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## Conclusion

It is for this reason that in Social Therapy one should manufacture with handicapped workers a good quality product which is of genuine service to other people, and which is bought by them not only because it is made by handicapped people but because it is of normal quality, and worthwhile to be purchased. So the emphasis in adult work is entirely *different* from that of Curative Education for the child. In Curative Education, for the child, there is the starting point of the *inner* imaginative self, moving to the *outside* world. In the work situation, in Social Therapy, the personality of the worker recedes into the background and the focus is on the actual product, which can then work as a "normaliser", as an aspiration for the handicapped adult, strengthening his inner self. The Social Therapy process is, then, from the *outside* to the *inside*.

It is of course appreciated that there are many artistic professions in which the imaginative, self-expressive approach is maintained in the productivity of work, and the arts and crafts provide a wide range of possibilities for the transition period between the school life and the work life, which often needs to be prolonged for the handicapped person.

It is interesting to observe how a work atmosphere and efficient productivity, pursued with a certain "élan", can carry along even the most severely handicapped person and can thus become the best work training by simple participation. But for this to occur the work needs to be carried out with regularity and rhythm, from Monday to Friday, from morning to afternoon, from the beginning of a period to the end. Disorder, irregu-

larity, and uncertainty about the daily structure is disturbing for the prospective worker. A messy, congested work environment is confusing for the best of minds, and is a disastrous hindrance to the progress of a slow learner.

Thus, a well-balanced, repetitive, productive work, in which the handicapped person acquires proficiency, perfection and confidence in his own ability, is the best Social Therapy.

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*With this chapter, the journal concludes the first English printing of Dr. Norbert Glas' "Physiognomy of the Temperaments". The journal wishes to thank Dr. Glas and the Mellinger Verlag for permission to reprint this work, and Johanna Collis for her fine translation.*

Ed.

Norbert Glas

## The Shift of Temperament during Childhood

1.

So far we have dealt mainly with the temperaments inasmuch as they affect the adult. We have seen that the physical body, the life or etheric body, the soul, and finally the spirit, the ego, are all equally relevant for the temperaments.

During childhood the links between the totality of the human being and the temperaments are somewhat different. There is a certain shift that should be taken into account by teachers and doctors. In principle what is said about the way the temperament gives form to the human being is valid both for adults and children. But the links between the temperaments and the four parts of man's being are somewhat different.

2.

Starting with the melancholic child as shown in Figures 37 and 38, what is particularly striking? The shapes of the face are particularly delicately modelled, the nose and mouth are well formed. The eyes perhaps reveal the thoughtful, more reflective glance. However beautiful such a face may be, what is particularly striking is the impression of



Figure 37

Figure 38



something old, something mature before its time. In the melancholic child the personality starts to show particularly early. Usually the face of a child gives the impression that a good deal of time will go by before the individuality starts to reveal itself, whereas with a melancholic child the inner being appears much earlier. The child's spirit has, in a way, entered too quickly into the substance of the organism. Why this should be cannot necessarily be determined, since the child's tendency to a particular temperament is of course also a matter of his destiny as a whole. It will be frequently observed, though, that children born with a rather weak constitution (which in itself is a matter of destiny) tend towards the melancholic. The same can happen in cases of malnutrition, whether this arises from internal or external causes. Simply as a matter of dynamics it seems understandable that with a weaker organism the ego has to exert itself far less in order to penetrate the material body and organs, just as a sculptor has to expend less energy on clay than on marble. So with a melancholic child the features are formed earlier, the nose gains its final form sooner and the mouth loses its childish roundness. Some teachers like to think there is something unusual in a melancholic child, and it is understandable that they should be surprised to see so much of the true personality in the physical appearance of so young a child. But they should not forget that they are faced with a premature development which can have great disadvantages. Even in the case of a child prodigy, judgement should be only carefully pronounced, for forces may be used up too rapidly, leading to unfavourable consequences in later life. The melancholic temperament in a child challenges the teacher particularly to

work towards harmonising the temperaments so that the onesidedness does not grow too pronounced.

In a melancholic person, the child's ego enters so strongly into the element "earth" that it is able quite early on to give shape to the material substance. In the adult the situation is different. The fire of the personality, which can find a special support in the choleric character in a person of mature age, must first have shaped and formed the body well, for otherwise the body would probably not be able to cope with the fiery assault of the ego.

The human ego can express itself from two sides: On the one hand it may come from above, from the head via the senses and then the nerves, penetrating the organism with its formative forces. If this happens strongly in the child because the physical substance puts up relatively little resistance, then the melancholic temperament becomes apparent. On the other hand, in the adult the expression of the ego can come about more in the forces of the will working from below upwards. From the metabolism and its organs the element that has been most finely and delicately worked through, warmth, "fire", works its way upwards. In the adult this then becomes truly the expression and instrument of the personality. If this is excessively the case, the person is choleric. But in the child there is a shift because of the development still to be gone through.

