

1: Why Are 19 States Still Allowing Corporal Punishment in Schools?

Corporal punishment continued to be employed elsewhere in Ontario and throughout Canada well into the s, and the use of physical discipline was prohibited in all Canadian schools only in , following a ruling of the Supreme Court of Canada.

Paul Axelrod bio Abstract In , following a protracted and tumultuous debate, the Toronto Board of Education formally abolished the use of corporal punishment in its schools – the first Ontario board to do so. Corporal punishment continued to be employed elsewhere in Ontario and throughout Canada well into the s, and the use of physical discipline was prohibited in all Canadian schools only in , following a ruling of the Supreme Court of Canada. Why did educators and legislators defend corporal punishment for so long, and why did the tide turn in the last part of the twentieth century? Concentrating on legal and political dynamics, this article explores the ways in which the Toronto Board of Education grappled with the issue of corporal punishment in the three decades before its abolition. It concludes that the particular configuration of the Toronto Board of Education following trustee elections in strongly affected the shape and outcome of the corporal punishment debate. The physical discipline and punishment of the young reaches back at least to ancient Greece and in many parts of the world continues today. Still, harsh forms of classroom discipline survived most of the twentieth century in North America, even in the wake of other major educational reforms. The Board of Education of the City of Toronto prohibited the use of the strap in , the first board in the province of Ontario to do so, but physical discipline was not officially abolished from all Canadian schools until following a ruling of the Supreme Court of Canada. What explains the history of the strap and its various predecessors? This article, focusing on the period from to , [End Page] explores the ways in which the Toronto Board of Education, the largest school jurisdiction in Ontario and the second largest in Canada, 2 grappled with the issue of corporal punishment. Justifications for the bodily castigation of children echo throughout history. Governments, religious leaders, educators, and parents commonly believed that corporal punishment was righteous and efficient. Used appropriately, it would secure or restore order, discipline the body and motivate the mind, imbue religious and moral lessons, and both punish and prevent aberrant behaviour. While historians do not [End Page] all agree on the extent of corporal punishment through the ages, 5 the record suggests that in every era there seemed to be good reason to lash out, literally, at unruly, or merely maturing, children. The Romans are also credited with creating the instruments of physical punishment: Theological doctrine offered a powerful validation for the physical discipline of children and youth at home and in school. Enlightenment thinkers, notably John Locke and Jean Jacques [End Page] Rousseau, advised teachers not to rely excessively on force. New Jersey formally abolished its use in ; the second state to do so was Massachusetts – in The rise of mass, state-funded, and compulsory schooling posed particular challenges for discipline. On the one hand, teachers were tempted to use corporal punishment to establish and sustain order in large and growing classrooms, and regularly did so. On the other hand, prominent officials like Egerton Ryerson, superintendent of education in Ontario, realized that force alone would not, in the long run, create a compliant, appropriately socialized citizenry. A robust, peaceful, and morally grounded community required voluntary deference to authority, not simply threats and physical coercion. When you can get children in a School to obey and study, because it is a right, and from a conviction of accountability to God, you have gained a victory, which is worth more than all of the penal statutes in the world. Apart from the phrasing above, the Ontario Education Act made no explicit reference to corporal punishment or to the physical discipline of school children. The Criminal Code of Canada, however, did, and a number of legal cases established the parameters and limits of the practice in Ontario and elsewhere. Boards of education developed specific corporal punishment practices deemed permissible by both the Canadian Criminal Code and provincial education regulations. Ogden Public School, for example, administered the strap forty times between September and June All recipients were boys, twenty of whom received six slaps, nine of whom eight slaps, four of whom four slaps, and one of whom, an unusually high ten slaps. The incidence of strapping decreased dramatically in –7 and fell to a new low of eight in –8, which coincided with the appointment of a new principal. But the number of cases increased

