

Planetary qualities in child development: Saturn

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 essays¹:

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 Development²) 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.³

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 Saturn qualities in relation to Gesell Stage 6.

Saturn influences in child development & Gesell Stage 6

Introduction

Our aim in this essay is to build a picture of the archetypal qualities associated with Saturn, and then to closely examine the behaviour of children in Gesell Stage 6, highlighting any similarities to these Saturn 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 Saturn qualities as their natural disposition through childhood.

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

² 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 for Child Development and can be found on the internet under that name at www.gesellinstitute.org

³ More information about the Gesell Institute of Child Development and how they discovered these stages can be found in the essay *The Gesell Institute and the Gesell Stages*

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.⁴

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. Saturn is associated with maturity and aging whereas Moon, its opposite, is associated with innocence and youthfulness.⁵

The planetary qualities of Saturn appear in children in the sixth of the six stages in child development which the Gesell Institute of Child Development observed, what we are calling Gesell Stage 6⁶. The planet Saturn is also the sixth in ‘temporal’ order from the earth, in the sequence Moon, Mercury, Venus, Mars, Jupiter and Saturn.⁷ The Gesell Stage 6 occurs at Birth, 32 to 40 weeks, 21 to 24 months, 4 ½ to 5 years, 9 years and 15 years. Extrapolated from these, and to complete the first 21 years of growth, (which contains six cycles of the Gesell stages,) the sixth Gesell Stage 6 would be 21 years. It is also worth noting that in life span development, the years which most reflect Saturn qualities are 56 to 63 years.

The key words the Gesell researchers used to describe Stage 6 were *in dis-equilibrium*, *neurotic*, *inward* and *troubled* but their descriptions of the children’s behaviour give us much more than this. They reveal many of the strengths of the ‘Saturn type’ adult which are based on their giving priority to *freedom*, on deep penetrating thought, deep sensitivity and a more serious, mature approach to the world.

⁴Rudolf 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

⁵When 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.

⁶ 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

⁷ 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 Saturn experience gives children a more concentrated, deeper, more inward experience of themselves and the world.

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 Saturn and then see where it is found in Gesell Stage 6.

Understanding Saturn qualities, influences and the Saturn type

Saturn type qualities: a quick reference.

The Saturn types have a strong inner life, a strong sense of self and independence and are motivated by their need for freedom. They are very self-contained and generally content to remain within their own sphere. They can be deeply feeling and sensitive but do not readily reveal what is going on inside them. Saturn influences are associated with contraction and restriction, which in the Saturn type manifests as prudence, conservatism, stability, common sense, understanding of structure and good organisational ability. They are serious, reflective and have a logical, investigative mentality; their quality of concentration enables intellectual depth and deep insights; they seek the essence, the truth and structure. They have a determined will and show perseverance, persistence, and the capacity for self-denial and self-restraint. Saturn is associated with the maturity of later life.

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

Saturn: the planet and the mineral and plant world

As the second largest planet and sixth from the sun, Saturn cannot be seen so clearly with the naked eye. It is not as large as Jupiter and has a very much weaker magnetosphere, weaker even than Earth's. Classified as a 'gas giant', the exterior of Saturn is predominantly composed of gas. Saturn is best known as the planet with the most visible rings, which are made up of rock and ice, and have a highly complex structure. While it radiates 2.5 times more energy than it receives from the sun, its rings and upper level clouds are very cold. Lower level clouds warm to 57C and it has a very hot interior (11,700C). Perhaps this contrast of the warmth inside, cold outside can be seen as a metaphor for the way Saturn works in the human body (blood within bone) and personality (deep sensitivity within a

contained self). It has a fast rotation, of roughly 10 ½ hours and it has the fastest winds (1800 k.p.h.) of all the planets in the solar system except for Neptune. It takes roughly 29 ½ years to orbit the sun.

In the mineral kingdom the metal associated with Saturn is lead, a heavy metal with poor conductivity; one end of a lead bar can be melting while the other end is still cool enough to hold.

In nature and the human body, Saturn is associated with an inward concentrating force, where its opposite, the Moon, is associated with an exuberant radiating force. In the plant world this concentration of Saturn forces can be seen in the contraction of the plant down to its essence in the seed, that part of the plant most influenced by Saturn. The outer part of the seed forms as a protective layer, sometimes so hard in many Australian native plants that it needs the heat of a wildfire to break it down. Inside is contained all that is needed for a mature plant to grow, even a majestic tree; using scientific terminology, the seed contains the genetic profile; in spiritual terms it could be seen as the link to its cosmic archetype (in Goethe's sense).

Among the trees, it has been found that beech, hornbeam and the conifers have a connection to Saturn. The progress of the formation of the buds in these trees is affected by the actual movement of Saturn in relation to the Moon in the solar system.⁸ In pines and firs too one can see the inward concentration of Saturn where the compact needles replace the leaves.

Saturn in the human body, organs and life processes

In the human body the Saturn influence is associated with the concentration of matter in the skeleton (including the teeth), the hardest part of the body and the part that takes longest to form and mature. On the other hand, within the bone, we see an image of a concentration of a different sort, for it is within the bone marrow that blood (also associated with Saturn) is produced; if we follow this blood we come to where it is stored, cleaned and replenished in the spleen. The spleen is a sensitive organ, easily damaged, but works as the protector of the heart, the maintainer of healthy blood and as part of the immune system, as the 'teacher' of the blood. The spleen supports the process which detects what is self and non self, maintaining a boundary between the body and the outside world and in this sense is a protector of the integrity of the self. Steiner observed that the spleen is where the Saturn process is weakest and ends. So we have two contrasting processes associated with Saturn—the cool, hardness in the creation of bone in opposition to the warmth and movement of the blood, the carrier of life and individual consciousness or ego. A further explanation of these workings of Saturn in the body are included in the footnote.⁹ We will see this twofold

⁸ The meticulous studies of Lawrence Edwards which show these relationships are reported on by Brian Keats at www.astro-calendar.com

⁹ A description of the Saturn forces from the point of view of esotericism, can be found in the work of Rudolf Steiner. He described the Saturn forces as flowing in through the crown at the back of the head and working right through the body into the bone, the skeleton—that part of the body where matter is most dense. He said that Saturn leads spirit into matter, to come into the world of space, with its form and density. The creation of a boundary, separating inner from outer, in a sort of 'breathing', is the beginning of a Saturn process, which, at its most refined, crystallises out the skeleton. On the other hand, Moon forces radiate outwards, filling that form. Within the bone, however, and in the

function is a good reflection of what we find in the Saturn type, who can appear somewhat cold and contained on the outside, but on the inside has a deep sensitivity, a rich inner life and strong sense of his or her individuality.

It is interesting also that the spleen meridian is associated with nightmares (which 4½ year-olds experience), and with sleep walking, dizziness, obsessing about the past (which Nine-year-olds experience, at least they are very interested in their past, while perhaps not obsessing about it). It is also interesting that, esoterically, the force which, under special circumstances, could make one into a sleepwalker and talker was given the name Saturn.¹⁰ It is the same one that is said to work on what Rudolf Steiner called our consciousness soul, that part of ourselves which strives to make our behaviour more conscious and responsible.

Saturn also governs the hearing and the inner ear (hearing involves a bone in the inner ear!) and is also associated with the left leg and knees. It is also associated with the skin as a structural limit and sensory agent, for Saturn works through the senses which represent a boundary or intermediary between the self and the world. The Saturn type may have a lower threshold for experiencing stimulation of all of the senses, so is more aware of stronger sensations, as Gesell noted that Fifteen is.¹¹ This boundary is most obvious in the skin; the Saturn type is traditionally known to 'not like touch', but perhaps more accurately this should be 'Saturn does not like uninvited or insensitively given touch from another.' It is probable that Saturn needs more time and preparation to protect themselves and then receive and deal with the sensory input. This certainly is evident in the Gesell Stage 6 development profiles in the children's awareness of stronger sensations, for example in taste or use of a softer voice.

Saturn in human behaviour

The importance of Saturn in biography

Up to this point in our exploration one could perhaps accept the planetary influences just as six different energies working in the world and the human being, just as acupuncture sees that there are five great energies which work differentially in the human body. One could even accept that Saturn in particular has a particular way of supporting the development of individuation and consciousness, as will become clearer in the closer examination of the Saturn stages in child development. But one comes to a point that, without some acceptance of some idea of a human 'spirit', it is impossible to comprehend the importance of the role of

spleen is to be found the second manifestation of Saturn, the formation of the blood. Steiner describes these two Saturn forces as a differentiation of the warmth ether, with a diluting of the warmth associated with this condensation into matter in the bones (and the cold associated with Saturn) and with the densifying of the warmth ether associated with the formation of the blood. See further elaboration on this aspect of the Saturn process in Lievegoed, Bernard, *Man on the Threshold. The challenge on inner development*. (Hawthorn Press, Stroud, 1985) p.101-5

¹⁰ See the website on 'Planetary Qualities. An Anthroposophical View' by Bibi van Bussel, 1999 page on the planets relationship to sleep. <http://busbi.home.xs4all.nl/sleep.html#sleep>

¹¹ Fifteen is also at a time when the growth forces have their emphasis in the head and nerve sense system a time when one would expect extra sensitivity to external stimuli, as one does at Seven, Fourteen and Fifteen. This could account for some of Fifteen's sensitivity to noise etc.

