



FUNCTIONAL ANALYSIS

SCHEMATICS

Will Davis





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The following is a first attempt to create a model for understanding and describing the dynamic functions of self development based on three properties of Reich's energy concepts. It is an attempt to present schematically the basic functioning of the life force to show that development occurs simultaneously on the physical, psychic and mental realms and is energetically based. It is a model, and not a replica. The living does not function in such a mechanistic way as represented by these drawings. Development is an alive and dynamic process that can at best be replicated, but not duplicated in writing. At the same time, it is equally important to understand that what is presented here in terms of energetic functioning is not an analogy. It is in fact the way the living does function in the world creating self development. It is not *as if* the energy flows forward and pulsates. The life force *does* flow forward, it *does* pulsate. This paper is an attempt to describe schematically how these energetic properties result in a development process. It is also important to note that the energetic functions discussed here do not have the intention or the purpose of creating a developmental process. But rather that *as a result* of these natural processes, development and learning occurs.

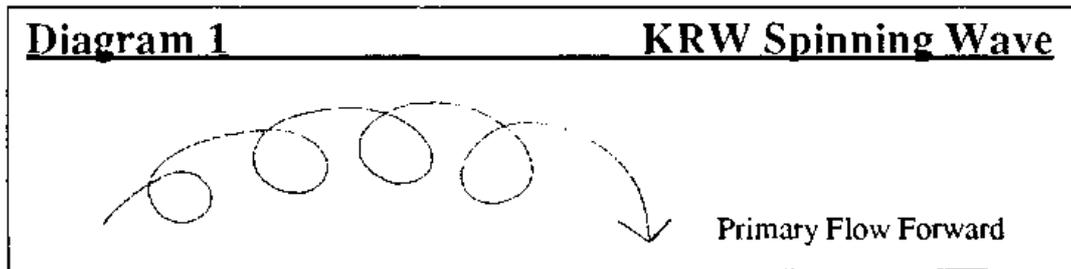
First, I will present a simple understanding of three of the basic Reichian energetic concepts that are most relevant to this paper: forward movement, pulsation, and unity. These concepts will be presented through a discussion of the KRW (spinning wave), the orgonome, and the plasmatic streamings in one-celled organisms. Following that, I will present a model based on the understanding of these functions to show how they are transformed in the primary development and learning processes in humans. There are other important aspects to this process which will not be presented here. What I want to focus on is the basic energetic dynamics of development, and not on the entire developmental or energetic process.

Three Energy Concepts

Cosmic Orgone energy is universal, and functions uniformly throughout all of nature. No matter where, or in what form the energy may be, its basic properties are always the same. A weather system, the galaxies, a single celled organism and humans all share the same common source in the function of the orgone- common functioning principles (CFP). All are equally rooted in nature in the same way and for the same reasons. Understanding this, and also what these properties are, will lead us to creating a model for understanding how all life, and specifically humans, develop, learn and grow.

Before physical matter and the existence of physical forms, the mass free cosmic orgone energy is known to move in a specific motion. Reich's description is:

In completely darkened metal lined orgone energy observation rooms, we can observe luminating orgone energy units pursuing certain pathways as they move spinning forward through space. These pathways distinctly show the form of a spinning wave. (Reich, 1973)



This spinning wave (KRW) has three observable properties that are important to us because later, in the human organism, they are responsible for the form - the-means-whereby - we develop physically, psychically and mentally.

The first quality is its constant movement forward. Among other things, this quality is the source of the "push" of life, whether it is physical growth and development, psychic development or intellectual pursuits. It is what moves us forward into and through life.

The second important property is its spinning quality - its weaving itself about itself in a repetitive pattern as it moves forward. This spinning quality is later to become the primary pulsation in the living. Pulsation's importance, besides its energetic homeostatic function, is that it serves the organism as a way to move out to the world, to make contact - give and take - and then to flow back to itself in a gathering and centering movement. This returning to itself also represents the third characteristic we are interested in, for it represents the energy's "desire" for unity. There is a "desire" for wholeness in energetic functioning. As Reich points out "the life energy abhors splitting".