significantly in the early s, peaking in 1966 at seventy-five and included four girls. In virtually every year, several students received the strap more than once. Between 1 November and 30 April a total of 3, boys and girls were strapped, representing some 6 per cent of the total student population – a rate that would have been surpassed had the entire academic year September to June been included in the report. Fraser School strapped the highest number of boys – followed by Queen Alexandra and Ryerson, both at These schools were all located in the city core. By contrast, between November and April no boys were strapped at seven schools – Allenby, Blythwood, Brock Street, Coleman Avenue, Cottingham, Davisville, and Deer Park – five of which were located in more prosperous neighbourhoods. In the absence of the principal, the vice-principal or a designated male teacher strapped the students, while female teachers virtually never did. The latter would more than likely serve as witnesses when their own students were being punished. Former teacher and board trustee Fiona Nelson surmised that boys were expected by teachers to behave more aggressively than girls, and those who got into trouble, more often than not, did. But as we have seen, the strap was not meted out only in response to violent or physically disruptive behaviour. While there are few detailed accounts of such behaviour, the corporal punishment record of Rose Avenue Public School for the early s contains additional information on individual cases. As elsewhere, very few girls received the strap, but those who did appeared to have been chronic rule breakers whom teachers simply could not manage. Now it will be a police matter. Between and , Ontario boys were charged under the Juvenile Delinquents Act at a far higher rate than girls, and the charges were very different. Moreover, it was generally accepted by pupils, teachers and parents as a proper and effective punishment. Strappings were solemn occasions. We sat gravely in our seats as the teacher, holding a black leather thing that looked like a slab of licorice, led the miscreant, always a boy, into the classroom. Then we waited for the thwack, followed by another and another, wondering if the boy would cry, as he sometimes did. An anonymous poll of a class at Whitney Public School in found nineteen students in favour of the strap and seventeen against. Long before corporal punishment was abolished, some educators, health professionals, and parents voiced their concerns about the reliance by teachers on coercive forms of discipline. Fear, anxiety, insufficient rest, improper food, [End Page] and emotional insecurity all could lead young people to engage in anti-social activities. The extraordinary growth of elementary and secondary enrolments in the postwar period was accompanied by a reassessment of the organization of school systems and of classroom pedagogy. For some, it meant vigorously opposing communism; for others it spoke to the importance of enhancing and extending educational opportunities. The huge baby boom demographic itself was an increasingly visible and assertive presence, and helped fuel a cultural and political movement focused on school reform. One group of critics, the authors of the Report of the Provincial Committee on Aims and Objectives in the Schools of Ontario, known popularly as the Hall-Dennis Report, sharply condemned corporal punishment and the use of the strap. The province, however, took no legislative or regulatory action on this matter. This represented some 2. Twenty-three schools did not administer the strap at all. Scott then contacted Globe and Mail education reporter Loren Lind, who accompanied by a photographer attended the Board Management Committee meeting on the afternoon of 15 September, where Scott dramatically produced the paddle. He had since been assigned to another school. He contended that the use of the paddle was more humane than the leather strap. The school staff had regular conferences with the board special education consultant and a support team from Child Adjustment Services, though the decision to discipline the students with the paddle was evidently made by the principal and teachers who were [End Page] indeed concerned that the strap would be far harsher than the paddle, particularly for such emotionally challenged children. According to the report, the paddle was never used in anger, and school officials discussed the appropriateness of the punishments with the parents and the children. The paddle was not used again after April. A Globe and Mail editorial blamed board officials for staffing the school inappropriately, criticized trustees for not being more vigilant in their scrutiny of the situation, and called for an investigation into teaching practices in special education programs in Toronto schools. Once the motion on special education teaching practices was passed, the meeting was quickly adjourned, with no further discussion of the Brant Street events or of the corporal punishment issue. It found students were strapped in 1970, down from cases in 1969. There were thirty-three girls strapped in 1970, all in elementary schools.

While it was commonly believed that high school students were never strapped, [End Page] the report revealed otherwise. In 1970, the strap was administered to secondary students, but all were in a selected number of vocational schools that drew most of their students from inner city and working-class neighbourhoods. At East End High School, students were strapped the highest incidence in the city for all schools, and most of the remainder thirty-one were at Parkway Vocational School. Secondary school students in the majority of technical and vocational schools and in schools with university-streamed academic programs were untouched. The meeting heard a lengthy presentation by York University psychology professor David Bakan, who had written on the history of child abuse and who strongly opposed corporal punishment. He claimed that physical forms of discipline legitimized violent behaviour, damaged children with mental health challenges, compounded the dropout problem, and now stood condemned by leading child psychologists and psychiatrists. But he opposed the motion to ban the strap because parents favoured its continuing usage. He believed that before the strap was eliminated teachers required more experience with alternative forms of discipline. He believed that corporal punishment contributed nothing of value to the teaching process, and that children who were strapped, or threatened with the strap, remembered only the experience of intimidation and not what they learned in class. Furthermore, in the Brant Street School case the principal flouted regulations that prohibited the administration of corporal punishment with anything other than an approved leather strap. In the wake of the Brant Street School controversy, the board established a special committee on corporal punishment, headed by Trustee Robert Orr, to offer further advice on this form of discipline. Scott and his supporters on the board pressed the committee to consider limiting in lieu of abolishing the use of the strap. The committee forwarded this motion to the full board, where it was endorsed at its 10 December meeting. The regulation required parents to submit a note to the school requesting exemption. If the principal believed their child deserved the strap, he was required to contact them immediately and they were obliged to participate in the resolution of the discipline matter. For those favouring abolition, this was a sign of the anachronistic status of corporal punishment, and ending it was the logical next step. It prepared a report recommending to the full board that the strap be permanently banned. A close analysis of the vote reveals that two trustees who had previously opposed abolition in October, K. Dock Yip and Mary Fraser, changed their positions. No votes changed in the other direction. What also mattered was the absence of seven trustees from the meeting, three of whom had previously voted against abolition — Charles Arsenault, William Charlton, and Maurice Lister. Ernest Barr, who favoured abolition, was absent, as was Bob Orr, who had chaired the special committee on corporal punishment. Barry Lowes missed both the October and the July meetings. All of the other boards in Metropolitan Toronto, including the Metropolitan Separate School Board, retained the strap for the time being; indeed, a Ontario-wide survey found that 87 per cent of Ontario school boards favoured retention, 58 and the Toronto board itself faced pressure to reinstate it [End Page] in This movement was triggered in part by the resignation of John S. Winter, an Essex Senior School teacher. Since he no longer had access to the strap, which had been removed from the schools, he frequently used a yardstick to punish or control misbehaving students. He claimed that the majority of school parents supported his methods, and that they and many students at the school signed a petition calling for the reinstatement of the strap. A motion to restore corporal punishment came before the board at its meeting of 4 February, one month after the Winter disciplinary story broke. Winter himself addressed the board, but to no avail. The trustees voted nineteen to three to continue the three-and-a-half-year ban on the strap, thereby permanently settling the matter. The liberalization of elementary pedagogy in the wake of the Hall-Dennis Report, the growing demographic diversity of the urban student population by social class and ethnicity, and the challenge to authority flowing from the youth and student movements, suggested the need for a range of interventions with respect to discipline.

