

# Planetary qualities in child development: Jupiter

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

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

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

*In my work with children, parents and teachers over 25 years, I found the Gesell profiles very useful in understanding children and pondered what could underlie this six-fold pattern in children's behaviour. My thesis is that these stages reflect archetypal qualities associated in tradition with the planets: Moon, Mercury, Venus, Mars, Jupiter and Saturn, in that order. These essays explore this thesis, comparing planetary qualities and the associated personality with the behaviours described in the six Gesell Stages in childhood. This essay describes Jupiter qualities in relation to Gesell Stage 5.*

## Jupiter influences in child development: Gesell Stage 5

### Introduction

Our aim in this essay is to build a picture of the archetypal qualities associated with Jupiter, and then to closely examine the behaviour of children in Gesell Stage 5, highlighting any similarities to these Jupiter 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 Jupiter qualities as their natural disposition through childhood.

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

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

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

character, in thinking, feeling and willing and the development of the self. These personality or character descriptions are sometimes called the 'soul types' or 'planetary types'. Much of the information in these observations about planets comes from researchers and writers who work with the insights of Rudolf Steiner. Their work enriches more traditional astrological sources of information on the planets.<sup>3</sup>

Each planet has a special relationship with the planet which has the opposite qualities, Moon with Saturn, Mercury with Jupiter, and Venus with Mars. In this way, each sheds light on the qualities of the other. Knowledge of these relationships is used as a diagnostic tool in anthroposophical medicine and in the therapeutic use of the metals associated with each planet.<sup>4</sup> Jupiter has an association with great forming power leading to structure but also more rigidity while Mercury has an association with fluidity, resistance to form and a chaotic tendency.

The planetary qualities of Jupiter appear in children in the fifth of the six stages in child development which the Gesell Institute of Child Development observed, what we are calling Gesell Stage 5<sup>5</sup>. The planet Jupiter is also the fifth in 'temporal' order from the earth, in the sequence Moon, Mercury, Venus, Mars, Jupiter and Saturn.<sup>6</sup> The Gesell Stage 5 occurs at 24-28 to 32 weeks, 18 to 21 months, 4 to 4 ½ years, 8 years and 14 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 5 would be 20 years. In life span development, the period 49 to 56 years reflects Jupiter qualities.

The key words the Gesell researchers used to describe Stage 5 were *in equilibrium*, *vigorous* and *expansive* but their descriptions of the children's behaviour give us much more than this. They reveal many of the strengths of the 'Jupiter type' adult which are based on their giving priority to *power*, and an energetic, expansive overview and organization based increasingly on ideals and more mature judgement.

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

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

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

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

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

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 Jupiter experience gives the child the opportunity to think big, to be courageous and adventurous and to be a leader. 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 Jupiter and then see where it is found in Gesell Stage 5.

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

### *Jupiter type qualities: a quick reference*

*The Jupiter type is large in personality, in charisma and in dignity. Others tend to defer to openhearted Jupiter type individuals as trustworthy authorities. They have a good expansive overview and a capacity for wisdom which is wide and deep, more mature and more conscious; they are truth seekers who seek high ideals. Their ability to discriminate, order and prioritize makes them good organizers and effective leaders. They are versatile and sociable and have the strength to override their feelings to get a task done. Their will is strong and for the long term and, when working towards a goal, they work logically, rationally, quietly and determinedly. They tend to be task and ideal driven rather than giving priority to relationships.*

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

### **Jupiter: the planet and the mineral and plant world**

The physical size and influence of the physical planet of Jupiter corresponds to some aspects of the Jupiter type. The planet Jupiter, the fifth planet from the Sun, is huge, (it can hold 1300 earths) and is in fact the largest planet in the solar system. It is said that it could have been a star if it had more mass for it is made mainly of hydrogen and helium like a star. It is sometimes called 'the little Sun'. It has tumultuous storms in its atmosphere. It also has a huge extended magnetic field which at times reaches all the way to the rings of Saturn. All this is reminiscent of the big sphere of influence and personality of the Jupiter type. The planet Jupiter takes 12 years to go through zodiac, (making symmetrical loops, one for each sign) and turns quickly on its axis, taking 8 hours for a Jupiter day.

In mythology, Jupiter was connected with Zeus (Greek), Jupiter/Jove (Roman), and may have some connection with Thor (Norse) but was not the same character. The Greeks considered Zeus the Father of gods and men; it was he who administered the fate of men,

through his justice, punishment and mercy. The Jupiter type fills the role of respected leader, with power and charisma.

Jupiter is associated with the metal tin. Tin is characterized by rare deposits, rarely pure and found in only a few oxides. The relative rarity of tin corresponds with relatively fewer people found to be of the Jupiter type as adults; as we have seen it is associated with those with personal power and authority, as well as maturity, of whom there are always fewer. The deposits of tin are found in a certain symmetry around the earth<sup>7</sup>, consistent with the symmetry associated with Jupiter influences. Tin's preference for structure in form is another quality found in Jupiter. Tin shows a distinct resistance to loss of its form by heat or cold and contains a certain crystalline structure (which causes its characteristic crackling sound at certain temperatures). On the other hand, mercury, the metal of Jupiter's opposite planet Mercury, resists form in that it moves easily in and out of its liquid form into small droplets and even into vapour.

Jupiter has a preference for form, and is sometimes called the 'Sculptor of the world'. Jupiter influences provide a harmony and 'cosmic order' in both physical forms in nature and the human body, as well as in our thinking. Mercury influences, on the other hand, resist fixed form and create movement and a 'chaos' in which something new can happen. Jupiter acts symmetrically, while Mercury acts asymmetrically.

The tree which has been shown to be influenced by Jupiter is the maple. The field maple, for example, has a clear regular form and symmetry with its branches reaching outwards in a regular beautifully formed way—Jupiter's gesture. Such planetary gestures in trees can be very revealing. In plant growth Jupiter influences are especially associated with the formation of the fruit, and, together with Mercury, works with the streaming of the sap.

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

The principle of Jupiter's influence is to harmonize, preserve, restore and act as a regulator of uniform growth and as the means of expansion. The life process associated with Jupiter is 'warming', sometimes called relating or adapting; it is the process by which we get everything into the right place, by providing form, order and structure. The influence of Jupiter in the human body is to be found in the moulding of the form of the body, in the muscles, the chemical processes which enable movement in the muscles, (hence the athletic possibilities of the body,) and also in the liver and posterior lobe of the pituitary gland. Rudolf Steiner described how the Jupiter forces work from above downwards, rounding and moulding the brain structures, muscles and internal organs. This rounding force is reflected in the upper portion of both organs and bones; it is the lower surfaces which may be concave in the organs or in the sockets in the bones. He described how the Jupiter forces 'terminate', or come to their weakest point, in the liver. It is the forming aspect of Jupiter which is weakest in the liver, for it is the least formed organ, with, relative to the other organs, a chaotic internal structure, made up mostly of water. But it also has the greatest capacity to regrow portions of itself. Its active chemical processes are also associated with Jupiter.<sup>8</sup>

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<sup>7</sup> More on the nature of tin can be found in Wilhelm Pelikan's *The Secrets of Metals* (Anthroposophic Press, New York, 1975) p 47-60

<sup>8</sup> Bernard Lievegoed expands on the more esoteric view of Jupiter's role in the muscles and liver: '[Jupiter's] first function of 'rounding plasticity' (with the potential for leading to rigid forms), is then

There are larger quantities of tin, the metal associated with Jupiter, in the liver than in the other organs. Tin supports the Jupiter processes and is used for this therapeutically as a medicine.<sup>9</sup>

Jupiter's strong forming quality and its relationship to the movement of the muscles can be seen in the gestures of the Jupiter stage children (Gesell's Stage 5) — they delight in hyperbole and big, exaggerated, dramatic gestures, of the sort we might see in great conductors and actors. In fact many a family have thought they have discovered a budding great actor in their child at Eight, a Jupiter stage, to see that talent suddenly disappear at Nine! In Jupiter influenced ages in childhood we can also see an awareness and enjoyment of their 'muscles' and more 'athletic' activities (versus 'movement' activities of Mars) as well as this love of dramatic gestures and postures! These are distinctive qualities of Four and Eight especially.

## Jupiter in human behaviour

### The Jupiter type: an introduction

All this gives us a picture of how the Jupiter forces are characterized in the planet itself, in its metal, tin, in the way it works in nature, and in human growth and physiognomy. How does it manifest in the psychology of the human being? Jeff Mayo in his book *The Planets and Human Behaviour*<sup>10</sup> describes the attributes of the Jupiter type as those, ideally, of a mature individuality with a developed consciousness who values self-responsibility as well as care for others. Such an individual is driven by Jupiter's 'urge for expansion, improvement, self-exploration and its significant association with conscience.'

The Jupiter type individuals assert their strong will in terms of 'expansion, opportunity, advancement, progress, improvement, and seeking new horizons to experience.' They want to 'seize opportunities' and 'to look to the future'. They achieve improvement of material affairs through opportunist and mature handling of matters.' Their urge to expansiveness

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balanced by 'movement as gesture' (formed movement).' ... 'In their alternation between hardening and softening, swelling and contracting, [the muscles] perform a play which in its chemistry is deeply connected with the liver. The muscular contraction is due to chemical changes in surface tension, and wherever these occur, ... Jupiter forces are at work. The Jupiter activity comes to an end in the liver, the only human organ not permeated by the plastic wisdom-filled Jupiter forces, neither in outer form nor in its chaotic structure within. But precisely on account of this it can be so active chemically.' See Lievegoed, B. *Man on the Threshold. The challenge on inner development*. Hawthorn Press, Stroud, 1985 pp.105-9

<sup>9</sup> In *The Secrets of Metals* Wilhelm Pelikan (ibid pp.54-60) expands on this relationship between Jupiter's metal tin and the polarity of the forces of plasticity and rigidity and also the liver. 'Everywhere in the organism tin can aid the processes that establish the correct relation between liquid and the solid'. 'Tin may broadly be described as a remedy that regulates opposing fields of force, on the one hand, those that appear in construction, growth, and swelling, and on the other hand those of consolidation and drying up.' For example, in both problems of proliferation of bone in joints or abnormal secretion of water in ligaments tin is an effective remedy. He notes too that the liver has one of the highest levels of tin of all the organs, with the exception of the skin and the tongue muscle and mucosa, which have many times higher levels.

