented, purchased or otherwise procured? These are questions that concern audio-visual directors as well as teachers and others who use such materials.

According to Dale, procurement, functionally, may be reduced to three basic sources—those within the school itself, those within the school system and those outside the school.¹⁰

Of the 37 responding schools, 20 or 54.1 per cent stated that they rent some film and other materials from commercial sources. Seventeen or 46 per cent borrow film on a free loan basis. Twenty or 54.1 per cent rent film from the State Department library and the State University film library. Five schools or 13.5 per cent of these responding use the county film library. One school each indicated that they (1) use the District film library and (2) get materials from any source desired by the instructor.

Functions of the Audio-Visual Center

Too often the audio-visual center turns out to be just a room where all classes are assigned for the purpose of seeing motion pictures. A true audio-visual center, however, is much more than just a film room and performs many more functions than just showing films. Harclerod and Allen have outlined the following as functions of the audio-visual department:

- a. Evaluation of materials and equipment.
- b. Selection and procurement of materials and equipment.
- c. Local production of certain instructional materials.
- d. Classification of materials (cataloging).
- e. Distribution of materials and equipment.
- f. Maintenance of materials and equipment.

¹⁰Edgar Dale, *Audio-Visual Methods in Teaching* (New York, 1954), p. 86.

- g. Correlation with other instructional materials and with the curriculum.
- h. In-service education (promotion and utilization).
- i. Research.
- j. Consultant services (re: buildings and problems of staff).
- k. Public relations.
- l. Evaluation of audio-visual program.¹¹

Table IV indicates that the 37 responding schools' audio-visual centers perform less than half of these functions. The number one function as the Table indicates is servicing high school classes using visual aids followed in order by assisting teachers in selecting materials, conducting in-service programs in effective usage, selection and maintenance of materials and equipment, assisting teachers in producing materials and providing photographic services for all high school needs. Not one school indicated that its center engages in evaluation of materials, equipment and the total audio-visual program, classification (although they must), research, consultant services and public relations. If this is true, these are areas that need attention.

Budget

Indubitably, the effectiveness of any audio-visual program hinges upon the budget provided for the operation of the program. Without a budget, adequate to meet the needs of the particular school program, the most capable director, the most energetic committee and the most enthusiastic and cooperative faculty cannot conduct a **real** audio-visual program. As Haas and Packer have stated it, "If audio-visuals are worth anything educationally, they are worth paying for as a regular budgetary item."¹² Dent points out that an adequate audio-visual budget should make provisions for purchase of materials and equipment, proper maintenance of equipment and materials, a staff adequate to operate the program and a planned program for equipping existing buildings audio-visually.¹³

As indicated by Table V, 22 or 59.5 per cent of the responding schools stated that they had no audio-visual budget as such. They did, nevertheless, point out that some money was spent from other budgets for audio-visual materials. Only eight schools or 21.7 per cent had specific audio-visual budgets. The per pupil expenditures of these

¹¹Fred Harclerod and William Allen, *Audio-Visual Administration*, (Dubuque, Iowa), p. 16.

¹²Kenneth B. Haas and Harry Q. Packer, *Preparation and Use of Audio-Visual Aids*, 3d ed. (New York, 1955), p. 296.

¹³Ellsworth C. Dent, *The Audio-Visual Handbook* (Chicago, 1949), p. 188.

eight schools ranged from a low of 47¢ to a high of \$1.38, as Table VI indicates.

Six of the schools or 16.3 per cent get their funds through special fund-raising projects which is highly objectionable if the program is to be an integral, developing part of the entire school program. An obvious lack of funds for financing the programs in the majority of the responding schools, perhaps, in large measure, account for the apparent lack of effective audio-visual programs in these schools.

Promotional and Developmental Programs

An audio-visual program, like any other program, must have a long-range plan of development if it is to become a vital part of the school program. A program must also be sold or promoted if it is to achieve the desired results. Experience has proved that teachers and administrators do not use audio-visual materials because they make teaching and learning more effective. They have to be convinced that this is the case. Also many teachers do not use them because of a lack of training in their utilization.

