

Transvestites and Transexual People in The Context Of Education: A

Literature Review

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Abstract

The article aimed to analyze the literature published in the format of scientific articles about the inclusion of transvestites and transsexual in the context of education in Brazil. We identified the descriptors "Education", "Transvestites" and "Transsexuals" in the Virtual Health Library (Dec's BVS) and collected, in the Periódicos Capes plataform, 232 articles, of which 19 met the inclusion/exclusion criteria, which were analyzed descriptively by pairs, through a literature review protocol elaborated by the authors. As results, eight articles composed the final sample that discuss the inclusion of these subjects from two aspects: Transsexual/ transvestite students transsexual/transvestite teachers. It was noticed that the educational spaces, especially the school, are one of the most hostile spaces for those who break with the norms of gender, being not prepared (and even not being interested) in working the true inclusion of these people.

Keywords: Transvestites; Transsexuals people; Education; School; Inclusion

Introduction

This study consists of a literature review with protocol that aims to discuss the insertion of transvestites and transsexuals in the education context in Brazil. As a collection source, we used the Brazilian CAPES journal database. We reviewed all the articles in Portuguese language available that were found with descriptors previously validated in the VHL Decs, (being "Education AND Travestis") in free publication temporality. We start from some basic concepts to start the discussion. The first of these is the word gender, which concerns the social and historical dimension of the production of masculine and feminine in different societies, a concept that guides social relations from the perception of biological

differences (SCOTT, 1995). It is a way of identifying 'cultural constructions' of ideas about the roles appropriate to men and women (SILVA, 2013).

This concept was created to oppose a biological determinism in relations between the sexes, giving them a fundamentally social character, thus breaking with the classificatory schemes that oppose man and woman in strong / weak, domineering / dominated, etc., such schemes which give men various privileges at various social levels and often sustain various processes of violence that women and other social groups suffer (BOURDIEU, 1999; SCOTT, 1995).

From this, we emphasize that each person builds a personal understanding about themselves in relation to the social definitions of masculinity and femininity, making each one located within this universe of gender, what we call gender identity. The process of constructing gender identity is fundamental to the development of individuals, as it influences interests, attitudes and behaviors that will accompany them throughout life. The point of greatest interest in this subject is the way in which individuals will perceive the existence of sexual difference, later identifying themselves as subjects of various forms of gender (COSTA, ANTONIAZZI, 1999).

Complementing with the most current thematic literature, we have the notion that gender concerns the ways to identify and be socially identified, although there may exist, in the same society and at the same time, different forms of femininities and masculinities. If the gender that a person identifies at birth coincides with the gender identity that he / she has built for himself/herself, we say that he/she is a cisgender (JESUS, 2012).

Faced with this, Transgeneracy is a broad term used to mention of a diversity of people whose histories, bodies, and ways of recognizing themselves may be quite different, but who share the fact that they do not identify with the gender assigned to them at birth. It concerns diverse forms of being (identity) to be (functionality) in the world that break with traditional masculinity/femininity, deconstructing/constructing modes of humanity far beyond biological determinisms (SOLEY-BELTRAN, 2014).

Transgender people are transvestites and transsexuals, who suffer from severe marginalization and stigmatization of our society, having serious difficulties in being employed, even if they have a qualification, and most of them end up being excluded from schools, repudiated in the formal labor market and forced to survive in marginality, usually as sex workers (JESUS, 2012; SILVA, BEZERRA, QUEIROZ, 2015).

In the social environment, transvestites and transsexuals are often seen as marginal, criminals, with shame, obscenity, unemployment, inferiors and related adjectives (FERREIRA, 2009). According to the National Association of Transvestites and Transsexuals of Brazil (ANTRA), the estimate is that 90% of transvestites and transsexuals in Brazil had prostitution as a way of working, precisely because of the difficulties they have in being able to occupy market space in formal work and for being historically marginalized by society (SILVA, BEZERRA, QUEIROZ, 2015).

By breaking the gender norms, the marginalized processes reach these people in several spaces. Transvestites and transsexuals end up having a caricature image, stigmatized and treated pejoratively, being

neither male nor female. This marginalization, which originates in the social-historical environment, enters the family and spreads to other spaces, such as educational spaces.