<sup>10</sup> Mayo, Jeff, *The Planets and Human Behaviour* (L.N. Fowler & Co Ltd, London, 1972), pp.90-92

also involves self-expansion; they have the capacity 'to achieve expansion of consciousness through knowledge, study and understanding. They wish 'to gain more understanding by study and reasoned judgement'. Thus Jupiter works through will- filled activity in the outer world and but also through the inner world of thought.

Self-improvement is also important to the adult Jupiter type so that 'right action and decisions' are taken. They feel it important 'to *enrich* one's life and being by responsible, conscientious, just and lawful means.' They value being 'liberal, generous, open-minded, philosophical'. They believe in being '*responsible* only to oneself and to one's *conscience*.' Children in the Jupiter stages also seem to be more interested in self-improvement.

A Jupiter type can also be very versatile, (a quality we again see in the Jupiter stages in childhood.) They have a strong sense of self with optimism but also serenity. They show a fearlessness in their self expansion, their opportunism and exploration, yet they can also be conscientious and trustworthy. They want to work in the world, but can also be studious, philosophical. They are capable of considerable moral and emotional maturity in their capacity for reasonability, impartiality, justness, and broad-minded progressiveness. In relation to others, they can be not only sociable, jovial, buoyant and hospitable, but also sincere, devoted, mindful, compassionate, generous and protective. They can be benevolent and charitable.

Many of these qualities necessitate considerable self- control and self- awareness, which one could hardly expect (yet) from children. While we do not want to concentrate on the negative, it is useful to recognise the less conscious, less transformed qualities to be seen in the Jupiter type. Mayo describe some of these qualities: Extravagance, exaggerativeness, exhibitionism, over-exuberance, over-extension of oneself, recklessness, restlessness, lawlessness. They also show weaknesses associated with egotism: self- indulgence, self-righteousness, conceit, pretentiousness, snobbishness, compulsive social climbing. Parents of Four year olds and Eight year olds might especially smile at some of these —recklessness, over-exuberance, exaggerativeness and self- righteousnes for example — and take hope in that these may be the first steps to finer Jupiter qualities! Fourteens have matured considerably but 'over-extension of oneself' is still a common characteristic of this age, along with many of Jupiter's positive attributes listed above: sociableness, optimism, buoyancy, broadminded-ness and so on.

Mayo also builds a picture of the Jupiter type in his list of other traditional associations with Jupiter. For example in work: Religion and the clergy, dignitaries, the Law and legalities, guardianship, physicians, the professions generally. They are also associated with adventure and risk: foreign affairs, distant travel, speculative ventures, banking, sport — especially horse racing and hunting and athletics. This last is particularly interesting considering the mention of particular interest in athletic activities in the Jupiter stages in childhood by Gesell. And of course, being associated with wisdom, Jupiter is associated with study, higher education and philosophy.

As we have seen already the Jupiter type is interested in opportunity, development and growth, and in the economy with supply, surplus and profit. However it is also significant that the Jupiter type is associated with the positive side of these: good fortune, luck, success, prosperity, wealth, affluence, luxury, honours and prestige. Jupiter might have luck and

happiness, but they also have optimism and the capacity and will to work hard, all of which are more likely to bring success.

Jupiter qualities (like some Mars qualities) have often been associated with the choleric temperament. Jupiter qualities certainly include the ego-driven will and warm enthusiasm of a choleric. A mature Jupiter however also brings more wisdom and the capacity to bring a more objective approach to what they do. In Stage 5 in child development Gesell observed an *equilibrium* in the children's behaviour, and such a balance in qualities can also be observed in mature Jupiter. So a mature Jupiter type perhaps also demonstrates the best of mature choleric qualities.

The underlying driving force and motivation of Jupiter is *power*. In the mature Jupiter type this is power over the self, as is seen in Jupiter's wish for 'self-improvement', 'right actions and decisions' and self-responsibility. This personal power may be experienced as *authoritativeness* by others! A mature individual can learn to manifest the best of each planetary quality when appropriate. So when someone speaks or acts out of their own inner power and authority, they become more Jupiter. This capacity is particularly important for our relationship with children; they feel secure in the presence of someone who has true inner authority and wisdom. When people have this quality they can even appear bigger than they physically are. They 'grow in stature' so to speak. Jupiter stature! Every parent and teacher needs to find within themselves those Jupiter qualities of strength, wisdom, authoritativeness to meet the needs of children, especially those in the Jupiter stage (Gesell Stage 5), who clearly will not be guided timidly!

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

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

The Jupiter type has a natural self-confidence which is recognised by others. They have qualities which support good self-respect: optimism, self-confidence, conscientiousness, resilience and, it seems, good fortune. They oversee the big picture, which contains the future and high ideals and goals. They demand respect and bring order. Others recognise all this. For the Jupiter type is large in personality, in charisma and in dignity. People may defer to a Jupiter type, even when Jupiter tries to be quiet or stay small in a meeting. The Jupiter type individuals give all the appearance of authority and we give them our trust, even when they may not have yet earned it with us personally! We tend to put them on a pedestal. Like a king on a throne, symmetrically placed. Like a judge.

This natural respect for Jupiter individuals may be taken for granted by them or it may not. There is a phenomenon called 'imposter syndrome' or 'fraud syndrome', surprisingly common amongst our most successful leaders, (amongst whom one would expect to find more Jupiter types) both male and female, where the individual feels like a 'fraud' because people give him or her more credit and 'kudos' than the individual feels is due to them. Young Jupiter types may well not question this natural recognition of their power by others, although the more modest ones may possibly wonder at it. Perhaps more mature individuals who have developed wisdom and authority over a life time, if they are also realistic and modest, may feel other people give them a little too much credit for their capacity to make a contribution and so feel like a 'bit of a fraud'? As we have seen, Jupiter is

also associated with luck and good fortune and this is another reason a Jupiter type, being scrupulously honest with themselves, might feel they are being given more credit than is due to them. Nevertheless they are capable of working very hard and people see that. The Jupiter type with a highly developed consciousness will try to empower others, and this may mean taking themselves off the pedestals that others create for them.

The challenge for the Jupiter type is in their potential loneliness. Despite their jovial good nature, and being sought out as leaders, they may not have so many close friends because others can feel too unequal to them to seek them out as intimate friends. The Jupiter type, having an active inner life, can usually accept that sometimes they have to stand alone, because they recognise that they have few equals and that few others work with the same largeness of vision and ideals as they do.

Their own confidence and belief in their own competence and knowledge can make them appear arrogant or conceited to others, unless they are also sensitive to the needs of others.

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

Thinking and cosmic wisdom are Jupiter's domains. The Jupiter type's thinking is expansive, 'large picture' thinking which gives emphasis to the broad overview of everything, seeing where everything belongs in the whole. They see the patterns and sequences of events. They are only interested in the details in the way they can inform and confirm the whole. It is a strength of Jupiter that they can oversee a multitude of connections and embrace it all at the same time.

So their thinking is wide but also deep, more mature and more conscious; they are truth seekers and they seek high ideals. They have the ability to understand the outer world without becoming submerged in it, in the way Venus might. They are often seen as philosophical, wise, profound in thought and are treated as respected guides and teachers.

Their relationship to time is long term; they have an overview of the whole in time. Yet, while they use the past to bring wisdom to the present and future, their strength lies as the future planner working with the long term. They bring thoughtfulness to their experience as well as good understanding and order (form) with the benefit of the broader view. They can organize well and in a minimum of time.

All of these qualities take maturity and consciousness, and without these, especially without emotional awareness, Jupiter may appear overly dogmatic and tactless. Because of their big picture aims and consciousness, they are sometimes accused of being impractical and unrealistic or giving too much emphasis to the principle.

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

For the Jupiter type, feelings are often made subordinate to higher ideals, broader vision, greater things, and the bigger, longer term plan; their ability to discriminate, order and prioritize gives them the strength to override their feelings for the sake of other goals and ideals. This capacity to keep feelings under control is a great advantage to them personally. Nevertheless, feelings are real and important and need to be taken into account. If the Jupiter type denies the importance of feelings and expect that others do so too, he or she is underestimating other people's emotional needs, and failing to recognise that others may be

very different from themselves. Because the Jupiter type so often has a position of authority it is even more important to be mindful of others' emotional needs and feelings to keep relationships healthy. It can also make them appear to put themselves and their own values above others, or appear conceited or self-righteous.

The Jupiter type parent particularly needs to recognise the emotional needs of their children for acknowledgment of feelings and praise for small things, like a new step in a new skill, a test result, or a goal scored in football. Concentration on the big picture, the big goals (usually Jupiter's) can make them neglect the small hurts or achievements which are important to children. Jupiter type parents especially need to watch their big thinking expectations do not override such individual recognition. In parenting and teaching this can be damaging for children in the long term. Jupiter needs to understand that 'little' problems can be just as important as 'big' ones. When the Jupiter type can also learn the power of empathy they can truly meet the greater good.

In their own lives, Jupiter type individuals can be quite blessed, for they have the capacity for real joy, contentment and satisfaction, especially when things go according to plan. They have a basic optimism and faith in their good fortune.

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

Jupiter's relationship to other people tends to be 'paternalistic', an authority, one of the monarch, a parent figure, with less of an equal social relationship. They are open hearted and other people trust them and feel safe with them. Yet they get on best with other Jupiter types with whom they can communicate on a higher level. They can be social, and go to social events, for example, but they may attend less for fun than for some higher plan. They have a certain independence of other people's opinions; they may not expect to be liked by everyone for their work towards their own ideals. The ideals and goals may take priority over 'being liked.'

An image of relationships, which is useful for understanding children in the Jupiter stage, can be seen in Bibi van Bussell's description below which suggests that the Mercury type can communicate with the Jupiter type, in the relationship of Court Jester to a King<sup>11</sup>:

One other can reach Jupiter and that is Mercury in the role of a court jester to the king. Mercury is intelligent and quick to follow ideas and ready to make as many suggestions about the subject as possible and will also ridicule Jupiter's lofty ideas. This makes Jupiter rethink the subject and he appreciates Mercury for that trait, though Mercury is of course a child in his eyes and cannot be expected to act on these lines.

A court jester had the capacity of being a wise counsellor in the shape of a fool! After all, the king must be seen to have the authority. In the Eight year old (a Jupiter stage) we see somewhat of this relationship of 'king' (the Eight year old) to his 'counsellor' (his mother) in Eight's 'acceptance' of advice from his mother, but also wanting her to be continually there for him!