The first step in this developing process is when the previously spinning, mass free cosmic orgone becomes encapsulated. With this, matter is created and a membrane has formed surrounding the energy and forming a structure. Physical reality is nothing more than slowed energy. There is now a bounded energetic system. Reich calls this most primary of forms the Orgonome (See Diagram 2). What is important to point out is that despite the encapsulation process, the basic properties of the orgone energy continue to function, but now in a slightly different form.

The orgonome is a composite representation of primary life forms that develop as a result of the natural functioning of the orgone energy. The shape is the same as such archetypical forms as an egg, a fetus, a galaxy. Form follows function. Physical form is determined by the functioning of the orgone energy. The orgonome shape, as with all natural forms, is determined by the forward moving curvature of the spinning wave.

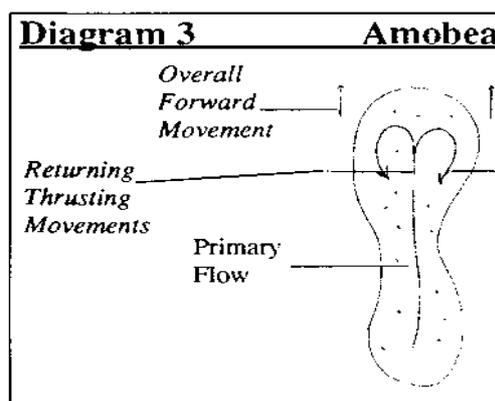
Once physical matter has been formed, this once free energy is now encapsulated within a membrane with all its natural properties still functioning. The primary flow indicated in Diagram 2 shows the original forward moving aspect of the energy. The trusting movements are now the plasmatic continuations of the spinning quality of the once free orgone.



"Plasmatic current does not flow continuously, but in rhythmic thrusts. Hence we speak of pulsation". (Reich, 1973)

The basic overall movement through time and space is still forward, but now with a pulsatory, rather than a spinning quality; and most importantly the functioning remains the same. There is still a moving out and a returning; a flow out and back as overall, the organism moves forward through space yet remains unified. With this functioning, the unity of the energetic system is maintained through pulsation. The organism can move out, reach beyond itself, without losing contact to its source, its core. After each movement outward, it is able to re-gather, re-concentrate, or re-focus.

The next step in this process is the further development of the orgone into the realm of the living; e.g. an amoeba. Simple, single cell organisms can demonstrate how, as life develops, the three basic energetic qualities mentioned are maintained. Looking at an amoeba, with its plasmatic flow, its pseudo pods, and its expanding and gathering qualities, we see the energetic functioning of the living (See Diagram 3).



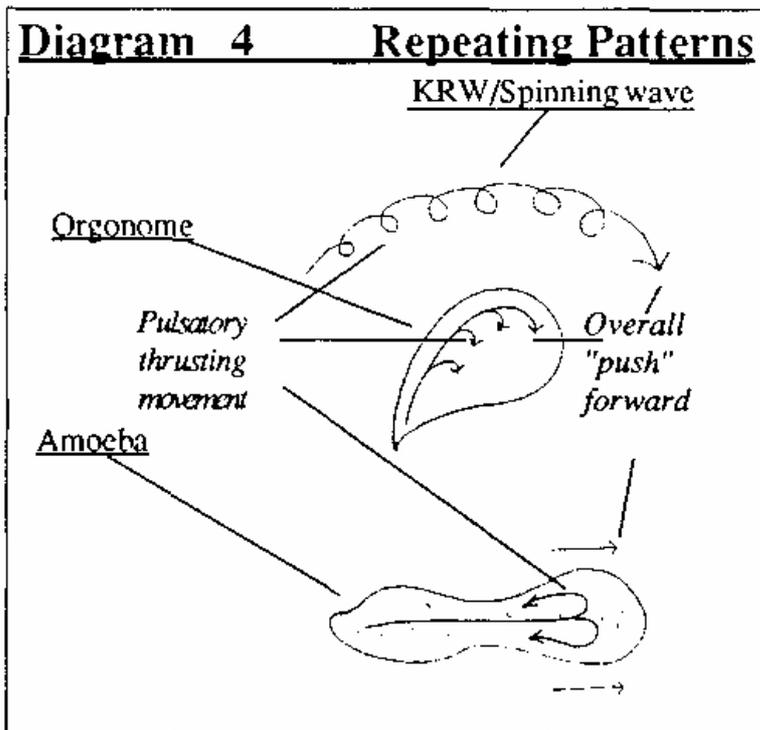
Again we see the moving forward and out into the world; to flow towards it if it is nourishing, or to flow back away from it if it is noxious. This is done by pseudo pods that are formed as probings outward and the plasmatic flow circulates in thrusting movements as the organism moves through the world. The now encapsulated, living orgone energy system maintains a forward movement, a pulsatory quality and its unity throughout.

