THE ARMORED TEACHER

By Elizabeth Tyson

The focal point of the armored teacher is her attitude on the masturbation of children. Self-play terrifies her. She does not dream that this fear is but the awakening of her own painful confusion as a child when the natural pleasure in touching her genital was made a forbidden thing. If she dared follow the upsurge of her repressed emotion, she might well do violence to the masturbating child, so intense is the frustration of her own experience, but the repression is far too deep for any such breakthrough, and she turns frantically to what she has been taught—dissuade or punish the child.

So when little Tommy, aged four, began taking off his clothes in rest hour to play with himself, Miss Jones took him sternly to task. If he as much as dared to remove his overalls, he was made to stay on his cot in disgrace after the other children went up to the roof. And when Harold, the same age, was observed happily playing with his genital while looking at the house of blocks he had built, Miss Jones said, “Harold is very free with his hands. He must do something constructive at once.”

Characteristic of the armored teacher is her ability to recognize the disturbed child without even suspecting the cause or the serious nature of the disturbance. Billy is very aggressive, likely to show little interest in his play, and given to sudden fears and bursts of hysteria. A well-built, lively boy by nature, he will often withdraw into himself and suck his thumb. It is easy to observe a severe inhibition regarding masturbation, yet Miss Jones refuses to consult the school psychiatrist, saying Billy will grow out of it. Ned, in the same four-year-old group, went home and told his mother his teacher said he could not suck his thumb; Miss Jones denied it, unaware that her actions spoke louder than words.

Typical, too, is the attitude regarding toilet habits. Every child is made to go to the bathroom before rest hour whether or not he has any desire to do so. Then it is firmly impressed upon him that he is not to go again during this period except in a case of emergency. The result is no child goes to the toilet while Miss Jones is in the room, but the minute she leaves and I take over, they clamor to get up. One child wanted to go to the
bathroom so badly that when he heard me coming he whispered to Miss Jones, "You go now, hurry up. The other teacher is coming." Later, Miss Jones told me of this remark and said, "You see, you do not have the proper discipline with these children."

It seems incredible that this teacher does not see how tense are the little bodies on the cot, how unnatural and rigid the positions as they lie there waiting for her to leave the room. Nor does it occur to her to examine the significance of the fact that there are four or five bowel movements listed on the chart when she returns. Her only comment is the sarcastic one, "It's a curious association these children have with you." The one time she became at all disturbed was when a little girl said to her, "The other teacher is better than you, she lets us go to the bathroom," but she settled even this matter to her own satisfaction by taking the full rest hour for several days.

Her treatment of the little boy who plays with his feces is very indicative of the armored approach to children. She was horrified, and told me that it meant the child wanted to keep everything to himself, even his feces. At once she brought out a chamber pot and said the child must be made to sit on it so that I could forestall any attempt to handle the feces. Knowing the little boy would be humiliated by the thought of sitting on a pottie, I made only a slight gesture in this direction. The next day Miss Jones talked to him very sternly about good toilet habits and succeeded in frightening him to such an extent that he dipped his hand in the toilet and just touches the feces, thinking no one will know what he does. I was told to watch him closely every day and see that the correct habits were enforced. I suggested to her that it was probably an experience the child had not lived through in infancy and that it might be wise to let him live it through now, but the words fell on deaf ears. No, he must be toilet-trained at once!

This incident gave rise to the plan I keep a chart on the behavior of each child in the toilet. Miss Jones gave as an example a method of a well-known training school for teachers that advised keeping a chart with different colored crayons, each showing the size of the movement, the attitude of the child, etc. I refused, looking at her as I did so, and imagining the horror of her expression could she see herself deriving a frustrated anal pleasure from such minute attention to excretory functions.

During the day there are many small incidents, apparently insignificant,

but all part of the unconscious determination of the armored teacher to bring up well-behaved and "good" children. For example, she rarely lets them scream, even on the roof, little realizing this is a biological necessity for all children. She is constantly "shush-ing" them, as well-brought-up four-year-olds should not make noise. When she discovered two little girls putting cloths on their heads, pretending they were waitresses' caps, she put an immediate stop to it. These cloths were to be used as covers on block buildings, nothing else! She has a mania for so-called "constructive" play, as carpentry or blocks, but play for the sake of play she cannot understand. Rolling on barrels is silly, it gets the child nowhere, and he must be diverted. The simple act of piling large hollow blocks into a packing case, a delight of small children, brings a look of impatience and anger to her face. This is indeed a worthless pastime—nothing constructive has been either planned or built!

Painting is an activity Miss Jones tolerates because it is part of the school curriculum, but she secretly believes it has little value. The daubs of four-year-olds, the colors they use, the form and content of their unskilful but significant attempt to put down what they feel on paper, is lost on their teacher. She even suggested I let them paint but one picture a day, blind to the fact that any creative urge, either in child or adult, can never function under such limitations.

