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CLOSED-CIRCUIT TELEVISION UTILIZATION IN
OHIO STATE CORRECTIONAL INSTITUTIONS:
A Feasibility Study

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Jerold M. Gruebel

* * * * *

The Ohio State University

1975

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ACKNOWLEDGMENTS

A very special thanks to Professor I. Keith Tyler, who contributed greatly to the execution and expression of this study. Thanks and appreciation also to Professor Robert Monaghan, Robert Wagner, and Jim Golden, and to Z. Brent Fry, for their time and insights. A thanks to Dr. Cyril Sung Tai Cho, Assistant Director, Division of Planning and Research for the State of Ohio Department of Rehabilitation and Correction, without whose cooperation and encouragement this study would not have been completed. A thanks to my dear friend and colleague, Martin Freedman, for his professional insights and suggestions, and for his personal support. And finally, the most special thanks of all to my wife and daughter, Paula and Alison Melissa, for their individual sacrifices of time, and for their patience and love.
Several years ago, Social Worker David Dressler made a startling but nevertheless not uncommon statement about the nation's prison system. "There is no doubt in my mind," wrote the author of *Practice and Theory of Probation and Parole*, "that incarceration does affect people—usually for the worse."¹ What can be done to alleviate this apparent failure?²

The writer first confronted this problem when, as a graduating student at the University of Pittsburgh (1970), he searched for alternatives to the military draft during a time of American involvement in Vietnam.

Later, as a graduate student in Radio and Television at the University of Illinois, the writer completed a Master's Thesis entitled, "The Utilization of Closed-Circuit Television as a Rehabilitative Factor in Illinois State Prisons: A Research Proposal," in which he explored the potential uses of closed-circuit television as a rehabilitative tool in Illinois correctional institutions.

In this study, the writer has attempted to determine the feasibility of utilizing closed-circuit television as a rehabilitative tool in any or all seven of Ohio's state correctional institutions. Bennett J. Cooper, Director of
the State of Ohio Department of Rehabilitation and Correction, has stated that "the Department has moved to improve conditions within its institutions in an effort to provide as safe and humane an environment as possible, one that will lessen, not increase, the hostility felt by many prison inmates. In addition, steps have been taken to provide necessary treatment programs, education, training, and other opportunities and experiences aimed at preparing those in prison for their eventual release." Can the State of Ohio Department of Rehabilitation and Correction utilize closed-circuit television as another innovative step forward in its efforts to provide an environment in which incarceration affects people positively and not "usually for the worse"?
FOOTNOTES FOR PREFACE


2 A review of the literature reveals the conformation of Dressler's statement by numerous psychologists, social workers, psychiatrists, sociologists, criminologists, inmates, and ex-inmates. The reader may want to refer to that part of the bibliography for this study which lists materials concerning U.S. Corrections.

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Studies in Educational Media.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>PREFACE</td>
<td>iii</td>
</tr>
<tr>
<td>VITA</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>PART I. A STUDY OF FEASIBILITY</td>
<td></td>
</tr>
<tr>
<td>Chapter I THE PROBLEM</td>
<td>12</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>12</td>
</tr>
<tr>
<td>Closed-Circuit Television (CCTV)</td>
<td>13</td>
</tr>
<tr>
<td>Utilization</td>
<td>24</td>
</tr>
<tr>
<td>Closed-Circuit Television Utilization in Corrections</td>
<td></td>
</tr>
<tr>
<td>PART II. CRITERIA OF FEASIBILITY</td>
<td>42</td>
</tr>
<tr>
<td>Criteria of Feasibility</td>
<td>42</td>
</tr>
<tr>
<td>PART II. CRITERIA OF FEASIBILITY</td>
<td></td>
</tr>
<tr>
<td>III THE STATE OF OHIO DEPARTMENT OF REHABILITATION AND CORRECTION</td>
<td>73</td>
</tr>
<tr>
<td>Historical Background</td>
<td>74</td>
</tr>
<tr>
<td>Stated Departmental Philosophy</td>
<td>77</td>
</tr>
<tr>
<td>Implemented Programs</td>
<td>79</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>103</td>
</tr>
<tr>
<td>IV ATTITUDES OF KEY DECISION-MAKERS</td>
<td>110</td>
</tr>
<tr>
<td>Desire for the Innovation</td>
<td>111</td>
</tr>
<tr>
<td>Predicted Negative Effects of the Innovation</td>
<td>119</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>122</td>
</tr>
</tbody>
</table>

viii
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>APPROXIMATE COSTS FOR THE PROPOSED INNOVATION</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>A Survey of Radio and Television Equipment and Utilization in Ohio's Seven Adult State Correctional Institutions</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Approximate Costs for the Construction, Distribution, Operation, and Maintenance of a Closed-Circuit Television System</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>Approximate Costs of Television Programs Professionally-Produced For Inmate Use</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Financial Resources Available</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Human Resources Available</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Chapter Summary</td>
<td>153</td>
</tr>
<tr>
<td>PART III</td>
<td>THE FEASIBILITY OF THE PROPOSED INNOVATION</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>DISCUSSION AND ANALYSIS OF THE FINDINGS</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>Historical Background</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>Responses of Key Decision-Makers to the Proposed Innovation</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>Economic Considerations</td>
<td>168</td>
</tr>
<tr>
<td></td>
<td>Chapter Summary</td>
<td>170</td>
</tr>
<tr>
<td>VII</td>
<td>RECOMMENDATIONS AND CONCLUSIONS</td>
<td>173</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>186</td>
</tr>
<tr>
<td>SELECTED BIBLIOGRAPHY</td>
<td></td>
<td>193</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>DEPARTMENTAL INFORMATION</td>
<td>204</td>
</tr>
<tr>
<td>A</td>
<td>LETTERS OF INTRODUCTION AND APPROVAL</td>
<td>214</td>
</tr>
<tr>
<td>B</td>
<td>MAIL QUESTIONNAIRE SURVEY FORM</td>
<td>217</td>
</tr>
<tr>
<td>C</td>
<td>RECOMMENDED RELEVISION AND SUPPORT EQUIPMENT</td>
<td>221</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1</td>
<td>DESIRE FOR THE PROPOSED CLOSED-CIRCUIT TELEVISION SYSTEM</td>
<td>112</td>
</tr>
<tr>
<td>4-2</td>
<td>PREDICTED NEGATIVE EFFECTS OF THE PROPOSED CLOSED-CIRCUIT TELEVISION SYSTEM</td>
<td>120</td>
</tr>
<tr>
<td>5-1</td>
<td>TELEVISION USE IN OHIO ADULT STATE CORRECTIONAL INSTITUTIONS</td>
<td>130</td>
</tr>
<tr>
<td>5-2</td>
<td>RADIO USE IN OHIO ADULT STATE CORRECTIONAL INSTITUTIONS</td>
<td>133</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Need For Rehabilitation

The nation's prison system seeks to serve disparate purposes. For example, Judge Irving R. Kaufman explains that United States penology seeks to accomplish the following objectives: retaliation, or the satisfaction of the community's emotional desire to punish the offender; isolation of the offender from society to prevent criminal conduct during the period of confinement; deterrence of other members of the community who might have tendencies toward criminal conduct similar to those of the offender, and deterrence of the offender himself after release; community condemnation, or the reaffirmation of societal norms for the purpose of maintaining respect for the norms themselves; and rehabilitation of the convicted offender into a non-criminal member of society.¹

Of these objectives, only rehabilitation seeks to help the offender. The other four above-mentioned objectives are contradictory in purpose. They deal with punishment. Retaliation is concerned with the community's need to avenge crime, not with why the offender committed the crime and how he or she can be prepared to be a responsible

¹
member of the community. Isolation and community condemna-
tion have succeeded only in reducing the offender's self-
estee and his or her ability to readjust to the outside
world after release from prison. The deterrence theory has
been disproved by the ever growing crime rate and the high
degree of recidivism in prisons (30% to 75% of all released
offenders are re-imprisoned within five years, often for
worse crimes).  

While there is the need for rehabilitation among
those incarcerated in prisons, the writer recognizes that
attempts at rehabilitating the offender are not without
serious drawbacks. One major problem is the inability to
define the term rehabilitation. For example, the writer
previously attempted to define rehabilitation as the pro-
cess of attitude change and the process of extinguishing
certain behaviors while initiating others. However, this
definition is too vague. There is a limited knowledge of
what attitudes and behaviors are desired.

Traditionally, prisons have sought inmate conformity
to demands handed down from the top, maintaining that
"learning to obey orders" is essential for future success
on parole. Sociologist Gresham Sykes says that reformation
of the criminal's personality structure is getting him to
conform with the norms of society and that this is to be
secured by "making the individual responsive to the reaction
of others, in the sense that social approval or disapproval of law-abiding groups becomes effective in channeling the individual's motives, needs, or impulses. Sociologist Maurice Floch says that a philosophy of rehabilitation is required which deals with the offender's loyalties. He states:

... if rehabilitation isn't to remain an empty word it must be recognized that its first objective should be the prevention of the transfer of loyalties from the larger community to the prisoner community. The second major objective would be to assist the inmate in acquiring some sort of substitute status for that enjoyed in the larger society. Third, it must hold out a hope before him that he can eventually regain whatever status he had held in the larger society or even surpass it.

The C-Unit Project, launched at Deuel Vocational Institution (DVI) in California in 1960, conceived of the inmate who was ready for parole as "a man who was aware of value alternatives, who could make choices, and who could seek out peer relationships to support acceptable behavior." But this definition is also too vague and falls short. One is left guessing about what is "acceptable" behavior and what is "not acceptable" behavior.

Another major problem is the lack of knowledge and understanding of what practices and efforts positively affect changes in human behavior. Countless efforts have been made to change offenders' attitudes and behaviors;
these efforts have either failed, or they are in initial stages of experimentation.

When Maine State Prison was opened in 1824, for example, each inmate was placed in a solitary cell with the New Testament "as his sole companion and guide to a better life." This solitary system of incarceration was not unlike that of the Walnut Street Prison, opened in Philadelphia in 1776 under the urging of Pennsylvania Quakers, and the Pennsylvania Prison at Cherry Hill, opened in 1829. Inmates were kept in single cells in which they took their meals, engaged in individual forms of labor, exercised, and contemplated the error of their ways.

A number of prisons have since experimented with doling responsibility to inmates in group surroundings. By the 1860's, the Detroit House of Corrections attempted an integration of inmates in prison management, and then went so far as to organize a system of self-government. The New Jersey State Reformatory at Rahway and several other Northeastern penal institutions followed, but self-government was abolished in each case by a vote of the inmates themselves after the government had become corrupt.

Every so often, some group of psychologists experiment in penal institutions by developing therapeutic communities such as the Pilot Intensive Counseling Organization (PICO) which was set up in DVI before the C-Unit Project.
In fact, more than 72% of all federal penal institutions in the United States have some form of group therapy. Yet these treatment programs, and similar therapeutic programs in state penal institutions, have also apparently failed to positively affect changes in offenders' attitudes and behaviors.

There are many reasons for the apparent failure of treatment programs. Sociologist Vernon Fox cites prison policy as one of them:

In the majority of adult penal institutions in the United States, psychological and social treatment ceases when rules are violated, and the offenders are placed in solitary confinement or in other punishment status. Upon violation of rules, then, prisons are faced with a policy dilemma in their withdrawing treatment facilities for those who, by their behavior, have demonstrated that they need treatment most.

Sociologist Alfred Schnur cites hiring practices as another reason for the apparent failure of treatment programs, proving that too few employees are hired as treatment staff. In a 1963 study, Schnur found that there were 161,587 inmates in state and federal prisons and reformatories, and only 26,938 full-time employees, of which "the vast majority, 17,280, (were) hired to keep prisoners in prison." Schnur's figures further showed that only 23 full-time psychiatrists were employed to treat the 161,587
inmates, or one psychiatrist to every 7,026 inmates. If full-time employment meant an 8-hour day and a 160-hour month, it would mean that there was not more than 82-seconds of psychiatric help available for each inmate during an entire month. If the 67 psychologists distributed their time evenly, each inmate could secure about four minutes monthly for individual attention. Less than ten minutes a month could be afforded each prisoner by the 155 chaplains. The 96 parole officers would have about six minutes for each man each month. The 257 case workers would have less than sixteen minutes for each man each month.\textsuperscript{16}

Moreover, Schnur indicated in his study that these figures were an optimum. He explains:

This time analysis assumes that the professional training and treatment staff take no coffee breaks or vacations; that they are never sick; that they are not involved in classification committee meetings, institutional meetings, or staff conferences; that they never attend professional meetings; that they need not plan their work; that they are not used to pacify the inmate population for the administration's peace of mind or to front for the institution in placating politicians; and that they are not sent out on public relations missions to inform the public - or to beguile it.\textsuperscript{17}

Sociologist Donald R. Cressey cites inmate resistance to treatment programs as another reason for the apparent failure of such programs, explaining that "correctional clients are notoriously resistant to correctional innovations which would change them to significant degrees."\textsuperscript{18}
In the first place, inmates usually have good reasons for not trusting the personnel paid to implement any rehabilitative program. Secondly, neither criminals nor ex-criminals are convinced that they need either existing correctional programs or any program which might be invented in the future. Thirdly, inmates have their own values and belief systems and these are reinforced by their fellow inmates. And fourthly, according to Cressey, inmates are not excited about a full-time job which consists of rehabilitating themselves.\(^{19}\)

But even when treatment programs are available and inmates are not resisting treatment, efforts to rehabilitate often fail because a single form of treatment is used for all of the inmates, regardless of their nature. Explains Sociologist Donald C. Gibbons:

> To 'cure' criminals and delinquents implies knowledge of the nature and causes of criminal 'sickness'. Now, it seems obvious enough that law violators do vary markedly in terms of behavior, attitudes, social backgrounds, and the like. Yet much of what now passes for treatment theory implies that offenders are all quite similar, that they all became involved in deviant behavior as a result of personality problems and deficiencies, and that a single form of therapy will work equally well with all of them.\(^{20}\)

In most cases, however, it is impossible to assess accurately whether or not treatment actually failed. For one reason or another correctional programs have been devised and implemented with no follow-up studies planned.
The writer previously conducted a personal interview with Sociologist Clyde Vedder, who explained that perhaps the primary reason for this has been the released offender's strong desire and success in hiding from any publicity which might connect him to previous time spent in prison. Nevertheless, Sociologist Sheldon Peizer insists that "until the effects of imprisonment are evaluated, we will not be able to realistically assess the effect of other methods of rehabilitation which might be used in conjunction with incarceration."  

Concerned with this problem of rehabilitating the offender, and taking into account the drawbacks noted above in doing so, the writer will study the feasibility of utilizing closed-circuit television as a rehabilitative tool in any or all seven of Ohio's adult state correctional institutions.
FOOTNOTES FOR CHAPTER I


5 Gresham Sykes, "The Corruption of Authority and Rehabilitation," Penology; A Realistic Approach, 1964, p. 36.

6 Maurice Floch, "Are Prisons Outdated?" Penology; A Realistic Approach, p. 15.

7 Elliot Studt, C-Unit: Search For Community In Prison, 1968, p. 92.


9 Gibbons, p. 440.


11 Ibid.

12 Studt, p. 1.


14 Vernon Fox, "Analysis of Disciplinary Problems," Penology; A Realistic Approach, p. 3.

15 Alfred C. Schnur, "The New Penology: Fact or Fiction?" Penology; A Realistic Approach, p. 3.

16 Ibid., pp. 3-4.
17 Ibid., p. 4.

18 Donald R. Cressey, "Sources of Resistance of the Use of Offenders and Ex-Offenders in the Correctional Process," Offenders as a Correctional Manpower Resource, June, 1968, p. 44.

19 Ibid., pp. 45-46.


21 Dr. Vedder, Professor of Sociology at Illinois State University, private interview held in Normal, Illinois, March, 1972.

PART I. A STUDY OF FEASIBILITY
CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study is to determine the feasibility of utilizing closed-circuit television as a rehabilitative tool in any or all seven of Ohio's state correctional institutions. If the study is accurately to ascertain whether or not it would be feasible to utilize this innovation in Ohio correctional institutions, the following elements should be thoroughly analyzed: (1) the historical background of the State of Ohio Department of Rehabilitation and Correction, including the presently stated and implemented Departmental philosophy; (2) the responses of key decision-makers in the State of Ohio Department of Rehabilitation and Correction to the proposed closed-circuit television system, including sufficient desire for and predicted negative effects of the innovation; and (3) economic considerations, including radio and television equipment already in use in the seven state correctional institutions, the costs of additional closed-circuit television equipment (hardware), the costs of construction, distribution, operation, and maintenance of a
closed-circuit television system, the costs of television programs (software) professionally-produced for inmate use, and the financial and human resources available for introduction of the innovation.

Closed-Circuit Television (CCTV) Utilization

Television seems to have the potential to be a significant factor in rehabilitating offenders, particularly in view of the general population's effective use of the medium for education, information transfer, attitude change, and entertainment. The origination-distribution-reception system of closed-circuit TV has the potential added advantage for a variety of institutions of distributing signals only to special receivers connected to the system, thereby providing for selective audiences. By definition, a closed-circuit television signal is carried by coaxial cable or microwave relay with a connection maintained between the central transmission point and receivers attached to the system.

Since CCTV systems do not require the use of a broadcast television channel, they do not fall under the jurisdiction of Federal Communication Commission (FCC) regulations. An operating license is unnecessary. Certified technical personnel need not be licensed, although requirements for operational and maintenance personnel may be similar to those for a regular broadcast station.
Whereas open-circuit television, with its one channel, can be used only for enrichment, closed-circuit television, with its multiple channels (often up to six), can become an integral part of an institutional program. CCTV systems are also highly flexible in that they can be extended to nearby institutions, to surrounding districts or counties, or statewide, although flexibility is greatly limited by costs. In fact, many institutions of education, business and industry have made wide-ranging uses of closed-circuit television.

Closed-Circuit Television Utilization in Education

Many examples of closed-circuit television utilization in educational institutions can be cited. Some of the more successful operations are discussed below.

Robert E. Shanks, Superintendent of the Anaheim City School District, reports "The Anaheim approach to closed-circuit television" as a project launched September 14, 1959, after some eighteen months of extensive study, planning, and preparation. Television lessons are designed to serve as an integral part of the overall lesson and study for the school day in the particular subject involved, and are preceded and followed by appropriate classroom instruction. From time to time, classroom teachers are encouraged to complete Telelesson Reaction Forms, or feedback sheets, in order to maintain two-way communication between the studio
teachers and the classroom teachers.

CCTV reached Anaheim because school board members noted that in business and industry it has proved worthwhile to devote 3 to 5 per cent of yearly expenditures for research and experimentation to improve the quality of the product, and concluded that the same principle might hold true in the management of school district finances. Total expenditures for CCTV from the district's 1959-1960, 1960-1961, and 1961-1962 general fund budgets amounted to $586,069, or about 4\% per cent of all expenditures from the general fund during these three fiscal years. Of this amount, a total of $144,000 represented $94,000 in grants from the Ford Foundation and $50,000 in matching funds from the Federal Government for the purchase of television equipment under the terms of Title III of the National Defense Education Act. Thus, the net general fund expenditures for the project from the district's regular sources of funds during these three fiscal years amounted to $442,069, or about 3\% per cent of the total general fund expenditures.

Since CCTV began in the Anaheim schools, the district's yearly costs per pupil in average daily attendance has remained below the similar average costs per pupil for all elementary districts in Orange County, where the district is located, and it is substantially below the statewide average for California elementary districts.
Washington County's closed-circuit television system, centered in Hagerstown, Maryland, is perhaps the best available example of television's potential and proven ability to educate. By 1962, all 18,900 of the pupils in the Washington County public schools, grades 1 through 12, received some of their instruction by television. This fact still holds true today, although no student watches TV for more than one hour during any given school day.

Robert Lesher, Supervisor of Instructional Resources for the Washington County Schools, insists that the use of television has made possible: the enrichment of the elementary school program by the addition of courses in art, music, conversational French, and remedial reading; the teaching of advanced courses for gifted pupils in all county high schools; the creation of situations which require pupils to assume more responsibility for their individual learning; the improvement in achievement of pupils in mathematics, science, language skills, and college entrance examinations; the more complete utilization of classrooms, laboratories, and other school facilities; and the training of students in electronics and communications. Lesher supports these conclusions by a study completed four years after television was first presented as an instructional medium in the Washington County Schools. He reports:
The Iowa Tests of Basic Skills were given to sixth grade pupils in the schools located in the Hagerstown area. Tests administered in arithmetic concepts in May, 1960 revealed that 41% of the pupils achieved at the eighth grade level or higher. Only 12% of the pupils in the sixth grade before television was used achieved more than one year above grade level. The pupils who were tested in May, 1960 had received three years of televised instruction in arithmetic in previous grades.

Let us consider, now, the pupils who attended schools in the outlying sections of the county system. In 1957-58, before television was introduced, 37% were above average achievement in arithmetic. Average in this case would be 6.9 at the end of sixth grade. In 1958-59, after one year of television in arithmetic, 47% were above average, while in 1959-60, after two years of television, 54% were above average. The number of the above average pupils out in the county went from 36% to 46% to 58%.

Let's consider how our pupils compared with those across the nation - first, the fifth grades out in the county. In May of the school year 1957-58, with no television instruction, the mean score was higher than the mean score achieved by pupils in 12% of the nation's schools in which the Iowa tests were given. The next year, after one year of television, the county schools topped 49% of the nation's schools and the following year (1959-60) they did better than the pupils in 81% of the schools used in the standardization of the test.

The pupils who attended the fifth grade in Hagerstown Schools achieved higher when television was introduced. In May of the 1957-58 school year the mean exceeded that obtained in 70% of the schools, while in May, 1960, the mean was greater than that obtained in 94% of the nation's schools.10

The school district in Santa Ana, California operates a closed-circuit television "system" in the full sense of
the word, much like the school districts in Anaheim, California and Washington County, Maryland. Explains Rudy Bretz:

There is nothing experimental about the use of TV in these districts. It is integrated into the whole instructional pattern; it is not some extra project or special program. There is no tentative 'Let's try it for awhile and see how it works' attitude.11

The Bucks County, Pennsylvania, Public School System is using a "TV studio on wheels" in order to meet the increasing demand for information that will help teachers to recognize learning disabilities, and to guide administrators in setting up developmental classes. The county contracted to Marco Enterprises for the studio, which is set up in an air-conditioned van, and for the technical personnel to operate it. The equipment includes a newly designed, miniature console linked to four TV cameras and a videotape recorder that can be used in the van or in a classroom.12

Dr. Sheldon Rappaport, President of Pathway School in Norristown, Pennsylvania, suggests that the important value of closed-circuit television is its ability to observe these easily distracted children without disturbing them.13 CCTV is used as a tool in training and therapy, as well as in diagnosis.

As a training tool, closed-circuit television permits teachers to evaluate themselves in classroom situations. As a therapeutic tool, closed-circuit TV enables
children to watch themselves and see how they appear to other people. Videotapes can show teachers their own gains and improvements in teaching skills and children their own gains and improvements in learning skills. As a diagnostic tool, videotapes can be viewed repeatedly by a therapist or teacher until a problem is thoroughly understood.  

In an effort to meet its growing demands on funds, space, and time of the individual, as well as to recognize the rapid proliferation of information, Ohio Dominican College, in Columbus, Ohio, weighed the alternatives of education technology reasonably available and chose dial access information retrieval which includes a video system.  

Closed-circuit television equipment at Ohio Dominican College includes four VTR dial accessible source machines, two off-the-air video tuners, one multiplexer, initially provided with one 16mm film and one carousel slide projector, and a color camera, all available as on line or tape-delayed sources. The multiplexer camera also serves as part of the modest video production assembly along with two monochrome cameras, a mobile control console, and two mobile videotape recorders. The production assembly is used in the large lecture room and classroom spaces on the lower level of the library until such time as a more complete video production studio can be justified. Ohio Dominican's dial access system cost $191,500, including the
closed-circuit television set-up.\textsuperscript{17}

The choice to adopt dial access was made because Ohio Dominican College felt that the system could most effectively provide: (1) increased emphasis on student-controlled learning and self-study applications at a time when the individual student is searching for his or her own identity; (2) dissemination to the student of recorded lectures by the best people in the field regardless of time and distance differential; and (3) offering to the education degree candidate exposure to education technology as part of his or her own learning experience.\textsuperscript{18}

In a more conventional use of the medium, the Department of Anatomy in the School of Medicine at Yale University employs CCTV so that all the students in the lab sessions have "front row" seats and an excellent view of the dissection they will perform.\textsuperscript{19} Instruction sessions are pretaped, and this enables staff members of the miniature TV production company formed in the Department of Anatomy to show a near-perfect dissection in full detail by zooming in on tiny details, editing the instructor's explanation, or even dubbing it in later.\textsuperscript{20}

Dr. William U. Dardner, former Chairperson of the Department of Anatomy, disagrees with those who think television has a "dehumanizing" effect on student instruction. He feels that the use of television has increased the
opportunities for teacher contact with individual students and with the problems they face during the comparatively short time available in the intensive medical curriculum. Without the telecast demonstration, at least one additional instructor would be needed, in order to achieve the same quality and quantity of teacher-student contact.21

Closed-Circuit Television Utilization in Business and Industry

Many examples of closed-circuit television utilization in business and industry can also be cited. For example, the Armco Steel Corporation, The Torrington Company, Allied Van Lines, Incorporated, Burger Chef Systems, Incorporated, Fibreboard Corporation, and Xerox Corporation are among the many large commercial enterprises which are utilizing closed-circuit TV as an effective training tool.22

In addition, many power plants are utilizing closed-circuit television to keep their operations under surveillance. More than 3000 closed-circuit television systems in the United States and Canada are helping utilities to increase safety and security within their facilities, as well as to step up efficiency of their equipment and manpower, and to improve their training techniques and air-pollution controls.23
Other successful closed-circuit television operations in business and industry are discussed below.

A world-wide operation, Pan American World Airways, recently installed a closed-circuit television system at one of its three major training centers, located at John F. Kennedy International Airport in New York City. CCTV allows Pan Am to produce and distribute videotape training programs to its other two major training facilities in Miami, Florida and San Francisco, California, as well as to its lesser facilities in Los Angeles, California and abroad in London, Berlin, Rome, and Hong Kong. Needless to say, training is a vital part of airline procedure with several hundred lives and millions of dollars at stake for each flight.

Engineers at nine Colorado industrial firms, without leaving their places of employment, are attending regular graduate classes offered by Colorado State University, which is located in Fort Collins, Colorado. Videotape recording makes the program possible.

During the first academic quarter of operation, 194 engineers, employed as far away as Denver, Boulder, and Colorado Springs, enrolled to receive the same classes being given to students on campus at Colorado State. Classes are conducted on company time at company facilities. Videotapes are played back on recorders for viewing by the
engineers. After everyone has seen the tape, it is returned to Colorado State University, erased, and used again.  

Through the use of CCTV and videotape recording techniques, salesmen and executives of many of the San Francisco Bay Area firms are eliminating old-fashioned management and sales techniques and may be increasing their effectiveness by as much as 20 to 50 per cent. According to Richard E. Johnson, President of Progress Research Organization (PRO), Oakland, California, few executive sales managers, or salesmen, actually know how subordinates and customers view them. PRO is using modern communication techniques to enhance a behavioral training program which helps these businessmen organize and present information to others, in such areas as making a management or sales presentation and writing reports.  

Videotape recording has been adopted for a variety of uses by the Harron, Rickard & McConne Company, which is a large California seller and rebuilder of heavy industrial machinery. This company has acquired a compact videotape recorder, television camera, and monitor to help train new machinists, aid sales efforts, document machine-rebuilding methods, reproduce technical briefings, and train salesmen at its San Francisco headquarters and plant, where it employs approximately 65 administrative and shop personnel.
Harron, Rickard & Mc Cone Company expects videotape recording to serve two basic purposes: (1) it should save time and labor by doing recurring technical shop jobs that periodically tie up men and equipment; and (2) it should increase the effectiveness of sales and training activities.  

Closed-Circuit Television Utilization in Corrections

Closed-Circuit Television Utilization in Correctional Manpower Training

The writer found only one example of closed-circuit television utilization in correctional manpower training in his review of the literature.

The Costa Mesa Police Department in Costa Mesa, California utilizes closed-circuit television to improve its training program. Before CCTV was used, the training sergeant wrote his lectures, which were then delivered by the three different shift sergeants. This subjected the lecture material to three separate interpretations which produced a certain amount of inconsistency. Now, the training sergeant videotapes the training materials so that all Costa Mesa police officers receive identical briefing.