These same energetic principles - forward movements, pulsation and unity -run throughout the living organism in many forms and variations but always as a function of these three primary energetic properties.

The following, then, is a schematic representation of this energetic process in three developmental areas - physical, psychic and mental -and shows how these properties are responsible for the dynamics of the developmental process itself. It can serve as a model for understanding energetic processes despite the great variation in forms, because no matter what form the behavior takes, it will always be rooted in these properties because as Reich stated: "form follows function". He was of course speaking specifically about the physical. But the same is true also in the psychic as well as mental realm. Just as the flow of the orgone within the organism propels it forward in the physical sense, i.e. physical growth, the same process happens in the psychic, emotional and mental aspects.

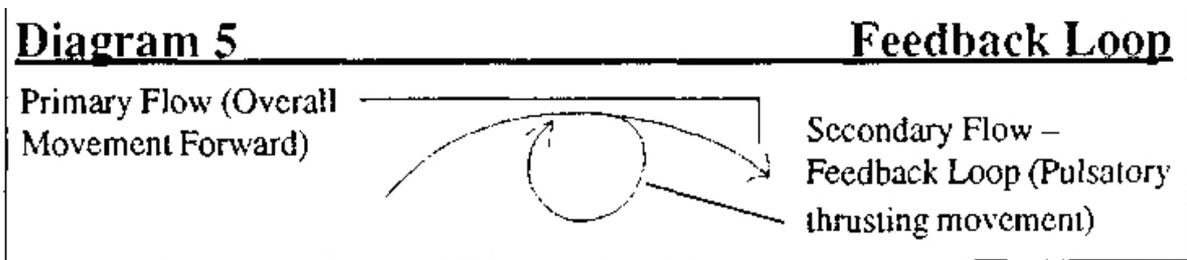


In the mental realm, this principle is manifested in the search for knowledge; the desire to understand, curiosity and interest, all of which propel the organism forward to reach out beyond itself. On the psychic/ emotional level, we seek out contact with the world around us and others to give and get love and caring. These energetic principles function as a reaching out: physically to grasp an object, emotionally to make contact, mentally to understand. Then, on the instroke of the pulsation, we incorporate these experiences into ourselves as physical nourishment, emotion or knowledge. These are all the various common forms of the basic principles of forward movement, pulsation and unity.



If one views the three previous diagrams together, it is obvious how the primary energetic properties outlined continue to function even though the physical shape may change considerably (see Diagram 4)

Diagram 5 represents these same energetic principles of forward motion, pulsation and unity applied schematically as a model for how these qualities continue to function in the physical, psychic and mental realms.



As can be seen, the overall forward motion of the energy is continued. The pulsatory quality is represented by the feedback loop, and overall unity is maintained by its flowing back to itself. It is both an outward movement and a returning to itself. This permits the organism to move "out of itself", contact new and necessary aspects of the environment, incorporating them when desirable, and at the same time, remaining whole, integrated, and unified in all of its functioning.



It moves forward in all senses: through physical space and through time. In the physical realm there is growth; psychically we reach out and make contact; mentally: we seek, learn and desire to know. (In addition, the integration of these three creates the spiritual realm).

This secondary flow (Feedback Loop in Diagram 5) is not used in the sense Reich used it. It is not a distorted, reflected aspect of the primary flow, but rather a spontaneous natural development of the organism's energetic functioning. It is a probing out, a seeking of food, information and contact. It is built into the organism. It is, of course, like all natural functions, without meaning. But the results of it are essential to the organism's survival. In this sense, after the fact, there is meaning, purpose, intent. This movement is both a primary sign of life and the minimal sign of life. As a result of natural functioning, this "reaching out" and the results of the contacts made to the environment are usually beneficial to the organism. It is necessary for the organism to move out beyond itself to survive; to contact realms beyond itself to get its needs met. This feedback loop provides the means whereby this can happen. It is a representation of all probing, all reaching, all seeking, all desires need and longing engaged in by the organism on all levels in order to mediate between itself and external reality.