One of the most effective methods of promoting the use of audio-visual materials then is to increase teacher competency in the use of these materials through in-service workshops, demonstrations, conferences, clinics and institutes. As Kinder states, "The organization of workshops and clinics has been found to be more functional than most formally organized classes. Actual teacher needs seem to be given more consideration."¹⁴

Eleven or 3.4 per cent of the responding schools indicated that they use in-service meetings to increase teacher competency in the use of audio-visual materials, while the same number of schools failed to answer the question regarding methods of increasing teacher competency. Among the other methods used were: audio-visual clubs (one school); asking classes to use materials (three schools) and the use of catalogs and mimeographed information (three schools). One school stated that it had no special methods and one school stated that it had no method of improving teacher competency in the use of audio-visual materials. Still another school reported that it required each teacher to preview materials before using them while another reported that a list of available materials was placed on the bulletin board.

In stating plans for future development it is interesting to note that 11 or 29.7 per cent of the responding schools stated that they had no future plans for developing an audio-visual program. Eighteen or 48.6 per cent did not an-

¹⁴James S. Kinder, *Audio-Visual Materials and Techniques* (New York, 1950), p. 560.

swer this question at all. One school each gave the following plans for developing their audio-visual programs: (1) Interest teachers in workshops, etc., and (2) build the program through organized committees. In short, only two schools or 5.4 per cent gave any indication of any plans for a future audio-visual program. Still another school stated that it was in the process of setting up a program while another stated that it was planning to develop a real program in the very near future.

Conclusions

1. Approximately two-thirds of the schools have their audio-visual directors or committees to give direction to the program, while the other one-third have neither directors nor committees.

2. Even though a large number of the schools surveyed (94.6) owned motion picture projectors and record players, not a single school had even the minimum equipment recommended by the American Council on Education. It was also interesting that none of the schools had a variety of equipment and materials. Most of the equipment was confined to one or two machines, usually a motion picture projector or one or more record players.

3. In the area of production, almost nothing is being done. Except for posters, a very few still pictures and fewer motion pictures, production of audio-visual materials in the responding schools is non-existent.

4. The data seemed to indicate that most of the schools were familiar with audio-visual sources, at least in their own counties and state. Few of them, however, indicated that they have made use of the many sources of free materials outside their communities and state.

5. With regard to functions of the audio-visual centers of the responding schools. As Table IV indicates, over fifty per cent of the schools confine their functions to servicing classes, selection of materials and promoting the effective use of audio-visual materials among teachers.

6. An adequate budget is perhaps the sine qua non of a really effective audio-visual program. Without a budget there can be no program. Perhaps this is the biggest single reason why the responding schools have no real audio-visual program. They do not have adequate budgets. Only eight or 21.7 per cent of the responding schools have budgets specifically earmarked for audio-visual purposes. The other 78.3 per cent either have no budgets or must rely upon other budgets for audio-visual purchases.

7. Another weak phase of the audio-visual program in the 37 responding schools is the lack of plans for promoting and developing a really effective audio-visual program. Ap-

proximately 95 per cent of the responding schools indicate that they have no plans for developing and improving their audio-visual programs.

Recommendations

1. Every school should develop a long-range audio-visual program with a view toward the eventual establishment of a sound, efficient, effective program.

2. Every school should set as its first objective the securing of a budget specifically earmarked for audio-visual purposes. Without this vital and necessary step, there is little hope of developing a really effective audio-visual program.

3. Every school should appoint an audio-visual director or coordinator and an audio-visual committee to give organization and direction to the program. Every worthwhile organization must have a director or head if it is to realize its goals or objectives.

4. All kinds of audio-visual materials should be included in the school program, not just motion pictures, records and filmstrips.

5. The goal of all of the responding schools should be to do away with central film rooms and equip every classroom for audio-visual use.

6. Teachers and audio-visual directors should be encouraged to become proficient in the use, selection and evaluation of audio-visual materials through joining professional organizations, attending audio-visual clinics and institutes, reading audio-visual literature and through in-service courses and workshops.

7. An audio-visual resource file on audio-visual materials available in the community and outside the community should be set up in each of the responding schools.

TABLE I—SCHOOLS HAVING AUDIO-VISUAL DIRECTORS AND COMMITTEES

	Yes		No		NA	
	No.	Percent	No.	Percent	No.	Percent
1. Do you have an A-V Director?	14	37.9	23	62.1	0	0
2. Has your director had special training?	8	21.7	6	16.3	23	62.1
*3. Do you have an A-V committee?	21	56.8	16	43.2	0	0
4. Are all departments or subject-matter areas represented on your committee?	16	43.2	5	13.5	16	43.2

*Ten or 27.1 per cent of the 37 schools have directors and committees; eleven or 29.8 percent have committees and no directors and 12 or 32.5 have neither committees nor directors.