Closed-Circuit Television in Correctional Institutions

The utilization of closed-circuit television in correctional institutions across the country has been limited,
for the most part, to surveillance purposes. In a survey completed by the National Clearinghouse for Correctional Programming and Architecture in 1972, some thirty state correctional institutions were found to be utilizing closed-circuit TV in perimeter, personal movement, and group space areas for security and to reduce staffs.\textsuperscript{32}

That closed-circuit television is being utilized in prisons primarily as a recording device to serve "house-keeper" functions is not surprising, particularly when one considers the development of every new medium. Edmund Carpenter explains in his book, \textit{They Became What They Beheld}, that "in its initial stages, every new medium takes as its content the medium it has just rendered obsolete: scribes recorded oral legends; printers set in type old manuscripts; Hollywood filmed books; radio broadcast concerts & vaudeville; TV showed old movies; magnetic tape was used to copy LP records."\textsuperscript{33} While television has surpassed somewhat its initial stage of newness in the general population, this medium is relatively new in the prisons.

No research was found in the literature specifically devoted to actual utilization of closed-circuit television in correctional institutions for purposes other than surveillance. Only three studies have been concerned in any way with closed-circuit television programming in correctional institutions.
In 1967, D. K. Endwright, Educational Coordinator for the Florida Division of Corrections, completed a revised plan for educational programming in Florida correctional institutions, recommending that the use of television as a means of instruction be researched and implemented when and where possible. "Closed-circuit TV has now advanced to the point that very effective instruction can be carried to a greater number of students," stated Endwright. "Where possible, the Division of Corrections should plan to utilize closed-circuit TV in the Education Departments." However, no information was found in the literature to indicate that the Florida Division of Corrections took steps in this direction.

In 1972, the writer completed a Master's Thesis which was concerned with the potential uses of closed-circuit TV as a rehabilitative tool in Illinois state prisons, but the State of Illinois Department of Corrections responded with disinterest.

During that same year, a research team headed by Z. Brent Fry, Assistant Director of Continuing Education at Ohio University, visited twenty-four state federal correctional institutions outside of Ohio, as well as the seven state penal institutions in Ohio, and discovered that "several of the twenty-four institutions visited have some TV capability, but none were really utilizing the medium
in any way close to full potential." The research team reported that only three of the institutions visited used TV for purposes other than surveillance. Deuel Vocational Institution (Tracy, California) has some television classes and did limited taping, but the staff was small and the equipment limited; Jackson State Penitentiary (Jackson, Michigan) has a small TV operation on closed-circuit which was in the process of change when the facility was visited; and Chillicothe Correctional Institute (Chillicothe, Ohio) has done some TV programming which has been carried by the local TV cable company for outsiders.

Other correctional institutions may be utilizing closed-circuit television, but that information simply was not found in the literature. In fact, the writer learned of at least two other correctional institutions which utilize closed-circuit TV, but this information is not in the literature. TV Workshop students from the College of Communications at the University of Illinois recently visited Marion Federal Penitentiary in Marion, Illinois and found that a closed-circuit television camera was being used by the Asklepieion Therapeutic Community to record Transactional Analysis sessions for playback and analysis; and Jim Toepke, Government Sales Manager for Telemation, Inc., Midwest Region, Chicago, Illinois, informed the writer during a telephone conversation that closed-circuit
television was being used for staff training in Milan Federal Penitentiary, Milan, Michigan. 40 Two years ago, the writer completed a paper in which he found a dearth of literature on closed-circuit television utilization in educational institutions as well. 41 There appears to be a general lack of sharing of experiences in this area of television utilization due to the unfortunate fact that all manpower, money, and time are put into production once a CCTV operation is underway. 42

While the utilization of open-circuit television apparently is more common in correctional institutions, researchers also have virtually ignored this aspect of prison life. Inmates were permitted to own television receivers in five of the seven Illinois state prisons surveyed by the writer in his Master's Thesis, and there were state-owned television receivers in all of these facilities. 43 Since the Illinois Department of Corrections has not been mentioned in the literature as particularly backward or progressive, the writer believes that penal institutions of other states also have some television receivers, either inmate- or state-owned. This is, of course, an assumption which warrants further investigation. However, it was found in the study of television use and misuse in Illinois state prisons that, although the inmate population and correctional staffs appear to use open-circuit television to a
considerable extent, by and large, television was used as an institutional tranquilizer.  

Television has been utilized successfully in educating the small percentage of inmates in Illinois state prisons who are on the college level in academic achievement. In Chicago, Illinois, a two-year junior college curriculum is offered entirely by open-circuit television and its signal can be picked up in four of the seven state prisons.  

Chicago City Junior College TV College, like the Washington County project, began in 1956 with a Ford Foundation subsidy and has continued on its own since the end of the original grant.

TV College was initiated to bring credit courses leading to a degree for at-home viewers. While this is still its primary concern, TV College has expanded into many new areas: teacher training, in cooperation with Chicago Teachers College; direct instruction on campus; teaching gifted high school students; and teaching prison inmates. James Zigerell, Dean of TV College, noted that by 1971 about 225 inmates of Illinois state prisons had received the Associate of Arts Degree for the completion of two years college credit through television.

Dean Zigerell stated that prison inmates who study through TV College "learn as well as students in conventional classes; we know this by their performance on exams."
Television has benefited relatively few in prison, yet the medium has the potential to provide a wide variety of enriching experiences which may be deemed rehabilitative in nature. Fry devoted a chapter of general recommendations for radio and television programming, outlining objectives and the potential for broadcasting in Ohio's newest state correctional institution:

One aspect of the co-curricular activities which should be closely and vitally related to the academic offerings is a radio-TV operation which can be used for many productive activities:

A. To broadcast programs throughout the entire institution or selected areas:
   1) Many canned but excellent programs available at a nominal fee and prepared by educational and/or commercial organizations.
   2) SOCF classes or special programs such as intra-mural sports events.
   3) Announcements of activities or events occurring within the institution: staff awards, promotions; inmate projects; general news and similar items. This channel could be operated similarly to the commercial cable company weather-time-announcements productions. Periodically, the announcements or information should be read aloud to permit the non-reader to hear the same information. This device would help overcome the basic or common source of information, the institutional newspaper.
   In addition, the channel could be used as a learning/reading device, since the possibility exists by utilizing a special effects generator of showing printed material on the screen with each word, as spoken, to be lit brighter than the rest of the words.
B. To generate programs within the institution.
   1) Classes, interviews, entertainment or other special programs.
   2) Training films for correctional officers . . .
   3) Orientation films for both inmates and staff . . .
   4) Training films of vocational education shop procedures, utilization of equipment, handling of tools . . .
   5) Videotapes of classroom performances for both teachers and students for later analysis.
   6) Videotape sports events, special entertainment or cultural programs: a) for later analysis and replay; b) for developing and projecting inmate talent to the rest of the population.

C. When the TV operation was not on the air, the studio could be used for radio purposes in the same positive training way.

Several positive goals would be attained by such a radio-TV program operated primarily by inmates with strong supervision by a highly trained staff. First, the TV operation provides an opportunity to experience teamwork among speaker, artist, writer, musician, technician, engineer, and director. . . . Second, utilization of inmates' time during incarceration in this way would be highly productive. Even though a man might not go into the TV world upon release, he could gain in many personal respects. He would learn: 1) cooperation; 2) coordination of many technical factors as well as of people; 3) a language awareness and other communication principles not limited to radio or TV; and 4) he would be introduced to subject matter he wasn't familiar with - due to the breadth of programming which a good radio-TV station would air. Also, a sense of doing one's best seems to automatically develop with individuals who are before the public, therefore, a higher personal standard of conduct should result. A person in the mass media field has to wrestle with journalism concepts of ethics, honesty, objectivity, and responsibility; but these are some of the very traits we're concerned with in correctional education. . . .
There are two reasons why this proposed program could be very beneficial to SOCF inmates. First, there are not many activities which challenge the brighter inmate or the individual who wants to be constructively or creatively productive. Second, if Rainwater's (p. 23) concept of the 'expressive life style' is accurate of the disadvantaged (self-validation is through 'the establishment of reciprocal relations between individuals on the basis of a verbal exchange of selves'), then the performance fields of radio and TV should be extremely appealing and offer unlimited success opportunities.50

In his Master's Thesis, the writer suggested five categorical uses of closed-circuit television which may prove to be significant in corrections.

First, CCTV can be used to provide educational opportunities. Statistics show that the more educated the offender, the less likely he will be reimprisoned. CCTV is seen as an educational opportunity for all inmates, and an opportunity for inmates to 'make it' after release. The writer envisions programmed instruction on all educational levels (elementary, junior high school, high school, and college), and an increased number of inmates able to attain high school equivalency and college degrees while in prison. CCTV can be used to supplement available instruction, and it can provide instruction not otherwise available. The implementation of CCTV is seen as an awareness to Sociologist Daniel Glaser's warning that 'statistically, retardation in educational pursuits is highly correlated with progress in delinquent and criminal careers.'

Second, CCTV can be used to provide vocational training opportunities. Statistics show that unemployment and recidivism are directly related. CCTV is seen as an opportunity for interested inmates to make themselves more employable. . . .

Third, CCTV can be used as an additional medium for inmates to keep abreast of prison news. While prison newspapers are not uncommon in the nation's penal institutions, prison
television news programming is non-existent. CCTV can potentially reduce an inmate's alienation and increase his awareness, not only of his surroundings, but of himself. The writer envisions inmate-produced interviews, debates, editorials, and dialogues, as well as news, sports, and weather programming on CCTV.

Fourth, CCTV can be used to provide an opportunity for inmates to express themselves creatively. . . . The writer envisions the organization of a Workshop, similar to Television Workshop at the University of Illinois where students studying in the Department of Radio and Television and related fields produce a half-hour program weekly. Inmates would be able to create program ideas, produce and direct programs, write scripts, perform on-camera, operate cameras and other equipment, and stage and light programs. Therefore, CCTV is seen also as an opportunity for inmates to learn to work with and be responsible to other residents of the prison community.

Fifth, CCTV can be used to provide inmates with an opportunity to 'keep busy' for useful purposes. . . . Inmates can learn useful skills which may be employed on the outside. These skills would range from operating a camera and cueing audio and video tapes to employing interview techniques and journalistic style.

These five categorical uses of CCTV have the potential to indirectly affect change in inmates' attitudes. For example, while vocational training programs would teach inmates skills, such programs may also provide inmates with new attitudes of self-esteem as a result of their acquiring these skills. Similarly, while inmate-produced creative programs would offer inmates the opportunity to express themselves, the experience of producing these programs may also provide inmates with new attitudes of responsibility towards other members of the production crew.51

The kind of closed-circuit television system the writer has in mind in determining its feasibility for any or all seven of Ohio's state correctional institutions is more
or less a synthesis of those conceived by the above two researchers. This CCTV system will make possible many of the above suggested uses, although any specifics would depend largely on the goals of the State of Ohio Department of Rehabilitation and Correction. However, maximum use of the medium would imply the taking advantage of closed-circuit television in the following respects:

(1) Closed-circuit television as a **communications medium** which can provide the means for dialogue between inmates and correctional staff, more immediate prison news, announcements, rumor control, and repeated playback and analysis of behaviors demonstrated by inmates and staff during certain confrontations which require the management of hostilities.

(2) Closed-circuit television as a **teamwork medium** from which inmates can gain in many personal respects as previously suggested.

(3) Closed-circuit television as an **educational medium** which can provide academic and vocational education programs for inmates and correctional manpower in-service training for staff.

(4) Closed-circuit television as an **entertainment medium** which can provide for inmates opportunities for enjoyable leisure time.

(5) Closed-circuit television as a **surveillance system** for safety and security.

Maximum use of closed-circuit television in any or all seven of Ohio's state correctional institutions as a **communications medium**, as a **teamwork medium**, and as an **educational medium** would require the draft equipment proposed in the Fry study by Edmund A. Williams, R-TV Systems
Development Engineer at Ohio University, Athens, Ohio (see "Appendix D: Recommended Television and Support Equipment To Meet The Objectives Of A Planned System Of Television Utilization In The Southern Ohio Correctional Facility, Lucasville, Ohio" in Appendix D). This television equipment includes an in-studio broadcast quality color origination system consisting of a video and audio control room, two studio cameras mounted on pedestals and one film and slide chain camera, three videotape machines (to enable a program to be recorded, edited, delayed, or stored while others are being transmitted through the distribution system), a lighting system with heating and ventilation controls, sound recording and playback equipment (microphones, a turntable, and a reel-to-reel or cassette audiotape machine), drapes, a special "character generator" (to enable words to be superimposed on any television image), and a mechanical-A/C power supply; an RF distribution and reception system consisting of a coaxial cable with several amplifiers required to boost the signal at various intervals, approximately thirty television receivers (color) and either shelf mounts or portable stands for each of these receivers, and three audio-video modulators with filters for individual channel use; a portable/mobile television system consisting of a camera, a videotape machine (from the studio), and associated support equipment such as monitors, cables,
lights, microphones, and other items necessary to originate programs in areas other than the studio; and a completely portable and self-contained television system consisting of a hand-held camera and battery-operated videotape recorder package which includes zoom lens, battery charger, tripod, extension microphone, adapter cables, five reels of tape and a carrying case, and a video monitor. At least one of the seven correctional institutions would have all of the above equipment, and all seven prisons would have the RF distribution and reception system. Six, rather than three, audio-video modulators with filters for individual channel use would enhance the flexibility of the proposed CCTV system.

Maximum use of closed-circuit television as an entertainment medium would not require the in-studio broadcast quality color origination system, the portable/mobile television system, and the completely portable and self-contained television system (except for the three videotape recorders) proposed in the Fry study, but would require the proposed RF distribution and reception system.

Maximum use of closed-circuit television as a surveillance system would require an RF distribution system such as that proposed in the Fry study, but would require a less sophisticated reception system with less monitors, smaller in size, and in black and white. The origination
system would require only a few small, low quality black and white cameras mounted in key locations in each particular prison. A portable/mobile television system and a completely portable and self-contained television system would not be necessary.

The writer recognizes that while maximum use of closed-circuit television as a rehabilitative tool in any or all seven of Ohio's state correctional institutions would imply the taking advantage of this medium as indicated above, such use may not be practical. Therefore, in determining the feasibility of utilizing closed-circuit television as a rehabilitative tool in these prisons, the writer will also consider optimal utilization of the proposed innovation; that is, the extent to which closed-circuit television can and ought to be used in any or all seven of Ohio's state correctional institutions at the present time, given the specific goals of the State of Ohio Department of Rehabilitation and Correction and the analysis of the proposed criteria of feasibility.
FOOTNOTES FOR CHAPTER I

1 Gruebel, p. iii.


3 Ibid., p. 68.

4 Ibid.

5 Ibid., p. 69.

6 Ibid.


8 The writer visited the Television Center in Hagerstown, Maryland where the Washington County Board of Education houses its television studios, November 3, 1972, and received this information in a personal interview with Mr. Lesher.

9 Lesher, p. 110.

10 Ibid., p. 111.


13 Ibid.

14 Ibid., p. 150.


16 The writer visited the Ohio Dominican College Audiovisual Center in Columbus, Ohio, May 10, 1973, and received this information in a personal interview held with Larry Cepek, Director of the Audiovisual Center.
17 Rishling, p. 76.
18 Ibid., p. 71.
20 Ibid.
21 Ibid., pp. 173-174.
22 Ibid., pp. 94-128.
23 Ibid., p. 103.
24 Ibid., pp. 93-94.
25 Ibid., pp. 162-164.
26 Ibid., pp. 112-113.
27 Ibid., p. 112.
28 Ibid.
29 Ibid., p. 95.
30 Ibid., pp. 94-95.
31 Ibid., pp. 135-136.
33 Edmund Carpenter, They Became What They Beheld, 1970, p. 10.
35 Ibid.
In the plan, Endwright also recommended a central film and visual aid library.
36 Gruebel.

38 Ibid.

39 The Asklepieion Therapeutic Community was initiated in Marion Federal Penitentiary in 1969. Stu Sakin is the present director of Asklepieion, which consists of thirty of the five hundred inmates residing in Marion Federal Penitentiary. The writer is presently the Faculty Adviser to TV Workshop, a student organization sponsored jointly by the Department of Radio and Television and WILL-TV at the University of Illinois, Urbana-Champaign, Illinois, and he received this information through the findings of TV Workshop students.

40 The writer received this information during a telephone conversation with Jim Toepke, held February 4, 1975.


42 Ibid., pp. 28-32.


44 Ibid., p. 42.

45 Ibid.

Enrolled inmates in TV College totaled only 13% of the inmate population in Dwight and less than 6% of the inmate populations in Stateville, Joliet, and Pontiac state prisons.


47 Ibid., p. 15.
In the Fall Semester, 1971, a total of 166 inmates of Illinois state prisons were enrolled in TV College.


Fry, pp. 139-142.


CHAPTER II

METHODS OF STUDY

Criteria of Feasibility

As stated in Chapter I, if this study is accurately to ascertain whether or not it would be feasible to utilize closed-circuit TV as a rehabilitative tool in any or all seven of Ohio's state correctional institutions, the following elements should be thoroughly analyzed: (1) the historical background of the State of Ohio Department of Rehabilitation and Correction, including presently stated and implemented Departmental philosophy; (2) the responses of key decision-makers in the State of Ohio Department of Rehabilitation and Correction to the proposed closed-circuit television system, including sufficient desire for and predicted negative effects of the innovation; and (3) economic considerations, including radio and television equipment already in use in the seven state correctional institutions, the costs of additional closed-circuit television equipment (hardware), the costs of construction, distribution, operation, and maintenance of a closed-circuit television system, the costs of television programs (software) professionally-produced for inmate use, and the
financial and human resources available for introduction of the innovation. The determination of these criteria of feasibility was based on a review of the literature of social change and feasibility studies and adapted to this particular study. A selected review of the literature of social change and feasibility studies is included in the bibliography. In this Chapter II, the writer will propose the methods of study needed to examine each element or criterion of feasibility.

Historical Background

In investigating the historical background of the State of Ohio Department of Rehabilitation and Correction, including the presently stated and implemented Departmental philosophy, the writer will review the following literature: (1) documents published by the former Ohio Department of Mental Health and Corrections, the State of Ohio Department of Rehabilitation and Correction, and the Ohio Task Force on Corrections; (2) newspaper articles concerning Ohio's adult state correctional institutions which appeared in the two major newspapers of Columbus, Ohio, the state capitol, during the past ten years; (3) studies available on microfiche, in books, in magazines, and in journal articles in The Ohio State University Library, the Columbus and Ohio Room of the Columbus Public Library, and the State Library in the Ohio State Office Building (Columbus, Ohio); and
any other studies made independently or by organized committees and commissions concerned with Ohio corrections. The writer will also conduct personal interviews with F. Patrick Cronin, former Director of Educational Services for the State of Ohio Department of Rehabilitation and Correction, and Rex Zent, General Educational Development (GED) Coordinator for the State of Ohio Department of Rehabilitation and Correction, for the purpose of learning first-hand knowledge about past and present educational programs in Ohio's state correctional institutions.

The writer will also visit the Ohio Correction Academy in Chillicothe, Ohio for the purpose of learning first-hand knowledge about past and present training programs for the correctional staff in Ohio's state penal institutions. During this visit, the writer will conduct a personal interview with David Valdez, Audio-Visual Specialist for the State of Ohio Department of Rehabilitation and Correction, for the purpose of learning first-hand knowledge about the audio-visual equipment and materials used in correctional staff training, particularly closed-circuit TV.

In other studies of feasibility, the historical background of the organization or organizations affected by proposed changes is most often discussed in a preliminary section. However, in this study, the writer will include
the historical background of the State of Ohio Department of Rehabilitation and Correction as a criterion of feasibility because of the newness of the organization. The newness of this Department may prove to be highly correlated with the feasibility of initiating any major programs such as in this case, the utilization of closed-circuit television as a rehabilitative factor in any or all seven of Ohio's state correctional institutions.

Responses of Key Decision-Makers To the Proposed Innovation

In investigating the responses of key decision-makers in the State of Ohio Department of Rehabilitation and Correction to the proposed closed-circuit television system, including sufficient desire for and predicted negative effects of the innovation, the writer will conduct focused interviews and analyze this data with regard to this criterion of feasibility based on the conceptual model of collective innovation decision-making as developed by Everett Rogers and Floyd Shoemaker (1971).

An explanation of the proposed method of study for this particular criterion of feasibility will proceed as follows: first, the conceptual model of collective innovation decision-making will be presented, along with the definition of terms used in that model; second, the sample of key decision-makers to be interviewed will be presented,
along with a rationale for this sample related to the conceptual model; third, the nature of the focused interview will be discussed, along with a rationale for why this particular interview technique will be used rather than other methods of inquiry; and fourth, the procedure for how the focused interviews will be conducted in this study will be discussed.

A Conceptual Model of Collective Innovation Decision-Making

Innovation is defined as "an idea, practice, or object perceived as new by an individual." The proposed closed-circuit TV system to be used for rehabilitation by the State of Ohio Department of Rehabilitation and Correction in any or all seven of its state correctional institutions is considered an innovation in that CCTV has not been used previously as a rehabilitative tool in Ohio state correctional institutions.

Closed-circuit television systems have been set-up in some thirty state correctional institutions (see Chapter I), but these CCTV systems have been used solely for "housekeeper" or surveillance purposes; not as rehabilitative tools.

Closed-circuit television systems have been set-up in the Ohio Correction Academy and other law enforcement agencies (see Chapter I) and used as tools in staff training, but these CCTV systems have been used solely by and
for correctional and law enforcement staffs; not by and for the resident populations in correctional institutions.

The proposed closed-circuit television system used for rehabilitation, then, may be perceived as an innovation in that the writer is concerned with the feasibility of a new idea (CCTV as a tool in Ohio state correctional institutions to be used directly by and for the resident population as well as staff), a new practice (CCTV's proposed uses in Ohio's state correctional institutions), and a new object (closed-circuit television equipment in any or all seven of Ohio's state correctional institutions).

The innovation-decision process is defined as "the mental process through which an individual passes from first knowledge of an innovation to a decision to adopt or reject, and to later confirmation of this decision." Four functions may be conceptualized in this process: (1) knowledge, (2) persuasion, (3) decision, and (4) confirmation (see Figure 2-1 below). The knowledge function occurs when the individual is exposed to the innovation's existence and gains some understanding of how it functions. The persuasion function occurs when the individual forms a favorable or unfavorable attitude toward the innovation. The decision function occurs when the individual engages in activities which lead to a choice to adopt or reject the innovation. The confirmation function occurs when the
Paradigm of the innovation decision process.

(ANTECEDENTS)

Receiver Variables
1. Personality characteristics (e.g., general attitude toward change)
2. Social characteristics (e.g., cosmopolitanism)
3. Perceived need for the innovation
4. Etcetera

Social System Variables
1. Social System Norms
2. Tolerance of Deviancy
3. Communication Integration
4. Etcetera

(CHANNELS)

Communication Sources

(PROCESS)

Knowledge
Persuasion
Decision
Confirmation

Perceived Characteristics of Innovations
1. Relative Advantage
2. Compatibility
3. Complexity
4. Trialability
5. Observability

(CONSEQUENCES)

Adoption
Discontinuance
1. Replacement
2. Disenchantment

FIGURE 2-1. PARADIGM OF THE INNOVATION DECISION PROCESS.

*For the sake of simplicity we have not shown the consequences of the innovation in this paradigm but only the consequences of the process.
individual seeks reinforcement for the innovation-decision he has made, but he may reverse his previous decision if exposed to conflicting messages about the innovation.  

However, the State of Ohio Department of Rehabilitation and Correction is a bureaucratic social system in which decisions are often made collectively. As a result, five functions may be conceptualized with regards to the innovation-decision process of the proposed closed-circuit television system: (1) stimulation, (2) initiation, (3) legitimation, (4) decision, and (5) action (see Figure 2-2 below).

Stimulation is the subprocess in collective innovation decision-making at which someone becomes aware that a need exists for a certain innovation within a social system. Up to this point neither the innovation nor the need that the innovation might fulfill are perceived to be important to members of the social system. This lack of awareness may result because no one of the system's members knows about the innovation, because no individual recognizes the existing problem, or because no one has linked the existing problem to the innovation. The stimulator(s) very often is an outsider to the social system or else is a system member who is oriented externally through social relationships with members of other systems.
1. STIMULATION of interest in the need for the new idea (by stimulators)

2. INITIATION of the new idea in the social system (by initiators)

3. LEGITIMATION of the idea (by power-holders or legitimizers)

4. DECISION to act (by members of the social system)

5. ACTION or execution of the new idea

FIGURE 2-2. PARADIGM OF THE COLLECTIVE INNOVATION DECISION-MAKING PROCESS.²⁰

In the case of this particular innovation-decision, the writer has linked the existing problem of the need for rehabilitation among those incarcerated in Ohio correctional institutions to the innovation and serves as the stimulator. Initiation is the subprocess in collective innovation decision-making by which the new idea receives increased attention by members of the social system and is
further adapted to the needs of the system. Whereas stimu-
lators perceive a need or problem in the system and suggest
a new idea that might help solve the problem, initiators
incorporate the innovation into a specific plan of action
that is adapted to the conditions of the social system.
This role involves intimate knowledge of the social system,
including the ability to predict certain consequences of
the new idea, once it is adopted.  

In the case of this particular innovation-decision,
the focused interview sample represents the initiators.
However, the Superintendents and Associate Superintendents
of Treatment in the seven adult state correctional institu-
tions who responded to the Mail Questionnaire Survey may
also be the initiators.

Legitimation is the subprocess in collective innova-
tion decision-making at which a collective innovation is
approved or sanctioned by those who informally represent
the social system in its norms and values and in the social
power they possess. Although the role of the legitimizer
is mainly that of screening new ideas for approval, he may
often alter or modify the proposals put to him by the
initiators. However, seldom will legitimizers actively
promote an idea for collective approval after giving their
own approval. They generally play a more passive role in
the collective decision-making process. Legitimizers thus
In the case of this particular innovation-decision, the legitimizers consist of the focused interview sample. Rogers and Shoemaker (1971) suggest that the initiators are usually different individuals from the legitimizers, and that "legitimizers usually are found to have high social status in the system, whereas the initiators are more often noted for their highly favorable attitude toward change and for their intimate knowledge of the system." However, in the case of this particular innovation-decision, the legitimizers appear to be the same individuals as the initiators.

At the fourth stage in the collective decision-making process, the focus is upon the decision to act by members of the social system. Rogers and Shoemaker suggest that "regardless of the mode of expression, it is usually thought to be advantageous to have wide-spread participation in the choice process by members of the system." Cyril Sung Tai Cho, Assistant Director, Division of Planning and Research, has explained that the decision to act will be made ultimately by the seven-person Board of Directors of the State of Ohio Department of Rehabilitation and Correction, including: the Director; the Deputy Director; the Manager of the Bureau of Personnel; and the four Assistant Directors representing the Division of Institutional Services, the Division of Parole and Community Services, the
Division of Administrative and Fiscal Operations, and the Division of Planning and Research. However, this decision to act will be based on the results of this study, which includes the stated desire for the innovation by those key decision-makers who comprise the focused interview sample and the stated opinions made by the Managing Officers (MOs) in the Mail Questionnaire Survey.

The fifth stage in the collective decision-making process, action or execution of the new idea, follows the decision to act. However, this stage only takes place if the decision to act is that of adopting, not rejecting the innovation.

Rogers and Shoemaker developed a simplified paradigm of the collective innovation decision-making process which is a synthesis of several conceptions by different researchers. This process is generally viewed as a series of steps, stages, or subprocesses. The steps are not necessarily mutually exclusive, nor do they always occur in the exact chronological order as depicted in Figure 2-2. However, this over-simplified paradigm is useful because it provides a general framework for analyzing collective innovation-decisions.

From the literature of social change, there appears to be three main types of innovation-decisions: (1) optional decisions, which are made by an individual regardless
of the decisions of other members of the social system;
(2) collective decisions, which individuals in the social
system agree to make by consensus, and (3) authority de-
cisions, which are forced upon an individual by someone in
a superordinate power position.21

While authority decisions are sometimes made solely
by the "higher-ups" in the State of Ohio Department of Re-
habilitation and Correction, collective decisions are more
common procedure. The same holds true for optional deci-
sions which are sometimes made by individual members of the
staff, particularly the Managing Officers or Superintendents
and Associate Superintendents, but which nevertheless are
less common procedure than those decisions made collec-
tively. As would be the case with most other bureaucracies,
the decision of the State of Ohio Department of Rehabilita-
tion and Correction to adopt or reject the innovation pro-
posed in this feasibility study will most certainly be a
collective one.

