

# Planetary qualities in child development: Moon

*This essay is part of an independent research study which makes a detailed exploration of the planetary qualities as they manifest in the six stages identified by the Gesell Institute research.*

## ***Summary of the general introduction to these essays<sup>1</sup>:***

*Over the course of one hundred years, initially in association with Yale University, Arnold Gesell and the associates who followed him (in what became the Gesell Institute of Child Development<sup>2</sup>) carried out detailed observations of children from Birth to the age of Sixteen. From these they developed profiles of typical development of children at each age. Well into this research, they noticed that children went through different stages with predictable changes in mood and behaviour in each. Behaviour in these stages seem to alternate between being in equilibrium and in dis-equilibrium. Some stages were more expansive, some more inward, some more amenable, some outright challenging! They eventually identified six stages within a cycle which was repeated throughout childhood, increasing in length incrementally until age seven, when the stages became one year in length.*

*In my work with children, parents and teachers over 25 years, I found the Gesell profiles very useful in understanding children and pondered what could underlie this six-fold pattern in children's behaviour. My thesis is that these stages reflect archetypal qualities associated in tradition with the planets: Moon, Mercury, Venus, Mars, Jupiter and Saturn, in that order. These essays explore this thesis, comparing planetary qualities and the associated personality with the behaviours described in the six Gesell Stages in childhood. This essay describes Moon qualities in relation to Gesell Stage 1.*

## Moon influences in child development. Gesell Stage 1

### Introduction

Our aim in this essay is to build a picture of the archetypal qualities associated with Moon, and then to closely examine the behaviour of children in Gesell Stage 1, highlighting any similarities to these Moon qualities. Through this we can identify the gift of these qualities, which each child is offered again and again in the progression of the stages through childhood. Finally, we consider the potential strengths and weaknesses of this stage in light of what can be done to help children maximise the opportunities for growth it offers. Reference is also made to the children who show Moon qualities as their natural disposition through childhood.

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<sup>1</sup> Full introduction to this idea is a separate essay, *Planetary Qualities in Child Development as seen in the Six Gesell Stages*

<sup>2</sup> The Gesell Institute was also called the Gesell Institute of Human Development at one stage, and I have used these two names interchangeably. The present Institute uses the name the Gesell Institute of Child Development and can be found on the internet under that name at [www.gesellinstitute.org](http://www.gesellinstitute.org)

The archetypal influences and characteristics associated with the planets and described in traditional and contemporary astrology can be seen in a number of areas— in the nature of the physical planet and its orbit, in its associated metal and its role in plant growth; in the structure of the human body, organ function and life processes; and in personality and character, in thinking, feeling and willing and the development of the self. These personality or character descriptions are sometimes called the ‘soul types’ or ‘planetary types’. Much of the information in these observations about planets comes from researchers and writers who work with the insights of Rudolf Steiner. Their work enriches more traditional astrological sources of information on the planets.<sup>3</sup>

Each planet has a special relationship with the planet which has the opposite qualities, Moon with Saturn, Mercury with Jupiter, and Venus with Mars. In this way, each sheds light on the qualities of the other. Knowledge of these relationships is used as a diagnostic tool in anthroposophical medicine and in the therapeutic use of the metals associated with each planet.<sup>4</sup> Moon is associated with innocence and youthfulness where Saturn is associated with maturity and ageing.

The planetary qualities of Moon appear in children in the first of the six stages in child development which the Gesell Institute of Child Development observed, what we are calling Gesell Stage 1<sup>5</sup>. The Moon is also the first in ‘temporal’ order from the earth, in the sequence Moon, Mercury, Venus, Mars, Jupiter and Saturn.<sup>6</sup> The Gesell Stage 1 occurs at 4 to 6 weeks, 40 to 44 weeks, 2 years (24 to 30 months), 5 to 5 ½ years, 10 years, 16 years. In life span development, the whole of early childhood (birth to 7 years) reflects Moon qualities.

The key words the Gesell researchers used to describe Stage 1 were *in equilibrium*, *smooth* and *consolidated* but their descriptions of the children’s behaviour give us much more than this. They reveal many of the strengths of the ‘Moon type’ adult which are based on their giving priority to *love and relationships*, for they are warm, sociable, amenable and spontaneous.

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<sup>3</sup> Rudolf Steiner’s insights and observations have been worked with further by many in Biodynamic agriculture, Steiner/Waldorf education, Anthroposophical medicine and social development initiatives. Two sources I especially wish to acknowledge are: first, conversations with Lisa Romero and unpublished lecture notes from her Anthroposophical Health and Healing Course held in 2007 in Byron Bay; second, the website on ‘Planetary Qualities. An Anthroposophical View’ by Bibi van Bussel, 1999, at [busbi.home.xs4all.nl](http://busbi.home.xs4all.nl)

<sup>4</sup> When it is observed that the qualities associated with one planet have become too weak or too strong, and are thus out of balance with the opposite planetary qualities, then the metals associated with one of the two planets can be used therapeutically to bring back a balance.

<sup>5</sup> Gesell Stage 3, and the other five stages which Gesell and his co-workers observed in child development, are described in the works of the Gesell Institute of Human Development, especially in: Gesell, Arnold, Ilg, Frances L., Bates Ames, Louise *The Child from Five to Ten* Harper & Row, New York 1977 p. 47

<sup>6</sup> More on this order of the planets can be found in the section on Mercury. These archetypal forces behind the six planets are each strengthened and integrated by the forces of the Sun, the seventh force in this pattern.

It is in more clearly identifying the characteristics of each Gesell stage and their associated planetary qualities, and the differences between the stages, that we begin to see the true gift that these stages offer the developing child for eventual well-rounded development, through repeated experience of each stage through childhood. For each stage gives the child a different way of experiencing the world, with different underlying motivations for behaviour; each stage offers very particular opportunities to children in their relationships to other people and in the development of their own individuality. For example the Moon experience gives children the opportunity to develop good health, sociability and intellectual interests.

Sometimes the planetary qualities in the stages are quite obvious, at other times they may be seen in mere nuances in behaviour which might hardly be considered anything significant, certainly not a 'proof' of planetary influence. Yet it helps to observe these more subtle changes in behaviour from stage to stage to build a picture of the rich sources of experience the stages offer children in their development.

So we begin an exploration of the nature of Moon and then see where it is found in Gesell Stage 1.

## Understanding Moon qualities, influences and the 'Moon type'

*Moon type qualities: a quick reference*

*The Moon type is associated with youthful forces and can be intuitive, impressionable, receptive, adaptable and able to live in the present. The Moon is also associated with the feminine principle so it is not surprising that the Moon type are motivated by love, and relationships are important to them; they need to nurture and protect others. They are amenable, sympathetic, sociable, kind and non-confrontational. Their thinking is broad and factual, rather than deep, and while some can be somewhat dreamily creative and imaginative, others can be more dryly intellectual, conventional or encyclopaedic in their knowledge. Their challenge is to be strong enough to be authentically themselves, not just what others would like them to be. They tend toward a phlegmatic temperament. The gift of the Moon qualities with maturity is that they allow circumspection, a quiet contemplative attitude to life and a thoughtfulness which prevents imprudent actions and words.*

The following initial descriptions of planetary influences are rather unconventional but provide a basis for a deeper understanding of the influences and associations with Moon. For a simple psychological understanding of the Moon type, some may prefer to go straight to 'The Moon in human behaviour' section.

### **Moon: the physical Moon and the mineral and plant world**

The physical Moon is the closest to the earth of all the 'planets'. Saturn, its opposite planet, is the most far distant of the six 'visible' planets referred to here. Earth's Moon is relatively large for a moon but cannot be considered a 'planet', yet the Moon's influence on the earth and on human beings has always been acknowledged as being so strong that it has traditionally been accepted as one of the significant 'heavenly bodies' and included in what we are, for simplicity, and in keeping with tradition, calling 'the planets'.

Because of its orbit around sun and earth we cannot see all of the back of the Moon; 'it keeps part of itself hidden', a characteristic also of the 'Moon type'. It takes 27.3 days to orbit the

earth but because of the movement in relation to the sun it takes 29.5 days to show the same phase to the earth (synodic period). It takes 18.6 years to make one complete orbit of the sun, that is, to return to exactly the same position. Moon has a powerful influence on all liquids and water on the earth, including its molten centre and the oceans, as well on plants, on animals and on humans<sup>7</sup>; all this has been well researched and documented particularly in Biodynamic agriculture literature.<sup>8</sup>

An important quality of Moon is its reflectiveness. It reflects light from the sun, the powerful centre of our solar system and, being slightly fluorescent, also adds its own light to this. Rudolf Steiner said the Moon also reflects influences coming in from the universe.<sup>9</sup> The Moon's metal, silver, also reflects light very completely, as it conducts heat and electricity very effectively. (Compare this with the opposite, Saturn's metal, lead, which is so resistant to passing on heat that one end of a lead rod can be melting while you can still hold onto the other end!) Silver's capacity to reflect back completely, to 'cooperate', to not resist, but allow things to flow through it, is to be seen again in the Moon type.

In plant growth, the Moon forces are associated particularly with root growth, that part of the plant which lies unseen in the earth but is essential to the health of the plant. Everywhere in nature, the Moon is associated with abundant growth and reproduction. In Biodynamic farming knowledge of the rhythms of the Moon are used to maximise health of plants and production—this far too complex to explore here but does demonstrate just how subtle the effects of the Moon and its movements can be.<sup>10</sup>

## **Moon in the human body, organs and life processes**

In the human body, Moon influences manifest first in this abundant growth and reproduction seen in nature. Its influence is found in the repeating or multiplication of what already exists from the past, in heredity and its place in the flow of time in cell growth. Moon offers an animating of life processes, of the germinal force, which brings things to

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<sup>7</sup> The approximate 28 day Moon rhythm can be observed in ourselves in rates of growth in hair and nails, in healthy menstrual cycles, and has been confirmed to have an effect on sleep (the Full Moon affected EEG activity and melatonin even when the participants in research were in completely darkened rooms) and the occurrence of seizures in epileptics (new Moon). Astrologists have long spoken of the significance of the times the Moon completes its 18.6 years to return to where it was at birth in a birth chart. In child development at 9 years, at the half Moon node, observers have noted certain destiny related connections.

<sup>8</sup> There are many books in Biodynamic agriculture which document the research on this. For example: L. Kolisko's *The Moon and Growth of Plants* (Kolisko Archive Publications, Bournemouth, 1978) or the meticulous studies of Lawrence Edwards which show these relationships, reported on by Brian Keats at [www.astro-calendar.com](http://www.astro-calendar.com) See also Ernst Kranich's *Planetary Influences upon Plants* (BioDynamic Literature, Wyoming, Rhode Island 1984)

<sup>9</sup> Steiner, Rudolf, *The Spiritual Individualities of the Planets* a lecture given in Dornach Switzerland on July 27<sup>th</sup> 1923 (GA228) The studies of plant growth done by Lawrence Edwards (see footnote above) showed a distinct relationship between the Moon rhythms and particular planets associated with the plant species.

