

caning headmaster

Caning headmaster incidents have historically been a controversial topic in educational environments around the world. Such acts of corporal punishment, especially when directed at authority figures like headmasters, evoke strong reactions ranging from support rooted in discipline to condemnation based on human rights considerations. This article explores the context, implications, and debates surrounding the rare but significant instances where a headmaster becomes the recipient of caning or similar disciplinary actions.

Understanding the Concept of Caning in Educational Settings

What is Caning?

Caning refers to the act of striking an individual with a cane, typically as a form of corporal punishment intended to discipline students or, in some extreme cases, staff members. Historically prevalent in various countries, especially in parts of Asia, Africa, and the Caribbean, caning is seen by some as an effective disciplinary tool, while others view it as inhumane and outdated.

Legal and Cultural Perspectives

The legality and acceptance of caning vary widely depending on cultural norms and national laws:

- Countries where caning is legal and institutionalized: Singapore, Malaysia, parts of Nigeria, and others still permit corporal punishment within schools.
- Countries where caning has been abolished: Many Western nations have banned corporal punishment in schools, emphasizing positive disciplinary methods.
- Cultural acceptance: In some societies, caning is regarded as a traditional way to instill discipline, sometimes extending to administrative figures like teachers or headmasters.

The Rare Phenomenon of a Headmaster Being Caned

Historical Context and Notable Incidents

While teachers or students are more commonly subjected to corporal punishment, there have been notable instances where a headmaster or principal was caned. These incidents often make headlines due to their rarity and the symbolic challenge they pose to authority.

Examples include:

- An incident in a Southeast Asian school where a headmaster was publicly caned for misconduct or negligence.
- Historical accounts from colonial or post-colonial contexts where disciplinary practices were strict and sometimes extended to school administrators.

- Cases arising from conflicts or disciplinary disputes escalating to physical punishment directed at the head of the school.

Reasons Behind Such Incidents

The causes of a headmaster being caned are diverse:

- Disciplinary failures: Neglecting student discipline or misconduct.
- Corruption or misconduct: Engaging in inappropriate behavior or abuse of authority.
- Conflict situations: Disputes with staff, students, or community members leading to confrontations.
- Political or social protests: Situations where authority figures are targeted as symbols of oppressive systems.

Implications of Caning a Headmaster

Legal and Ethical Considerations

Caning a headmaster raises complex legal and ethical questions:

- Legality: Is corporal punishment of an adult authority figure lawful in the jurisdiction?
- Human rights: Does such an act violate principles of dignity and respect?
- Precedent and authority: Does it undermine disciplinary authority or promote violence?

Impact on Educational Environment

The act of caning a headmaster can have significant repercussions:

- Disruption of school operations: Leadership vacuum or chaos following disciplinary action.
- Teacher and student morale: Erosion of respect for authority or fear within the school community.
- Public perception: Media coverage may influence societal views on discipline and authority.

Social and Cultural Reactions

Reactions to such incidents vary:

- Supporters may argue it restores discipline or corrects misconduct.
- Opponents view it as an abuse of power and a violation of human rights.

Debates Surrounding Corporal Punishment of Authority Figures

Arguments in Favor

Proponents often cite:

- The need for discipline and order.

- Cultural traditions where physical punishment is accepted.
- The belief that authority figures should be held accountable through strict measures if they violate rules.

Arguments Against

Opponents highlight:

- The potential for abuse and escalation of violence.
- The availability of alternative, non-violent disciplinary methods.
- International human rights standards opposing corporal punishment.

Legal Cases and Reactions Globally

Notable Cases

While rare, some cases have gained international attention:

- In 2013, a headmaster in Nigeria was reportedly assaulted and caned by community members after an incident.
- In Singapore, discussions have arisen about the appropriateness of corporal punishment, especially involving school staff.

Government and Institutional Policies

Many countries have policies:

- Banning corporal punishment entirely, including against staff.
- Promoting positive discipline and conflict resolution strategies.
- Implementing strict legal penalties for acts of violence, regardless of the victim's status.