The Focused Interview Sample

Focused interviews will be conducted with the fol-
lowing employees of the State of Ohio Department of Rehabil-
itation and Correction: David Blodgett, Director of Staff
Development; Cyril S. T. Cho, Assistant Director, Division
of Planning and Research; William Gilbert, Director of
Psychological Services; Harrison Morris, Director of Educational Services; and Clyde Scott, Director of Social Services. These five persons will be interviewed because they stand to be the initiators and legitimizers in the conceptual model of collective innovation decision-making for adoption or rejection of the proposed closed-circuit television system. These persons have intimate knowledge of the social system, and they represent, both formally in position and informally in social power, the norms and values of the social system studied. This sample was determined through a review of the May, 1974 Organizational Chart, which is included in Appendix A of this study, and verified by Cho.

The focused interview sample was originally intended to include the following persons: the Director; the Deputy Director; the Manager of the Bureau of Personnel; and the four Assistant Directors representing the Division of Institutional Services, the Division of Parole and Community Services, the Division of Administrative and Fiscal Operations, and the Division of Planning and Research. These seven persons were originally intended to be the focused interview sample because they hold the seven key managerial positions and are more responsible for decision-making in the State of Ohio Department of Rehabilitation and Correction. However, Cho would not approve of this sample,
insisting that a decision to adopt or reject the proposed innovation would undoubtedly be a collective one based on the recommendations of those persons who do comprise the focused interview sample for this study, and based on the other findings of this study. In the conceptual model of collective innovation decision-making, those persons who were originally intended to make up the focused interview sample, serve as the fourth stage in this decision-making process; that is, the decision to act.

The Nature of the Focused Interview

The focused interview was initially developed as a technique to meet certain problems growing out of communications research involving the analysis of responses to particular pamphlets, radio programs, and motion pictures. Robert Merton and his associates used the focused interview in their study of the psychological mechanisms that caused people to buy war bonds as a result of listening to the Kate Smith radio appeal program. The focused interview was also used by Merton and Paul F. Lazarsfeld (1943) in "Studies in Radio and Film Propaganda," Merton and Patricia Kendall (1944) in "The Boomerang Effect - Problems of the Health and Welfare Publicist," and Lazarsfeld and Kendall (1945) in "The Listener Talks Back." During World War II, Merton and Herta Herzog were assigned
by several war agencies to study the social and psychological effects of specific efforts to build morale, and in the course of this work, they progressively developed the focused interview to a relatively standardized form.27

The criteria of an effective focused interview are as follows: (1) range - the interview should enable interviewees to maximize the reported range of evocative elements and patterns in the stimulus situation as well as the range of responses; (2) specificity - the interview should elicit highly specific reports of the aspects of the stimulus situation to which interviewees have responded; (3) depth - the interview should help interviewees to describe the affective, cognitive and evaluative meanings of the situation and the degree of their involvement in it; and (4) personal context - the interview should bring out the attributes and prior experience of interviewees which endow the situation with these distinctive meanings.28

The focused interview is a nondirective approach to interviewing which has become increasingly used to elicit a maximum of detail, notably since the work of Carl Rogers.29 It is a form of interviewing which gives the interviewee an opportunity to express himself about matters of central significance to him concerning the situation to be analyzed, rather than those presumed to be important by the interviewer. The focused interview allows the
interviewee's responses to be placed in their proper context rather than forced into a framework which the interviewer considers to be appropriate.\textsuperscript{30}

Direction in interviewing is largely incompatible with eliciting unanticipated responses. Moreover, direct questions force subjects to direct their attention on items and issues to which they might not have responded on their own initiative. The advantage of the nondirect approach is that the interviewee has the opportunity to be a good deal more articulate and expressive than in the directed interview.\textsuperscript{31}

The use of interviews rather than questionnaires is to uncover a diversity of relevant responses, whether or not these have been anticipated by the researcher. The primary objective of the focused interview is to elicit as complete a report as possible of what was involved in the experience of a particular situation. Without detailed reports, the clinical data resulting from the interview will not encompass the qualities of range, specificity, depth, and personal context essential to an understanding of the nature and meaning of the responses. Explains Merton:

There would be little point in using the interview at all, if it simply resolved itself into a fixed list of stock questions put by the interviewer. For this would abandon a distinctive merit of the interview in comparison with the questionnaire:
the give- and-take which helps the inter-
viewee decode the report, the meanings 
which a situation held for him. 32

The focused interview also differs from other types 
of "depth interviewing" because it centers on a particular 
set of experiences and because the objective characteristics 
of the situation in which those experiences have occurred 
are known to the interviewer. 33

The Procedure for Conducting the Focused Interviews

A fixed list of stock questions would be unproductive 
for this part of the study because the subjects interviewed 
are from diverse backgrounds, experiences, and points of 
view, and they represent leadership roles in services of 
the State of Ohio Department of Rehabilitation and Correc-
tion which have very different functions. Instead, the 
writer developed an interview guide which sets forth the 
major areas of inquiry and the hypotheses which provide 
criteria of relevance for the data to be obtained in the 
interview. 34

The interviews to be conducted will focus on three 
major areas of inquiry, or topics, all of which are related 
to the subjective experiences of the interviewees in an 
effort to ascertain their definitions of the situation. 
These are: (1) an explanation and situational analysis of 
the work that the interviewee has done in Ohio corrections; 
(2) an assessment of the interviewee's desire for the
innovation based on perceived potential and predicted positive effects of closed-circuit television, and a readiness to utilize the medium as a new tool for the rehabilitation of inmates in Ohio's correctional institutions; and (3) an assessment of the interviewee's opposition to the innovation based on predicted negative effects of closed-circuit television on bureaucratic procedures and routines of prison life.

The procedures to be followed by the writer in conducting the focused interviews will vary somewhat from subject to subject. However, in each interview conducted, the writer will first explain his intentions to the interviewee. In addition to his explaining an interest in studying the feasibility of closed-circuit television utilization as a rehabilitative tool in Ohio's state correctional institutions, the writer will encourage both introspection (the interviewee's present responses to his work experience) and retrospection (the interviewee's recollection of his responses to particular work experiences). Then, the writer will begin to examine the first major area of inquiry, an explanation and situational analysis of the work that the interviewee has done in Ohio corrections, with the following fully unstructured question:

Can you explain to me the work you do in the State of Ohio Department of Rehabilitation and Correction?
This may be facilitated with the following, semi-structured question:

What have you learned about corrections from the work you do?

In continuing to examine this first major area of inquiry, the writer may ask additional fully unstructured questions, depending on whether or not the interviewee has already focused in on them. Such a question might be:

Do you think the State of Ohio Department of Rehabilitation and Correction can help inmates?

If so, how?

If the interviewee mentions the term "rehabilitation" the writer will ask the following semi-structured question:

In your work, have you ever come to grips with defining "rehabilitation"?

When the first major area of inquiry seems to have been examined completely, the writer will introduce the next topic by relating it to some aspect of what the interviewee has already focused in on. Merton notes that, "A ... shortcoming occurs when the interviewer cleaves too closely to the wording of questions set-up in the interview guide, rather than pursuing the implications of an interviewee's remarks." Thus, the writer might say, "You mentioned the goals of the Department," or, "You mentioned that you learned a good deal about corrections in your
work," and then he will attach the following semi-structured question (whose wording may be adjusted):

If Ohio's state correctional institutions had closed-circuit television, can you think of ways in which it might serve a useful purpose?

To more fully explore this second major area of inquiry with the interviewee, the writer will ask the following question at least once, but often two or three times, depending on how much the interviewee seems willing to explore this topic, and how much television utilization is a part of his professional experience:

Can you think of any other ways in which closed-circuit television might serve a useful purpose in Ohio's state correctional institutions?

The third major area of inquiry will be introduced in the same way as the second. Attached to a statement related to what the interviewee has already focused in on, the writer will ask the following semi-structured question (whose wording may also be adjusted):

How do you think closed-circuit television would affect bureaucratic procedures and the present routines of prison life in Ohio's state correctional institutions?

Additional questions will depend on the remarks made by the interviewee. For example, the interviewee might express hesitation or opposition to utilizing closed-circuit television because he predicts some negative effect based on his situational analysis and work experience. The writer will then ask the following question:
Can you think of any other negative effects that closed-circuit television might have on bureaucratic procedures or the present routines of prison life?

Throughout the interview, the writer must be prepared with simple questions which may help him to get the interviewee to clarify certain statements. Such a question might be worded as follows:

I'm not sure what you mean by _______. Can you explain that for me?

Most important, the writer must be prepared to listen. He must avoid interrupting an interviewee's responses as little as possible.

Each focused interview conducted will be recorded on audio cassette tape and will range in duration from 1½ to 2½ hours. The focused interviews will be transcribed by professional transcribers.

Economic Considerations

In investigating economic considerations, including radio and television equipment already in use in the seven state correctional institutions, the costs of additional closed-circuit television equipment (hardware), the costs of construction, distribution, operation, and maintenance of a closed-circuit television system, the costs of television programs (software) professionally-produced for inmate use, and the financial and human resources available for introduction of the innovation, the writer will:
(1) conduct a Mail Questionnaire Survey to obtain some basic facts about radio and television equipment already in use in the seven state correctional institutions; (2) consult with three broadcast engineers and one sales manager of a video manufacturing firm to approximate costs of additional hardware and the construction, distribution, operation, and maintenance of a closed-circuit television system; (3) consult with the director of the Great Plains Regional Instructional Television Library to approximate costs of software; and (4) review the literature and consult with officials in the State of Ohio Department of Rehabilitation and Correction to determine the financial and human resources available for introduction of the innovation.

Mail Questionnaire Survey

A Mail Questionnaire Survey of the seven state correctional institutions in Ohio will be conducted to obtain some basic facts about what television equipment is now available in these institutions and how both open- and closed-circuit television is now being used in Ohio correctional institutions. Ohio adult state correctional institutions were chosen because of their proximity to The Ohio State University where the writer was in a graduate studies program in the Department of Communication leading to a Doctor of Philosophy Degree. Adult institutions were chosen
because they housed an inmate population of people who were serving terms long enough for a closed-circuit television system to be of any use.

Ohio has had eight adult state correctional institutions, but the Ohio Department of Rehabilitation and Correction was in the process of phasing out the deteriorated facilities of the Ohio Penitentiary (originally opened in 1824) in Columbus when this study was begun. The seven adult state correctional institutions presently operating in full capacity include: Ohio State Reformatory, Mansfield; Lebanon Correctional Institution; Marion Correctional Institution; Ohio Reformatory for Women, Marysville; London Correctional Institution; Chillicothe Correctional Institute; and Southern Ohio Correctional Facility, Lucasville.

A telephone call will be made to the warden of each prison. If the warden is available and willing to talk for a few minutes, the writer will discuss his intentions and ask for cooperation. If not, the writer will receive permission to forward a questionnaire with an agreement from whoever answered the telephone call that the warden would complete and return it as soon as possible, preferably within two weeks. Questionnaires will then be sent to each institution, accompanied by a letter referring to the telephone call and a self-addressed return envelope. The writer will
also obtain the necessary approval for this study from Cho, Assistant Director, Division of Planning and Research.

Consultation with Broadcast Engineers

The writer will consult with three broadcast engineers and a sales manager for a video equipment manufacturing firm for the purpose of determining approximate costs for the proposed closed-circuit television system.

The writer will consult with John Getz, Broadcast Technician for WOSU-TV and Engineering Consultant for Central Ohio Educational Television (COETV) at the Fawcett Center, Tomorrow, The Ohio State University, Columbus, Ohio. Getz will be the principal broadcast engineer consulted, and his role will be to validate, update, and revise the cost estimate of a closed-circuit television system for Southern Ohio Correctional Facility, which was included in the Appendix of the Fry study and submitted by Edmund A. Williams, Radio and Television Systems Development Engineer at Ohio University, Athens, Ohio. That "Appendix D: Recommended Television and Support Equipment To Meet The Objectives of a Planned System of Television Utilization in the Southern Ohio Correctional Facility, Lucasville, Ohio" is also included in Appendix D of this study. Getz will also visit, with the writer, Lebanon Correctional Institution, one of the more centrally located
state correctional institutions, for the purpose of determining whether or not the construction of the buildings and the physical design of the surrounding grounds of a more traditionally planned state correctional institution would cause any drastic adjustments of a cost estimate for a closed-circuit television system. This visit also needs approval by Cho.

The writer will also consult with Dale Tish, Principal Broadcast Technician for WOSU-TV for additional insights into approximate costs of a closed-circuit television system to be utilized by the State of Ohio Department of Rehabilitation and Correction.

The writer will also consult with Ronald L. Arendall, Network Operations Center Supervisor for Ohio Educational Broadcasting (OEB) Network, Columbus, Ohio, for the purpose of obtaining an estimate of microwave distribution costs for linkage of the seven state correctional institutions. The writer is interested in estimating the difference in distribution costs between microwave relay and mailing video-taped programs via United Parcel Service (UPS) or other methods of distribution.

Jim Toepke, Government Sales Manager for Telemation, Inc., Midwest Region, Chicago, Illinois, will be consulted for the purpose of receiving further insights on
closed-circuit TV equipment costs and validating the cost estimations of both Williams and Getz.

**Consultation with Great Plains Regional Instructional Television Library**

The writer will consult with Paul Schupbach, Director of the Great Plains Regional Instructional Television Library, University of Nebraska, Lincoln, Nebraska, for the purpose of estimating the costs of television programs professionally-produced and which may be valuable to the residents in Ohio's state correctional institutions.

**Review of the Literature and Consultation with Related Agencies**

The writer will review the literature, particularly newspaper articles concerning Ohio's correctional institutions which appeared in the two major newspapers of Columbus, Ohio, the state capitol, during the past ten years, for the purpose of determining the availability of human resources. The study requires that the writer learns if any of the colleges and universities across the state of Ohio have provided personnel for the education of inmates in any of the seven state correctional institutions, and if any of these or other colleges and universities plan to do so in the future.
The writer will also consult with personnel from related agencies, including the continuing education divisions of some of the colleges and universities across the state of Ohio.
FOOTNOTES FOR CHAPTER II

1Everett M. Rogers, and F. Floyd Shoemaker, Communication of Innovations, 1971, p. 19.

The authors further explain the concept of 'new', explaining that "'new' in an innovative idea need not be simply new knowledge. An innovation might be known by an individual for some time (that is, he is aware of the idea), but he has not yet developed a favorable or unfavorable attitude toward it, nor has he adopted or rejected it. The 'newness' aspect of an innovation may be expressed in knowledge, in attitude, or regarding a decision to use it."

2Ibid., p. 39.
3Ibid.
4Ibid., p. 25.
5Ibid.
6Ibid.
7Ibid.
8Ibid., p. 102.
9Ibid., p. 276.
10Ibid., p. 277.
11Ibid., p. 278.
12Ibid., p. 280.
13Ibid.
14Ibid., p. 279.
15Ibid., p. 285.
16Ibid.
17Focused Interview held July 16, 1974 in Columbus, Ohio with Cyril Sung Tai Cho, Assistant Director, Division of Planning and Research.
The antiquated Ohio Penitentiary was replaced as the State of Ohio Department of Rehabilitation and Correction maximum security correctional institution in 1972 by the new Southern Ohio Correctional Facility in Lucasville. Today, only a portion of the penitentiary remains in use, housing the Department's Correctional Medical Center, a hospital to which residents from other correctional institutions are sent for surgery, specialized care and treatment.
PART II. CRITERIA OF FEASIBILITY
CHAPTER III
THE STATE OF OHIO DEPARTMENT OF REHABILITATION AND CORRECTION

In investigating the first criterion of feasibility - the historical background of the State of Ohio Department of Rehabilitation and Correction, including presently stated and implemented Departmental philosophy - the writer completed the review of literature by August, 1974. Personal interviews were conducted with the following people: F. Patrick Cronin, former Director of Educational Services for the State of Ohio Department of Rehabilitation and Correction (held in Columbus, Ohio, June 21, 1973); Alfred Clark, Professor of Sociology at The Ohio State University (held in Columbus, Ohio, October 30, 1973); Simon Dinitz, Professor of Sociology at The Ohio State University (held in Columbus, Ohio, October 31, 1973); Z. Brent Fry, Assistant Director for the Office of Continuing Education at Ohio University and Project Coordinator for Proposed Educational Programming for Southern Ohio Correctional Facility (held in Athens, Ohio, May 17, 1974); Mel Blackstone, Architect for Prudel, Patrick and Partners Architects (held in Columbus, Ohio, May 20, 1974); Rex Zent, General Educational Development (GED) Coordinator for the State of Ohio Department of Rehabilitation and Correction (held in the
Chillicothe Correctional Institute, May 22, 1974); and David Valdez, Audio-Visual Specialist for the State of Ohio Department of Rehabilitation and Correction (held at the Ohio Correction Academy in Chillicothe, Ohio, May 22, 1974).

In other studies of feasibility, the historical background of the organization or organizations affected by proposed changes is most often discussed in a preliminary section. However, in this study, the writer included the historical background of the State of Ohio Department of Rehabilitation and Correction as a criterion of feasibility because of the newness of the organization. The newness of this Department may prove to be highly correlated with the feasibility of initiating any major programs such as in this case, the utilization of closed-circuit television as a rehabilitative factor in any or all seven of Ohio's state correctional institutions.

**Historical Background**

The State of Ohio Department of Rehabilitation and Correction was made possible by passage and enactment of House Bill 494, effective July 12, 1972. Its creation represents the long unrecognized need for central organization and professional leadership within the State of Ohio's adult correctional system. Prior to this date, Ohio penal institutions were managed by other State departments.
Ohio penal institutions were under the Department of Public Welfare until 1954. A Division of Correction was created within the Department of Public Welfare in 1939 and was responsible for the management and supervision of the penal institutions, parolees, prison industries, and the examination and classification of prisoners. However, no one served as Chief of Correction until 1949, and until that date, the Division was inactive. Without a chief, the Division's functions were performed by persons assigned from welfare and mental health.²

When Arthur L. Glattke agreed temporarily to leave his post as Superintendent of the Mansfield Reformatory to become acting Chief of Correction, effective February 1, 1949, the Division was activated. John Phillips Resch, Assistant Professor of History at the University of New Hampshire, recently completed an historical study of the Ohio adult correctional system, suggesting that during the next four years (1949-1952), "the Division appeared in the grips of penological schizophrenia. Its thinking expressed in official publications projected Pollyannish images which had little to do with the reality of the institutions administered by the Division."³ Wishing to satisfy public carving for retribution and deterrence while professing its goal of rehabilitation, the Division assumed a policy of punishment behind the rhetoric of treatment.⁴ In fact, the
Division asserted that "the most important function of so-called punishment is to reform and rehabilitate the offender himself. If this is satisfactorily accomplished, it will include deterrence, prevention, retribution and reparation, either as a direct or incidental feature." By 1952, the Ohio penal system functioned as a custodian to over 9,000 inmates.

In 1952, a large scale riot broke out in the Ohio Penitentiary, causing widespread concern over prison reform. Two years later (1954), the Department of Mental Hygiene and Correction was created with Maury C. Koblentz appointed Commissioner of Correction, a position he held until his resignation in the summer of 1970. Koblentz had acted as Glattke's principal assistant, and although he showed more interest in treatment programs than his predecessor, the newly appointed Commissioner of Correction was still bound by the symbiotic relationship of correction with mental hygiene.

Various interest groups had urged the split of the Department of Mental Hygiene and Correction, including the Ohio members of the American Psychiatric Association as early as 1960. A citizen's task force on corrections, appointed by newly elected Governor John G. Gilligan in 1970, completed a ten-month investigation and also recommended that correction become a separate department. The
split of the Department of Mental Hygiene and Correction was finally realized in the form of House Bill 494 and two separate State departments: the Department of Mental Health and Mental Retardation and the Department of Rehabilitation and Correction. The rest is history.

Stated Departmental Philosophy

In his study, Resch wisely warns that:

While the 1970's appear bright for Ohio corrections with the promise of experimentation, adaptation of others' programs, the infusion of new talent, the recent prestige, identity and clout from becoming a separate Department, the obstacles continue to threaten even the soundest hopes...

The historical record of corrections suggests that correctional reform is not a linear development toward perfection -- it is not a faith, -- but as a process where means and techniques are added, deleted and mixed. The problem is not finding the solution but rationalizing that process to blend personnel, society and the client into a livable arrangement. That is the reality corrections should expect of itself and it is that reality, that effort, rather than a specific program, which correctional officials must convey to the public to avoid the frustrating cycles of 'dawning new eras'.

The State of Ohio Department of Rehabilitation and Correction does not claim to have the solution to correctional reform. Nowhere in official publications is the solution suggested. However, in the May, 1974 Report of the Ohio Department of Rehabilitation and Correction a departmental philosophy is stated:
Employees of the Department of Rehabilitation and Correction believe that:

Each offender is different, and we ought to deal with each as an individual. This is essential if we want to afford experiences that can assist persons in a society that to many is viewed as hostile.

Just because a person offends society seriously, we need not take him out of that society and lock him in a cage. Serious offenses against a society present differing degrees of threat to that society. In order to protect a society in all instances, we must work to keep offenders out of institutions whenever possible and assist them in adjusting to society without offending it.

For those serious offenders who must be confined, we must provide humane care and experiences they need to return to society and adjust. At the same time, we must keep the confinement period short and directed toward release by allowing adjustment in the community prior to release whenever possible and practical.

For those who have been released, we must assist in their community adjustment in every way possible.

Within the context of a correctional system, as well as outside of it, many things and persons influence changes in human behavior. While environment certainly contributes, people are the prime agents of change. Our staff members are the people who can provide needed experiences and influence attitudes and behavior.

Finally, we are open to new approaches. As our clientele changes, we must be able to adjust to new programs and new approaches.
Implemented Programs

The extent to which the State of Ohio Department of Rehabilitation and Correction is committed to this officially stated philosophy can be analyzed based on the following Departmental activities: (1) organizational development; (2) parole, probation, and community programs; (3) institutional services; and (4) expenditures breakdown by major areas.

Organizational Development

Following its establishment in July, 1972, the State of Ohio Department of Rehabilitation and Correction was organized into four major divisions: the Divisions of Organizational Development, Program Services, Planning and Research, and Administrative and Fiscal Operations. The Division of Organizational Development was responsible for two major functions: personnel management, including the development of employee standards for the Department, recruitment, public relations, employee relations, labor relations, and the implementation of a systemized record system; and staff development, involving all of the education and training programs for Departmental personnel. The Division of Program Services was responsible for the overall services to be provided in the institutions and in community-based programs, including: institutional operations; educational, medical, psychological, religious, social, and
volunteer services to residents; and parole, probation, and community programs. The Division of Planning and Research was responsible for developing short- and long-range programs within the Department. The Division of Administrative and Fiscal Operations was responsible for the general business and operations of the Department, including: the preparation of Federal grants, liaison, food service, transportation, institutional maintenance and operation, and budgeting and accounting. While the Department retains the four-division structure, some reorganization has occurred.\textsuperscript{14}

The Division of Organization Development accomplished its major objectives and was phased out in September, 1973. This division played a key role in designing the framework for central administration of the Department, including the creating and staffing of necessary new positions. For the first year of the Department's operation, the Division of Organization Development also assumed responsibility for personnel management and staff development, which is now handled by a separate personnel section.\textsuperscript{15}

A new Division of Parole and Community Services was created to place greater emphasis on those aspects of the Ohio adult correctional system that relate directly to the community. Organization of this division is not yet complete, but when this is accomplished, the Division of Parole and Community Services will include a separate
community services bureau in addition to the Adult Parole Authority. Functions assigned to the Division of Parole and Community Services previously were among those carried out by the Division of Program Services, which was replaced in April, 1974, by the Department's newest division, the Division of Institutional Services. In addition to its responsibility for the administration of the Department's seven correctional institutions and the management and delivery of educational, medical, psychological, religious, social, and volunteer services, the Division of Institutional Services also includes the Bureau of Classification and Reception, which is in charge of receiving offenders committed to the Department's custody, determining to which institution they will be confined, and transferring offenders from one institution to another.

The Divisions of Planning and Research and Administrative and Fiscal Operations remain as they were originally intended in the organizational plan. Evidence of a new emphasis on personnel training came in 1972 when the Department created the Office of Staff Development to establish a system-wide continuing program of comprehensive training. Training has been increased from the 53,500 hours conducted in 1971 to the nearly 100,000 hours in 1973. Further accomplishments
Regular training, generally available only for correctional officers a few years ago, was instituted for employees working in other areas of the correctional system, such as parole and probation, food services, and those in supervisory and middle management positions.

Existing training programs were broadened in content: training for correctional officers, at one time limited to technical aspects of their jobs, such as security procedures and firearms handling, was expanded to include sessions on the criminal justice system, departmental philosophy, counseling and interpersonal skills, first aid and the roles of other correctional personnel.

In all, 1700 regular and special training sessions were conducted in 1973 to aid employees to gaining a broader understanding of corrections and improving the specific skills needed in their particular areas.

A new program was set up to acquaint Department personnel with provisions of Ohio's new criminal code that deal with corrections.

Training programs dealing with various safety issues, including defensive driving, were developed as part of a new safety training effort being conducted throughout state government.

Work also was completed on development of the most extensive entry-level training program ever to be provided Ohio correctional employees. The program, ready for implementation in the near future, will be available to practically all new employees and will include a wide range of sessions conducted over a six-week period.
In addition to its own training programs, the Department has undertaken efforts to assist staff members seeking to improve their abilities through enrollment in college and technical school courses. A tuition reimbursement program was begun, and 294 employees received reimbursements in 1973 for up to six hours of job-related course work in areas such as corrections technology, psychology, sociology, public administration, education and law. Participants included 56 employees - many of them correctional officers - working on two-year associate degrees in corrections technology.22

The hub of the Department's training activities is the Ohio Correction Academy, opened in 1970 and located near the Chillicothe Correctional Institute. The Academy is the site of a wide range of regular programs, as well as special sessions and workshops, and its expanding services include a film and videotape library, closed-circuit television, and other audio-visual materials and equipment.23

The Office of Ombudsman was also established in 1972. The correctional ombudsman and his staff, which consists of two deputy ombudsmen, both ex-offenders, have three primary responsibilities: (1) to receive, investigate, and evaluate inquiries, problems, and complaints of correctional staff and residents or persons responsible to a departmental institution or agency; (2) to self-initiate inquiries whenever facts come to the attention of the Office of Ombudsman from whatever source, indicating that an inquiry should be made; and (3) to insure that all Ohio statutes, rules and regulations of the Department and
relevant institutional and agency rules and regulations are being followed.\textsuperscript{24}

In reality, the ombudsman has acted almost exclusively on resident-initiated complaints or inquiries. The Office of Ombudsman currently receives an average of 42 complaints or inquiries each month. The ombudsman is further constrained in that he has no authority to establish or implement policy changes within the Department or the individual institution, although he does have immediate access to the director with information derived from audits or investigations.\textsuperscript{25}

Parole, Probation, and Community Programs

The commitment of the State of Ohio Department of Rehabilitation and Correction to its officially stated philosophy is perhaps most evident in parole and probation practices and in community programs. Stated Departmental philosophy appears to have roots stretching back at least nine years when the Adult Parole Authority (APA) was created by the state legislature in 1965.\textsuperscript{26} Since that time, Ohio's prison population has been steadily reduced from nearly 12,000 in 1965 to the current 7800.\textsuperscript{27} Last year (1974), the number of residents confined to correctional institutions declined more than in any other previous year when the prison population was reduced by 676.\textsuperscript{28}
Fiscal Year 1965 through Fiscal Year 1973 is included in Appendix A.