<sup>10</sup> A simple introduction to this can be found on the website of the Biodynamic Association of India under Planting. [www.biodynamics.in](http://www.biodynamics.in) In India over 100,000 small farmers use Biodynamic methods and moon rhythms to farm sustainably without expensive fertilizers. See also footnotes above.

fruition. It is an expansive force which radiates outwards compared to the concentrated forces of Saturn radiating inwards. Both of these are also different from the directed intense growth spurts in the shoot which we will find are associated with Mars.

The first manifestation of the Moon influences then are expansive and 'non individual' (compared to the inward individuating force associated with Saturn influences.) Perhaps the stem cell is a picture of this because it provides a basic cellular building block for growth, but contains within itself the possibility of differentiating into many different cells, just as it will be seen that Moon has a second manifestation based on differentiation. (A more esoteric picture of the workings of Moon in the radiating forces in the body are included in the footnote.<sup>11</sup>)

This exuberant radiating force which reproduces the cells and the species, in time and movement, is held in only by the limit of skin. Moon traditionally 'rules' the skin, including the 'inner skins' of the mucous membranes and the digestive system (which are also a boundary between the body itself and what is taken into the body from outside.) Moon types often have beautiful radiant skin and are attractive sexually. This first manifestation of Moon also works in the reproductive organs, in procreation and the hereditary stream— where certain characteristics work through several generations and most notably in the colour of the skin.

So we see Moon influences are associated with youthfulness and with the rounded, filled out forms found in young children and baby mammals; the head is relatively bigger, the limbs are shorter, chins and snouts are shorter and rounder; there is less elongation and fewer sharp points. As the 'species differences' in the animal and the 'individuality' in the child differentiate as they develop, they lose this rounded quality in the physical body. In children this is more noticeable after Seven years, when the longer seven year 'Moon stage' is completed; by this age the jaw bone has lengthened, the lips meet more evenly and the face has become more individual. The Moon type adult physically may also show these Moon characteristics— larger round face, more amorphous, rounder body. These characteristics are also associated with the 'phlegmatic' temperament, which in turn is sometimes associated with the Moon type.

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<sup>11</sup> Rudolf Steiner, through insights gained from his clairvoyant perception, described the active forces of the Moon: 'It is the moon impulse that provides the forces for [the human's] physical existence' and for growth 'within the stream of heredity'. See the lecture quoted above on the *Spiritual Individualities of the Planets*. He described how the Moon influences work in the reproductive organs and the skin on the one side and on the brain on the other. He described the Moon forces as radiating outwards; they rayed in through the front of the lower abdomen in the region of the bladder, through the reproductive organs and then rayed through the entire body from the inside to the outside through the skin, which creates a boundary to this proliferate reproducing, radiating movement of Moon influences. He said that where the Saturn forces radiated inwards, leading 'spirit' into the world of space, through creating a boundary for form and density, Moon forces radiate outwards, filling that form. He describes the two Moon forces—of reproducing and differentiation— as a differentiation of the 'life ether', and 'life processes'. See further elaboration on this aspect of the Moon process in Lievegoed, Bernard, *Man on the Threshold. The challenge on inner development*. (Hawthorn Press, Stroud, 1985 p.101-5)

A picture of these abundant life forces associated with Moon influences can also be seen in the following medical diagnostic picture: one would expect freshness, youthfulness in the organism, healthy appetite and good food metabolism, deep refreshing sleep and freshness on waking, rapid and complete recovery after exertion, spontaneous healing, healthy temperature reactions, with rapid temperature rise and decline.<sup>12</sup>

But like Saturn, Moon influences have a second manifestation—different from that of the exuberant growth meeting a boundary in the skin. It is here that we find a relationship of the Moon forces in the physical body with the brain and central nervous system. When these proliferating forces are ‘dampened’ or held back, something new is created. When this occurs within the cell, instead of reproducing exactly what came before, the cell differentiates and changes, just as the stem cell can differentiate into different kinds of cells. It is interesting that the embryonic nervous system differentiates itself from skin cells, like an internalised skin. As the brain and central nervous system develop in the embryo, they become the most extreme examples of such differentiation. The brain is like a skin island where, Rudolf Steiner says, Moon forces weaken and ‘terminate.’ The brain itself contains a huge possibility of connections (and differentiation). It also needs stillness and coldness and it has a relative hardness of structure. This contrasts significantly with the other organs of the body, especially with the warmth and movement of the ‘metabolic system.’<sup>13</sup> The brain is a well-protected ‘island’ in the body kept even more separate in its functioning by the blood-brain barrier.<sup>14</sup> The still, cool brain then can be an organ of ‘reflection’ for human consciousness and the intellect.<sup>15</sup>

The ‘mirroring’ quality of the intellect is a useful image to have in relation to the Moon type, whose nature is also to reflect back. For the Moon reflects Sun’s light, always from only one side, hiding the other side from us. This capacity to hide part of itself reveals something of the Moon type’s nature. The Moon’s metal, silver, is traditionally used in the making of mirrors— revealing that reflective capacity again.

The brain is associated in human endeavour not only with intellectuality but also creativity and originality. So we will see the Moon type can also manifest ‘imaginative, creative thinking’ in the ideal balance of these influences, or if these influences become more one sided, the person can appear as a ‘dry intellectual’ or its opposite, a ‘dreamer’.

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<sup>12</sup> Such descriptions can be found in German in Selawry, Alla, *Metall-Funktionstypen in Psychologie und Medizin* (Karl F Haug Verlag, Heidelberg, 1985) where they describe a person in whom these Moon/silver processes are in the right balance. Also see Wilhelm Pelikan’s chapter on silver in *The Secrets of Metals* (Anthroposophic Press, New York, 1973) pp. 132-144

<sup>13</sup> In anthroposophical medicine a clear distinction is made between the nerve-sense-brain pole of the human organism and the unconscious ‘metabolic’ pole of the body especially in the organs in the lower abdomen.

<sup>14</sup> The blood–brain barrier is composed of high-density cells restricting passage of substances from the bloodstream much more than endothelial cells in capillaries elsewhere in the body. (Source: Wikipedia)

<sup>15</sup> In Steiner’s terms, when the human ego overcomes this ‘hereditary stream of reproduction’ by holding back some of this ‘life force’, it makes it possible for intellectual life to exist, through a sort of ‘mirroring’ of experience in the mental images in thought. It makes possible consciousness and thinking. See Lievegoed, *ibid.*

The two manifestations of Moon influences—reproduction (as seen, in particular, in sexual reproduction and sexual impulses) and the brain (and intellectuality) — are also linked in embryonic development. The sexual organs and the brain develop at the same time in the embryo. In adolescence when the development of the sexual organs, and all associated with sexuality, comes to maturity so does the maturing of the brain with all its potential to support higher, more complex, human thought. One sidedness in these realms can be seen in adolescence in those really driven by the sexual impulses (sometimes called ‘jocks’ amongst the boys, who are usually well developed in the physical body) and those more absorbed by thinking or intellectual activity, especially today in association with technology, (sometimes called ‘geeks’ or ‘nerds’ today, in former years called ‘brains’, who are more often underdeveloped in the musculature of the physical body.) Rudolf Steiner surprisingly suggested that the way to bring balance to obsession with sexuality in adolescence was to stimulate the thinking, its opposite! On the other hand, and more obvious, perhaps, very intellectual adolescents would benefit from all those things associated with healthy building of the body, and its metabolic functions— good food, exercise, sunshine!! The well balanced adolescents (often student leaders) are often good academically, socially *and* athletically!

## **The Moon in human behaviour**

### **The Moon type: Introduction**

As we have seen, the Moon is associated with youthfulness and abundant growth, and, in life span development, with the first seven years of childhood. One can see many qualities of the Moon type in young children, even the roundedness of physical form. In the early years the child is more innocent, intuitive, less conscious, more dreamy, more impressionable, more receptive, able to live in the present but with a weaker sense of separate self. So too one can see all these tendencies in the Moon type. They are more open and accepting and may be a pleasure to be with, but they have to work harder to become more conscious and wise. Here again we see opposite qualities in the Saturn type, who are less child-like, more discriminating, serious and mature—Saturn is the planet which is said to rule old age and wisdom<sup>16</sup> that wisdom which grows with the work of a lifetime.

This theme of youthfulness versus maturity can be seen through all aspects of the Moon type, in their, sense of self, their thinking, feeling and willing. Even their need for *love and relationship* is more primal than the later need for *freedom* and self-actualization which drives Saturn in terms of Maslow’s hierarchy of needs.

We can now look in more detail at different aspects of the way Moon forces might manifest in the Moon type.

### **The Moon type: Sense of self**

The Moon type may appear not to be permeated with such strong individuality for they are not so driven to meet the needs of their own ego (as Saturn types are and who are more at

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<sup>16</sup> In biography work, while Moon is considered to rule the first seven years, Saturn is considered to rule the age 56 to 63 years in particular. See Lievegoed, Bernard *Phases. The Spiritual Rhythms in Adult Life* Translated by H. S. Lake (Rudolf Steiner Press, 2008)

risk of becoming egotistical). The Moon type is more driven by instincts, impulses and 'lower' needs and they have more trust for what comes to them intuitively, rather than through deep thought. This does mean they have access to other sources of wisdom in themselves but it also leaves them more vulnerable to a lack of self-control over instinctive behaviours and emotions, or to licentiousness.

With their strong value for relationships and harmony, the Moon type is more open to being influenced by other people and the environment more than in some other planetary types. They may retain the ability (natural in early childhood) to imitate and reflect back what they experience or be swayed unconsciously by impressions from their environment; they may laugh more easily if you laugh, reflect more easily your joy or your sadness.<sup>17</sup> Also, like young children, they may tend to assume that others are the same as them, and feel or think that others must feel or think as they do.

They are also more dreamy and less conscious, less active and less forceful in their demands on the world. They may be less clear about what they want and are certainly less forceful about asking for it. The Moon type may say; "I don't know what I want, you choose" or more consciously, "I don't mind so much as you do, so you choose." There is a danger in all this that the Moon type, in pleasing others, may become less decisive themselves, may be less clear about what they do feel and actually want and less able to make decisions. It may take them longer to know what they want so that they appear 'slow'. This may be something they may want to hide from others, which makes them even less willing to step forward and show themselves by being decisive. They are more likely to stand back or capitulate to an 'authority' or to someone who they think knows more than them.

All this may appear as passivity with a tendency to just drift along in life and not take their life into their own hands. However, when these Moon tendencies are met with a more highly developed consciousness, they allow circumspection and a quiet contemplative attitude to life; they can show a thoughtfulness which prevents imprudent actions and words; the 'mothering' quality and caring associated with Moon then comes from a more conscious decision to help and nurture.