Saturn influences in human biography and in childhood in particular. For it is the force of Saturn (along with the Sun, the great integrator of all the planetary influences) which helps that essential part of us which is *beyond* the physical, to come *into* the physical at conception (or soon after) and enter ever more deeply into the physical body through childhood, enabling increasing self-awareness and consciousness. This is what is referred to as the 'incarnation' process.

Rudolf Steiner described the role of the Saturn forces as that of 'leading spirit into matter' or in the case of human beings, supporting that essential part of ourselves which is not material, our spirit, to enter into the material body. In this way the Saturn forces are also deeply associated with our karma (what we bring with us from the past) and our destiny, what we choose to do in the present and the future. This role has been associated with Saturn from ancient times in astrology where Saturn was seen as the one through whom we may achieve eventual freedom through self understanding.¹²

So we find that Saturn's task in the blood is far more than a physical one for, in Steiner's terms, the blood carries the human ego, which in its turn carries our incarnating spirit, our individuality. In human biography, it is the Saturn influences which keep us on our destiny path. If we get off track, Saturn gives us what we need to get back on track, although this may be very painful and we may be very unhappy about it!¹³ In our incarnating process, the Gesell stages reveal that it is Saturn which helps us through the stages in childhood which are very significant for incarnation: birth, standing upright, deeper connection with ourselves at nine (the half-moon node), fifteen, the youth-to-young-adult cusp, and twenty one, the 'birth' of the ego in Steiner's terms.

In terms of the total process of the maturing of the child into an adult, it is likely that the Saturn cycle of 29 years is also a very significant one¹⁴. Although we speak of childhood taking twenty one years, it is becoming clear that even physical development (for example brain and sexual maturation) can take longer than this, into our mid-twenties. In biography (or life span development) work we know that, although at twenty one our individuality manifests in a new way, it still takes the next seven years to really clarify who we are, what our values are that we now *choose* to have, not just what are given by our family and environment, and who we choose to be as an independent individual. Up to twenty eight it seems we have lived on what we have been given, but from this point on, we must live on what we make of ourselves. The Saturn cycle brings us to this new point, as Saturn brought us in at birth. Saturn is the force which brings us, carries us, supports us, into incarnation, into this life. When we have lived through one full Saturn cycle, (the time it takes for the planet Saturn to travel a complete orbit around the sun) we have finally arrived, so to speak.

Anecdotally mothers report that when their children reach their late twenties, something changes; somehow their children seem to need them less, they move into a new

¹² P.11 Greene, Liz *Saturn A new look at an old devil.* (The Aquarian Press, Northhamptonshire, 1976)

¹³ Human stories are full of events like accidents, house-fires and other forms of loss which wake the person up and get them back on track— terrible at the time and maybe even in an ongoing way, in the case of chronic illness, but nevertheless appreciated for their consciousness-raising effects.

¹⁴ Here we are are speaking of the movement of the planets as seen in astronomy and used in astrology. This is different from the rhythmic cycling through the planetary influences in the order we see in these development profiles.

independence; mothers feel relieved of the responsibility for them. Of course by this time most are established in their careers, many have spouses, children, their own homes, which make them more separate from parents anyway. Nevertheless mothers say something has changed. Saturn has done its work. Saturn has returned to the same place in the heavens as it was when they were born. Now it is time for the individual to take full responsibility for his or her life. If someone is not ready for this new responsibility, it can be a hard time. Saturn will still be there to try to wake us up! And Saturn returns again later (in life span development 56 to 63 years) for another re-assessment to help us all the way through life!

The Saturn type: Introduction

The inward forming, concentrating force associated with Saturn can be seen in the Saturn type in their thinking, feeling and willing, and their way of relating to the world; we may see very self-contained individualities; deep and profound thinkers; deeply feeling individuals, (though they may be very reluctant to reveal this sensitivity); individuals with a strong force of will which manifests as self-discipline, seriousness, perseverance, persistence (or when it is very one sided or we don't like it we would call it stubbornness or rigidity). The contraction, limitation and restriction associated with Saturn are also to be found in the prudence, conservatism, caution, common sense, and good managerial and organisational abilities to be found in the Saturn type. For all of these, more consciousness and memory are required. The Saturn type clearly lies naturally at the more mature, conscious end of the spectrum, and with old age, rather than youthfulness.

With this more acute consciousness of a Saturn type comes a deep sensitivity which is largely kept hidden (just as the bone protects the marrow). The strong motivating factor for the Saturn type is *freedom*. The Saturn type's need to defend themselves, their freedom and independence, (with resistance to any restrictions others might want to put on them) needs to be clearly understood in relating well to Saturn type adults as well as children (especially adolescents) in the Saturn stages; we need to respect that they need space and time to do things their own way.

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

Saturn type: Sense of self

Saturn type individuals are also described as the 'self-conscious type'.¹⁵ They are seen to have a strong inner life, and strong sense of self and independence. They are more strongly connected to what Steiner called the 'ego', as the carrier of individual consciousness (with a weakness showing in being egotistical, with a desire for status).¹⁶ Here their inwardness and boundary making applies to themselves, defining more clearly the self versus non-self, their

¹⁵ Stibbe, Max, *Seven Soul Types* (Hawthorn Press, Stroud, UK, 1992)

¹⁶ In this there is some relationship to the masculine pole, for Steiner says men too, lying as they do at the more masculine end of the masculine- feminine continuum, are more deeply connected with the ego and they also find it harder to connect with their feelings. Saturn's planetary opposite, the Moon, interestingly has more of relationship to the feminine pole, with more access to their feeling life than Saturn. These connections are seen more clearly in the use of medical remedies which work with this Saturn- Moon polarity.

sense of separateness and their own uniqueness. They are self-contained and generally content to remain within their own sphere. They do not readily reveal what is going on inside them, in their thoughts, feelings or intentions and it is not surprising therefore that they then have a tendency to feel misunderstood. They can feel a sense of personal isolation and sometimes with it a sense of personal inadequacy, which perhaps originates in this hypersensitivity to (and with it a possible misreading of) the reactions of others. Their inwardness makes them less connected with the everyday world unless they choose it. They resist outside influences.

The Moon type (Saturn's opposite) also have a tendency to hide the real self. However this is different from the Saturn type, who may make their real self unavailable to others if they choose but do not pretend to be other than what they are. The Moon type, on the other hand, may not only hide their real self in defence, but also project a self which they think will please others; they may pretend to be what others want them to be. This is of course much less confronting for others, as we see so clearly in the Moon stage in childhood, when children appear so much more amenable than in the Saturn stages.

Jeff Mayo¹⁷ in his book *The Planets and Human Behaviour* describes this Saturn behaviour in a precise but more technical way as: 'A need to construct a system for protection of the organism, in terms of instinctive defence tactics against environmental pressures and assault, rather than attack. Hence potential defence and withdrawal mechanisms, inhibitive-patterns, defence-avoidance reactions.'

Can we see these protective-defensive characteristics of the Saturn type in children in Gesell Stage 6 (like Four-and-a-half, Nine and especially Fifteen)? Gesell describes the child at this stage as being in a 'disequilibrium between child and environment' even though they may be at peace with themselves. At Fifteen, they cultivate their inner world with increasing self-awareness and perceptiveness though they may appear mopish on the outside, especially at home. Where they feel unsafe or misunderstood, they will tenaciously hide their real feelings and withhold information about themselves. During all Saturn stages in childhood there is a tendency to being self-sufficient and independent (Fifteen being particularly resistant to restraints and restrictions). They have a strong need for freedom—to protect their inner freedom, to follow their own way.

There is a particularly strong link with their sense of destiny at Nine. It is a time when they want to know their 'origins' (Saturn). At this age they feel their uniqueness so deeply they can half suspect that they might be adopted. They may seek photos of themselves as small children and will be greatly relieved and delighted to hear stories about their birth, that their parents are their real parents and that they belong. At the same time some children have a sense of what they will become in life (which may also be related to the astrological half Moon node which comes at this time.)

Adult Saturn types, like children, resent prying and will withdraw and avoid self-disclosure, but can be content with their own company or just a few friends.

¹⁷ Mayo, Jeff, *The Planets and Human Behaviour* (L.N. Fowler & Co Ltd, London, 1972) p. 95

The Saturn type: Relationship to Thinking

Saturn type individuals reveal a particularly characteristic sort of thinking: logical, common sense and contemplative thinking; they have an investigative mentality, and can often be found deep in thought, and they can appear to be melancholic. Their quality of concentration enables intellectual depth and deep insights; they seek the essence, the truth and structure. They are serious and reflective. They follow details back to their origins, making sure it all fits (as we saw with the 9 year old interested in his origins, in birth). They have an interest in the past, and may, in their insistence at looking at the past, seem opposed to progress.

For this deep thinking they need focus and quiet and they will withdraw to find it. They work best where they feel there are limits, (preferably their own) stability and predictability. Such deep, thorough and profound thought also takes them deeply into themselves and may make them less connected with the everyday world.

It also takes time to process thoughts deeply; they take information into memory before giving it back. This can make them appear 'slow'.¹⁸ They need to be given more time for preparation, to think. For children who are by nature more of a Saturn type, and perhaps also in the Saturn stages, this need for time, for warnings and opportunities for inner preparation are really essential but often ignored in a hurried world.