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<sup>11</sup> website on 'Planetary Qualities. An Anthroposophical View' by Bibi van Bussel, 1999, at [www.http://busbi.home.xs4all.nl/index.html#overview](http://busbi.home.xs4all.nl/index.html#overview)

Jupiter does not 'fight' with others as this is 'beneath him'. But 'disagreement' is another matter. Van Bussell continues:

To quarrel with Jupiter is impossible as feelings do not count and short term goals are okay as long as they fit into the larger context. This can be infuriating for the other planets as they cannot reach Jupiter. If for some reason Jupiter does get angry, his anger will be as huge as the planet's Red Spot and the 'hurricane' will last as long - be glad this hardly ever happens. Naturally two Jupiters can differ in opinion but that's what it is: a different opinion. If they can't convince each other on the base of logic, they will smile and say: Well, we'll see who's right in the end. I look forward to finding out.

...Though other planets resent Jupiter from time to time they also feel very safe in his presence: Jupiter will know what to do; Jupiter will solve the problems. ...People trust him, he is fair, though they feel he is cold and distant. Emotional problems are solved rationally.

Both Jupiter and Mercury can offer challenges to others, though whether these challenges are just 'stirring things up' (Mercury) or 'challenging to higher ideals' (Jupiter) seems to depend on whether the challenge is offered in self-interest (Mercury) or magnanimously for the greater good (Jupiter). If a less mature Jupiter type cover up his or her mistakes, their intentions can seem more like manipulation for their own power than a work for the common good.

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

Jupiter's will is strong and for the long term. They particularly have strong will when working towards a goal, which they work towards logically and rationally, quietly and determinedly. Neither their feelings nor their social life will come between them and their goal. The Jupiter type like their power and need their power but in their highest selves they strive towards using this power for the good. Only the immature Jupiter type would use their power as might through manipulation, for personal purposes.

### **Other associations with Jupiter:**

Other associations with Jupiter are: Thursday (Thor's day), the Romans named this day *dies Jovis* after Jove or Jupiter, their most important god; the colour Orange (the calendula, often orange, and with such strong healing power as an ointment for the treatment of wounds, restoring the healthy 'form', is connected with Jupiter); grain- rye, with its strong heads of grain; race- white people; musical note – E; life process- warming; tree- maple; sound for Jupiter- o as in 'awe'.

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

- The Jupiter types are naturally powerful and need to feel and use their power wisely and compassionately: they need to learn difference between self-assertion versus

bullying or being tyrannical, between legitimate authority and illegitimate use of power.

- They need to learn patience, empathy and tolerance for others being different, maybe less able in thinking, less quick or deep.
- They need to see the necessity of taking care of small things and people's feelings as well as the big picture.
- They need support and encouragement for their natural tendencies for goodness, beauty, truth.
- They need to be able to be humble and to watch out for arrogance.
- They need to recognise that their own 'bigness' (authoritativeness, loudness, 'presence') and natural power can overwhelm and intimidate others—and that the responsibility lies with them to be more sensitive to others.

## A closer look at child development: Gesell Stage 5 and Jupiter influences

Firstly we must emphasize that there are many things that effect development in childhood and these rhythmical changes in gesture or mood identified in the Gesell Stages are only one part of this picture. It must also be emphasized that Gesell researchers always stressed that these stages were not rigid in their timing and could be different for different children. However, in relation to the planetary influences which affect the 'gesture' of the different stages, this may be an *archetypal* pattern which is not in fact so greatly affected by genetic and environmental factors in development.<sup>12</sup>

The Gesell Stage 5 which we relate to Jupiter in childhood begins with 24-28 to 32 weeks, 18 to 21 months, Four to Four-and-a-half, Eight years, 14 years and, extrapolated, 20 years. In the larger biographical rhythms in life, Jupiter is associated with the years 49 to 56.

So now we can look to see whether we can find significantly more Jupiter characteristics in children in Gesell Stage 5. Gesell researchers associate Stage 5 with '*equilibrium, vigorousness and expansiveness*' which could all be seen as Jupiter qualities.

We will quote as much as possible directly from the Gesell works to illustrate the possible connections between the stages and the characteristics of the Jupiter influences,

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<sup>12</sup> Some children may have their teeth come loose later than sooner, or reach menarche or spermarche at differing times, and certainly some children 'wake up' sooner than others. Indeed we know that many boys need more time than girls, even up to a year, to develop before they start school learning. But despite all this, it is possible that there are some more archetypal patterns in childhood that are more predictable. My own conversations with teachers and parents suggest these planetary gestures may be so but more work needs to be done on this. Another archetypal pattern of growth in the development of children was described by Rudolf Steiner as occurring in seven year stages, where the direction of physical growth moved from the head and the sense-nerve system down into the chest and rhythmic system and then down into the metabolic system and limbs in each seven year stage. This pattern has been observed in children to be consistent as a basic blueprint for growth in normal children.

characteristics and planetary type. Direct quotations in 'single quote marks' or indented are from the Gesell research unless indicated otherwise.

## **24-28 (26) to 32 weeks: the first Gesell Stage 5 (revised version 6 -7 months<sup>13</sup>)**

In *The Child from Five to Ten*,<sup>14</sup> Gesell, Ilg and Ames list the sequence of what we are calling the 'Gesell Stages' and what they identified to be the associated ages. It seems that the allocation of stages for children under two years by Gesell is still tentative but, working from the stages given in 1975, it does put 24-28 to 32 weeks at Stage 5 which we are postulating to be associated with the forces of Jupiter. Their revised schedule starts this stage at 26 weeks, making the stage 6 weeks long.

Gesell has given us relatively little information on this specific age. The Princeton Center for Infancy and Early Childhood's book *The First Twelve Months of Life*, edited by Frank Caplan<sup>15</sup> describes the seventh month (26 -30 weeks) as 'one big gush of motor development.' He describes how the children practice their new motor skills for hours on end; this typically involves creeping at this age, but children differ greatly in this, and some may be crawling already or even standing. Even the quieter children may be intently practicing hand manipulation. They sit firmly at this stage. Physically and visually they are actively moving into the world, exploring both themselves and their world.

The previous stage and Mars got the children moving, now one can imagine the influences of Jupiter working in the children as they get control of and strengthen their muscles and their coordination in readiness to stand in the world in the next stage. The coordination of the higher and lower brain involved in the complex movement of crawling is now in preparation, being practiced step by step. In later Stage 5 ages, one sees Jupiter working in awareness of, and enjoyment of, muscles and in 'athletic' activities; here one sees it in the development of the strength to crawl and stand. This also applies to the use of their hands and in increasing finer motor control, preparing the pincer grip.

Gesell describes 28 weeks in the following way<sup>16</sup>:

Touch hunger follows visual hunger. Or rather, the two now combine; for the twenty eight week old baby is bent on manipulating everything he can lay his eyes and hands on....Note with what concentrated attention the baby exercises his growing

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<sup>13</sup> In 2011, after our own research was well underway, the Gesell Institute of Human Development presenter in a web seminar gave a slightly different revised version of the stages in the first year of life. They gave the following (I have added the Stage number and planet for clarification.) Birth - Expansion /5 (Jupiter); 2 weeks - Neurotic /6 (Saturn); 1 month - Smooth /1 (Moon); 2-3 months- Breaking Up /2 (Mercury); 4 months - Sorting Out /3 (Venus); 5 months - Inwardizing /4 (Mars); 6 months - Expansion /5 (Jupiter); 7 and 8 months - Neurotic /6 (Saturn); 9 and 10 months - Smooth /1 (Moon); 11months(?) - 1 year- Breaking Up /2 (Mercury); 1 year 1 month Sorting Out /3 (Venus; 1 year 3 months - Inwardizing /4 (Mars). We have kept to the original versions of the stages in the first year, which are at any rate very approximate.

<sup>14</sup> Gesell, Arnold, Ilg, Frances L., Bates Ames, Louise *The Child from Five to Ten* op. cit. p.47

<sup>15</sup> Caplan, Frank (Gen Ed) *The First Twelve Months of Life. Your baby's growth month by month* (Grosset & Dunlap, New York, 1973) Chapter on 'The Seventh Month' pp. 148-165

<sup>16</sup> Ibid pp. 33-4

powers...So engrossing is his self activity that he can amuse himself for long periods. But he can smile at onlookers and is usually friendly with both familiars and strangers. Indeed he represents an amiable union of self-containedness and sociality. He listens to words spoken by others; he listens also to his own private vocalizations.

At this stage the child's abilities are in good balance. His behaviour patterns and trends are in focus. He is so harmoniously constituted that he causes few perplexities on the part of his caretakers. It is a period of short lived developmental "equilibrium."

Self containedness and sociality are also descriptions of Jupiter. So we have development of muscular strength in readiness for crawling and standing and a contained sociability. More observation of 24- 28 weeks to 32 weeks is needed, watching for whether other behaviours associated with Jupiter are present, like the bigness in gesture, for example, that one can see at later ages?

### **18 to 21 months: the second Gesell Stage 5**

While we have little on 28 weeks' behaviours specifically, we do have some behaviours of 18 to 21 months to examine. What we see of the mood or gesture of planetary influenced behaviours may still be more difficult to separate from other development at this age when children still have limited language and social skills, however we can ask some questions about what we can observe that might be Jupiter influenced. In general, the information is still scant, but Eighteen months does show some of the nature of Jupiter. Quoting direct from Gesell:<sup>17</sup>

The child of Eighteen months not only is motor driven but sometimes seems to be in almost constant motor activity. Watch him as he lugs, tugs, dumps, pushes, pounds, or as he moves the furniture. Here he is both awkward and ambitious, and his child's chair will often get stuck in a doorway since he is not yet a good judge of space...Out for a walk he climbs onto every curbstone, explores every byway. Gross motor activity still predominates over fine motor behaviour.....This whole-bodyiness of behaviour is extremely conspicuous at this age.

...Even though he does not as a rule stay long with any one activity, the typical child of this age is relatively independent. So, if in a happy mood, he can entertain himself for fairly long periods of time.

It is interesting to note here the very determined motor activity of this age, activity which involves resistance, muscle strength and will, whole-bodyiness, not just movement, the more notable because the later Jupiter ages also show a love of athleticism and gross 'muscle power.' The child's relative independence and exploratory tendency also points tentatively towards Jupiter qualities.

