Play Problems of a Healthy Child

By RICHARD SINGER, M. D., Westbury, New York*

Dickie is a 2½-year-old boy. His parents have tried to raise him in a sex-economic manner. He receives a great deal of love from his mother and father. At all times he is regarded as an individual with equal rights in the family circle. Dickie is intelligent and very affectionate, but capable of anger when provoked or frustrated. He is completely unafraid of his parents, though quite respectful of their wishes. He seems to enjoy pleasing his parents when they ask something of him. Dickie is friendly with anyone who shows him attention, whether an acquaintance or a stranger. So far he has developed no shyness in any social situation. His parents place no taboos on his behavior.

Grace is Dickie's playmate, also 2½ years old. Grace's parents are "righteous" Christians and rigidly "moral" people. Grace's father believes firmly in not "sparring the rod." Grace's mother claims she does not like to see her husband beat the child, but evidently is afraid to stop him. She herself seems incapable of showing real warmth toward Grace. Her attitude is generally one of stern patience. On several occasions when Grace has disobeyed a parental command, her father has been seen holding the child off the ground by one arm and hitting her violently with the other. Grace's father has dragged her home, crying, from the wading pool because, "that indecent Dickie did not have his clothes on."

On their first meeting, Dickie was forward in his offers of friendship. He offered toys which were promptly snatched from his hands and not returned. He offered affection by putting his arms around her but was soundly bitten. However, after much wheeling from her mother, Grace gradually developed an interest in Dickie. Dickie was quick to respond with renewed friendliness. During their play, Dickie was frequently knocked down and sometimes

* Medical orgone therapist. Formerly associated with the Jersey City Medical Center, Bellevue Psychiatric Hospital, and Hillside Hospital.
kicked by his playmate. His only response, for more than a month, was
crunch and crying. He would whimper through his tears, "Why did you
hit me, Grace?" Grace's reply was always the same: "Bad, bad, you bad."
Her voice was tense, rasping and full of reproach, although her attack had
been delivered without provocation. She could talk very little and what
she did say took the form of "baby talk." Her face constantly wore a dull,
sullen look. If an adult intruded on such a skirmish, she would hang her
head in a guilty way and immediately complain that Dickie was had and
hit her.

Dickie was fond of constructing imaginative play situations for Grace and
him to act out. Grace's interest was always short-lived. If they were to dine
with gravel cookies and sticks, Grace would soon scatter the improvised meal
with a swift kick. She constantly showered Dickie with outbursts of ag-
gression and he would be completely bewildered. Gradually he began to
imitate her behavior. He learned to retaliate with bites, scratches and slaps.
Unfortunately his aggression was never ferocious enough. He only man-
aged to invite a still fiercer attack. Invariably he would run home defeated.
In tears, he complained over and over to his mother that Grace had hit him
but he didn't know why. His attitude slowly changed from bewilderment
to great indignation. With each attack his eyes would open wide, he would
scream, draw his arms semi-flexed across his chest and become completely
rigid. His shoulders would rise and draw in towards his neck.

Dickie was quick to forget past offenses and always seemed ready to play
with Grace if she acted friendly. However, he became very restless in his
sleep. He thrashed around and cried out frequently. His parents would often
go to his room to comfort him and hear him cry in anguish, "No, Grace,
no!" Up to this time, he had been a very sound sleeper, never crying during
the night.

Shortly after this Dickie became extremely interested in tactics of self-
defense. He would scowl and exclaim, "I'm tough!" His father showed him
how to make a fist and go through punching motions. Dickie liked this and
would prance around the kitchen thrashing out his pudgy hands shouting
"I'll sock you, I'll beat you up!" He would say to his parents, "Let's fight.""He
However, he would soon dissolve in laughter if the game was continued.

Grace and Dickie liked to play house. Dickie would be the father, but
Grace would turn down the role of mother. She preferred to be baby. She
enjoyed the attentions Dickie, as "father," would shower on her. She would
lie down making incoherent sounds like a baby while Dickie busied himself
tucking her in, fetching a bottle, and pretending great concern. Occa-
sionally Dickie would take off his clothes and ask Grace to do likewise. She
always refused, becoming quite apprehensive. If Dickie pressed the point,
she would go home saying, "My mommy says no."

When all is peaceful between the two children, Dickie enjoys his play
wholeheartedly. His enthusiasm over a new toy or a pleasant idea is intense.
His usual expression is one of bright-eyed cheerfulness. When he is espe-
cially pleased, he acts literally "overjoyed." He laughs, clasps his hands, jumps
up and down—his whole body expressing pleasure. Although Dickie does
certain things which the neighbors do not tolerate in their own children,
such as taking off his clothing and "talking back" to his parents, he is well
liked. Other parents continually remark on his cheerful nature and how
"sweet" he is with other children. They even tend to defend him against
their own! Even when he removed his clothing and marched around in the
nude, several neighbors have said he was "cute" because he did it with such a
complete lack of self-consciousness.

