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ways. Furthermore, she has developed some rather unique experiments in caring for prisoners.

The results of these training courses for prison officials are manifest in the order, cleanliness, and economic activities to be seen in Japanese prisons, and in her correctional institutions. The interest some of the wardens show in the aftercare of discharged prisoners, in the correction of the habits of prisoners under their care, and in what new penological experiments are being carried on elsewhere strikes the visitor. That personal interest of the officials is all the more marked in a prison system so clearly regulated by minute rules. It would be very easy for an officer in Japan to govern his men mechanically by the rules without their clear show of personal interest. Moreover, the class spirit is quite marked in Japan. The relation of the classes is governed by rather rigid conventional barriers between officers and prisoners. It is rather remarkable how training has reconciled class distinctions and attitudes of superiority and deference with personal helpfulness and a lively interest in the individual welfare of the prisoner.

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#### TRAINING THE PRISON STAFF IN PRUSSIA

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THORSTEN SELLIN<sup>1</sup>

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The "Principles of Penal Treatment" to which the provincial governments of the Reich gave assent in 1923 contained (Sec. 9) a demand that only theoretically and practically trained persons should

be given positions in prison service. This demand has been recently met by Prussia in a large degree, according to a most interesting article by Dr. Schmidt in the last number (1931, No. 2) of the *Blätter für Gefängniskunde*.

The author points out that so far as the highest prison executives are concerned, they are still chosen as of old from the ranks of persons qualified for judicial service or from among experienced prison officials: teachers, physicians, chaplains, etc. No hard and fast rules govern the choice of these administrators. It is otherwise with the custodial personnel. A decree of January 8, 1931, carefully regulates the appointment of "prison inspectors" (higher administrative officers, such as our deputy wardens, superintendents of industry, of maintenance, etc.) and of higher custodial officers. This decree requires, in general, that applicants for such positions shall possess the equivalent of a junior college education, be from 20 to 40 years of age, mentally and physically sound. Those meeting such qualifications are required to take a three-year course, including four months of work in the office of a public prosecutor and in criminal, probate, juvenile, and domestic relations courts; four months in administrative work in a smaller prison followed by theoretical instruction for three months. Then follow fifteen months of administrative work in a large prison, during which time at least four hours a week of theoretical training is given and finally one month of service in the state department of correction. During the entire course, the students are under special supervision and receive guidance from carefully chosen officials who act as mentors. The

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next stage of training is six months of police service not only in detective work but also in crime prevention and health conservation activities, contacts being established with social work agencies, juvenile protective associations, employment and vocational guidance work and with legal aid services. This stage is designed to give the student an insight into the social conditions which give rise to criminality and help him to get a picture of the entire machinery which society has created to deal with the crime problem.

A theoretical course of instruction three months in length closes the training. The entire course aims to give to the student not only a comprehensive knowledge of his future work but an attitude of understanding toward the prisoner. For this reason, great weight is given to the character and personality of the student, since it is fully realized that knowledge alone is but a poor basis for successful personal relations. The theoretical instruction given at various times during the course deals with the elements of political organization and administration in the Reich and in Prussia, criminal law and procedure, judicial organization, probate and family law, labor law, social insurance, criminology, pedagogy, psychology, sociology, welfare legislation and economics. The three years course ends with a written examination in seven fields and an oral test before a committee appointed by the Minister of Justice. The successful candidate is then appointed "assistant inspector."

On April 29, 1931, another decree was issued regulating the appointment of the lower custodial personnel (prison guards). The applicant for such a position must be

between 23 and 35, must possess common-school education and mental and physical soundness. Those are given preference who know a trade or have had some experience in hospital or insane asylum work, months practical course. When the activity. The training of the applicants is carried on in two three months courses, separated by a six-months practical course. When the first theoretical course has been finished, the candidate is appointed assistant guard on probation and before he is admitted later to the second theoretical course he must, under proper supervision and guidance, learn the practical side of his work. Special attention is paid to his character and fitness and his contacts with prisoners and staff members are carefully observed. The theoretical courses include instruction beyond common-school grade, in social and political problems, history and geography as well as criminal law, criminology, penology, prison rules, educational theory, welfare and health knowledge. Gymnastics and sports are stressed. Lectures are avoided. Discussion of important topics is encouraged and great stress laid on the use of illustrative material, such as photographs, films, trips to institutions, etc. A written test and an oral examination before a committee of the Ministry of Justice are required. The successful candidate is appointed assistant guard and assigned to service.

For the so-called "middle service" (prison clerks, etc.), no training regulations exist as yet, but they are now in preparation.

The author continues by discussing the second important phase of any training program — training while in service. He points out that such training is today pecu-

liarily important because of the reforms being made in prison treatment in Prussia (the introduction of the progressive system based on a theory of education instead of on retribution). He mentions the importance in this respect of the prison journals, particularly those published by the professional organizations of prison officers; the weekly staff conferences; the "continuation" lecture courses,—four to six weeks in length—held during the winter months especially for prison guards; the similar courses organized by the various Institutes or Academies of Public Administration for higher prison officials; the practice of the state department of correction of assigning certain officers to take courses in training schools for social work, etc. In 1929 and 1930, three courses for prison guards were thus held in Berlin with a total of 250 students. They consisted of lectures by experts in prison administration, police work and social work, class dis-

cussions, and excursions to prisons, orphanages, hospitals, public and private welfare institutions, particularly homes or agencies dealing with discharged prisoners, etc. The courses for higher officials mentioned are annually attended by from 400 to 600 persons.

Courses are also held for specialists within the prison service. One hundred and fifteen persons have so far been detailed by the Prussian Department of Correction to attend three-month courses in Berlin aiming to develop a better personnel for the hospitals, the insane wards, and the tuberculosis wards of the institutions. Of other courses, mention may be made of a psycho-technical course for superintendents of prison industries. Dr. Schmidt ends his article with this sentence: "Thorough knowledge and good training are necessary, but the profession demands more than that: to be a prison officer in the right sense is a question of character."

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**PAGES 157-160 ARE  
INTENTIONALLY OMITTED**