TABLE II. ORGANIZATION HOUSING OF THE AUDIO-VISUAL CENTER IN 37 SOUTH CAROLINA ACCREDITED NEGRO HIGH SCHOOLS

1. Library	15
2. None	4
3. NA	3
4. Classroom	2
5. Special AVA Room	2
6. Principal's Office	2
7. Library and Principal's Office	2
8. Audio Room	1
9. Work Room	1
10. Wrong Answer	1
11. Classroom and Office	1
12. Bookroom	1
13. Storage Room	1
14. Auditorium Stage	1

TABLE III—EQUIPMENT OWNED BY 37 SOUTH CAROLINA ACCREDITED NEGRO HIGH SCHOOLS

	*Total Number	Schools Owning No.	Percentage
Record Players	56	35	94.6
Microphones	41	22	59.5
Sound Motion Picture Projectors, 16mm	40	35	94.6
Filmstrip Projectors, Silent, 35mm ...	25	20	54.1
Tape Recorders	23	21	56.8
Public Address Systems	21	17	46.0
Radios	20	19	51.4
Combination Filmstrip & 2" x 2" Slide Projectors	18	14	37.9
Central Sound Systems	15	15	40.6
Disc Recorders	8	8	21.7
Opaque Projectors	8	8	21.7
Still Picture Cameras	5	3	8.1
Slide Projectors, 2" x 2"	5	5	13.5
Bioscopes	4	3	8.1
Stereoscopic Viewers	4	4	10.8
Lantern Slide Projectors, 3¼" x 4" ...	3	3	8.1
Motion Picture Cameras	3	3	8.1
Combination Opaque & 3¼" x 4" Slide Projectors	2	2	5.4
Maps and Charts	2	2	5.4
Human Models	1	1	2.7
Microscopes	1	1	2.7
Mimeoscopes	1	1	2.7
Overhead Projectors	1	1	2.7
Television	1	1	2.7

*Total number of pieces of equipment in the 37 schools.

TABLE IV—FUNCTIONS OF THE AUDIO-VISUAL PROGRAM
IN 37 SOUTH CAROLINA SCHOOLS

	Yes	No	*NA
1. To service high school classes using visual aids....	25	3	9
2. To assist high school teachers in the selection of Audio-Visual materials	18	4	15
3. To conduct a promotional program in the most effective methods of using Audio-Visual materials in high school classes	18	3	16
4. To assume responsibility for selection and maintenance of all Audio-Visual equipment	12	8	17
5. To assist teachers in the production of Audio-Visual materials	11	9	17
6. To provide photographic services for all high school needs	7	10	19
7. Others	0	4	33

*NA—No answer.

TABLE V—SOURCES OF AUDIO-VISUAL EXPENDITURES IN
37 SOUTH CAROLINA ACCREDITED NEGRO HIGH SCHOOLS*

	Number	Percentage
No answer	13	35.2
District Fund	5	13.5
**None	4	10.8
County	3	8.1
General School Funds	2	5.4
Instructional Fee paid by each student	2	5.4
Extra-curricular Activities	1	2.7
Local School Board	1	2.7
Director of Instruction, City Schools	1	2.7
Raise the money	1	2.7
Activity Fee	1	2.7
State Aid	1	2.7
General Science Budget	1	2.7
Local Sources	1	2.7

*Twenty-two of these schools indicated they had no Audio-Visual budget as such, but that some money was spent for audio-visual materials and equipment from other budgets. Seven schools indicated that money was spent each year for audio-visual materials but that they didn't know how much, while eight schools listed specific budgets. (See Table IV for a breakdown of these budgets).

TABLE VI—BUDGETS OF AUDIO-VISUAL PROGRAMS IN EIGHT
SOUTH CAROLINA ACCREDITED NEGRO HIGH SCHOOLS, 1955-56

Total Budget	Enrollment	Per Pupil Expenditure*	Bases for Determining Budget**
\$ 600	435	\$1.38	Per Pupil
450	354	1.27	Needs of Individual
675	540	1.25	Teachers
225	351	.64	Per Pupil
250	496	.50	Average Daily
290	580	.50	Attendance
140	298	.47	Partially on needs
*** 5000	1120	Unknown	of teachers
			Per Pupil
			Per Pupil
			Enrollment

*Figured to the nearest cent.

**Listed exactly as stated on questionnaire.

***This school gave the \$5,000 as a total budget figure, stating that some of the money was used for audio-visual purposes. No specific amount was given for this purpose.