Even more than the Fifteen-month-old, your typical Eighteen to Twenty-month-old is a young person of almost unbelievable egocentricity. He is almost all "take" and no "give'. He wants what he wants and he wants it now. He has very little wish to

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<sup>17</sup> Some of this is from *Your One-Year-Old Fun-Loving and Fussy* (Dell Trade Paperback, New York 1982). By Gesell researchers Louise Bates Ames, Frances L. Ilg and Carol Chase Haber

please or to do something just because somebody else wants him to. He is so extremely self-centred that much of the time he does not relate to another person even when asking something of that person.... For the most part adults appear to exist, in his mind, solely to carry out his wishes and demands. Thus his social behaviour consists mostly of his making demands of other people, by either word or gesture.

With most grown-ups, in fact, he is less fun than he used to be...Now, even if you capture him, he tends to straighten out and slide out of your lap. Many are so unsharing, of themselves and of their possessions, that they will not even let you put your hand on the arms of their chairs.

And, as mentioned earlier, it is extremely difficult for a child of this age to adapt his actions to your demands...he may on rare occasions show affection. Though he can by no means be considered a help around the house, the child of this age may like to mimic such household activities as sweeping and dusting.

...In general he tends to treat other children as if they were furniture or other objects...Grandparents may be the ones who are most disappointed in the characteristic self centredness and (often) lack of warmth in response to the approaches of other people of the child of this age. Just younger, the boy or girl would often cuddle with, laugh with, and respond affectionately to others. Now he or she may remain quite indifferent, even staring at you blankly if you approach with too great enthusiasm...a bewildering age....This is a poor age for communication between adult and child, but each child does make it in his or her own fascinating and special way....However, even a self centred Eighteen-month-old can at times be lovingly and laughingly sociable, especially if he or she is of a basically good-natured temperament....Eighteen months tends to be, except in the most smiling, a rather sober age.

The characteristic self centredness of this age has noticeably increased at Eighteen months. One is reminded of the immature Jupiter weaknesses of conceit and self indulgence in this. Could the rather objective approach to social relationships be a reflection of Jupiter's valuing of the task, the end goal, (later the ideal), over relationship and feelings? This behaviour was already starting to be evident in Fifteen months (Mars) but then Mars too has a tendency to put the task before the relationship! While the Jupiter type shows a definite sociableness, openheartedness and is trusted by others, qualities we will see in the following Stage 5s, they also show more social independence than some other types.

The characteristic underlying motivators for both Fifteen months and Eighteen months is *power*, rather than *love* (Moon and Venus) or *freedom* (Mercury and Saturn). The need for power and freedom in children tend to drive rebellious behaviours if the child feels their independence or autonomy is threatened. In contrast, those stages motivated by the need for love particularly tend to be more people pleasing, more amenable, more affectionate. Not this stage! Eighteen months' relative self-reliance in occupation and soberness in mood could also perhaps be a faint suggestion of Jupiter, especially in so young a child, although such soberness, which might be seen as seriousness in a mature Jupiter type, is certainly not seen in the following Jupiter stages, which are much more joyous and expansive, perhaps

with the discovery of his own power!! We would not want to make too much of this, but one can wonder at it!

So here we have independence, strong will around muscular activities and exploring the world, self-containedness that also manifests as self-centredness, with no wish to indulge others, and a rather more serious nature. A touch of possible Jupiter qualities at east.

### **Four to Four-and-a-half years: the third Gesell Stage 5.**

Gesell researchers describe Four in *Your Four Year Old. Wild and Wonderful* by Louise Bates Ames and Frances L Ilg.<sup>18</sup> This suggests different qualities are emerging in the next possible Jupiter stage, Four to Four and a half, the Younger Fours. Older Fours show different qualities. To quote Bates Ames and Ilg directly from their wonderful description of the characteristics of Younger Four, where they start with a comparison with the previous age group, Stage 4 (Mars in our hypothesis)<sup>19</sup>:

For the most part, we have found the boy or girl of this age to be joyous, exuberant, energetic, ridiculous, untrammelled—ready for anything. What a change he offers as compared to his more difficult, demanding, Three-and-a-half-year-old, just earlier self! If at times he seems voluble, boastful and bossy, it is because it is so exciting for him to enter the fresh fields of self expression that open up at this wonderful age.

The child at three-and-a-half characteristically expressed a strong resistance to many things the adult required, possibly because in his own mind the adult was still all-powerful. Four has taken a giant step forward. All of a sudden he discovers that the adult, though still quite powerful, is not *all*-powerful. He now finds much power in himself. He finds he can do bad things, from his point of view, and the roof does not fall in.

This reference to the discovery by Younger Fours of their own power is interesting in relation to Jupiter, who take their power for granted. At the last Jupiter stage, Eighteen months, the children were very self-centred but perhaps more unconsciously so. By Four children have a new awareness of 'self' and a new consciousness of the power in themselves and others. Power, as we have said, is a motivating factor for Jupiter; in a mature Jupiter, power is used for the greater good; in Four power is in the process of being enthusiastically explored.

... following its seemingly built in plan of interweaving, nature sees to it that whereas the Three-and-a-half-year-old was rather withdrawn and insecure much of the time, Four operates on the expansive and highly sure-of-himself side of life. [Younger] Four...is an age when the child is characteristically in a nice state of equilibrium.

Emotional exuberance has its positive as well as its negative side. The typical Four-year-old *loves* adventure, loves excursions, loves excitement, loves *anything* new. He adores new people, new places, new games, new playthings, new books, new

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<sup>18</sup> Bates Ames, L, and Ilg, F. L. *Your Four Year Old Wild and Wonderful* (A Dell Paperback, New York, 1976)

<sup>19</sup> Ibid These descriptions are taken from throughout the book.

activities... he will accept what you have to offer with delightfully uncritical enthusiasm.

Four *loves* many things, but his emotions tend to be definitely extreme. He loves a lot and he hates a lot.

The key to the [Younger] Four-year-old's psychology is his high drive combined with his fluid imagination. Four is indeed highly versatile. What can he not do? He can be quiet or noisy, calm or assertive, cozy or imperious, suggestible or independent, social, athletic, artistic, literal, fanciful, cooperative, indifferent, inquisitive, forthright, humorous, dogmatic. He is many people in one.

Jupiter also has many of these varied qualities: quiet or noisy, calm or assertive, cozy or imperious, social, athletic, artistic, forthright, dogmatic!

Another odd influence on this age, in boys at least, is that testosterone levels double at Four and stay higher for this whole year. It is possible that Jupiter may be having some effect on this.<sup>20</sup> Higher levels of testosterone are related to more risk taking behaviour, more competitiveness and more impulsiveness, which might account for some of the behaviours we see, at least in boys, in this year.

The following descriptions give a picture of the largeness, the strength, high drive and willfulness of this age, which, without self-control and maturity, spill over into exaggerations, self-centredness and being frequently out of bounds.

[Younger Four] very often expressed what we consider the outstanding trait of his age—his love for going out of bounds.... A normally vigorous and well endowed child of this age may seem out-of-bounds in almost every area of living. Motorwise he not only hits and kicks and spits (if aroused) but may even go so far as to run away from home if things don't please him....his motor drive is very high.

Emotionally too he tends to be extremely out of bounds. He laughs almost too hilariously....howls and cries more than too loudly...He can on occasion be extremely silly.

But it is his verbally out-of-bounds expressions that are most conspicuous; he exaggerates: "as high as the sky," "ten million bugs," "as big as a house." He boasts: "I have bigger ones at home." "I can do better than that" "My father is stronger than your father." Along with his boasting, he swaggers.... The child may criticize the adult with epithets and threats: "You're a rat," "I'll sock you."...

And he loves to talk, to shout, to carry on. He loves exaggeration, of sound and movement as well as actual words. He loves talk about big (or enormous) things, and

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<sup>20</sup> It is interesting to postulate whether this increase in Testosterone might happen because of the Mars activity (the male principle) previous to this or whether it could have anything to do with activity in the liver, an organ associated with Jupiter. While testosterone itself is not made in the liver, Hormone Binding Globulin (SHBG) is produced in the liver and this special 'carrier' compound plays a special role in regulating the amount of "free" testosterone circulating in the body at any one time (in an inverse proportion of SHBG to testosterone). More on this and the slower maturing in boys is to be found near the end of the essay on Venus.

he loves to make big things. His drawing strokes are dashing, and he needs lots of room for his productions...

In friendships ...strong at Four....[these] may be quite positive...cooperative. Four's typical violence and exaggeration express themselves with play with friends as in other activities. "I just set your coat on fire," a quite usual Four year old may say to his friend....Fours tend to be obsessed with fire.

Is this out-of- boundness a reflection of the immature Jupiters exploring their bigger world, with bigger interest, bigger vision driven by a strong will, not yet fully under control, in fact with no clear boundaries at all? Mature Jupiter is indeed expansive, strong willed but with more moderation, more control, more consciousness in working towards aims and ideals with clear boundaries. On Younger Fours' motor drive and physical activity the Gesell researchers say this:

... Your typical Four-year-old, with his high drive, enthusiasm, expansiveness, is a motor person *par excellence!* He loves to run. He loves to climb. He loves to gallop. He loves sheer movement for its own sake.

His drive seems boundless. There is strength and push behind everything he does, and he gives the impression of being ready for anything...He loves the difficult and the daring. He loves the different. He loves to show he is master of space and incline.... The child appears especially to take pleasure in stunts that stimulate the semicircular canals: whirling, swinging, somersaulting.

At times, his motor drive is so extreme that if he is *not* given opportunities for motor activity, for blowing off steam, he may become a difficult young person for those in charge to manage....He feels his muscles in activity, and he also want *you* to feel his muscles and to tell him how strong he is. He may like to tell you, "I'm tough" ... Boys especially, and some girls, are rapidly becoming athletic, and take a real pride in attempting motor stunts that require delicate balance.

One would expect children at young ages to have strong motor drive, but this particular awareness of their own muscles and their strength, and their pride in this, suggests that something else might be happening here. Could it be a reflection of the relationship between the muscles, the liver and Jupiter mentioned earlier?

We also find a love of dramatic gesture and movement in Younger Fours and in the following Stage 5 ages also:

Four's vivid imagination often leads to dramatic play of the most creative sort. No kind of 'pretend' is beyond him...Dressing up is very big at Four... tastes in reading... the Four-year-old has a voracious appetite for the dramatic,...no storied situation seems fantastic enough to overtax his constantly inventive imagination. Thus the complexity of event and even horror of situation seem to add value to many of the Four-year-old's favourite stories.