2: Project MUSE - No Longer a 'Last Resort': The End of Corporal Punishment in the Schools of Toronto

Hadn't read this in years, but going through a process of reeducating and rethinking old ideas. This book was written in the early 80s and draws heavily on the work of the English lobby group STOPP who lead the - ultimately successful - campaign to end corporal punishment in British schools.

This article is adapted from her presentation at the Conference on Corporal Punishment in the Schools: The most common defense of corporal punishment in the schools is that it is used rarely, discreetly, and only as a last resort, after all other means of correction have been tried. This is a dearly held delusion. Definitive data cannot be produced to prove or disprove such claims since no national survey has been attempted. The few statistics which do exist are suspect, since confessions of minimizing numbers to appease local prejudices are fairly common. The United States Office of Education and a number of other federal agencies have been approached since with the suggestion that a nationwide assessment be made of the amount and kind of corporal punishment in use, but the idea has never been implemented. What might be learned from a complete study is suggested by a look at three mini-surveys done in Dallas, Texas; Miami, Florida; and in the state of California. The high number of reported incidents in those surveys provides a shocking glimpse of what may well be going on in many other places. Lacking better data, we have turned to other sources in our effort to document that corporal punishment is used often and harshly. Resort, a newsletter which collects and disseminates information about corporal punishment. Readers have responded with descriptions of incidents known to them, with copies of local newspaper articles, editorials, and letters to the editor, as well as with reports of bills introduced into state legislatures, local school board debates and decisions. A subscription to a newspaper clipping service, begun in November, has produced an avalanche of articles from all over the country. Corporal punishment in American schools is a national disgrace. It is not rare. It is not used only as a last resort - and as bad discipline, it drives out good. Winnowing through this mass of material, we have retrieved enough tales of scabrous behavior on the part of presumed educators to convince all but those most determinedly blind because they refuse to see. Coaches Are Toughest Many of the cases that "go public" are accusations of cruelty by athletic coaches. A follow-up story recounted the outrage of Fresno, California coaches at a presentation on ABC television which dealt with high school football injuries. In the documentary, a Florida high school coach was shown slapping and tossing his players around physically. The anger of the Fresno coaches against ABC was for using an "extreme example" and for making all coaches look like "oafs, dummies and unconcerned with the welfare of the players. It then added to the story the fact that Raymundo had been told that the knife would be used every day until he did the pushups right. But it was the reporter, not the coach, who discovered that the nine-year-old had suffered an accident some years before and one of his arms could not be fully extended. In Sarasota, Florida, a coach at an elementary school was incensed because five boys caused him to waste fifteen minutes of class time. He required them to stay after school. If this had been taken as time to have a confidential talk about cooperation, the uses of team time, or some such pertinent topic, there could have been little objection. Instead, Coach McGary used a gym class rope to tie the nine-year-olds together by attaching it to their belts. McGary then allegedly fastened the rope to his motorcycle, started the engine and dragged the boys through the parking lot. He later treated them for cuts, scrapes and bruises. Their clothes were torn. The coach was charged with a misdemeanor San Francisco Examiner, Coaches sometimes think they are a law unto themselves. In Brunswick, Georgia, a new school board ruling requires that if any physical punishments are to be administered, it must be by the principal or assistant principal and there must be a witness. Coaches sometimes think they are a law unto themselves; Coach Ben Young felt free to paddle without attention to protocol a fifteen-year-old who had forgotten his gym shorts. The boy had asked for it. Therefore it was not punishment. It was just a reminder. When the father brought pictures of the bruises, the coach said, "If there were any marks on him they were the result of scabies. He was always scratching himself. No, the boy was. With coaches, corporal punishment seems more in the nature of an initiation or coming-of-age rite than a serious effort to inculcate learning. In Washington State the penalty for the last man in a cross-country squad was a "hacking" Seattle Post, In Corry, Pennsylvania, for

