



works' and they can fully trust this sense – until we interfere with our good intentions and try to educate them. Once education has kicked in, they soon lose touch with this sense.

When a child can develop *autonomously*, then he can *feel* whether or not his little feet, his legs, his muscles,



his skeleton are ready and capable of standing and walking. If not, he will try and try – he will trust this *inner knowing* – until 'it works'. Left alone, the child will not be discouraged. Pushing a child into

doing things he *cannot yet* do, because he is not in this stage of development, will lead him to feeling discouraged: discouragement is a reaction to our attitude, to our expectations. This pushing a child is the beginning of 'doing' and straining – of dependency: the child loses touch with himself, with primal and natural ease.



Dr. phil. Jeanine Buol Hug studied psychology, philosophy, and religious history, at the University of Zurich, Switzerland. From 1960 until his death in 1964, she studied with Heinrich Jacoby. She continued her explorations after Jacoby's death in the Study Group (Arbeitskreis) of Dr. med. Ruth Matter, Zurich.

For many years, Jeanine Buol Hug has been offering workshop in the field of Heinrich Jacoby's research. She is the current president of the Arbeitskreis Heinrich Jacoby / Elsa Gindler in Switzerland.

"In the beginning was education": We don't know what harm we do to our children, when we raise them according to current trends of education. [...] I see it as an important part of our work that we point to these things. We all could live more peacefully, we could make better use of our gifts and function more smoothly, if we would trust our own 'nature' and 'natural equipment'.

So what kind of an environment do children need in order to develop according to their 'natural equipment'? The more independent we grown-ups are, the more aware we are of our own actions (which includes realizing when we interfere unnecessarily with a child's developmental processes), the more we are in touch with ourselves, the better for our children.



When we are in touch with ourselves we can also remain calmer, and when we are calmer we are more receptive to information from within and without. We need to develop a receptivity that allows us 'trip' over our own mistakes, as



Jacoby used to say. We need to become **conscious** of our own condition and conduct.

Being in touch with oneself is crucial and has an immediate effect on the child's behavior. Not *what* we say to our child but *how* we are when we say it is the guiding light for our children. Only then can things change. This is the great challenge we are facing and also our responsibility.

Translation by Stefan Laeng-Gilliatt

Soccer Mom Needs A Break

by Hannes Zahner

Part 1:

Baby Einstein™

or

What Heinrich Jacoby Couldn't Know

A post-existential fairy tale

After Soccer Mom had picked up her child from 'yoga for kids' in her new Prius, she took her to violin lessons. The violin had just been resealed with hypoallergenic beeswax, which filled the air in the car with a soothing sent. The little girl was chewing on a handful of organic wheat free crackers from Whole Foods while Soccer Mom was thinking about the recent consultation with the biofeedback counselor. The preschool teacher had suggested they see one, because the girl seemed to

have separation anxiety. He recommended expressive painting for her child. This will also help her creative expression, Soccer Mom thought, which should get a boost anyway through the constitutional homeopathic remedy, with which their naturopath is currently treating her daughter. (No, she's fine but it will help her development.)

And thus the child's creativity was unfolding wonderfully, which was confirmed by the recent Hellinger Family Constellation workshop. Before we forget: we should also mention the expressive dance classes her daughter was taking. They really unlocked her inner potential. However, some questions remained. Recently, when the parents had had a crisis over the question of whether it would be better for their daughter to take eurhythmic lessons or stay with tai chi, Soccer Mom started wondering about the Montessori compatibility of

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SOCCER MOM... (continued)

it all. The somatic consequence of that crisis were severe yin-doubts, radiating from Soccer Mom's liver meridian. Her acupuncturist suggested that she switch from the Hellinger Constellation workshops to Neo-Reichian Therapy.

A few sessions into it, after Soccer Mom had ripped apart her cushion-turned grandfather in a role play, she suddenly started screaming: "NO! NO! I DON'T WANT ALL OF THIS!" Then she fell into a deep confusion. Dad was called on his cell phone – he had just picked up their daughter from her lessons with the math tutor – but that didn't prevent Soccer Mom from escaping the therapist's office. She ran aimlessly through the streets, followed by her daughter, dad's cell phone ring, and an old crone sitting on her shoulders, pulling her hair and croaking: "Why didn't you listen to me, I told you how to do it but you knew better. Now you have it!" "NO!," Soccer Mom screamed again – and then she bumped into a little old hunchback.

"Good day," said the little man, "What's cooking?," "Oh", Soccer Mom wailed, "my daughter is not using her words!" "But," she hesitated as she looked around and saw nothing but sky and clouds around her, "where are we? I'm not dead, am I?" "Who knows?" the hunchback replied mischievously. Soccer Mom started to weep bitterly. "And how will my daughter unfold her creative potential without my help?"

Thus, days and weeks passed. After a very long time, the hunchback asked her what she missed the most. "Sitting at the table with my daughter and eating porridge with applesauce", Soccer Mom replied. "I so much long to spend time with her." Then she lay down on a soft cloud and fell asleep, sobbing.

A bell-like voice woke her: "Mamma, Mamma. – She's waking!", the bell-like voice called out. When Soccer Mom opened her eyes, her gaze plunged into the wide open eyes of her happy daughter and they embraced. Now, they usually play tennis or do math together; they like to draw together or play soccer. Sometimes they wrestle and sometimes the girl plays on her own or with her friends. They live happily and the girl is growing up. She may not be as creative as she could have been – the biofeedback support group made note of that – but Soccer Mom doesn't care, she's not part of that group anymore.

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Part 2:

And The Moral Of All Of This Ado: Baby Van Gogh Could Use A Break Too!

We should be careful about projecting our own beliefs about creativity and development onto our children. We grown-ups – because we are done growing up, as it were – work with the knowledge and skills we have, with repetition of what has worked in the past and is familiar to us. Thus, we have a dif-

ferent attitude towards unfolding, renewal and authenticity than children do. They are, according to their age, in constant change and development. For them, curiosity, experimenting, discovering are nothing unusual, exploring is a natural fact of their daily life.

"The belief that we have to 'mold' little children is always an expression of a conscious or unconscious lack of trust in the children's natural abilities. [...] Every child experiences so much, has so many hurdles to take and conflicts to solve, that an apparent lack of fantasy can never come from a lack of stim-



uli, but must have other reasons." (Jacoby, 2004, p. 262)

Our well meant fostering of children's creativity is generally more disruptive than helpful, because our help is often goal oriented. We help, so that our children don't have to make unnecessary detours, so that they learn the right way right away! We know, how a horse looks, how to fold a paper boat, so we give them clear instructions, which they are encouraged to copy. However, a child's way of learning is by experimenting and exploring.

"Children are so ready for trial and error! They don't want to copy us, as we often think, but they want to try out spontaneously what they see us doing. There is a fundamental difference between copying and trying. It is a great misunderstanding that we believe children 'learn' by showing and copying. Real learning is not copying but 'doing that too.' This is by no means a play with words. 'Doing that too' is rooted in a different attitude than copying". (Jacoby, p. 205)

Detours and errors are an important part of learning ("trial and error," Thorndike). *"Our journey is fueled by losses that turn out to be secret gains."* (Buber 1986, p. 25) This is the