...He is a charmer who has difficulty telling the difference between fact and fable. He exaggerates as he uses new and big words. He may roll his eyes in a delightful manner as he talks.

[In] spontaneous stories...Four is fluent, glib and often surprisingly violent. Three quarters of both boys and girls express some kind of violence in their stories — accident, aggression, harm to objects or people... Girls of Four are more violent in their storytelling than at any other age, earlier or later. Their stories now stress death, killing, being eaten up, objects that crash or fall down, or are burned up, children throwing things into the garbage or being spanked or broken to pieces.

[An example:] “A little ducky. He fell in the water and he drowned. His mother came along and she picked up her ducky and threw her in the garbage pail. Then a frog came along and swallowed her up. And then the frog was so big he ate up everything. You know what else he ate? He ate the whole world all at once. You know what else he did? He ate up her door and her whole house. And the next morning you know what else he ate? He ate himself.”

Is this violence in stories the way the young Jupiters deals with their fears, while still being driven by their courage and expansive adventurousness?

It may be that Four's expansiveness is sometimes a little too much even for him. At any rate he likes and respects boundaries and limits, which he does not always have within himself, and which, therefore, often have to be supplied.....for all his expansive and often out of bounds tendencies, Four can, when he puts his mind to it be very reliable...

Could this need and respect for boundaries, (which they cannot yet keep themselves), for form, and the will for reliability be the foundations for later more mature Jupiter behaviour?

[Four] tends to be an egocentric little person.....He may tell or boast of his own abilities. ...He boasts about his parents, or quotes them as ultimate authorities: “My mother says you can't have that truck.” ...He is his self appointed commentator and often his own audience... He likes new and different words...He especially loves the word “big”, a word that is soon superseded by “enormous” or “gigantic”.... This is top age for questions....[Four] is gloriously humorous.

Four has a lively mind, and new thoughts and ideas or bits of information may please him as much as do new toys....His incessant “whys” may sometimes pall, but often lead the way to enthusiastic information-giving on the part of the adult...

Younger Fours also embrace other more gentle ways of being, more philosophical questioning.

... Watch a Four year old hold a flower in his hand. Or a bug. He is full of awe and wonder. In fact for many, religious stirrings are there, and God may become a part of the child's vocabulary, his being and his thinking. .. The concept of wholeness now includes the whole world...

We can find much of what could be Jupiter influences here, of course not yet mature and wise in Younger Fours' thinking and concepts, but developing the foundations for later more profound thought. We can find Jupiter qualities in the awareness of their own power and strong will, in their athleticism, in their broad view of the world; in their love for everything big, adventurous and expansive and in that they have high drive. Sometimes they show a more immature Jupiter for they are egotistical, dramatic and exaggerate. Yet

they also show more temperate Jupiter qualities in their broad interests, their lively minds, their wonder, their searching questions, not just about practical things but also about more philosophical questions.

This stage of Younger Four comes to an end at around Four and a half when the child seems to enter a new more troubled time— Gesell's stage 6 which we hypothesize is a stage influenced by Saturn.

### **Eight years: the fourth Gesell Stage 5**

At the next Jupiter stage, Eight years, we find many of the same characteristics as in Younger Four. Louise Bates Ames and Carol Chase Haber, in *Your Eight Year Old Lively and Outgoing*<sup>21</sup> described this age in 1989. Technology has impacted the lives of children considerably since then and has affected play time, physical activity and the amount of exposure to the adult world. Nevertheless their descriptions still hold true in children whose lives have had a healthy balance in all these things. From the start we can see the bigness, the boldness, the courage and the will of Jupiter:

The typical Eight year old can be described as outgoing, lively, evaluative. Unlike the child at Seven, he does not withdraw when the going gets tough. On the contrary, he remains right out in front, meeting every challenge that life throws his way....He is expanding emotionally, growing out of his earlier shyness, and relating to people more than he used to. He even approaches strangers with some confidence.

...[He is] more fond of rough and tumble play and boisterous games. His tempo is rapid when he talks, reads, writes or practices the piano. He wolfs down food, sitting on the edge of his chair, ready to bolt outdoors without pulling up his socks or tucking in his shirt.... Eight's liveliness or *speed* is obvious to almost any adult. He darts around the house or yard, seemingly unaware of physical obstacles in his path. His entire body seems ready for action. He works fast, plays fast (loves running games), talks fast, even eats fast. When necessary he can shift very rapidly from one activity to the next, and wastes little time looking back.

Here in Eight we see strong will and intention which, as in Younger Fours, manifests in speediness.

Like at Four, Eight's world is expanding and they embrace this change with enthusiasm. They also respond with similar dramatic exaggerations in speech and gesture as in Younger Fours. This is illustrated in the Gesell descriptions:

Personal space is expanding for the Eight-year-old. He can now return home alone by bus from some distant point. His walking area within his own neighbourhood is so wide that it is sometimes hard to locate him. He loves to take trips to new cities, visit museums, zoos, and other places of interest. Eight's spatial world is expanding even further through an interest in geography... The child at Seven tended to stick close to home. Eight explores new territory...

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<sup>21</sup> Bates Ames, Louise, Chase Haber, Carol *Your Eight-Year Old Lively and Outgoing* (A Dell Trade Paperback New York 1989)

Here we see Jupiter's love of exploration, the seeking of new horizons and expansion of their world. Then below we see the love of the dramatic and action, and once again their exaggerative-ness in speech and gesture:

Eight-year-olds love to be dramatic, to make a big deal out of occurrences that really are not all that big. They enjoy this dramatization even when they give the impression that they are suffering. "This has got me crazy. Pretty soon I will die of this."

How Eight loves to talk! He comes home from school just "bursting" with news: "You never saw *anything* like it!" "Oh it was *awful!*" In fact everything has to be dramatized: "Hey, what's the matter with me!"

When things go very wrong for Eights, they truly do get angry. Some show their anger at least partly in jest. Thus they may tense up their faces in exasperation, project their lower jaws, and draw back and flex their arms at the elbow as they clench their fists. This dramatic pose is sure to produce laughter from other children at school.

...Along with his expansive exuberance, his love of the dramatic, the Eight-year-old often seems to be enjoying himself even as he suffers; though he may criticize himself, basically he feels pretty good about himself...

...Eight year old boys may add a little bravado to their slap-dash demeanour to emphasize their masculine toughness....

Action is the keynote to Eight's play activity. Even his drawings are full of action...Eight loves to dramatize. — accidents, fights, and car chases.

Another key characteristics of this age for Gesell, is *evaluativeness*. Is this capacity to evaluate, to judge a thing, to contrast and compare, also a preparatory quality for mature Jupiter's big picture awareness and high ideals? The capacity to compare, which brought such boastful statements at Four, gives Eights some angst as they compare themselves with others and their behaviour with their own and other's expectations and ideals.

His *evaluativeness* does [cause Eight difficulty]. It makes him all too aware of his own failures. Eight tends to be hard on himself for his mistakes. His evaluativeness also makes him all too aware when other people do not respond as he would like them to. Eight is extremely sensitive to perceived criticism of others. On the other hand, this evaluativeness sometimes helps him make sound judgements as to what he can or cannot accomplish, when he is or isn't going to be successful. This helps him curb his headlong rush into things and can sometimes prevent him from taking on the totally impossible.

We can also see something of Jupiter's capacity for big picture thinking and more profound thoughts about life and the world:

Intellectually, as in other ways, Eight is becoming more expansive. He can express amazement and curiosity. He is growing aware of the impersonal forces of nature. He can distinguish fundamental similarities and differences when comparing a baseball and an orange, an airplane and a kite, wood and glass. The origin and

growth of plants from seeds begins to intrigue him. He takes a deepening interest in the life processes of animals. He is even beginning to believe that all men are mortal and that even *he* will one day die. But at this relatively positive age, this knowledge does not depress him as it might have done earlier. ... As with other intellectual concepts, Eights tend to show a lively interest in death...[They also show] interest in right and wrong [versus good and bad]...

We also see a Jupiter type in Eight's good intentions, in their striving for self improvement and their trying to be responsible for themselves and what they think is right:

Eight for all his expansiveness and exaggeration is basically a rather reasonable person... Eight wants and means to be good, and tries hard to live up to his own standards and to what he thinks are the adults standards... ...[He is] more responsible than he was earlier with regard to time...[He is] interested in times far past...only some are well oriented in space...

[Eights'] thinking less animistic... [it is] the beginning of abstraction... [He]mhas a certain power of intellectual rebound. He can be influenced to check up on his clues when he has jumped to a conclusion too quickly. But he does not want you to think for him—he only wants a hint that will help him to work things out for himself.

Although they are as yet still immature, one can see in Eights a moral striving to know what it is right; they are not backward in commenting on what others do which is right (or more accurately, wrong—"Mummy you are going over the speed limit by 2 k.p.h.!"). This is, of course, all part of their moral development which has been unfolding through childhood, but perhaps the Jupiter moral influences give it an extra nudge here.

Gesell researchers also place Eight on the side of *equilibrium* despite his sometimes being difficult for others to deal with. This too reflects the Jupiter type, who while they can challenge others, have an ability to hold the balance in themselves well.

Is there also a hint of Jupiter's effects on muscle growth and athleticism once again, hinted at at Four?

Eight now figures strongly in neighbourhood group play, especially in athletic activities, both organized or unorganized. Leaders are beginning to stand out....  
...[Eight] looks more mature than he did at Seven. Subtle changes in Eight's body now hint at the body he is going to have when he gets older. He is much better coordinated when it comes to sports. Large muscle control is now well established. Small muscles develop noticeably during this year....There is an increase in speed and smoothness in fine motor performance and in eye hand coordination....The child's body in action...Posture is now more symmetrical than earlier... Bodily movements...are fluid and often graceful and poised...courage and daring characteristics.

It is interesting that they note that Eights' posture is now more *symmetrical* that quality associated so strongly with Jupiter, and indeed with the stance of those in authority, the judge, the king, the army general, even those with perhaps illegitimate authority, the bully and the bouncer!

In vision, Eight is an expansive age, and the eight year old may be thought of as peripherally orientated....The child can shift from near to far with greater ease, though he may still have difficulty in shifting back from far to near.

Eights' expansiveness also shows in their interest in people and relationships.