Both Saturn and Moon types will not necessarily reveal much about themselves, but because of very different motivations. While Saturn types might unapologetically choose not to reveal themselves to protect encroachment on their freedom, Moon types will sometimes hide their innermost selves more completely from the outside world in order to maintain relationship; in order not to offend, they may graciously present a 'self' to the world which they think will please others; in this sense, as we have suggested they may 'mirror' what they think others want to see but will not so easily reveal what they actually are inside.

The Moon type may even avoid asking others questions if they think this will reveal something about themselves. They may avoid any actions that make themselves more easily seen, to stand out from others—so they avoid being the centre of attention, or singled out, in

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<sup>17</sup> From more recent brain research it has been realized that this capacity to imitate, especially in early childhood, can be found in the function of mirror neurons in the brain. It has been found that we inwardly imitate what we see in movement without being conscious of this. It is particularly interesting that the Moon type (with Moon forces having a special relationship to the brain and nervous system,) has a propensity to imitate and reflect what they experience.

class for example; they prefer to be seen as part of the group. A child with a Moon disposition might find an excuse not to go to school at all on the day when he or she is due to present something on their own in class, to avoid this individual 'exposure'. On the other hand, if the child sees that it is something that needs to be done (for their own sake, not others), they may find the courage to do it; like play a solo piece on violin, as part of becoming a better musician, for example. Part of this pleasing the world involves respecting society's conventions and in this sense they may be more conventional.

With all this, of course, they appear amenable, sociable, wanting to please. It is no wonder we find children in the Moon stages so much easier to live with. However, it is this very one sidedness, this need to please on the surface, to project an image of self which will hide the inner self, which can lead to a Moon type being portrayed as all glamour on the surface, but emptiness on the inside, with no depth. There may also be a 'glamour' (as in allure, charm, attraction, fascination) in the Moon type.

Some cultures show these Moon characteristics in very different ways, traditional Japan and historical Venice, for example.<sup>18</sup>

The tendency to 'hide the self' in the Moon type is interesting. In some ways, Moon's 'camouflage' method is a simple one. If children, when they are still young and innocent, want to avoid you or hide from your gaze, they hide physically, perhaps behind their hands or later behind a chair or under the bed! Gradually in an insecure child their camouflage may become a psychological one, so that they present to you an 'appearance of self' in behaviour reflecting what they think you would like them to be.

The sad consequence of this can be that, when they do not put on this 'appearance of self', of the 'good child', for example, we as adults are apt to be deeply disappointed and disapproving, which drives the child into more efforts to fortify this false 'appearance of self'. Women in the past (and perhaps one could also add the children of church ministers, teachers and policemen) particularly have also suffered from this 'be a good child for our sake' expectation. This can lead over time to the building of a fortress around the self in its defence.

The danger in this is that the Moon type becomes less in touch with who they really are, and finds it increasingly difficult to articulate that and their needs, even when some other person seeks genuinely to get to know them. They have a painful inner conflict, between wanting to

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<sup>18</sup> These Moon influences can also be seen in cultures and places. Traditional Japan reflects a gentle picture of these Moon qualities, where what is presented to the world is very different from what happens in the home, into which strangers are not invited; conventional social niceties are very precisely defined, their traditional food of rice and fish are water based, and their cherry trees, so much part of their culture, are trees ruled by Moon. On the other hand, consider historical Venice, a city built on water (or tidal mud flats), with canals along which were built palaces, with glittering gold covered facades, but behind these hidden, not to be entered, private domains; a society with particular social rules and structures designed to carefully protect the privacy of the family and individuals; and a 'Carnival' where masks were used to hide the identities of individuals so that they could get up to all sorts of tricks without being recognised—all this is reminiscent of the Moon type with the glamorous outer appearance, and a protected hidden inner self. This is a past culture-- today, relatively few people in Venice are actually Venetian.

be liked and accepted (and so adapting their behaviour to what others want of them) and on the other hand, wanting to be understood, (but at the same time hiding who they are, so that it is difficult for others to know enough about them to understand them!) A strong, centred Moon type may have to work harder than most to not let their real inner self be submerged in this way, by giving way to the expectations of others.

We have to be particularly careful to not unfairly load children who have a Moon type disposition with our displeasure. One parent described how, in the midst of the chaos of a classroom of misbehaving 11 year olds, the despairing teacher turned, with a sharp reprimand, on the one Moon child as she stepped meekly out of line for the first time that day (week, month)! The unspoken message was really: "You who are always so good and helpful, how can you let me down with this little misdemeanour, when I need you to be perfect for me in all this chaos!" "It was so unfair!" protested the parent. But so understandable, and we need to be alert to it.

With Moon type individuals, one needs to try to see through the defences they build around their inner selves, their hidden deeper being. As seen above, we also need to be particularly mindful of this with children who are in a Moon stage, and those children who have an individual disposition to be the Moon type.

In traditional astrology the Moon is seen to contribute to the inner personality and to act as a bridge to the unconscious.<sup>19</sup>

### **The Moon type: Relationship to Thinking**

Moon type individuals reveal the potential for a particularly characteristic sort of thinking. Again their thinking reveals something of the youthful forces of Moon, compared with the relatively ancient nature of the forces of Saturn. Moon thinking potentially is most alive, although not necessarily deep. It is associated for example, with the development of 'concepts' (naming) for our material world—the love of naming we see in the young child as they first use language—for facts and figures and information. Saturn thinking is a deep pondering enquiry, for example, about meaning or the metaphysical. This contrast in the thinking of Moon and Saturn can also be sensed in the preference for a tea or coffee culture of different traditional societies. The beautiful but controlled social etiquette of the traditional Japanese tea ceremony (in a Moon culture), or even an English 'afternoon tea', also with its social conventions, light conversations and fine china tea cups, held with the tips of the fingers, have a very different feel from the smoky German coffeehouses, for example in Berlin in the early twentieth century, where deep, earnest discussions about philosophy and serious social problems took place, in a rather more melancholic mood. One would have to add that the present obsession with coffee and chocolate, which seem to be used as stimulants to keep up with our stressful lifestyles, create a different picture.

This perhaps points also to the feminine- masculine continuum in relation to thinking and Moon/Saturn. There is a traditional astrological relationship of Moon to femininity and a tendency of Saturn qualities to remind one of the masculine in ourselves. In evolutionary terms, man was the hunter with direct, narrow, deep vision (and penetrating thought); the woman was the gatherer with the capacity for peripheral vision (and broad awareness and

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<sup>19</sup> Mayo, Jeff, *The Planets and Human Behaviour* (L.N. Fowler & Co Ltd, London, 1972)

thought). Women and men still show this inherent tendency physiologically in vision and capacities. In school, girls are better at arithmetic, which is basically simple ordered calculation, which we will see is consistent with Moon's preference for tasks which are ordered and formed. Boys catch up in this difference in maths skills with time and the most gifted may get ahead when it comes to more complex abstract maths which takes them into Saturn's realm.<sup>20</sup>

It is interesting that the Moon astrologically also rules Grammar. Here again is a picture of a certain order, this time in language. Grammar reflects conventions within our particular language, for example, of what position the verb takes to define meaning. In the Steiner curriculum in Steiner Waldorf Schools, which aims to meet the specific development of children at their particular age, the more complex grammar (tenses, active, passive etc) is taught in the year children turn Ten (Class 4 in Steiner Waldorf Schools), in our terms, a Moon year. One would hope at this age they might have a natural affinity with, and enjoy learning about, this ordering within language.

The Moon type's thinking too can be deepened by conscious work but this is a hard task for a Moon type because they are not by nature so very conscious and anyway may not be interested in deeper sort of thinking. The Moon stages in childhood certainly show no particular interest in delving deep! There are other stages for that.

The gift of the Moon's potent life forces in the human being, with their termination in the brain, is the potential combination of an imaginative, mobile, creative, living sort of thinking, perhaps with a poetic artistic inclination, (which we can see in young children when they have not been over-intellectualized<sup>21</sup>). It has already been seen that the Moon type has a particular capacity for intuitiveness and receptiveness, an openness and potential flexibility. In thinking when this is one sided, it can move in the direction of dreamy, groundless, wild artistic fantasy without much meaning; here thinking is like a day dreaming, or semi-conscious thinking.

Thinking in the Moon type can also move in a one sided way away from the imagination and intuition in the direction of a dry, more intellectual thinking, involving facts, information and dependence on memory. The Moon type also uses their understanding of the past as part of this thinking process. They are good at placing facts chronologically and

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<sup>20</sup> We are talking here only of tendencies. The well balanced woman or man has broad capacities belonging to both the masculine and feminine sides of the continuum. However brain research does show men and women do use their brains differently and that those in the very top of the abstract maths abilities tend to be men. Women will outdo men in other areas where broader more peripheral thinking abilities are an advantage—like multi-tasking and a running small businesses at which women excel.

<sup>21</sup> School systems which start children on intellectual learning tasks (versus imaginative play) very early, before 7 years of age, may be sabotaging this sort of thinking and the life forces it reflects. The Longevity Project, reported on by Howard Friedman and Leslie Martin, found, in Friedman's words: "we were amazed to discover that starting formal schooling too early often led to problems throughout life, and shockingly was a predictor of dying at a younger age." Quoted in *New View* by Richard House in an article titled *Head-start, Early Finish? The Scandal of England's School Starting Age* p3. Further information can be found in *The Longevity Project* by Howard S. Friedman and Leslie R. Martin (Penguin Books 2011)

reproducing them again and again—they are good at dates, places, facts and figures. One-sidedness can also lead to further intellectual abstraction and ‘book’ knowledge. At this extreme the Moon type can be known as the ‘encyclopaedic know it all’, with all the factual information and good memory, the externals, with the security of repetition, but not necessarily with the penetrating thinking and search for deeper meaning of the Saturn type.

The Moon type is not always so good at thinking out plans because they do not have much sense of urgency in time.

From all this it is perhaps easier to understand that Moon types in professional life can appear to be such opposites, from dreamer or seeker for the ‘tinsel town’ glamour on one side, to the dry accountant and conserver on the other.

### **The Moon type: Relationship to Feeling**

Astrologically the Moon rules the emotions and the soul life. In the feelings too, the Moon type is semi-conscious and dreamy compared to the Saturn type. They are impressionable, receptive and adaptable, and easily affected by the environment. In this they can flow in and out of the feelings of others, with great sympathy, rather than more objective empathy. They can have strong likes and dislikes, and prejudices, especially if they are less conscious. Like the nature and effects of the planet Moon and its phases on nature and the tides, in the Moon type there can be a rhythmic ebb and flow of energy; their feelings and moods can be changeable. In one-sidedness, if they become submerged in their feelings, they can appear restless and moody; they can become sentimental and romanticize.<sup>22</sup> Their dreaminess and lack of consciousness about what they feel and think can make them indecisive and seem somewhat muddled.

