

Contents

Preliminary remarks	9
I. Basic concepts of temperament	15
<i>Introduction to temperament</i>	15
<i>The constitutional psychology of temperament and the ensuing educational consequences</i>	21
<i>Factorial theories of temperament</i>	38
<i>The temperament with a view to higher nervous activity</i>	49
II. The temperament and the factors which influence its development – a author's own position	66
<i>The concept of temperament</i>	66
<i>The importance of heredity and environment the forma-</i>	

<i>tion of temperament qualities and the influence of development changes on the latter</i>	85
III. The relationship between temperament, ability and personality	109
<i>Temperament and ability</i>	109
<i>Temperament and personality</i>	122
IV. The importance of temperament qualities for a person's action	143
<i>The assessment of temperament under the aspect of a person's adaptability</i>	143
<i>A school student's temperament qualities as a means of regulating his activity pattern</i>	147
<i>Activity pattern and the level of responsiveness</i>	156
<i>The influence of temperament qualities on a student's behaviour in complicated situations</i>	166
<i>The responsiveness level as one of the determinants of preference of situations or actions with a certain stimulation intensity</i>	173
V. The influence of temperament on behavioural disorders in children and young adults	185
<i>The role of temperament in the development of unwanted behaviour patterns</i>	185
<i>Is proneness to crime and mental illness dependent on the temperament?</i>	199
VI. The diagnosis of temperament qualities under home and school conditions	209
<i>General remarks concerning the diagnosis of temperament</i>	209
<i>Methods of studying temperament, which are particularly suitable for educational work</i>	219
Editor's epilogue	230
References	233