Relationships are extremely important at this age...now the boy or girl is building up emotional and attitudinal relationships. How he feels about others and how they feel about him is important... he is curious about and interested in human relationships, particularly those of the adults close to him. In fact he can be described as downright nosy.

Eight is increasingly aware of himself as a person, is interested in what makes him tick. As one mother of an Eight-year-old remarked, "Even his gestures are like him." Now the child is conscious of his own appearance, his own personal qualities. He may be torn between the desire to grow up and the wish to remain as he is. And in his dramatic way he exaggerates his problems and dilemmas...

Gesell observations on the mother- Eight relationship are particularly interesting in regard to the Jupiter qualities which would make him "king", yet perhaps accept the advice of his advisor/jester. Jupiter falls naturally into the position of authority figure, though he may need help sometimes from others. The power relationship Eight has with his mother, has something of this "presumed service" quality about it and uniquely so in these primary school years. Bates Ames and Chase Haber describe this mother-child relationship<sup>22</sup>:

The relationship of child to Mother at Eight is perhaps more complex, intriguing, and intense than at any other age. This must be clearly clearly understood if a mother hopes to get along with her child in everyday life or in any teaching situation where she may try to help him.

Your typical Eight-year-old, more than the child of any other age, is "all mixed up with" his mother. He is highly dependent upon her and cares not only about what she does but about what she thinks as well...It almost seems as if an Eight-year-old cannot get enough of his mother's attention. He is highly possessive of her in a physical way and wants to hang around her all the time...

The Six-year-old wants his mother to do what *he* wants her to. The Eight-year old wants her to *want* to do what he wants her to do....Now there must be constant interaction, and Mother's full attention is demanded as they play. This interaction requires almost constant *conversation* as well as action. If not occupied in imaginative play, Eight likes to engage in endless board and dice or card games, which so many at this age dearly love and of which many mothers quickly tire.

...It is important to the growing child that his mother share intimately in his thoughts, imaginings, conversations, and games. To make this strong interpersonal relationship a satisfactory one, it's important for Mother to sacrifice quite a lot of her time and energy.

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<sup>22</sup> Ibid pp. 10-27

... As the level of communication desired by the Eight-year-old is *so* intense, it is our recommendation that Mother limit the amount of time she and her child will play together....Whenever possible it is worth trying to satisfy Eight's demands for attention. This will help him during this needy age and make it easier for independence at Nine. And remember there is a certain amount of reciprocity here. The child of this age wants his mother to live up to *his* demands, but he also wants to satisfy hers, to live up to her standards for him.

As in the Jupiter type, there is definitely a need for power here and a need for adults to find ways to allow Eight to feel his power, in this relationship. Though he strives to be good, he also resists being 'ordered' what to do by his mother, for this threatens his power. He really wants to be the person in control and it helps for the adult to help him find a way to do that:

What complicates matters, however, is that while Eight demands a great deal from his mother, he is at the same time more resistant to her than he was earlier. He obeys best if she puts things just the "right" way. Thus he often prefers a hint to a command. A wink or a nod sometimes does the trick....At this age it may be better to give him his time, for he usually does *obey* requests if allowed to come to them on his own terms....Eight is not a good self-starter but once started he will need a certain amount of freedom to do things his own way. (But freedom or not, he likes his mother to be right there in attendance.)

Like dealing with a king in his court? 'Mother should be lavish with her praise when the child has even a small success, though as Eight can to some extent evaluate his own performance, praise needs to be both reasonable and realistic....the child of this age often fishes for praise...'

The power and authority issues penetrate into relationships with others as well. The Gesell writers point out that the intense responses Eight gives to his mother really applies to his major caregiver, man or woman. In a two parent family, the relationship with the second parent who is the lesser carer, 'tends to be less intense and therefore as a rule smoother.' Problems with siblings are often complicated by 'the intensity of his relationship with his mother. He tends to be jealous of her...' Grandparents, especially Grandmothers can also meet trouble with Eight, if they try to intervene in family squabbles especially 'when the child's father and mother are handling him.' ...'The typical Eight-year-old does not like to play along. He wants not only to have other people to share his play but wants their complete time and attention as well.'

In health, there is a certain robustness in Eights consistent with what we would expect in a time of Jupiter influences:

Eight is generally healthier and less fatiguable than he was at Seven ...Most children at Eight have a very good appetite. Normally good eaters now often seem to be ravenously hungry....The child's appraisal of food may be influenced by his sense of smell...[They exhibit] speedy eating....Many eights are wonderful sleepers...Most probably dream but this is not a big age for nightmares....Eight's improved school attendance reflects not only his enjoyment of school but also his better health. ...Hay fever and asthma may return after not being present for a year or so; there may also be an increase in the occurrence of ear infections, but most Eights have fewer

gastrointestinal difficulties and fewer communicable diseases than earlier, and tend to recover more rapidly...[and are] less fatigable....

Now the child's whole energy seems positively directed towards his social and gross motor activities, which are under better control than they were earlier. Thus children of this age seem to have less need than they did for tensional outlets. At Eight the most common of these outlets is the need to urinate when taxed with something he does not like or is unequal to....A difficult school subject such as reading may produce a distended bladder in a very short time. This reaction may be thought of as "internal perspiration," emotionally induced. It is not just an alibi...

However, Eights' courage and adventurousness, also typical of Jupiter, can lead to trouble in childhood:

Eight-year-olds tend to be accident prone. In fact accidents are a major cause of death at this age—chiefly accidents from automobiles, falls, and drowning. The Eight-year-old...is out of bounds. He is out for action and is ready to try almost anything. He has lost the protective caution he had at Seven. He misjudges himself as better than he really is.

Overall in Eights, one can again find some of the possible influences of Jupiter, understandably those more on the side of immature Jupiter: Like with Younger Fours, at Eight everything is big and expansive, egotistical, dramatic and exaggerated; their capacity to evaluate promises that the 'big picture' thinking of a potentially wise Jupiter is evolving as a capacity too; they need to feel their power and independence; again muscular activity and athleticism are mentioned and symmetry of posture which may be related to maturing influences from Jupiter; they have an interest in meeting the world and a basic reasonableness and desire to live up to their own and adult standards. The gesture of the age of Nine, with the influences of Saturn, will be different.

### **Fourteen years: the fifth Gesell Stage 5**

The next Jupiter stage is Fourteen. Here we quote directly from *Your Ten to Fourteen Year-old* by Louise Bates Ames, Frances Ilg and Sidney Baker<sup>23</sup>. Although this research too is now relatively old, predating the internet (1988), it still illustrates the basic nature of Fourteen year olds today, though their environment is very different and their social nature now also shows itself in the new technologies of mobile phones and social media sites! The adult world, including pornography, is now more easily accessed by any 'cluey' teen. Nevertheless, those who teach them and love them will recognise them in the Gesell profiles and that Jupiter's gesture is to be found here too.

Quoting the Gesell Institute researchers directly:

The age of fourteen for many adolescents tends to be a time of verve, vigor, energy and excitement. Boundless energy combines with optimistic enthusiasm and goodwill to encourage boy or girl to attempt almost anything...more outgoing, more

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<sup>23</sup> Bates Ames, L., Ilg, Frances L., & Baker, Sidney M. *Your Ten- to-Fourteen-Year Old* (A Dell Trade Paperback, New York, 1988) pp. 144-187

straightforward.... Fourteen shows a good direct attack on a task, wants to “work things out” ....

The first acute throws of what is thought of as adolescent behaviour---which appeared so strongly in the withdrawal and touchiness of Thirteen---have now been gone through. A new joyous happy note is struck in Fourteen...The atmosphere has cleared---laughter rings out in the house, singing, so long neglected, may be heard even in the morning...Fourteen loves living. As parents remark, “He’s just full of life”; “She has burst out all over.” If less exuberant, boy or girl is at least “in general easy going” or “happy in an adult way.” ...One fault many Fourteens have in common is their loud voice...

Not that Fourteen stays within the positive realm all the time. Actually many seem to have two sides to their nature. A mother will say of her son, “Though he is easy going, he gets moody.”...On the whole they enjoy life... Happy moods far outstrip the sad ones. Rather than being sad, they are apt to be annoyed or moody. This moodiness can move into more active brooding and depression. But Fourteen is not likely to stay in these sombre states for very long... Fourteen is less inhibited than earlier about his or her temper and is apt to get angry quickly, though not often. Both sexes will show short explosive outbursts especially against a sibling. They will suddenly “let off steam” before others, whereas at thirteen they more often controlled themselves and withdrew to their room.

There is much of the nature of Jupiter here, the buoyancy, joviality, sociability, optimism, exuberance even in their occasional angry outbursts, ‘as huge as the planet's Red Spot’ as described earlier in the Jupiter characteristics.

...[Fourteen is] not a really a fearful age, though quite a variety of fears are reported. It is almost as though each child has his or her pet fear that has come to the surface. There are those who are afraid of bugs, spiders, bees and other insects. A fairly large number of boys and girls are afraid of snakes. Some are afraid of high places, of deep water, of being out in the dark, of walking on a soft mushy bottom in the water. They are afraid of being embarrassed, afraid of people being “left out,” of social gossip, of ‘just what’s going to happen,’ or ‘how things will turn out. This is an age when experience may resolve the fear...

This is interesting that these fears can be resolved by experience at this age. Do Fourteens use that Jupiter capacity to evaluate better whether their reaction may be out of proportion to the actual risk and use their strong will to overcome their fear?

Worrying has the same quality as fearfulness, although Fourteen really isn’t the worrier that he or she were at thirteen.... A discussion of Fourteen’s main problems shows that things don’t disturb the boy or girl too deeply... Fourteens are not ashamed to show how they feel. Some may still cover up feelings, but on the whole they are open about emotion and like to have people know how they feel...

This confidence to be open about their feelings also has something of Jupiter forthrightness and robustness in it. They will not be so open at Fifteen, the possible Saturn time, when they deliberately protect themselves by disclosing less.

Friends of both sexes delight, school is okay; and extracurricular activities fill the days with fun and pleasure. Nothing seems too much for a boy or girl to undertake, though as one mother put it, "Fourteen's plans are sometimes so outsize that she plain runs out of time. Unfortunately there are only twenty-four hours in every day." ...One of Fourteens' chief problems is that they often want to include too much in their thinking or plan too many activities. This is all a part of their new expansiveness: a loose inclusiveness that can sometimes swamp them.... The tangles in Fourteen's social life are likewise part of their over-inclusiveness...

