

CURATIVE EDUCATION PERSPECTIVE ON TEMPERAMENTS

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ABSTRACT: Romanian education reform has allowed the emergence of educational alternatives. Alternative education has seen an upward trend, not only for mainstream education but also for special education, through curative education. The article presents the temperaments characteristics, the role and importance of temperaments in curative education and the therapeutic experience of Curative Education Center Simeria.

KEYWORDS: temperaments, types, psychological peculiarities, work ways on the temperaments, curative education.

1. INTRODUCTION

The temperament is dynamic - energy side of the personality, identified by certain behavioral indicators: sensitiveness, impulsiveness, the rhythm and tempo of psychic experiences and psychic expressiveness. It is the most accessible side of the personality; the temperament can be described as human nature. Referring to the psychological nature of temperament, Gordon Allport Villard (1897-1967), one of the founders of personality psychology, describes the temperament as „emotional foundation of personality” (G. Allport, 1991).

The curative education considered that, in addition to the hereditary features and characteristics, the children show and develops, from which exists as the innermost spiritual core of his being, attributes that they never could have inherited from their ancestors and what's emerging the individuality. The two streams join each of us through what is called temperament, balancing in human being which is eternal with what is passing. Rudolf Steiner (1861 - 1925), founder of the curative education, says that „the temperament is halfway located between our individual heritage and the inherited lineage” (R. Steiner, 1993).

2. THE GENERAL CHARACTERISTICS OF TEMPERAMENTS

- Temperaments **are innate**, so relatively stable throughout life; the temperaments represents the side of the personality that early manifests itself;
- Temperaments **are trainable**, can act on each order to mitigate the extremist tendencies. So, through education and self-education, choleric will be better master, sanguine may become more persistent, phlegmatic will be able to adapt quickly to change and melancholic can gain more self-confidence;

- Temperaments manifest personality found in each of us, as **a combination of them**, with a dominant. In Greek, temperament means mixture;
- Temperaments are **neutral value**. There are no good or bad temperaments, each has strengths and weaknesses;
- Temperaments can shade **depending on age**. Sanguine of us is more present in childhood, choleric manifested stronger in adolescence, melancholic and phlegmatic adulthood to old age.
- Having some specific characteristic features, it can speak about **temperament of different ethnic communities or nations**.

3. THE TEMPERAMENTS TYPES

Hippocrates (460-370 BC) described four types of temperaments: choleric, sanguine, phlegmatic and melancholic.

In **the psychological typologies**, C. G. Jung (1875-1961), according to the orientation to the outer world or inner distinguished:

- Extroverted type: choleric and sanguine;
- Introverted type: phlegmatic and melancholic.

Dutch typology (G. Heymans and EDWiersma) and **French typology** (R. Le Senne, G. Berger, A. Le Gall) are based on the three fundamental psychological characteristics: emotions, activity and emotional resonance.

Bio-constitutional typologies are based on individual body constitution parameters (E. Kretschmer with picnic, athletic and asthenic type, W.H. Sheldon with visceroton, somatoton and cerebroton type).

Psycho-physiological typology of I.P. Pavlov (1849-1936) classified temperaments by three fundamental criteria of higher nervous activity, strength, balance and mobility:

- * Powerful - Unbalanced - Choleric
 - Balanced - Mobile – Sanguine
 - Inert - Phlegmatic

* Weak - Melancholic

Gh. Zapan (1897-1976) adds three dimensions of temperament, persistence, emotional tone and direction, from the combination of the six resulting four types of temperament: active, emotional, artistic and thoughtful.

Psycho-sociological typologies consider human being reporting to socio-cultural environment (Spranger, Allport, Vernon and Horney).

The psychopathological typologies concerns dismantling of temperamental manifestations (E. Kahn).

Rudolf Steiner believes that the human being, in this period of human evolution, has a structure composed of a physical body, ether body, astral body and Ego. The physical body is the material part of man, we find in the mineral kingdom. Etheric or formative biological forces, provides the vital functions of the physical body, the two components are found at plants. The etheric body is notable only by its effects, like magnetism or gravity. The astral body or soul body is the seat of instincts, impulses and emotions, is manifested in the animal kingdom. Ego is a spiritual and specific component of the human being. Because of Ego, man can stand upright, can be expressed through speech and can think.

Extreme experiences of the twentieth century taught us that if we deny spirituality, we abandon our humanity, we descend to the stage of animal, mammal intelligent and refined, media confirms every day this reality.

