REVIEW


This is a tough book, and a tender one. "Neill writes to your guts, not to your head," said a friend of the author. Neill adds: "The compliment would fit Reich much more neatly." This is only partly true. Both Reich and Neill hit us hard in the solar plexus, and we need it; but both of them get our cortex whirling, too. And they do a great thing beyond this: they talk straight to our hearts.

To read this little book without being or becoming familiar with Reich's biological insight, his functional thinking and at least some of the scientific confirmations of both insight and exposition will affect many a reader as would picking up an angry porcupine. Noses are going to be pulled out from Neill's bristling pages full of quills to an accompaniment of outraged howling.

Imagine an orthodox psychoanalyst, for example, coming upon such a handful as this: "I used to think that Freudianism would lead the way to health. It stopped at talking and did not go on into action. Say what you like, coug up your complexes; but do not do what you like; do not live out your complexes, sublimate them... (A friend defined sublimation as getting excited over a woman's ankles and rushing off to paint the scullery door.) Freudianism adapted itself to life's self-castration; it was accepted because it was not a danger to self-hating society."

Or, picture one of the clergy scanning the pages for some juicy bit of pornography and coming to such sacrileges as: "You cannot have a god in heaven without having a minor god saying grace at breakfast, nor can you believe in religion and freedom at the same time. The terms are contradictory. No man can be free if he relies on an outside god, whether that god is a Hitler or the god of the churches... All the crime in the world is taken as proof that man is a sinner, and the moralists are blind to the truth that it is their law of original sin that makes the crime... The churches perpetuate the lie that man is born in sin and requires redemption... Mysticism and
religion mean life is a failure; man alone is not good enough. . . The perfection ideal is fatal to all children—we can teach them religion only after having castrated them, unmanned them forever."

Neill is not talking about religion as defined by Emerson, Whitman, Cardozo. He means ossified theology. When he speaks of god it is about the little men in their pulpits. I wish that he had quoted Reich's affirmation that: "If and when God represents nothing but the personification of the natural laws which govern man and make him part of the universal natural forces, then—and only then—can natural science and religion come to terms."

Communists will tighten jaws and grit teeth when they come across Neill's views: "Communism in its present form is not the solution for the sickness of humanity. Economic freedom and individual freedom should go together. Apparently in Russia they do not go together. . . . I find among the haves the same hatred of life that I find among the haves. The communists I meet are not a whit more free emotionally than are the Blimps of life. . . . Abolishing private property will not help humanity approve of private parts."

The powerdrunken capitalist is not neglected: "War No. 3 looms ahead because communism and capitalism cannot live together—deeply because communists and capitalists are men and women who have been reared to hate love and life. . . . If the capitalist and moralist are to be replaced by the bureaucrat, then authoritative society will continue. . . . The more people fear responsibility, the more bureaucracy will be required. . . . The family will adapt itself to its new master and duly suppress children to make them obedient servants of the State. . . . There is no freedom for humanity in that direction."

Listen for the indignant wail from headmaster or headmistress of some of our segregated monasteries and nunneries that call themselves boarding schools where, as Neill so tartly puts it: "Sex seeks homosexuality." The wailing may grow into a chorus of superintendents, principals, and boards of education. Let us hope so. The danger is that these big shots will have learned that the best way to promote an idea is to publicize it, and one way to kill it is to ignore it. Even teachers won't like some of the things Neill says: "Teachers have a low social status because they are not important, they deal with trifles . . . they pin their faith on the old men who rule youth by their insane examination systems. . . . It is tragic to see youth sacrificed on this ante-diluvian altar of misnamed education . . . to see little hypocrites coming off

the pedagogical travelling belt in their thousands . . . and it is queer that parents are content to have mass production of hypocrites and cringers. . . . Education is, or should be, to distinguish between aims that give joy and a sense of achievement and aims that mar character by trying to uplift it. . . . The function of a child is to live its own life, not the life that anxious parents think he should follow, nor the purpose of the educator who thinks he knows best what is best."

All this has been said before, the "educators" may shout, see John Dewey and Goodwin Watson and Francis Parker, et al. The roars of pain will come when Neill seems to forget his sportsmanship and hits them below the belt. Here, he is no respecter of anatomical topography in his fight for the rights of children. Let the blows fall where they may. "The battle for youth is one with gloves off. None of us can be neutral but must take one side or the other: authority or freedom, discipline or self-government."

Applause from the "progressive educators"; but wait: what is coming? Just add "school" to where Neill says home and the "educator" will get the point—or rather, let's hope a few of them will!

Home discipline is always the projection of self-hate. . . . aims at castration in its widest sense, castration of life itself . . . discipline will save his children, thinks the dominating dad (teacher) because, having had his own inner will castrated in infancy, he has no inner faith in the child, hence, to him, the compulsion must come from discipline from the outside.

This is utter nonsense, says dad, or teacher. Neill suffers from sexomaniac and Reichophilia—what the hell does he mean by this castration stuff? He means that castration in this sense is the negation of life for the child on the part of his parents, his doctor, nurse, relatives, from the day he is born. It seems unbelievable to those of us who have come up a few steps from civilized barbarism, that Neill can quote from a recent booklet issued by a well-known hospital of a woman's medical college, saying: "Private parts should be kept scrupulously clean, to avoid discomfort, disease and the formation of bad habits." Neill says a fact like this makes him despair of humanity, makes him feel like crying, "like kicking myself for being so long in realizing how much of the sickness of the world is due to doctors and moralists who damage the child long before the teacher has anything to do with him. . . .
That is why the atomic bomb is so sinister. It is under control of people who are anti-life (for what person whose arms were tied in the cradle is not anti-life?)."