With regard to education, we can present some documents of an international character, signed by countries of the United Nations, which recognize and guarantee this access to its citizens. Example is art. XXVI of the Universal Declaration of Human Rights of 1948. The Convention on the Elimination of Discrimination in Education, 1960, and Art. 13 of the International Covenant on Economic, Social and Cultural Rights of 1966 (CURY, 2002). The Brazilian Constitution of 1988 states in its article 6 that, together with others, education is a social right and must be guaranteed by the State (BRASIL, 2000).

Based on the understanding of education as a guaranteed right in the national and international sphere, we can mention some initiatives of the Brazilian government that, among other objectives, had the education of transgendered (transvestites and transsexuals) as one of the rights (BRASIL, 2007a), the program Gender and Sexual Diversity in the School: recognizing differences and overcoming prejudices (BRASIL, 2007b), the Brazilian Program without Homophobia (BRASIL, 2004), the National Human Rights Education Plan the Gender and Diversity Program in the School: Teacher Training in Gender, Sexuality, Sexual Orientation and Ethnic-Racial Relations (BRASIL, 2007c), the pedagogical proposal Education for Gender Equality (BRASIL, 2008).

The programs quoted date back at least a decade and represent ways in which government has worked to promote education to diversity, but according to Duque (2015), educational contexts appear as one of the main difficulties faced by transvestites and transsexuals in their life forms, represented in forms of violence, both physical and symbolic, that allies the figure of the teacher and the institution in general, showing the lack of preparation to deal with issues of gender and sexuality, since it is expected that the person and the institution have respect for the gender identity of its students. Such situations contribute to higher rates of students dropping out of school and, consequently, marginalization.

In 2015, the City of São Paulo, under the management of Fernando Haddad, launched the program Transcitizenship, which had as objectives to promote social reintegration and encourage professional placement for transvestites and transsexuals in the city. The project lasted two years and offered access to the school and vocational courses to this population. The people who participated received an aid, close the the minimum wage and the city government carried out campaigns of respect to the social name (FÉLIX, 2015).

Faced with the strong conservative wave that plagues the country, a sense of insecurity and fear affect LGBTT's people. In the face of all this, and as a form of resistance, we are motivated to elaborate this study, not only to build knowledge, but also to give visibility to transvestites and transsexuals and to show how the same ones are inserted in the educational contexts. From the above, the question that guides this study is: From the literature published in the format of scientific articles in the CAPES database, how does the insertion of Transvestites and Transsexuals occur in educational contexts?

METHODOLOGY

This study consists of a descriptive literature review. This type of research demands from the researcher a series of information about what they wish to research in order to organize, summarize and

describe more relevant contents of a certain reality (TRIVIÑOS, 2008). It is characterized by being an integrative review. For Ercole (et al., 2014) this type of review aims to synthesize production on a given subject in a comprehensive, systematic and orderly manner. The methodology followed the one proposed by Whittemore and Knafl (2005) and Mendes, Silveira and Galvão (2008), since they propose the inclusion of both experimental and non-experimental studies, more appropriate to the object of study in question.

Briefly, the conduction of the present study covered the following stages:

1) We started this study with the choice of the descriptors of the Virtual Health Library (VHL) that best reach the theme proposed here, for the subsequent data collection. The chosen / validated descriptors were "EDUCATION" AND "TRAVESTIS" and "EDUCATION AND TRANSEXUALS". These descriptors are accompanied by the "AND" particle to better capture the articles.

2) After this stage, the inclusion and exclusion criteria were defined for later search in the database. Those of inclusion referred to scientific articles published in Portuguese that were available virtually within the theme of this work. Thus, the exclusion criteria referred to publications that did not cover the topic and which were not in the form of scientific articles in another language and that were not available virtually. Regarding temporality, we include the available articles of all the years found from the descriptor application and inclusion / exclusion criteria

From this, the search in the CAPES databases brought us 232 (two hundred and three and two) overall results, of which 122 (one hundred and twenty two) articles were collected with the descriptor "EDUCATION" AND "TRAVESTIS" (for this descriptor emerged from the year 2007) and 110 (one hundred and ten) were collected with the descriptor "EDUCATION" AND "TRANSEXUALS" (for this descriptor, the results from 2008). The collection was carried out in January 2019. We chose this base for integrating articles from both the health sciences and the social sciences, given the interdisciplinarity of the theme, as proposed by Whittemore and Knafl (2005).

