

**Traditional English
Discipline
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**“...or to spare the rod spoiled the child”:
An short historical synopsis plus how to implement it into your
BDSM**

BRIEF CP HISTORY

Schoolgirls, naughty boys and sexy teachers, harsh disciplinarian, nun! These are a few of my favorite role-plays! One does indeed wonder how in today’s politically correct society, corporal punishment might still occur. With it for the majority being prohibited in most USA schools nowadays, few in the community have had first hand knowledge on what is involved in the actual punishment. Yet, it is the stuff of what many of us in the scene fantasize about. Instead we receive our input from videos, books and the Internet. All these tend to glamorize what is reality was deigned to be a severe form of behavior correction.

CP –Corporal punishment (CP from this point forward) was traditionally administered by school figures, law makers, spouses or parents to correct unwanted behavior in their subject. Examples of CP can be found as far back to the 14-15th century. Consider the public stockades and flogging used as lawful punishment specific to the crimes. The history of CP has deep roots in our world’s civilization. At one time, it was the major form of behavior control. Fear of losing a body part, public humiliation, obtaining permanent scars or even death can be powerful deterrents to committing a crime. These methods were a means to an end for our early ancestors. In recent times we have witnessed the usage of CP in foreign countries to correct behavior of suppose dissidents. We can all recall the Singapore caning as the whisk heard around the world. There are many areas of the world where CP is still actively used: Africa, Caribbean and Indonesia. And believe it or not, here in the US, there are still laws on the books of 21 states allowing CP. Illinois in not one of them. Indiana, Alabama and Louisiana are a few among the 21.

While the topic of CP has been written and researched to death, little has been done with the eroticism of CP. How did the change from feared punishment to erotic kink come about? This seminar will focus primarily on educationally administered CP as that is where most of us derive our fantasies from. In line with Freud, those events which occur to us during each developmental stage can leave life long impressions on our psyche, especially our subconscious where the sexual drive's most primitive desires reside. Thus, if one experiences CP during one of these formative stages, it will leave an imprint upon one's psyche. Manifestation of this imprint might not occur to a later date, most often when one becomes sexually active in their teens. This is a key point to remember in our lifestyle as what we consider "triggers" can arise from here.

Corporal punishment first became a prominent issue in our history during the Victorian era. Up to that point, general society viewed CP as a means to an end. This view continued in the Victorian era, but it is here we can also find the first examples of eroticism featuring CP that were widely distributed within general society. There are prior incidences of CP in literature and art, but for the most part these lean towards the spiritual and religious aspect of it. It is here in the era of repression and propriety that we find overt examples of the eroticism of CP. I believe one reason for this is the introduction of all the new methods of delivering media at the time, especially the camera. Very similar to our technology boom of recent years, the Victorian experienced a similar movement.

It was expected that the educators were responsible for molding the character of their charges through any means at hand. This often resulted in those who disobeyed being the recipient of CP. CP did have a few unspoken guidelines for school officials to follow. Unlike the fantasies we see today, CP was usually administered by a person of the same sex. Males were punished by the male teachers. From "Experiences of Flagellation" written in 1885 comes this summary of what CP was designed to originally do: "The Divine Law of government by pain is admirable, and we all know from experience, that is perfectly compatible with a state of pure social felicity" (pg.3).

The way CP was administered also tended to be gender specific during Victorian times. Males were punished on the buttocks, girls on the hands. This was so done due to the usual public nature of punishments to protect the girl's modesty. There was a very practical reason that also affected this decision. At the time, women wore long skirts with multiple layers and corsets. It would have been very difficult and comical for the teacher and student to raise all this material. However, upon the advent of the traditional Catholic school uniforms which we so love in our lifestyle, skirt's length and weight no longer mattered. One life-styler recounted her experience of being struck on the tops of the back of her thighs by a nun. If you ask me for my opinion, all these school teachers knew the possibly erotic implications of CP and thus took measures to prevent it.

Hands were usually struck for quick and immediate correction. The back of the hands have many small bones in it so palms were more likely hit for multiple strikes. Plus, it hurt more! One method of punishment very popular within parochial schools was caning or tawsing the palms. Many people will recall standing in front of the class with palms face up while a nun administered the strokes. This became popular in the early and mid 19th century, reaching its height in the 40-50s.