In fiscal year 1973, the Parole Board considered 7,508 cases, an increase of 14 per cent over the year before. During the same fiscal year, the number of probationers under supervision of the parole authority increased 54 per cent, from 1,484 to 2,288. The number of probation field officers grew from 53 in June, 1972 to 78 in June, 1973, an increase of 47 per cent. The number of countries provided probation services by APA grew from 41 to 48, and during the first eight months of the current fiscal year (1974), four more counties were added.29

The success of "shock probation" has led to recent enactment of "shock parole" as explained in the May, 1974 Report of the Ohio Department of Rehabilitation and Correction:

Included in the probation services provided counties by APA is the supervision of offenders placed on 'shock probation'. That particular phase of the probation system resulted from a 1965 law which permits judges to place convicted offenders on probation after they have served from 30 to 130 days in a correctional institution. Up to January 1, 1974, 5,005 offenders were released from institutions under 'shock probation,' with only 500, or about ten per cent, being returned to institutions for probation violation or commission of new crimes.
As a result of the success of 'shock probation,' a new law was enacted creating a similar program in which offenders who qualify may be granted early parole after serving at least six months of their prison sentences. The 'shock parole' law became effective January 1, 1974, and the program is administered entirely by the Adult Parole Authority.

Since the establishment of the State of Ohio Department of Rehabilitation and Correction in 1972, community programs have been expanded to include: The Man-To-Man Volunteer Program, which has grown in the number of volunteers taking part from 108 in 1972 to over 500 presently; The Parole Officer Aide Program, which provided for the employment of 12 ex-offenders to work as parole officer aides throughout the state, and to date, the aides have assisted 275 parolees in finding jobs; The Community Reintegration Centers Program, which has handled 191 technical parole violators in three centers, located in Cincinnati, Cleveland, and Columbus; and The Educational and Vocational Furlough Program, which was begun during fiscal year 1973, and to date, 315 offenders have been released from institutions to attend vocational education classes and academic college courses, or to be placed in public employment positions. These programs are offered in addition to previously established halfway house and plan for action programs.
Institutional Services

Educational

In November of 1971, the Ohio Department of Rehabilitation and Correction, in cooperation with the Division of Vocational Education of the State Department of Education, employed nine consultants to evaluate current vocational education programs within Ohio state prisons and to present recommendations as to how these programs could be more meaningful in the rehabilitation process. The nine consultants included: F. Patrick Cronin, Project Director; Dr. Max J. Lerner, Consultant Chairman; D. R. Purkey, Consultant Co-Chairman; James H. Broadbent, Consultant; Dallas Cornett, Consultant; Dr. Kenneth C. Hoedt, Consultant; John H. Irvine, Consultant; Donald R. Neff, Consultant; John A. Oguich, Consultant; and Lindsay Ratliff, Consultant. The consulting team spent eight months in completing this project and preparing a June, 1972 document of an Evaluative Research Planning Project in Vocational Education for Ohio Department of Rehabilitation and Correction entitled, Rehabilitation -- Education.

While the emphasis of this project was placed in evaluating vocational education programs, the consulting team was also very much concerned with academic educational programs in Ohio state prisons. The philosophy of the consulting team was that an integrated educational effort of
vocational and academic programs was needed.

The consulting team found the vocational education programs in all of Ohio's penal institutions to be grossly inadequate. The reasons cited were the lack of funds, unqualified teaching personnel, the apparent lack of a Division-wide educational program, the lack of a Division-wide in-service training program for all involved personnel, and the failure to involve surrounding community people in the educational programs. The consulting team concluded: "It is our opinion that education, especially vocational education, does not hold a very high priority in treatment."

At the time of this project, the following vocational education programs were available in at least one or more of the eight Ohio state prisons (Ohio Penitentiary had not yet been phased out as a correctional institution): carpentry, cosmetology, dairy production, data processing, drafting and blueprint, food service, graphic arts, home economics, masonry, medical laboratory assistants, record keeping, radio and television repair, small appliances, tailoring, typewriter repair, watch repair, and welding. Quality vocational education (as defined by vocational education experts), however, was practically non-existent in most of the correctional institutions.
The nine consultants visited the eight Ohio state prisons and collected educational data in Table I of their June, 1972 prepared document. Table I appears in Appendix A of this study. Some of the information gathered by the consulting team included whether or not: the enrollment is voluntary, there is a written philosophy for the vocational education program, there are written goals for vocational education programs, reference materials are available and used, vocational and academic teachers cooperate and work together, individualized instruction is used in most related classes, multi-media instructional materials are available and used, the program appears to change the attitude of inmates, the program includes the utilization of outside films and/or demonstrations in the instruction.

The consulting team also examined the present status of the vocational education teaching staff in Ohio state prisons, with regard to professional preparation, occupational experience, and such other factors as may have a bearing on the success of vocational education programs in these institutions. These data were gathered in Table II of the June, 1972 prepared document and also appears in Appendix A of this study. Briefly, the nine consultants found that many of the vocational education instructors lack formal vocational education, although these instructors generally have acceptable work experience. Only 65.7
per cent of the vocational education teachers were certified in the subject areas in which they were teaching, and most held only temporary certification. Approximately 66 per cent of the vocational education teachers had occupational experience in the areas they were teaching. One vocational education teacher had less than a high school education. The majority of vocational teachers had graduated from high school, and five had a B.S. or B.A. degree. Four school principals held master's degrees; two held B.S. degrees; and one was a high school graduate. None of the Ohio state prisons used any in-service teacher improvement programs. There seemed to be good communication among vocational education staff members, but little communication between the vocational and academic educational staff. This may be accounted for by the separation of vocational facilities from the academic facilities and because some principals tend to place academic teachers on a higher status level.

In Table III, which also appears in Appendix A of this study, the consulting team attempted to rate the equipment and facilities on a scale of 5 to 1, with 5 indicating non-existent, 4 indicating poor, 3 indicating fair, 2 indicating good, and 1 indicating excellent equipment and facilities. The general overall observation was that the physical facilities in use at that time in Ohio
state prisons were below satisfactory standards for providing meaningful vocational programs. Few related classrooms were available for the instructional programs. There was a critical shortage of adequate washup and locker facilities for the learners and adequate storage facilities were not provided. Every institution visited had some type of library facility, but few recent publication dates could be found in the library sections dealing with technical and vocational training. And the consulting team was particularly concerned with the fact that the facilities for vocational education were not generally located near the facilities used for academic education.

The nine consultants also took considerable care in determining the academic achievements and aptitudes of the inmate population in Ohio. Ninety per cent of the inmates incarcerated in Ohio's penal system dropped out of school and have achieved to approximately the seventh grade level. Data from one institution (Marion) showed that about 80% of the inmates were classified as being unskilled at the time of their initial incarceration. Records indicated that approximately 75% of the nearly 10,000 men and women incarcerated in the adult correctional institutions in Ohio were unskilled in any trade. Despite these data, vocational facilities at Mansfield, Lebanon, Marion, Columbus, Marysville, and Chillicothe could, at best, accommodate
approximately less than 10% of the total inmate population. While these percentages reflected a large number of inmates who were low achievers, the range of individual differences between education and mental abilities was found to be quite wide. Inmate reading ability, for example, ranged from illiterate to that of the college level. The intelligence quotients of the inmates ranged from the low 70's (mentally retarded) to 140 (superior). And most striking, 72.1% of the total inmate population had IQ's of 90 (normal) or above. The consultants concluded in their report that "further inspection of available data suggests that, with the exception of Chillicothe, a majority of incarcerated persons are well within an age range that would permit them to benefit from a combined academic and vocational education experience."

Based on their findings, the nine consultants recommended that the Department of Rehabilitation and Correction should:

Adopt a philosophy and commit itself to the concept of rehabilitation of inmates through education. All aspects of institutional life should be coordinated around an educational program, which uses vocational education as the core. The Division's educational efforts should be considered as one state-wide school system.
Determine the specific role of each Correctional Institution, concentrating all educational programs into specialized institutions and work experience in the others. All institutions must provide meaningful incentives that will motivate inmates and reflect the value of work.

Strive to have the State Legislature provide a direct 'line item' appropriation for the education offered by the Division of Correction School.

Move swiftly in the creation of a... 'Reception Center' near Columbus, not at Ohio Penitentiary, staffed with professionals (including educators) to receive, counsel, and classify for assignment, inmates to institutions and programs.

Recognize that educational programs can be no better than their staff. The total staff, including security, needs to be dedicated to the concept of rehabilitating inmates through educational processes. A need exists to recruit, supervise, and provide in-service training for its personnel.

Initiate efforts to raze the buildings and facilities of the Ohio Penitentiary in Columbus and the Ohio Reformatory in Mansfield as soon as possible. In addition to the immediate need for the 'Reception Center' and the six 'Regional Correctional Institutions', the long-range plan should include the erection of several minimum security 'Area Educational Institutions', each to accommodate 500 inmates.

Develop citizen's advisory committees on a state-wide and local basis to assist in the continued development of vocational education programs tailored to meet the needs of inmates regardless of their academic capabilities or length of sentence.
Attempt to improve the image of correctional education by improving lines of communication not only within the Division between institutions, but to all other agencies who may assist corrections in the development of its educational offerings.

Conduct additional studies to further develop many of the concepts contained in this report.58

During the consultants' visits to the Ohio state prisons, idleness was an apparent problem.59 The consulting team suggested that vocational education would assist in eliminating this particular problem. But in addition to idleness, the size of the inmate population and the limited number of work and educational stations available often resulted in more inmates assigned to a work area than were readily needed. This problem could only be resolved by limiting the inmate population in any given correctional institution.

The consultants' recommendation for a long-range plan to include the erection of several minimum security "Area Educational Institutions," each to accommodate 500 inmates, has not yet been initiated by the Ohio Department of Rehabilitation and Correction, and neither has the razing of buildings and facilities at the Ohio Reformatory in Mansfield. However, the Ohio Department of Rehabilitation and Correction has completed the phasing out of the over-crowded and deteriorated facilities at the Ohio Penitentiary in Columbus.60
The recommendation that each correctional institution within the system be specialized according to educational programs has not met the approval of the Department. In the February 1, 1973 *The Ohio Department of Rehabilitation and Correction Response to the Report of the Task Force on Corrections*, the rationale for the rejection of this recommendation is set forth:

During the course of the past several months, the Administrative staff has struggled greatly with the issue and the interpretation of the word specialization. It is the position of the Department that no institution becomes so specialized to the exclusion of general academic, vocational, and treatment programs. However, the Department has taken the position that we will not duplicate programs in each of our institutions. It is our intent to provide some flexibility in our program that would allow certain residents to be placed in an institution based on its geographical location as well as its ability to meet his individual treatment needs. We will continue to emphasize academic programs at Lebanon and vocational programs at Marion. We are concerned with the stereotyping of institutions based on programs. It is the hope of the Department to provide a high standard of programming in all of our facilities which will include adult basic education, some vocational training, and a well qualified treatment staff.61

However, Ned Stout of the *Columbus Dispatch* staff reported that a group of convicts and ex-inmates testified on July 13-14, 1973 before the Ohio Advisory Committee to the U.S. Civil Rights Commission that inmates of the Ohio state prisons can not receive an adequate vocational education. In fact, former inmate Judy Guyler asserted that she had
"not been rehabilitated in any way" at the Ohio Reformatory for Women in Marysville, and that she had not received "enough training to qualify for anything."62

But encouraging developments have taken place since the nine consultants reported their 201-page June, 1972 document of findings and recommendations for an educational program in Ohio adult correctional institutions, and just prior to and since that group of inmates and ex-inmates testified before the Ohio Advisory Committee. For one, the Department was chartered on April 9, 1973 as a "Special Purposes School District" by the State Department of Education. Under the school district concept, the Department's seven institutions are looked upon as branch campuses of the overall district, and educational programs in each institution are administered accordingly. The Department's educational programming is operated much like that of any other school district: its 150 instructors must meet specific requirements and programs must be operated in accordance with established standards. Chartering of the school district has made possible the awarding of high school diplomas or units of credit to residents completing courses of study, enabled the Department to qualify for federal education funding, and provided for continued technical assistance from the State Department of Education. As a result of recent legislation, residents completing high
school programs may receive a diploma from the school dis-
trict they attended before being committed to the Depart-
ment, as well as from the Department school district. Project Director F. Patrick Cronin was appointed the first
Director of Educational Services also serving as Superin-
tendent of Schools, although since that time Cronin re-
signed and was replaced with his assistant, Harrison Morris,
serving both functions to this date.

Secondly, there is now a full-time GED coordinator, Rex Zent, who is based at Chillicothe Correctional Insti-
tute. During fiscal year 1973, 346 residents success-
fully completed the GED test.

Thirdly, Ohio Project Newgate began in September,
1973 when residents at Marion Correctional Institution were
offered programs by The Ohio State University - Marion
Branch Campus and Marion Technical College, and the resi-
dents of the Ohio State Reformatory (Mansfield) were
offered programs at The Ohio State University - Mansfield
Branch Campus and North Central Technical College. This
opportunity to receive a higher education was made avail-
able to interested inmates who have the General Education
Development certificate or a high school diploma. Inmates
will be able to earn an Associate of Arts degree, and the
Ohio Board of Regents, who administers this program, claims
that approximately 160 inmates will have the opportunity to
Fourthly, the Department school district has received federal funding for operation of Adult Basic Education programs designed especially to aid residents functioning below ninth grade level at the Southern Ohio Correctional Facility, Ohio State Reformatory, and the Chillicothe Correctional Institute. Similar programs are to be in operation at the remaining four institutions in the near future.

Fifthly, the Department has noted the following improvement in vocational education offerings:

A major advance in vocational education for residents resulted from a cooperative agreement between the Department, the State Department of Education's Division of Vocational Education and the Ohio Bureau of Employment Services. Funds were acquired under the federal Manpower Development and Training Act (MDTA) to establish seven new vocational training programs in three institutions. They include pre-apprenticeship carpentry, pre-apprenticeship drafting and office machinery repair at the Chillicothe Correctional Institute; welding, auto body repair and auto mechanics, and pre-apprenticeship brick and masonry at the Marion Correctional Institution; and welding at the Lebanon Correctional Institution. Planning has been completed and funding approved for the addition of three more MDTA programs in 1974.

Sixthly, library programs in each institution are administered by the Department school district. In 1973, a $17,000 allocation from the Ohio State Library made possible major improvements to library programs at the Marion
Correctional Institution and Ohio State Reformatory. 71

Finally, the State of Ohio Department of Rehabilitation and Correction appears to be making every effort to cooperate with researchers who hope to gain insight into the problems and solutions of rehabilitation/education in corrections. 72

Medical

In an attempt to improve medical services, the Department established the former Ohio Penitentiary in Columbus as the Correctional Medical Center, effective in July, 1973. Department philosophy is that the broadest program of medical care can be provided most efficiently and economically by a central facility that would serve residents of all institutions. However, each institution is still equipped with facilities to provide residents with routine medical services. 73

Psychological

The psychological staff, once only three licensed psychologists in number, now totals thirty. 74 A state-wide Director of Psychological Services has been established and efforts have been made to upgrade the psychological staff as well as the services they provide. 75

The psychological staff is still much too few in number, and the psychological services not enough for the
Ohio inmate population. However, these services are also improving with the aid of federal monies. Psychological workers are currently involved in two special projects to be financed with federal Law Enforcement Assistance Administration funds. The projects involved development and implementation of an alcohol education and treatment program and a program designed to identify and evaluate offenders with a strong potential for violence who pose a serious threat to society. 76

Religious

Religious services improved when chaplains in each institution were given responsibility for management and coordination of all religious programs and activities, some of which previously were handled by other members of the institution staffs. 77 The Department has also begun to recognize the Muslim faith and has made special provisions for religious teachings and worship services for both the Black and Islamic Muslims. From the Islamic Mosque in Cleveland, an Iman, or religious leader, has been assigned to each institution to instruct the residents in the Muslim faith. 78

Social

A state-wide Director of Social Services has also been established and efforts have been made to upgrade the
the social services staff as well as the services they provide. The Department has moved to strengthen its social services through the addition of more social workers who hold Master's Degrees in their field and increased numbers of minority group members. 79

Like the psychological staff, the social services staff is still much too few in number, and the social services provided are not enough for the Ohio inmate population. However, these services are also improving with the aid of federal monies. In 1974, the Department obtained approval for two special projects funded by the federal Law Enforcement Assistance Administration in the social services area. The two special projects are pilot "therapeutic communities" at the London and Marion Correctional Institutions, designed to afford a team approach to the treatment of alcoholics and drug offenders at Marion and a cross-section of offenders at London. 80

Volunteer

A volunteer services director was employed within the Department's central administration, and volunteer coordinators were hired in each of the seven correctional institutions and the Division of Parole and Community Services. Since the start of the volunteer services effort, use of volunteers in Ohio corrections has increased by 30
102

per cent, with about 5000 citizens currently involved in various volunteer programs. The Department launched its major undertaking in May, 1973 with the aid of a $123,000 federal grant from the Law Enforcement Assistance Administration.\(^1\)

Expenditures Breakdown by Major Areas

The expenditures breakdown by major areas suggest that in 1974, the Ohio adult correctional system is still quite custodial in nature. Custody (including staff, equipment, and maintenance) makes up 38.7 per cent of the total expenditures and Operations (including staff, food, clothing, fuel, equipment, and maintenance) makes up 29.3 per cent of the total expenditures, a combined 68 per cent. These figures are strikingly higher than the 8.3 per cent spent for treatment, the 2.9 per cent for education, and the 7.9 per cent for community programs.\(^2\) A Chart of Ohio Department of Rehabilitation and Correction Fiscal Year 1973 Expenditures By Major Areas is included in Appendix A of this study.

However, it is important to note that these expenditures do not include federally funded education, treatment, and community programs, many of which have been funded by grants to the State of Ohio Department of Rehabilitation and Correction outright, and some of which have been granted
on a matching basis. If these expenditures had been included, the figures may be somewhat less alarming.

Chapter Summary

The extent to which the State of Ohio Department of Rehabilitation and Correction will be able to implement an increasing number of new programs while it continues to change organizationally and in personnel is a significant criterion of feasibility for introduction of the proposed innovation. In investigating the historical background of the Department, including the presently stated and implemented Departmental philosophy, the writer discovered that this criterion of feasibility cannot be determined to the exclusion of the responses of key decision-makers in the State of Ohio Department of Rehabilitation and Correction and economic considerations, but can at least be analyzed based on the following Departmental activities: (1) organizational development; (2) parole, probation, and community programs; (3) institutional services; and (4) expenditures breakdown by major areas.

In analyzing the organizational development of the Department and the services provided to residents of the seven state correctional institutions, the data suggest that optimum, rather than maximum use of the proposed closed-circuit television system is feasible. The Department is in
the process of change, and it apparently recognizes the importance of this change "to blend personnel, society and the client into a livable arrangement." Such recognition is noticeable in Departmental restructuring during the past three years and in increased institutional services provided to residents. Optimum use of the proposed innovation would also take into account this process of continual change in Departmental restructuring and institutional services.

The commitment of the State of Ohio Department of Rehabilitation and Correction to its officially stated philosophy is perhaps most evident in parole and probation practices and in community programs. In analyzing these Departmental activities, the data do not suggest that maximum use of the proposed closed-circuit television system is feasible because the Department appears to be concentrating its emphasis on keeping offenders out of the state correctional institutions with a growing probation and parole staff and budget and additional community programs.

The expenditures breakdown by major areas further suggests that these Departmental activities do not fully meet the historical background criterion of feasibility. The Ohio adult correctional system apparently is still quite custodial in nature.
FOOTNOTES FOR CHAPTER III


3 Ibid., p. 14.

4 Ibid.

5 Ibid., pp. 13-14.

6 Ibid., p. 16.

7 Ibid., p. 20.

8 Ibid.

9 Ibid., p. 27.

10 Ibid., pp. 40-41.

11 Brown, p. 255.

12 Resch, pp. 41-42.

13 Gilligan and Cooper, p. 3.

14 Brown, p. 255.

15 Gilligan and Cooper, p. 6.

16 Ibid.

17 Ibid.

18 Ibid.

19 Ibid.

20 Ibid., p. 8.

21 Ibid.

22 Ibid.
The writer visited the Ohio Correction Academy in Chillicothe, Ohio, May 22, 1974 and received this information in a personal interview held with David Valdez, A-V Specialist.

Gilligan and Cooper, p. 7.

Ibid.

Ibid., p. 21.

Ibid.

Ibid.

Ibid., p. 22.

Ibid.

Ibid., pp. 22-23.

Ibid., p. 32.

The State of Ohio Department of Rehabilitation and Correction was still a Division within the Department of Mental Hygiene and Correction during and upon completion of this project study.


Ibid.

Ibid.

Ibid., p. 25.

Ibid., p. 20.

The majority of the inmates housed at the Chillicothe Correctional Institute are between the ages of 42 and 50, and 65% of the inmates have physical limitations.

Gilligan and Cooper, Report of the Ohio Department of Rehabilitation and Correction; May, 1974, p. 18.


Gilligan and Cooper, Report of the Ohio Department of Rehabilitation and Correction; May, 1974, p. 18.

Gilligan and Cooper, Report of the Ohio Department of Rehabilitation and Correction; May, 1974, p. 18.

Ibid.

Resch cited only three licensed psychologists in 1952, when the Ohio inmate population was greater than it is today. He also noted that there were only three licensed psychologists in the Ohio Penitentiary before phase-out occurred, a figure which would suggest that the total number of licensed psychologists in Ohio adult correctional institutions was less than it has been during the last two years.
78 Ibid.
79 Ibid.
80 Ibid.
81 Ibid., p. 20.
82 Ibid., p. 25.
CHAPTER IV
ATTITUDES OF KEY DECISION-MAKERS

In investigating the second criterion of feasibility - the responses of key decision-makers in the State of Ohio Department of Rehabilitation and Correction to the proposed closed-circuit television system, including sufficient desire for and predicted negative effects of the innovation - the writer conducted focused interviews with the sample of five key decision-makers concerned with treatment services in Ohio's state correctional institutions, as proposed in Chapter II. The interviewees, and the location and dates of the interviews were as follows: (1) Cyril S. T. Cho, Assistant Director, Division of Planning and Research (held in Columbus, Ohio, July 16, 1974); (2) David Blodgett, Director of Staff Development (held in Columbus, Ohio, October 30, 1974); (3) William Gilbert, Director of Psychological Services (held in Columbus, Ohio, October 30, 1974); (4) Harrison Morris, Director of Educational Services (held in Columbus, Ohio, October 31, 1974); and (5) Clyde Scott, Director of Social Services (held in Columbus, Ohio, October 31, 1974). Each interview was recorded on audio cassette tape and transcribed by
professional transcribers in Columbus, Ohio and Champaign, Illinois. Each interview ranged in duration from 1½ to 2 hours and conducted privately in each interviewee's own office at the State of Ohio Department of Rehabilitation and Correction Central Offices.

Desire for the Innovation

A clear pattern of response emerged from the focused interview sample (see Table 4-1).

Firstly, the sample of key decision-makers in the State of Ohio Department of Rehabilitation and Correction (in so far as supporting or rejecting the proposed closed-circuit television system is concerned) expressed an openness toward the proposed innovation. David Blodgett, Director of Staff Development, explained that radio is now being used primarily for entertainment purposes in Ohio's seven adult state correctional institutions and that he questioned whether television would be used in the same way. Blodgett believes that both of these media can be used in other ways more effectively. Cyril S. T. Cho, Assistant Director of the Division of Planning and Research, suggested that "there is a definite need for the use of the television medium in modern corrections, and I have no doubt that it (television) has a value. My reaction is a fascination; not a fancy, not a fear." William Gilbert, Director of Psychological Services: "Certainly,
TABLE 4-1

DESIRE FOR THE PROPOSED CLOSED-CIRCUIT TELEVISION SYSTEM

1. If any or all of Ohio's seven adult state correctional institutions had closed-circuit television, can you think of ways in which it might serve a useful purpose in corrections?

David Blodgett, Director of Staff Development.... Yes

(1) as a communication tool
   (a) between the resident population and the administration for rumor control
   (b) playback tapes for analysis of role playing and group activities

(2) as a rehabilitative tool
   (a) help inmates reintegrate into outside community

(3) as an educational tool for staff
   (a) staff training
   (b) staff education

Cyril S. T. Cho, Assistant Director, Division of Research and Planning........ Yes

(1) as a communication tool
   (a) between the resident population and the administration
   (b) for the ombudsman to function more effectively
   (c) playback tapes for analysis of role playing, group activities, and staff performance
   (d) producing television programs to educate the general public about Ohio corrections

(2) as a rehabilitative tool
(3) as an educational tool
   (a) academic
   (b) vocational

Harrison Morris, Director of Educational Services. Yes

(1) as an educational tool
   (a) academic - supportive television programs for enrichment to individual teacher's own programs; for higher educational programs
Table 4-1 (continued)

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<th>as a communication tool</th>
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<td>(a) social adjustment and social living values</td>
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<td>(b) group counseling</td>
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<td>(c) family living</td>
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William Gilbert, Director of Psychological Services. Yes

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<td></td>
<td>(a) intrapersonal communication - TV can be used to teach residents <strong>how to use</strong> their leisure time more constructively</td>
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<td>(b) interpersonal communication - playback tapes for analysis of role playing, group activities, and mock employment interviews</td>
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<td>(c) communications link between central offices and individual institutions to save time and travel</td>
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Clyde Scott, Director of Social Services. Yes

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<td>(a) playback tapes for analysis of role playing - training for staff; helping staff understand different people</td>
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Clyde Scott, Director of Social Services. Yes

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<td>(a) not instructional, but programs dealing with single concepts and aimed at the offender and common hang-ups</td>
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video is a powerful tool; something in corrections we have seldom really looked at." Harrison Morris, Director of Educational Services, indicated that he had already made some preliminary overtures regarding closed-circuit television by attending a seminar on the utilization of such technology, held recently at The Ohio State University, and that "my immediate reaction would be quite favorable."

Clyde Scott, Director of Social Services: "It might be damned expensive, but I think we should be challenged by it."

Secondly, the interviewees expressed a general lack of knowledge about television, and specifically, a lack of acquaintance as to how the medium might be fully exploited in Ohio state correctional institutions. Blodgett suggested that individual administrators within the prisons need to be educated as to how television can be used effectively in ways other than for entertainment. Cho was concerned with accurately assessing the desire for the innovation among key decision-makers in the State of Ohio Department of Rehabilitation and Correction, since no one of these people know very much about the television medium. Gilbert: "You'll have to help break me out of some conventional thinking about how TV is used. A lot of my thinking, as I have already expressed, is pretty conventional. I really don't know all the potential and
capability of a (closed-circuit television) system."
Morris indicated a "let's wait and see" approach, wanting to find out what programs can be developed. Scott: "I'm really at a loss because I don't know what's available in terms of programming."

However, and thirdly, the interviewees expressed a desire for the innovation to be used in Ohio corrections and most strongly as a tool for improving communication. Blodgett: "I think the administration has to be in contact with the residents all the time."

The Director of Staff Development also recognizes the value of videotape playback in staff training and education. "It's a device to help trainees better understand their reactions. If they can see their reactions... play it over again. Let them see where they made their mistakes or where they did well."

Three of the four key decision-makers interviewed (other than Blodgett) also recognized the value of videotape playback in staff training and education (see Table 4-1). While the Office of Staff Development, through the personnel and closed-circuit television equipment of the Ohio Corrections Academy, already has been using this technique, these same four interviewees indicated that this technique can be used to an even greater extent. Moreover, two of these same four interviewees expressed a desire for this
technique to be used for the analysis of human behavior in other activities. Cho would like to see videotape playback for analysis of actual staff performance. Gilbert thinks that videotape playback for analysis of mock employment interviews could prove extremely valuable for residents who, upon release, will have to seek out new employment.

It is noteworthy that all five key decision-makers interviewed expressed a desire for the innovation to be used as a tool for improving communication in Ohio corrections in a variety of other ways. Like Blodgett, Cho would also like to see closed-circuit television used as a medium of communication between the resident population and the administration. Along these same lines, Cho would like to see closed-circuit television used to help the ombudsman function more effectively. According to Cho, television may be a way of cutting the bureaucratic red-tape encountered by a resident in dealing with the Office of the Ombudsman.

Cho would also like to see the State of Ohio Department of Rehabilitation and Correction communicating via television its philosophy and implemented programs to the general public. Morris suggested programs in social adjustment and social living values, group counseling, and family living, all of which are, according to the Director of Educational Services, "not necessarily outside of being
academic" or educational. Gilbert would like to see television used to teach residents how to use their leisure time more constructively. Through "videotape replay the whole range of recreational activities, where skills can be taught and people can be made to feel confident and good about being able to do things." Gilbert suggested, for example, the teaching of bowling skills. Scott would like to see single-concept television programs aimed at the offender and his or her common hang-ups.