As the organism develops, the feedback loop serves as the primary learning process and is the creative force in the individual's development. It is both the form in which the organism gets in contact with external reality, as well as the means-whereby it creates a self-referral mechanism resulting in consciousness and self-perception; it knows itself.

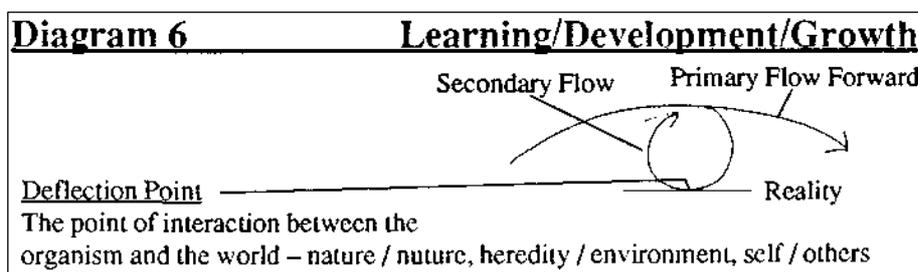


Diagram 6 represents how this learning process takes place and the role the feedback loop plays in mediating for the organism in contact

As the organism moves out, probes, it contacts the "outside" world, external reality in all its many forms: physical reality, societal limits, other life forms, etc. Reality limits must also be seen as the inherent limits of an organism within an environment; e.g. mammals cannot breathe under water, fish cannot walk on land. It is always an interaction between the needs of the organism and the reality of the external world.

The deflection point is where the organism has gotten its needs met, or given up this search. The amoeba has found food and ingested it; the child has received the contact it sought. Or the organism is rebuffed; the amoeba finds nothing or contacts noxious stimuli, the child is ignored, rejected or reprimanded and pulls back and searches elsewhere.

The deflector quality of reality is not necessarily seen as a negative, limiting, or narrowing experience. It is limiting and deflecting in the sense that it *provides* what the organism needs and when satisfied, the probe returns to the source. It can flow back to itself, integrate and utilize what was obtained, re-charge and then move out anew in the next "search". This cyclic process of going out, returning, incorporating and then repeating is essential for healthy function. It can even be used as a functional *definition* of healthy functioning.

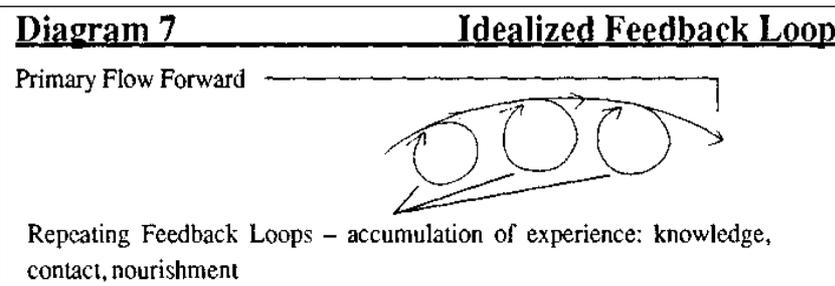


Reality offers borders both in the sense of restricting or providing, controlling or guiding. It can nurture in many forms. It can also negate in many forms. The organism's ability to adapt is of course of primary importance.

The ideal role for reality to play is to provide external, solid, yet flexibly defined limits; consistency, with adaptability and flexibility. This flexibility is reflected in a co-evolutionary quality between the organism and the environment. The environment can be affected and changed by the organism as well as vice versa. There are of course rigid constants; gravity, cold and heat, physical dangers, but again, the organism's ability to adapt is critical. Specifically concerning child rearing, *how* these limits are presented is at least as important as *what* is presented.

The primary flow sends out its probings, its "pseudo pods", on all three realms, physical, psychic and mental. They move out, make contact and return. The probe should never lose contact with the primary process, remaining, always, a connected off-shoot with its roots in it's' origin. Ideally, what has been "experienced" is incorporated into the organism as a whole. A piece of food is brought into the mouth and ingested and the organism converts that into physical growth. The quality of the emotional contact is experienced and the organism grows or deteriorates from it. The organism learns from the experience; the new information is incorporated into its growing storehouse of knowledge. Successive probings move out carrying with them the incorporated experiences, what was "learned" in the broadest sense. New behavior evolves.