Besides the pain inflicted on the offender, CP administrators often employed another very strong human emotion: embarrassment/humiliation. Great deals of punishments were meted out in public forums with one's peers as audience. Teachers reinforced the punishment by having it witnessed by one's own classmates or even a younger class. Public standing after received punishment allowed these mates to taunt and ridicule the punished student. The idea being the offender thus would receive this battement to keep them from future indiscretions. The verbal embarrassment and enforced respect of having to say "Thank you Sir/Ma'am, may I have another" heightened one's aversion to disobeying again. Other activities administrators employed were corner time, hall time, sign wearing and penals (writing lines).

CP began to disappear in the 1960s with the advent of the Flower power generation and the Human Rights League who viewed it overall as inhumane and degrading. Prior till then, small groups and individuals had spoken out against CP, but this was the first generation where it became not only a larger social issue, but a political platform. By the mid-1980s, CP had virtually disappeared in all public schools here and the UK. However, late into the 1990s, there was one area where CP had not diminished: college hazing. And currently, while it may have ceased in many areas, for the most part it has simply gone underground. The old frat paddle is the US die-hard of CP.

INCORPORATING CP INTO OUR KINK:

How can we take the harsh punishment of CP and incorporate it safely into our kink? Our first step should be to decide whether the CP will be an actual punishment or a fantasy role-play scenario. A key point to remember when applying any type of punishment to those whom we play with is to differentiate the punishment activity from one administered for pleasure. If we administer the punishment exactly like a sensual one, we can do some serious emotional damage to our subs. With the role-play you have one thing a punishment does not: the warm-up. If I am going to punish one of my slaves with CP, I usually do not give them a warm-up. Many people will have issues with this fact as it seems to go against SSC. Keep in mind though; it is still SSC or RACK if the slave is fully informed of why they are being punished and how the punishment will be administered. The punisher needs to remember to create a distinct line between the punishment and the rest of their interaction with the slave. When it is over, it is over. A clearly delineated line must be clear to the slave that this is punishment. Be sure the slave understands why they are being punished, what actions caused you to react in such a way. Make it very clear; even ask them to repeat what they feel their offense was. You might be surprised at how different their view on it is. This interaction is a sign of temperance and understanding in a domme. If you can listen to their point of view and consider that they might see things differently then you thus negating the need for this punishment, you will be the wiser and better domme for it.

Make sure the type of punishment is clearly stated covers both the implement you intend to use and how many strokes will be administered and where on the sub's body. Once stated, do not alter from your course. If you need to amend the punishment due to continually bad behavior, state this clearly to the sub.

An excellent tool to incorporate in the punishment is humiliation or embarrassment. Writing lines after the punishment is a good way for the slave to remember not to repeat the bad action. Repetition reinforces what not to do. Essays are a good learning tool for both you and the sub, giving insight as to how the sub might feel after the punishment and react in the future. Corner time is an excellent way to make role-play more realistic and punishment more severe. Try the nose and toes to the wall after a good sound spanking. If a sub is unable to maintain this position, on their knees with nose to wall is fine. You can make it more difficult for them by placing an uncomfortable texture such as rice under the knees. But remember, this will be painful so most subs can not maintain it too long.

IMPLEMENTS

The basic idea behind the implements chose was twofold. First they were an easy to reach item that most administrators hand on their person or very near by. Items used in daily life. Second, they were chosen for the pain they inflicted and evidence of crimes punished they would leave behind on the subject. All these items were meant to instill fear in the subject. Children tread carefully in the presence of their elders as they knew at any moment they could be punished.

Hand: Used primarily when another implement was not close at hand or for a quick correction. As the punishments were meant to be harsh, the hand would not usually suffice.

Slippers/shoes: Very accessible to punishers and intense to boot. (Sorry, couldn't resist.) It was easy to just reach down, grab your loafer and smack the behind. Not as easy in the Victorian times due to the difficulty in removing the buttoned up shoes.

Belts and straps: More commonly used by males as females did not wear belts then. However, many females did have one hand hanging within reach as the belts and straps were very severe and definitely got one's point across. Brings to mind the traditional father punishment scenario. Maybe used as a psychological trigger with the sub.