All five key decision-makers interviewed also believe that closed-circuit television might serve a useful purpose in any or all of the seven adult state correctional institutions as an educational tool (see Table 4-1). Blodgett was most concerned with staff education. The other four interviewees were most concerned with expanding the capabilities of the educational staffs at each institution. However, education was not expressed as the most desired use for the innovation in Ohio corrections. Cho: "I would rather deal with television as a communicating tool." In fact, according to the Director of Educational Services, "I can see some potential for it (television as an educational tool), yes. Immediately, no." Morris suggested that it would probably be at least two years before he would recommend the use of television as an educational tool in Ohio corrections, explaining:
... that we’re in the process of building and you can only build so much at one time. You can stick too much in the building process and you can create utter chaos, and virtually nothing will happen. But, if we proceed slowly ... establishing a program, making sure it is established, and then going out and bringing in another program, making sure it is established ... built this way, I can see the use of educational television. ... We can see this as being a very viable part of the educational program some time in the future.

But, I would caution you that at this time I would not be interested. There are many programs in the building stages, and I think that if we throw this on top of them, we would perhaps be causing utter confusion. I think we’re giving just too much to our managers and our educators at each of our institutions to cope with at the present time.

I would be quite favorable in responding to you, urging you to continue and see what could be developed.

Morris also suggested that he "would not want to see educational television come in and being the only type of program." Moreover, the educational programs should be academic as opposed to vocational. Morris: "I would have some difficulty with vocational. Vocational is pretty much 'hands on.'" Morris suggested that a needs assessment study of the resident population should be conducted to determine what types of programs would be of most interest. The Director of Educational Services personally expressed an interest in bringing higher education into the prisons via television. Morris would like to see the pooling of tapes
of lectures given at the various colleges and universities throughout the state of Ohio, and the broadcasting, or perhaps, the rebroadcasting of these tapes in the penal institutions.

Predicted Negative Effects of the Innovation

The predicted effects of the proposed closed-circuit television system on bureaucratic procedures and the routines of prison life are tabulated in Table 4-2. The writer wanted to determine the predicted negative effects of the innovation. The interviewees invariably expressed the view that negative effects need not occur if the proper precautions are taken. Two such precautions were of most concern: (1) the development and maintenance of trust; and (2) well-thought out and clearly stated goals.

Blodgett suggested the need for a very high level of trust to be developed and maintained, and that, for example, in the case of videotaping group counseling sessions, videotapes must not be shown to people who did not participate. Gilbert further explained that the innovation would be threatening to the staff as well as to the residents, suggesting that "somehow, maybe the initial vehicle ought to be in small Academy classes . . . to get over the business of fear that the administrative superstructure is only trying to catch them (employees) in something."
TABLE 4-2

PREDICTED NEGATIVE EFFECTS OF THE PROPOSED CLOSED-CIRCUIT TELEVISION SYSTEM

1. How do you think closed-circuit television would effect bureaucratic procedures and the present routines of prison life in Ohio's seven state correctional institutions? Can you think of any negative effects that closed-circuit television might have on bureaucratic procedures or the present routines of prison life?

David Blodgett, Director of Staff Development....

No negative effects, provided that: (1) high level of trust is developed and maintained; (2) individual administrations within the prisons are educated as to how television can be used effectively in ways other than for entertainment.

Cyril S. T. Cho, Assistant Director, Division of Planning and Research....

Effects on bureaucratic procedures depend on how television is used.

Clear goals and specific uses of television in meeting those goals need to be developed.

Harrison Morris, Director of Educational Services....

No negative effects, if used in the future. Educational staff presently overloaded with new programs.

Clear goals and specific uses of television in meeting those goals need to be developed.

William Gilbert, Director of Psychological Services....

No negative effects, provided that: (1) high level of trust is developed and maintained - must overcome 'flak' and resistance to change; (2) clear
goals and specific uses of television in meeting those goals are developed; (3) the tool must not become the program; (4) communications specialists are consulted to use the medium effectively.

Clyde Scott, Director of Social Services....

No negative effects, provided that: (1) high level of trust is developed and maintained; (2) staff is educated as to how television can be used effectively in ways other than for entertainment.
As to the second precaution most expressed by the interviewees, Gilbert explained that "first, we have to get our goals and objectives, and our philosophy lined-up; then, we have . . . a very powerful tool. I think one of the dangers is that we collect tools without having well-thought out ideas of what we are doing with them." The Director of Psychological Services also warned that "we come to rely on the tools more than we should; we come to see the tool being the program" and that this tendency must be avoided by the State of Ohio Department of Rehabilitation and Correction. All five of the interviewees expressed the need for staff to be educated as to how television can be used effectively in ways other than for entertainment, and for the Department to set forth clear goals and develop specific uses of television as a tool in meeting these goals. Cho explained that he could not predict the effects of the innovation on the bureaucratic procedures and routines of prison life because that would depend specifically upon how television is used.

Chapter Summary

In investigating the responses of key decision-makers in the State of Ohio Department of Rehabilitation and Correction to the proposed closed-circuit television system, including sufficient desire for and predicted negative
effects of the innovation, the writer discovered a clear pattern of response: (1) there was an expressed openness toward the proposed innovation; (2) there was a general lack of acquaintance with the medium of television and how the medium might be fully exploited in Ohio corrections; (3) there was an expressed desire for the innovation to be used in Ohio corrections and most strongly as a tool for improving communication; and (4) negative effects need not occur if there is a development and maintenance of trust, and if there are well thought-out and clearly stated goals for the utilization of closed-circuit television in Ohio state correctional institutions.

That the interviewees expressed an openness toward the proposed innovation, that the interviewees expressed a desire for the proposed innovation to be used in Ohio corrections and most strongly as a tool for improving communication, and that the interviewees expressed the view that negative effects need not occur if there is a development and maintenance of trust with well thought-out and clearly stated goals for the utilization of closed-circuit television in Ohio state correctional institutions, suggests that the proposed innovation is feasible. However, the interviewees' general lack of acquaintance with the medium of television and how the medium might be fully exploited in Ohio corrections suggests that optimum, rather
than maximum use of the proposed innovation is feasible at
the present time. Again, the writer discovered that this
criterion of feasibility cannot be fully determined to the
exclusion of the historical background of the State of Ohio
Department of Rehabilitation and Correction and economic
considerations.
CHAPTER V

APPROXIMATE COSTS FOR THE PROPOSED INNOVATION

In investigating the third criterion of feasibility - the economic considerations, including radio and television equipment already in use in the seven state correctional institutions, the costs of additional closed-circuit television equipment (hardware), the costs of construction, distribution, operation, and maintenance of a closed-circuit television system, the costs of television programs (software) professionally-produced for inmate use, and the financial and human resources available for introduction of the innovation - the writer first conducted a survey of radio and television equipment and utilization in Ohio's seven adult state correctional institutions. A telephone call was made to the warden of each prison. If the warden was available and willing to talk for a few minutes, the writer discussed his intentions and asked for cooperation. If not, the writer received permission to forward a questionnaire with an agreement for whoever answered the telephone call that the warden would complete and return it as soon as possible, preferably within two weeks. Questionnaires were then sent to each institution, accompanied
by a letter referring to the telephone call and a self-addressed return envelope. At one facility, Chillicothe Correctional Institute, the secretary explained that Superintendent Frank Gray would not complete the questionnaire until the study was first approved by Cho, Assistant Director of Planning and Research for the State of Ohio Department of Rehabilitation and Correction. The writer obtained the necessary approval, and the letter directed to Superintendent Gray from Cho appears in Appendix B. A photocopy of the questionnaire mailed to each of the seven state correctional institutions in Ohio is included in Appendix C.

The Mail Questionnaire Survey was begun as a pilot study in the Summer, 1973 and completed for this study in the Summer, 1974. Four of the seven state correctional institutions responded within the deadline for the pilot study. The response from London Correctional Institution came shortly after the deadline for the pilot study. In order to complete the mail questionnaire survey for this study, the same procedures as explained above were repeated, and responses were obtained from Chillicothe Correctional Institute and Southern Ohio Correctional Facility.

The writer also consulted with three broadcast engineers and a government sales manager for a video equipment manufacturing firm for the purpose of determining:
(1) the costs of additional closed-circuit television equipment; (2) the costs of the initial outlay of television equipment and the construction, distribution, operation, and maintenance of the proposed closed-circuit television equipment; and (3) the availability of broadcast technicians and an approximation of salaries they would demand for the operation and maintenance of such a closed-circuit television equipment should it be constructed.

The writer first consulted with John Getz, Broadcast Technician for WOSU-TV and Engineering Consultant for Central Ohio Educational Television (COETV) at the Fawcett Center for Tomorrow, The Ohio State University, Columbus, Ohio, on July 9, 1974.

On October 25, 1974, Getz visited, with the writer, Lebanon Correctional Institution, one of the more centrally located state correctional institutions, for the purpose of determining whether or not the construction of the buildings and the physical design of the surrounding grounds of a more traditionally planned state correctional institution would cause any drastic adjustments of a cost estimate for a closed-circuit television system. The visit was approved by Cho, and the letter of approval directed to Associate Superintendent Ted Engle from Cho appears in Appendix B.
On December 11, 1974, the writer further consulted with Getz via telephone, and a letter from Getz and dated that same day, was already mailed to the writer. The letter was the result of the writer consulting with both Getz and Dale Tish, Principal Broadcast Technician for WOSU-TV, on October 25, 1974, after the writer and Getz visited Lebanon Correctional Institution. This letter is included in Appendix D.

Ronald L. Arendall, Network Operations Center Supervisor for Ohio Educational Broadcasting (OEB) Network, Columbus, Ohio, was consulted on July 26, 1974 for the purpose of obtaining an estimate of microwave distribution costs for linkage of the seven state correctional institutions. The writer was interested in estimating the difference in distribution costs between microwave relay and mailing video-taped programs via United Parcel Service (UPS) or other methods of distribution.

Jim Toepke, Government Sales Manager for Telemation, Inc., Midwest Region, was also consulted on February 4, 1975, for the purpose of receiving further consultation on closed-circuit TV equipment costs and validating the cost estimations suggested by both Williams and Getz. Consultation with Toepke was conducted via telephone. Toepke is presently located in the Chicago, Illinois offices of Telemation, Inc.
The writer also consulted with Paul Schupbach, Director of the Great Plains Regional Instructional Television Library, University of Nebraska, Lincoln, Nebraska, on May 12, 1975, via telephone, for the purpose of determining sources of instructional television programs and estimating the costs of these programs should the State of Ohio Department of Rehabilitation and Correction adopt the proposed innovation.

For the purpose of determining the availability of human and financial resources, the writer completed a review of the literature by August, 1974, as indicated in Chapter III, and he consulted with Z. Brent Fry on May 17, 1974 in Athens, Ohio, also as indicated in Chapter III. The writer also received relevant information during his visits to the Ohio Correction Academy and the Chillicothe Correctional Institute in Chillicothe, Ohio, and Lebanon Correctional Institution, Lebanon, Ohio (see Chapter III).

A Survey of Radio and Television Equipment and Utilization in Ohio's Seven Adult State Correctional Institutions

Results of the Mail Questionnaire Survey of radio and TV equipment and utilization in Ohio's seven adult state correctional institutions appear in Tables 5-1 and 5-2. While this study was concerned principally with television equipment and its use by the resident populations of the seven prisons, the writer thought it
### TABLE 5-1

**TELEVISION USE IN OHIO ADULT STATE CORRECTIONAL INSTITUTIONS**

1. **Total number of inmates in the institution as of June 25, 1973:**
   - Chillicothe... 1301
   - Lebanon....... 1368
   - London........ 950
   - Lucasville.... 1126
   - Mansfield..... 1785
   - Marion........ 946
   - Marysville.... 265

2. **Do inmates own their own television sets? -- If yes, how many channels can usually be received inside the prison on these television sets?**
   - Chillicothe... Yes, 3
   - Lebanon....... Yes, 5 or more
   - London........ Yes, 5 or more
   - Lucasville.... No
   - Mansfield..... No
   - Marion........ Yes, 3
   - Marysville.... Yes, 3

3. **If there are any television sets in your institution, how many are owned by inmates? How many television sets are owned by the state?**
   - Chillicothe.... 148 owned by inmates, 13 owned by the state
   - Lebanon....... 600 owned by inmates, 30 owned by the state
   - London......... 195 owned by inmates, 15 owned by the state
   - Lucasville.... 30 owned by the state
   - Mansfield..... 9 - 10 by the state
   - Marion......... 350 owned by inmates, 20 owned by the state
   - Marysville.... 200 owned by inmates, 2 or more owned by the state
Table 5-1 (continued)

4. Is there a wired (closed-circuit) television system? — If yes, how many channels are carried on the closed-circuit television system?

<table>
<thead>
<tr>
<th>Location</th>
<th>Channels Carried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>No</td>
</tr>
<tr>
<td>Lebanon</td>
<td>No</td>
</tr>
<tr>
<td>London</td>
<td>No</td>
</tr>
<tr>
<td>Lucasville</td>
<td>Yes, but not presently used</td>
</tr>
<tr>
<td>Mansfield</td>
<td>No</td>
</tr>
<tr>
<td>Marion</td>
<td>No</td>
</tr>
<tr>
<td>Marysville</td>
<td>No</td>
</tr>
</tbody>
</table>

5. If there is a closed-circuit television system, roughly what percentage of the total inmate population lives in areas served by the system?

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucasville</td>
<td>90%, when in use</td>
</tr>
</tbody>
</table>

6. If there is a closed-circuit television system, is it possible to originate programs in the prison?

<table>
<thead>
<tr>
<th>Location</th>
<th>Possible to Originate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucasville</td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. If there is a closed-circuit television system, who chooses programs which are carried on it?

<table>
<thead>
<tr>
<th>Location</th>
<th>的选择方式</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucasville</td>
<td>An inmate committee</td>
</tr>
</tbody>
</table>

8. Do you feel television serves any useful purpose in prison? — If yes, what purpose?

<table>
<thead>
<tr>
<th>Location</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>Educational, but mostly Entertainment</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Information transfer and Entertainment; aids in disciplinary problems by keeping inmates occupied</td>
</tr>
<tr>
<td>London</td>
<td>Entertainment and Morale</td>
</tr>
<tr>
<td>Lucasville</td>
<td>Contact with outside world, Entertainment</td>
</tr>
<tr>
<td>Mansfield</td>
<td>No</td>
</tr>
<tr>
<td>Marion</td>
<td>Education and Entertainment</td>
</tr>
<tr>
<td>Marysville</td>
<td>Contact with outside world, Entertainment, and a way to use leisure time</td>
</tr>
</tbody>
</table>
9. Do you think television can be used in rehabilitating inmates in any way? — If yes, how?

<table>
<thead>
<tr>
<th>Institution</th>
<th>Education</th>
<th>Contact with outside world</th>
<th>Education</th>
<th>Education</th>
<th>Vocational and Academic Education</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td></td>
<td></td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lebanon</td>
<td></td>
<td></td>
<td>Education</td>
<td>Contact</td>
<td>Education and Contact with outside</td>
<td></td>
</tr>
<tr>
<td>London</td>
<td></td>
<td></td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucasville</td>
<td></td>
<td></td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mansfield</td>
<td></td>
<td></td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocational and Academic Education</td>
<td></td>
</tr>
<tr>
<td>Marysville</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a The total number of inmates in each institution pertains to figures as of June 25, 1973 for Mansfield, Marion, and Marysville. Four institutions responded to the questionnaire when originally distributed as a pilot study. The Lebanon figure pertains to the average population in that institution during 1970. The Chillicothe, London, and Lucasville figures pertain to the total number of inmates in each of those institutions as of July 3, 1974, the cut-off date for the redistributed questionnaire.

b The response to the questionnaire for Lucasville is inaccurate, since only 21 receivers are in working order.

c The response from Lucasville is somewhat misleading since, for the most part, CCTV is not used in that institution. When it is used, CCTV merely records a performing group in one gymnasium for playback in another gymnasium, thereby dividing into two gymnasiums the inmates who participate in these recreational or entertainment activities.

d Ibid.

e Ibid.
TABLE 5-2
RADIO USE IN OHIO ADULT STATE
CORRECTIONAL INSTITUTIONS

1. Do inmates own their own radios? -- If yes, how many stations can usually be received inside the prison on these radios?

<table>
<thead>
<tr>
<th>Location</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>Yes, 5 or more</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Yes, 5 or more</td>
</tr>
<tr>
<td>London</td>
<td>Yes, 5 or more</td>
</tr>
<tr>
<td>Lucasville</td>
<td>Yes, 5 or more</td>
</tr>
<tr>
<td>Mansfield</td>
<td>Yes, 5 or more</td>
</tr>
<tr>
<td>Marion</td>
<td>Yes, 5 or more</td>
</tr>
<tr>
<td>Marysville</td>
<td>Yes, 5 or more</td>
</tr>
</tbody>
</table>

2. Is there a wired radio system? -- If yes, how many channels are carried on the wired radio system?

<table>
<thead>
<tr>
<th>Location</th>
<th>Channels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>2</td>
</tr>
<tr>
<td>Lebanon</td>
<td>2</td>
</tr>
<tr>
<td>London</td>
<td>No</td>
</tr>
<tr>
<td>Lucasville</td>
<td>5</td>
</tr>
<tr>
<td>Mansfield</td>
<td>2</td>
</tr>
<tr>
<td>Marion</td>
<td>No</td>
</tr>
<tr>
<td>Marysville</td>
<td>No</td>
</tr>
</tbody>
</table>

3. If there is a wired radio system, roughly what percentage of the total inmate population lives in areas served by the system?

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>100%</td>
</tr>
<tr>
<td>Lebanon</td>
<td>100%</td>
</tr>
<tr>
<td>Lucasville</td>
<td>100%</td>
</tr>
<tr>
<td>Mansfield</td>
<td>?</td>
</tr>
</tbody>
</table>

4. If there is a wired radio system, who chooses the programs which are carried on it?

<table>
<thead>
<tr>
<th>Location</th>
<th>Selector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>An inmate committee</td>
</tr>
<tr>
<td>Lebanon</td>
<td>A prison official</td>
</tr>
<tr>
<td>Lucasville</td>
<td>An inmate committee</td>
</tr>
<tr>
<td>Mansfield</td>
<td>A committee of inmates and officials with decisions based on periodic surveys</td>
</tr>
<tr>
<td>Table 5-2 (continued)</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
</tbody>
</table>

5. If there is a wired radio system, is it possible to originate programs in the prison? -- If yes, what kinds of programs are originated?

<table>
<thead>
<tr>
<th>Location</th>
<th>Programs Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>Yes, Disc Jockey Shows; occasionally informative programs</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Yes, Disc Jockey Shows</td>
</tr>
<tr>
<td>Lucasville</td>
<td>Yes, ?</td>
</tr>
<tr>
<td>Mansfield</td>
<td>Yes, Disc Jockey Shows</td>
</tr>
</tbody>
</table>

6. Do you feel radio serves any useful purpose in prison? -- If yes, what purposes?

<table>
<thead>
<tr>
<th>Location</th>
<th>Purposes Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillicothe</td>
<td>Information and Entertainment</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Information and Relaxation</td>
</tr>
<tr>
<td>London</td>
<td>Entertainment and Morale</td>
</tr>
<tr>
<td>Lucasville</td>
<td>Contact with outside world, Entertainment</td>
</tr>
<tr>
<td>Mansfield</td>
<td>Information and Entertainment</td>
</tr>
<tr>
<td>Marion</td>
<td>Yes, ?</td>
</tr>
<tr>
<td>Marysville</td>
<td>Contact with outside world, Entertainment, and a way to use leisure time</td>
</tr>
</tbody>
</table>
worthwhile also to include information concerning radio equipment and use.

Five of the seven adult state correctional institutions in Ohio permit inmates to own their own television sets, and in those institutions, inmates receive three or more channels, as can be seen in Table 5-1. In Southern Ohio Correctional Facility, Lucasville and the Ohio State Reformatory, Mansfield, there are TV sets available for inmate viewing, but they are state-owned receivers. There are thirty state-owned television sets in Lucasville, although only 21 of these sets, located in the day rooms, are available for viewing. Mansfield has nine or ten state-owned TV sets.

Only one of the seven adult state correctional institutions in Ohio, Southern Ohio Correctional Facility, Lucasville, has a closed-circuit television system, and that system is not presently in use. According to the survey questionnaire response, some 90% of the inmate population in that institution lives in areas served by the closed-circuit television system.

George D. Alexander, then Acting Associate Superintendent of Treatment, responded to the questionnaire for Lucasville, and his responses stimulated further questions for information not adequately covered in the questionnaire. The writer followed-up by speaking with Norm
McGinnis, Building Maintenance Foreman, via telephone on December 18, 1974, discovering that in actuality, there are two closed-circuit television systems in Southern Ohio Correctional Facility, each separately wired.

One closed-circuit television system is used strictly for surveillance purposes, and that is the system wired in areas lived in by 90% of the inmate population.

The other closed-circuit television system makes local program origination possible, and it consists of one small videotape camera, located in one of the two gymnasiums, and a monitor, located in the other gymnasium. The two gymnasiums are quite a distance apart within the prison complex, and CCTV has been set-up occasionally when outside entertainment groups are invited to perform in one of the gymnasiums. Inmates located in the other gymnasium can then benefit from the entertainment, too -- via television. This system has not been used for other purposes.

The twenty-one state-owned television sets available for inmate viewing in Lucasville are connected to the surrounding community antenna cable television system and they presently receive four outside channels.

Table 5-1 shows that six of the seven adult state correctional institutions in Ohio responded to the questionnaire that television serves a useful purpose. R. C. White, Superintendent of the Ohio State Reformatory in
Mansfield, did not answer this question in the allotted space provided in the questionnaire, but at the end of the questionnaire he included a helpful note which alluded to the fact that his institution had used television exclusively for educational purposes in the past. However, educational television is no longer available at the Ohio State Reformatory. White explained that television has been listed as "capital improvement" although no monies have been made available.

Six of the seven responding Ohio adult state correctional institutions said that television can be used in rehabilitating inmates and this can be done through television as a medium of education. Martha Wheeler, then Superintendent of the Ohio Reformatory for Women in Marysville, did not respond to this question.

All of the seven adult state correctional institutions in Ohio permit inmates to own their own radios, and in all seven institutions, inmates receive 5 or more stations, as revealed in Table 5-2.

Four of the seven adult state correctional institutions have a wired radio system. The wired radio systems in Chillicothe, Lebanon, and Mansfield each carries two channels, and the wired radio system in Lucasville carries five channels.
In Chillicothe and Lucasville, an inmate committee chooses the programs which are carried on the wired radio system. In Mansfield, a committee of inmates and officials, with decisions based on periodical surveys, choose the programs which are carried on the wired radio system. A prison official chooses the programs which are carried on the wired radio system in Lebanon.

The total inmate population lives in areas served by the wired radio systems in Chillicothe, Lebanon, and Lucasville. Mansfield did not respond to this question concerning the percentage of the total inmate population living in areas served by the wired radio system.

Table 5-2 shows that in each of the four adult state correctional institutions which has a wired radio system, it is possible to originate programs. In Chillicothe, Lebanon, and Mansfield, the programs are disc jockey shows. Informative programs are originated occasionally in Chillicothe. Lucasville did not respond to this question. However, Norm McGinnis indicated via telephone that program origination in Lucasville also consists of disc jockey-type music shows.

Similar to the responses concerning the usefulness of television in prison, six of the seven responses by adult state correctional institutions reported that radio serves the useful purpose of entertainment. Chillicothe,
Lebanon, and Mansfield said that radio also serves the useful purpose of information transfer. Lucasville and Marysville said that radio serves a useful purpose in prison by providing a contact with the outside world. Marion reported that radio serves a useful purpose but did not indicate what purpose or purposes.

**Approximate Costs for the Construction, Distribution, Operation, and Maintenance of a Closed-Circuit Television System**

Consultation with three broadcast engineers and a sales manager for a video equipment manufacturing firm revealed invariably that costs for the construction, distribution, operation, and maintenance of a closed-circuit television system cannot be approximated without first, the State of Ohio Department of Rehabilitation and Correction ascertaining specifically, the following: (1) the needs for closed-circuit television in Ohio corrections; and (2) the uses intended for this new equipment. Due to rapidly changing costs for television equipment, the State of Ohio Department of Rehabilitation and Correction would also have to decide specifically the purchase date of such equipment. John Getz, broadcast technician for WOSU-TV and engineering consultant for Central Ohio Educational Television (COETV) at the Fawcett Center for Tomorrow, The Ohio State University, Columbus, Ohio, Ronald L. Arendall,
Network Operations Center Supervisor for Ohio Educational Broadcasting (OEB) Network, Columbus, Ohio, Dale Tish, Principal Broadcast Technician for WOSU-TV, and Jim Toepke, Government Sales Manager for Telemation, Inc., Midwest Region, Chicago, Illinois, all suggested a rather wide-range of approximate costs for a closed-circuit television system, ranging from $30,000 or $40,000 to $780,000, but were at a loss to pinpoint costs for the State of Ohio Department of Rehabilitation and Correction, depending first on the specifically ascertained needs and intended uses of the television equipment in any or all seven of Ohio's state correctional institutions.¹

In the February, 1972 Z. Brent Fry study of Proposed Educational Programming for Southern Ohio Correctional Facility, funded by the Ohio Law Enforcement Planning Agency, Grant No. 286-00-F-70 (see "Appendix D: Recommended Television And Support Equipment To Meet The Objectives Of A Planned System Of Television Utilization In The Southern Ohio Correctional Facility, Lucasville, Ohio" which appears in Appendix D), the needs and uses of TV equipment in Ohio's newest adult state correctional institution were ascertained, and Edmund A. Williams, R-TV Systems Development Engineer at Ohio University, estimated that an appropriate closed-circuit television system, including an in-studio broadcast quality color origination system, an
RF distribution and reception system, a portable/mobile television system, and a completely portable and self-contained television system, would cost in the neighborhood of $255,804. This estimated total cost was based on 1972 prices of a somewhat detailed listing of all necessary TV equipment to be purchased and used upon completion of the Southern Ohio Correctional Facility in Lucasville, Ohio. The equipment was not listed by manufacturers' brand names and models specifically, and therefore, the estimation could have varied from item to item and from manufacturer to manufacturer, depending on the actual television equipment purchased.²

Recognizing that some two years had passed, that TV equipment prices are subject to rapid increases, and that the State of Ohio Department of Rehabilitation and Correction had not instituted the closed-circuit television system as outlined in the Fry study, the writer investigated the possibility of purchasing cheaper television and support equipment, while reascertaining the desire for this innovation in Ohio corrections. After the writer visited Lebanon Correctional Institution with John Getz, after the writer consulted with Getz, and after the writer consulted with both Getz and Dale Tish, the two WOSU-TV broadcast technicians suggested that the State of Ohio Department of Rehabilitation and Correction had no
specific uses for the television equipment as yet, and that purchasing cheaper television and support equipment than that proposed in the Fry study may be appropriate in the form of the Colorcaster IIIB package manufactured by International Video Corporation (IVC), while still allowing for the flexibility of expanded uses of the equipment in Ohio corrections. The package also appears in Appendix D, and the two broadcast technicians estimated that the cost of such a package would be in the neighborhood of $50,000, thereby providing the State of Ohio Department of Rehabilitation and Correction with another choice of TV equipment, which would depend not only on the needs and intended uses of the equipment, but on the financial resources available.

Nevertheless, the package suggested by Messrs. Getz and Tish was considerably less detailed than that suggested by Williams (and, understandably, since both broadcast technicians were not paid for their services), and Jim Toepke, Government Sales Manager for Telemation, Inc., Midwest Region, recognized that each category of equipment listed in the package could vary in cost considerably, again depending on the specific item and manufacturer, but that such a package would now cost approximately $200,000 to $230,000, or not very much less than the closed-circuit television system suggested by Williams
in the Fry study.

Toepke explained that there are closed-circuit television systems ranging in price from $30,000 or $40,000 to $780,000 although based on his discussion with the writer, and on the suggestion of both Getz and Tish, the State of Ohio Department of Rehabilitation and Correction should expect that appropriate television and support equipment (a package similar to that recommended by Williams, but of lower broadcast quality) will cost in the neighborhood of $200,000 to $250,000. However, Toepke also noted that the State of Ohio Department of Rehabilitation and Correction will have additional expenses beyond the initial installation of the closed-circuit television system, and that these expenses will be approximately six times the cost of the system over a five-year period and they will include production, engineering, and maintenance. This formula applied to a $200,000 closed-circuit television system, for example, would suggest operating costs of approximately $60,000 per year over that five-year period. (Toepke's formula is considerably less conservative than the 10% maintenance expenditure suggested by Williams, but probably more realistic when considering the setting in which the equipment will be used and today's rising costs of equipment and maintenance.)
Getz had also expressed concern with the low 10% maintenance expenditure suggested in the Fry study.