### 3.

In the forms of his face and body the choleric child only hints at what will appear fully in adulthood (Fig. 39 and 40). He may have a large head and well-formed forehead, but



Figure 39



Figure 40



Figure 41

everything will tend to be rounded. Sharp edges are usually lacking, but if present are moderate and softer. This is particularly the case with the nose, which really only becomes formed after puberty. Only the large circular nostrils are already in evidence (Fig. 41). The wide mouth and nose develop only slowly and only appear fully after the twelfth year. The torso develops much sooner than the limbs, which tend to remain proportionately too small by comparison. When seated, these children appear to be taller than they really are.

The gait is similar to that of the adult choleric; quite early on the child develops the tendency to tread firmly on his heels. Early on, too, the heated nature, sometimes something almost volcanic, starts to show. If he wants an apple he may not have, his blood rushes to his head. He goes red in the face and throws a tantrum in which he might even

hit out in all directions. He might even howl and scream for a long time. This behaviour reveals the unbridled will force rising up from the depths of the body. Even older choleric children, on seeing something they want to do or have, can get themselves worked up into a frenzy if anything prevents the fulfilment of their wish. Something sparked off by the senses sinks powerfully into the realm of the will, which is as yet uncontrolled, demanding immediate action from the child. During this period, almost till the ninth year, feelings play a relatively small part, being still locked in the instincts. Later, when feeling life begins to develop, before puberty and after, love and hate rage wildly. Still at this stage feelings are strongly guided by instinctual urges unless firm educational influences have been at work. But meaningful education can help smooth the greater and smaller catastrophes of puberty and its irrupting forces.

Only an education working to awaken a sense for beauty in art and develop artistically productive activities, which basically every human being has within him, can begin to counteract the alarming tendencies among young people today, the horrifying outbreaks of violence and tendency to orgiastic wildness. What is at the bottom of these explosions of human nature? Every phase of human life has, as we have seen, its tendency towards a particular temperament. Youth, starting round about puberty, tends to be choleric. The human being's soul life, his thinking, feeling and willing, only reach order and harmony after a long development lasting three decades. In a choleric child it is the soul forces which gain the upper hand in stormy fashion. The ego, the individuality, only gradually brings harmony into the wor-

king of the soul, but at puberty, and the years that follow, this has not yet happened. So the teacher has to become the recognised governor of the egos of his young charges. If this understanding and regulating force is lacking, which is so often the case today, then whatever immature forces are whirling round in the souls of the youngsters will break out in chaos.

This description of the choleric temperament in the child – which lasts till he is in his early twenties – shows clearly the difference between the choleric adult and the choleric child and the reasons for the shift of the temperament during the course of life.

#### 4.

The sanguine child looks considerably more harmonious than does the choleric (Fig. 42 and 43). He lacks the strong contrasts that can lead to explosions or feeling. Particularly conspicuous in the sanguine child is the rapidity of successive events. He does not tread heavily, but skips about and is interested in everything. Quickly he notices things and quickly forgets them again. If he hurts his finger he will weep sparkling tears, but the smallest distraction will bring back his smiles even though his cheeks may still be wet. The well-being of a sanguine child depend noticeably on his environment. Warmth and cold, light and dark have direct influence on him. More than with the other temperaments his mood depends on whether he is hungry or satisfied, whether his digestion is working well or badly. It is clearly evident that the element of movement plays a great part in his life, but there is a difference between the sanguine adult and child. In the adult everything emanates from his vi-



Figure 42



Figure 43

brating soul, whereas in the child what is mirrored is the mobility of his life processes: the way he breathes the air and takes it into his lungs, the way his digestive juices steam through his intestines, the way the building up of his body goes forward. The child participates in all these processes, unconsciously of course, in a much more lively way than do those with other temperaments. At this age these processes are so strong that they inscribe themselves in the soul and actively affect its expression. Of course it should not be forgotten that in all children the building up processes are stronger than they will ever be in later life. And the young child participates very actively in these processes because they constantly impress themselves on his soul. As soon as the children catch a glimpse of the birthday-spread their digestive glands start to work furiously, and they grow greedy and hungry. Their excitement escapes in busy chatter. The minute they take their seats stillness descends while they enjoy the feast. The sanguine child joins in the high speed with which everything takes place in the bo-

dy of formative forces, the etheric body. These activities in the organism of course take place in the unconscious, for if we are healthy we know nothing of the manner in which juices are excreted into stomach and intestines by the glands. As children we do not know, for instance, whether and when we are growing. This remains totally hidden from consciousness. It is the intrinsic nature of the living forces to escape from the element of heaviness. This lightness of the living forces, which remain in the unconscious, also has the property of not making us tired but rather giving us a sensation of freshness in body and soul. So we are astonished to see a sanguine child, who mirrors so faithfully his bodily processes in his feeling life, moving ceaselessly throughout the day without tiring; he skips about, dances, for instance, on the ice in winter with amazing perseverance, feeling nothing of earth's heaviness and tiring only after a very long time. An adult, even a sanguine one, would have to exert himself to the utmost to keep up. The sanguine child lives in his soul forces much

more strongly than do those of other temperaments. These soul forces rapidly tire the body of an adult because they break it down. But in the child the soul as a matter of course shares in all that is mirrored in it from the realm of the living stream of formative forces.