kicking the ball high enough to hit the ceiling during the game of kickball, a paddling was in order Times-Observer , When a father complained, he was assured that this was not considered punishment; indeed it was nothing more than a harmless diversion. The coach described it as a "ritual purely for laughs," even though it resulted in raised welts and bruises. No one asked the recipients if they thought it was funny. Some coaches have heard the word and are changing. The philosophy behind the [new] procedure. And from Alexandria, Louisiana, "It has been traditional to whip junior high school football players at Buckeye High for making poor grades, but the practice has been discontinued. The custom of cruelty as a deterrent begins before kindergarten. The tales of coaches misinterpreting their mandate to develop character by "hardening" their charges is giving way far too slowly. But they are not the only ones who misuse their authority over children. Tony Johnson was two years old and it was his first day at nursery school. He cried when Mother left, not uncommon behavior for two-year-olds. That evening as his mother prepared him for bed she discovered that his back was covered with twenty-five to thirty welts, red and swollen. There are very few published reports of corporal punishment statistics. Three areas of the United States are represented in the following accounts: Reported were 46, cases of corporal punishment in the school year, with only five percent of these in the high schools Riles, The school system in the city of Dallas recorded 24, paddlings for a school population of approximately , during the school year. This represents an average of over incidents per month. The number of unreported incidents may have been many times that number, according to student stories Duncan, Miami area newspapers gave extensive coverage to the 2, school paddling incidents reported for the first 45 days of the school year. Office of Civil Rights survey indicated that Black students, especially Black females, were being physically punished in highly disproportionate numbers compared with White students. Miami News, During those 45 days, for example, Northwestern Senior High School recorded paddlings, or four to five every school day. At Westview Junior High the self-reported score was ; that means that if there is a seven-period day, not a class period went by without someone taking a beating. On the other hand, 99 schools out of reported no instances. Either they managed to conduct school without fear, force and pain, or they were ashamed of their occasional lapses and chose not to confess them. Considerable publicity went to a Mr. He claimed he paddled with "love," although psychologists have labelled the paddling of the anal-erotic area as symbolic sodomy. Told with a variety of humorous headlines was the incident involving Principal Hightower of the Hume High School in Hume, Missouri, whose standard response to boys caught with cigarettes in their pockets was: But Bill Adkins and Terry Weatherman were made of sterner stuff. They took the dare and ate eighteen cigarettes between them. Terry developed a kidney problem, and Bill had to be hospitalized for an aggravated ulcer condition. His mother, Katherine Adkins, demanded that Principal Hightower be fired. The school board predictably backed the principal, who announced that the penalty would continue unchanged. Adkins was subjected to harassment from the community. Night riders buzzed her home in the woods and attempted to nudge her car off the road. The Adkins family had no well or other source of water except truck delivery. The water supplier, a member of the Hume Board of Education, refused to haul her weekly supply and persuaded his competitor not to serve her. She refused to send Bill to school and had been warned that he could be sent to a State Training School as punishment for truancy. The American Civil Liberties Union agreed to take the case, to ask for an injunction to prevent further impositions of the penalty of ingesting poisons and to secure damages for the beleaguered families Nevada Herald, The issue became moot when Principal Hightower announced his resignation to return to farming and both families moved from the town. From the Memphis Scimitar, comes the tale of two kindergarten teachers who had a tacking iron used to laminate name tags. It seemed a handy weapon and thus they began to use it as a "lesson on telling stories. At the hearing the attorney for the dismissed teachers cross-examined the children, all five-year-olds, and tried to make much of their shy reluctance to speak up. He even accused the principal of having coached them and implied the dismissal had been racially motivated. From the Oskaloosa Herald we read of a second grade Iowa boy whose face was slammed down onto his desk so hard as to permanently disable him. His father is suing. Children have been locked in the school vault, made to lie in a coffin-shaped box and been shut away from light and air in a variety of "time-out boxes" Associated Press, Retarded children, in spite of inadequate language and understanding, are subject to the same paddling and slamming about as other children. Retarded children are