Saturn type individuals choose their outside interests with care and apply themselves thoroughly and deeply. They can be good researchers or can specialise in some subject or choose to do just one task very well. They may be academics or 'researchers in their ivory towers'. They can be somewhat dry, but they are passionate in their area of interest.

In the Saturn stages in childhood we also get glimpses of this specialising, deepening, refining. Gesell says Four-and-a-half and Nine 'refine abilities to a sharper point.' They like 'improving control and perfecting skills'. And Fifteen is 'stickler for precision' almost a 'perfectionist' and narrows his or her interests.

Jeff Mayo¹⁹ emphasises Saturn's need to formulate 'constructive material values' and develop a 'realistic and practical attitude to life', to 'give practical and purposeful form to ideas; to plan'. This description is reminiscent of the Saturn age Nine years.

The Saturn type: Relationship to Feeling

It is useful to think again of our image of Saturn as the bone covering the blood within. Saturn influenced individuals, with their reserved nature, may seem cold and standoffish; they may cut out if not interested, for example. They can be good at constructing clear boundaries and protecting themselves and we could all learn from that. Yet behind this reserve their strong feeling life is the deepest of all planetary types. They may seem melancholic when stuck in their brooding. They need time to recognise their feelings and may not be able to express what they are feeling until some time after the situation has passed. It has been said that 'Saturn's reality of today starts tomorrow.'

¹⁸ Saturn traditionally has been associated with Kronos, a God related to time, the overview of time and long term memory (like in old age)..

¹⁹ Mayo, op cit p.94-5

They can be easily hurt and sensitive to remarks made. They may mull over a remark someone made for days or weeks and finally confront the person with what they thought the person meant. On the other hand they may just hide their hurt feelings as the fifteen-year-old often does.

What can we see in childhood of this? Gesell describes Fifteen as having traits concerned with 'almost effortful refinement of the patterns of feeling', seen 'in new sensitivities, irritabilities, resistances, aversions, suspicions.' From his 'toughness' on the outside it seems surprising that in private Fifteen cries more to relieve his strong feelings, something he is less likely to do at fourteen or sixteen. Gesell's descriptions of Fifteens perhaps reveal a great deal about the Saturn type.

The negative aspects of the Saturn type are useful as a check list for finding Saturn characteristics in the Saturn stage of childhood when things are not going well. Mayo²⁰ suggests these more destructive aspects are: unreliability, bigoted-ness, scepticism, secretiveness, suspiciousness, pessimism, melancholia, depressiveness, fatalism, censorious, frigidity, mistrustfulness, stubbornness, apprehensiveness, shyness, nervousness, narrow mindedness, self-repression, heartlessness, incompetence, touchiness, coldness of feelings, maliciousness, over-materialistic.

It is worth commenting on two of these perceived 'negative' traits in relation to children: secretiveness and shyness. The Saturn type uses secretiveness as a defence (and one could also say an intelligent strategy) to protect their freedom and their sensitivity, in what is basically a not very sensitive world. In children this may develop as a defence against the insensitivity or misunderstanding of people around the child, and rather than call this a 'negative' trait it might be better to see it as a clue to where they legitimately are not understood or not having their needs met and are using defensive tactics (e.g. hide what they will otherwise be reprimanded for but they themselves may inwardly judge to be okay). Secrets can also be used as a power play over others.²¹

It is interesting to note that at nine years, a Saturn stage, children also like self-selected groups sometimes in the form of secret clubs with secret rules (like 'The Secret Seven' of Enid Blyton's books). Being secret, we adults do not usually know about these, unless we happen upon 'the rules' on a piece of paper found in a pocket while doing the laundry perhaps (as one mother reported).

The deep feelings of the Saturn type adults are also not so easily seen because they may hide it well. At their most defensive (and misunderstood) they can be very secretive. But even well adjusted, relatively inwardly secure and charming Saturn types will not reveal so easily their innermost feelings to the world. As we have seen, this is a way the Saturn type defends his privacy and his freedom, albeit perhaps unconsciously. No wonder Gesell researchers were also wondering about them, though clearly they recognised that this was going on at 15 especially. In their observations of that age they noted one of their long term studied children, who had been perfectly cooperative the year before at 14 years, was heard muttering as he went into their interview at 15 that he was not going to let them know too

²⁰ Ibid. p.96

²¹ In teaching children protective behaviours to prevent sexual abuse, it is suggested that the word 'surprise' (which is usually good) rather than 'secret' (which can be bad) be used.

much this time!²² Other planetary types can find this 'reluctance to share openly' in the Saturn type quite confronting or irritating, and it may be that the Saturn type is the least well understood by others.

Shyness in childhood (and probably also in some Saturn type adults) is also often misunderstood and especially condemned in societies where there is a lot of value put on social confidence and being outgoing (like the US). In a culture which values reticence and self-restraint more, (e.g. traditional Japan) or at least manifests it more in their national character (like Australia and the UK in their own different ways), it may be seen very differently. A little shyness in childhood can merely reflect children who are more sensitive and need to protect themselves against the assault of the social or sense world a little longer than others; in particular it is often seen in the sort of child who from their temperament needs more time to inwardly prepare to step into an activity (shades of Saturn here!) These children may stand back and carefully observe something other children are doing for a long time, and then finally, when they are ready, step forward and do it perfectly, seemingly without much actual practice. This has even been seen in children regarding a foreign language where the child has said nothing for months while being exposed to a new language and then suddenly speaks it fluently.

Overall, regarding children, however, what would be of concern would be if the child was *always* secretive with everyone or *always* shy, even with people they are very familiar with, not just new people and in new situations. The question to be asked is – are there times when the child is not secretive or shy?

The Saturn type: Relationship to people

In general the Saturn type is more detached and thoughtful, and, with their good self-control, can be tactful and diplomatic when they wish to be. They prefer not to chitchat or small talk, especially in large groups. They can appear disinterested until engaged in the things they are passionate about, at which point they may become deeply engaging and warm in their responses. They can be very amusing with their irony in humour.

Their friendships are deep and steadfast; they make loyal friends. They make fewer contacts and may take a longer time to get to know a few friends. They prefer self-selected groups. Even at Fifteen they will tend to limit their contacts more than before. The Saturn type enjoys finding someone with similar interests whom they respect and whom they think understands them, will be predictable and not upset them. Once friendship is given, it is almost impossible to break up, but if something does happen then they are not very good at making the first move to patch it up. They can forgive only with great difficulty. They are not very flexible.

They value respect and responsibility. They take good care that they know what they are doing before promising something. They have a strong sense of duty and responsibility towards others and can develop quite rigid codes of conduct. They are in this sense conscientious. It is interesting that conscientiousness was the quality which most of all was

²² Gesell, Arnold, Ilg, Frances L., Bates Ames, Louise, *Youth The Years from Ten to Sixteen* (Hamish Hamilton London 1956,) p. 215

found to be associated with long life in the *Longevity Project*²³. Of course they expect the same from others which can set them up to be disappointed by the unfulfilled promises and agreements of others. They may also be somewhat bewildered by the thoughtless actions of others. A young person who has mostly Saturn qualities can feel very insecure and bewildered by the world around him when a parent or teacher 'promises' to do something and then does not do it, or people around him react quickly and without thinking.

This reveals the ethical position of the Saturn type, that they try to be reliable, trustworthy, responsible, law abiding. Saturn traditionally has been involved with moral justice of impelling force.

The Saturn type: Relationship to Will power

Saturn gives direction and strength. One sees this in a determined will, in their perseverance and persistence, in their realistic, responsible and practical behaviour. They know what they are doing (at least afterwards) and why. They do not like to deviate from the task. They keep going after others have given up, even sometimes longer than they should. They feel pride in their own perseverance. These qualities mean they keep on track. They have the ability for sustained, even monotonous, laborious work that requires patience, self-control and self-discipline as they can hold back and appreciate the need for self-denial and self-restraint. (Is it any wonder that we find a disproportionate number of them with doctorates and in universities?) They therefore can show thrift, caution and may be slow to act. They are realistic. The negative aspect of this wilfulness can mean they may be inflexible or rigid.

All these qualities can be seen in those things which traditionally Saturn rules: ambition, career, productivity, duty, limitations, organisation, structure, authority, conventionality. These require method and a sense of purpose, self-reliance and discipline, realistic and constructive thinking all of which may be seen in the Saturn type.

Other associations with Saturn

Day of the week- Saturday (dies Saturni- Latin *day of Saturn*); musical note- G; colour- Indigo blue; grain- corn; people- Red Indian; tree- fir, cypress, beech; sound for Saturn - oo as in 'shoe' .

Summary of some qualities associated with Saturn to be considered in relation to child development:

- Self consciousness, self control, self reliance and discipline, practicality, resourcefulness, caution and restraint, conservation, self protection.²⁴
- Also deep sensitivity and deep feelings and loyalty

²³ Friedman, Howard S. & Martin, Leslie R. *The Longevity Project Surprising Discoveries for Health and Long Life from the Landmark Eight Decade Study* (A Plume Book. New York, 2011) p. 9-21 In the chapter on conscientiousness called 'Long live the prudent and persistent' they are really describing the Saturn type.

²⁴ From Mayo, op.cit. p 95 these are what he calls 'characteristic and significant forms of expression desired by the individual that can be activated in connection with Saturn.'