Neill is not a biologist, but an educator whose biological hunches regarding early genital frustration as the prime cause of problem children, problem teachers, problem parents (see his earlier books) have been confirmed by his long experience. For scientific proof, he refers us to Reich's work and writings. Let us hope that the little volume will introduce a large number of unfossilized people, especially young people, to the greatest scientific discoveries of our generation—probably of any generation.

Neill doesn't stop with an indictment of a sick humanity. There has been plenty of that from Jeremiah through Freud and General Chisholm and the Pope. He insists, with Reich, that the hope for humanity lies in showing parents, especially new ones, young ones, that the health of the world depends on the biological, the genital health of babies, boys and girls and adolescents. He says:

I remain an optimist. I see a very minute fraction of children growing up in freedom and happiness, sincere, brave, lovable, in a world of hate. I believe this spirit of freedom will grow until man is as healthy and uninhibited as the lower animals are. It will take a long time ... My life and work has been one of allowing the life force in children to have full play, fighting all the time against the dead hand of education ... If the word happiness means anything it means an inner feeling of well-being, balance, a feeling of being pro-life, of being contented with life ... Self-regulation is the royal road to happiness ... Heterosexual play in childhood is the royal road to a healthy, balanced adult sex life ... Childhood is playhood and any community system that ignores that is educating in the wrong way ... Our aim should be to keep complexes from being formed by showing parents how complexes are made in the home.

Neill's formula for showing parents how to join in the prevention of forming complexes is very simple. It is so simple that it needs a whole book to explain it:

Being on the side of the child is giving love to the child, not obsessive love, not sentimental love, just behaving toward the child in such a way that the child feels you love him. It can be done. I have done it for thirty years or more and I am no genius. I am just an ordinary teacher, with faith in original goodness, and

an experience with hundreds of damaged victims of the wrong type of love ... The balanced child accepts the voice of knowledge if there is love in the home ... I ask myself: Is humanity worth saving? Is it worth while to write a book about children and parents? I answer yes. The love attitude to life is growing ... The anti-life majority is not as compact as it was, say, twenty years ago. Unneurotic life is on the horizon, and if, by a miracle, atomic warfare does not come, freedom to live and love and work will triumph in the end. So that we must work on the assumption that life is to go on, for to fold our hands and wait for hate to destroy us all would be futile and treacherous to young humanity. The atomic men with their destructive power arising from dead matter are a great danger, but on the other hand we have Reich's discovery of living power in the orgone, pointing to a positive life and love and work and knowledge. ... The race is between the believers in deadness and the believers in life. No man dare remain neutral. That will mean death. We must be on one side or the other. The death side gives us the problem child; the life side will give us the healthy child ... Long after you and I are dead, youth will be free to love and live in its own way.

To me, THE PROBLEM FAMILY is a dramatic over-simplification of the core problem in education: how to understand and direct the Life force in ourselves, in our children. Whatever we call it, sex, genitality, orgone energy: what we parents and teachers do about it, or leave undone, or do wrongly, is vital to humanity. Our biological energy underlies all the osophies and ologies. Neill says he doesn't know much about most of them. That is fortunate, for no professor of an ology or an osophy would have given us a book carrying such a wallop.

A. E. HAMILTON
Projeto Arte Org
Redescobrindo e reinterprelando 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 Schools
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
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Pages</th>
<th>Interval</th>
<th>Volume Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Elena Calas. Studyng the Childrens Place 1945</td>
<td>International Journal of Sex Economy and Orgone Research Volume 4 Numbers 2 3 1945</td>
<td>156-172</td>
<td>34-50</td>
<td>4</td>
</tr>
<tr>
<td>22 Lucille Bellamy Denison. The child and his Struggle 1945</td>
<td>International Journal of Sex Economy and Orgone Research Volume 4 Numbers 2 3 1945</td>
<td>173-190</td>
<td>51-68</td>
<td>4</td>
</tr>
<tr>
<td>23 A.S.Neills. That Dreadful School III 1945</td>
<td>International Journal of Sex Economy and Orgone Research Volume 4 Numbers 2 3 1945</td>
<td>228-251</td>
<td>107-130</td>
<td>4</td>
</tr>
<tr>
<td>25 Ilse Ollendorff. About Self-Regulation in a Healthy Child 1847</td>
<td>McF 207 Annals of the Orgone Institute, Number 1. 1947</td>
<td>81-90</td>
<td>44-49</td>
<td></td>
</tr>
<tr>
<td>26 Elizabeth Tyson. The Armored Teacher 1947</td>
<td>McF 207 Annals of the Orgone Institute, Number 1. 1947</td>
<td>91-94</td>
<td>49-51</td>
<td></td>
</tr>
</tbody>
</table>

---

**Orgone Energy Bulletin**

---

**Children**

---

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Pages</th>
<th>Interval</th>
<th>Volume Numbers</th>
</tr>
</thead>
</table>
Interval 10-12 Pag. 63-67

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