Conclusion: The Future of Discipline and Authority in Education

The phenomenon of a **caning headmaster** underscores ongoing debates about discipline, authority, and human rights within educational settings. While traditional disciplinary methods like caning have persisted in some regions, the global trend leans toward non-violent, constructive approaches to managing school behavior. Incidents involving headmasters being caned serve as stark reminders of the importance of balancing authority with respect, legality with morality, and discipline with dignity.

As societies evolve, so too do their standards for acceptable conduct within educational institutions. The future likely holds increased emphasis on training, dialogue, and restorative justice, reducing reliance on physical punishment—even in cases where authority figures are involved. Ultimately, maintaining a safe, respectful, and effective learning environment requires continual reflection on disciplinary practices and a commitment to human rights and dignity for all members of the school.

community.

Frequently Asked Questions

What are the legal implications of caning a headmaster in schools?

Caning a headmaster, or any individual, can have serious legal consequences depending on the country's laws regarding assault and corporal punishment. Such actions may lead to criminal charges, civil liability, or institutional disciplinary measures.

How has the perception of caning as a disciplinary method changed in educational institutions?

The perception of caning has shifted significantly, with many countries banning or restricting corporal punishment due to concerns about student welfare and human rights. Modern educational approaches favor positive reinforcement and non-violent discipline methods.

What are the consequences faced by a headmaster if they are subjected to caning?

If a headmaster is caned, it may result in legal action against the perpetrator, damage to the school's reputation, and potential disciplinary action within the institution. It could also lead to discussions on abuse and the need for stricter disciplinary policies.

Are there any documented cases of teachers or students caning a headmaster?

While rare, there have been reports and cases where teachers or students have physically confronted or caned a headmaster, often in contexts of extreme conflict or protest. Such incidents usually attract media attention and legal scrutiny.

What are the ethical considerations around physical discipline involving school authorities like headmasters?

Ethically, physical discipline involving school authorities raises serious concerns about abuse of power, student and staff rights, and the potential for violence. Most educational systems advocate for respectful, non-violent disciplinary practices to foster safe and supportive learning environments.

Additional Resources

Caning Headmaster

In the realm of educational discipline, the figure of the headmaster often embodies authority,

discipline, and tradition. However, the phrase "caning headmaster" conjures a complex and controversial image—one that raises questions about authority, ethics, cultural norms, and the boundaries of disciplinary measures in educational settings. This investigative article seeks to delve deeply into the phenomenon, exploring its historical roots, ethical considerations, legal implications, and contemporary relevance.

Historical Context of Caning in Education

Understanding the phrase "caning headmaster" requires a look into the historical context of corporal punishment in schools worldwide. For centuries, physical discipline was an accepted and widespread method used to maintain order and enforce discipline.

Origins and Cultural Roots

Corporal punishment, including caning, has roots in various cultures, notably in British colonial education systems, Southeast Asia, and Africa. In many of these contexts, the headmaster or principal was often the primary enforcer of discipline, wielding canes or rods to correct student behavior.

- British Colonial Era: Caning was institutionalized as part of the educational discipline system in colonies such as Singapore, Malaysia, and India.
- Asia: Countries like Singapore, Malaysia, and Indonesia have historically used caning as a disciplinary measure, with some still maintaining it in certain schools.
- Africa and the Caribbean: Many schools adopted similar practices inherited from colonial rule.

Legal and Institutional Endorsement

In many jurisdictions, corporal punishment was legally sanctioned or tolerated until recent decades. For example:

- In Singapore, caning remains legal and is administered in a structured, official capacity.
- In the UK, corporal punishment was abolished in state schools in 1986.
- Many African countries have phased out or restricted the practice.

The role of the headmaster as the primary enforcer of these measures was often seen as a symbol of authority and tradition.

The Role of the Headmaster in Enforcing Discipline

The headmaster's authority historically extended to disciplinary actions, including caning, as a means to uphold school standards.

Authority and Responsibility

- The headmaster acts as the ultimate authority within a school, responsible for student discipline, staff management, and school policy.
- Caning was often delegated to teachers or, in some cases, directly administered by the headmaster himself.
- Disciplinary policies were often documented and sanctioned by educational authorities.

Methods and Procedures

- Caning typically involved the use of a cane or bamboo rod, with specified techniques to ensure consistency.
- The number of strokes and the parts of the body targeted (usually hands, buttocks, or thighs) were standardized in many schools.
- Records of caning incidents were maintained, sometimes with parental notification.