Under idealized conditions, the energetic functions of forward movement, pulsation and unity would all be in full operation. The organism would move through life utilizing these qualities to enhance itself on all planes - physically, psychically, mentally, and as a result, spiritually.



Schematically it would look like Diagram 7. It would resemble the original diagram of the KRW because the same functioning principles of the energy are still in effect. There is a forward motion and a repetitive thrusting out in a pulsatory fashion that

spontaneously re-organizes back to the organism, as it moves through life.

This learning/developmental cycle that is the creative force underlying the physical, the psychic and the mental, is a direct functioning of primary energetic properties as they are transformed from mass free cosmic orgone energy into the human structure. This *trans-form*-ation is only one of form. The functioning has not been altered. As a result, drawn schematically and based on energetic principles, developmental behaviors in humans can be traced back to the same energetic functioning seen in the primary, mass free KRW. All physical growth, all development of psychic structures: self, self perception, ego, etc., all mental functioning in (wo)man, are rooted in and develop through natural energetic properties. This understanding can then be translated into further development of effective and efficient therapeutic techniques.



Personality Development

Using this model, we can then schematically illustrate the formation of personality including the various armoring processes. Because of the energetic functions, which have now been at least partially validated by research in post-modern physics, the organism is spontaneously creative, *self-organizing* and moving through time and space both "forward" and "outward". As a result, there is a dynamic interaction with the environment. There is a co-evolutionary effect, whereby the organism interacts with external reality both being affected by it as well as affecting it. There is also a co-evolutionary state *within* the organism because, in one sense, the organism is its own environment, and will interact with itself. Because of this self/other interaction with the environment, the organism experiences itself, has awareness and consciousness.

How the organism organizes itself - organizes its energy - is a direct function of the spontaneously emerging feedback loop and its interaction with its surroundings. From a functional point of view, how this is done in all realms, both quantitatively and qualitatively, represents the relative health of the organism. This section is about how this is done on the psychic level; how the organism organizes itself in order to interact with both the world and itself. It is about character formation, and what happens when this process is interfered with; character armoring.

Character is the normal, spontaneous, and desirable psychic structuralization that takes place as the means-where-by the organism creates a form and formulation for existing in the world and interacting with it and itself. Character is the typical and the essentially peculiar, the individual and unique aspects of an organism that distinguishes it from seemingly similar others. It is a dynamic, relatively stable, yet flexible collection of organizing activities the organism engages in so that it gets its needs met. It is a process, not a rigid structure; a temporal optimal structuralization, that sets the tone (psychic) and tonus (somatic) - the "feel" of the organism. It is a bio-psychic process functioning simultaneously in both psyche and soma that creates order for the organism both within and without by directing rather than controlling. It is a non-equilibrium system, continually evolving over time through its interacting with itself and its environment. Its non-equilibrium state allows for the organism to be in an ongoing, lifelong growth process. It creates the possibilities of seemingly antithetical states of: change, yet consistency, discipline with flexibility, and flexibility with structure.

One of the functions of the character is defending the integrity of the organism when necessary. The secondary flow described above is a collection of energetic activities that constitute an organizing process on the part of the character of organism. One of its qualities is its ability to voluntarily, i.e. with awareness, temporarily harden or over soften in order to deal with an emergency situation. Putting aside emotions to see that medical care is obtained during a disaster is an example. Latter, the feelings about that difficult situation can be felt. Holding one's breath for a brief period is another example of a temporary interruption of natural functions that can benefit the organism. But when this temporary hardening or over-softening becomes chronic, the protective, life-positive, defending quality is lost and this defending mechanism becomes a liability, becomes defensive and thus we have armoring.