3) All found articles were listed in the Microsoft Office Excel spreadsheet editor, the list was used for the identification of results and initial treatment. Thirteen (13) results were excluded because they were editorials. Eight (8) results were also excluded because they were book reviews. 1 result was not available online, another result was excluded because it was an interview and 2 (two) were also withdrawn from the sample because they were a dissertation summary and a thesis summary. From this, there were 207 (two hundred and seven) results, where all were articles. The next step was the exclusion of duplicates, where 72 (seventy-two) articles were excluded for that reason

4) The next step was the reading of the title, abstract and keywords of the 135 (one hundred and thirty five) articles. After reading them, 116 (one hundred and sixteen) articles of the sample were excluded, since they did not contemplate the theme proposed in this study, leaving, in the final sample, 19 (nineteen) articles that were read comprehensively. Each article was reviewed by two independent reviewers, as recommended by Mendes, Silveira and Galvão (2008).

An instrument was developed for the descriptive analysis of articles. This protocol, according to Evans and Pearson (2001), should contain: the review question, the inclusion criteria and the search strategies, then our instrument contains: i) the identification (article title, journal title published article, journal area, major qualis of the journal, keywords, database, year and authors and country of publication);

ii) study methodology and research objective; iii) the main considerations / results and research question and iv) a field to justify if the study is excluded from the final sample. After the analysis, the reviewer gave his opinion of "selected" or "not selected" for each article, following the criterion of relevance of the study for the sample and if the same contemplated the theme proposed integrally.

RESULTS AND DISCUSSION

The initial selection brought us 19 (nineteen) articles for analysis in the literature review protocol. After reading in pairs, 8 (eight) articles were excluded because they did not contemplate the theme proposed in this study. The comparison index was 100%, that is, both pairs included and excluded the same articles, and there was no divergence. Eleven articles were left, of which 9 (nine) were published in Brazilian journals, 1 (one) in a Spanish journal and 1 (one) in a Colombian journal. All the journals in which the articles were published had a Brazilian Qualis evaluation. We collected the highest evaluation of each, with 2 (two) journals having A1 assessment for Education, 1 (one) having A1 and A2 for Teaching, 1 (one) journal has A2 assessment for Psychology, another had B1 for the Interdisciplinary area and all other journals have B2 Brazilian Qualis evaluation for the areas of History, Interdisciplinary and Psychology.

As for the year of publication, all 342 initial results emerged in the CAPES database as of 2007. After the data were processed, the final sample obtained 1 (one) article published in 2011, 2 (two) published in 2014, 3 (three) in 2015, 2 (two) in 2016 and 3 (three) in 2017. As for the methodological approach, 9 (nine) referred to qualitative research and 2 (two) to theoretical studies.

The characterization of the articles analyzed can be seen in table 1, below:

Table 1: Characterization of articles analyzed.

Article	Authors	Journal/Year	Method	Qualis
Professoras Transexuais e Travestis no Contexto Escolar: entre estabelecidos e outsiders	TORRES, M. A.; PRADO, M. A. M.	Educação e Realidade/2014	Qualitative	A1 – Education
A biopolítica educacional e o governo de corpos transexuais e travestis	DOS SANTOS, D. B. C.	Cadernos de Pesquisa/2014	Qualitative	A1 - Teaching
Significações do protagonismo dos/as professores/as na igualdade de direitos à população Lésbicas, Gays, Bissexuais, Travestis e Transexuais (LGBT)	DAS NEVES, A. L. M.; DA SILVA, I. R.	Revista Internacional Interdisciplinar INTERthesis/2017	Qualitative	B2 – History
Diversidade sexual e ensino de ciências: buscando sentidos	COELHO, L. J.	Ciência e educação/2015	Qualitative	A1 - Education