Power Dynamics and Cultural Expectations

- In many traditional societies, the headmaster's authority was unquestioned.
- Caning was viewed as a necessary tool for instilling discipline and respect.
- However, this power dynamic often led to abuses and excessive punishments.

Controversies and Ethical Dilemmas Surrounding Caning

While historically accepted, the practice of caning, especially when administered by the headmaster, has become a subject of intense debate.

Ethical Concerns

- Physical and Psychological Impact: Numerous studies highlight the potential for physical harm, trauma, and long-term psychological effects.

- Human Rights Perspective: International human rights frameworks increasingly oppose corporal punishment, viewing it as inhumane and degrading.
- Educational Outcomes: Critics argue that physical punishment does not effectively improve behavior or academic performance.

Cases of Abuse and Excessive Punishment

- Reports have documented cases where caning was carried out excessively or abusively, sometimes leading to injuries or emotional distress.
- Some students have suffered scars, broken bones, or psychological scars from severe caning.
- These incidents often sparked public outrage and calls for reform.

Legal and Policy Shifts

- Many countries have banned or restricted corporal punishment in schools.
- The debate continues in regions where the practice remains legal, with advocacy groups pushing for abolition.
- The role of the headmaster is central in either perpetuating or reforming disciplinary practices.

The Symbolism of the Caning Headmaster

The image of a "caning headmaster" has taken on various symbolic meanings depending on cultural, social, and political contexts.

As a Symbol of Authority

- Historically, the headmaster was seen as the ultimate authority figure, embodying discipline and order.
- Caning reinforced this authority, making the headmaster a figure of both fear and respect.

As a Controversial Figure

- In modern discourse, the caning headmaster can symbolize authoritarianism, suppression, or outdated practices.
- Media portrayals often depict headmasters as harsh figures wielding physical punishment arbitrarily.

In Cultural Narratives and Media

- Literature and films have depicted caning headmasters as either villains or tragic figures caught in the rigidity of tradition.
- The controversy surrounding this figure reflects broader tensions about discipline, rights, and educational reform.

Legal and Social Repercussions of Caning by Headmasters

In recent decades, the legality and social acceptability of caning by headmasters have shifted significantly.

Legal Frameworks

- Many countries have outlawed corporal punishment in schools, including caning by school officials.
- In places where it remains legal, regulations often specify who can administer it, under what circumstances, and with what safeguards.
- Violations can lead to criminal charges, lawsuits, or administrative sanctions.

Social Movements and Advocacy

- Human rights organizations advocate for the complete abolition of corporal punishment.
- Parent and student advocacy groups push for safer, non-violent disciplinary alternatives.
- Educational reform initiatives focus on positive behavior support and restorative justice.

Impact on School Culture

- Schools that have abolished caning often report improved student morale and better school climate.
- Conversely, in institutions where caning persists, conflicts and grievances may escalate.

Contemporary Perspectives and Alternatives

The modern educational landscape has increasingly moved away from physical punishment, favoring

alternative disciplinary methods.

Positive Discipline Approaches

- Restorative justice
- Counseling and mentorship
- Behavior modification programs
- Parental involvement

Legal Reforms and Policy Changes

- Countries such as Sweden, New Zealand, and Canada have banned corporal punishment entirely.
- Many Asian countries are under pressure to reform traditional practices.

Role of the Headmaster in Modern Education

- Emphasizing leadership that promotes respect and understanding rather than fear.
- Implementing training for staff on non-violent disciplinary techniques.
- Creating school policies aligned with human rights standards.

Conclusion: The Legacy and Future of the Caning Headmaster

The phrase "caning headmaster" encapsulates a complex legacy rooted in tradition, authority, and controversy. While historically viewed as a symbol of discipline and order, contemporary perspectives increasingly challenge the ethics and efficacy of physical punishment in schools.

As societies evolve, the role of the headmaster must adapt, transitioning from an enforcer of corporal discipline to a leader who fosters a safe, respectful, and supportive learning environment. The ongoing debate underscores the importance of aligning disciplinary practices with human rights, educational effectiveness, and ethical standards.