The more mature and conscious Moon types who can consciously hold themselves more separate from the environment, (including the feelings of others,) can be even tempered, for their inner life is more naturally impassive. They can live in the moment, with animation, sociability and spontaneity. This a picture of what we find in the Gesell Stage 1 ages, Two to Two and a half, Five to Five and a half, Ten and Sixteen years.

Their sensitivity to the environment, including the human one, encourages kindness, care and protectiveness, even modesty. Here we see the feminine principle, traditionally associated with the Moon: their need to nurture and protect others. In the less conscious Moon type this impulse may be driven by their own instinctive needs rather than altruistic ones.

As we have seen, the Moon type also loves facts and objective descriptions of things. The less conscious Moon type may also answer questions with facts and descriptions rather than expressing their feelings when asked about some event, because they may assume that others know how they felt about it; they may assume, as young children do, that others felt like they did!

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<sup>22</sup> The Moon type has been described as the ‘romantic type’ by Stibbe, Max in *Seven Soul Types* (Hawthorn Press, Stroud, 1992) p.32

The Moon's influence has traditionally been associated with an emotional and erotic character, especially for males and a rationalizing character, especially for females.<sup>23</sup> One would not expect this erotic character to show itself in young children (very sensual children may be an exception to this) but in adolescents, at Sixteen, at a time when sexual hormones are still flooding their bodies, one might watch out for this effect. This erotic tendency, in combination with the Moon type's less conscious feelings, may present itself in some, in a good-naturedness and sexual naivety; then their lack of consciousness and awareness may get them into trouble when other people misread their good natured intentions as sexual advances; they can lack clear personal boundaries concerning potentially sexual behaviours like touching or kissing— for example when they hug too close or kiss too long or inappropriately in a simple greeting.

### **The Moon type: Relationship to people**

As we have seen, the Moon type is intuitively protective and nurturing of others. Their relationship to people has been described as 'being as the other'. They can be friendly and sociable with everybody, diplomatic and witty. They tend to avoid conflict where they can. It can be difficult to quarrel with them!! They are reluctant to confront others and their adaptability may reflect this. Their habitual behaviours are strong and, as already seen, may be designed to meet the demands of society and convention.<sup>24</sup>

The Moon type, even when less conscious, can let you see yourself or some aspect of yourself in their mirroring. They may be what you want them to be, what you project onto them in your expectations and they reflect back to you; in this way, if you are awake to it, they can teach you about yourself! The gift of a more conscious Moon type is that they can let you see yourself even more clearly. The more the Moon type watches what they say consciously, the more they will be able to say the right word at the right moment to another person, without confusing the situation with their own issues. In counselling what is called 'Reflective listening' is a conscious Moon gift in this way—to help the other to get in touch with what they are thinking, feeling, wanting, without it being tainted with the listener's own views and opinions. Such listening can be the gift of the ideal Moon type towards a clarification about yourself.

In traditional astrology the Moon symbolizes the mother/child relationship and rules Cancer and the Fourth House ; it rules home, significant others and the general public, the masses, all things important to a child in a Moon stage—home, mother, family, friends and the opinion of the general public or masses in conventions, and what is 'right'.

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<sup>23</sup> Mayo op. cit. p 73-4. This differentiation between the genders which Mayo describes is not so unexpected, because of the different ways males and females relate to the the physical body. Men are more deeply incarnated into the physical body and the ego which carries the individuality in Steiner's terms. Women are more deeply connected to what Steiner called the etheric (life forces) body and the astral body (associated with our soul forces of thinking, feeling and willing). This gives them different tendencies and capacities. One sees this in the more physically based sexual needs of men, and the more soul based sexual needs of women.

<sup>24</sup> These characteristics are described by Mayo op.cit. p. 73

## **The Moon type: Relationship to Will power**

The Moon type also has a particular kind of will. They are very good where the tasks are clear, have a clear conclusion time and where the tasks involve an already defined order or repetition. Then they show prudence, productiveness, tenacity and conscientiousness. They can be very systematic and effective where sorting and organizing and set patterns of behaviour are expected, such as in archiving and accounting and many domestic tasks. Their will has been described as 'dependent', perhaps in their need for structure.

If, however, there is no obvious task to be done, where there is no form given, the less conscious Moon type may just sit and dream. They may not be strong in initiative or self driven tasks, goals or direction. They may appear a bit passive and phlegmatic in temperament and not very good at dealing with sudden events. All these things reflect a less conscious 'self' and take more effort for a Moon type to overcome.

Other associations with Moon

Day of week- Monday (dies Lunae- Latin *day of moon*; Lunedì- Italian); musical note- B; colour- violet; grain- rice; tree- cherry ; sound for Moon- ai as in 'fly'.

## **Summary of some qualities associated with Moon to be considered in relation to child development:**

- Strong life forces—healthy appetite, sleep, immune responses, joy and love of life,
- Love of people and sociability. Friendly, diplomatic, witty.
- Intuitiveness, dreaminess, lack of consciousness
- Imitation, reflecting, mirroring environment
- Motivated most by their inner need for love, relationship and belonging, people pleasing nature
- Feelings at one with others, understand the needs of others when they are similar to their own.
- Home loving, family loving, conservative.
- Content with what is, now, here.
- Intellectuality: facts and figures, memory. Thinking broad rather than deep.
- Like contained ordered systems where they know the boundaries of time and place to work within. Less strong when organization needs to be self initiated.
- Connected more with universal consciousness than individual consciousness. Takes more effort to be conscious and individual.
- Erotic tendencies? In combination with compliant temperament, needs to be given clear guidelines to prevent sexual abuse.

## A closer look at child development: Gesell Stage 1 and Moon influences

Firstly we must emphasize that there are many things that effect development in childhood and these rhythmical changes in gesture or mood identified in the Gesell Stages are only one part of this picture. It must also be emphasized that Gesell researchers always stressed that these stages were not rigid in their timing and could be different for different children. However, in relation to the planetary influences which affect the 'gesture' of the different stages, this may be an *archetypal* pattern which is not in fact so greatly affected by genetic and environmental factors in development.<sup>25</sup>

The Gesell Stage 1 which we relate to Moon in childhood begins with 4 to 6 weeks, then occurs at 40 to 44 weeks, 2 years (24 to 30 months), 5 to 5 ½ years, 10 years and 16 years.<sup>26</sup>

So now we can look to see whether we can find significantly more Moon characteristics in children in Gesell Stage 1. They associate Stage 1 with being in *equilibrium, smooth, consolidated*. Stage 1 in Gesell's observations often seems to be the beginning of the growing cycle where the child shows the maturing from the previous cycle. For example, as we saw in the Saturn type profile, Gesell implied there is more maturity in 24 months (Moon) than 21 months (Saturn), in 16 years (Moon) than 15 years (Saturn). One cannot argue with this when one looks at 15's behaviour! But the planetary picture gives a slightly different perspective, that the Saturn stage needs the whole of that year to complete the 6 stage cycle so that Moon can bring new growth in a new cycle. In planetary terms, Moon clearly lies at the less conscious end of the sequence and Saturn at the more conscious/mature end. It seems that Saturn's determined self-protection may have meant he has not been seen or understood so clearly. Certainly Moon /Gesell Stage 1 seems to be a consolidating year of quiet growth.

In the Moon /Gesell Stage 1 in development, children are good natured, friendly and amenable. We have scant information from Gesell on the stages in infancy, yet sociability is a significant part of their growth at these times as it is at 2 (to 2 ½) and 5 (to 5 ½) years when we see a naive sociability and love of home, with an interest in intellectual achievements, simple as they are at these ages. In middle childhood (10) one in addition sees more clearly an intellectual interest which is facts and memory based, more broad than deep. In adolescence (16 years) the good nature and good health and sociability of Moon is again seen after a challenging previous year of Fifteen.

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<sup>25</sup> Some children may have their teeth come loose later than sooner, or reach menarche or spermatarche at differing times, and certainly some children 'wake up' sooner than others. Indeed we know that many boys need more time than girls, even up to a year, to develop before they start school learning. But despite all this, it is possible that there are some more archetypal patterns in childhood that are more predictable. My own conversations with teachers and parents suggest these planetary gestures may be so but more work needs to be done on this. Another archetypal pattern of growth in the development of children was described by Rudolf Steiner as occurring in seven year stages, where the direction of physical growth moved from the head and the sense-nerve system down into the chest and rhythmic system and then down into the metabolic system and limbs in each seven year stage. This pattern has been observed in children to be consistent as a basic blueprint for growth in normal children.

<sup>26</sup> Gesell, Arnold, Ilg, Frances L., Bates Ames, Louise *The Child from Five to Ten* (Harper & Row, New York 1977 p.47)

We will quote as much as possible directly from the Gesell works to illustrate the possible connections between the stages and the characteristics of the Moon influences, qualities and planetary type. Direct quotations in 'single quote marks' or indented are from Gesell research unless indicated otherwise.

#### **4 to 8 weeks: the first Gesell Stage 1<sup>27</sup>**

In *The Child from Five to Ten*,<sup>28</sup> Gesell, Ilg and Ames list the sequence of the 'Gesell Stages' and what they identified to be the associated ages. It seems that the allocation of stages for children under two years by Gesell is still tentative but, working from the stages given, it does put 4 to 6-8 weeks at Stage 1 which we are postulating to be associated with the forces of Moon. We will include the naming of the stages in weeks because it can be confusing when Gesell uses for example 'Nine months' (meaning roughly 40 weeks) and others, like Caplan quoted below, use the 'ninth month' meaning Eight months (roughly 36 weeks).

Gesell has given us relatively little information on this age in infancy, but it is interesting to note that 4 weeks is the time when babies start to wake up to the world. Their eyes are wide open! They respond to the world, to their mothers' faces, and briefly attend to moving objects. The first regular smiles in response to a face come. 'He responds positively to comforts and satisfactions, and reacts negatively to pain and denial'.

Further, Gesell comments:<sup>29</sup>

The month old baby is no longer a neophyte in the elementary art of living. He breathes with regularity, his heart has steadied its pace, his body temperature has ceased to be erratic. His muscle tone is less fluctuant than it was in the days of long ago when he was a new born. He has reserves of muscle tone... His or her reactions have become more configured....we see the germs of language, of sociality, perception, intelligence, body posture, and even locomotion. The neuromotor system is organizing apace. The mind is growing.