- An interest in structure and deeper, profound thought.
- Motivated most by their need for inner freedom (before love and power).
- Connection with individual destiny. Determined will.
- Need time for preparation and thinking.
- Need respect for their privacy, their space and their independence

A closer look at child development: Gesell Stage 6 and Saturn influences

Firstly we must emphasise that there are many things that effect development in childhood and that the rhythmical changes in gesture or mood identified in the Gesell Stages are only one part of this picture. It must also be emphasised 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.²⁵

The Gesell Stage 6 which we relate to Saturn in childhood begins with birth, then occurs at 32 to 40 weeks, 21 to 24 months, 4 ½ to 5 years, 9 years, 15 years, and extrapolated from these, 21 years.²⁶

So we can now look to see whether we can find more Saturn characteristics in children in Gesell Stage 6, the stage we have identified with Saturn. They associate Stage 6 with being *in disequilibrium, neurotic* (a 'tendency to worry and be moody, tense and at risk of rage or depression')²⁷, *inwardized* and *troubled*. This seems to us a somewhat negative view of the gifts of a Saturn stage. Is it possible that, while they observed the behaviour well, they missed something of the motivating factor behind Stage 6 behaviour? While trying to observe the Saturn influenced individual from outside the tight boundaries they create, we do not always see what is going on inside; they sometimes deliberately do not reveal it, especially under pressure; they defend their privacy as an aspect of their inner *freedom*. Gesell describes this defensiveness clearly in their Fifteen profiles.

²⁵ 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 physical growth moved from the head and the sense-nerve system down into the chest and rhythmic system, and finally down into the metabolic system and limbs, a process repeated in each seven year stage. This pattern acts as a blueprint for growth in normal children.

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

²⁷ This definition of 'neurotic' or 'moody worrying' as a temperamental tendency (rather than illness) is from *The Longevity Project* by Howard S Friedman and Leslie R Martin op.cit. p.42

It is interesting that the other Gesell stage in which the motivating factor is perhaps least understood is Stage 2, with Mercury qualities which also include the need for *freedom*, though freedom of movement in the outer world rather than freedom of inner space.

An understanding of the Saturn type individual can give us clues as to how Saturn manifests in Gesell Stage 6 ages. Saturn represents the most mature, highly conscious qualities of all the planets. As with Jupiter, the planetary qualities unfold in childhood gradually as thinking capacities and consciousness increase during childhood. We have scant information from Gesell on the stages in infancy, although it is possible we can see in them what we also get glimpses of at 4 ½ years: a more contracted, inward tendency and greater sensitivity. In middle childhood (9 years) one also sees a marked interest in structure and organisation accompanying the inwardness and sensitivity. In adolescence (15 years) the self-conscious, and self-protecting behaviours of Saturn are also seen.

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

Birth: the first Gesell Stage 6

In 1977 in *The Child from Five to Ten*,²⁸ Gesell, Ilg and Ames list the sequence of what we are calling the 'Gesell Stages' and what they identified as the 'associated ages'. The allocation of stages for children under two years is still tentative but, working from the stages given in *The Child from Five to Ten*, Gesell does put birth and 32 to 40 weeks at Stage 6. In a more recent allocation a Gesell presenter suggested that birth was at Stage 5 (Jupiter) but as it makes more sense in terms of the planets and the particular influences of Saturn, I have left it at the original designation for now, Stage 6, and Saturn.²⁹

Stage 6 in Gesell's observations often seems to involve the *completion* of the growing cycle of six stages, so that maturity occurs by the *end* of the Stage 6, not at the beginning of it. For example they imply there is more integration of different developments, as one might expect in a completed cycle, in 24 months (Moon) than 21 months (Saturn), in 16 years (Moon) than 15 years (Saturn). This would imply then that birth, despite its great significance in life, is not the beginning of the growth cycle but rather the beginning of the last stage of a completion of one. So Gesell comments in 1940 about the newborn child³⁰:

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

²⁹ In 2011, after our own research was well under-way, the Gesell Institute of Human Development presented a web seminar and 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 (Stage 5/Jupiter); 2 weeks - Neurotic (Stage 6/Saturn); 1 month - Smooth (Stage 1/Moon); 2-3 months - Breaking Up (Stage 2/Mercury); 4 months - Sorting Out (Stage 3/Venus); 5 months - Inwardizing (Stage 4/Mars); 6 months - Expansion (Stage 5/Jupiter); 7-8 months - Neurotic (Stage 6/Saturn); 9-10 months - Smooth (Stage 1/Moon); 11 months(?) - 1 year - Breaking Up (Stage 2/Mercury); 1 year 1 month - Sorting Out (Stage 3/Venus); 1 year 3 months - Inwardizing (Stage 4/Mars). In this thesis we have kept to the published order of the stages in the first year, which are at any rate very approximate.

³⁰ Gesell, Arnold et. Al. *First Five years of Life* (Harper & Row, New York, 1940 p.18)

In a sense, he is not fully born until he is about 4 weeks of age. It takes him that long to attain a working physiological adjustment to his postnatal environment...Frequently the neonate seems to be in a twilight zone between sleeping and waking. He is quasi-dormant. ...At 4-16 weeks still neonate, then starts moving more deeply into environment.

Is this relative inwardness in the newborn a characteristic of Saturn? The beautiful fleeting Buddha-like smile of the newly born baby is a response to an inward stimulus or inner feeling. A smile in response to the outer environment, for example to a face, comes after 4 to 6 weeks. It seems at first strange that human life out in the world, including the powerful experience of birth, should start with Saturn not Moon, the planet associated with the most youthful forces and beginnings of growth. Yet this rhythm of the planets is also found in plants where growth starts from the seed (Saturn). In a way Saturn represents the end of the old cycle and the potential beginning for the new one.

Saturn is the great force behind the incarnation of the human spirit, and here it could be the force that brings the child through birth, that very significant point for incarnation: the first breath, the first independent blood circulation, that first meeting of the world outside the womb with the inner world through the senses. Perhaps birth needs the concentrating force of Saturn.

There is another phenomenon reported by some people about new born babies, which fits with the picture of the powerful incarnating force of Saturn at birth. Some people report that immediately or soon after birth the baby has looked at them with such deep intensity that they felt they were being examined by a wise old soul. One mother said, that at that moment, she felt she recognised the individuality who would later become her son and then this impression faded and her baby became a baby again. Her impression was only to be confirmed when he grew up. People seem to experience the power of the baby's individuality in these encounters. Is this the newly born individuality incarnating very deeply, in that moment of the birth time, like an "Oh I am here" and "Oh, it is you" before they are gone again, withdrawn to come in again slowly through childhood? It is interesting that in Balinese tradition, the child is not really considered to be of the earth until this stage is over at 42 days, when it is considered their personality starts to unfold and they are given their name.³¹

32 to 40 weeks: the second Gesell Stage 6

This next stage, beginning at about 32 weeks, takes us into a time of interesting growth. There is limited writing on this stage in Gesell so we have also turned to The Princeton Center for Infancy and Early Childhood's book *The First Twelve Months of Life*, edited by Frank Caplan.³² This is the time when most babies are developing their upright capacities—32 weeks appears to be the moment when many babies can get themselves to sitting upright

³¹ See De Neefe, Janet *Fragrant Rice. My continuing love affair with Bali* (Periplus, Hong Kong, 2003) p. 124

³² Information is from Gesell, Arnold *How a Baby Grows A story in pictures* (Hamish Hamilton London, no date but must be earlier than 1954) and also *The First Twelve Months of Life Your baby's growth month by month* edited by Frank Caplan (Grosset & Dunlap New York 1973 p182-3

and balance just for a moment independently. By 36 weeks they can sit alone for longer. 32 weeks is also the time when they can pull themselves to upright standing hanging onto something else, though they may not yet get themselves down again so easily. By the end of this period at 40 weeks they are ready to 'cruise', taking steps along a big object, hanging on, and ready to move forward into creeping, which leads into full crawling. It may be that the final weeks at the end of this stage actually belong in the next stage, Stage 1 and Moon. See the description of 36 weeks in the essay on Moon.

It is a very special moment, when human beings can achieve uprightness on their own. When the human brain is fully supported in the cerebral spinal fluid and there is the force of uprightness in the spine, it seems to bring the human being to a new inner strength and consciousness. This fact is in our language ('he pulled himself to his full height', 'stand tall', 'upright' meaning a 'strong moral character'). We also know this from our own experience, for example, that when we are most conscious and alert, we tend to pull ourselves more upright, that it is hard to confront someone strongly while lying prone — we pull ourselves up on our elbows at least, or straighten ourselves up, if we cannot stand. The impulse to be upright is a very powerful one in children, as parents who have to get up repeatedly in the night to lie the children down into their cots again will tell you. There is a look of such pleasure on their faces at their achievement, one can really only cheer them on and help them to develop the skill to sit down again by themselves! Is this Saturn, that planetary influence that supports the incarnation of the individuality in life, which is driving this strong impulse at this stage? Sitting and standing upright alone also involve balance and the inner ear, an organ governed by Saturn.

It is interesting that at this same time, the children also consolidate the use of the pincer grasp, where thumb opposes the fingers, another important characteristic which is associated with what makes us human. Further, it is also a time of increased consciousness when the children start to fear strangers and show more anxiety about separation from the major carer. In this are the beginnings of a new sense of separation of 'self' from 'other'. In reference to the Eighth month (31 to 35 weeks approximately), Caplan says "he is also developing a memory of timing...This may be a first example of your baby's ability to recall a past *event* rather than a past action of his own".³³

It is very interesting that at 32 to 40 weeks uprightness, balance, pincer grasp, increased consciousness, separation anxiety and a new capacity to recall a past event develop. All have possible Saturn influences as Saturn is associated with forces which support individuation and consciousness.