not immune. Those who live at home and attend school are not as hideously tortured as are some institutionalized handicapped. One such child was given a pants-down spanking on the driveway as he entered the school for the first time Sunday Bulletin, In Martinez, California, some special needs children are even subjected to electric shock with cattle prods for grinding their teeth, and may have a squirt of hot pepper sauce shot into their mouths for disobedience Los Angeles Times, Leslie Ellefson and his father are suing a high school principal in La Crosse, Wisconsin for having thrown Leslie against a wall and puncturing his ear drum Leader, High school girls in Tecumseh, Oklahoma are paddled for the first offense of missing a class. Scatological Humor The tales are endless, each one more bizarre than the one before. We think of them as a tip of the iceberg phenomenon, but tip of the volcano might be a better simile. The rolling fury beneath this turbulent outpouring is reflected in our juvenile delinquency statistics, in the violence and vandalism that is wracking our schools, and in the enormous dissatisfaction with schools that is evident on every hand. Some of the newspaper stories are distributed by wire services and are used by subscribing newspapers which choose to run them.

3: Schools make close call to end paddling, bigger things await | Robesonian

1 In , corporal punishment was legal in the schools of twenty-one us states. According to Human Rights Watch of the American Civil Liberties Union, , American students received corporal punishment in

Fortunately private schools banned the practice many decades ago. Do you realize that there still are nineteen states in which corporal punishment of students is still allowed? Merriam-Webster defines corporal punishment as "punishment that involves hitting someone: It is legal to paddle students with a wooden paddle, While it was much worse ten or twenty years ago, it is appalling that in the 21st century the richest nation in the world still has nineteen states which permit a child to be spanked by an adult in a classroom. Corporal punishment has no place in schools. Fortunately, I know of no boarding school anywhere in North America which permits hitting students. Technically, the only states where corporate punishment is forbidden in private schools are New Jersey and Iowa. But our boarding schools, indeed our private schools as a whole, are enlightened exemplars of all that is good in education. Our private school Codes of Discipline and Conduct do not allow any form of physical abuse. For all kinds of good reasons. But most importantly our boarding schools understand what is required to create a better world, a world where children can mature into productive adults fully capable and confident of achieving whatever their dreams are. Corporal punishment is not part of that philosophy and understanding. Schools such as the Cristo Rey Schools offer a positive approach to teaching young people lessons about life and work. One reason why Codes of Discipline and Conduct work so well in boarding schools is that both parents and students understand that they are bound by the terms of the contract which they have signed with the school. By way of contrast, parents and students in public schools know that they can drag disciplinary matters out because they are entitled to due process. They are not governed by contract law the way students in private schools are. In a boarding school, if the infraction of the rules is serious enough for a child to be expelled from school, she will be expelled. Discuss the document with her. Confirm that she knows and understands the rules and the consequences for breaking those rules. Then When I was growing up in Montreal back in the 50s, we still had corporal punishment in the classroom. That was because we followed the old British model which back then permitted practices such as caning and strapping. Physical punishments ranged from getting your knuckles rapped with a ruler to being strapped with a very thick leather strap which was called the strap. But we boys most certainly did. A smart rap on the knuckles is something I remember to this day. It was administered to me by my third-grade teacher. She had a reputation for being a very strict disciplinarian. And indeed she was. To this day I honestly cannot recall why I got my knuckles rapped. Now, the strap was generally administered by the vice-principal or principal. It was the last resort when it came to punishment. Even worse, we all would flinch as we heard the strap being administered. Yes, the principal purposely left his office door open with great effect. Abuse damages fragile egos. This chat with a Lower Canada College school alumnus sheds some light on how different things were back then. Now I do understand that the disciplinary pendulum has swung rather dramatically the other way. In any case, most of us who are sending or have sent our children to private school understand that self-discipline is something which we adults need to teach our children ourselves. The school can certainly help, but in the end, we parents are responsible for making sure our children understand that there are real consequences for breaking the rules. Just as in adult life, there are no physical punishments. What can you and I do to eliminate corporal punishment completely? Write your state legislators and let them know your feelings. You pay local property taxes, therefore you also have a right to inform your local school board about how you feel. Hopefully, your local board will have long since passed rules and regulations forbidding corporal punishment in their classrooms. In many cases, insurance carriers have demanded that the practice be forbidden because it exposes the board to lawsuits as well as bad publicity. School boards have enough exposure to legal action in circumstances over which they often have very little control. They can and do forbid risky practices such as corporal punishment which they can control as a matter of policy. This video from PBS gives us an overview of corporal punishment in the U. Finally, please speak up when you hear others advocating the physical abuse of children in our schools. For that, in the final analysis, is what corporal

LAST RESORT? CORPORAL PUNISHMENT IN SCHOOLS pdf

punishment is. Read about the history of corporal punishment so that you can speak knowledgeably about the issue. Please join parents everywhere who believe that children should be brought up in safe, nurturing environments at home and school. Contact me on Twitter.