In these few weeks, at 4 to 6-8 weeks, children meet the world in a new way. Developmentally children are at a new beginning, consistent with Moon influences supporting the first stage of growth. This new beginning is recognised in Balinese tradition, where children are not really considered to be of the earth until the middle of this stage

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<sup>27</sup> In 2011, after our own research was well underway, the Gesell Institute of Child Development presenter in a web seminar gave a slightly different version of the stages in the first year of life. They gave the following (I have added the Stage number and planet for clarification.) Birth - Expansion /5 (Jupiter); 2 weeks - Neurotic /6 (Saturn); 1 month - Smooth /1 (Moon); 2-3 months- Breaking Up /2 (Mercury); 4 months - Sorting Out /3 (Venus); 5 months - Inwardizing /4 (Mars); 6 months - Expansion /5 (Jupiter); 7 and 8 months - Neurotic /6 (Saturn); 9 and 10 months - Smooth /1 (Moon); 11months(?) - 1 year- Breaking Up /2 (Mercury); 1 year 1 month Sorting Out /3 (Venus; 1 year 3 months - Inwardizing /4 (Mars). We have kept to the original versions of the stages in the first year, which are at any rate very approximate.

<sup>28</sup> Gesell, Arnold, Ilg, Frances L., Bates Ames, Louise *The Child from Five to Ten* op. cit. p.47

<sup>29</sup> Ibid p.31

stage at 42 days (6 weeks), when it is considered their personality starts to unfold and they are given their name.<sup>30</sup>

## 40 to 44 weeks: the second Gesell Stage 1

The original Gesell estimation of the timing of this stage was 40 to 44 weeks, making it about one month in length. Their later estimates lengthened this to two months, including 9 and 10 months (40 to 48 weeks). A longer stage does make sense if there is an incremental increase in the timing of the stages. However an earlier timing, rather than a later one may be more likely. In the passages quoted below from The Princeton Center for Infancy and Early Childhood's book *The First Twelve Months of Life*, edited by Frank Caplan<sup>31</sup> they describe how there is a slackening off in activity which lasts from roughly 36 weeks through to 44 weeks as a distinctly different stage, one, as it happens, more consistent with Moon qualities.

While it may be hard to place the stages exactly in the scheme of things for the first year, it is interesting to observe whether the behaviours of babies reflect the unfolding influences of the planetary qualities. Following birth (Saturn), the first months (Moon, Mercury and Venus) certainly reflect the increasing social nature of children, and these are followed by an unfolding of bigger movement (Mars), strengthening (Jupiter) and uprightness which supports consciousness (Saturn again). Then the cycle begins again, still within this first year, with a stage of consolidation with practice with new consciousness for self and emotions, (Moon), and finally a last stage which brings new demands for independence and movement, and new communication (Mercury).

Either way this stage includes 40 weeks, about which Gesell researchers do not say very much but they do include this, which includes the observation of more social behaviour:

[At 40 weeks the child again] is penetrating more deeply into the social environment. He discriminates more sharply between familiars and strangers. He imitates gestures, facial expressions and sounds. He heeds "No! No!" He echoes "Da Da." He probably has learned a nursery trick, which could not have done earlier.<sup>32</sup>

Frank Caplan (and others) describe the ninth month (from roughly 36 to 40 weeks), which possibly could be part of this stage as well as part Stage 6 (Saturn) which comes before it:<sup>33</sup>

After the tremendous surge of activity in the seventh and eighth months [roughly 26 weeks to 36 weeks], when your baby perfected his sitting and crawling abilities and began to stand, the ninth month [36 to 40 weeks] is a temporary slack. The baby uses this period before he walks to secure his impressive gains, to practice mental skills and acquire some social arts...The baby's memory and other mental capabilities also improve.

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<sup>30</sup> See De Neefe, Janet *Fragrant Rice. My continuing love affair with Bali* (Periplus, Hong Kong, 2003) p. 124

<sup>31</sup> *The First Twelve Months of Life Your baby's growth month by month* edited by Frank Caplan (Grosset & Dunlap New York 1973 p 186

<sup>32</sup> Gesell, Ilg, Bates Ames op.cit. p.35

<sup>33</sup> Caplan, op cit p 186

One would not want to make too much of this, but both Saturn and Moon influences are normally consolidating stages— Saturn through its concentrating force and Moon influences through reproduction (practicing) of what has gone before, (the archetypal Moon activity), both physically and mentally; both also involve mental abilities and memory in different ways. The social interests reflect a Moon emphasis. The next month moves more definitely in the direction of social, emotionally expressive Moon.

They then describe the tenth month, 40 to 44 weeks, the timing of the original Gesell Stage 1:<sup>34</sup>

Unless he is very active, his slow down in motor learning will very likely continue this month, but the lull is deceptive, for he is really gathering strength to carry him through that big step of walking. This month however, he will expend some of his energy on improving old skills, but he will devote more and more of it to social and personal growth.

Here again he is still practicing what he has already learned and growing socially. They continue further on<sup>35</sup>:

Your baby will show many real moods and emotions now, and grow more and more self-conscious and aware of social approval and disapproval...Most likely your baby cries now because of his fear of strange people, places and activities, or his unhappiness at being separated from you and other loved ones. Even emotional separations, such as the aftermath of a scolding, can make him look sad and hurt. He can sit daydreaming as if he has much to contemplate. He can also grow angry because you frustrate an activity he feels was important...Your baby probably extends his tenderness now to stuffed animals and other toys...Babies may also start to evolve a sexual identity...Memory of what is out of sight grows...

Stage 6, the Saturn stage has brought more self consciousness. Now in this new stage emotional life is growing significantly, day dreaming is possible, and consciousness of social approval becomes evident, caring for other things grows with the imagination and a significant new step in the development of memory makes possible an understanding about the permanence of objects. In all these developments one could find a more definite relationship with the Moon type. Could these things be driven by the influences of Moon? As Gesell says, development leads behaviour. We might add the question: do the planetary forces lead development?

However, it seems less likely that the Eleventh month (44 to 48 weeks) fits with Moon. It fits rather better with Mercury, which is where it was placed in the initial Gesell scheme; this might start Stage 2, the Mercury stage nearer to 44 weeks. See the essay on Mercury for more details on this.

## **2 years (24 to 30 months): the third Gesell Stage 1**

Gesell researchers give us more to examine on the behaviours of 24 to 30 months, which they refer to here as 'Two'. (Note that 'Two-and-a-half to Three' is a different stage— see Gesell

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<sup>34</sup> Ibid p 202-7

<sup>35</sup> Ibid p 205

Stage 2 and Mercury). What we see of the mood or gesture of planetary behaviours may still be more difficult to separate from other development. Children of this age still have limited language and social skills. However we can ask some questions about what we can observe that might be Moon influenced. In general, the information is still scant, but Two certainly shows the quiet good nature of Moon. Quoting direct from Gesell:<sup>36</sup>

'For many parents Two is the best age of all.' 'Emotionally, Two seems much of the time to be comfortable and content. Life feels good to him. Emotions do not take over as they do at some other ages. Two can express his warm affection by his cosy, snuggling ways. There is an easy give and take between parent and child. He now seems comfortable with himself.'<sup>37</sup> 'He not only expresses his desires but he wishes to possess, to have things all his own.' "It's mine." 'a delightful companion...in the home', loves doing little errands', 'fetching Daddy's slippers'. Loves walks but 'loves to come 'home again'' '.

'He knows where things go. 'dotes on putting away the canned goods'...'loves to watch all household activities... beginning to take a hand in these himself.' 'He delights in imitating and enjoys working side by side with his mother.' 'He explores through his senses'. He 'likes the feeling of having the same thing happen day after day.' Routines suit him. ' "Again" is an oft repeated demand.' 'Sequence is important'. 'Even in eating he is beginning to enjoy repetition.'

In play Two still 'parallel plays' (plays beside rather than with), 'enjoys other children...gently, minimally.' Interaction is exploratory', not truly aggressive. 'Two and a half year old type fights over materials do not take place, as one or the other [Two] gives in too easily and too impersonally.'... 'The balance is very delicate as to who gives in to whom.' Any grouping remains fluid, behaviour very individual. They 'love swinging' and rhythmic activities.'

'Two is now saying 'yes' more' and shows 'a robust sense of *mine*, but a very weak sense of *thine*.' 'He can hoard but cannot share.'

As we would expect of a Moon stage, the behaviour of younger Twos is certainly more easy and enjoyable for adults than the age which follows. Nevertheless, if the child is stressed they will show more difficult behaviour, more sleep problems etc which need loving observation and support to get to the source of these.

As we found for Saturn and the other planets in the early years, this scant information is only a beginning on our quest for a correlation between a Moon type and Gesell Stage 1 and needs more observation. We certainly find more sociability, as development allows, with a certain gentleness in social interaction, a love of home, repetition and routine. One is reminded of the first stage of Moon, *reproduction*, where sameness is repeated. Only with maturity, Moon moves into the second stage of *differentiation*. This is a 'young Moon' in Stage 1. Like Moon's metal, silver, Two is amenable to the flow, reflective (imitative). By Two-and-a-half (30 months) all this will change.

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<sup>36</sup> Some of this is from *Your Two Year Old Terrible or Tender* (Dell Trade Paperback, New York 1976) by Gesell researchers Louise Bates Ames and Frances L. Ilg

<sup>37</sup> Ibid p 8

## Five to Five-and-a-half years: the fourth Gesell Stage 1.

Gesell researchers describe Five in *Your Five Year Old. Sunny and Serene* by Louise Bates Ames and Frances L Ilg.<sup>38</sup> This certainly seems an apt description for a child in a Moon stage at Five to Five and a half. Sunny and serene. Older Fives show different qualities. To quote them directly from their wonderful description of the characteristics of Age Five<sup>39</sup>:

It is a pleasure to tell you that with most Five-year-olds, some good times are ahead. Five wants to be good, means to be good, and more often than not succeeds in being good.

Perhaps most delightful of all his characteristics is that he enjoys life so much and looks so consistently on its sunny side. "Today is my lucky day," he will tell you as he jumps out of bed in the morning. Or, enthusiastically, "Today I'm going to do all the good things and none of the bad things." Or even more comprehensively, "I want to be good all the time and not do any of the bad things. I'll do whatever you say and I won't make a fuss." In his determination to do everything *just right*, he may ask permission for even the simplest thing and will then beam with pleasure when his mother smiles and says, "Yes, you may have an apple, dear."

Even his language is on the positive side: "Sure!" "All right!" "Fine" "Lovely," "Wonderful" are among his favourite words, and "I just love..." is a constant refrain.

In fact there are those mothers who worry that perhaps their Five-year-old is "almost too good," as they put it. Our reassurance to such mothers is that they need not worry. Such goodness cannot last forever. If it did the child would be too compliant to stand up for his rights in what, for any growing child, will be an increasingly challenging world.