The four types of temperaments manifest differently, depending on the prevailing side of the human structure:

- If ego prevails, we have a choleric temperament;
- If astral body prevails, we have a sanguine temperament;
- If ether body prevails, we have a phlegmatic temperament;
- If physical body prevails, we have a melancholic temperament.

4. THE PSYCHOLOGICAL PECULIARITIES OF TEMPERAMENTS

a) *The choleric temperament*

- The Ego wants to stand out and opposes increasing the physical body. Heavily built body but short and stocky, step down, short fingers, nails broad, coarse hair, facial features very pronounced. The eyes are



Fig. 1. The temperaments types

usually black, Ego not allowing the astral body to color them. Strong wills, to act is characteristic verb, quality strong, specific element fire;

- The choleric is on present and future oriented, optimistic, direct, active, communicative, take easy decisions and initiative, assumes responsibility early in life, the organization talent helps him to complete tasks, quickly finding practical answers; believes that he's always right;
 - Generally likes danger, love the challenge for any confrontation, is exaggerated in friendship and enmity, is unable to keep their opinions to him, talking loud and fast, jointly supervised dislikes pastimes eternally unhappy, irritable, aggressive, restless and impatient, he will manifest the energetic temperament and want to change everything is not considered on right place, gets bored quickly, don't need anyone around him;
 - Many are political leaders but usually reach the top, regardless of career, having the instinct to fight and desire to win. Ex.: Napoleon, Michael the Brave, Beethoven, Caragiale;
 - Exaggeration to drive its quality makes despotic, imperious and manipulative, degenerating into malice or anger; he likes to work but can become addicted to it.
- b) *The sanguine temperament*
- Predominantly astral body, sanguine temperament is characterized by mobility, joy, flexibility, walking hopping. It is slender, with a round face, blue eyes or brown eyes that are constantly on the move, to speak is characteristic verb, quality popular, specific element air;
 - Focused on present, is optimistic, sociable and warm relations with the tendency to touch and hug friends who make them easily anywhere, he wants to help and be volunteer without thinking of the

consequences; avoid what is unpleasant and hates the disease;

- Sanguine loves water and swim very well; the soul disposition depends on the weather;
- At school oscillates between a strong enthusiasm and full apathy, is loud and talkative, superficial and cannot focus, but is doing well at school because is smart, learns and forgets quickly. When there is no external interference, works with amazing energy, likes fantasy world, with unconscious ability to turn a simple task in a main event, design and interesting ideas but needs rational friends to help him to carry them out; desire to remain immature;
- He is always curious, have an interest in all sorts of things but briefly pass directly without transition from one impression to another and from one conversation to another, no persistent in actions and relationships, comply with tough a schedule; it is difficult to locate things placed in the wrong place because they haven't a good memory for names, dates, places and events but have the ability to cling to colorful details;
- They can become journalists, writers, musicians, speakers (politicians), are excellent hosts, receptionists, club presidents, masters of ceremonies. Ex.: Mozart, Alecsandri, Coşbuc;
- Ability to hold a conversation can turn into desire to speak all the time, interrupting and answering on behalf of others, monopolizing the discussion, or even degenerate into becoming superficial or mental disorders.

c) *The phlegmatic temperament*

- Etheric body prints to physiognomy immobility and indifference, inner balance. It has a stout body, insecure walking, shoulders pulled out, contemplative look, characteristic verbs look and listen, quality quiet, specific element water;
- Forward to the past and pessimistic without demoralizing, he is convenient and undecided, even lazy, wants to avoid controversy and conflict, unable to tell „No”, he has the ability to remain calm in the storm, he is reliable, never aggressive, he likes friends but he is happy alone;
- He fulfills conscientiously his duties school, without expecting rewards and without enthusiasm, gets along well with others, providing stability and balance, not offended, not draw attention to himself, honestly accept others just as they are; he has profound and lasting emotional experiences, he is meticulous, less communicative and harder adaptable; postponed projects with the hope that it will be no more necessary;
- They are good psychologists and career officers because they can obey orders, working with patience and not panic, also great writers. Ex.: Sadoveanu;

- His comfortable nature can make him do not care about anything, to be indifferent and, in severe cases, can degenerate into silliness.

