

Teacher Education Institute (TEI)

Director: Dr. David L. Mollet, 6656 Reservoir Lane, San Diego, CA 92115

Tel: 619-463-1270 Email: tei@cox.net URL: <http://members.cox.net/tei>

Teaching Sanguines

It is the sanguine child, above all others, who needs a permanent and stable relationship with another person. Yet the changeability of sanguine children often results in a relationship with their teacher which rarely moves beyond a superficial level.

The teacher has to find ways to influence the child so that he, the teacher begins to be a stable element in the child's life. Sanguines need someone who can match the speed of their change of thought. They need someone who can think at even a faster pace, who can change activities suddenly and quickly, yet who at the same time is showing self-discipline and application.

By setting this type of example it is hoped that the teacher will have an influence on the sanguine child to become more stable. This does not mean changing the thinking habits of children. It does mean, however, fostering and encouraging self-discipline and control within the child.

The alternative method of establishing self-discipline, that is by imposition, will meet with little success. If the latter type of method is used the sanguine child will respond positively at first for they are sincere in their desire to be co-operative and friendly. Once this initial response wears off, and this will occur quite quickly, sanguines will regress and continue their haphazard ways.

We can appreciate how important it is for sanguines to genuinely enjoy the company of others; they will avoid unpleasantness at almost any cost and will quickly move on to another situation if the present one becomes difficult.

The teacher has the responsibility of providing a measure of external steadiness which can become a valuable inner support for the child. Sanguines are, however, open and friendly children; they want to be on good terms with their friends and teacher. If the classroom is stimulating, the right sort of climate can be developed in which the sanguine can be encouraged to apply himself and develop perseverance and determination.

However, there is little point in the teacher expecting the sanguine child to remember content, for example, from last week's lesson or whatever. Sanguines will want to move constantly from one subject matter to another and will not be bothered about what happened in the past.

The teacher needs to be constantly on the lookout for those times when they show interest in any particular topic, interest beyond their usual initial enthusiasm for any new subject. When this happens they need constant encouragement to apply themselves and to work through their tendency to move on to other subject matter as soon as problems occur; whether these problems arise out of the work itself or, what is more likely, the inability to apply themselves.

Many of the structures in present day education are appropriate to the sanguines way of thinking. For example, timetables within which subjects are studied for short periods; tests and examinations which need retention of information for a very short period of time. Although these structures are appropriate to the sanguines way of thinking it is not to say they are helpful for they reinforce the very tendencies the teacher is trying to modify and alter.