This innocent goodness is a Moon quality. More discrimination and consciousness in their goodness will be the challenge for a child who is by disposition a Moon type, because this inward drive to goodness may not go away! One such 'Moon type' child, now an adult, reflected that she remembers always wanting to be good and has asked herself whether she wanted to be good to please or avoid punishment or 'just to be good'. As a child she did not need 'punishment' for she was indeed 'good'; she has a sort of 'moral goodness' about her, even now as an adult, which shows when she is most centred; this quality makes people want to protect her and/or be good themselves; at these times she has a moral strength and trust, which draws goodness out of others. Just as the goodness of the Five year old draws out of us the best in us also. This seems to be a shining Moon quality!

Bates Ames and Ilg have also identified here the danger to the Moon type in not being able 'to stand up for their rights'. This is indeed a challenge for them to learn how to manage. As this same Moon type young woman says, she has learned to 'pick her battles' and makes sure they are really worth fighting for before she steps in. It is not easy for her to 'battle' at all!

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<sup>38</sup> Bates Ames, Louise, and Ilg, Frances L. *Your Five Year Old. Sunny and Serene* (A Dell Paperback, New York, 1979)

<sup>39</sup> Ibid p.1-5

Bates Ames and Ilg continue:

The key to all this goodness ([in Five] may be that for a few months at least, Mother is the centre of the child's world. He not only wants to please her, he wants to be near her. Wants to talk with her, play with her, help her with her housework, follow her around the house. Many fives would actually rather stay in the house with Mother than go out to play with their friends.

Such adoration and acceptance, after the somewhat stormy days of Four, are certainly restful and welcomed by any mother, especially if she has more than one child. Five's adoration of his parents is unquestionably heart-warming.

But Five's positiveness and acceptance of the world extends even beyond his parents. As one little girl expressed it, "I love everybody in the whole world. Even God."

One wonders in all this whether Five is in fact giving us a picture of the balanced Moon type with some of the potential gifts of Moon laid out for perusal! This innocent goodness (or what could be called 'love of the deed' or 'love in the will'), and this generous love of people in Five may be showing us a Moon trait uncontaminated by personal issues.

We also find other qualities that could be associated with Moon in Five, in their relation to home, time, a conservative approach to doing things and an expansion of intellectual interests. From Bates Ames and Ilg again:

Five as a rule lives very closely in the here and now, and he cares very much about his own room, his own home, his street, his neighbourhood, and kindergarten room. He is not particularly interested in the new and strange and usually does not seek adventure for its own sake.... He is by nature quieter, more pulled in, closer to home. He not only prefers to stay within prescribed boundaries but feels most comfortable with the tried and true. The time that interests him is now; the place he likes best is here. ...he has an uncanny ability to judge what he can and cannot do. That is, he is self-limiting. With tremendous accuracy he judges what are and what are not within his ability, and he tries only what he is sure of. His success then builds self confidence. He isn't smug, but he is secure. This means that he uses much less energy than earlier in resisting others in order to prove to himself. He is his own boss.

Unlike the child of some other ages, Five often shows a remarkable ability to protect himself from overstimulation. As one little girl said while visiting friends of her parents', "I can't go to see your friends every night or I might get dizzy." Another, while a visitor at nursery school not her own, told her mother on the second day, "I'm a little shy in this new school and it makes me feel a little funny in my stomach. But I think if you'll stay for just a few minutes I'll feel all right."

Five is usually not a worrier... The average child of this age seems to take for granted he and his parents are eternal. He does not delve too far into the past (even though with his good memory he can remember things that happened to him when he was younger), and gives relatively little thought to the future. He likes life the way it is, is satisfied with himself, and adores his parents.... There is also now a strong feeling for family. A child may tell the family cat, "This belonged to the whole family even before you were born."

To the adult, a Five-year-old is tremendously appealing with his serious air. He is impressed with his own increasing ability to take little responsibilities and to imitate grown-up behaviour...

Though the typical Five-year-old is not particularly expansive in most ways, he *is* expansive intellectually. He loves to be read to, loves to be talked to, loves to learn new facts. He likes to practice his own intellectual abilities— to show his mother how he can print his name, or write the numbers up to five...

Here they describe Five as a ‘golden age’ one with many qualities of Moon—a love of home, a sense of time which emphasises ‘now’, a stage which is self-limiting, self-protecting and expansive intellectually. This love of facts and practice of intellectual abilities is of particular interest as a characteristic of Moon. With it comes an interest in shapes such as in letters, but this should not be mistaken for school readiness, which involves many other skills which most Fives do not yet have—like being able to sit still in one place.

Further possible reflections of Moon with its healthy growth factors might be: Five has improved appetite and in spite of occasional nightmares, have ‘pleasant and easy’ sleep behaviour. There are fewer tensional outlets compared to earlier, fewer temper tantrums. Stomach aches are fairly common (stress showing itself in the metabolic system?). In general, while children of this age can present challenges, much of the time life with them ‘is plain sailing’.

There is a maturity in Five which is evident from the beginning—a maturity which is the gift of the previous stages, and which the Saturn stage of Four and a half completed. We find that even physically Fives have a fine motor control which will be lost again by the end of this year, as the growth in the limbs is consolidating itself and bringing new neuro-skeletal connection challenges. This stage of Five comes to an end at around Five-and-a-half when the child seems to enter a new more turbulent time— Gesell’s stage 2 which we hypothesize is a stage influenced by Mercury.

## **Ten years: the fifth Gesell Stage 1**

At the next stage, Ten years, which we hypothesize is also influenced by Moon forces, we find a similar picture as Five, the goodness, the sociability. Again Louise Bates Ames and Frances Ilg, along with Sidney Baker, in *Your Ten-to-Fourteen-Year-Old*<sup>40</sup> describe an easy to get on with child!

There’s nobody nicer than a ten-year-old....he loves life and shares it enthusiastically with those near and dear. The outstanding thing about the typical ten-year-old is a certain goodness, a smoothness, a friendliness, an acceptance of things as they are. He loves and admires his parents; enjoys friends; even accepts self as a comfortable person to be with. For this year, at least, things for most boys and girls have reached a wonderfully enjoyable state of equilibrium... The typical ten-year-old is at heart a very positive person—friendly, secure, outgoing, accepting, trusting of others.

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<sup>40</sup> Bates Ames, Louise, Ilg, Frances L., & Baker, Sidney M. *Your Ten-to-Fourteen-Year Old* (A Dell Trade Paperback New York 1988) p. 21-43

There is a sense in this that the cycle of growth ending at nine years (Saturn) has again brought the child to a place of maturity. Physically also, they are well coordinated and graceful in this year of Ten. Once again we find a child happy to be near home: 'Outgoing though he is in many ways, Ten does much of his playing in his own neighbourhood; in fact he seems to feel most at home close to home.'

'The typical ten-year-old is at heart a very positive person— friendly, secure, outgoing, accepting, trusting of others, and, for the most part, and within reason, trustworthy.' He is also described as 'happy, casual, sincere, relaxed, companionable, poised, terribly friendly, frank, open.' There is something of Moon in this description, in the wholesomeness and innocence.

In their sense of self, we see also glimpses of Moon: 'Tens do not wish to draw attention to themselves either by dress clothes or bright colours. Some Tens hate new clothes so intensely that they will not wear them at all.' So a 'love of old clothes predominates.' Here again is the Moon reluctance to stand out as an individual. They would rather be part of the group, the whole. They do not want individual praise (or criticism) in class and teachers of Ten need to understand this. Group praise yes, individual praise no. Tens have 'a strict ethical sense' though may not always 'come up to the mark', and are adamant that things should be 'fair'.

In their feeling Tens tend to show that rather dreamy, less conscious Moon trait of not being able to articulate their emotional state; the Gesell researchers record that Ten says 'he doesn't know, can't say, has never thought about it' or 'well it depends...' Their 'most common emotional expression is anger.' 'He explodes in unmistakable rage; is quick to strike out, kick or even bite. If more controlled he boils over verbally, may cry, or go to his room in a furore of name calling and foot stamping.' Here we see what seems like a primal impulse, of the sort the Moon type, who is not very conscious, can find hard to control— strongly expressed but not long lasting. Ten's 'fears [are] at low ebb'. It is 'not a tearful age.' His 'feelings may get hurt but not deeply.' By contrast, Saturn stages, like Nine, at the other end of the planetary continuum, worry and ponder more, are more tearful and have more fears

In their relationships Tens love their friends. 'They want to bring one home from school every day, but most of all they like their neighbourhood pals.' 'They want the friend who is available at all times.' 'There is more 'getting mad' or 'not playing' among girls than boys, though the expression of this anger by 'not speaking' doesn't last very long.' Tens 'can be quite diplomatic.' '[He] tries not to exclude others who he knows would wish to join.' He would rather casually just 'not tell them about [it]' This is very Moon; they do not want to hurt the feeling of others and find the best way around this is to avoid the situation in the first place. We see this pragmatic avoidance also in truth telling, where they may hold back on giving the facts, rather than outright lie. 'On the whole they are truthful, especially about big things, but most steer a course between real truthfulness and downright lying by just not saying anything.' They like it best when they 'can be trusted.'

Ten's greatest social difficulties are in relation to siblings who may tease them and try to get them to react. In school, bullying starts to increase at this time. It is possible that those few girls at Ten who manipulate others psychologically (sometimes nastily) and like to lead the

pack, or boys who bully physically, are also spurred on by this reluctance to fight back in other Tens. It is a time when the power and responsibility of the bystander can be taught to children and supported by the adults around them. Their own ethical inclinations would be not to tease but they are often too passive in resisting social pressure and may end up joining in.

In school we can see a lot of Moon characteristics, being good at facts, memorizing, arithmetic, not so interested in deep thought: In thinking, Tens 'move through a quicker, sharper, more superficial world of thought rather than that of deeper feelings, though they do have a general feeling of well being.' ...'Though aware of his heart, he is not yet ready to delve into its depths.' In their vision, that is eye development, Tens 'do not want to penetrate deeply or define sharply.' It is 'no wonder that, in their thinking, Tens appear to memorize better than to achieve keen insights.' They 'don't want to reach out into new lands.'

In school, their 'interest span [is] short'. They love geography, knowing states and capitals, rivers, mountains. They love dictation and facts. Gesell researchers advise:

And how the child of this age loves to memorize! Girl or boy masters long poems like "Paul Revere's Ride," and recites them with good expression. Ideally, since they enjoy it so much, more time might be spent on memorizing and less on penetration in thinking. Ten has difficulty in combining or connecting two facts and prefers to take them simply as they are. His catalogue of memorized material will stand him in good stead later, for penetration will come.

Later in Ten he 'loves the challenge of oral arithmetic, has arithmetic facts well in hand and enjoys the exercise of putting these to use in along strung out arithmetic problem of a fluid step-to-step movement ( $5+6-2+3 \times 5 = ?$ ) They also like pictorial material.'

All these intellectual characteristics, love of memorizing, arithmetic, facts etc is consistent with a Moon type. As is their approach to time—for most Tens 'the best time is "now"' and their care for others—when thinking about a career, 'with both sexes there is a drive to help people or animals.'