4: A last resort?: corporal punishment in schools - Peter Newell - Google Books

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Birching, Germany , 17th century Depiction of a flogging at Oregon State Penitentiary, Corporal punishment of children has traditionally been used in the Western world by adults in authority roles. He that spareth the rod, hateth his son; but he that loveth him, chasteneth him betimes. Proverbs, XIX, 18 Judgements are prepared for scorners, and stripes for the backs of fools. Proverbs, XIX, 29 Foolishness is bound in the heart of a child; but the rod of correction shall drive it from him. Proverbs, XXII, 15 Withhold not correction from the child; for if thou beatest him with a rod, thou shalt deliver his soul from hell. Proverbs, XXIX, 15 [6] Robert McCole Wilson argues, "Probably this attitude comes, at least in part, from the desire in the patriarchal society for the elder to maintain his authority, where that authority was the main agent for social stability. But these are the words that not only justified the use of physical punishment on children for over a thousand years in Christian communities, but ordered it to be used. The words were accepted with but few exceptions; it is only in the last two hundred years that there has been a growing body of opinion that differed. Curiously, the gentleness of Christ towards children Mark, X was usually ignored". In the Roman Empire, the maximum penalty that a Roman citizen could receive under the law was 40 "lashes" or "strokes" with a whip applied to the back and shoulders, or with the " fasces " similar to a birch rod, but consisting of 8â€”10 lengths of willow rather than birch applied to the buttocks. Such punishments could draw blood, and were frequently inflicted in public. According to Robert McCole Wilson, "probably no more lucid indictment of it has been made in the succeeding two thousand years". This also I assert, that children ought to be led to honourable practices by means of encouragement and reasoning, and most certainly not by blows or ill-treatment, for it surely is agreed that these are fitting rather for slaves than for the free-born; for so they grow numb and shudder at their tasks, partly from the pain of the blows, partly from the degradation. This had an influence on the use of corporal punishment in schools, as educational establishments were closely attached to the church during this period. Nevertheless, corporal punishment was not used uncritically; as early as the eleventh century Saint Anselm , Archbishop of Canterbury was speaking out against what he saw as the excessive use of corporal punishment in the treatment of children. Judicial punishments were increasingly turned into public spectacles, with public beatings of criminals intended as a deterrent to other would-be offenders. Meanwhile, early writers on education, such as Roger Ascham , complained of the arbitrary manner in which children were punished. Merely inflicting pain was seen as an inefficient form of discipline, influencing the subject only for a short period of time and effecting no permanent change in their behaviour. Some believed that the purpose of punishment should be reformation, not retribution. A consequence of this mode of thinking was a reduction in the use of corporal punishment in the 19th century in Europe and North America. In some countries this was encouraged by scandals involving individuals seriously hurt during acts of corporal punishment. For instance, in Britain, popular opposition to punishment was encouraged by two significant cases, the death of Private Frederick John White , who died after a military flogging in , [15] and the death of Reginald Cancellor , killed by his schoolmaster in . Meanwhile, in many schools, the use of the cane, paddle or tawse remained commonplace in the UK and the United States until the s. In several other countries, it still is: Among hunter-gatherer tribes[edit] Author Jared Diamond writes that hunter-gatherer societies have tended to use little corporal punishment whereas agricultural and industrial societies tend to use progressively more of it. Probably the only generalization that can be made about the use of physical punishment among primitive tribes is that there was no common procedure [Years with particular significance to the prohibition of corporal punishment are emphasised. European Court of Human Rights , overseeing its implementation, rules that judicial birching of a juvenile breaches Article 3. Rules for the Protection of Juveniles Deprived of their Liberty. Human Rights Committee , overseeing its implementation, comments: Committee Against Torture , overseeing its implementation, condemns corporal punishment. Committee on Economic, Social and Cultural Rights , overseeing its implementation, comments: European Social Charter , Council of Europe. European

Committee of Social Rights , overseeing its implementation, concludes:

5: School corporal punishment - Wikipedia

TALLADEGA --Recently, the Alabama Education Association voted unanimously to recommend a ban on corporal punishment in all of the state's public schools. Alabama is one of 31 states that still.