Ultimately, the future of the "caning headmaster" depends on societal values, legal frameworks, and the collective commitment to nurturing healthy, non-violent educational environments. Moving forward, the focus should be on empowering school leaders with tools and training to uphold discipline without compromising students' dignity and well-being.

Note: This comprehensive analysis aims to provide an objective, thorough understanding of the

multifaceted issue surrounding "caning headmaster" and encourages ongoing dialogue about ethical and effective discipline in education.

Caning Headmaster

caning headmaster: Stevan Dedijer Stevan Dedijer, 2010-01-01 Stevan Dedijer (1911-2004) was born as a Serb in Bosnia-Herzegovina by politically active parents. After a childhood marked by the assassination of Arch-duke Franz Ferdinand in June 1914 and the catastrophe of the First World War, Stevan entered a life-long strange odyssey through the ideas and institutions of a turbulent century. As an immigrant in the U.S. during the Great Depression, Stevan joined the Communist Party. With party consent he was recruited by the secret U.S. intelligence service OSS and was trained for sabotage mission in the Nazi-occupied Yugoslavia. Purged from the OSS, he volunteered for the Army, and was assigned to the 101st airborne as a bodyguard for the divisional commander general Maxwell Taylor. Arriving too late for the Normandy landing, he parachuted over Arnhem in the failed Operation Market Garden. Still under party orders, he bailed out yelling, 'Long live Stalin!'. After seeing extensive combat around Bastogne, in the Battle of the Bulge, Stevan was transferred from the US Army to the Tito Partisan movement that he had wanted to join since the beginning of the war. Together with his elder brother Vladimir, Stevan made a lightning career in post-war Yugoslavia, including posts as editor-in-chief of the party newspaper Borba and the directorship of the Yugoslav Atomic Energy Institute, the latter assignment given to him he had studied physics at Princeton in the mid-1930s. After Tito's break with Moscow and the violent crackdown on dissidents in the 1950s, Stevan as several others in the new communist elite became increasingly critical of Tito's dictatorship and the lack of freedom. Purged and put in internal exile, Stevan finally managed to escape Yugoslavia through an invitation to the Niels Bohr Institute in Copenhagen, arranged by the Swedish professor of nuclear physics Torsten Gustafson in Lund. With his assistance and contacts, Stevan was granted political asylum in Sweden and was able to establish himself at Lund University, where he founded what was to become the Research Policy Institute. Leaving nuclear physics behind, Stevan now moved into the field of information and knowledge production, formulating the concept of a coming information explosion decades before it became common knowledge. Formulating a theory of Social Intelligence, Stevan foresaw the coming of an age where individuals and organisations alike would become dependent on their ability to collect, process and use information. Stevan Dedijer's work in the field of social intelligence made him one of the pioneers and inspirers of the development of business intelligence, relying on the increased information from open sources. His life-span made a full circle as he after the fall of communism returned to Yugoslavia and the city of Dubrovnik, not far from where his father had been born more than a century earlier. As a twist of fate, Stevan was to experience the third war of his life, 'My most horrible war' as he writes in this breathtaking, humorous and self-reflecting account of a human life shaped by the horrors and promises of twentieth century history, and a personality characterised by determination, curiosity and an astonishing absence of self-pity.

caning headmaster: Corporal Punishment of Children: A Human Rights Violation Susan Bitensky, 2006-06-14 The core of this book is a detailed analysis of the status of corporal punishment of children, including unreasonable spankings by parents, under international human rights law. The analysis leads compellingly to the conclusion that such punishment is indeed a human rights violation, consonant with modern norms about right and decent treatment of juveniles. The book further provides a comparative analysis between the domestic laws of the seventeen nations that ban all corporal punishment of children (Sweden, Finland, Norway, Austria, Cyprus, Denmark, Germany, Iceland, Bulgaria, Croatia, Latvia, Hungary, Romania, Ukraine, Israel, Italy, and Portugal) and examples of the domestic laws in the countries that still permit some physical chastisement of

children (United States and Canada). Because it is anticipated that a good number of readers will be surprised to learn that this disciplinary practice has become a human rights law violation, the book also engages in an in-depth exegesis of the psychological evidence and historical and philosophical reasons warranting prohibition of all corporal punishment of children as an imperative policy choice. The work probes as well why, once that choice is made, it is essential to use legal bans on the punishment inasmuch as they have uniquely effective pedagogical and therapeutic roles and give some permanence to humanity's hard won understanding about protecting the young from violence. Published under the Transnational Publishers imprint.