Birch rod: This was the early version of the cane. It was used more frequently in the 14-16th centuries. It is a bundle of twigs usually from a birch tree, hence the name. Willow branches were also used. These were the best ones due to the tenacity of the willow twig. Unlike a cane or tawse, the recipient must be bare bottomed as the birch would have no effect through thick clothing. Birch bundles have one advantage. They can be administered all over the body instead of just the "softer" parts. Unlike the cane, birches leave neither superficial marks that do not cut nor scar. It would take a severe stroke with a birch to break the skin barrier. (Note: this is only if the birch bundle is of the traditional type, usually willow). If just a bundle of four or more branches bound together, it will do severe damage).

"We all knew the punishment for being a 16-year-old caught in possession of strong drink - a severe caning by the Captain of the House, in front of all the senior prefects, or possibly, for a second offence, 'a flogging from the head man' - six strokes of a birch rod wielded with some ferocity by the headmaster."

(<http://scotlandonsunday.scotsman.com/comment.cfm?id=159492002>)

Wooden Cane: It is considered the traditional school CP tool. It replaced the birch around the 17th century when it became widely shipped to England from the Tropics. If the cane is applied with enough force, there is no need for the offender to lower clothing unless it is desired for the humiliation factor. Canes can be felt through clothing and will leave marks through them. Dommies would do well to remember this fact. Canes are quick and can be wielded in short range on a variety of body parts. If you are new to canes, I highly suggest starting with a shorter one. You will have more control over it.

There are two types of material for canes: rattan and bamboo. Canes utilized by schools were of the bent handle variety (school master). Domestic canes used in homes tended to be of the straight variety we now use so often in our play. They might have a grip area at one end.

One other type we do see in play use is referred to as the Malacca style. These are the canes with the knobs or filigrees at the tops. They might be thicker than the domestic or school. Switches hearken back to the birch rods as the ends are split like a serpent's tongue.

The severity of the punishment is directly related to the following: speed, placement, rhythm and force. Also, the angle of the stroke affects the severity. Tattooing is a common technique we use in our play that is less in severity than a straight one stroke. Bastinado is the caning of the soles of the feet. Often administered to criminals, this can be excruciating painful.

A good cane should be a bit flexible, even if the thicker type. There are many different suggestions on how to maintain your canes. There is also the varnished vs. natural argument. I prefer mine varnished. Do keep them in a cool, dry place removed from the sun.

"Caning is very instrumental as far as child upbringing is concerned. It impacts sense into a child's brain." – Wilson Tumwine, Mayor of Mbarara (www.corpun.com).

Tawse: The Scottish tool for CP. It is a thick, stiff leather tongue shorter than a razor strap. The end is divided into two sections, like a snake's. In Scotland, CP was delivered most often on the hands with a tawse, usually on palms.

Scourge, Cat-o-nine, flogger: Yes, believe it or not, they did use these. It was usually only for serious offenses or repeat offenders. Primarily used in the 14-16th century. Could be called the predecessor of corporal punishment, where it all started. Was not only used to punish social crimes such as theft or rape but also used by monks for religious penance,

List of offenses often punished by CP (I added this for sheer amusement factor). It is from the Public record of Croydon Elementary located in Cambridge, UK. :

Muttering in class
Climbing onto the roof
Wearing wrong school uniform shoes without covering letter from parents
Blowing motor horn in form room
Cheating in exam
Putting carbide in ink wells
Playing with a spoon in the playground
Forging a note
Mob insolence in playground
Chewing in class
Playing with a ball of an unauthorized type
Failing to wear school cap
Snowballing
Letting off stink bomb
Lighting a ruler in Biology Laboratory
Gambling in lavatory
Making bogus phone calls to a master
Possessing pornographic material
Playing mouth organ during lesson
Attempt at humor in essay for student master.
Smoking in Armoury. This was where live ammunition belonging to the school's Army Cadet Force was stored
Wearing sunglasses. This was in 1968.
Bringing can of light ale into school on last day of term
Interfering with boy on bus home after school.
Defacing portrait of John Ruskin in main lobby

After the school became co-educational in the early 1970s, some new offenses are recorded:

Holding girl and pushing into rose bed.
Interfering with girl in Careers Room
Taking frog from pond and putting down girl's dress.

An awesome site for reference and current cane news around the world is www.corpun.com. The above list is supplied by them.