President on corporal punishment in schools October 13, 1999: Chandraprema Certain comments on corporal punishment in schools made by President Maithripala Sirisena at the Guru Prathibha Pranama Ulela held last week at the Nelum Pokuna have given rise to much controversy. What the President said was as follows: On occasion due to problems in school, I remember seeing her in tears after she returns home. I know that there are teachers who go home and weep today as well. When I was studying in the Thopawewa Maha Vidyalaya, one day my class was restless and noisy, and the principal who had been observing this behaviour singled me out and caned me until the cane broke Even though my mother was a teacher and my father the village headman I did not tell them that I had been punished by the principal. If I had told them that I had been caned, they would have said that I must have done something wrong and that was why I was punished and that they too should punish me. Human rights, fundamental rights freedom and democracy are good things. These things are given to make a society better not to render a society helpless Both sides can argue about whether this is right or wrong, justified or unjustified. But as fathers we know how difficult it is to bring up two or three children at home. As a father I know how difficult it was to bring up my three children If such is the case, we have to consider reasonably how much more difficult it is to control 40 to 50 students in a classroom or four to five thousand in a school We must be mindful of the effort and the responsibility that goes into this. We must look at this reasonably. The parents of school going children should therefore consider the true meaning of the terms human rights, and freedom etc. Civilisations can rise or fall on this issue of disciplining the younger generation. Changes that took place in Western thinking after the 19th century resulted in a complete and sudden loss of common sense relating to marriage, family and child rearing. The white populations in Western countries are now in decline, their educational levels are dropping and the whites are increasingly becoming poor white thrash in their own countries. In such a situation educational levels can decline precipitously in less than a decade and that is what has been happening to the white populations in all western nations. But unlike in the West, this has not had a noticeable effect on our educational levels thanks to our all pervasive private tuition culture. Real learning in this country is done outside school and the feral minority will not be accommodated in the tuition classes. But the schools are badly affected with teachers facing an uphill struggle to maintain discipline and order in the classroom. The most disastrous period in this respect was the tenure of President Chandrika Kumaratunga when most of these ideas that had already sent the West into a tailspin were introduced to Sri Lanka. This by itself would not have brought about some restriction on corporal punishment in schools, because this could be interpreted as referring to deliberate ill-treatment and assault not corporal punishment meant to discipline the child. Then there is Section 82 of the Penal Code which states that nothing, which is done in good faith for the benefit of a person under twelve years of age, by the guardian or any other person having lawful charge of that person, is an offence by reason of any harm which it may cause, or be likely to cause, to that person. The effect of Section A is mitigated by such sections. But what took matters to the next level were two circulars No: Yet the very purpose of corporal punishment was to bring in line students who do not respond to advice or admonishment. Another alternative she recommends is to inform the parents of the student. Thus the teacher abdicates his responsibility and palms it off on the parents. That never happened in the old days. Students holding the positions of class monitor or prefect are the least likely to misbehave in any school. The other alternative punishments are even worse. It is recommended that in cases of a serious breach of discipline, the students be suspended for two weeks or with the permission of the Education Department for even longer periods of time. The average school term is about ten weeks. When a student misses lessons for two weeks or more, what would that do to the education he was supposed to be receiving? And what happens if he gets suspended several times a year? In the era when commonsense prevailed in schools, students would be caned and sent right back to class to follow their lessons. Another alternative punishment recommended is to transfer the offending student to another school. This assumes that

the principal in the neighbouring school will be waiting with open arms to accept all the incorrigibles from the other school and also that there will be room in our already jam packed classrooms for schools to exchange incorrigibles with one another. These are the stock alternative methods of disciplining students recommended in Western schools systems which have all failed miserably and sent Western schools systems into a tail spin. One of the most strident critics of what President Sirisena said about corporal punishment in schools has been a website editor, who currently living in Britain should know better. British schools are among the worst affected by the child rights nightmare. But this is far from the truth. At no point in history were school teachers authorised to beat students senseless with batons or to smash their skulls in, as a way of disciplining them. Even a century ago, what was permitted was only a very mild form of corporal punishment with a light rattan cane and even then the number of strokes administered was strictly-regulated. Excessive caning was prohibited even in that so-called unenlightened era. Only the head teacher should administer canings. In a mixed school, if a girl has to be caned, it has to be done by a lady teacher. For a male teacher to cane a female student is strictly forbidden. On every occasion that a child is caned, the reason for the caning, and the number of strokes administered should be entered in a book maintained for the purpose. Punishment should be administered with a cane. No more than six strokes should be administered at a time. Very young children and children with weak constitutions should not be caned. Slapping a child or tying up children should never be practised. Thus, we see that even a century ago, the way corporal punishment was administered in schools was strictly regulated. A subsequent circular issued by the Education Department in reconfirmed those rules while stipulating that corporal punishment should be administered with a cane to the palm and the number of strokes should never exceed four and that the cane should never be kept on the table but should be kept in the staff room and brought out only when necessary. At that time, people had the commonsense to realise that while every effort would be made to avoid administering corporal punishment, it would be used only as a last resort. Those of who grew up in an era when corporal punishment in schools was the norm know that most teachers would avoid it and use it only when they absolutely had to. Of course there were instances when the restrictions on corporal punishment were exceeded and such things occur even today. If a student has been beaten senseless with a wooden pole, or kicked or punched viciously, that amounts to assault and not chastisement and such instances can be dealt with differently. The bottom line is that no society should have teachers who are frightened of their students but that is what we now have. The system has cowed them into submission and they have abdicated their role in maintaining discipline. Already, teachers and even principals live in fear of their own students as multiple avenues have been opened up for students to complain against teachers. The National Child Protection Authority has even set up complaints boxes in schools for students to complain against teachers. Children are being actively taught to mistrust their teachers and even their closest family members. President Maithripala Sirisena was right in everything he said last Wednesday about the plight of teachers. If he wants to do something to stop our schools system from going down the drainpipe just like the schools systems across the Western world, he can take steps to establish guidelines whereby Section A to the Penal Code will be applied only to serious cases of deliberate ill treatment or assault and not to routine cases of chastisement in schools within the long established limits recounted above. If Section A is read together with Sections 81 and 82 of the Penal Code mentioned earlier its effect can be mitigated and it may be useful to get a Supreme Court ruling on the interpretation of these sections in the Penal Code in relation to the chastisement of children and young persons below the age of 18 by parents, teachers or other guardians. Even if a student is admitted to hospital this is the procedure that should be followed because we know through experience that staged hospitalisations to ensure the remanding of teachers can take place. It is only if the committee of experienced educationists rule that excessive force has been used, that the police should be allowed to take things on from there. For a more detailed account of the child rights nightmare, what it has done to the Western world, the various ill-conceived laws pertaining to child right, which have entered our statute books etcetera, please go to the web version of The Island and follow the links given below.