d) *The melancholic temperament*

- Inner being is helpless against the physical body, there is a deep inner sadness. The body is long and thin, head forward, looking away, oval facial expression is dreamy, thinning and soft hair, characteristic verb to plan, to think, quality perfect, specific element earth;
- He is inward, analytical and pessimistic, always expect trouble, quiet and silent, austere and rigid, very cautious and emotional, unsociable, not asking for anything and likes to be alone, prefer to have fewer friends but devoted, to support him;
- They has depressive tendencies, mistrust in themselves, a sense of inferiority, speaks softly and slowly; they abstains to start projects for fear that will end not well;
- At school still sitting, listening intensely, has good memory, with attention to detail, orderly thinking, noting with critical judgment, is amazed by the wonders of nature, has low energy and easily remain behind, can not keeping steps with others, prefer to work alone, keep longer imitation principle, sometimes proves pronounced artistic talent; Can make painstaking and during work;
- Special sensitivity, often feel a release when you can have dealing with a tragic event, but which has no relation to his own fate. His compassion for the weak and oppressed is very large, has great ability to see into the souls of others, observing them and understood their problems;
- No wasteful men and they like to bargain, quality is more important than quantity;
- Can become writers, artists, musicians, philosophers, accountants, inventors, scientists.
- „All men of genius have a melancholic temperament” said Aristotle. Ex.: Michelangelo (The Sistine Chapel was painted in four years), Eminescu, Blaga;
- Deep analytical thinking can become thoughtful and depressed, can degenerate into mental illness or, in extreme cases, dementia.

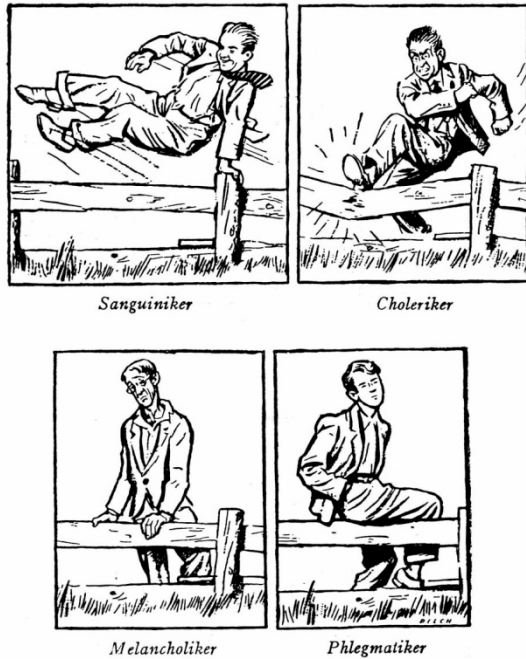


Fig. 2. An image of the four temperaments

5. THE ROLE AND IMPORTANCE OF TEMPERAMENTS

a) For possible combinations in his own temperament or in relationships with others:

- The choleric and the sanguine (natural combination) provide great potential for leadership;
- The choleric and the phlegmatic (opposition) generates obvious internal conflicts;
- The choleric and the melancholic (complementary combination) are good in business;
- The sanguine and the phlegmatic (complementary combination) are good in public relations and good parents;
- The sanguine and the melancholic (opposition) can cause emotional problems;
- The phlegmatic and the melancholic (natural combination) can give the best educators.

b) For career guidance, having a direct relation with skills:

- The choleric hardly follows reasoning, it is not advisable to graduate University of Low, but he can be a political leader or leader in another career;
- The sanguine has no patience, so he can't work in administration, he can be a good journalist or orator;
- The phlegmatic has the patience to listen, is good in public relations, can also be a psychologist or teacher;
- The melancholic may not be a good politician; he can be a good scientist or writer.

c) It's one of the most important tasks of the educator, to act as well is possible, according to the temperament of each student:

- Educating to choleric the extremist tendencies, in order to self-control;
- To sanguine, for complete assigned tasks;
- To phlegmatic, by engaging in new activities, in order to be more adaptable;
- To melancholic, encouraging him to have more self-confidence.

At the meeting with the student:

- The choleric has a direct look, grab with energy the hand; the will is present;
- The sanguine is full of mobility and good humor;
- The phlegmatic calmly raises his head and smiles friendly;
- The melancholic stay away and give slowly the hand.

