

“For example, a human being has learnt ballads or other poetries of great heroes with particular tasks, particular qualities at a certain age, He may forget the thoughts, the events et cetera, so that he cannot reproduce them again. However, it remains what he has learnt in the structure of his own character maybe as a soul force, as a way to face life and to approach joy and sorrow to himself. What we forget changes into moods, feelings, will-impulses, to that what does not rest more or less consciously in our soul life what creates, however, and forms in us. (...) Thus, we realise positively how that what we forget what disappears from our memory works on our soul and appears then in our mood as joy and sorrow, as courage, as bravery or cowardice, or also as fear and fear of life. What we see sinking from the treasure of memory into subconsciousness becomes creative in our soul. We are what the things that we have forgotten have made of us.”

Rudolf Steiner. “Predisposition, Talent and Education of the Human Being.” In *The Answers of Spiritual Science to the Big Questions of Existence*. Schmidt Number: S-2354
<https://wn.rsarchive.org/Lectures/GA060/English/eLib2015/19110112p01.html>

Jacques Lusseyran (1987). *And There was Light*. New York: Parabola Books, 22-23.

“For Rudolf Steiner all that mattered was perceiving and grasping the individual presence of the spirit in every human being. Even in the smallest aspect, an entire Being is present. And the educational task that Rudolf Steiner gave to us as teachers was to learn to recognize the presence of the spirit in those individual pupils that life had presented to us. (...) He taught us to see the child – to have an artistic understanding and view of the Gestalt, Rhythm, Colors, Intensity of all that expressed itself in and through the child’s being and behavior. (...) At those points that we were able to do this it was like seeing for the first time. Through such experiences, which was a new way of knowing that freed us, pedagogical instincts were developed. Steiner didn’t try to give to us a pedagogical tradition, – he simply opened our eyes.”
(my translation)

Erich Schwebisch (1953). *Erziehungskunst aus Gegenwart des Geistes*. Stuttgart: Verlag Freies Geistesleben, 19-20.

Max van Manen (2015). *Pedagogical Tact: Knowing What to Do When You Don't Know What to Do*. Walnut Creek, CA: Left Coast Press.

“The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfilled, but it is a calamity not to dream. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim, is a sin.” Benjamin Mays mentor to Martin Luther King (Quoted in Marian Wright Edelman, “Standing Up for Children.” In: *The Impossible Will Take a Little While: Perseverance and Hope in Troubled Times*. Ed. Paul Rogat Loeb, New York: Basic Books, 44.