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However, the county describes it as an uncommonly used last resort. "Corporal punishment is our last resort. We try positive reinforcement, in school suspension, counseling and alternative school.

That evidence points almost uniformly in one direction. Virtually all the research of the past 30 years suggests that children who receive physical punishment like spanking are more at risk for aggressive and antisocial behaviour, psychological disorders and drug abuse, both as children and later in life. Basically all the available information tells us that hitting children to get them to do what we want is a bad idea. Even so, many Barbadians are worried about getting rid of flogging. They point to the United States and the United Kingdom as examples of the moral decay that comes from sparing the rod. At least half of British and more than 80 per cent of American parents still report hitting their children. Attitudes to spanking in the southern US states especially are very similar to those in Barbados, and corporal punishment in schools is legal in most of the south. The people who try to draw a straight line linking lower levels of corporal punishment to higher levels of crime in some country or other, never cite any reputable research. And for good reason: But the biggest problem with the argument is the inconvenient existence of countries like Sweden. In fact, rates of theft, narcotics trafficking, rape, murder, suicide, alcohol consumption and drug use among Swedish youths all declined or remained steady in the 20 years following the ban, according to a study. Sweden is also consistently among the world leaders in human development. Even with a change of law, understanding, teaching, implementing and enforcing non-physical discipline throughout Barbadian schools and homes will take time and money. There will be many teachers and parents who will remain stuck in their old ways. Without counselling, there may well be some teenagers that, after years of indiscipline and blows, are beyond the reach of reason. These children are probably beyond the reach of the strap too. But the proof that it can be done is that it has been done. All of these countries learned to rely solely on other methods. We encourage lively debate, but we also urge you to take note of the following: Stay on topic – This helps keep the thread focused on the discussion at hand. If you would like to discuss another topic, look for a relevant article. Be respectful – Meeting differences of opinion with civil discussion encourages multiple perspectives and a positive commenting environment. All comments will be moderated – Given the volume of comments each day, this may take some time. So please be patient. We reserve the right to remove comments – Comments that we find to be abusive, spam, libellous, hateful, off-topic or harassing may be removed. Reproduction of comments – Some of your comments may be reproduced on the website or in our daily newspapers. We will use the handle, not your email address. Do not advertise – Please contact our Advertising Department. Contact our Online Editor if you have questions or concerns.

7: Paddling becomes rare in Oklahoma schools as disciplinary tool

Corporal punishment of children is justified as "a last resort". Corporal punishment has been used in many cultures in history, and it is still used in many countries today.

8: Corporal punishment of children: Is corporal punishment justified as "a last resort"? | www.enganchecub

Last year, two of North Carolina's counties allowed schools to use corporal punishment – physical pain as a disciplinary measure – on students. As of Aug. 14, that number was down to one county.

9: A Last Resort? Corporal Punishment In Schools by Peter Newell

The district administered "licks," or spankings, throughout last year while the area's largest school district, Longview ISD, handed out about disciplines in the form of corporal punishment for the same year.

LAST RESORT? CORPORAL PUNISHMENT IN SCHOOLS pdf

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