Armoring is a chronic systematic interference by the organism itself in its own spontaneous energetic functioning that, over time, consistently prevents the completion of natural processes. It is primarily concerned with controlling and preventing; defensive, rather than defending. It is concerned with structuralization, structure preservation, and rigidification. It is an equilibrium system, seeking stability overall, even over life itself. Pulsation decreases. Whether the organism goes too "hard" or

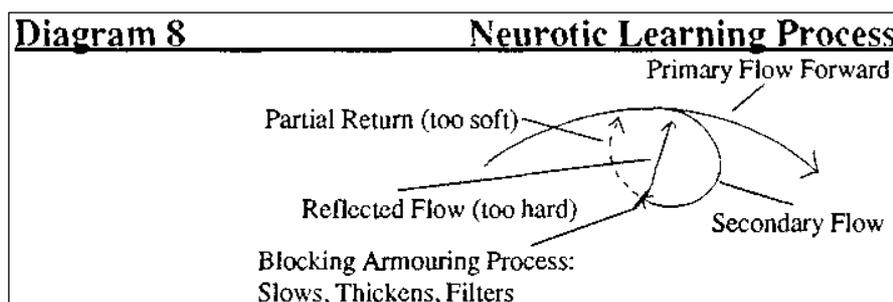


"soft", the result is the same, there is a loss of natural functioning. The feedback/organizing system breaks down and there is a loss or distortion of information, contact and experience: both emotional and physical.

In disordered behaviors, the feedback system - the secondary/ organizing flow - is slowed; it thickens and deadens. The organism reduces, or stops probing - reaching out - on all levels. There is less pulsatory activity and it goes "soft": gives up, resignates, collapses; or it becomes "hard": rigidities, "digs in" and holds on.

As a result of this inter-action of the organism through the medium of the character process - and sometimes, unfortunately through the armor—a life-long learning process begins that is the developmental process itself. The organism spontaneously moves forward and outward, contacting both the external environment and itself. In doing this, it incorporates, grows and learns. Contact with reality, with its imposed limits—both positive and negative—and the individual's experience of this contact—which of course is colored by the sum total of all incorporated, previous contacts—will determine development.

Diagram 8 attempts to represent schematically the interference pattern - armoring - that occurs with neurotic behavior.

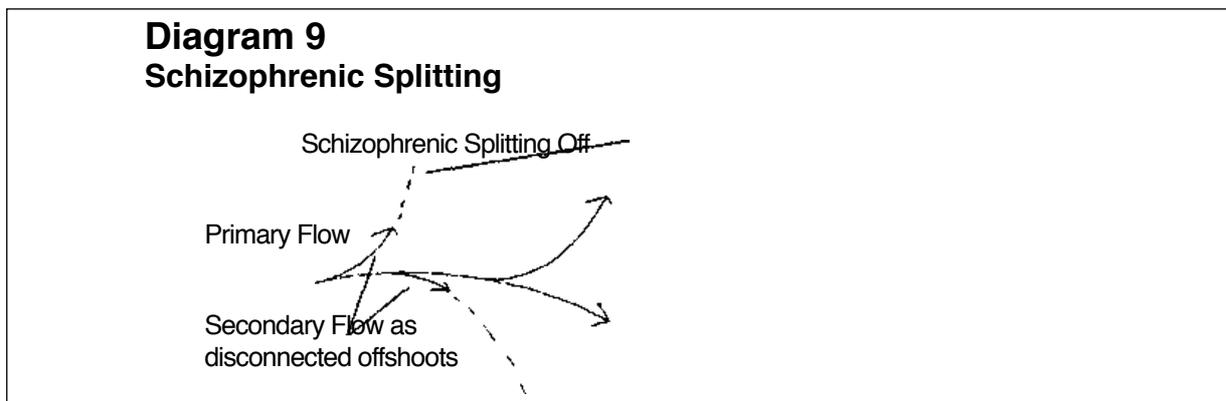


The secondary flow, responsible for contact and experience, is interfered with so that the feedback system is distorted. There is no full contact, no full pulsation out and back, and therefore there is a loss of reality testing, a loss of the here and now, confusing the present with past experience because everything is getting filtered through the static "sameness" of the armoring system. There is no newness, no novelty; nothing new is "learned" and so experience and behavior are merely repetitious. In the Gestalt sense, there is no figure-ground interchange with the ensuing loss of good core contact (internal reality) and environmental contact (external reality). Evolution and co-evolution begin to drag. Because no new information comes in, repetitious behavior reigns and the person begins to unconsciously identify with the symptoms of the unrealized problem.