Very often an incident will occur which points a door into the unconscious world of the child. A scream suddenly broke the quiet of rest hour and Tony sat up, caught in the terror of a nightmare. "Help me! Oh, help me!" he cried, "My head! My head!" and broke into shuddering sobs. When I told Miss Jones about it, she laughed and remarked, "Oh, most children have nightmares. It means nothing." And again, when little Kenneth made one of his roving attacks on a weaker child and said, "I want to see people hurt. I love it. I don't know why," she passed it off lightly with the comment, "That is silly talk. Pay no attention to it."

The problem child activates something in Miss Jones that is akin to panic. Fearful of herself, she at once imposes extreme disciplinary measures upon the child. Mary is subject to tantrums, due to her parents being divorced and having to live with a very ignorant and selfish mother. She is an inelastic child and unusually intelligent. When a violent fit of anger seized her one day, Miss Jones announced loudly that she would not have her in the class and she was to go upstairs in a room by herself. Screaming and sobbing, the little girl was to spend the morning alone until, as Miss
Jones put it, "she understands such behavior will not be tolerated." Finally, under some pretext, I managed to go to the child and picked her up in my arms. In a few minutes the tantrum subsided, she had what she needed—love. When Miss Jones discovered I had done this, she turned angrily to me and said, "You simply pamper this child. What she needs is discipline."

One of the more likely indications of the armored teacher is her punctilious sense of order and her insistence that everything be done according to Hoyle. The children must not read books unless their hands are absolutely clean. The bathroom must be spotless at all times. When drinking their juice or listening to a story, they must sit in a circle exactly on the white line painted on the floor for that purpose. Their knees must be crossed in uniform order before they are allowed to come one by one to get their orange juice. They must always talk in turn and not interrupt each other. They can have little chimneys or toy men from the shelves only when they have built a house of blocks, not for any other purpose. One teacher must "lead the discussion" at the dining-room table, the other must keep silent. Children must not have more than two helpings of food, even if they are hungry and there is an adequate supply. Little Harry is not to be allowed to play with the other children's buildings on the roof if he is late to school, though he is very unhappy that his mother sleeps late and he misses most of the outdoor play. If you deprive the child, says Miss Jones, he will complain to his mother and she will mend her ways!

Any close contact with the individual child is frowned upon. The teacher must get acquainted with the child through observation and it must end there. Avoid touching him. If Miss Jones so much as sees me put my hand on a child's shoulder, she loses her temper, "I told you not to lay hands upon the children. It is the worst thing you can do!" she exclaims. And when any child throws his arms around my waist while he is waiting at the head of the line to go upstairs, she barks at him, "Put your hands down immediately. The teacher does not like you to touch her."

Is it any wonder children often develop into cold human beings?
Projeto Arte Org
Redescobrindo e reinterpretando W. Reich

Caro Leitor
Infelizmente, no que se refere a orgonomia, seguir os passos de Wilhelm Reich e de sua equipe de investigadores é uma questão bastante difícil, polêmica e contraditória, cheia de diferentes interpretações que mais confundem do que ajudam.
Por isto, nós decidimos trabalhar com o material bibliográfico presente nos microfilmes (Wilhelm Reich Collected Works Microfilms) em forma de PDF, disponibilizados por Eva Reich que já se encontra circulado pela internet, e que abarca o desenvolvimento da orgonomia de 1941 a 1957.

Dividimos este “material” de acordo com as revistas publicadas pelo instituto de orgonomia do qual o Reich era o diretor.
01- International Journal of Sex Economy and Orgone Research (1942-1945).
02- Orgone Energy Bulletin (1949-1953)
03- CORE Cosmic Orgone Engineering (1954-1956)

E logo dividimos estas revistas de acordo com seus artigos, apresentando-os de forma separada (em PDF), o que facilita a organizá-los por assunto ou temas.
Assim, cada qual pode seguir o rumo de suas leituras de acordo com os temas de seu interesse.
Todo o material estará disponível em inglês na nuvem e poderá ser acessado a partir de nossas páginas Web.

Sendo que nosso intuito aqui é simplesmente divulgar a orgonomia, e as questões que a ela se refere, de acordo com o próprio Reich e seus colaboradores diretos relativos e restritos ao tempo e momento do próprio Reich.
Quanto ao caminho e as postulações de cada um destes colaboradores depois da morte de Reich, já é uma questão que extrapola nossas possibilidades e nossos interesses. Sendo que aqui somente podemos ser responsáveis por nós mesmos e com muitas restrições.

Alguns destes artigos, de acordo com nossas possibilidades e interesse, já estamos traduzindo.
Não somos tradutores especializados e, portanto, pedimos a sua compreensão para possíveis erros que venham a encontrar.
Em nome da comunidade Arte Org.

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