21 months: the third Gesell Stage 6

While there is not as much on 21 months in Gesell as some other ages, we do have little on the behaviours of 21 months to examine.³⁴ The mood or gesture of planetary influenced behaviours may be more difficult to separate from other development however. Children of this age still have limited language and social skills. At this stage it also seems to make a big

³³ Kaplan ibid, p180

³⁴ Some of this is from *Your One Year Old* (Piatkus Essex UK 1982 edition). By Gesell researchers Louise Bates Ames, Frances L. Ilg and Carol Chase Haber

difference what maturity level the child is at. Gesell researchers say:³⁵ 'In some rather advanced boys and girls these [new adaptive abilities] begin clearly around twenty one months of age. In others, they do not make an appearance till the child is well into two.' We can however, ask some questions about what we observe that might be Saturn influenced.

In *Your Two Year Old*³⁶ Gesell researchers describe 21 months:

[This is an age] when the child seemed to favour the extensor posture. If you tried to take him onto your lap, he would, as likely as not, straighten out and slide down. ... [whereas a few months later at Two] if you catch him in the mood, he may curl up and settle in, and talk to you or merely listen.

Is this 'extensor position' another manifestation of attempted uprightness we saw at 36 to 40 weeks? They continue that 21 months was also a time:³⁷

... when he tried to be his own protector, when he froze in his own tracks, often from fear. Then he needed reassurance from his parents. With their help he unfroze and grew warm in their loving, understanding care of him. Gradually he clung less and grew more independent. Above all, as he approached Two, he grew more deeply in love with his parents, who became "my mommy" and "my daddy'.

Is this a picture of Saturn's deeper sensitivity, which can leave one more vulnerable and more in need of protection? Only when protection is given can the child relax and respond with more emotional warmth. For here we see the tendency to self-protection, over-sensitivity, frozenness, fear, needing reassurance to relax and be finally able respond to the love and understanding of his parents with deep affection.

An increase in sensitivity, consistent with Saturn, including being more sensitive to adult presence or absence, may explain the troubles of this age. It is characteristic of 21 months, but not 18 months, that children have more problems with sleep. They do not always go to sleep at once. They may keep demanding things such as a drink, food or the toilet before they go off to sleep. This is more common at night when there are more threatening aspects to sleep, like the dark and length of time without parent support. They are more sensitive to the stress of change (holidays), of people (visitors), threatening weather (wind and rain), which can make them more clingy and 'sleep reluctant' because of their fears.

One also sees the need for more support and reassurance at this age which may be the result increased awareness of, and sensitivity to, the overwhelming nature of outer stimulation from both the environment and people. 21 months often want to hold an adult's hand on a walk, where before at 18 months they did not want adult physical contact. There is less exploring on the walk at this age. One parent reported her child's reluctance to go outside and also to get out of the pusher to play with other children. Gesell researchers advise her: 'Don't force sociability. Everything has got to be just so for 21 months.'³⁸ (Children of this age cannot be expected to interact much cooperatively with other children yet.) Saturn's

³⁵ Ibid p. 27-8

³⁶ Bates Ames, Louise and Ilg, Frances L. *Your Two Year Old* (Dell Trade Paperback, New York 1976).p. 2

³⁷ Ibid p. 8

³⁸ Ibid p.107

sensitivity means they have a greater need for security and boundaries and are less physically adventurous in a Saturn stage.

Children at 21 months also develop an interest in the ability to distinguish ownership of objects, not only what is 'mine' but also what is 'yours'. 'Many 21 month olds seem almost suddenly highly aware of what belongs to whom.'³⁹ With this also comes the idea of place, where things belong and they like to put things in their places; also a wish for a special place for the child's own things. In fact 'by 21 months self is beginning to be defined by insisting on possessions—'mine' '.⁴⁰ This wish for order and a place for the child's own things also reflects Saturn. This may be an ideal time to introduce the concepts of 'things for sharing' and 'one's own things' to help with the young child's difficulty with sharing.

It is interesting that at this time, a time of slowly increasing vocabulary (though girls are more advanced in this than boys) the Gesell researchers observe: 'But either boys or girls may stand rigid and frozen, if they don't have the words they need and thus cannot make their wants known.'⁴¹ Another picture of the strong containment of Saturn where it is hard for the children break through to communicate, especially if they do not have the words.

Another possible indication of the stronger 'sensation awareness' of Saturn can be seen in the 21 months-old's special food preferences and extremely strong refusal of certain foods.

So we see very clearly at this age a Saturn sensitivity and awareness which leaves the child feeling more vulnerable, and more open to experiencing fears and insecurities, which result in this stage as being described by Gesell as inwardized, troubles and neurotic. These create a greater need for order, structure and support from the adult world, something even mature Saturn types seek for themselves.

Four and a half years: the fourth Gesell Stage 6.

Once again this stage seems to be characterised by Gesell as being an in-between stage, between an extroverted 'wild and wonderful' Four and a calm, adaptable Five.⁴² Gesell sees the transition through Stage 6 at Four-and-a-half as gradual, sometimes a bit confused, possibly unpredictable and uncertain. The children are again more sensitive and there seems to be a certain disequilibrium between the children and the environment, although the children themselves may not be disturbed by this. By this time the children have a stronger sense of themselves than they did and perhaps this allows them to be more self-contained, at least some of the time. The Saturn type too do not let themselves be too disturbed by any disequilibrium between themselves and the world, for their relative inward independence protects them against this, although they are clearly more sensitive.

There are now more Saturn qualities in the children's thinking. They are interested in gathering new information and are concerned with detail. They love discussing things, the pros and cons 'prompted by an intellectual philosophizing sort of interest.' 'Their desire for

³⁹ Ibid p. 28

⁴⁰ Ibid p 65.

⁴¹ Ibid p.29

⁴² The characteristics of Four and a half here are gleaned from Bates Ames, L, and Ilg, F. L. *Your Four Year Old Wild and Wonderful* (A Dell Paperback, New York, 1976)

realism is sometimes entirely too stark for adults – they seem almost too frank as they demand the details about death for example.⁴³ They like to focus and refine their abilities down to a sharper point. They love the ritual of and are helped by prayer.

The return of the sensitivity in Four and a half's feelings and a growing consciousness and awareness, bring new insecurities. They are described as bothered, confused, unpredictable, uncertain, with alternations of laughter and tears. They can be scared by stories which they used to love. Like Four they still have nightmares. Their grasp of reality, versus make-believe, is still tenuous. They are great worriers, for example they might be scared they will die. They are sensitive to adult authority and may be confused and fearful of parental reprimands. They need more gentle responses from adults now.

In their will we can see certain Saturn qualities. We see greater self-sufficiency and they are more self-motivated and have more perseverance. They can stay on task more with less need for adult control. They are interested in improving control and perfecting their skills. They can be persistently demanding when they want something, to the point of being obnoxious, and it is less easy to distract them from what they want. They may be better able to stand frustrations. Their fine motor control is better. Their play is less wild, less out of bounds than at Younger Four.

So Older Fours show many Saturn qualities, in their increased sensitivity and the insecurities and worrying this brings; they also have a certain self-containment and self-motivation, with intellectual interests which go deeper, into more detail, than before and a strong will with which to persist and perfect what they are doing. What other special gift is given by this Saturn stage to the incarnating of the individual needs to be further observed.

Nine years: the fifth Gesell Stage 6

Saturn is the great force behind the incarnation of the human spirit, and appears to be the force that brings the child through birth, that very significant point for incarnation, to the point of bring itself to uprightness in standing and now comes again at Nine, another significant point in biography. In astrology it occurs at a half Moon node which also represents a point where people may connect with their destiny more strongly – some people connect strongly with a future life direction at this point in childhood. Nine also occurs at a unique time in physiological growth; the breathing becomes properly integrated into the circulation, with the heart beat and breathing rhythm reaching the adult ratio of 4:1; the capacity of the heart for blood intake – the pulse volume – also suddenly increases and there is a temporary sinking of the blood sugar level. The connection between Saturn (as the great supporter of individual consciousness) and the blood (as the carrier of that consciousness through the human 'ego', in Steiner's use of that term) through the bone marrow and spleen functions has already been made in this essay. Here at Nine, a Saturn stage, we find it is the time when the blood circulation comes to a more adult like function. At this time there is also a change in the otherwise regular orderly eruption of the teeth.

The Gesell research also recognised the significance of this age when they said 'Nine is above all an age when individuality seeks to reassert and to reorganize itself.' They observed that '*Self-motivation* is the cardinal characteristic' of Nines and that they also have the 'power

⁴³ Ilg, Frances, and Bates Ames, Louise *Child Behaviour* (Hamish Hamilton, London, 1970)P.32

of self-appraisal' and 'self-criticism', and are 'self-sufficient' and 'independent'. The Gesell research reveals many of the aspects of the Saturn type discussed above in the younger ages but revealed even more clearly in Nines. We quote directly from the behaviour profile for Nine from Gesell's *Child from Five to Ten*⁴⁴.