"In the armored neurotic individual, the biophysical organ sensations do not develop at all; the plasmatic streamings are greatly reduced and accordingly below the threshold of self-perception (deadness). In the schizophrenic the plasmatic currents remain strong and unimpaired, but their subjective perception is impaired and split off the function of self-perception is neither repressed nor united with the streamings." (Reich, 1976)



Schematically this difference can be represented as such:



An essential functioning of the feedback loop is that it flows out and back to the primary flow unimpeded. Any interference in this primary function either out or back can bring disorder. The secondary flow plays an important role in directing and regulating the organism; it is its guidance system. It is the basic learning or developmental mechanism and without its clear functioning, the main flow, the organism itself, begins to careen about crazily like a rocket that has lost its guidance system. The primary flow becomes uncontrolled, and uncontrollable, due to the "loss" of its "navigation" system.

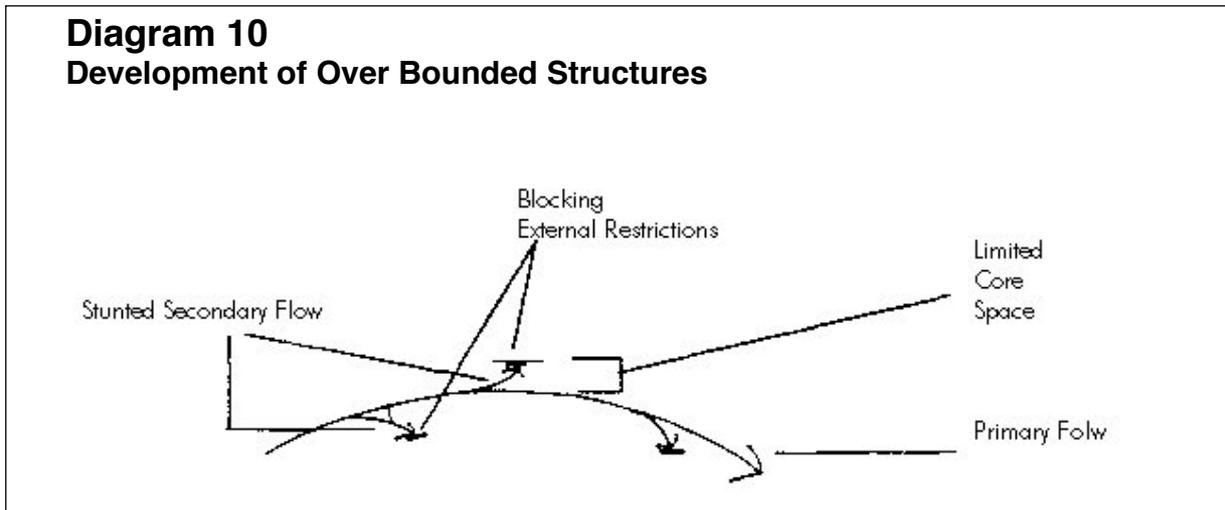
In the schizophrenic split, the secondary flow doesn't develop into an effective feedback system usually because of its interaction with the external environment. As indicated earlier, both the quantitative and the qualitative aspect of the interaction between the organism and the environment - the deflection point - are crucial. When and how this occurs determines all experience, learning and growth. In this case, we are referring primarily to the interaction between child and parent. Whatever limits the parents set for the child, why and how are the determining factors not necessarily the limits themselves. Limits are not necessarily negative; they play an important formative role - literally giving form to the child's physical, mental and emotional aspects.

Limit setting can vary. Sometimes the limits are too irregular; first it is this, and the next time it is that, with the child being unable to determine why it is always changing. A parent who on one occasion is very harsh with the child, and on the next ignores it when it does the same thing again is an example of irregular limit settings. There can also be a style of parenting whereby the limits are too far away whereby no limits are established, so the probings are *not* reflected back; there is no feedback and so nothing is learned. This is freedom to excess, more from indifference than from a respect for the child's individuality. A third style is the opposite of the previous one whereby the limits are too rigid, too "close in" and the probings are stifled; they never get a chance to flow outward: to explore, to experience, to learn for themselves. It is all done for them. Dogmatic parenting - feeding on schedule, repressive religious training - are examples of this.

From this we can schematically represent the two major styles of armoring: hardening or rigidifying, and over-softening: over bounded and under bounded.