From this it is understandable why childhood as a whole tends towards the sanguine temperament. The life of the soul is kept in constant motion by the living forces penetrating it. At puberty this changes again when the three expressions of the soul, thinking, feeling and willing, gradually withdraw from the influence of the life forces, often in a disorderly way. So when childhood is over, the youthful phase, as we have seen, tends more in the direction of the choleric temperament.

## 5.

Once again it is interesting how the basis of the temperament in the phlegmatic child is shifted in comparison with that of the adult phlegmatic who, as discussed in Chapter Two, lives fully in the upbuilding stream of nutritional substances. Matters are quite different in the phlegmatic child (Fig. 44 and 45). In his case, in contrast to the adult, the substances enter with much more vigour into the building up processes of the body. The body of a newly born baby, whose forces of growth envelope it on all sides, is of course very greedy for anything that is given to it. The solid substances in the food can be seized much more rapidly and the physical body is more easily able to enter into the necessary shape under the influence of the deeply working formative forces. It is greedy

Figure 44



Figure 45



to seize what is offered to it. Just watch the fervour of an infant suckling at the breast! The solid substance is much more easily incorporated into the solid shape of the body. This is of course also because all the material substance from which the child's organism is made, right into the bony structure, is much more delicate and soft than is the case with an adult. In the phlegmatic child everything to do with solid substance is strongly emphasised, though this substance is of course different in quality from the character it takes on in later years. But this substance, too, is related to the element "earth" and gravity. The phlegmatic child is usually heavier than those of other temperaments. His food "takes" well; and he enjoys eating and drinking, which tends to help him put on weight. Because they are relatively heavy, phlegmatic babies tend to be late walkers. It takes them a while to overcome the pull of gravity. It is more strenuous for them to permeate their body with the forces of levity. In contrast to the phlegmatic adult a phlegmatic child, especially when in its earlier years, can be extremely charming in appearance if the temperament is not at its most extreme. But of course during childhood the physical substance is much closer to the stream of living forces than it is later on. In the child it is much more unusual than in the adult for solid substances to be deposited in the organs. It is rare for a child to suffer from kidney, bladder or gallstones. Sclerosis of the blood vessels also hardly occurs. Cancerous thickenings of the tissues are rare, though malignant tumours caused by environmental influences are more frequent than they used to be.

Nowadays we should perhaps distinguish between two types of phlegmatic child:

There are, first of all, what we might call the natural phlegmatics, round, contented babies always willing to eat and never needing any persuasion. They have fat little cheeks which do not, however, droop like bags in the lower third of their face; their eyes look merrily out into the world. They like lying on their back and smile readily if anyone pays attention to them. They somehow "enjoy" their heaviness and want to remain bound within it, which means they are not particularly keen to move about. They enter into their physical substance with conviction and submit willingly to gravity. Unlike the melancholic, the phlegmatic child does not suffer, because he loves the solid substance of his body and takes a delighted interest in it.

The other type of phlegmatic child has been artificially forced into this temperament by means of the type of nutrition he is subjected to. He is the victim of wrong feeding. He is given far too much fat-enriched milk, and too early on this is also mixed with too much flour. Also much too early he is given meat juices, which promote organic sluggishness. In former times such over-fed children would probably have contracted rickets. Today, however, they are fed so many artificial vitamins that this is avoided. This does not, however, prevent them from exhibiting the lethargy of the rickets sufferer. These children, too, are phlegmatic, but they suffer noticeably from the excessive weight of their body. They look about dully, lacking the merry glance of the phlegmatic person. A baby like this may win prizes for size, but in reality he is not a pretty sight. His face with its pendulous cheeks is formless, and his being is dominated by gravity which he cannot overcome.

6.

The above discussion has shown how and why there is a shift in the basis of the temperament of children in comparison with adults. For teachers this knowledge is obviously of the utmost importance, for only if they properly understand what is the organic basis of a temperament will they be able to take suitable pedagogical measures to help the child.

Norbert Glas was born in Austria. After receiving his medical degree at the Faculty of Medicine in Vienna, he practised medicine in Austria for a number of years and later in England, where he is still active. He is the author of numerous books that have been published in German, French and English.

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Judith Pownall Gerstein  
Seth Morrison

## Esperanza School

### Origin of Esperanza

Esperanza was established in 1969 in Chicago, America's third largest city, out of an initiative of Latino parents living in the city's Pilsen and West Town communities. The parents created the school by combining their efforts with those of a group of teachers and educators working with Anthroposophical curative education. The school grew, until today when it serves about 130 students.

### Racial backgrounds

Originally, Esperanza was located in the predominately Mexican-American Chicago community of Pilsen. In 1972, the school moved to its present site, a former parochial school building, located in West Town where it remains close to its old neighborhood, but also accessible to youths of other ethnic and racial backgrounds. At present Esperanza's client population is divided as follows: Mexi-