So Nines have quite a strong sense of self and their own individual status. Gesell identifies Nines' other key traits as their 'intellectual realism' and their 'reasonableness'. They stand between the innocence of childhood and the complications of early adolescence, for with most Nines, big hormonal changes have not yet started. Nines have a little of Saturn's seriousness and thoughtfulness. For they are 'factual, forthright' and have a 'preoccupied businesslike air'.

Thinking is important to them and they need time for tasks. They attack a new task with 'reflectiveness' and may add 'characteristically, "Let me think about it. I always have to think first."' They are 'relatively well organized' and like 'to plan in advance and to see ahead...successive steps.' Their evaluations are now 'deeper and more discriminating' and they have 'an eye and an ear for significant details'. They seek the structure of things and like 'to classify and identify, to order [their] information'. So they have a 'factual interest in seriations and categories', like 'inventories and check lists', and have 'a keen emotional and intellectual interest in punishments, privileges, rules, procedures'.

At the same time as they may make 'a good solid, businesslike impression' with their careful thinking and organization, they are also 'more sensitive, more refined'. Gesell comments: 'Just as the lens of his eye has greatly gained in capacity to accommodate to small distances, so his total organism has made a notable gain in capacity to feel small values and to accommodate refined differences.' They are better able to 'experience and to express finer shades of feeling'. Gesell notes '[Nine's] voice has softened, his tensional outlets are more delicate, his disgusts more dainty.' Nine will 'withdraw from his surroundings to gather up his sense of self and put it to good use, but he does not retreat far into himself as he did at seven.'⁴⁵ Nine does not 'relish interruptions' and may be so 'absorbed in what he is doing, he may not hear his mother's request.'

Nines emotional life is also deepening. Gesell observed 'new refinements in his emotions and attitudes'. New emotional patterns show in 'his complainingness and in variability of mood', in 'shyness' and 'absentmindedness'. 'Though Nine has few fears he is a great worrier' about mistakes, apprehensions, about doing the wrong thing. They need 'reassurance'. So like Saturn, Nines are more refined, have deeper feelings, are worriers and may be shy.

Like the previous Stage 6 ages, sleep can be disturbed by many scary, horrid dreams, though he generally sleeps well, and they may also sleep walk (a phenomenon sometimes associated with the spleen, the organ associated with Saturn).

Gesell also describes Nines relationship to home and others: Nine 'neither likes nor needs to be patronized'. His estimates of others can be 'penetrating and accurate'. He feels 'loyalty' to home, but also feels 'the tensions of pulling away, of achieving a detachment which will

⁴⁴ Gesell op cit p 190- 215

⁴⁵ Ibid p 205

place him more on his own.' He 'builds friendships of some depth and duration', 'is a loyal and devoted friend' and 'is upset when his friends are browbeaten'. In this loyalty to fewer deeper friendships, Nines are very like the Saturn type. 'He participates actively in the formation and conduct of his short lived club with pass words, codes, dress, hideaway, bulletins and taboos.'

Like Saturn too, Nines have a strong will and strive towards doing things perfectly. 'He likes to tax his skill, to put *himself* on his own mettle.' He 'is able to summon reserves of energy and renews his attack for repeated trials.' He is interested in 'perfecting skills and he likes to do the same thing over and over again.' 'He works towards the end and completion of his performance'. He is 'more interested and persistent in practicing his skills.' He has 'perseverance', 'shows more purpose, scope and depth', and is 'more channelized, and in the end more organized'. His 'extensiveness... comes more from within. It is self-motivated.'

In moral development, Nines are 'receptive to elementary ideas of justice. They are 'essentially truthful and honest' and 'dependable and responsible.' They like 'to be trusted and to have 'a little freedom.' There is an earnestness in Nine's moral striving to do what he thinks is right, living up to his moral code which is reminiscent of the Saturn type.

So many of these descriptions of Nines reflect Saturn. Nines like and understand structure, are dependable, responsible, and like a little freedom! Their organisational skills, their deeper thinking, their greater sensitivity, their strong will and self motivation, their inwardness and love of freedom, their earnestness, all reflect Saturn qualities. Nines are self-motivated, realistic, perfectionist, reflective, thinking first, self-critical, independent, like Saturn.

On health, Gesell research shows:

On the whole, Nines enjoy rather excellent health. They continue to throw off colds rather quickly, for instances. However, children who have previously had ear, lung or kidney complications may have a re-occurrence between the eighth and ninth year and may suffer a rather prolonged illness. There may also be an increased incidence of rheumatic fever, leg pains, and ear and throat discomforts.

Some at this stage show marked fatigue and need to be protected from doing too much. When things are, in his opinion, "too hard," the Nine-year-old is very free with physical complaints. His eyes smart. His hands hurt. He has a stomach-ache. These complaints nearly always represent real physical feelings of discomfort....

The Nine-year-old is very much aware of inner symptoms that he feels when overexerted or strained. He may say that he is "shaking all over" or that he "feels funny inside" or that something makes him "feel dizzy." In these descriptions we see something of a sensitive, more inwardly aware, more melancholic nature which we could also associate with Saturn. More sensitive people inevitably feel more of the feedback from the body about wellness and discomfort than hardier, more outwardly focussed people. The symptoms of shaking and dizziness may also be explained by the temporary sinking of the blood sugar level at Nine mentioned earlier. The effects of low blood sugar, like a lack of iron, can be quite disconcerting in its weakening effects, not just physically but in our strength of 'self'.

Much more could be said of Nine but this is sufficient to give a picture of qualities seen of the Saturn type within the Gesell profile: strong individuation, independence, perseverance, self motivation, deeper feeling and sensitivity, deeper thinking, an interest in structure, loyalty in friendships and so on.

Fifteen years: the sixth Gesell Stage 6

By Fifteen years, self-consciousness and individuation—‘heightened or deepened self awareness’ is far stronger. It is in these areas particularly that we see evidence of the Saturn type, but it is also seen in more inwardness, thoughtfulness and deeper feeling, with more (sometimes hidden) sensitivity in the social sphere and, once again, loyalty. Like Saturn, Fifteens need more time for intellectual work; socially, because of their intense need for independence, they can easily be pushed into sullen withdrawal and rebelliousness. Fifteen is a time when young people feel their individuality strongly and want independence, perhaps before they seem capable of it to others.

Once again, a Saturn stage represents a rather special time. In a way Fifteen represents ‘youth’, at the edge or beginning of adulthood. It is still most commonly the age when compulsory schooling ends and full time employment is permitted, which in itself is a recognition of the place Fifteen holds in the youth-to-adult spectrum. It is the time for apprenticeships in the workplace and for an apprenticeship for adult living, when skills need to be taught, opportunities need to be provided, responsibility given in areas where skill is not fully developed yet. It makes the master craftsman and the parent nervous but they must stand back a little and let the apprentice do his work.

So, quoting directly from the maturity profile of Fifteen in *Youth The Years from Ten to Sixteen*, by Arnold Gesell, Ilg, and Bates Ames,⁴⁶ we can build a picture of some of the aspects of Fifteen which seem to most relate to Saturn influences. Gesell states the most important maturity traits of Fifteen are: ‘increasing self awareness and perceptiveness’; ‘a rising spirit of independence’; ‘loyalty but adjustment to groups of home, school, and community.’ It seems that their observations give a rare glimpse into the inner life of a Saturn type revealing their inwardness (at home), their sensitivity, their vulnerabilities, their personal struggles and their determined independence. Less is observed about the sensible, organised, business-like Saturn nature we saw at Nine. We will let the character of Saturn and Fifteen unfold without commentary:

Fifteen has pulled right in since being the gregarious, enthusiastic and wide ranging Fourteen. He is quieter, more serious and thoughtful, with a ‘trend to secretiveness.’ He ‘speaks with a soft voice’ and ‘his outgoing energies are so frugal that he sometimes is considered to be lazy’; he may appear indifferent or at least tired. He ‘also gives an impression of apathy.’ This may be related to his ‘quiet, musing preoccupation with inner states of feeling’ and their ‘refinement’ through his own efforts. ‘This growing appreciation of the finer shades and shapes of feeling expresses itself in new sensitivities, irritabilities, resistances, aversions, and suspicions.’ ‘Awareness extends into intellectual, philosophical and aesthetic realism.’ ‘He enjoys his ruminations’ and cogitation.’

⁴⁶ Gesell, Arnold, Ilg, and Bates Ames’ op.cit. p 214-249

Fifteen's ethical sense is more defined than ever. 'He wants to think through his own decisions and if he has chosen a wrong one he recognises that he did not think. Fifteen is more aware of conventions, of standards, of principles, of rules and of religious codes. These help him to make his decisions.' 'Security is important' to him, though he 'does not have a lot of fears'.

Fifteen can be 'gloomy or moody with a touch of cynicism thrown in.' Gesell says 'His recurrent tendency to mull springs from a desire to understand more precisely his own feelings or those of another person.' He has 'an increasing ability to identify with persons and situations. He may withdraw from a room not to remove his presence, but to turn something over in his mind. In a dark mood he may shuffle off with his mind set; but more often his moods are lighter and briefer.'⁴⁷ Gesell says he 'keenly wishes to understand himself and to be understood by others.'

Fifteen is a 'time of controlled emotions.' In some ways his willfulness can be seen most in his feeling life. Fifteen 'doesn't get mad as often as he used to and is not so quick to fly off the handle. He is more apt to withdraw, walk away, or to ignore the source of his anger. Sometimes he just stays where he is and thinks things to himself without saying a word until his mad feelings have left him. Some Fifteens, however are more apt to retaliate, especially against their mother, with a caustic or sarcastic remark.'