Grace, on the other hand, is thoroughly disliked by some adults in the
vicinity, and merely tolerated by the others. When questioned about their
response to her, their answers are tinged with irrational emotion. True, she
is brutally aggressive at times, but she is, after all, only 2 1/2. The neighbors
evidently respond to her general personality, rather than her isolated acts.
An often repeated remark in the neighborhood is, "I have never seen that
child smile!"

Grace glowers constantly. Her forehead is drawn into a frown. When
speaking, she hangs her head and looks up from beneath her brows. She
sometimes acts very shy with adults, and at other times very defiant. Her
bodily posture is tense with shoulders hunched forward. With Dickie, she
relaxes more. Her face never looks really happy very long but at times she
catches some of Dickie's enthusiasm and expresses her pleasure through
harsh shrieking and occasional explosive laughter. It is interesting to note
that her shrieks of pleasure resemble her shrieks of crying so much that very
often some adult runs out to see if she is hurt. Of late there has been a gradual
recession of her aggressive tendencies. She seems to have developed some
real affection for Dickie. She is ferociously loyal to him if he is attacked by
other children.

Dickie has not remained unaffected by his associations in the plague-ridden
world. He now has an inclination to ascribe his mistakes to others. When asked where a lost toy is, he may reply glibly "so and so took it" although the child referred to may have been nowhere near the toy. He seems to cast blame on others reflexly and without any particular feeling. He has picked up many brutal expressions which he uses without much knowledge of their actual meaning, such as "I'll kill you, I'll murder you and put you in the garbage, I'll put you in jail, I'll give you to the policeman, I'll cut out your eyes, etc." These phrases are used freely in the neighborhood by overwrought parents. The children, in turn, incorporate them into their quarrels, imitating the vocal inflections and facial grimaces of their parents.

Another acquisition is Dickie's disinclination to play in a group where he is generally made the butt of the combined aggression of the members. They enjoy knocking him down, feeling that he does not constitute much of a threat to them. He still seeks companionship but generally prefers to play with just one other child.

He has begun to smirk and laugh in connection with urination, as if it were some forbidden pleasure. This is easily traced to certain outside children who repeat vernacular words for urine and feces over and over in a smirking singsong fashion, or who say "shame, shame," if they see another child going to the bathroom.

The last thing which he has acquired is a form of irrational aggression. He often stands in the kitchen door shouting "Get home," to any children who stray near. His fighting back seems to be predominantly verbal, using the same phrases as his playmates and over the same irrational differences.

Despite these stresses put upon him, he is a very satisfying child to live with and a very interesting person.

There is not a popular magazine in this country that would dare to print a child's thought on important subjects without comment.—Henry Thoreau.
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.
Texts from the area of child development

------------------

International Journal of Sex Economy and Orgone Research

------------------

Children

01 Ernst Walter. A Talk With a Sensible Mother 1936
International Journal of Sex Economy and Orgone Research Volume 1 Number 1 1942
Interval 16-22 Pag. 11-17

02 Paul Martin. Sex-Economimic Upbringing 1942
International Journal of Sex Economy and Orgone Research Volume 1 Number 1 1942
Interval 23-37 Pag. 18-32

03 Editorial. Physiological Anchoring of Psychic Conflicts 1942
International Journal of Sex Economy and Orgone Research Volume 1 Number 2 1942
Interval 83-85 Pag. 177-179

04 A.S.Neills. The Problem Teacher I 1939
International Journal of Sex Economy and Orgone Research Volume 1 Number 2 1942
Interval 86-90 Pag. 180-184

05 A.S.Neills. The Problem Teacher II 1939
International Journal of Sex Economy and Orgone Research Volume 1 Number 3 1942
Interval 90-96 Pag. 282-288

06 A High School Student. The Sexual Behavior of Adolescents in a New York Borough 1943
International Journal of Sex Economy and Orgone Research Volume 2 Numbers 2 3 1943
Interval 61-65 Pag. 153-157

07 Theodore P. Wolfe. A Sex.economist Answers I 1943
International Journal of Sex Economy and Orgone Research Volume 2 Numbers 2 3 1943
Interval 66-73 Pag. 158-165

08 Paul Martin. Reviews Which Kind Progressive Education 1943
International Journal of Sex Economy and Orgone Research Volume 2 Numbers 2 3 1943
Interval 83-96 Pag. 175-188