CHARACTERISTICS	SANGUINOUS	PHLEGMATIC	BILIOUS	MELANCHOLIC
QUALITIES	• Hot & Moist	• Cold & Moist	• Hot & Dry	• Cold & Dry
FRAME AND GAIT	• Medium to Large • Mass Muscle • Muscles Stride • Moderate to Large Eyes	• Medium to Large Frame • More Fully Formed • Slow Pace • Moderate to Large Eyes	• Medium to Lean • Fine Stride • Small to Moderate Eyes	• Thin / Bony • Quick / Anxious Pace • Small, Sunk-in Eyes
COMPLEXION AND SKIN TEXTURE	• Rashless or Shiny • Moderate in Softness and Moisture, Warm	• Wholesome / Fair • Cool, Smooth, Soft	• Warm, Dry	• Dry, Rough, Cold
CLIMATIC PREFERENCES	• Prefers Cool, Dry Conditions • Winter and Autumn	• Prefers Hot, Dry Conditions • Summer and Spring	• Prefers Cool, Moist Conditions • Winter and Rainy Weather	• Prefers Hot, Moist Conditions • Summer and Buggy Weather
FOOD & DRINK	• Healthy Appetite • Moderate to Excessive Thirst • Prefers Cold Drinks	• Steady, Steady Appetite • Low Thirst - Can Skip Meals • Prefers Hot Drinks	• Good Appetite - Excessive Thirst • Cannot Delay Meals, (Overeats Intoxicated) • Prefers Cold Drinks	• Irregular and Variable Appetite and Thirst • Prefers Hot Drinks
HEALTH PROBLEMS	• Hypertension • Diabetes	• Phlegm Related Disorders	• Stress and Anxiety	• Gas Related Disorders
SLEEP PATTERNS	• Moderate to Deep • 8 to 9 Hours	• Heavy • At Least 8 Hours	• Low but Sound • 7 to 8 Hours	• Interrupted and Irregular • Tendency towards Insomnia
SPEECH	• Clear • Moderate to Loud	• Slow • Soft	• Sharp • Colloquial and Loud	• Fast • Soft
PERSONALITY TRAITS	• Confident - Persuasive • Sociable - Talkative • Spontaneous - Optimistic	• Introverted • Calm • Accommodating - Patient	• Bored Leaders • Resourceful - Energetic • Impulsive - Dominant	• Introverted • Philosophical • Logical - Analytical
EMOTIONAL TRAITS	• Fearful • Cheerful • Instable	• Shy • Self-controlled	• Irritable • Impatient	• Anxious • Suspicious
MENTAL ACTIVITY	• Balanced • Calm Response	• Cool Mindful • Laid Back	• Critical • Decisive and Sharp Mindful	• Restless • Enquiring and Philosophical

Fig. 3. The characteristics of the four temperaments

6. WORK WAYS ON THE TEMPERAMENTS

The forces acting in temperament events needs to manifest, and only slowly can be transformed.

a) Food

- The choleric should avoid spices;
- The sanguine to eat less meat and reduce sweets (great lover of sweets);
- The phlegmatic likes to eat more and substantially, it's better to avoid eggs;
- The melancholic needs more sweets, a mixed diet but not too many roots and cabbage.

b) Arranging in the identical groups

Hippocrates said: „Who resembles someone, he can treat and even cure him”.

- The choleric and the sanguine will flatten the asperities in conflicts and will speak less; they will be placed directly in front of the teacher;
- The phlegmatics will eventually get bored of each other and will change their attitude;
- The melancholics feel good together, conflict can't arise.

c) Direct actions

colorful and changeable that they can't easily follow;

- To show them objects that should look or something that acts directly on the senses; The choleric will quell anger if they are taken outside and to give a few laps around the school;
- To the sanguines were shown objects that should look or something that acts directly on the senses;
- The phlegmatics may be more receptive to new impressions made by a slight noise, and given more questions; they need work and artistic activities to be uprooted from the inner laziness and inclination to convenience;
- The melancholics are educated through barriers and obstacles that it removes their sorrows.

d) Relationship with music and colors

- Rhythm, solo instruments and drum (percussion instruments) for choleric;
- Melody, full orchestra and wind instruments for sanguine;
- Harmony, singing in choir and piano for phlegmatic;
- Counterpoint, solo singing and string instruments to melancholic.

Temperaments appear out also choosing the paint colors: Red by choleric, Yellow by sanguine, Green / Blue by phlegmatic, combined by melancholic.

e) The attitude of the educator

The teacher must have the will to leave behind their own temperament and practice to be able to externalize all four temperaments, as are required by the needs of students. For each temperament can contrive situations to be presented to the children so they may see specific manners of own temperament on the other, to see the act.

To choleric:

- Show an outside commitment, but to keep inner peace;
- Awakening consideration and respect to the authority of the teacher talent and capabilities; do not observe uncertainty;
- To put obstacles in the way, things that require effort;
- Dramatic behavior to awaken their interest; emphasizing the strength and courage of characters from fairy tales;
- To practice sharing numbers;
- To practice sharp outward forms to drawing forms;
- The religion teaching from the Gospel of Mark (force).