Since Fifteen is more apt to cry in private, others may not know of this expression of his emotional state. He (or more likely she) is most apt to cry when he is unhappy and generally discouraged and may find that crying is a "sort of an outlet" or "a means to relax." Fifteen is also 'moved to tears about what happens to other people as depicted in stories and movies.' Although Fifteen usually tries to conceal his feelings 'there are times when he even wants people to know how he feels.' At any rate for those who are observant, he shows much of what he feels in his body language.

His 'little moods' are 'essential to the refinement and directives of self criticism.' 'The refinement of self awareness is fundamental because it has far reaching implications for his ethical sense and social perceptiveness...it infuses his rising sense of independence... which is still immature and expresses itself in crude forms, naive and otherwise.' He 'feels he is growing up' and 'craves to have some free, loose, unbudgeted time'. He 'does a lot of travelling in his fancies'. All give opportunities to build up 'self reliance and self assumed responsibility.'

Fifteens may be protective of revealing too much about themselves: "Oh I am not going to let them know too much." If pressed to reveal what they do not wish to reveal they may be 'monosyllabic and cold with a trace of hostility', 'withdrawn' and answer with 'vague, unrevealing replies'. 'They omit or skimp their greetings when they come home, they keep to themselves; they resist restraints and restrictions however reasonable. Others engage in a cold war of varying intensity. Still others vent their belligerence by dashing out of the door and getting away from it all...' All of this can be seen to be in defence of their privacy and their independence, especially within the family, but also at school.

⁴⁷ Ibid p. 220

Gesell says: 'It is when [our] interviewer seems to be prying too directly into Fifteens private affairs that he withdraws and detaches himself.'⁴⁸ 'Fifteen is said to be "unapproachable when his wall is up."' 'Independence and liberty are his constant cry. You would think he never had either. He doesn't like to be restrained, to have questions asked about his whereabouts, his plans, his friends he is going to meet. He is expert at stalling in his answers to questions and ends up by telling you nothing or close to it. He does not wish his inner privacy to be invaded'.⁴⁹

Fifteen is keenly aware of group pressures—seen in his 'loyalties and adjustments to the groups of home, school and community.' 'Although much of the time Fifteen is a fairly happy person and gets on reasonably well with his parents, he sometimes shows all the signs of waging a cold war with them.' "They have the wrong idea." He is 'a contending isolationist at home'; 'he wishes to "outgrow" dependence upon parental control.' He welcomes group discussions 'but may tend to close his mind to any influence his parents may wish to bring to bear.' 'Family unity seems to be at an all time low!' His rejection of family company is a way of protecting his status within his peer group. Gesell reassures us: 'He is not trying to disown his family'. 'He notes more analytically and seriously the traits of his parents.' 'Relations with siblings is greatly improved.'

Fifteens are gregarious out of home with their peers and value their friends. They have deepening friendships with individual peers. They tend to move in groups, and go out with just one person less. (Does this leave them more freedom in not being tied down to being with one person who they do not know well?) They may sometimes prefer smaller groups which offer more opportunities for discussion, which they love. They realise that while they have greater self awareness and self dependence, they also depend on others. Their 'humour is dry and favours wit.' They can 'make penetrating remarks indicating [their] impressions' and use 'dramatic mimicry'.

In all of this one can recognise many characteristics of the Saturn type. What we see is more introverted behaviour, where Fifteens are determined to protect their privacy and their inner freedom. Like Saturn, they experience deep resentment of thoughtless intrusions into their space and will build defences to prevent these.

The Saturn type's need for more time to think and do things well is also clearly seen at Fifteen and this needs recognition. Gesell notes: 'Fifteen needs time.' 'He sometimes seems unable to move from his detached state.' 'As a rule, Fifteen warms up when given time.' 'His answers to questions [may] come slowly because he wants to phrase his reply just right. He may show his inner movement [of inwardly preparing his answer] by outward expressions.' 'A teacher respected by Fifteen gives him time to become receptive' by using 'methods of settling down' with him. Then he is capable of good attention. He 'may need to be helped over the hump of getting started' and 'protected from interruptions.' He does not like 'idleness'. He "likes to have things come closely together, to fill in spare time". 'That's why Fifteen likes to do things slowly to the last minute, even though he might then be rushed.' Fifteen is also a 'stickler for precision' almost a 'perfectionist'.

⁴⁸ Ibid, p. 222

⁴⁹ Ibid p.230.

Greater sensitivity, characteristic of the Saturn type, is also described by Gesell: 'Fifteen appears to have a low threshold for all sorts of stimuli.⁵⁰ He is especially sensitive to noises and may have to shut himself in his room to study.' 'Tension is high at Fifteen and is expressed in a multitude of little ways,' 'hands seems to be eternally busy, playing with something', 'fiddling'. Vitamin B' can help Fifteen to become 'less nervous and less sensitive.' Interestingly however, Fifteen is 'not so interested in food,' including sweets and snacks. It seems Fifteen (with some exceptions) is not so hungry.

Visually, their focus is even better than at Fourteen, 'a further indication of their tendency to draw towards themselves or to inwardize.' 'There can be a sharp increase in reading at fifteen and a half, when a new intellectual penetration is reached by some.'

Fifteens are not so wide in their interests as at Fourteen, but tend to 'gorge' themselves on one thing in a repetitive way. Then they look for rest and recreation, an important part of life for them. Generally Fifteen is a good sleeper. Some 'dreams reveal a frozen state of inability to reach out, or to walk— a helpless feeling.'

Fifteens' health is generally good, but they can have nosebleeds, headaches and glandular fever is beginning to appear in this age group. They also can have "blackouts" when put under pressure, like exams. They can have times of 'feeling terribly tired, almost dead'.

This whole set of descriptions is interwoven with Saturn type characteristics: their inwardness, self consciousness, secretiveness, independence, sensitivity, deeper thoughtfulness, need for freedoms and their need for time and detail. The level of defensiveness in an individual Fifteen-year-old probably is directly related to whether or not the adults at home, school and work respect and work constructively to meet his needs, especially the need for freedom, while calling out the best in him in asking for responsibility from him. He wants to be responsible but not to be forced into it. If his freedom and independence is respected he does not have to defend it. Fifteen can teach us a lot about meeting the Saturn type positively.

Beyond the Sixth stage:

The Gesell researchers postulated that these stages might go on beyond childhood through into adulthood, which could make another study for those interested in biography. If we do extend the stages beyond the years researched by Gesell, then we find that Twenty one years is the next a Saturn stage. Twenty one is a traditional marker for the completion of childhood, in our culture at least.⁵¹ We can perhaps examine our own biographies to see what manifested at this time for ourselves in these terms, especially perhaps in relation to feeling more in control of our lives, our thinking, feeling and intentions, than before.

In life span development and biography work, the completion of the whole first Saturn planetary cycle of 28-29 years is also interesting to contemplate. By this time, the aware young person seems to understand more about themselves as an individual, has considered what of their family's values and attitudes they choose to keep, and what they reformulate

⁵⁰ Note this may also be due to the fact that his growth forces are particularly concentrated in his head and nerve sense system at this point of development.

⁵¹ Rudolf Steiner saw 21 as the time when the individual ego was fully supported (or born) to function in the individual.

to make their own. They have integrated the gifts from their childhood and now stand in a new way, with new maturity to face life as it unfolds. Parents may feel that, at last, their children can really stand on their own, without them.

Conclusion

The aim of this essay was to examine whether the archetypal influences and qualities associated with Saturn could be found to any significant degree in the behaviour of children in Gesell Stage 6. We have found that there is indeed evidence of Saturn in the children's behaviour, in their sense of self, in their thinking, feeling, relationships with people, in their will and in their giving priority to having *freedom* inwardly. As we have seen, the order of the planets— Moon, Mercury, Venus, Mars, Jupiter and Saturn— represents youth to old age and innocence to wisdom. Where Jupiter's wisdom is broad in its many perspectives, Saturn's maturity brings more consciousness to one's own individuality, one's life path and the essence of things. Children's development in the Saturn stages follows the important steps towards coming to a more conscious awareness of ourselves and our destiny. The Saturn stage brings us through birth, standing upright, the significant period of development at Nine, the apprenticeship for adulthood at Fifteen and finally to Twenty one and young adulthood.

Jupiter supported the need to be very strong individuals, with deep interest in the wider world. Now Saturn supports the development of a deeper consciousness of oneself and one's need for independence and inner freedom. Saturn's strong will is now concentrated on deepening our understanding of ourselves and the world by penetrating inner work, working with details, structure and organisation, and coming ultimately to the uniqueness and essence of things.

A metaphor for this Saturn's work can be found in a seed, which contains within it all the potential and concentrated essence of an individual plant. The seed also, like Saturn, represents the culmination of one growth cycle and the potential beginning of the next one.

As the child develops through the Saturn stages one can follow the initial steps in this Saturn process and see how it supports individuation and the development of consciousness. The first Saturn stage, birth, completes the preparation for entering the outside world and consolidates the development of processes necessary for independent living: an independent circulatory system and breathing, digestion, excretion, movement, sensory awareness and so on. Then at roughly 32 to 40 weeks (7 to 8 months) the next Saturn stage brings that joyful experience of independent uprightiness, in standing, which strengthens the experience of self. This stage also brings new challenges for balance, increased consciousness (and perhaps a related separation anxiety), and a new capacity to recall a past event.