Approximate Costs of Television Programs Professionally-Produced For Inmate Use

Should the State of Ohio Department of Rehabilitation and Correction be interested in educational programming via closed-circuit television, the Great Plains Regional Instructional Television Library (GPRITL) at the University of Nebraska, Lincoln, Nebraska and The National Center for School and College Television in Bloomington, Indiana offer various series of video-taped instruction which may prove valuable to some of the residents in Ohio's state correctional institutions. In 1972, the writer talked with GPRITL Director Paul Schupbach, and at that time, the Great Plains Regional Instructional Television Library offered a course of study preparatory to the General Education Development (GED) tests for high school equivalency, which consisted of sixty-four 30-minute programs, five of which were review programs and optional, and each of which cost $60. However, in a recent telephone conversation with Schupbach (May 9, 1975), the GPRITL director explained that that GED Test Prep series has been up-dated and produced in color with accompanying supplemental texts which constitute a complete high school equivalency course. This series, entitled Your Future Is
Now, and produced by the Manpower Education Institute of the American Foundation on Automation and Employment in New York City, New York, can be used by commercial and cable television operations, as well as by ETV stations, educational organizations, community groups, labor organizations, and business enterprises.

According to Schupbach, Your Future Is Now series is most often purchased by a state's Office of Education and then distributed to ETV stations for use during appropriate hours of the day (and night). In Central Ohio, COETV distributes the series to ETV stations in that part of the state, and Your Future Is Now may be seen twice daily. The State of Ohio Department of Rehabilitation and Correction, because it is a state agency with a "Special Purposes School District" designated by the State Department of Education, may be able to obtain this series of videotapes, either through the mail or by videotaping the series off-the-air, free of charge or for a nominal fee. Pre-selected lessons from Your Future Is Now are presently available for no-cost, no-obligation previewing from GPRITL on either color quadruplex videotape, 16mm black and white kinescope, or color U-matic videocassette, with the previewing package also including a returnable supplementary materials kit for the series.
Financial Resources Available

Funding the proposed closed-circuit television project in Ohio corrections might possibly be obtained from a variety of sources, many of which are federal agencies. During the fiscal year 1973, for example, a total of $2,644,292 in federal funds was used by the State of Ohio Department of Rehabilitation and Correction, an increase of 4.7 per cent over the previous year. Total state matching share amounted to $1,423,852. Federal funds were granted on both full and matching bases.

The Law Enforcement Assistance Administration (LEAA), which has published a Guide for State Planning Agency Grants, apparently contributed more federal funds than any of the other federal agencies during the fiscal years 1972, 1973, and 1974. LEAA has contributed to the following programs during this time period: Comprehensive Education Program in a Maximum Security Setting, $26,000; Institutional Vocational and Educational Program Implementation, $26,020; Reformatory Community Reintegration Program, $143,373; Alcohol Rehabilitation Project, $42,338; Law Libraries for Incarcerated Offenders, $86,725; Planning a Treatment Program for Intractable Inmates in Maximum Security Segregation, $3,007; Multi-Disciplinary, Re-Motivation and Education Program, $4,889; Minority Recruitment Program, $75,013; Staff Development Project, $194,417;
Ohio Criminal Justice Seminar, $64,600; Adult Probation Development and Improvement Program, $383,579; Halfway House and Community Service Development Program, $41,886; Correctional Center for Female Parolees Project, $102,132; Parp-Professional Case Aide Training Program, $47,541; Ex-offenders as Parole Officers Aides, $82,599; Community Reintegration Center Project, $370,116; A Planning Study of the Adult Parole Authority, $22,281; and Treatment of Sociopathy by the Use of Drugs, $60,882. Some of these grants were contributed in full, some were contributed with the Department contributing matching funds, and some were contributed in conjunction with other national or federal agencies. The Alcohol Rehabilitation Project utilized LEAA monies, but the expertise of Battelle Memorial Institute. The monies contributed to Planning a Treatment Program for Intractable Inmates in Maximum Security Segregation were granted in conjunction with Battelle Memorial Institute. The Ohio Criminal Justice Seminar was conducted by the Ohio Citizens Council on Crime and Delinquency, in conjunction with the Department and the LEAA grant. The Treatment of Sociopathy by the Use of Drugs was a project done in conjunction with the Ohio State Research Foundation. The State of Ohio Department of Rehabilitation and Correction also relied on Adult Basic Education grants.
One grant utilized $22,269 in order to provide basic skills in reading, writing, mathematics and an understanding of how to apply these skills in daily life. Another grant consisted of $12,560, which was expended at the Ohio State Reformatory in Mansfield to meet the needs of the resident in order to raise his educational level to a point where he would gain self-confidence in pursuing further educational training.\(^{12}\)

The Department also received federal funds under the Emergency Employment Act amounting to $173,543 for a Public Services Careers Program provided for employment of the disadvantaged. Personnel employed under the program were given on-the-job training to qualify them to become employees of the State of Ohio.\(^{13}\)

The Department received a grant of $75,411 from the Manpower Development Training Act of 1962, through the Ohio Department of Education, Division of Vocational Education, which was used to provide offenders at the Lebanon Correctional Institution, the Ohio State Reformatory, and Marion Correctional Institution with training in the areas of Dental Laboratory Technician, Production Machine Operator, and Pre-Apprentice Brick Laying.\(^{14}\) The same Manpower Development Training Act of 1962 has provided other state and federal correctional institutions and agencies with monies to be used for the evaluation of
the new technology and practices of employers and unions, and appraisals of inadequacy of the nation's development efforts. In fact, one of the largest programs sponsored was a computer programming instruction course at the South Carolina State Prison.  

Other possible sources of funding include the following: the State of Ohio; the U.S. Bureau of Prisons; the Department of Health, Education, and Welfare (HEW); the National Institute of Mental Health; the Department of Labor; the Social Science Division of the National Science Foundation; the Carnegie Corporation of New York; and the Ford Foundation. In order to receive monies, however, the State of Ohio will have to develop a specific proposal, including the needs and justification for the needs for closed-circuit television in Ohio state correctional institutions, and the uses intended for this new equipment.

Human Resources Available

In addition to the presently employed State of Ohio Department of Rehabilitation and Correction personnel, a communications specialist(s) and a broadcast technician(s) will have to be hired, the number of such personnel depending on the extent of the closed-circuit television system initiated and whether or not there would be more than one
point of local origination, or the number of institutions in which CCTV is set-up.

David Valdez, Audio-Visual Specialist for the Ohio Corrections Academy, and his "crew" could possibly qualify with the required academic and professional background necessary for such personnel to work with the existing educators, psychologists, social workers, and other treatment staff members in the use of closed-circuit television for prisoner rehabilitation. However, this would not appear to be a wise allocation of personnel. These Ohio Corrections Academy personnel already have full-time positions with foreseeable expanded duties in the near future.

Present personnel utilized from other agencies, including the continuing education divisions of colleges and universities across the State of Ohio, also do not appear to be the personnel necessary for initiation of the innovation. A review of the literature has revealed that while there are some colleges and universities in the State of Ohio providing additional instructors for inmates of the adult state correctional institutions, these people have no apparent background in television utilization. Colleges and universities in the State of Ohio which have provided instructors during the past five years include: Wilmington College, which sent college instructors to teach college
courses for credit at the Lebanon Correctional Institution, beginning in 1970; Miami University, which offered to send college instructors to teach non-credit courses only, at the Lebanon Correctional Institution, beginning in 1971; the University of Toledo and Bowling Green State University, which permitted a limited number of convicts to be released and enrolled in courses on campus, beginning in the summer of 1972; the Tri-County Technical College at Nelsonville, which has been reaching into Ohio's correctional institutions to serve both guards, who may enroll in courses that deal with corrections, investigation and criminal law, and inmates, who may enroll in courses that deal with engineering drawing and industrial electricity, since 1971; and The Ohio State University - Marion and Mansfield Branch Campuses and Marion Technical College, which permitted inmates to enroll in courses on campus in September, 1973 as a part of Ohio Project Newgate (see Chapter IV). Among the above-mentioned institutions of higher learning, only Bowling Green State University has a program in radio and television, which could possibly provide personnel services for the proposed innovation. However, Bowling Green State University has not sent instructors into the prisons; they have only permitted qualifying inmates to enroll in courses on campus. In a March 8, 1970 article appearing in the Columbus Dispatch,
reporter David Cain noted that officials at The Ohio State University expressed a lack of interest in sending college instructors to Ohio's adult state correctional institutions. The only follow-up information presently available to the writer is that The Ohio State University's branch campuses at Marion and Mansfield have cooperated in Ohio Project Newgate, and although these institutions have not sent college instructors into the prisons, they have permitted qualifying inmates to enroll in courses on campus. The Ohio State University's main campus in Columbus has programs in radio and television and educational broadcasting, but the State of Ohio Department of Rehabilitation and Correction has not previously recognized the need or requested the Department of Continuing Education at The Ohio State University to look into the possible utilization of faculty from these programs for the proposed closed-circuit television system. Whether or not such faculty could be utilized, there is no doubt that adequate personnel can be found. Included in Toepke's formula for yearly operating costs (see section on Approximate Costs for the Construction, Distribution, Operation, and Maintenance of a Closed-Circuit Television System) are the wages necessary to pay the required personnel at one point of local origination. The advantages of utilizing faculty through continuing education divisions of colleges and
universities across the State of Ohio would be, possibly, reduced salary expenditures.

**Chapter Summary**

In investigating the third criterion of feasibility - the economic considerations, including radio and television equipment already in use in the seven state correctional institutions, the costs of additional closed-circuit television equipment (hardware), the costs of construction, distribution, operation, and maintenance of a closed-circuit television system, the costs of television programs (software) professionally-produced for inmate use, and the financial and human resources available for introduction of the proposed innovation - the data suggest that maximum use of the proposed innovation may not be feasible, as will be discussed in Chapter VI, which is a discussion and analysis of the findings related to the various criteria of feasibility for utilization of closed-circuit television as a rehabilitative tool in any or all seven of Ohio's state correctional institutions. However, the State of Ohio Department of Rehabilitation and Correction may consider many options and alternatives which better suit its available financial and human resources, as will be discussed in Chapter VII, which consists of conclusions and recommendations based on the data gathered in
this study.

The most important finding obtained from the Mail Questionnaire Survey of radio and television equipment and utilization in Ohio's seven state correctional institutions, with regards to economic considerations, is that no one of these penal institutions has a complete closed-circuit television system. Therefore, approximate costs of the proposed innovation will have to include the initial outlay of equipment, or, in other words, the costs of additional closed-circuit television equipment no longer needs to be investigated.

The approximate costs for the construction, distribution, operation, and maintenance of a closed-circuit television system will be somewhere in the neighborhood of $200,000 to $250,000, if such a system is to have nearly the flexibility of the television and support equipment suggested by Williams in the Fry study. These costs may prove to be prohibitive, although the State of Ohio Department of Rehabilitation and Correction may perceive needs and intended uses which dictate that a smaller, less complex, and therefore cheaper CCTV package be purchased.

While the State of Ohio has been receiving an increased amount of economic support from Federal grants, monies for the proposed closed-circuit television system will still be rather difficult to obtain. The State of
Ohio may supply funding on a matching basis with one of these Federal agencies. However, in order to receive monies, the Department will have to develop a specific proposal, including the needs and justification for the needs for CCTV in Ohio correctional institutions, and the uses intended for this new equipment.

The data suggest that maximum use of the proposed innovation is feasible in terms of the approximate costs of television programs professionally-produced for inmate use. The writer found that the State of Ohio Department of Rehabilitation and Correction may obtain such programming free of charge or for a nominal fee, although further investigation into this aspect of the economic considerations criterion of feasibility is necessary.
FOOTNOTES FOR CHAPTER V

1 Preliminary consultation with John Getz, Broadcast Technician for WOSU-TV and Engineering Consultant for Central Ohio Educational Television (COETV) at the Fawcett Center for Tomorrow, The Ohio State University, Columbus, Ohio, held July 9, 1974, with further consultation and joint visit to the Lebanon Correctional Institution, Lebanon, Ohio, October 25, 1974; Preliminary consultation with Ronald L. Arendall, Network Operations Center Supervisor for Ohio Educational Broadcasting (OEB) Network, Columbus, Ohio, held July 26, 1974; Consultation with Dale Tish, Principal Broadcast Technician for WOSU-TV, Columbus, Ohio, held with Mr. Getz present, October 25, 1974; Consultation with Jim Toepke, Government Sales Manager for Telemation, Inc., Midwest Region, Chicago, Illinois, held via telephone February 4, 1975.


4 Consultation with Paul Schupbach, Director of Great Plains Regional Instructional Television Library at the University of Nebraska, Lincoln, Nebraska, held via telephone May 9, 1975.


6 Gilligan and Cooper, Report of the Ohio Department of Rehabilitation and Correction, p. 29.

7 Ibid.


9 Gilligan and Cooper, pp. 29-30.

10 Ibid.

11 Ibid.
12 Ibid.
13 Ibid., p. 30.
14 Ibid., p. 29.
15 Fox, p. 363.
16 David Cain, "Lebanon is school for some inmates; campus behind walls," Columbus Dispatch, March 8, 1970, pp. 1, 4A.
17 Ibid.
18 John Switzer, "Ohio Prisons Plan Inmate Furloughs; First Six Going To School," Columbus Dispatch, May 9, 1972, p. 2A.
20 Cain, pp. 1, 4A.
PART III. THE FEASIBILITY OF THE PROPOSED INNOVATION
CHAPTER VI
DISCUSSION AND ANALYSIS OF THE FINDINGS

The insights of historian John Resch, cited earlier in this study (see Chapter III), are important to the discussion and analysis of findings related to the criteria of feasibility for the proposed innovation. The State of Ohio Department of Rehabilitation and Correction is struggling through a process "where means and techniques are added, deleted and mixed. The problem is not finding the solution but rationalizing that process to blend personnel, society and the client into a livable arrangement." While there is no reason to be overly optimistic, the writer recognizes that certain of the data gathered in this study reveal that closed-circuit television as a rehabilitative tool in any or all seven of Ohio's state correctional institutions is feasible and can enhance this process by adding to and mixing with present techniques. However, the data gathered suggest an optimum rather than maximum use for the proposed innovation.

Historical Background
Since becoming a separate department with the passing of 1972 House Bill 494, the State of Ohio Department
of Rehabilitation and Correction has gone through a period of organizational development and change which has included Departmental restructuring by September, 1973. The hiring of new personnel with a new emphasis on personnel training has become the responsibility of the Office of Staff Development, with all personnel required to attend training sessions periodically. For the purpose of personnel training in the general area of communication, the Office of Staff Development has utilized closed-circuit television in the Ohio Corrections Academy and in the seven state correctional institutions. These two general findings - (1) that the Department is going through organizational development and change subject to restructuring, and (2) that a new emphasis has been placed on personnel training with the Office of Staff Development utilizing closed-circuit television as a tool in performing some of its duties - indicate to the writer that the State of Ohio Department of Rehabilitation and Correction recognizes the development of a rehabilitative program as a process and that such a process must be subject to "rationalization" or change. Optimum use of the proposed innovation would take into account this process of continual change.

Optimum use of the proposed innovation would also take into account the rate of increase in institutional services provided for inmates, the Department's emphasis
of keeping offenders out of the correctional institutions with a growing probation and parole staff and budget and additional community programs, and the gradually changing proportions of expenditures breakdown by major areas.

Responses of Key Decision-Makers to the Proposed Innovation

In the conceptualized model of the five-function innovation-decision process for the proposed closed-circuit television system, the writer suggested that he was responsible for the first function, that of stimulation of interest in the need for the new idea. The findings suggest that this is only partially true. Utilization of closed-circuit television as a tool in personnel training has also served as stimulation of interest in the need for the new idea.

According to the Rogers and Shoemaker paradigm of the collective innovation decision-making process, "the stimulator(s) very often is an outsider to the social system or else is a system member who is oriented externally through social relationships with members of other systems." But it is apparent in this feasibility study that people need not be the sole source of stimulation, and that the observability and trialability of an innovation may also serve as sources of stimulation.
Among the generalizations about the diffusion of innovations listed by Rogers and Shoemaker are the following:

4-4: The trialability of an innovation, as perceived by members of a social system, is positively related to its rate of adoption (9 studies, or 69 percent, support; 4 studies do not support). 6

4-5: The observability of an innovation, as perceived by members of a social system, is positively related to its rate of adoption (7 studies, or 78 percent, support; 2 studies do not support). 7

The observability and trialability of an innovation seem to play important roles in the collective innovation-decision process. In this study of feasibility, the observability and trialability of an innovation seem to play particularly important roles in the first function of the collective innovation-decision process. However, the data gathered in this study of feasibility also suggest that the observability and trialability of an innovation seem to play particularly important roles in the second and third functions of the collective innovation-decision process.

For example, the writer suggested that the focused interview sample, and perhaps, the Superintendents and Associate Superintendents of Treatment who responded to the Mail Questionnaire Survey, were responsible for the second function, that of initiation of the new idea in the
social system. The findings indicate that this is only partially true. If initiation is, in fact, "the subprocess in collective innovation decision-making by which the new idea receives increased attention by members of the social system and is further adapted to the needs of the system," then utilization of closed-circuit television as a tool in personnel training has also served as initiation of the new idea in the larger social system.

Similarly, the pattern of response emerged from the focused interview sample that the innovation be used in Ohio's state correctional institutions similar to the way closed-circuit television presently is being used by the Ohio Corrections Academy in personnel training; that is, as a tool for improving communication. In essence, the key decision-makers interviewed responded favorably to the proposed innovation, and these interviewees serve, in part, the third function of the collective innovation-decision process, that of legitimation of the new idea.

Nevertheless, these data do not suggest maximum use of the proposed innovation. These data suggest only that it is feasible to use the proposed innovation to some extent. In studying the responses of key decision-makers to the proposed innovation, additional data gathered suggest that while there may be at least an optimum use of the proposed innovation, caution will be necessary in introducing
a closed-circuit television system in any or all seven of the state correctional institutions.

For example, the focused interview sample of key decision-makers in the State of Ohio Department of Rehabilitation and Correction invariably expressed that negative effects in utilizing the proposed innovation need not occur if the proper precautions are taken, and that the two such precautions of most concern are: (1) the development and maintenance of trust; and (2) well thought-out and clearly stated goals.

The element of trust is important to both the feasibility and success of utilizing the proposed innovation, and the method in which trust is developed and maintained may dictate the method in which closed-circuit television is introduced in any or all of Ohio's seven state correctional institutions. This will be further discussed in the next chapter.

Well thought-out and clearly stated goals are also important to the feasibility and success of utilizing the proposed innovation. For example, in analyzing the results of the Mail Questionnaire Survey, a variety of conclusions drawn about the uses of radio and both open- and closed-circuit television in Ohio state correctional institutions were quite similar to previous conclusions drawn about radio and television use in Illinois state
prisons. Perhaps the most important point to be made is that, by and large, radio and television presently are being misused in correctional surroundings.

Like radio, television appears to be an important part of the daily life of inmates in at least six of Ohio's state correctional institutions, but the primary role it serves is that of entertainer. While entertainment is certainly a needed element in everyone's daily life, it need not be the only element provided by television. Thus, the results of the Mail Questionnaire Survey make it safe to conclude that presently, radio and television are used as institutional tranquilizers. Questionnaire responses by the Associate Superintendent of Treatment at Lebanon Correctional Institution, that radio serves the useful purpose of "relaxation, and tends to soothe one's nerves" and that television "aids in disciplinary problems by keeping inmates occupied" seem to support this conclusion.

Prison inmates may not be conditioned to attending to television other than as a medium for entertainment, and if this is true, new attitudes will have to be developed. What is needed first, however, is additional research to define more clearly what attitudes inmates have towards television. Perhaps a study of inmates' viewing habits would provide some understanding of such attitudes.
Questionnaire responses of prison administrators, and the misuses of the medium, indicate that prison administrators may also be generally unaware of the potential of television as a rehabilitative tool. Prison administrators may not be conditioned to attending to television other than as a medium of entertainment either, and so, new attitudes will have to be developed in these people as well. Since the outcome of utilizing any correctional tool is largely dependent upon the cooperation of prison administrators, particularly the Superintendents and Associate Superintendents of Treatment who will oversee the action function of the innovation-decision process, such an undertaking will be essential for future success with the use of closed-circuit television.

This undertaking may already be taking place. As employees under the supervision of these Superintendents and Associate Superintendents of Treatment are exposed to closed-circuit television as a tool for improving communication, and as these prison administrators themselves are exposed to closed-circuit television during personnel training sessions, the medium of television will be attended to other than as an entertainer. The problem is that, for the most part, these prison administrators and the employees under their supervision are less educated than the focused interview sample of key decision-makers,
and that this may be a factor in the rate of adoption for the proposed innovation. Also among the generalizations about the diffusion of innovations listed by Rogers and Shoemaker is the following:

5-2: Earlier adopters have more years of education than do later adopters (203 studies, or 74 percent, support; 72 do not support).  

The possibility that this generalization is true for this feasibility study may also dictate the method in which closed-circuit television is introduced in any or all of Ohio's seven state correctional institutions. This also will be further discussed in the next chapter.

Moreover, in analyzing the results of the focused interview sample, a clear pattern of response emerged, indicating that while there was an expressed openness towards the proposed innovation, there was also an expressed lack of knowledge about television, and specifically, a lack of acquaintance as to how the medium can be fully exploited in Ohio's state correctional institutions. As a result, the writer was able to ascertain only one agreed upon general need perceived for the proposed innovation and that was for improving communication (a need most probably perceived due to the observation and utilization of the proposed innovation by the Ohio Corrections Academy), including the use of closed-circuit television as a tool for
improving interpersonal skills of inmates, staff-resident relationships, and the abilities of both staff and residents to manage conflict. The specific uses intended for this innovation were not clearly ascertained. Thus, maximum use of the proposed closed-circuit television system would not be feasible under these conditions.

**Economic Considerations**

Once the specific needs and intended uses for the proposed closed-circuit television system in any or all seven of Ohio's state correctional institutions are determined, the Department will face two obstacles that any other organization in any other society in microcosm would have to face; that is, finding available financial and human resources.

Concerning available financial resources, the writer had hoped that the Department could obtain an appropriate closed-circuit television system at a price considerably less than the one quoted by Williams in the Fry study of Proposed Educational Programming for Southern Ohio Correctional Facility, but that was not found to be the case. In fact, an appropriate closed-circuit television system would not only cost in the same neighborhood of $250,000 (and such a system would be less sophisticated and less flexible for maximum use than the one estimated by
Williams), but expenses over a five-year period for production, engineering, and maintenance would now cost more than the 1972 estimate for the Lucasville prison. Moreover, television equipment prices are subject to rapid increases.

If the State of Ohio Department of Rehabilitation and Correction was to find the necessary funding for the proposed CCTV system, programming costs would make maximum use of the proposed innovation feasible. Most programming would be produced by and for the inmates themselves and, therefore, costs would be limited to the engineering and maintenance costs already figured into the closed-circuit television system package. And since the Department is a state agency with a "Special Purposes School District" designated by the State Department of Education, professionally-produced programs for inmate use, such as the Your Future Is Now series, may be obtained free of charge or for a nominal fee. However, since the Department failed to act on the Pry study proposal, it appears unlikely that such funding will be available at the present time.

Concerning other available human resources, the writer was not surprised to find that the Department would have to hire additional personnel, the amount depending on the extent of the closed-circuit television system
implemented and whether or not there would be more than one point of local origination. As discussed earlier, David Valdez, Audio-Visual Specialist for the Ohio Corrections Academy, and his "crew" could possibly fulfill the required academic and professional backgrounds necessary for such personnel to work with the existing educators, psychologists, social workers, and other treatment staff members in the use of closed-circuit television for prisoner rehabilitation. However, this would not appear to be a wise allocation of personnel. These Ohio Corrections Academy personnel already have full-time positions with foreseeable expanded duties in the near future.

Therefore, in view of the data gathered in studying the economic considerations criterion of feasibility, particularly the costs of a closed-circuit television system and the available financial and human resources, it appears that optimum, rather than maximum use of the proposed innovation is feasible.

Chapter Summary
In analyzing the data gathered related to the three criteria of feasibility - the historical background of the State of Ohio Department of Rehabilitation and Correction, the responses of key decision-makers to the proposed innovation, and economic considerations - the writer found that
closed-circuit television as a rehabilitative tool in any or all seven of Ohio's state correctional institutions is feasible. However, the data gathered suggest an optimum rather than maximum use for the proposed innovation.

Recommendations concerning introduction and optimum use for the proposed innovation, possible options and the likely outcomes of each of these options, and alternatives to the recommendations and options will be considered in the next chapter. The writer will also draw conclusions related to this study of feasibility in the next chapter.
FOOTNOTES FOR CHAPTER VI

1 Resch, pp. 41-42.

2 Gilligan and Cooper, p. 6.

3 Ibid., p. 8.

4 Personal Interview held with David Valdez, Audio-Visual Specialist for the Ohio Corrections Academy.

5 Rogers and Shoemaker, p. 277.

6 Ibid., p. 352.

7 Ibid.

8 Ibid., p. 278.

9 Ibid., p. 354.
CHAPTER VII
RECOMMENDATIONS AND CONCLUSIONS

Researchers have given little attention to consequences, or the changes that occur within a social system as a result of the adoption or rejection of an innovation.\(^1\) Rogers and Shoemaker note that:

In spite of the importance of consequences, they have received very little study by diffusion researchers. The data we have about consequences are rather 'soft' in nature; most of them are based on case studies only. Lack of research attention and the nature of the data make it difficult to generalize about consequences.\(^2\)

In fact, a recent analysis of the diffusion publications indicates that of nearly 1,500 studies, only thirty-eight investigated the consequences of innovations.\(^3\) Rogers and Shoemaker offer several possible reasons: (1) change agencies, often the sponsors of diffusion research, overemphasize adoption per se, tacitly assuming that the consequences of innovation decisions will be positive; and (2) consequences are difficult to measure - consequences of an innovation are often confounded with other effects, and perhaps the usual survey research methods are inappropriate for the investigation of innovation consequences.\(^4\)
Change agents also have given little attention to the consequences of innovations, and for much the same reasons. They often assume that adoption of a given innovation will produce only beneficial results for its adopters, and they recognize the difficulty in measuring consequences. Yet, Rogers and Shoemaker state emphatically that despite the fact that this is seldom done "change agents should recognize their responsibility for the consequences of innovations they introduce. They should be able to predict the advantages and disadvantages of an innovation before introducing it to their clients."  

Rogers and Shoemaker further suggest the following:

Almost no innovation comes without any strings attached. The more important, the more advanced, the more 'modern' the innovation (and therefore the more desire by the change agent for its rapid adoption), the more likely its introduction is to produce many consequences - some of them intended and manifest, others unintended and latent. A system is like a bowl of marbles: Move any one of its elements and the positions of all the others are also changed.

It is with the above understanding and based on the data gathered for this study of feasibility that the writer makes the following recommendations concerning the proposed innovation of closed-circuit television utilization in any or all seven of Ohio's state correctional institutions, suggests possible options and the likely outcomes of each of these options, and alternatives to the recommendations and
options. The writer will then draw conclusions about the nature of and the data gathered for this study of feasibility, the analysis of findings, and the recommendations for the State of Ohio Department of Rehabilitation and Correction.

Recommendations

(1) The decision to act should be that of adopting the innovation.

(2) Introduction of closed-circuit television as a rehabilitative tool in Ohio corrections should be on a small scale, and no more than one adult state correctional institution needs to be designated for adopting the innovation.

(3) Initial use of the innovation should be solely as a tool for improving communication, including but not limited to improving interpersonal skills of inmates, conflict management skills of both staff and inmates, and staff-inmate relationships.

(4) Use of the innovation should be optional for all inmates.

(5) The Department should hire a broadcast technician for consultation on the actual equipment to be purchased, and the construction, distribution, operation, and maintenance of the closed-circuit television system.

(6) Innovation consequences should be evaluated on a periodic basis, and costs for this investigative research should be figured into the innovation decision package.