Some parents blame the school for "piling on all these activities." If the school does so, it is largely in response to Fourteen's demand. Girl or boy likes to have life a little too full.

Jupiter's self expansion and weakness of 'over extension of oneself' are clearly seen here, but also their admirable lively, sociable qualities and their protectiveness towards others.

The fourteen-year-old the world sees is energetic, lively, dramatic, daring, sparkling, ready for anything. He or she bounces and bubbles and dashes about, enjoying life to the hilt.....There is a vast difference between the way an ordinary fourteen-year-old behaves in relation to his or her family and to the rest of the world. Outside the home, one would not know that this person who is so totally unappreciative of family is the same individual.

Jupiter's strong need for power and independence could be involved in this different behaviour at home. While teachers who do not recognise these needs in Fourteens in school will find themselves in deep trouble with rebellion in the classroom, Fourteens' major problems still lie in dealing with his parents, especially if they too do not recognise their children's changing needs:

Up till now it has been mostly mother who has been criticized and made to feel totally inadequate and antique. Beginning around the age of fourteen, both boys and girls—who may have admired father inordinately up till now at the expense of mother—may now include their father in their criticisms and consider him too hopelessly antiquated....This is the age when boy or girl walks at least five feet behind father if they are forced to go downtown together. Or if possible rides in a different car in the train for fear that someone might know they are related.

All of this is by no means true hostility, unfriendliness or meanness. It is just that Fourteens, still in a painful search for self and identity, seem to feel that in the eyes of the world they and their parents are still closely identified. It will, they believe, count against them if their parents, as they so often do, do something just impossibly embarrassing....

...In spite of Fourteens frequent lapses into niceness, may parents find themselves almost constantly on the defensive, trying to please a child who demands everything, appreciates little, and tends to be highly insulted if his family does not provide all the luxuries to which he considers himself entitled.

There is definitely something of the imperious Jupiter king again in this! They have a need to feel their own power, yet they also need affection, which they may accept, in more

private, quiet times, like bedtime. Ames et al's advice to parents on this is to "back off and tread lightly!" Don't confront a king!

Threats to their independence also come from siblings:

Behaviour with siblings still leaves a lot to be desired. The worst difficulties occur with those between six and thirteen, whom Fourteens describe as "a nuisance", "pain in the neck." They complain that these brothers and sisters argue all the time, "get into my things," "tag along."

In the Gesell research interviews, they saw the more mature capacities of Fourteen; they also observed Jupiter symmetry in posture again:

Fourteen's demeanour is quiet and relaxed. Posture is symmetrical, feet are often placed flat on the floor. They show few tensional outlets or shifts in interest from the task at hand. They listen and respond well, having both the desire and the ability to communicate... Even when they do not talk much their smile shows interest....

In health one again we see a robustness consistent with Jupiter, in vision, far sightedness consistent with a more expansive interest in the world, and the Jupiter ability to put the task and ideal before the feelings, in this case feelings of unwellness :

Fourteen's health frequently is not just "good" but "really wonderful." ...few Fourteens have the "habit of being ill, as they might have had just earlier. They can actually go to the other extreme of putting up with illness when necessary... Headaches may occur when Fourteen can't adjust to the demands of the environment—or vice versa... Vision...the trend at fourteen is toward a more stable amount of hyperopia (far sightedness). Eating...are becoming more discriminative in their eating...still have a very fine appetite...They are now especially aware of the smell of food, either the smell that repels or the smell that beckons....also aware of the consistency of foods.

It is interesting to look at Fourteen's sense of self in relation to the Jupiter type. Although they are still maturing one can see a certain comfortableness with self in Fourteen that one also sees in Jupiter. An experienced teacher once described to me the gesture of Fourteens as "I am." He described Fifteens, in comparison, as "Who am I?" One can see this growing comfortableness with self and ability to be themselves at Fourteen and their acceptance of their former selves in the following descriptions:

The boy or girl of this age seems "so like himself." He feels like himself even though he might desire a few changes—a little less fat, a little taller, a little shorter. Young people are now aware of their difference from other people and of their own uniqueness, even though they are not quite ready to accept it fully. They are still influenced a bit by the idealized perfect form.

As one father remarked of his son, "He is finally absorbed in something outside himself." And that can be true. That is one reason why Fourteen is so ready to take the world as it is. Fourteens are learning the art of how to master life....

Fourteens feel good about themselves. You may hear them say, "I like myself the way I am.". If they have not quite reached this state, they may overstep in their

desire to take more responsibility and to plan their time on their own. They may need more adult guidance than they think they do in talking over their plans before putting them into action. Many are able to look back on their former selves with more perspective, more tolerance.

They also show, consistent with Jupiter influences, a growing generosity and benevolence towards others (perhaps sometimes with the exception of family!)

...In telling what they would wish for, Fourteens are not thinking of themselves alone. Rather they are thinking of the kind of world they would like to live in. First and foremost, they wish for a world at peace or for an end of wars. Then they wish for a better world in general, in which there is a "unity of nations," "a union of all religion", and "high standard of living," and "a better chance for people to grow up." More specifically they wish that there were a more properly run government ("one that wouldn't let taxes go up") and a better educational system. ...They are especially desirous of happiness for both their own family and people in general...

The life of a fourteen-year-old is all of a piece—an exciting, full, active and usually happy existence. What Fourteens do specifically is less important than how they relate their activities to the whole of their lives. They have a capacity to think in terms of the whole year, relating their interests to the season....The season that suits Fourteen best is usually summertime...

Here we see a growing capacity for big picture thinking, and this continues into embracing a bigger picture of human beings, their psychology, their history, their biography and their ideals:

Fourteens often seem to bloom forth with new qualities that can make them an asset to any school setup. They intermingle well, are more respectful, have ideals....Fourteens love to elect officers [in school], though this still needs a certain amount of adult supervision. The athlete is most often chosen....they often like to express themselves in public speaking, giving oral reports, participating in dramatics. And there is a growing interest in the study of man—his biology, physiology, psychology. Fourteens are eager and ready to know more about themselves. The lives of fourteen-year-olds are indeed active and full, and the more active the better they like it...

...Fourteens are, in a way, less aware than earlier of their own ethical behaviour because it is now more a part of them... They recognise the multiple influences that produce their own ethical codes...And moral interests go beyond the self, for they are now thinking of larger issues and the relationship of one group to another. They are becoming aware of such issues as the treatment of minority groups, discrimination, and exclusion. They are basically tolerant, having respect for and interest in other people....

In this last description we also see Jupiter's more liberal, open-minded attitude and tolerance towards others as well as their big picture thinking. And lastly we find the Jupiter type's love of, not just public speaking, but argument for its own sake!

Where Thirteen preferred to avoid an argument, Fourteen appears to enjoy it and treats it almost as a game....On the whole Fourteen will listen to reason about important things.

So what do we find of Jupiter in Fourteen? More expansiveness, more noise, love of drama, argument for its own sake, rather than rebelliousness, developing interest in the world, the broader picture, social conscience, more ideals. They are interested in themselves, but also others, with an open and more honest approach to the world. Definitely some gestures of Jupiter.

### **Twenty years: the sixth Gesell Stage 5 (extrapolated)**

Gesell's research finished at Sixteen years, though they did suggest that these stages might go further than this. So extrapolated the final Stage 5 of the first 21 years would be 20 years old, not an age we have very much research on. By this age most young people are well into their more adult lives in work or in study and, for some, even in starting families. One would hope their interests, true to Jupiter influences, would still be expanding, their ideals still consolidating, their understanding of themselves becoming clearer, their maturation ever deepening, in preparation for the completion of the three cycles of seven years, making twenty one years of the maturation process of childhood. And perhaps another Saturn year to complete its deepening of, consciousness of, and maturation, of self.

### **Conclusion**

The aim of this essay was to examine whether the archetypal influences and qualities associated with Jupiter could be found to any significant degree in the behaviour of children in Gesell Stage 5. We have found that there is indeed evidence of Jupiter in the children's behaviour, in their sense of self, in their thinking, feeling, relationships and in their will and in their giving priority to having power, ideally over themselves and their thinking. 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. Jupiter then falls at the end with more mature qualities, involving a wiser, more developed consciousness of the world and its ways. Jupiter's wisdom tries to embrace a broad view of the world and many perspectives. Children's development in the Jupiter stage follows just the beginning of this great gathering process which leads to the development of the qualities necessary for such wisdom.

One sees that to be Jupiter, or to find the Jupiter in ourselves, we need to be very strong as individuals, able to hold our centre and boundary with a strong will and determination. We then need to also have an enthusiastic interest in, and the courage to venture into, the world, with an openness to all that comes towards us and to gather it in, without immediate judgement. Then we need to be able to evaluate what we find and to see where it belongs in the structure of things. Ideally in this process we stay open to broader truths, knowing that we nearly always see only a part of any truth. In terms of the evolution of consciousness in humanity, this brings us to a pluralistic view of the world and beyond this. Mature Jupiter knows that if we judge too soon, we may be denying truth. To be Jupiter we need to be able to be *big and generous*, in ourselves, in our thinking, our feeling and our will-filled actions and in our leadership qualities.

A metaphor for this can be found in the fruit, which Jupiter forces help to form; the substances for the forming of the fruit must be gathered, the structure of the fruit needs to be provided but it also needs time, for ripening in the fruiting process, which itself prepares the way for the nourishment of the seed and new growth. If the fruit is picked too green, the maturing process cannot be completed and it cannot support the fruit and seed.

So in child development in the Jupiter stages one can follow the initial steps in this Jupiter process. In the first Jupiter stage at about six months of age there is something of Jupiter's preparing a strong centre with the child's determined practice in building up muscular strength in preparation for crawling and standing. There is also a glimpse of Jupiter's self-containment, and relative social independence at this stage even while they show an openhearted sociability. At 18 months, we see a strengthening of this centre in the children's strong will, self-centredness and rather sober independence, with more concern for a determined meeting with the immediate environment than with interacting with people.

At Four, with a new sense of themselves as individuals, children use this inner strength and strong will to start this gathering-in process as they explore the world with vigour, enthusiasm and expansiveness. They delight in everything big, bigger, enormous! Their world is expanding. Even at this age one already sees the well rounded, varied capacities of Jupiter, which prompted the Gesell researchers to describe the Jupiter stage as being in equilibrium, despite its sometimes out-of-bounds behaviour: Younger Fours can be quiet or noisy, calm or assertive, cosy or imperious, violent or gentle, social or independent, athletic or philosophical, artistic or practical. Younger Fours also show some the motivation for self improvement, driven by the same influences which will later drive a strong idealism and wish to serve the greater good as the child and adult matures.