In their will, even though Gesell researchers observe that Ten is a 'person of action rather than thought', still they comment that Ten is 'not a good worker' with their efforts having an 'inevitable petering out'. 'Tens can dabble at many tasks...but have no sense of continuation.' "Ten likes to complete a task but doesn't wish to enlarge or elaborate upon it, preferring to cover the whole terrain with little rootlets. This is no time for deep growing. This is the time for expanding, for experiencing. Boy or girl wishes to try everything.'

Physically, in keeping with the healthy vigour of Moon forces, Tens are more robust in health than at Nine. 'Most Tens are good eaters.' On the whole, Ten 'sleeps through the night' and 'has a sense of sleeping well', 'with fewer nightmares.' Interestingly Tens have a 'tendency to pout or extend lips' (compared to drawing in at Nine)—that is, more expansive and rounded like the Moon gesture in growth.

Overall in Ten, one can again find many of the characteristics of Moon—healthy, friendly, secure, outgoing, accepting, trusting of others, diplomatic, good, with intellectual interests which are broad more superficial and factual.

## Sixteen years: the sixth Gesell Stage 1

The next Moon stage according to our hypothesis is Sixteen. Here we quote directly from *Youth The Years from Ten to Sixteen*, by Gesell, Ilg and Bates Ames<sup>41</sup>. Although this is now quite old research (before 1956), it still illustrates the basic nature of Sixteen year olds today, though their environment is very different and their social nature now shows itself in the new technologies of mobile phones, internet access and social media sites!

Once again we see a welcome sociability and 'wholesome self-assurance' — their 'cardinal trait'.

Maturity is bringing more 'self-reliance', 'deeper self-contained-ness' and a 'sense of independence'. But 'it is the enjoyment of his activities that distinguishes Sixteen.' 'He is interested in the "here and now" the job to be done today.' 'He isn't interested in spending his time and energy resisting and rebelling the way he did at fifteen.' Such resistance or confrontation, as we have seen, is not the Moon type's way.

Despite their self-assurance, Moon's tendency to hide part of themselves is again present: 'Though Sixteen appears insensitive to the remarks of others, it is because he hides his feelings, he becomes quiet or "shuts up kind of quick".' 'This trend to cover up hurt feelings is also true of other emotions. He may not wish to expose himself ("Don't want people to think I'm too touchy") and he also doesn't want to bother people with the way he feels. But when he is with a good friend, that is different.' Once again, he is 'also proud to wear hand-me-downs' as Ten was. It is interesting that part of Sixteen's motivation is not to 'bother' other people, another Moon trait.

On their thinking, Gesell researchers point out that Sixteen 'would be quite a reader if he had time.' They are better at school than the last year. 'In the Gesell interviews he showed 'responses more on the superficial side' compared to 'the sharp and enlivened discussions at fifteen'. Is this again Moon's interest in the superficial rather than the deep, especially compared to Saturn?

Sixteens' 'ethical sense is more flexible and more stable.' He 'seems a little surprised to realize that his ideas are about like his parents'. To him it is 'still important to determine what is right or wrong by what *he thinks*, by how it would relate to *him personally*. He recognises that there are codes and principles laid down by his parents and church, but what is important to him is how he "follows these from there"'. Sixteen is 'pretty general about the truth and is undoubtedly quite truthful. In fact, he might be at times a little too truthful, a little too frank and open.' He 'doesn't seem very inhibited or overly sensitive in what he says.' All these suggest a lack of consciousness about these things and perhaps a certain naivety consistent with the Moon type.

At Sixteen, they see time differently than a year before. 'Time is seen as "the span that lapses between events"'. He sees relationships. At fifteen he thinks of time as a measurement ("the measurement of the order of events" or "the way of recording events in a period".) 'Sixteen lives in the present and looks to the future.' He 'lives well and fully in the present.' He "likes to live right where I am." The Moon type also lives in the present. Sixteen 'believes in

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<sup>41</sup> Gesell, Arnold, Ilg, Frances L. & Bates Ames, Louise, *Youth The Years from Ten to Sixteen* (Hamish Hamilton, London 1956)p. 250-273

a realm for afterlife [more] than it fifteen.' Some 'are finding their way into their own religious reality.'

Sixteen has also changed since Fifteen in their feelings; he is 'less engrossed in self-awareness'; 'his spirit of independence less impulsive', he 'has emotions well in hand' and he is 'generally on an even keel. He is not touchy; he covers up hurt feelings.' 'He is not given to worries and does not indulge unduly in moods. He usually curbs his anger or circumvents it by walking away or indirectly by laughing it off.' 'He is more "surface mad," "annoyed," "impatient" or "just disappointed." Sixteen is apt to "just sort of shut up," ...or "forget about it."' This again reveals a Moon influence to keep the 'self' private and not make a fuss.

The easy going nature, equilibrium and sociability of the Moon type is again evident: He is 'cheerful, friendly, outgoing, and well adjusted.' 'He simply states he has "an even disposition" that he has his "emotions in hand".' His mother says that ' "he takes things in a matter-of-fact way".' He seems 'more outgoing,' and 'broader in interest'. His 'happiness is very real but not exuberant'. 'He doesn't go to extremes. "Perfectly content" describes the pervasive quality of his happiness.' 'He likes laughter and indulges it abundantly, at favourable social gatherings.' 'Sixteen seldom cries.' crying doesn't make them feel any better'.

Sixteens are exchanging Fifteen's and Saturn's priority for *freedom* for their individuality for Sixteen's and Moon's priority for *love and relationship* in their life. 'He is coming to know that the secret of his own happiness is involved with others. He finds he is "thinking of the other fellow" '. Sixteen is 'more tolerant to the world', and has 'cordiality' and an 'interest in people.' His has a 'mindfulness of people which contributes to his poise and ability to get along with them.' He is 'more willing to look at another person's point of view'. He 'appraises personal motives' of people. He has 'begun to recognise written and unwritten codes of conduct'. Socially he has an 'ease and smoothness' and 'naturalness in his own self-expression'. He is a 'pleasant companion.' This is not always easy for Sixteen: 'He has fewer fears, but still fears "new social situations"'. He 'can be reluctant to move too far from home base and have to meet a lot of new people.' He has a happy-go-lucky tendency, though he does worry about school.

Gesell's descriptions go on describing Sixteen's social priorities and Moon's preference for (or at least more generous acceptance of) home. He builds up 'multiple friendships.' Sixteen loves informal parties, mixed gangs' and 'social activities without much worry about agenda or preparations'. Boys have friendships of longstanding but not so intensively pursued. Girl-girl friendships 'are so intense as to annoy the families involved.' Their friends' company and broader socializing experiences are preferred to family when they are short of time, though family relationships have improved. Sixteen is somewhat 'remote from his family in a happy way.' He is home based but independent. The trend is back into the home, with 'a greater desire by the group to congregate there.'

On the dating front the Sixteen-year-old girl 'doesn't wish to go steady, to narrow herself down.' Her 'interest is often a sociable rather than a romantic one.' 'The boys, like the girls, want to "play the field" with the opposite sex'. They 'don't like the feeling of being tied

down.’ This is different to ‘Fourteen’s absorption with the opposite sex, and Fifteen’s amorousness.’

In the light of Moon influences bringing with them some erotic influences to boys, it is interesting to note that pre 1955, the Gesell researchers found that the rate of masturbation amongst boys at sixteen was not higher than it had been at fifteen. However they observe:<sup>42</sup>

The boys who have been interested in girls have become even more interested, and some now show less desire for the peripheral stimulation of nude pictures or lurid literature. But some are finding it difficult to control their sex impulses, and they masturbate frequently, seek erotic stimulation in pictures, read too easily procured sex novels (leaving the corners of special pages turned down). Many seem to find increasing stimulation from rhythmic sources— music, dancing, their own movements. And daydreams seem to have become an even more potent source of arousal than at fifteen.

In relation to Moon influence, it is interesting to see here that daydreams have become a more potent erotic stimulus. Since the time that was written, access to pornographic material online has exploded to feed such sexual drives<sup>43</sup>, although it needs to be emphasized that even before the internet most boys found some of what they were looking for then in men’s magazines, (as implied in the quote above), even at ages eleven or twelve, when their mothers often thought them still so innocent!

Physically, as might be expected in a Moon stage, many Sixteens ‘report wonderful or excellent health’, good appetite and sleep. Often at Sixteen complexion difficulties improve. (Moon bringing health to the skin again?) Boys seem very aware of their lung capacity, perhaps reflecting the new growth in the chest which occurs again in this year. The ‘tight tenseness of Fifteen evaporates at Sixteen.’ Appetite has improved but is not extreme except in some boys. Sixteen is ‘apt to daydream a bit before he goes off to sleep’. ‘Sleep is untroubled’ ‘Many find dreaming “a pleasure” or “very agreeable”’. This follows the pattern of the Moon ages and reflects a more robust health and life force, even an enjoyment of dreamy consciousness and dreaming.

Moon qualities are very evident in these descriptions. It is the warm love of people and home and a broad surface interest in things rather than deep delving which comes through in Sixteens. Their reluctance to make themselves stand out or confront or defend makes them easy people to be with, but perhaps reveals the places where they need most unconditional support from us. Their less conscious nature perhaps makes life less complicated, but ultimately may be their biggest challenge.

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<sup>42</sup> Gesell, Ilg and Bates Ames Gesell, Ilg and Bates Ames *Youth*, op. cit. p.258

<sup>43</sup> The accessibility of pornography on the internet has created entirely new problems in adolescence including being linked with unrealistic attitudes about sex, and what an adolescent girl (or woman) ‘should’ look like, beliefs that women are sex objects and less-progressive gender role attitudes. For boys especially there is a danger of addiction.

## Conclusion:

The aim of this essay was to examine whether the archetypal influences and qualities associated with Moon could be found to any significant degree in the behaviour of children in Gesell Stage 1. We have found that there is indeed evidence of Moon in the children's behaviour, in their sense of self, in their thinking, feeling, relationships with people and in their will and in their giving priority to love and relationships. They tend to put friendship and peace in relationship before individual needs when they can. As we have seen, the order of the planets— Moon, Mercury, Venus, Mars, Jupiter and Saturn— represents both youth to old age, and innocence to wisdom, with the youthful qualities involving initially a warm interest in others close to home. The Moon then represents the robust good health and energy of youthfulness, and an open imagination or a straightforward intellect interest in a given order, facts and figures. Moon is the beginning of a new cycle, which benefits from the completed maturation of the previous cycle. So despite the youthful innocence of the Moon stage, children are often better coordinated, more in balance and centred, less troubled, troublesome and demanding. This Moon Stage 1 is described as being *in equilibrium* and *smooth* and seems to be a consolidating time of quiet growth.

A metaphor for the Moon can be found in the root of the plant, that part which holds it solid in the earth and grows unseen, happy to support the other elements of the plant and let them be the centre of our attention.