09 A.S.Neills. The Problem Teacher III 1939
International Journal of Sex Economy and Orgone Research Volume 2 Numbers 2 3 1943
Interval 106-112 Pag. 198-204

10 Theodore P. Wolfe. A Sex.economist Answers II 1943
International Journal of Sex Economy and Orgone Research Volume 3 Number 1 1944
Interval 67-75 Pag. 62-70

11 Theodore P. Wolfe. Reviews The Boy Sex Offender 1943
International Journal of Sex Economy and Orgone Research Volume 3 Number 1 1944
Interval 87-91 Pag. 82-86

12 A.S.Neills. The Problem Teacher IV 1939
International Journal of Sex Economy and Orgone Research Volume 3 Number 1 1944
Interval 92-101 Pag. 87-96

13 Paul Marting. Sex Education in the Schoools
International Journal of Sex Economy and Orgone Research Volume 3 Numbers 2 3 1944
Interval 92-94 Pag. 188-190

14 Notes. Some Observations of Children 1944
International Journal of Sex Economy and Orgone Research Volume 3 Numbers 2 3 1944
Interval 101-107 Pag. 197-203

15 A.S.Neills. That Dreadful School I 1944
International Journal of Sex Economy and Orgone Research Volume 3 Numbers 2 3 1944
Interval 124-136 Pag. 220-232

16 A.S.Neills. Coeducation and Sex 1945
International Journal of Sex Economy and Orgone Research Volume 4 Number 1 1945
Interval 56-60 Pag. 54-58

17 Felicia Saxe. A case History 1945
International Journal of Sex Economy and Orgone Research Volume 4 Number 1 1945
Interval 61-73 Pag. 59-71

18 Alexander Lowen. Adolescence A Problem im Sex-Economy 1945
International Journal of Sex Economy and Orgone Research Volume 4 Number 1 1945
Interval 74-97 Pag. 72-95

19 Notes Editorial. Sexuality Before the Law 1945
International Journal of Sex Economy and Orgone Research Volume 4 Number 1 1945
Interval 102-105 Pag. 100-103

20 A.S.Neills. That Dreadful School II 1945
International Journal of Sex Economy and Orgone Research Volume 4 Number 1 1945
Interval 117-130 Pag. 115-128
21 Elena Calas. Studyng the Childrens Place 1945
International Journal of Sex Economy and Orgone Research Volume 4 Numbers 2 3 1945
Interval 34-50 Pag. 156-172

22 Lucille Bellamy Denison. The child and his Struggle 1945
International Journal of Sex Economy and Orgone Research Volume 4 Numbers 2 3 1945
Interval 51-68 Pag. 173-190

23 A.S.Neills. That Dreadful School III 1945
International Journal of Sex Economy and Orgone Research Volume 4 Numbers 2 3 1945
Interval 107-130 Pag. 228-251

24 Felicia Saxe. Armored Human Beings Versu the Heathy Child 1947
McF 207 Annals of the Orgone Institute, Number 1. 1947
Interval 21-40 Pag. 35-72

25 Ilse Ollendorff. About Self-Regulation in a Healthy Childe 1847
McF 207 Annals of the Orgone Institute, Number 1. 1947
Interval 44-49 Pag. 81-90

26 Elizabeth Tyson. The Armored Teacher 1947
McF 207 Annals of the Orgone Institute, Number 1. 1947
Interval 49-51 Pag. 91-94

-------------------

Orgone Energy Bulletin
-------------------

Children
-------------------

01 Elsworth F. Baker. The Concept of Self-Regulation 1949
Interval 12-14 Pag. 160-164

02 Richard Singer. Play Problema of a Healthy Child 1949
Interval 14-16 Pag. 165-168

03 A. E. Hamilton. Reviews The Problem Family by A. S. Neill 1949
Interval 26-28 Pag. 189-193

04 Wilhelm Reich About Genital Self-satisfaction in Children 1927
05 A.S. Neill. Self-Regulation and the Outside World. 1950
Interval 13-14 Pag. 68-70

06 Meyer Silvert Editorial Note. Critique of an Attitude Expressed by Anna Freud 1950
Interval 21-22 Pag. 84-87

07 Wilhelm Reich. Children of the Future I 1950
Interval 22-28 Pag. 194-206

08 Wilhelm Reich. Armoring in a Newborn Infant 1950
Interval 3-13 Pag. 121-138

09 Editorial. Protection of Life 1953
Interval 3-4 Pag. 2-4

Wilhelm Reich Orgonomic Functionalism

02 Wilhelm Reich. The Biological Revolution from Homo Normalis to the Child of the Future 1950
Wilhelm Reich-Orgonomic Functionalism - Vol I. I
Interval 21-43 Pag. 30-74