At Eight, evaluativeness is a characteristic quality identified by Gesell. The children again enthusiastically explore the world, gathering in information they will use to understand and appraise themselves, others and the world. They continue to hold fast to their independence and their power in relationships, especially with their mothers. Their moral striving is part of their evaluation, sorting the good from the bad, the right from the wrong. Again true to Jupiter, they are interested in self improvement, but while they are interested in the big picture and the context of things, they are still very inexperienced and can be rather dogmatic in their judgements of the world. The fruit is still really too green for picking.

Fourteens show many of Jupiter's qualities: the buoyancy, joviality, sociability, optimism, exuberance, expansiveness, even the occasional angry outbursts. But now they also have available new powers of thought and we see a growing capacity for thinking, which embraces a broader understanding of human beings, their psychology, their history, their biography and their ideals. They are more aware of larger social issues such as the treatment of minority groups, discrimination, and exclusion. Jupiter's more liberal, open-minded attitude and tolerance towards others, as well as their big picture thinking and a social conscience, is developing. Fourteens' expansive self assertion and confidence is more under control, although they still struggle with over-commitment and trying to do too much. Their energy is still big and their need for independence still strong but they are more magnanimous and generally happier with themselves. The fruit is beginning to ripen.

However their experience is inevitably still limited and they can still take just one piece of information and make assumptions, criticisms and judgements without its context.

Unfortunately the family bears the brunt of most of their critical evaluation. At this point, childhood environment can limit the development of the more mature Jupiter qualities. A poor environment can limit what is experienced and what the world is seen to be made up of. Rebellion against adult authority can choke the gathering process. What life brings can enrich or limit wisdom. As we move from a consciousness of our family, to our 'tribe', to nation, to a pluralistic multicultural view, to global consciousness, we broaden the sources from which we gather our knowledge. We seek a view which has more of, but never all of, the truth. To embrace the the broadest vision one needs many of the gifts of Jupiter: to be expansive, adventurous, courageous, open, benevolent, idealistic and then capable of finding the place of each thing within the whole.

In all of this the Jupiter stages offer the child a strong experience of themselves. It is a time when children can experience their own *power* – what it means to be powerful, to be big, to have authority and independence, like Jupiter, for a time. In children at Eighteen months they revelled in their self-centredness and contained-ness. By Four, and later Eight they could feel a sense of their own power in their fearless expansiveness, their exaggerativeness, their noisy energy and speediness, their own muscular power and strength in their bodies. By Fourteen, they add to this a more cognitive understanding of themselves, their psychology, a Jupiter acceptance and tolerance for themselves and others. They feel their expansive self-assertion and confidence in their enjoyment of argument. With this inner power, the Jupiter stage also offers an opportunity to experience self-containment, to be able to be more independent of others and others' opinions.

So, in brief, the Jupiter stage offers big picture thinking, a better understanding of wholeness, to see how the details fit into the whole, to see relationships. It develops the capacity to evaluate, compare and judge from a bigger perspective. By Fourteen, with increasing maturity in brain development, this also brings a more tolerant view of things, a more liberal acceptance of others' points of view. It offers a more mature, deeper, wiser way of seeing things, which takes time and experience to develop. At the same time, while Jupiter offers enthusiastic, warm ways of experiencing the world, it also gives an experience of being able to hold back the feelings for the sake of other priorities, the task versus relationship or one's own needs. The Jupiter stages also offer a wonderful experience of the exertion of strong will, not only in the physical body through muscle strength, but also in having the drive to plan and carry through actions, to control the feelings, to exert one's will courageously, fearlessly, expansively.

So from this brief summary we can see that the developmental behaviours in the Gesell Stage 5 do indeed reveal a great number of Jupiter qualities. These behaviours do not just reflect incremental, chronological development, for much will change in the following stage as the influences of Saturn in Stage 6 begin their work, and the exuberance is pulled back for more inner experiences. For each stage offers a unique opportunity to experience a different way of being in the world. As we have seen, the gifts to childhood that a Jupiter stage offers are for children to be able to use their will and courage in an expansive, exploratory way, and to think in ways which develop organizational capacities, idealism and benevolence.

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

## What helps the Jupiter type and children in a Gesell Stage 5

From all this we can identify many things which might help support children who are by nature a Jupiter type or who are in a Jupiter 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 Jupiter type adults!

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

- The major issue for the Jupiter type revolves around their *power*. The true adult Jupiter type or those with Jupiter tendencies are naturally powerful with a big presence, with a natural authority and independence. In children at Eighteen months, if we can identify any Jupiter characteristics it
- might be their self-centredness and social contained-ness. But by Four, and later Eight we begin to see it in their somewhat fearless expansiveness, their exaggerative-ness, their noisy energy and speediness, their need to feel their own power and strength. By Fourteen, some of this is more under control, but nevertheless, faced by a class of Fourteen-year-olds, or even a group of this age group on the footpath in the street, one certainly feels their bigger energy and even the necessity to give them their space! We need to be able to celebrate their expansive self-assertion and confidence, what lies behind their bragging and swaggering and argumentativeness, while still giving guidance where appropriate.
- One also needs to make sure that all these ages learn the difference between self-assertion and bullying (or being tyrannical), between legitimate authority and illegitimate use of power. As adults we need to be clear on the differences between these ourselves. Sometimes children will bully us purely with their bossy or whining or sneering tone of voice that seems to come home from school with them. We should not be intimidated into accepting this. It is a good lesson in life for them to learn to 'speak in a normal tone of voice' when they speak with us. A good lesson to

become a mature Jupiter. But of course we have to model the same! We need to be able to allow their healthy expansiveness and noisiness (at appropriate times) but clearly draw the boundaries when this energy or the demands are just too much for others (or ourselves) and are inconsiderate of others' feelings or needs. Gesell makes this very clear particularly to Mothers of Eight-year-olds, that we need to protect ourselves against the over-demandingness of the age.

- Those of a strong Jupiter type or in a Jupiter stage need to become more conscious of their natural power (authoritativeness, loudness, 'presence') and to see that power and natural authority come with a responsibility to others. There can be a tendency to assume that if others do not complain directly to the Jupiter type then those people don't have a problem with something a Jupiter type (or age might do). "But he didn't say anything!" They need to learn that some people may be overwhelmed by this big energy or authority and feel unable to counter it. A mature Jupiter will be wise enough to consider the feelings of others, but immature Jupiter might over-ride or intimidate others without thinking. They may need help to see they have a responsibility to be more sensitive to others, to learn to gently (!) check things out with others rather than assume 'compliance' means 'acceptance'! There is a lesson for parents here too!
- Similarly, immature Jupiter may need to learn empathy and tolerance for others being different, maybe less able in thinking, less quick or deep. They may need help to see that not everyone is like them, nor can be expected to be like them. They need to recognise that not everyone sees the world the way they do, that not everyone has this capacity to see the big picture as easily as they do, to plan, prioritise, to lead. They need to see sometimes others have gifts in other ways of being, such as, of being able to deal with the small things in life which Jupiter might find boring, to take care of other people's emotional well-being, when Jupiter might put the ultimate goal first. They need to see that being 'less gifted' or 'different' in some way does not make someone a lesser person, less worthy of respect. Here children need to learn that everyone needs appreciation for who they are and what they do. All children need to learn this, but the Jupiter type needs to learn it most because they have more power to hurt, to *dis-empower* others— Jupiter has the most power to bring out the best in people or leave them feeling diminished or battered. Children learn much in what we model for them in this. Do we need to practice more tolerance and acceptance ourselves for the children to learn tolerance and acceptance from us? How do we treat others who are less able than we are? How do we treat others who are just different from us? Do we tell children that everyone is a person first no matter their abilities, the colour of their skin, their religion, their beliefs, their sexual preferences? Do we 'put people down' or insult others in our casual conversations? Do we use 'put-downs' as a form of humour with our children? Consider whether this what we want them to learn about others or themselves? Does it respect human dignity?
- The Jupiter type may have a tendency to over-ride feelings and be impatient with those who are driven by feelings. They may need help to see that feelings are important to us in many ways. They tell us much about the world and should be

listened to, respected, nurtured, not ignored or repressed. The problem comes when we are driven only by feelings, by subjectivity without objectivity, when we are submerged by our feelings. The Jupiter type may need reminding about the importance of feelings when they over-ride their own feelings and the feelings of others; feelings are like messengers to be listened to. In Fourteen, we saw an example of this where they could over-ride their feelings of unwellness when they were overextending themselves. This is useful to get the task done, but done continually means we go into a health 'debt' which ultimately can bring us down harder than ever. We need to learn to keep up our health 'credits' as well, in good sleep, good food, exercise etc. Similarly one might put one's own or others' feelings second to get a task done, an ideal striven for, but social relationships and feelings need to be cared for nevertheless for the long term good.

- The Jupiter type has a natural interest in the ideals of goodness, beauty and truth, and in self-improvement. We can support these interests in children. We can surround them with experiences and environments which nurture them and these ideals to maximise this opportunity that a Jupiter stage offers.
- The development of acceptance of, and thoughtfulness towards, others also requires the capacity for humility. We need to watch for arrogance and egotism, which can be a consequence of being treated like a Jupiter type, who is naturally given power and respect. Confidence can become arrogance when care for others is not present. The most effective way to teach humility and thoughtfulness to children is to model it in ourselves. Can we admit fault? Can we apologise, say we are sorry when we break our own rules or are not our best selves? We might not be perfect but can our children see us striving to become better human beings. Trying to be wise in our living? Striving for goodness, truth, beauty, those things Jupiter would have us seek? Children in the Jupiter stage need to see us striving to be worthy of our authority, to be the 'authors' of our own lives, within the confines of circumstance.
- Lastly we can meet their need for a Jupiter like themselves by nurturing the mature Jupiter type in ourselves, finding our inner authority and power, valuing personal growth and human striving, respecting difference in other people, seeking and demonstrating wisdom and compassion in our living. When we do these things there is room for error, humility and apology in our dealing with children; there is no loss of face in this, only strength and honesty, and good modelling for their healthy adulthood.

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