

THE TEMPERAMENTS

(Notes on a talk by Margrit Jünemann.)

In the early days the older teachers used to travel around to visit schools.. In the sixties they reported that people were having difficulty in recognizing the temperaments. The teacher reporting this said to go from the indications in the Konferenzen instead. Steiner indicated that we should watch the shapes of the heads. Phlegmatic and Sanguine are big-headed. Heydebrand is good on the different types of children. As she wrote down his first five lectures there are details here which are not in the other courses. Melancholics should sit in the light because many melancholics are shortsighted. When she once disagreed with Steiner about a child he said: "But I knew him before he was born".

Students from the seminars doing the practise teaching report that the temperaments are not visible any more. There is an artificial sanguinity from TV influence; a school doctor often disagrees with the observations of the teacher because he sees how disturbed the child is. This differs from country to country and from north to south. Steiner describes a loosening which will take place between the four bodies before the year 2000. Life's rhythms are now mostly disturbed.

The etheric is the seat of the temperament and carries the effects of previous incarnations. But with the loosening of the bodies things change and are not so clear. Steiner speaks of tendencies to incarnate too much or too little. (See the Curative Course and Balance in Teaching.

We have temperaments and under the noisiness there is still something there with the children if we can find it. There is not enough help there in the drawing and curative eurythmy. We can easily make mistakes. We must be sure to talk with the parent and the other teachers. We can certainly define children as

- quick to learn but quick to forget
- quick to learn and retains it
- passive in learning and passive in retaining
- passive in learning and able to retain

A painting exercise is given in the Oxford course (out of print). A yellow center moves out into a darker vermillion which in turn moves out into red. The colors grow gradually darker as they go out. The whole can be surrounded with blue. Give to those who retain too long in the mind; it will loosen them up. You can begin it with only two colors to start, and repeat again and again for therapeutic effect. Such children have a spasm in the brain and cannot get free. In the regular painting class make sure that such a child makes soft borders.

How do the temperaments paint? The melancholic takes time, gets stuck, goes into depth of color. Is courageous with color and the color shines. The Phlegmatic: these are more common in England than elsewhere! They may have the answer and forget it when called on. Wake them up and ask them again. Like cows, they love green and their food. Give exercises with crossing. They will try to avoid crossing. Then can't cross neatly in geometry either. Steiner says that their head is like a sieve and they have to create a stop, or we create it for them, so that they can reflect. Give him slightly less food! It takes six weeks to begin to work. In painting green put in red spots to waken him up..



For hyperactive children use Kirchner's Dynamic Drawing. Give ten minutes of rhythmic formdrawing. Use movement to correct movement.

For the sanguine give them more. Ask them to do two forms and stop, or big and then small, this calms them down. *ss ss lalala*

Till 7 they move in the etheric sphere of the parents, move like them. At 7 the I begins to connect with the etheric. At age 10 the new rhythm of the hexameter comes in.

In later years you can't guard the temperaments as you can in grades 1 to 4. You can still group them though. Look at the Karma lectures too and observe their groups. Steiner says to make a book of your psychological observations and look at them. It helps.