(7) Additional uses of the innovation should be optional only and stated as such. If additional uses of the innovation are introduced, these decisions to act should be based on the evaluation of innovation consequences in addition to the stated philosophy and implemented programs of the State of Ohio Department of Rehabilitation and Correction, the expressed needs
for these uses by key decision-makers concerned with
treatment services, the expressed needs of residents
in Ohio's state correctional institutions, and eco-
nomic considerations.

(8) Alternatives to all decisions to act should be con-
sidered.

(9) Future research should be undertaken to determine the
following: (1) additional sources of financial and
human assistance; (2) additional sources of television
programs; (3) inmates' attitudes toward the proposed
innovation; and (4) the efficacy of the proposed in-
novation in changing inmates' attitudes and influenc-
ing their behaviors.

Options, Alternatives, and Possible Consequences

While the writer recommends that the decision to
act should be that of adopting the innovation, he also re-
cognizes that lack of past research attention and the
nature of the data collected for this study of feasibility
make it difficult to generalize about consequences. In-
troduction of closed-circuit television as a rehabilitative
tool in Ohio corrections should therefore be on a small
scale, and no more than one adult state correctional in-
stitution needs to be designated for adopting the innova-
tion. The observability and trialability of an innovation
apparently play important roles in the collective innova-
tion-decision process, and particularly in this study of
feasibility, and therefore, initial use of the innovation
should be solely as a tool for improving communication,
including but not limited to improving interpersonal skills
of inmates, conflict management skills of both staff and inmates, and staff-inmate relationships. Innovation consequences should be evaluated on a periodic basis, and costs for this investigative research should be figured into the innovation-decision package.

Moreover, use of the innovation should be optional for all inmates. This recommendation cannot be overemphasized. Gilbert Geis explains in "Ethical and Legal Issues in Experimentation with Offender Populations" that the ethical difficulties involved in correctional research are many and that they lie predominantly in the nature of corrections as a social enterprise:

Corrections has recourse to diverse forms of suasion, such as reward and argumentation, but most persuasively, it uses force and deprivation to achieve its aims. . . . Ethical difficulties emerge most pointedly when the aim becomes so insistent that it blurs judgment of the means by which it is being achieved or may acceptably be achieved.8

Geis further suggests that "the most pressing ethical concern of corrections appears to involve the utilization of programs upon voluntary subjects who do not adequately comprehend them."9 He urges that the necessity for informed consent, which means consent given by the subject who has been provided with adequate information regarding the nature of the experiment (in this case, introduction of the innovation), who is fully aware of the possible outcome,
and who is free to choose alternative courses without incurring the risk of added disabilities.\textsuperscript{10}

It is often the case that there are major difficulties involved in the matter of informed consent in correctional experimentation. For one, it often appears self-defeating to convey to the subject the nature of the experimental undertaking because such information is apt to distort the outcome.\textsuperscript{11} In addition, there are correctional experiments in which the deliberate aim is to hide from the subject what is being done to him in order to arouse anxiety and thus, it is hoped, to impel him toward what is believed to be a more mature and enabling confrontation of the necessity for him to resolve his own difficulties, rather than to depend upon previous self-defeating modes of adaptation.\textsuperscript{12} Another major difficulty is that restriction of subjects to volunteers, particularly in correctional research, may undercut the usefulness of the experimental findings.\textsuperscript{13} Geis resolves that "in the absence of voluntary consent - either because it is unavailable or because the nature of the experiment precludes its being sought - no correctional subject should be required to participate in an experimental program that does not redound to his advantage, both as he and as impartial persons would be apt to see that advantage."\textsuperscript{14} There is the important notion of choice in this statement which the
writer is also convinced must be present for introduction of the innovation to be an ethically acceptable one.

Therefore, any additional uses of the innovation also should be optional only and stated as such. If additional uses of the innovation are introduced, these decisions to act should be based on the evaluation of consequences of the initial use of the innovation, in addition to the stated philosophy and implemented programs of the State of Ohio Department of Rehabilitation and Correction, the expressed needs for these uses by key decision-makers concerned with treatment services, and economic considerations. In any case, alternatives to all decisions to act should be considered.

The above option (as recommended by the writer) appears to be optimum use of the proposed innovation at the present time, and such an option would involve the least amount of risks as compared with other possible options in adopting or rejecting the innovation, particularly with regards to the psychological consequences predicted for the people involved with use of the innovation and the financial consequences predicted for the State of Ohio Department of Rehabilitation and Correction. If, for example, the decision to act is that of adoption of the innovation, the ideal rate of change must be considered. Theorists in both the physical and social sciences speak
of the concept of equilibrium, or the tendency of a system to achieve a balance among the various forces operating within and upon it.\textsuperscript{16}

Rogers and Shoemaker distinguish three kinds of equilibrium: (1) \textit{stable equilibrium}, which occurs when there is almost no change in the structure or functioning of the social system; (2) \textit{dynamic equilibrium}, which occurs when the rate of change in a social system is commensurate with the system's ability to cope with it; and (3) \textit{disequilibrium}, which occurs when the rate of change is too rapid to permit the social system to adjust.\textsuperscript{17} Disequilibrium is not likely to occur if the innovation is introduced into the system as recommended above.

Systems analysis, which is an approach that views each part of a system as vitally interrelated with every other part, is also especially appropriate to the consideration of the ideal rate of change, options, and the likely outcomes of each option.\textsuperscript{18} Gouldner (1957) discusses ways in which systems analysis may be utilized in applied social science: (1) systems models point out the possibility that a change in one part of a system may yield unforeseen and undesirable consequences in another part of the system, due to the interdependence of its elements; and (2) systems models suggest that changes may be secured in one part of a system, not only by direct
frontal attack, but also by a circumspect, indirect manipulation of more distantly removed variables. If the decision to act is that of adoption of the innovation as recommended above, introduction of the innovation would be such that if any unforeseen and undesirable consequences in other parts of the system should occur, these consequences could be more readily alleviated than if introduction of the innovation was on a larger scale.

Rogers and Shoemaker discuss the change agent's responsibilities for consequences of adopting an innovation and one particular part of that discussion sums up the writer's reasons for recommending the above option as opposed to other options in adopting the proposed innovation in this study of feasibility.

If change agents are as familiar with a client system as they should be, they will be able to predict with considerable accuracy the consequences resulting from introduction of an innovation. How can this ability to predict consequences accurately be developed?

Certainly, trial and error is the most expensive method from the standpoint of wasted human resources and the disastrous disruption of cultures. An improved technique for predicting consequences consists of extensive investigation into the conditions of the receiving system, followed by a test-market pilot program in which the innovation is introduced on a small scale. Such an experimental operation reveals major errors in anticipating the consequences of an innovation. This approach can prove far less costly than the blind introduction of an
innovation on a massive scale, based on the vague hope by the change agent that he has correctly guessed the nature of the innovation's consequences.

Change agents should remember that short-range results and long-range effects of innovations may be vastly different and are sometimes contradictory. Is it morally reprehensible to ask clients to tolerate undesirable short-range consequences if the long-range consequences are highly desirable?

Change agents have some degree of control over whether certain consequences accrue in the short- or long-range. Certainly, the intensity of promotional effort with which an innovation is introduced into a social system is related to the rapidity with which consequences are felt. A major question which change agents must consider is the ideal rate of change. What rate of change will secure an immediate reaping of benefits and yet not produce a traumatic shock to the client system, followed by more negative consequences? 20

In the above discussion, Rogers and Shoemaker ask three questions:

(1) How can this ability to predict consequences accurately be developed?

(2) Is it morally reprehensible to ask clients to tolerate undesirable short-range consequences if the long-range consequences are highly desirable?

(3) What rate of change will secure an immediate reaping of benefits and yet not produce a traumatic shock to the client system, followed by more negative consequences?

The ability to predict consequences accurately is undoubtedly difficult, particularly because consequences
are difficult to measure, as stated and explained earlier in this chapter. However, innovation consequences should be evaluated on a periodic basis and certain short- and long-range consequences can be at least partially controlled by the method in which the innovation is introduced into the system, including the development and maintenance of trust, well thought-out and clearly stated goals, promotional efforts, and consideration of the ideal rate of change.

It is not morally reprehensible to ask clients to tolerate undesirable short-range consequences if the long-range consequences are highly desirable. However, the writer has found no evidence in this study of feasibility to suggest that introduction of the innovation on a massive scale would produce highly desirable consequences, either short- or long-range. In fact, it appears more likely that introduction of the innovation on a massive scale would cause a disequilibrium in the client system. A response, such as that of Harrison Morris, cited earlier, seems to support this prediction:

... I would caution you that at this time I would not be interested. There are many programs in the building stages, and I think that if we throw this on top of them, we would perhaps cause utter confusion. I think we're giving just too much to our managers and our educators at each of our institutions to cope with at the present time.
The Director of Educational Services was expressing concern for his educational staff presently overloaded with new programs, predicting that no negative consequences need occur if the innovation was introduced into the system in the future (approximately two years).

An alternative to the option recommended by the writer would be adoption of the innovation, not in one of the adult state correctional institutions but in community-based reintegration centers or halfway houses which fall under the auspices of the Division of Parole and Community Services. This alternative needs careful consideration in view of the May, 1974 Report of the Ohio Department of Rehabilitation and Correction which includes the following statements: (1) "We must work to keep offenders out of institutions whenever possible and assist them in adjusting to society without offending it;" and (2) "In September, 1973, the Department established within its central administration the Division of Parole and Community Services to place a greater emphasis on that phase of corrections that deals with the offender's return and adjustment to society."

Statements such as those cited above seem to coincide with those made by Chaneles in The Open Prison concerning the argument to close the prisons. Chaneles reasons that:
Present conditions make it possible to initiate a national reform plan that would see the end of prisons within a twelve-to-fifteen-year period. With only moderate effort, it is feasible to close down about 6 to 10 per cent of our prisons each year. The reform measures needed to accomplish this include:

* replacing imprisonment by alternatives that will assure the right and obligation of the community to restrain the freedom of those who affront it;

* undertaking, as a matter of priority, to rehabilitate each year at least 20 per cent of the repeaters in the prison population;

* shifting authority and responsibility for prison management for federal, state, and local governments to local communities;

* creating, under a variety of auspices, behavioral-study and innovative-program centers for those offenders whose criminal careers are marked by violence.24

However, while such a national reform plan may be feasible, it is not likely that any of Ohio's seven adult state correctional institutions will be closed within the next twelve to fifteen years. Thus, the final option to be considered, that of rejecting the innovation, also needs careful consideration. Whether or not criminologists choose to deal with offenders in or out of the prisons, it remains clear from reviewing and the literature and from the results of this study of feasibility, that offenders are lacking in communications skills, that offenders need
additional psychological, social, and educational services, and that offenders need a variety of people and technological inputs that will help them reintegrate into the larger society and lead productive lives. If an innovation can meet any or all of the needs of these offenders, and if such an innovation is in fact feasible, it must not be ignored. The proposed innovation is by no means a cure-all, but it can meet some of the needs of offenders, and the results of this study indicate that closed-circuit television in any or all seven of Ohio's state correctional institutions may very well increase the effectiveness of the work of the State of Ohio Department of Rehabilitation and Correction.

Conclusions

In investigating the criteria of feasibility for this study, in discussing and analyzing the findings, and in recommending to the State of Ohio Department of Rehabilitation and Correction an optimum use for the proposed innovation, the writer was keenly aware of both the promises and pitfalls of a feasibility study.

The very nature of such a study suggests that we can plan and prepare for changes, that we can predict the consequences of these changes, and that we can increase the effectiveness of an organization(s) as a result of
these changes. To some degree this is true.

Moreover, the design of such a study permits the researcher to generalize about the feasibility of the proposed innovation beyond the organization(s) affected by the proposed innovation, given the appropriate data. Thus, for example, the State of Ohio Department of Rehabilitation and Correction can be viewed as a society in microcosm, or as a social system. The researcher may investigate other societies in microcosm, or other social systems, such as mental hospitals, schools, and businesses, much like he did with the State of Ohio Department of Rehabilitation and Correction, and determine the feasibility of using the proposed CCTV system in those social systems.

Similarly, the design of this study of feasibility may be utilized by the State of Ohio Department of Rehabilitation and Correction at some future time. Thus, the Department may want to consider the recommendations made in this study at some future time by re-investigating the established criteria of feasibility.

On the other hand, the very nature of a feasibility study suggests that such research is a rather difficult undertaking, particularly for a single researcher. A feasibility study requires that those conducting the research have knowledge of a variety of social science theories and research methodologies. There is the need
for such research to be conducted by a group of researchers, rather than by an individual. A feasibility study such as this one stands to be more accurate, given a group of researchers with varied expertise, rather than a single researcher. In investigating the feasibility of utilizing closed-circuit television as a rehabilitative tool in any or all seven of Ohio's state correctional institutions, for example, the following social science experts could have been well used: a historian, a sociologist, a criminologist, a social worker, an educator, a mass communication theorist, an interpersonal communication theorist, a psychologist, and a media specialist. In addition, a broadcast technician could have been well used.

There were additional limitations in this feasibility study. While the writer recommends that the decision to act should be that of adopting the innovation, he recognizes that lack of past research attention and the nature of the data collected for this feasibility study make it difficult to generalize about consequences. Future research should be undertaken to determine the following: (1) additional sources of financial and human assistance; (2) additional sources of television programs; (3) inmates' attitudes toward the proposed innovation; and (4) the efficacy of the proposed innovation in changing inmates' attitudes and in
influencing their behaviors. Such research would increase our ability to generalize about consequences.

Nevertheless, the literature of social change suggests that we know very little about this phenomenon. It is hoped that this study will prove to be another step forward in the understanding of social change, in addition to contributing new knowledge with which the State of Ohio Department of Rehabilitation and Correction can perform its duties more effectively. Of primary concern is the hope that as a result of the findings and recommendations of this study, the State of Ohio Department of Rehabilitation and Correction can utilize closed-circuit television in any or all seven of Ohio's state correctional institutions as another innovative step forward in its efforts to provide an environment in which incarceration affects people positively and not "usually for the worse."
FOOTNOTES FOR CHAPTER VII

1 Rogers and Shoemaker, p. 319.
2 Ibid.
3 Ibid., p. 324.
4 Ibid., pp. 324-325.
5 Ibid., p. 324.
6 Ibid., p. 319.
7 Ibid., pp. 333, 335.
9 Ibid., p. 41.
10 Ibid., p. 36.
11 Ibid.
12 Ibid., p. 37.
13 Ibid.
14 Ibid., p. 39.
15 Rogers and Shoemaker, p. 339.
16 Ibid.
17 Ibid.
18 Ibid.
19 Gouldner paraphrased in Rogers and Shoemaker, p. 339.
20 Rogers and Shoemaker, pp. 338-339.
21 See p. 118. Focused Interview held with Harrison Morris, Director of Educational Services, October 31, 1974, Columbus, Ohio.

22 Gilligan and Cooper, p. 3.

23 Ibid., p. 21.

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SELECTED BIBLIOGRAPHY

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**Interviews**

**Personal Interviews**

Personal Interview held June 21, 1973 in Columbus, Ohio with Patrick Cronin, Director of Educational Services for Ohio Department of Rehabilitation and Correction, Superintendent of Special Schools, and Project Director for Rehabilitation -- Education.

Personal Interview held October 31, 1973 in Columbus, Ohio with Simon Dinitz, Criminologist and Professor of Sociology at The Ohio State University.

Personal Interview held May 20, 1974 in Columbus, Ohio with Mel Blackstone, Architect for Prudel, Patrick and Partners Architects.

Personal Interview held May 22, 1974 in Chillicothe, Ohio with David Valdez, Audio-Visual Specialist for Ohio Corrections Academy. Toured Ohio Corrections Academy.

**Telephone Interviews**

Interview via telephone held December 18, 1974 with Norman McGinnis, Building Maintenance Foreman at Southern Ohio Correctional Facility.
Preliminary Focused Interviews

Focused Interview held October 30, 1973 in Columbus, Ohio with Alfred Clark, Professor of Sociology at The Ohio State University.

Focused Interview held May 17, 1974 in Athens, Ohio with Z. Brent Fry, Assistant Director for the Office of Continuing Education at Ohio University, and Project Coordinator for Proposed Educational Programming for Southern Ohio Correctional Facility.

Focused Interview held May 22, 1974 in Chillicothe, Ohio with Rex Zent, General Education Development (GED) Coordinator for Ohio Department of Rehabilitation and Correction. Toured Chillicothe Correctional Institution, including Sherman School for inmates at the institution.

Focused Interview Sample

Cyril Sung Tai Cho, Assistant Director, Division of Planning and Research. Focused Interview held July 16, 1974 in Columbus, Ohio.

David Blodgett, Director of Staff Development. Focused Interview held October 30, 1974 in Columbus, Ohio.

William Gilbert, Director of Psychological Services. Focused Interview held October 30, 1974 in Columbus, Ohio.

Clyde Scott, Director of Social Services. Focused Interview held October 31, 1974 in Columbus, Ohio.

Harrison Morris, Director of Educational Services and Superintendent of Special Schools. Focused Interview held October 31, 1974 in Columbus, Ohio.

Consultation


Consultation with Wayne Green, Engineer, Building Maintenance Foreman, and former teacher of Radio and Television Repair at the Lebanon Correctional Institute. Toured Lebanon Correctional Institute.

Consultation with Dale Tish, Principal Broadcast Technician for WOSU-TV. Preliminary consultation October 25, 1974.


Consultation with Paul Schupbach, Director of the Great Plains Regional Instructional Television Library, University of Nebraska, Lincoln, Nebraska, via telephone, May 12, 1975.
APPENDICES
APPENDIX A. DEPARTMENTAL INFORMATION
Department of Rehabilitation and Correction Average Daily Resident Population - All Institutions Fiscal Year 1965 through Fiscal Year 1973
### TABLE I

**EDUCATIONAL DATA**

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have a written philosophy for the vocational education program.</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>2</td>
<td>Have written goals and objectives for vocational education programs.</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>3</td>
<td>Have written course descriptions for vocational classes.</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>Evidence cooperation with the Adult Parole Authority, Ohio Penal Industries, Ohio Employment Services, etc., in planning</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>5</td>
<td>Text materials are current (within five years)</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>6</td>
<td>Reference materials are available and used.</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>7</td>
<td>Trainees can begin training in a class any time.</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>8</td>
<td>The enrollment is voluntary.</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>9</td>
<td>Apparent deterrents to enrollment in vocational education</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td>Vocational educators utilize resources of other rehabilitation services to a significant degree</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>11</td>
<td>Vocational and academic teachers cooperate and work together</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>12</td>
<td>Advisory committees are used</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>13</td>
<td>Outside groups, public schools, etc., are utilized for educational purposes to a significant degree</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>14</td>
<td>Shop and related instruction is coordinated</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>15</td>
<td>Employ a modular course design</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>16</td>
<td>Individualized instruction is used in most related classes</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

Evaluative Research Planning Project in Vocational Education for Ohio Department of Rehabilitation and Correction. Rehabilitation -- Education. June, 1972. Excerpts from Tables I (Educational Data), II (Findings of Staff Study Committee), and III (Equipment and Facilities), pp. 23-24, 28-29, and 32-33.
TABLE I  (continued)

EDUCATIONAL DATA

<table>
<thead>
<tr>
<th></th>
<th>Chillicothe</th>
<th>Ohio</th>
<th>Lebanon</th>
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<th>Portland</th>
<th>Marion</th>
<th>Salt Lake</th>
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<td>17. Multi-media...</td>
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<td>N</td>
<td>N</td>
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<td>18. Library...</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>19. Selection procedure</td>
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<td>20. Apparent...</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>21. The program...</td>
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<td>Y</td>
<td>N</td>
<td>N</td>
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<td>N</td>
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<td>22. Follow-up</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>23. Instructors...</td>
<td>N</td>
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<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>24. Security...</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>25. Utilize...</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<td>26. Standardized...</td>
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<td>SAT</td>
<td>Y</td>
<td>Y</td>
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<td>Minnesota Paper Form</td>
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<td>California Test of Adult</td>
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<td>Bennett Mechanical...</td>
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<td>Kuder Interest...</td>
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<td>N</td>
<td>N</td>
<td>N</td>
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<td>27. Vocational programs</td>
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<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
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<td>Air conditioning...</td>
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<td>Y</td>
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<td>Y</td>
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<tr>
<td>Auto mechanics</td>
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<td>N</td>
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<td>Y</td>
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<td>Auto transmission</td>
<td>N</td>
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<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Basic skills (custodial)</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Business and office</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
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TABLE II
FINDINGS OF STAFF STUDY COMMITTEE

<table>
<thead>
<tr>
<th>Question</th>
<th>London</th>
<th>Marion</th>
<th>Pickaway</th>
<th>Scioto</th>
<th>Columbus</th>
<th>Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who determines most impact for program development and implementation in the institution:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent/Treatment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Principal or Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Who determines the educational philosophy for the institution:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent/Treatment</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Principal or Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Number of full-time vocational teachers</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>1</td>
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<tr>
<td>4. Number of part-time vocational teachers</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<td>5. Number of vocational teachers certified by the Ohio Department of Education</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>0</td>
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<tr>
<td>6. Number of teachers certified in the area they are teaching</td>
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<td>5</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>7. Number of teachers who have had occupational experience in the areas they are teaching</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>1</td>
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<td>8. Educational background of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Less than high school</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C. E. D.</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>High school graduate</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>4</td>
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<tr>
<td>B. S. degree</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
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<tr>
<td>M. A. degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>London</td>
<td>Marion</td>
<td>Lebanon</td>
<td>Mansfield</td>
<td>Ottawa</td>
<td>Chillicothe</td>
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<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>Educational background of School Principal or Director</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>High school</td>
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<td></td>
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<tr>
<td>B. S. degree</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>M. A. degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Average age of teaching staff</td>
<td>47</td>
<td>53</td>
<td>37</td>
<td>50</td>
<td>30</td>
<td>48</td>
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<tr>
<td>Average number of years teaching experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Outside the institution</td>
<td>14</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Inside the institution</td>
<td>8</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
<td>2</td>
<td>5</td>
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<tr>
<td>What motivational incentives attract qualified teaching staff</td>
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<td></td>
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<td></td>
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<tr>
<td>Improved salary</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Supplemental income</td>
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<td>1</td>
<td>2</td>
<td>2</td>
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<td></td>
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<td>Fringe benefits</td>
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<tr>
<td>Job security</td>
<td></td>
<td></td>
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<tr>
<td>Interesting work</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Number of inmates used as teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Number of inmates used as teacher aides</td>
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<td>15</td>
<td>19</td>
<td>15</td>
<td>5</td>
<td>6</td>
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<td>Are there any pre-service education programs for teachers</td>
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<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
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<tr>
<td>Are there any in-service teacher improvement programs used</td>
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<td>no</td>
<td>no</td>
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### TABLE III

**EQUIPMENT AND FACILITIES**

<table>
<thead>
<tr>
<th>Code</th>
<th>1 - Excellent</th>
<th>2 - Good</th>
<th>3 - Fair</th>
<th>4 - Poor</th>
<th>5 - Non-existent</th>
</tr>
</thead>
</table>

1. **What is the general condition of related classrooms?**
   - a. Lighting  
     - Chillicothe  
     - Columbus  
     - Lebanon  
     - Marion  
     - Marysville

2. **Size of the related classroom**

3. **What is the general condition of the laboratories?**
   - a. Lighting  
   - b. Heating  
   - c. Ventilation  
   - d. Cleanliness

4. **Size of the laboratory (shop)**

5. **Respective location of shop and related rooms**

6. **Adequacy of washup and locker facilities**

7. **Adequacy of tool storage and checkout system**

8. **Storage facilities for jobs and supplies**

9. **Storage facilities for educational material (mock-ups)**

10. **Adequacy of office space for teachers**
TABLE III (continued)

<table>
<thead>
<tr>
<th></th>
<th>Chillicothe</th>
<th>Lima</th>
<th>Perrysburg</th>
<th>Lebanon</th>
<th>London</th>
<th>Mansfield</th>
<th>Marion</th>
<th>Marysville</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Location of vocational facilities in relationship to academic facilities</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td></td>
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<tr>
<td>12. Adequate facilities as viewed by present staff</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>13. General condition of shop equipment</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
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<tr>
<td>14. Age of equipment appropriate to training objectives</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>15. Availability of audio-visual equipment</td>
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<td>3</td>
<td>4</td>
<td>4</td>
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<td>16. Availability of audio-visual material</td>
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<td>17. Availability of library facilities</td>
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<td>4</td>
<td>3</td>
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<td>18. Relevancy of textbook materials</td>
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<td>3</td>
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<td>19. Supply of textbooks</td>
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<td>3</td>
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<tr>
<td>20. Adequacy of educational supplies</td>
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<td>21. Arrangements to replace obsolete equipment</td>
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<td>22. Method of requisitioning supplies</td>
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<td>3</td>
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<td>3</td>
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<td>23. Provisions for maintenance of equipment</td>
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<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
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<tr>
<td>24. Shop safety practices</td>
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<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>25. Utilization of shop and related facilities</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>26. Design of educational facility to provide security with minimum effort</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Note: When the consulting team visited Lucasville the facility for vocational education was not completed. Therefore, it was impossible to evaluate their physical facilities.
Department of Rehabilitation and Correction Fiscal Year 1973 Expenditures By Major Areas

<table>
<thead>
<tr>
<th>Honor Camps</th>
<th>Administration</th>
<th>Treatment</th>
<th>Custody</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>6.7%</td>
<td>8.3%</td>
<td>33.7%</td>
</tr>
</tbody>
</table>

Other: Education 3.9%, Community Programs 2.9%, Operations 7.9%
Includes Furlough, Probation, Parole and Facilities

Office of Planning and Statistics
Division of Planning and Research
APPENDIX B. LETTERS OF INTRODUCTION AND APPROVAL
July 6, 1973

Mr. Frank H. Gray, Superintendent
Chillicothe Correctional Institute
Box 5500
Chillicothe, Ohio 45601

RE: Questionnaire from
Jerold Gruebel

Dear Mr. Gray:

Kindly assist Mr. Gruebel with his project as much as practicable.

Sincerely,

Sung Tai Cho, Ph.D.
Assistant Director
Planning and Research

STC: mc
attachments

cc: Mr. Gruebel
October 18, 1974

TO: Mr. William Dallman, Superintendent
Lebanon Correctional Institution

FROM: Cyril S. T. Cho, Ph.D., Assistant Director
Division of Planning and Research

SUBJECT: A Field Survey of Radio and Television Equipment
and Their Utilization at Lebanon Correctional Institution

An Ohio State University team consisting of Mr. Jerold Bruebel, Visiting
Lecturer of Radio and Television at the University of Illinois, and
Mr. John Getz, a broadcast engineer at the Ohio State University
Telecommunications Center, would like to visit LECI for the purpose
stated in the above.

If it is acceptable to you in terms of your schedule, the visitation
will be made on Friday, October 25, 1974.

This letter will serve as a letter of introduction.

Thank you very much for your cooperation.

CSTC: mc

cc: Miss Martha Wheeler, Assistant Director, Institutional Services
Mr. Jerold Gruebel
APPENDIX C. MAIL QUESTIONNAIRE SURVEY FORM
Please answer each of the questions below as completely as possible. If the answer space should be too short, you may write on the back of any page. PLEASE COMPLETE IMMEDIATELY AND RETURN IN THE SELF-ADDRESSED ENVELOPE PROVIDED to Jerold Gruebel, 5539-6 Cantara Place, Columbus, Ohio, 43227.

1. Name and title of person filling out this form: ____________________________

2. Total number of inmates in the institution as of this date: ____________________________

3. In the general population, how many inmates occupy each cell?:

   ____1 ____2 ____3 ____4 ____other (please specify)

4. Do inmates own their own radios? ____No ____Yes — If yes, how many stations can usually be received on these radios inside the prison? ____1 ____2 ____3 ____4 ____5 or more.

5. Do inmates own their own TV sets? ____No ____Yes — If yes, how many channels can usually be received on these TV sets inside the prison? ____1 ____2 ____3 ____4 ____5 or more.