To sanguine:

- To formulate questions and presentations so
- Use complicated forms and detailed in drawing forms; repeat them with variations;
- Interleaving multiple pauses in presentation, to refresh memory;

- To practice multiplication numbers; they require constant supervision and inspection, to keep fit they need to be constant compliments, highlighting the achievements; they love rewards;
- Raising awareness of the student's love for a personality;
- The religion teaching from the Gospel of Luke (privacy).

To phlegmatic:

- To be absent in appearance, but to participate with high intensity;
- To suggest to the parents to wake him up one hour earlier and give him all kinds of occupations (he sleeps more than is necessary);
- To establish the objectives and duties using tables for self-test;
- To participate in activities which develop the mobility (sport);
- To be given the opportunity to participate at the interests of the other children, to be more time together; so he can wake his own interest;
- To be valued for what they do and give them rewards;
- To draw and erase; to practice adding numbers;
- The religion teaching from the Gospel of Matthew (diversity).

To melancholic:

- He participate to other human stories, to forget himself; don't try to cheer him up, he's happy when we tell him about our own suffering;
- Be attention to the words and tone, they are sensitive, easily can be hurt;
- Be sincere in appreciation and love because they look incredulous at the compliments they receive, they can turn even in the insults;
- He make various reflections on objects we show him and he can make judgments;
- We must make him a clear program of activities, specifying the place and dates;
- To present the details in a pronounced way;
- To use closed shapes with curved lines;
- To practice decreasing numbers;
- To present the biographies of great personalities;
- The religion teaching from the Gospel of John (spiritual deepening).

f) The influence of teacher's temperament:

Art education center is the conscious work of the teacher at his own temperament. If the teacher can't control himself, he will cause a lot of problems to the students:

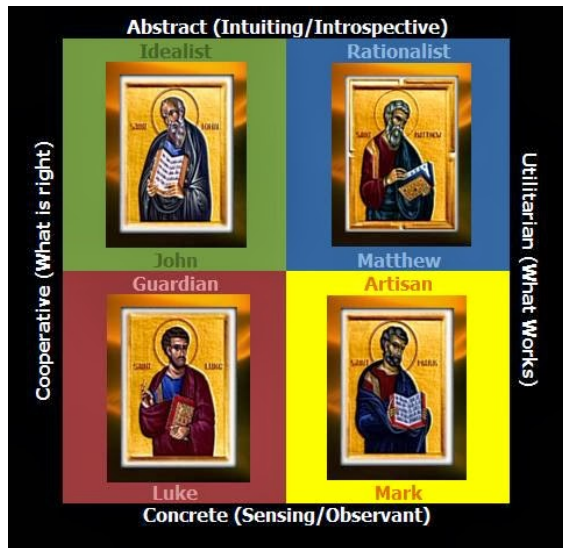


Fig. 4. The Gospels and the temperaments

- The choleric without control, manifesting violent, generates 35-40 years later, to the students become adults, digestive disorders and rheumatism;
- The sanguine without control, will send to students lack of joy and vitality decrease;
- The phlegmatic who can't control his temperament, induce nervousness in the classroom;
- The melancholic without control will cause difficulty in breathing and blood circulation to the students, even heart damage.

The efficiency of person is based on three pillars: ability, knowledge once taken into the field, skill, speed and accuracy of execution, character, encompassing developed behavior, stability and maturity, attitude and motivation towards the activity and temperament, as a manifestation of innate behavior.

7. CONCLUSIONS

- The temperament is the most general and constant feature of personality; he can still shape through education;
- Knowledge of temperaments helps alleviate negative influences of behavior;
- Force of temperament give to the man the individuality, distinguishes him from others;
- Cannot stop immediately the forces manifested through temperament; they can be slowly transformed over time;
- No need to act against temperament but together with temperament, trying to harmonize him;
- In education we must rely what exists in children and not what is missing.

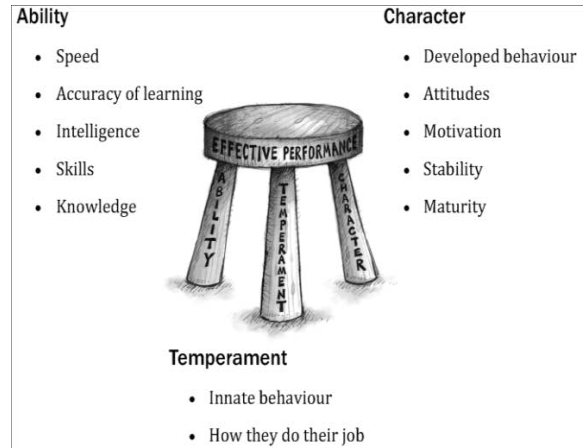


Fig. 5. The effective performance of person

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