Do uso do nome social ao uso do banheiro: (trans)subjetividades em escolas brasileiras	ALVES, C. E. R.; MOREIRA, M. C.	Quaderns de Psicologia/ 2015	Teórico	B2 – Interdisciplinar
Na escola e que se aprende a diferença	BENTO, B.	Estudos Feministas/ 2011	Teórico	A2 - Psicologia
Professoras Trans brasileiras em seu processo de escolarização	FRANCO, N.; CICILLINI, G. A.	Estudos Feministas/ 2015	Qualitative	A2 - Psicologia
Representações de docentes acerca da diversidade sexual e homofobia	SOUZA, E. J.; DA SILVA, J. P.; SANTOS, C.	Estudos Feministas/ 2017	Qualitative	A2 - Psicologia
Tensões e contradições nos discursos políticos sobre o combate à homofobia no contexto da escola brasileira	OLIVEIRA, C. E.; ALBERTO, M. F.; BITTENCOURT, N. F. B.	Revista Latino Americana de Ciencias Sociales/2016	Qualitative	B2 - Psicologia
Transexualidade na formação do professor da educação básica: desvelando a realidade brasileira	GROSSI, M. G. R.; OLIVEIRA, E. S.; SILVA, L.	Rev. Humanidades, 2017	Qualitative	B1 - Interdisciplinary
Experiências escolares de estudantes trans	CRUZ, T. M.; DOS SANTOS, T. Z.	Revista Reflexão e Ação, 2016	Qualitative	A1 - Teaching

Source: Bibliographic search

INSERTION OF TRAVESTITES AND TRANSEXUALS IN THE EDUCATIONAL CONTEXTS

Trans Students

The articles analyzed bring bifocal discourses that include both students and teachers transexual and transvestites. They emerge in a well-defined way the challenges experienced by these people in the contexts of education, starting from basic education, passing through higher education and directly affecting professional practice. The school (but also other educational spaces), which should be the stage of deconstruction, is pointed out by the authors as a space marked by veiled and direct prejudice,

discrimination, exclusion and even physical and psychological aggression against these people, regardless of the position of student or teacher.

People who do not fit the patterns of heteronormativity, who dare to enter educational places as students, cause discomfort and "disturb" the order of these spaces. In this respect, Dos Santos (2014) argues that the mere presence of transvestites and transsexuals disturbs and destabilizes the biopolitical enterprise of these spaces, especially of the school, since it has not yet found ways to capture these bodies and make them viable consumption and production. Within the imperative of school inclusion, the presence of trans in the school would trigger a process of reorganization of the institution.

According to Alves and Moreira (2015), subtly, the school institution guarantees the preservation of heterosexuality as a norm, although it claims to be concerned with hierarchies and gender problems. In this perspective, gay and lesbian students, transvestites and transsexuals remain on the margins of this normative environment, when they are not literally expelled. It's worth a reflection that schools are not ready and can not support working with transsexuals, since they undertake a whole machinery with a view to establishing and reiterating the heterosexual norm (DOS SANTOS, 2014).

In recent research with students from Brazilian schools, a considerable percentage of young people, teachers and parents declared that they did not want to live with homosexual colleagues (ALVES, MOREIRS, 2015). These researches also reflect the positioning of transvestites and transsexuals, because if the presence of homosexual students within the school is already a major nuisance, it is assumed that the experiences of transvestibility and transsexuality become unbearable, since these construct their bodies, their way to express themselves, act and be, disregarding the perverse patterns of heteronormativity.

The school, which presents itself as an institution incapable of dealing with difference and plurality, functioning as one of the main guardians of gender norms. For this reason, when trans students and transvestites leave the school environment (because this is hostile), it speaks of avoidance. However, there is a desire to eliminate and exclude those who "contaminate" the school space. In this way, there is a process of expulsion, not evasion. It is important to distinguish between "evasion" and "expulsion," since, by pointing out more precisely the causes that lead these people to not attend school, the dilemmas that make up everyday school life, such as intolerance fed by LGBTfobia (BENTO, 2011).

The faculty of the school tends to address their student groups as if there is no one there who questions about their sexual practices or their gender. Because they are ignored by the school, few students feel comfortable with exposing their bodies, and those who dare to show them are rejected and excluded (CRUZ, DOS SANTOS, 2016).

Although it is tried to be omitted, the transphobia is present in the scholastic scene, mainly through insults and bullying against the subjects who disclose of the hegemonic standard of identity of gender and sexuality. However, representations about transphobia are limited, which contributes to the banalization of pejorative insults, jokes and nicknames (among others) manifested in everyday school life and in other educational spaces, but which are not usually problematized, with the aim of avoiding exclusion of young LGBTs (SOUZA, SILVA, SANTOS, 2017).