The next Saturn stage, 21 months, brings increasing consciousness in an increasing sensitivity to the world, creating more fears and insecurities. It also shows in increasing awareness of ownership of things, of what is 'mine', perhaps as an aspect of self and 'me'. In Older Fours, the next Saturn stage, one sees even more self-consciousness and individuation. A deeper sensitivity and awareness once again leaves the child feeling more vulnerable, and more open to fears, worries and insecurities, which result in Stage 6 being described by Gesell as inwardised, troubled and neurotic. These problems for the child create a greater

need for order, structure and support from the adult world; yet at the same time the children also have a certain self-containment. Intellectual interests go deeper, into more detail, than before and they show a strong will, with which to persist and perfect what they are doing.

Nine, the next Saturn stage, is significant in terms of biography and in physiological growth, with aspects of the breathing and blood circulation showing significant maturing. Many Saturn qualities, including strong individualising and increasing consciousness are revealed in the descriptions of Nine: independent, self-sufficient, liking little freedoms, self-appraising, strong will, self-critical, self-motivated. With new cognitive capacities available, the thoughtful qualities in the child are even more evident: in having an intellectual realism and reasonableness; in being reflective and relatively well organised; in the need for time to evaluate and think, plan, order, and organise, using deeper, detailed, thorough thinking. They also show a strong will, with perseverance and determination to perfect things and are generally morally dependable and responsible. Nines also show Saturn qualities in their greater sensitivity and refinement and in deeper loyal friendships.

At Fifteen, after the expansive age of Fourteen, we see young people draw inwards. With increasing capacities for more abstract thinking and more conscious behaviour, young people show another aspect of Saturn, the determined need for independence and to protect their more sensitive inner selves. We see more self-consciousness and individuation, more inwardness, thoughtfulness and deeper feeling. Like Saturn, Fifteens need more time for intellectual work because of their need for detail and accuracy, to get things perfect. In an unsympathetic world, which does not understand and respect their needs, especially for freedom, Fifteens can react with secretiveness, sullen withdrawal and rebelliousness.

So overall, where the Jupiter stages offered the child a strong experience of themselves and their own *power*, now Saturn offers an experience of a more refined sensibility and deeper thought process, and a new sense of their own *freedom* as an individual with his or her own path to tread. This new consciousness brings more awareness, and criticism, of the self, especially at Fifteen. The deeper, more penetrating and detailed thought, leads gradually to a better understanding of the essence of things and to one's own direction and place in the world.

The least understood aspect of the children in the Saturn stages is probably their deeper feelings and sensitivity, for while they may feel things more intensely they may not always be able to express this verbally. The children may also be reluctant to reveal their feelings and prefer to be self-sufficient and more withdrawn at times. They do not feel the necessity to please others to get their needs met as Venus and Moon do, and this sometimes leaves others a little confounded and hurt by their behaviour. The world is not very understanding of such self-contained, even shy, introverted behaviour and may also underestimate the strong will of the Saturn stages. Children can show determination and perseverance in perfecting their own work and thoroughly investigating the origin of things but they need time for this—another challenge in a hurried world.

So from this brief summary we can see that the developmental behaviours in the Gesell Stage 6 do indeed reveal a great number of Saturn qualities. These behaviours do not just reflect incremental, chronological development, for much will change in the following Gesell Stage, as the determined individualistic behaviour of Saturn softens into the more open,

amenable, social qualities associated with Moon in Gesell Stage 1. For each stage offers a unique opportunity to experience a different way of being in the world. Some of the gifts to childhood that a Saturn stage offers are to be more contained within oneself, deeply sensitive, more precise, self-reliant, self-responsible, self-motivated, capable of moving deeply into thought and feelings and organisation, and finally to experience a little individual freedom.

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 Saturn 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.

What helps the Saturn type and children in Gesell Stage 6

From all this we can identify many things which might help support children who are by nature a Saturn type or who are in a Saturn 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. Awareness of these needs may also help our relationships with Saturn type adults!

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

- The Saturn type *need order, predictability and stability* in their lives. They need organisation not chaos. They like detail, structure, depth and to do things thoroughly and perfectly. They appreciate check lists and charts which bring order to what is to be done. They need us to accept their need to practice, repeat things again and again, in order to bring satisfaction – working towards perfection – even when it might bore us silly! All this needs time and our respect.
- They *need time* to do things well and time for inner preparation. They don't like to be asked to do things suddenly or to be hurried; they are best given time to plan, with warnings about what will happen next, tomorrow, next week. They need time for the thoughtful preparation for the path they are going to travel. They need time to think things through and to organise themselves inwardly. They need time to find the right words. We need to accept that they may be preparing inwardly even when it looks like they are doing nothing! It helps for them to be able to take their time, and to be able to sleep on their work over several days. It may be agonising for them to be asked to do

some things immediately 'off the top of their heads.' They need time to integrate past experiences and memories to be used in the present. They need our patience.

Nevertheless, they also may need help with 'letting go' of a task sometimes, and encouragement to learn to cut down the amount of preparation time when necessary, to discriminate between the important and the urgent from the non-important and non-urgent, when "just enough is good enough", because the real world sometimes demands immediate action. They do love discussion, of the pros and cons of an argument, and this is good practice for spontaneity!

- The Saturn type and stage *needs respect for their individuality, their independence and freedom*. They need us to leave a space for them to freely step forward to do things, even to share or receive our care and love. They want to share *voluntarily*, only if they want to. We need to know how to be comfortable with being quiet and just being with them, not demanding of them— to be as thoughtful and sensitive as they are. We need to respect their quiet self-containment and allow it, celebrate it even, as the strong statement of independence and inner freedom that it actually is. This can be a big lesson for a parent to learn with a Fifteen- year-old or for an adult living in a relationship with a Saturn type.

They need us to recognise their *need for privacy* – they don't want us to pry. They want to be liked and recognised, but not smothered (and left unfree). They need us to understand that if we do pry, or 'threaten their freedom', they may put up defences against us – they will hold us away, becoming even more secretive, reticent and closed off. They may *need a physical space* to withdraw to, which will be respected and to which they will not be followed. This can be as simple as a cubby under a table, a play house, their bedroom or bed or part of a room. What is important is that it is *respected as their space* for a time or all the time, as circumstances allow. Some children recognise that it helps to be able to go into a place of their own alone and give themselves a chance to 'gather themselves together.' We can offer this option to them. Young children, or sociable children, or children in a sociable age might not want this at all, but for a Saturn child, or a child in a Saturn stage, it might be just what they need.

At the same time they do *need us to connect more deeply with them* (and reconnect with them in awkward times); we need to show deep interest in them; it may help to prepare inwardly before meeting with them— thinking about their uniqueness and their needs may help, for they are sensitive to this care for them. They need our faith in them. They have a strong ethical base to their behaviour; they basically want to do the right thing. It helps for us to believe that of them and try to 'draw the good out' of them, give them space to step forward and offer of their own accord. They also need loyalty and reliability from us—that we will do what we say we are going to do if at all possible. If we can't, we need to let them know and acknowledge this might be disappointing for them. We need to be prepared to apologise for 'letting them down'!

- As we do with the Venus type, we *need to understand the Saturn type's deep sensitivity*. They need to be surrounded by quality sensory experiences through *all* of their senses— touch, movement, sense of wellness, warmth, sight, hearing, smell, taste, good speech,

truthfulness of thoughts, and goodness and integrity in human individualities. We *need to provide protection* for them, to be a buffer against the world, which can be so crude, loud and jarring to sensitive people. Sensory input can be more overwhelming for them, as their thresholds for it are low. Overstimulation, crudeness and ugliness is more deeply felt. Beautiful places in nature, on the other hand, can be healing. They may need more “recovery time” and to do a lot less for a time, to have space, and quiet times for dreaming, for inwardness, with no demands put upon them. We need to give them permission to *not* do things, to say “no” and to learn how to protect themselves. Over-scheduling is particularly hard on them.

They may also need protection sometimes against the world’s disapproval. The world is not very tolerant or understanding of this *sensitivity*. Shyness, withdrawal, protectiveness of self can be seen as problems, and as neurotic, rather than as a necessary defence of self against an insensitive world. Their restrained self-containment may offend other planetary types, who want to be more warmly embraced and acknowledged.

They may also be over-sensitive in reading other people. They may need to be helped to see when other people’s feelings and reactions are not related to themselves so as not to take offence or empathise too deeply. Parents, teachers and carers need to be mindful of Saturn’s sensitivity and be more careful of being too strong in their reactions and admonitions. Venus and Saturn children can be effectively guided, even reprimanded, quite gently.

They may also be more sensitive to violence in life, the media and movies, and need more protection from it. Their deeper empathy can make these things far more painful than it is for hardier types. For example, sensitive children can suffer deeply with the suffering of another child who is picked on by a teacher or peers. If the child is surrounded in the family by others who are of hardier temperaments, their sensitivity may not be understood or responded to with sympathy. Such people may be tempted to tell these children to ‘just toughen up’. But the world needs their sensitivity and their insight into the suffering of others and the compassion it fosters.

Working to meet these needs will maximise the wonderful gifts of each planetary influence in children’s development.