6. Is there a wired prison radio system? ____No ____Yes — If yes, how many channels are carried on the wired radio system? ______

7. Is there a wired prison television system? ____No ____Yes — If yes, how many channels are carried on the wired (closed-circuit) television system? ______

If there is a wired television system, roughly what percentage of the total inmate population lives in areas served by the system? ______%

If there is a wired radio system, roughly what percentage of the total inmate population lives in areas served by the system? ______%
8. If there is a wired radio or television system, who chooses the programs which are carried on it? (Check only one)
   __A prison official... __An inmate committee... ___Other

9. If your institution has a wired radio system, is it possible to originate programs in the prison? ___No ___Yes -- If yes, what kinds of programs are originated?
   ______________________________________________________

10. If your institution has a wired television system, is it possible to originate programs in the prison? ___No ___Yes -- If yes, what kinds of programs are originated?
    ______________________________________________________

11. Do you feel radio serves any useful purpose in your institution? ___No ___Yes -- If yes, what purposes?
    ______________________________________________________

12. Do you feel television serves any useful purpose in your institution? ___No ___Yes -- If yes, what purposes?
    ______________________________________________________

13. If an inmate was asked why he listens to the radio, what reasons do you think he would give?
    ______________________________________________________

14. If an inmate was asked why he watches television, what reasons do you think he would give?
    ______________________________________________________
15. Do you think television can be used in rehabilitating inmates in any way?  
___ No  ___ Yes — If yes, how? __________________

16. If there are any television sets at your institution:
   How many are owned by the inmates?______________
   How many are owned by the state?______________
   What is the total number of television receivers available for viewing in your institution?______________

17. If there is any other information you feel would be useful in understanding the uses of radio and television in prisons, please write it below or on the other side of this sheet. Thank you for your cooperation.
APPENDIX D. RECOMMENDED TELEVISION AND SUPPORT EQUIPMENT
December 11, 1974

Mr. Jerold Gruebel  
c/o College of Communications  
Dept of Radio and Television  
University of Illinois  
119 Gregory Hall  
Urbana, Ill. 61801

Dear Jerry:

Sorry about the delay in sending this information to you. Dale Tish and I decided that since you don't have a specific use for the equipment, a package deal would be the best approach. We have selected the Colorcaster IIB package by International Video Corporation (IVC). This package consists of the following equipment:

IVC-870 Videotape Recorder/Reproducer Editor  
2 IVC-90 Camera with vidicon tubes  
  Internal Encoders  
  6:1 Zoom Lens  
  Tripod, dolly, cradle head for each camera  
  Camera control units  
  Camera junction units  
  Camera cables  
  CCU/Junction control cables  
IVC-92 Color Film Camera with vidicon tubes  
  Internal Encoder  
  Film Chain Lens  
  Camera Control Unit  
  Camera Junction Unit  
  Camera Cable  
  CCU/Junction Control Cable  
IVC-M-203 Optical Multiplexer  
  Slide Projector  
  16mm Film Projector with pedestal  
  Light Control Unit  
3 Operating Consoles with vertical interval switcher with special effect  
  Audio Cartridge Recorder  
4 9" monochrome monitors  
  Trinitron Color Monitor  
  EIA Sync Generator  
  Signal Distribution System

Telecommunications Center   WOSU-AM-FM-TV  
2400 Olentangy   Columbus, Ohio 43210  
Phone (614) 421-2540
Two microphones with desk stands
Two Intercom Headsets
Two Intercom Amplifier Modules
Studio lighting System
Set Interconnecting Cables and Hardware
Two pulse delay amplifiers

I do not have a price tag for this package but you can get it from any of the following sources:

Main Plant and Corporate Offices
International Video Corporation
990 Almanor Ave.
Sunnyvale, California 94086
(408) 738-3900

Rich, Inc.
Franklin Park, Ill.
(312) 678-3100

Swiderski Electronics, Inc.
Chicago, Ill.
(312) 729-5210

Good Luck and have a Merry Christmas.

Sincerely,

Original signed by John Getz

John Getz

enc. IVC card
cc Dale Tish
APPENDIX D: RECOMMENDED TELEVISION AND SUPPORT EQUIPMENT TO MEET THE OBJECTIVES OF A PLANNED SYSTEM OF TELEVISION UTILIZATION IN THE SOUTHERN OHIO CORRECTIONAL FACILITY LUCASVILLE, OHIO
Several distinct systems or installations will be required to complete the overall system and its objectives:

1. **The Distribution System** is fundamental to the general use of television throughout the facility. It is required to feed the TV signals from the origination location to the end user wherever this may be. Such locations may be: Classrooms, TV rooms, library, shops, conference rooms, large offices, or other individualized or group designated viewing areas. The Distribution System consists of a network of cables (a single coaxial cable) routed through the service tunnels or ceilings to the viewing areas. Several amplifiers may be required to boost the signal at various intervals. The Distribution System is the heart of the entire television utilization system and, as such, as much advance planning as possible should be employed to project for future needs and viewing areas.

   The Distribution System is also a "Super Highway" through which may be transmitted many other signals other than television.
2. **The Origination System** is actually a combination TV-radio studio and associated control room. The objectives of the plan for utilization call for professional appearing programming and quality. In this respect, a higher grade of equipment is suggested to fulfill these objectives. The "Super Quality" equipment used by broadcasting is not, at this time, recommended due to its exceptionally high cost. However, the equipment listed is of good "broadcast quality" and has known performance characteristics to meet the system design parameters.

The Origination System consists of a studio (an area has been proposed) with some modifications, a control room (from which to view the studio) containing all necessary support equipment and the beginning point of the Distribution System. A Lighting System will need to be installed in the studio, special power supplied, and additional heating and ventilation controls for this area are needed to reduce noise and provide adequate cooling for equipment and production personnel under the studio lights.
The area proposed for the studio seems adequate in terms of space and location, although some modifications will need to be made to improve the acoustics and, perhaps, enlarge the control room.

For the most part, color TV equipment will be employed since most programming in the United States today is done in color. Proposed are two studio cameras and one film and slide camera. In addition, three video tape machines are proposed to enable a program to be recorded, edited, delayed, or stored while others are being transmitted through the Distribution System. Three channels are proposed for simultaneous distribution of three different programs or channels. The audio system that is normally a part of the TV program equipment may double for use as an independent radio or tape recording facility when there are no TV activities in the studio.

A special "Character Generator" is also proposed to enable words to be superimposed on any TV picture to enhance learning ability through association with the spoken words. This unit may be used with any of the TV systems at any time.
3. **A Portable/Mobile System**: This system is a relatively portable TV system containing a camera (perhaps black and white), a video tape machine (from the studio), and associated support equipment such as monitors, cables, lights, audio and other items necessary to originate or tape program materials in areas other than the studio. Many demonstrations involve equipment which cannot be moved to a TV studio, so the studio must come to the equipment. The Portable/Mobile System would be supplemented with equipment from the TV studio control room for more complex production work outside the studio.
4. **A Completely Portable and Self Contained System:**

This system consists of a hand-held camera and battery operated video tape recorder. The entire ensemble may be carried by one person and will record (in black and white only) material on an impromptu basis or in areas where other cameras may be unable to go. This unit is capable of virtually instantaneous operation, requiring almost no warm-up or preparation for use. Its use may be integrated into the other production aspects of the facility with some degradation of quality. For the most part, the use of this 'personal' form of TV recording is limited only by the imagination of the user.
General

A complete television system was not initially planned into the Southern Ohio Correctional Facility (SOCF). There is, however, a limited Master Antenna Television (MATV) Distribution System installed with outlets placed in a few selected locations. This system would be used and enlarged to complete the Distribution System described elsewhere. The very fact that such a system has been installed allows for relatively simple modification and expansion.

Television film projection and camera equipment will make it possible to transmit films and slides through the system by themselves or in conjunction with a studio originated program.

Several video tape recorders will be employed to allow simultaneous playback of several programs or recording programs for showing at a later time.

A continuous "Information Channel" in black and white is proposed to provide a "Menu Board" or something similar with background voice announcements which can be seen and heard on one channel at any time. It might even be desirable to place several receivers in strategic locations fixed to this channel. This would then serve as easily adjustable "bulletin boards" for information on activities within (or outside) the facility.
Following is a representative equipment listing for the several systems as outlined. Exact specifications and model numbers are not supplied at this time until a determination is made of the project proposal status.

It is assumed that maintenance supplies and parts are to be included in this proposal. Without specific model numbers, exact parts cannot be listed. However, in general, maintenance costs run about 10% of original cost per year. This figure is added to the total estimated cost of the Distribution System. A contingency factor must be included to allow for price and specification changes between proposal and actual time of purchase. Ten per cent of estimated total cost of the system components is added to the overall system cost.

The Distribution System

Equipment estimated for expansion and enlargement of existing MATV System presently installed is listed on Page D-8.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 ea.</td>
<td>Audio-Video Modulators with Filters for individual channel use</td>
<td>$1,500.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>2</td>
<td>1 ea.</td>
<td>Combining Network for A-V Modulators</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>3</td>
<td>4 ea.</td>
<td>R.F. Distribution Amplifiers, Line Powered, Wide-band Transistorized</td>
<td>$550.00</td>
<td>$2,200.00</td>
</tr>
<tr>
<td>4</td>
<td>1 ea.</td>
<td>Power Supply for R.F. Amplifiers</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>5</td>
<td>1 ea.</td>
<td>Power Combiner for Power Supply and Amplifier Coupling</td>
<td>$50.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>6</td>
<td>20 ea.</td>
<td>R.F. Outlets, Wide-band</td>
<td>$15.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>7</td>
<td>10,000 ft.</td>
<td>Main R.F. Distribution Cable, Coaxial, RG-11</td>
<td>$.10</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>8</td>
<td>2,500 ft.</td>
<td>Individual R.F. Distribution Cable, Coaxial, RG-59</td>
<td>$.08</td>
<td>$200.00</td>
</tr>
<tr>
<td>9</td>
<td>Lot</td>
<td>Miscellaneous Fittings, Connectors, Hardware, Splitters and Taps as Required to Complete Designed System</td>
<td></td>
<td>$750.00</td>
</tr>
<tr>
<td>10</td>
<td>20 ea.</td>
<td>23 inch, B&amp;W, TV Receivers, Transistorized, Front Speaker</td>
<td>$200.00</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>11</td>
<td>10 ea.</td>
<td>23 inch, Color, TV Receivers, Transistorized, Front Speaker</td>
<td>$400.00</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>12</td>
<td>20 ea.</td>
<td>Shelf Mounts for TV Receivers</td>
<td>$75.00</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>13</td>
<td>10 ea.</td>
<td>Portable Stands for TV receivers</td>
<td>$50.00</td>
<td>$500.00</td>
</tr>
</tbody>
</table>

DISTRIBUTION SYSTEM EQUIPMENT
<table>
<thead>
<tr>
<th><strong>Distribution System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Component Cost without Receivers:</strong></td>
</tr>
<tr>
<td>10% Maintenance Cost:</td>
</tr>
<tr>
<td>10% Contingency:</td>
</tr>
<tr>
<td><strong>Estimated Distribution System Components Total:</strong></td>
</tr>
</tbody>
</table>

| **Estimated Receiver and Stand Costs:** | $10,000 |
| 10% Maintenance Cost: | 1,000 |
| 10% Contingency: | 1,000 |
| **Estimated Receiver Components Total:** | $12,000 |

| **System and Receiver Combined Total:** | $23,160 |
The Origination System:

This area combines many functions, several of which will be listed separately:

The studio will require cameras, monitors, microphones, lights, lighting controllers, draperies, air conditioning, and a variety of miscellaneous items.

It is my impression that any room modifications, special power, additional heating, air conditioning systems, and installation of acoustic treatment would be handled by the SOCF maintenance staff. Specifications of these changes will be determined by the scope of the final adopted project parameters.

The studio equipment shown on page D-11 is proposed.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 ea.</td>
<td>Studio Color Cameras, 3 Tube System, with Zoom Lens, Pedestal, Image Enhancement, All Camera Controls, Monitors, Cables, External Drive, and NTSC Output</td>
<td>$35,000.00</td>
<td>$70,000.00</td>
</tr>
<tr>
<td>2</td>
<td>2 ea.</td>
<td>Studio Monitors, Video, 23 inch, B&amp;W</td>
<td>$400.00</td>
<td>$800.00</td>
</tr>
<tr>
<td>3</td>
<td>1 ea.</td>
<td>Small Microphone Boom, Giraffe Type</td>
<td>$600.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>4</td>
<td>1 ea.</td>
<td>Microphone for Boom Use</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>5</td>
<td>4 ea.</td>
<td>General Purpose Microphones</td>
<td>$100.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>6</td>
<td>1 ea.</td>
<td>Clock System for Studio-Control Room</td>
<td>$250.00</td>
<td>$250.00</td>
</tr>
<tr>
<td>7</td>
<td>Lot</td>
<td>Video-Audio-Power Cables &amp; Connectors</td>
<td></td>
<td>$300.00</td>
</tr>
<tr>
<td>8</td>
<td>System</td>
<td>Lighting Package Consisting of 40 Instruments, Cables, Controls, Dimmers, but Not Including Gridwork</td>
<td></td>
<td>$7,500.00</td>
</tr>
<tr>
<td>9</td>
<td>System</td>
<td>Draperies (Decorative for TV Set Background) and Supporting Rails</td>
<td></td>
<td>$2,000.00</td>
</tr>
<tr>
<td>10</td>
<td>System</td>
<td>Air Cooling and Ventilation for Minimum Noise and Improved Comfort</td>
<td></td>
<td>$7,500.00</td>
</tr>
</tbody>
</table>

STUDIO EQUIPMENT
**Studio Equipment**

Estimated Studio Component Total: $72,500

- 10% Maintenance Cost: 7,250
- 10% Contingency: 7,250

Estimated Studio Equipment Total: $87,000

Lighting Package: $7,500

Draperies: 2,000

Air Cooling Equipment: 7,500

Total: $17,000

Estimated Combined Studio Systems Total: $104,000
Control Room

This area is the central nervous system of the TV operation. All of the major behind-the-scenes equipment is located here. Audio control, video control, film origination items, synchronizing, distribution, and monitoring equipment make up the total system complement.

The control room equipment is listed on the following pages.

The Audio Control Equipment listed on Page D-14 can also serve as a "Radio" Control.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 ea.</td>
<td>Audio Console with 8-10 Inputs, Monitor Amplifier, Cue Amplifier, VU Meter</td>
<td>$2,500.00</td>
<td>$ 2,500.00</td>
</tr>
<tr>
<td>2</td>
<td>2 ea.</td>
<td>Turntables, 3 speed, w/Arm, Pre-Amp and Pickup Cartridge</td>
<td>$ 400.00</td>
<td>$ 800.00</td>
</tr>
<tr>
<td>3</td>
<td>2 ea.</td>
<td>Cartridge Rape Record/Playback Machine</td>
<td>$ 500.00</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>4</td>
<td>40 ea.</td>
<td>Cartridge Tapes of Various Lengths</td>
<td>$ 3.00</td>
<td>$ 120.00</td>
</tr>
<tr>
<td>5</td>
<td>1 ea.</td>
<td>Audio Tape Recorder, 2 Speed, Half Track</td>
<td>$ 700.00</td>
<td>$ 700.00</td>
</tr>
<tr>
<td>6</td>
<td>1 ea.</td>
<td>Audio Distribution System Package</td>
<td>$ 850.00</td>
<td>$ 850.00</td>
</tr>
<tr>
<td>7</td>
<td>3 ea.</td>
<td>Audio Monitor Loudspeakers</td>
<td>$ 100.00</td>
<td>$ 300.00</td>
</tr>
<tr>
<td>8</td>
<td>Lot</td>
<td>Miscellaneous Cables, Connectors, Transformers Hardware, Etc.</td>
<td></td>
<td>$ 450.00</td>
</tr>
<tr>
<td>9</td>
<td>1 ea.</td>
<td>Audio Limiter and Compressor</td>
<td>$ 450.00</td>
<td>$ 450.00</td>
</tr>
<tr>
<td>10</td>
<td>1 ea.</td>
<td>Warning Light &quot;On The Air&quot; signs System Package</td>
<td>$ 150.00</td>
<td>$ 150.00</td>
</tr>
<tr>
<td>11</td>
<td>1 ea.</td>
<td>Intercom (Speaker) System</td>
<td>$ 250.00</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>12</td>
<td>1 ea.</td>
<td>Intercom (Headset) Production System</td>
<td>$ 350.00</td>
<td>$ 350.00</td>
</tr>
<tr>
<td>13</td>
<td>2 ea.</td>
<td>Audio Headsets, 600 Ohm</td>
<td>$ 50.00</td>
<td>$ 100.00</td>
</tr>
<tr>
<td>14</td>
<td>1 ea.</td>
<td>Desk Assembly for Console &amp; Turntables</td>
<td>$ 350.00</td>
<td>$ 350.00</td>
</tr>
</tbody>
</table>

AUDIO CONTROL EQUIPMENT
Audio Control Equipment

Estimated Audio Components Total Cost: $8,370

10% Maintenance Cost: 837

10% Contingency: 837

Estimated Total Audio System Cost: $10,044
Video Control Equipment

This equipment is used for monitoring, switching, special effects, character generation, film chain, synchronization, distribution, and amplification equipment for the complete television system. Test equipment is listed separately.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 ea.</td>
<td>Video production Switcher with Six Non-Composite Inputs and Four Composite Inputs, Selection of 10-12 Special Effects, Insert Keying, Vertical Interval Switching &amp; Separate Mix Banks, Preview and Program Banks</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>2</td>
<td>2 ea.</td>
<td>Color Video Monitors, High Quality, 14 inch, Rack Mount</td>
<td>$1,200.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>3</td>
<td>6 ea.</td>
<td>B&amp;W Video Monitor, High Quality, 14 inch, Rack Mount</td>
<td>$450.00</td>
<td>$2,700.00</td>
</tr>
<tr>
<td>4</td>
<td>4 ea.</td>
<td>Dual, 9 inch, Video Monitors, High Resolution, Rack Mount</td>
<td>$900.00</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>5</td>
<td>4 ea.</td>
<td>Waveform Monitors, Rack Mount, Not Color Equipped TEK 528</td>
<td>$1,200.00</td>
<td>$4,800.00</td>
</tr>
<tr>
<td>6</td>
<td>2 ea.</td>
<td>Waveform Monitor, Rack Mount, Color Equipped, TEK RM 527</td>
<td>$1,800.00</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>7</td>
<td>1 ea.</td>
<td>Vectorscope Waveform Monitor, Rack Mount, TEK</td>
<td>$1,400.00</td>
<td>$1,400.00</td>
</tr>
<tr>
<td>8</td>
<td>1 ea.</td>
<td>Color Test Generator, Rack Mount, TEK</td>
<td>$1,300.00</td>
<td>$1,300.00</td>
</tr>
<tr>
<td>9</td>
<td>1 ea.</td>
<td>Synchronizing Generator with Color Generator &amp; Test Bars</td>
<td>$2,700.00</td>
<td>$2,700.00</td>
</tr>
<tr>
<td>10</td>
<td>1 ea.</td>
<td>Video Distribution Amplifiers, Rack Mount, 8 Plug-in Units with Power Supply Complete Assembly</td>
<td>$3,500.00</td>
<td>$3,500.00</td>
</tr>
</tbody>
</table>

**VIDEO CONTROL EQUIPMENT**
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1 ea.</td>
<td>Video Patch Panel, Cables and</td>
<td>$ 350.00</td>
<td>$ 350.00</td>
</tr>
<tr>
<td>12</td>
<td>1 ea.</td>
<td>Audio Video Crossbar Switcher with 8 Inputs and 8 Outputs</td>
<td>$ 7,200.00</td>
<td>$ 7,200.00</td>
</tr>
<tr>
<td>13</td>
<td>1 ea.</td>
<td>Audio Patch Panel, Cables and Connectors</td>
<td>$ 200.00</td>
<td>$ 200.00</td>
</tr>
<tr>
<td>14</td>
<td>1 ea.</td>
<td>Video Test Pattern Box with Test Slides for Color Cameras</td>
<td>$ 250.00</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>15</td>
<td>1 ea.</td>
<td>Image Enhancer, Video, Rack Mount</td>
<td>$ 1,800.00</td>
<td>$ 1,800.00</td>
</tr>
<tr>
<td>16</td>
<td>1 ea.</td>
<td>Character Generator with Outline Generator, Memory Control Panel</td>
<td>$ 9,500.00</td>
<td>$ 9,500.00</td>
</tr>
<tr>
<td>17</td>
<td>1 ea.</td>
<td>Vidicon Camera for &quot;Information Channel&quot; B&amp;W, No Viewfinder, Externally Driven, Self-Contained</td>
<td>$ 1,800.00</td>
<td>$ 1,800.00</td>
</tr>
<tr>
<td>18</td>
<td>3 ea.</td>
<td>Equipment Racks, 72 inches High, 25 inches Deep, w/Accessories</td>
<td>$ 250.00</td>
<td>$ 750.00</td>
</tr>
<tr>
<td>19</td>
<td>4 ea.</td>
<td>Desk Consoles, Independent, on Casters, for 19 inch Rack Equipment</td>
<td>$ 250.00</td>
<td>$ 1,000.00</td>
</tr>
<tr>
<td>20</td>
<td>1 ea.</td>
<td>Pulse Distribution Amplifiers, Rack Mount, 6 Plug-in Units, w/Power Supply, Complete Assembly</td>
<td>$ 2,500.00</td>
<td>$ 2,500.00</td>
</tr>
<tr>
<td>21</td>
<td>1 ea.</td>
<td>Color Film Chain, Including Camera, one 16mm Projector, one 35mm Slide Projector, Multiplexer and Controls</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

VIDEO CONTROL EQUIPMENT
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Lot</td>
<td>Cable, Connectors, Mounting Hardware, Power Distribution, Panels, and Other Items Needed to Assemble the Above Components into a Complete System</td>
<td>$750.00</td>
<td>$750.00</td>
</tr>
</tbody>
</table>

Estimated Video Components Total Cost: $76,600

10% Maintenance Cost: 7,660

10% Contingency: 7,660

$91,920

VIDEO CONTROL EQUIPMENT
**Video Tape Recorders and Accessories**

This equipment is used for: duplication of tapes, editing, record-for-delay programs from the origination studio, playback of local and external tapes, and recording of "Off-Air" signals for later playback. Three machines are proposed to accomplish these objectives. Video tape supplies will come from a separate supplies budget.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 ea.</td>
<td>Video Tape Recorder/Playback Machines, 1 inch Tape, Color Equipped, Simple Editor, Console Mounting</td>
<td>$3,500.00</td>
<td>$10,500.00</td>
</tr>
<tr>
<td>2</td>
<td>1 ea.</td>
<td>Bulk Eraser for Erasing 1 inch Videotapes</td>
<td>$400.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>3</td>
<td>1 ea.</td>
<td>Audio Video Monitoring and Switching Assembly for Video Tape Machines</td>
<td>$800.00</td>
<td>$800.00</td>
</tr>
</tbody>
</table>

Estimated Videotape Components Cost: $11,700

10% Maintenance Cost: 1,170

10% Contingency: 1,170

Estimated Total Video Tape Equipment $14,040
**Video and Audio Test and Maintenance Equipment**

This equipment would be in addition to that available in the SOCF electronic labs.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 ea.</td>
<td>Tool Kit for Electronic Work</td>
<td>$200.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>2</td>
<td>1 ea.</td>
<td>Miscellaneous Small Electronic Parts and Hardware Package</td>
<td>$300.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>3</td>
<td>1 ea.</td>
<td>Test Oscilloscope for Television Use</td>
<td>$1,800.00</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>4</td>
<td>1 ea.</td>
<td>Vacuum Tube Voltmeter</td>
<td>$150.00</td>
<td>$150.00</td>
</tr>
<tr>
<td>5</td>
<td>1 ea.</td>
<td>Volt Ohm Meter</td>
<td>$75.00</td>
<td>$75.00</td>
</tr>
<tr>
<td>6</td>
<td>1 ea.</td>
<td>Transistor Checker</td>
<td>$75.00</td>
<td>$75.00</td>
</tr>
<tr>
<td>7</td>
<td>1 ea.</td>
<td>Audio Signal Generator</td>
<td>$300.00</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

Estimated Test Equipment Components: $2,900

10% Contingency: 290

Estimated Total Test Equipment Cost: $3,190
Portable/Mobile Television System

The concept of this system is: to be able to move a camera and recorder into a shop or functional area in order to record a program, or a part of a program, from these areas for use on the TV system. The system, actually, is just the equipment housing and some monitors with the camera and recorder coming from the studio Origination System. In this way, additional equipment will not be lying around and used only occasionally. It is highly likely that residents in the SOCF familiar with shop techniques would be able to fabricate a suitable portable housing rather than have an outside contractor build the assembly. However, the cost is included in the list.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 ea.</td>
<td>Custom Built Mobile Television Housing for 1 Color Camera Control, Audio and Video</td>
<td>$800.00</td>
<td>$800.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support Equipment, 2 Monitors, Waveform Monitor and Video Recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1 ea.</td>
<td>Audio System Components Including Simple Mixer and Associated Items</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>3</td>
<td>1 ea.</td>
<td>Waveform Monitor for Observing Quality of Camera Signal, Rack Mount</td>
<td>$1,800.00</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>4</td>
<td>1 ea.</td>
<td>Color Synchronizing Generator, Rack Mount</td>
<td>$1,200.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>5</td>
<td>1 ea.</td>
<td>Dual, 9 inch, Video Monitor, Rack Mount</td>
<td>$950.00</td>
<td>$950.00</td>
</tr>
<tr>
<td>6</td>
<td>1 ea.</td>
<td>Color Video Monitor, Portable, 18-23 in.</td>
<td>$400.00</td>
<td>$400.00</td>
</tr>
<tr>
<td>7</td>
<td>Lot</td>
<td>Miscellaneous Hardware, Cables, Connectors, AC Power Devices</td>
<td></td>
<td>$350.00</td>
</tr>
<tr>
<td>8</td>
<td>1 ea.</td>
<td>Portable Lighting System Including 4 Quartz Lamps, Tripods, Barndoors, and Cables</td>
<td>$250.00</td>
<td>$250.00</td>
</tr>
</tbody>
</table>

Estimated Portable/Mobile Components Cost: $6,250

10% Maintenance Cost: 625

10% Contingency: 625

Estimated Total Portable/Mobile Equipment $7,500

PORTABLE/MOBILE TELEVISION SYSTEM EQUIPMENT
**Completely Portable Video Recording System**

This equipment is completely portable and contains a hand-held camera, a recorder (battery operated) that can be strapped over the shoulder and records in black and white for up to 20 minutes for each tape.

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION OF ITEM</th>
<th>ITEM COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ea.</td>
<td>Portable Camera and Recorder Package including Zoom Lens, Battery Charger, Tripod, Extension Microphone, Adapter Cables, Five Reels of Tape and A Carrying Case</td>
<td>$1,950.00</td>
</tr>
</tbody>
</table>

As this equipment is under warranty for the first year, no maintenance costs will be shown:

Estimated Portable TV System Total $1,950
System Totals: Summary

R F Distribution System: 11,160
   Receivers and Accessories: 12,000  23,160

Origination System (Studio): 87,000
   Mechanical-A/C, Drapes, Lights: 17,000  104,000

   Control Room, Audio: 10,044
   Control Room, Video: 91,920
   Video Tape Recorders and Accessories: 14,040
   Test Equipment Package: 3,190  119,194

Portable/Mobile Television System: 7,500  7,500

Completely Portable "Instant" System: 1,950  1,950

Estimated Complete Systems Total: $255,804
It should be noted that the preceding lists contain only specific functional items and approximate costs. Exact specifications and model numbers cannot be supplied until the final objective and budgetary limitation is known. At that time, complete installation diagrams, layouts, and operational information can be provided. The design of a color TV studio and associated control room, distribution system and portable units must be a carefully coordinated project, otherwise, the full use of rather expensive facilities is not properly utilized.

Indications are that if this project is funded, highly innovative and stimulating programming and other TV utilization will develop employing the best technical, production, and operational skills the Southern Ohio Correctional Facility has to offer. To make full use of these skills and to properly take advantage of outside expertise, the studio equipment must meet fairly high quality and reliability standards. For this reason, a considerable amount of the equipment meets "Broadcast Quality" standards of performance and reliability. Necessarily, this standard will be more expensive than "industrial Grade" equipment with somewhat somewhat reduced performance standards. In addition, the manufacturers of this equipment stand behind their product to insure highest reliability, emergency maintenance assistance and modification and improvement information. In general, this equipment will not become obsolete within its expected operational life of about ten years.
I consider this project extremely valuable and worthwhile. If properly installed and operated, it will provide a modern, unique, and effective informational and educational tool in an area which has generally found little success through other methods.

I would be interested in following up with this project whether it is funded in this State or otherwise.

Draft Equipment proposal submitted by:

Edmund A. Williams
R-TV Systems Development Engineer
Ohio University

February 16, 1972