caning headmaster: Caning: Educational Rite and Tradition Joseph A. Mercurio, 1972

caning headmaster: **Now Amy** Elisabeth Ludbrook, 2017-08-03 This is the story of a fourteen year old girl and of her self discovery of her emerging strengths and abilities. Set in the mid nineteen thirties, the story shows the lifestyle of Amy's world. The way of home, school and friendships and looking at how it was then for families in the years following WW1 . It is a story of trust and love and a deep attachment to animals. Of courage and of the sharing of that time that helped people settling into a new country, that bound them together in mutual co-operation. Many of the incidents are true. Only the names and situations have been changed. Travel with Amy as she struggles to believe in herself. Of her difficulty to hide the truth from those she loves, and of the old native woman.....who, in her caring, turns it around for her.

caning headmaster: **LIVING OUT THE PLAN** Aloysius Aseervatham, 2024-03-18 This book Living Out The Plan is a true-life adventure. The main character is the author himself who moved from Sri Lanka to England and then to Africa before making his final tent in Australia. An innate teacher, he never really deviated from that calling in life. While much of the book tells of his successful contribution to the expansive world of teaching, it is also a story of personal loss and tragedy as exemplified by his account of the loss of his dear wife, Jasmine, whom the author traveled the world with their three sons. He fondly remembers his wife for her understanding and support she readily rendered to his life's success and contentment.

caning headmaster: **School** , 1908

caning headmaster: **In Search of Integrity** Robert Serpell, 2024-04-18 This Element traces the origins of an individual's philosophical orientation and the processes by which it was elaborated over the course of his life-journey. The author discusses how selected stories from his personal experience reflect the intimate culture of a particular social group of which he was a participant member at the time. The author's life-journey includes a tumultuous period of emerging adulthood in Singapore and Oxford. Moving to Zambia in 1965 aged 21, he conducted research, teaching and writing including sojourns in England and in Maryland USA. He discusses how his perspective in cultural psychology relates to his personal life as a migrant and as a parent, and to his views on how the world can best address the challenges of cooperative communication in the 2020s.

caning headmaster: A History of Bedford School John Sargeaunt, 1925

caning headmaster: *The Hues of Red* Manoj Pal, 2020-05-31 A Novel

caning headmaster: *The House with Five Courtyards* Govinda Miśra, 2010

caning headmaster: **The Unwritten Diary of Israel Unger** Carolyn Gammon, Israel Unger, 2014-07-22 At the beginning of the Nazi period, 25,000 Jewish people lived in Tarnow, Poland. By the end of the Second World War, nine remained. Like Anne Frank, Israel Unger and his family hid for two years in an attic crawl space. Against all odds, they emerged alive. Now, after decades of silence, here is Israel's "unwritten diary." Nine people lived behind that false wall above the Dagnan factory in Tarnow. Their stove was the chimney that went up through the attic; their windows were cracks in the wall. Survival depended on the food the adults leaving the hideout at night were able to forage. Even at the end of the war, however, Jewish people emerging from hiding were still not safe. After the infamous postwar Kielce pogrom, Israel's parents sent him and his brother as "orphans" to France in a program called Rescue Children, a Europe-wide attempt to find Jewish children orphaned by the Holocaust. When the family was finally reunited, they lived a precarious existence between France—as people sans pays—and England until the immigration papers for Canada came

through in 1951. In Montreal, in the world described so well by Mordecai Richler, Israel's father, a co-owner of a factory in Poland, was reduced to sweeping factory floors. At the local yeshiva (Jewish high school), Israel discovered chemistry, and a few short years later he left poverty behind. He had a stellar academic career, married, and raised a family in Fredericton, New Brunswick. The *Unwritten Diary of Israel Unger* is as much a Holocaust story as it is a story of a young immigrant making every possible use of the opportunities Canada had to offer.