Bento (2011) states that surveys conducted in the Gay Pride parades in Brazil indicated that out of a total of 629 respondents, 26.8% reported that they were marginalized by teachers or colleagues in school

or college . This percentage increases as the age group decreases. According to the research report, "no less than 40.4% of adolescents aged 15 to 18 were victims of the experience of marginalization / discrimination in the educational spaces through which they passed. Among young people aged 19 and 21, 31.3% referred to discrimination in school or college. " The author argues that the nature of violence that causes a person to stop attending educational space because they have to work to help their families is not in the same order as the one who can not concentrate on the transmitted content because they are "different" and suffer retaliation for that. Hence the importance of research that demonstrates the fit of the indicators of "success" and "failure", shifting the gaze from visible to invisible contents

A large number of transsexuals and transvestites enter prostitution, almost as if this was their "right destination" or their "place." But research clearly shows the exclusion experienced by these people along their trajectories. They are excluded from the school environment, the labor market and society as a whole, leaving only the margins of society. Prostitution is not the right fate of transvestites and transsexuals, but most often it is where those who flout gender norms are pushed.

Trans Teachers

When it comes to transvestite teachers and transsexual teachers, the exclusionary reality is no different. Despite having achieved tertiary education, gender norms continue to push them to the margins of society. Torres and Prado (2014), seeking to understand how female transsexual and transvestite teachers remain in their role in a context marked by transphobia, interviewed seven female teachers who define themselves as such. The authors state that in school, the presence of transvestite and transsexual teachers may indicate changes in the balance of power between them and other subjects in a context in which heteronormativity delimits the field of education, since it is from the power relations between subjects who could result in the recognition of some rights sought by transvestites and transsexuals. Among these, one can name the following rights: use the social name, externalize female behaviors, use the bathroom according to their gender identity, express mannerisms and mannerisms, in other words, be able to express themselves without becoming a target of humiliation, violence and persecution.

For the teachers in question, if they publicly take on the role of transsexual or transvestite, performing bodily and clothing changes according to their gender identity is putting themselves in a threatened place. At the same time, it is demanding recognition for their way of life, demanding rights like the other subjects. The authors' understanding is that work as a teacher, as well as street work, is marked by transphobia. The feeling of fear in the street appears related to the fear of being fired, and reveals that the vulnerability felt in the street and in programs is linked to the world of work (TORRES, PRADO, 2014).

At school and in society in general, gender norms are reiterated by religious, medical, capital and moral discourses. Therefore, the place of teacher becomes, for many, an improper dignity for transsexuals and transvestites (FRANCO, CICILLINI, 2015). In agreement Torres and Brown (2014) argue that despite the apparent achievements, in the school environment transvestites and / or transsexuals, although in the role of teacher, are defined as dangerous, therefore, they can be barred

Franco and Cicillini (2015) interviewed twelve trans teachers from the five regions of Brazil, two from the South, four from the Southeast, three from the Center-West, two from the Northeast and one from

the North, observed that all teachers interviewees point out that the vulnerability process experienced by trans people in school takes on a much more representative dimension compared to those experienced by gays, lesbians and bisexuals. With this, these teachers emphasize the urgency of a more effective discussion about the transphobic category in the school context. The data from the Homophobic Violence Report in Brazil: year 2011 and 2012 confirm the arguments of these teachers.

With the exception of one teacher, all the subjects of the research by Franco and Cicillini (2015) described some form of violence announced or veiled by which they were exposed during their school career from basic education to university. Violence triggered by the student body and sometimes by the faculty of the institutions in which they are linked. In some cases, these forms of violence have materialized in the form of physical aggression, especially in relationships established with the student body.

Educational spaces are some of the main triggers of exclusion processes, expressed by an announced violence (FRANCO, CICILLINI, 2015). In this way, it is necessary to look for policies to combat exclusion experienced by these people who see the process of schooling, higher education and continuing education. In this respect Neves and Da Silva (2017), points out that the non-implication of education for diversity, can be a factor of violence against LGBT, because the accountability and awareness of respect for differences must take place in these educational processes. It is necessary to effectively promote an education for sexual and gender diversity. For what has been identified is a society intolerant of equal rights.