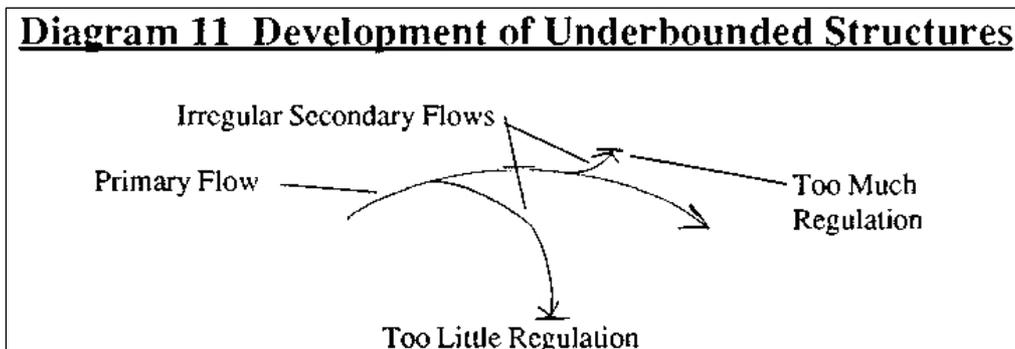


The over bounded structure is the classic armored structure and would include masochists, anger structures, compulsives, phallics and schizoids.



As can be seen, the secondary flow is stunted; not only doesn't it get to flow back, it never gets to flow out. The core space pulsation has been greatly inhibited. No true learning is possible, it is all provided for the child through indoctrination of externally imposed dogmas: parental, societal, moral, political and religious. No true character can develop, no self-concept emerges; all is externally determined. The boundaries are externally created and artificial. No true self-regulation is possible. What appears as self-regulation is merely dogmatism. One does what one should. As an adult, the superego rules. All of this will keep the person on the "straight and narrow" negating any attempts at individualization moving out and exploring. Should these externally imposed limits that the individual may have identified with but not truly internalized, disappear, the result may be chaos—limitless, borderless behavior. The organism is incapable of self-regulation, has no true sense of self or character and so becomes overwhelmed and lost.

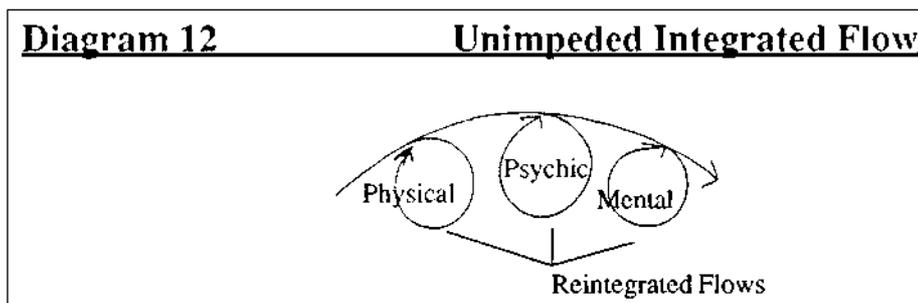
The opposite is true for the under bounded structure. Boundaries and limits -contacts with external realities - are too variable and flexible so as to create confusion. Feedback input is too irregular to nourish or to be processed and organized so character doesn't develop, only an unstable armoring system. Hysterics, undifferentiated structures, fear structures, mystic structures and probably oral structures would be included here.





This mixture of over and under regulation causes only confusion and boundary problems for the person. There are problems of containment and consistency. The supply needs of the organism are inconsistent: at one time too much mothering— more like smothering— and the next time, not enough. The basic pulsatory action of a rhythmic flowing out and back is disrupted with the result that the secondary flow comes out more in a flaring motion than a streaming out. Consistency is lost, and the person may not know who he or she is. The flaring causes too wide a range in behaviors and as a result, it re-enforces the irregularity of the feedback. A negative co-evolution begins between organism and environment. The individual will over act, not knowing what the limits are this time, and the environment (parent) may also over-react, get overwhelmed, withdraw or come down too hard on the child. The secondary flow does not get to perform its function. It may continue to push out to see how far it goes resulting in acting out behaviors.

Diagram 12 represents the ideal open, integrated flow of the energy with a full secondary process reaching out and feeding back to the organism as a whole; on all levels simultaneously.





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