caning headmaster: *A Pinch of Snuff* Reginald Hill, 2019-04-30 Yorkshire's detective duo descends into the kinky world of underground films in an "undeniably lively" mystery of murder and illusion (Kirkus Reviews). Reginald Hill "raised the classical British mystery to new heights" when he introduced pugnacious Yorkshire Det. Inspector Andrew Dalziel and his partner, the callow Sgt. Peter Pascoe (The New York Times Book Review). Their chafing differences in education, manners, technique, and temperament made them "the most remarkable duo in the annals of crime fiction" (Toronto Star). Adapted into a long-running hit show for the BBC, the Gold Dagger Award-winning series is now available as ebooks. What's playing at the Calliope Club may draw a furtive crowd, but as far as the CID's Andrew Dalziel can tell it's all perfectly legal. His partner, Peter Pascoe, begs to differ. From what he hears, an actress's violent ordeal on film looked all too real. When she turns up unharmed, it appears his suspicions were wrong . . . if Andrew and Peter can trust what they see. Because if this dirty business is well and good, why has the film in question vanished? Why has the theater been set ablaze? And why has its proprietor been beaten to death? For answers, Yorkshire's finest are being led into the dark, where someone's bent for pain, pleasure, and murder is just beginning to unreel. *A Pinch of Snuff* is the 5th book in the Dalziel and Pascoe Mysteries, but you may enjoy reading the series in any order.

caning headmaster: *This Was My England* Robert Corfe, 2011-07-11 Taking a multi-purpose and inter-denominational approach, this is a book addressed to all Christians, who in this sceptical age, may be experiencing a religious crisis or doubts as to their commitment to Christ's teaching and Revelation. Whilst this book is written from the basis of conviction, it insists on demonstrating factual evidence. Nothing is presented which is contrary to the reason of the ordinary man or woman in arguing the basis of religious truth. With this in mind, the reader is taken through the Bible, from the book of Genesis onwards, and answers are offered for many of those difficult questions which usually arouse anxiety in the minds of the faithful from time to time. In addition, the book offers questions and discussion topics at the conclusion of each chapter. This is an ideal handbook which religious teachers and ministers of all denominations will find helpful, written by a fully-qualified scholar holding a doctorate in theological studies.

caning headmaster: *Hearts from Heaven* Leatrice L. Marson, 2014-08-11 *Hearts from Heaven* is a true story of a love that transcends life on earth. Leatrice Marson met her husband Robert in 1952 while working at a large pharmaceutical company; they married in 1953 and had three children. Over the next five decades, their life together was filled with love, adventure, and faith. Robert was asked to join the company's international division in 1954, for which he traveled to thirty-three countries. In 1971, the company moved him and his family to Johannesburg, South Africa, to work on a special project. The family returned to New Jersey in 1975. As their children grew and grandchildren came into their lives, Leatrice and Robert continued to live a full and happy life. A romantic husband, Robert often left a rose on the kitchen table or a small note with a heart on it for Leatrice when he left for work. Although cancer eventually took Robert's life in 2001, he has continued to be a presence in her life. Beginning about a month after his death, Robert's form appeared to her in church, and then other mysterious signs of his presence began happening. As evidenced in this beautiful, heartwarming book, *Hearts from Heaven*, Leatrice has received many hearts from heaven from her beloved Robert. They often show up in the most unexpected ways, but always at just the right time.

caning headmaster: *Being John Lennon* Ray Connolly, 2018-11-27 What was it like to be John Lennon? What was it like to be the castoff child, the clown at school, and the middle-class suburban boy who pretended to be a working-class hero? How did it feel to have one of the most recognizable

singing voices in the world, but to dislike it so much he always wanted to disguise it? Being John Lennon is not about the whitewashed Prince of Peace of Imagine legend—because that was only a small part of him. The John Lennon depicted in these pages is a much more kaleidoscopic figure, sometimes almost a collision of different characters. He was, of course, funny, often very funny. But above everything, he had attitude—his impudent style somehow personifying the aspirations of his generation to question authority. He could, and would, say the unsayable. Though there were more glamorous rock stars in rock history, even within the Beatles, it was John Lennon's attitude which caught, and then defined, his era in the most memorable way.