Coelho (2015), also shares the perspective that educational spaces are privileged places for the discussion and problematization of meanings that exclude and stigmatize LGBTT people. For this author, these spaces constitute one of the propitious spaces for the unfolding of contradictions of the objective world to occur, and may lead to new actions and relationships that seek to alter and problematize crystallized and socially accepted ideas. It is necessary to invest in efforts that seek to unveil and problematize meanings and meanings expressed in jokes, practices and discourses that marginalize and exclude non-cisgender identities and non-heterosexual sexualities.

Education and schooling processes are an important target of social struggles, either through the inclusion of LGBT people, or through the elaboration of curricular policies that demonstrate the participation of these individuals in the social dynamics, or by transvestite / transsexual labor (ALVES, MORREIRA, 2015). Souza, Silva and Santos (2017) postulate that educators' representations about sexual diversity and LGBTophobia can influence the (de) construction of prejudices and discriminations manifested in educational institutions. In this way, the lack of discussions and significant (in) formations contributes to the silencing and / or denial of multiple sexual and gender identities that are invisible in this context, and often only gain visibility through insults and other manifestations of preconception. It is based on the assumption that LGBT-phobic discursive practices materialize in discourses of aversion, rejection, exclusion and are legitimized institutionally, produce sensory effects that disqualify the LGBTT group, foment discourses that deny the group the right to public rights policies and reinforce the discourses that promote violence against this group (OLIVEIRA, ALBERTO, BITTENCOURT, 2016).

It is necessary to think of an educational model that fails to reproduce the logic of exclusion, since LGBTTophobia compromises educational inclusion and the quality of teaching, since conflicts related to

sexuality, especially those related to sexual orientation and gender identity, gain more expressive contours in these spaces. It is in the educational environment, after the family environment, that the most important process of socialization occurs, being also a place of clashes and confrontations regarding the acceptance of differences. This environment must seek alternatives to stop reproducing injustices and violence

Grossi, Oliveira and Silva (2017), affirm that education is the way, help, and even the solution to the decrease of intolerances, aggressions and violence that happen due to social prejudices, point to the importance of organizing in educational curricula, knowledge about these subjects, in order to guarantee and defend human dignity. According to the authors, the continuing education of professionals in the area of education on issues that address the differences of sexual identity is necessary for students to feel welcomed in their individualities. Given that the inadequate posture of these professionals with transsexual students can influence, in an unfavorable way, the behavior of other students. Prejudice and misunderstanding about gender and sexuality feed intentional, verbal, or physical aggression, resulting in negative consequences for the teaching and learning process of transsexual and transvestite students, who end up feeling excluded (the) and unmotivated, often interrupting their educational process.

FINAL CONSIDERATIONS

Faced with the articles analyzed, the question that emerged was: Are educational spaces spaces for Transvestites and Transsexuals? The analyzed literature points to the exclusion of these as a naturalized phenomenon, since educational spaces are hostile and exclusive spaces for this public, whether students or teachers.

What is expected is that the educational spaces, such as the school, are spaces that promote standards failures such as heteronormativity and not reinforce them. When spaces such as school omit their participation in combating the violence suffered by these people, besides reinforcing and legitimizing violence, human formation is neglected. The State and educational institutions need to take responsibility in this process so that this theme does not continue to be neglected in school curricula, teaching practice and teacher training courses.

An interesting term is to think that even well qualified, transvestite teachers and trans teachers still suffer a whole range of discrimination. Here one notices how the capitalist mode of production alone can not account for social processes, that is, it is not enough to be well qualified, to be in a job, in a position of power (teacher) or the like , because at all times we are crossed by the norms of gender, which are cruel to the bodies that resist them.

Faced with this whole process in which transsexuals and transvestites are subjected, it is surprising that some people of this public still can finish high school and follow the academic steps. The permanence of these subjects in these spaces is one of the greatest forms of resistance that we can discuss in this article.

Teaching about respect for the various forms of gender expression does not guarantee a place free from prejudice, but it is an important step towards including those who escape from the norms. It is not only included in the act of enrollment or in the employment contract, since these do not guarantee, from a practical point of view, the enforceability of the inclusion rights of the subjects. Discrimination / marginalization has clothed this public (a) right to education, direct insertion in the labor market and even

the right to have treated (a) as a human being. It is not only the institutions, although they are primordial in this process, to promote the inclusion of these people, it is not a struggle only of transsexuals and transvestites, or even of other LGBTT's, but it must also be the struggle of all those who long for a free world of perverse patterns.

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