So we see the first Moon stage, at 4 to 6-8 weeks, is a time when children finally meet the world for the first time with more awakesness and social smiles, after the consolidation of the changes birth brought with Saturn. They become social. By the second Moon stage at 40 to 44 weeks, babies have just completed some months of very active physical growth. Now this Moon stage provides a short quieter time to consolidate and practice what they have already learned, and to grow more socially, emotionally and intellectually in ways rather consistent with Moon qualities. For now emotional life is growing significantly; the babies are generally good natured, friendly and amenable; day dreaming is possible, and consciousness of social approval becomes evident; caring for other things grows with the imagination and a significant new step in the development of memory makes possible an understanding about the permanence of objects.

By Two years, after the physical action and more restrained social contacts of the previous nine months, one suddenly finds a more consistent sociability and warm cuddliness in the children, with a certain gentleness in social interactions with others, a love of home, repetition, routines and new intellectual achievements. These are all Moon qualities. By the next Moon stage at Five, there is a maturity in the child clearly evident from the beginning, the gift of the previous cycle. The child is well coordinated and socially accommodating. Other Moon qualities are also present: an innocent goodness, a love of home, a sense of time which emphasises 'now', a stage which is self-limiting, self-protecting yet expansive intellectually, with a love of facts and practice of intellectual abilities. Five also demonstrates the healthy growth factors associated with Moon: improved appetite, better sleep and fewer tensional outlets compared to earlier, including fewer temper tantrums.

At Ten one sees a maturing of Moon's qualities— they are friendly, secure, outgoing, trusting of others, diplomatic and once again, good. One again sees a smoothness, an

acceptance of things as they are, enjoyment of family and friends and a preference for being part of the group and robust health. Ten also demonstrates something of the consciousness of Moon—they are rather dreamy and less conscious, not so easily able to articulate their emotional state. Their intellectual interests are broad, but more superficial and factual. They are good at facts, memorizing, arithmetic and like a given order in things, for their own organization is not as strong as it was the year before.

At Sixteen it is still the warm love of people and home, and a broad surface interest in things rather than deep delving, which is evidence of a Moon stage. Their preference for love and relationship and their diplomatic avoidance of the limelight as a developmental trait are still noticeable.

The Moon stages in childhood definitely reflect more giving within relationships. The children are not so egotistical and individual; they try to find ways to avoid conflict and do not put themselves first. They defer, cooperate or avoid a situation where it is possible to do so. The sense of self in Moon is more dreamy, less individualized, less demanding, more accepting. They refer to hide the self, to be part of the group or to be what the other person would like them to be.

In thinking, the Moon stage offers a lively creative imaginative thinking, or a broad surface approach, involving facts and information and given order, for they like reproducing things but do not want to have to think too much. They are swept up by their feelings but not so very conscious of them.

Their will power is rather unreliable and for the short term; they like to dabble rather than to persevere.

The development in the Moon stages do indeed reveal a great deal of Moon and do not just reflect incremental, chronological development, for much will change in the following stage as the influences of Mercury again begin their work, and the open, amenable, social Moon becomes more restless and challenging with a lively Mercury nature. However the opportunity that the Moon stage offers in experiencing a different way of being in the world— social, loving, relationship, home and family centred, a solid basis for lively creative thinking and wholesome goodness —this is a great gift to childhood and ourselves.

An understanding of these planetary influences and qualities offers another way of understanding children, their motivations and needs in each Gesell stage, in this case a Moon stage. This allows us to support children better, acknowledging this aspect of developmental factors. In education, this makes possible a more refined way of meeting children's needs, both individually and in the classroom. For those who are involved in healing and are familiar with the planetary influences in speech, eurythmy gesture and metal therapies, this knowledge offers an opportunity to observe each age group more carefully and to use the therapies in even more precise ways. Knowing these developmental tendencies helps us to separate these factors from the individual and environmental factors. Further understanding of children and the planetary influences in the broader context of development can be found in the child development profiles at [www.creativelivingwithchildren.com](http://www.creativelivingwithchildren.com).

## What helps the Moon type and children in Gesell Stage 1

From all this we can identify many things which might help support children who are by nature a Moon type or who are in a Moon stage. We can help them by being aware of their needs and meeting these better. Of course when children have a strong inherent temperament which is different from the influences of the planetary stage they are in, the manifestation of these needs may not be so strong, especially in the case of Moon and Venus, the more amenable stages. Awareness of these needs may also help our relationships with Moon type adults!!

Some qualities and needs associated with the Moon type to be considered in relation to child development and how we can support children:

- The Moon type and children in a Moon stage have strong life forces —healthy appetite, good sleep, rapid immune responses, joy and love of life and people. When these things are not present, we need to look for the cause.
- The Moon type and stage needs stability, predictability and order in their lives—they need organization not chaos. They are strong imitators and absorb much into themselves unconsciously. They need to be supported with good routines, beauty and serenity in their everyday living and environment. All young children, being in a Moon phase, need these things.
- They need more time and support in organizing themselves, initiating and completing tasks. Their dreaminess and lack of consciousness makes planning and seeing connections more difficult. They like already contained, ordered systems where they are given the boundaries of time and place to work within. Help them by providing a form within they can practice will-filled activities. Give definite places for things, give them reminders, check lists. Be patient with them if they are slow to think or act; they may be just slow to get going or need more time.
- They need to be loved, to belong, to be accepted by others, but don't want to stand out from the group. We need to emphasize the importance of being an individual *as well as* being part of a group. They may need help to stand alone, to find their separate selves. They are connected more with universal consciousness than individual consciousness. Because they sometimes feel at one with others, they assume others are like them. They may need help to see differences. It takes more effort from them to be conscious and individual. They may need more gentle reminding to be present and conscious, and to work with that. They need understanding and patience from us, not chastisement.
- Like the Venus type, they have a people-pleasing nature and may hide their own feelings and needs. There is a tendency for adults to overlook them because of their ease of handling and compliance. We need to understand what their deeper often unexpressed needs and feelings might be and help them to articulate these where appropriate. Because they do not manifest so many behavioural problems we must be particularly careful not to take them for granted or ignore them in the classroom or at home amidst the challenges of other children and busy lives. They really need

to be 'seen' (despite their apparent reluctance to show their real selves) and accepted and affirmed for who they really are. They may actually need us to be quite proactive on their behalf in this: when they move to meet our needs, we may need to say "No, I really want to know what you want, what you need!" and to help them to articulate that (privately of course). With the world around them being more than happy for them to meet everyone else's needs before their own, it may be rare for them to find someone who will insist on them expressing their own wishes, especially when they are not so used to doing that and may be slow and reluctant in doing so.

- We can help them to feel their own legitimate power, if they have a tendency to give it away inappropriately. They need to see they have a choice in this. We may have to encourage them 'to stand up for their rights, their integrity'. Because they see others as important to them, it may also help them to point out the situations where being clear and strong themselves actually *helps others* as well. They may be more reluctant to be legitimately powerful if they think this is being 'selfish' or 'naughty'. This empowerment of the Moon type and stage needs to start early, in the family, with helping them to express their needs and wishes and not allowing them to respond weakly, giving way to us, as well as to 'stronger' siblings. This is more work for us as adults at the time, but it makes stronger children in the long run.

Your child needs to be able to say "Yes!" (to a game or treat, for example) *and* "No!" convincingly and powerfully. This is part of learning protective behaviours to prevent abuse, bullying in the school yard and sexual abuse, in which perpetrators are looking for children who are amenable and don't like to say "No!" We can also help them to see they have power and responsibility as a bystander in bullying situations, especially at 10 and 12 (Venus), when the pressures of the peer group can be very strong. It may be that the Moon and Venus types, and stages are more vulnerable to bullying and abuse, because they are more reluctant to go against others and want to please.

- Both Moon and Venus also have erotic tendencies which may make these stages and types more vulnerable in terms of sexual abuse, especially if they respond more easily to sensual touching, where the body says "Yes!" even if the mind or the feelings say "No!". They need help to be clear about the boundaries regarding touch, about 'privacy', 'private parts of our bodies' and 'inappropriate touch'. They need to know that it is important to be able to be strong and to be able to say loudly and clearly "No!" (or "No, thanks!" if it is easier for our relationship-valuing Moon and Venus children to say!)

It is our responsibility to make them strong as well as loving!! This begins in infancy by what we model for them, how we respect them and how we show them what the rules are about touch, nudity, etc in different situations, with mother, father, doctor, close family, carers, extended family, friends, strangers and so on. Some children may learn this intuitively, but others, including more dreamy, less aware children and those on the Asperger's Autism spectrum or with intellectual disabilities, for example, may not. As adults, we have a responsibility to make sure they do learn this.

- They are home loving and family loving; home is important to them. They need us to be at home for them. With two parents working, this is becoming more difficult for families but at least we can make an effort to stay home when it is possible to do so, to maximise 'down time' and 'home time', time for playing and dreaming. If the child requests not to go off for lessons and group activities after school and on weekends, or shopping or visiting with you, respect that for this stage if you can. It is possible that they will not request to stay home verbally (being Moon) but may just appear be reluctant to go out, and such reluctance needs to be taken notice of here. They need time to do things without hurrying. Young children particularly need unstructured time to potter around at home, and not do scheduled activities. Remember that there is nothing better than healthy imaginative play in the appropriate home environment for young children for emotional, intellectual and physical health long term.<sup>44</sup>

Younger Five year olds particularly may be caught up in a schooling system which demands more of them than their natural tendencies can cope with. If they are also a Moon type in natural disposition this can be overwhelming. Remember children who are oldest in the class tend to do better in the long term. Be willing to hold them back if that is what they seem to need, especially boys.<sup>45</sup> This also means of course that you need to make their home environment rich, varied, creative and supportive!

- They need to be able to live in the present without being forced into future decisions at this time. They will find it easier at other stages. In a Moon type they may need help to consider the future sometimes but in a Moon stage, waiting for a better time may suffice.
- Their natural tendency is to think broad rather than deep. We need to accept that, trusting that 'penetration will come' later. Trust the beneficial aspects of each stage and be prepared to "wait and see" if it is not bothering the child.

Working with these needs will maximise the wonderful gifts of each planetary influence in children's development.

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<sup>44</sup> See the Alliance for Childhood website for research papers on the gifts of imaginative play and the dangers of its lack. [www.allianceforchildhood.org](http://www.allianceforchildhood.org)

<sup>45</sup> See footnote 19 in this essay about life longevity and early schooling. See also the works of the Gesell Institute of Human Development for more on school readiness. School readiness is more than already having some number and reading skills as some 'school readiness' advice would imply. The Gesell Institute book on Five, *Your-Five-Year old Sunny and Serene* by Louise Bates Ames and Frances L Ilg cited earlier, has more detailed information on school readiness on the chapter on 'School'.