caning headmaster: *Born in Mailsi* Dr K Chaudhry, Born 30 October 1944 at 10:10 AM IST, I was under three when I was carried from Pakistan to India. That is not the age when I could measure and record dimensions of our house. As I grew older, I was told our house in Pakistan was a fort abiding some hundred residents. The walls were perhaps 10 feet wide. People used to sleep on cots at wall top. If I stretch my memory, I find myself shouting in wall shadow - Zindabad Zindabad - with my mother busy with her charkha around; my sister and some more ladies on two cots. While I got admission in Birbhan Primary School Bhiwani, I was too young to think of Hindustan-Pakistan. I had no idea how my father died of Gastroenteritis in Kurukshetra Camp during migration. My mother, sister, brother, and I lived with my mama - maternal uncle - till we were allotted house and agricultural land in Fatehabad. As I grew older, I listened to the stories of our family life in Pakistan. Most people talking to me claimed to have been my father's helper of Gumashta. I developed telepathy around year 1975-76 when I could view remote things in my town, my country, and abroad. I could peep into my past lives and foresee my next life too as IG of Jammu & Kashmir Police. But my birth place in Mailsi remained a mystery. During year 2008 I became famous on Youtube with too many fans in Pakistan. A Mailsi farishta in Sweden Abbas Mian (<https://www.facebook.com/abbas.mian.90>) contacted me and narrated to me geography of Mailsi. He sent me photographs of remains of our Mailsi house - a treasure for my family.

caning headmaster: Three Worlds Avi Shlaim, 2023-06-08 In July 1950, Avi Shlaim, only five, and his family were forced into exile, fleeing their beloved Iraq to the new state of Israel. 'Remarkable.' Max Hastings, THE SUNDAY TIMES Today the once flourishing Jewish community of Iraq, at one time numbering over 130,000 and tracing its history back 2,600 years, has all but vanished. Why so? One explanation speaks of the timeless clash between Arab and Jewish civilisations and a heroic Zionist mission to rescue Eastern Jews from backward nations and unceasing persecution. Avi Shlaim tears up this script. His parents had many Muslim friends in Baghdad and no interest in Zionism. As anti-Semitism surged in Iraq, the Zionist underground fanned the flames. Yet when Iraqi Jews fled to Israel, they faced an uncertain future, their history was rewritten to serve a Zionist narrative. This memoir breathes life into an almost forgotten world. Weaving together the personal and the political, Three Worlds offers a fresh perspective on Arab-Jews, caught in the crossfire of Zionism and nationalism. *** A TLS AND NEW STATESMAN BOOK OF THE YEAR 2023 A NOVARA BEST BOOK OF 2024 'A beautifully written book which artfully blends the personal with the political.' Justin Marozzi, SPECTATOR 'Three Worlds, by the Oxford historian of the modern Middle East Avi Shlaim, is an often enchanting memoir of his childhood in Baghdad... A gripping account... A lost world in Iraq is brilliantly brought back to life in this fascinating memoir.' David Abulafia, FINANCIAL TIMES

caning headmaster: Thinker, Failure, Soldier, Jailer Harry Quetteville, 2012-11-08 The Telegraph's obituaries pages are renowned for their quality of writing and capacity to distil the essence of a life from its most extraordinary moments. A unique mix of heroism, ingenuity, infamy and the bizarre, Thinker, Failure, Soldier, Jailer collects the very best of those obituaries to present an endlessly absorbing compendium of human endeavour. Organised day by day around the calendar year, with each life presented on the date it ended, the book features hundreds of remarkable stories. World statesmen jostle with glamorous celluloid stars, pioneering boffins sit alongside chart-topping rock 'n' rollers, while artists and their muses mingle with record-breaking sportsmen, Victoria Cross winners, spies, showgirls and captains of industry - as well as the titans of rather

more esoteric fields. Here, for instance, can be found Britain's greatest goat breeder, a hangman who campaigned to abolish the death penalty, a priest to Soho's pimps, a cross-dressing mountaineer and a minister who preached a gospel of avarice - donations in notes only, please, as 'change makes me nervous'. A treasure trove of human virtue, vice and trivia, Thinker, Failure, Soldier, Jailer is the perfect gift for the armchair psychologist in all of us.

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