

one, since he is in the position of a 'good parent' and has to apply the standards of the 'good parent' but may have no way of influencing the antecedents to the behaviour with which he is confronted. We have been made aware of the fact that in many schools the teachers themselves have discussed ways of phasing out the practice of caning. In a school where a head teacher announced that caning would stop after an interval of two years, the teachers gave up the use of the cane almost immediately.

The use of punishment has its ideological and social aspects. It is a topic on which the parents of children and the staff of schools may be either in conflict or in harmony. Behind the school there remains the family. Children brought up in an harmonious home are able to accept some punishment for their misdeeds and even to accept occasional minor injustice. Children from violent homes may look upon punishment as a confirmation of their disadvantaged position. Children who are suffering from handicap, emotional disturbance or severe deprivation are possibly the most likely to receive it and the most likely to be harmed.

There is a special problem of individuals who show continual social or conduct disorder in the context of relationships with both adults and peers. Many of these have poor educational achievement. Where psychiatric studies have been carried out, it has been found that an important causal factor is an openly

disharmonious family in which violence and severe physical punishment are common. For these children school may be the only setting in which violence is not commonplace and where normal social relationships can eventually be achieved.

If corporal punishment is to be completely abandoned:

1. teachers need considerably more support, such as readily available psychiatric treatment facilities for some of the children, supplemented by a variety of counselling services and advice on more general issues.
2. children who are too disruptive for the ordinary class should have access to special educational units.

Conclusions and Recommendations

There is nothing to support the continuance of corporal punishment in schools.

REFERENCES

1. *Corporal Punishment* (1960) R.M.P.A.
 2. *Punishment: Selective Readings* (1972) Edited Walters, Cheyne and Banks; Penguin.
 3. *A Last Resort? Corporal Punishment in Schools* (1972) Peter Newell; Penguin.
 4. *Children in Distress* (1968) Clegg and Megson; Penguin.
- * This memorandum was approved by the Executive and Finance Committee in January 1978.

EXAMINATION RESULTS

Preliminary Test—October 1977

It is regretted that the names of the following were omitted from the list of successful candidates published in the February issue:

311 Bogeswari Venkatesan
 312 Narinder Kumar Verma
 313 Jan Willem Vermeulen
 316 Robin Eric Waller
 317 Howard Linton Waring
 319 Gillian Elizabeth Wilson
 321 Peter John Whewell

322 Peter John Watson Wood
 323 David Wilfred Wozencroft
 324 Samir Zaky Youakim
 325 Mohamed Nuruz Zaman
 326 Anthony Steven Zigmund
 327 Panayiotis Zikis