Grammatike-Grammatikos : Pre-Edited Edition: Copyright Earthschooling & Alan Whitehead.
Can be printed for personal use only. Cannot be resold.

PROLOGUE

The 9th teacher/parent manual in the Spiritual Syllabus Series outlines 10 Language units for Class 5 and 6 – for 11 and 12-year-olds. The language stream is essentially taught in the morning main lessons, for the first two hours of the day. There are 3, 3-week language main lessons per year; or about 90 hours of teaching.

There is also a corollary stream, the Literacy, which is presented as 3, 3-week middle lesson units per year. These occupy the 90 minutes between break and lunch. The time scheduled being some 70 hours of teaching over the year. The first of these, Foreign Language/s is dealt with in the companion volume, The Genii of Language.

So Language/Literacy has a 160-hour allotment every year, right through the 7 years of primary school. this does not include a Drama middle unit each year, which is included instead in the Performing Arts stream, and hence not dealt with in this book. (See *Dramatis Divine.*

The miracle of words calls on the ego forces of writer, speaker, listener and reader – it calls on the Self; the potential in children for self-expression is enhanced by a comprehensive, consistent and creative language education. This small manual is directed to these high ends. The following is a *suggested* curriculum structure, emphasizing the -balanced – faculties of the human being awakened by the various language paths; aspects detailed in the 10 articles to follow.

Full Primary Curriculum in my book *a Pleroma;*
Full High School curriculum in *A Steiner High School?*
Full Programming Information in *A Steiner Homeschool?*

	CLASS 5		LANGUAGE – EGO	CLASS 6		
LANGUAGE – HEAD	MAIN LESSONS					
	BODY	SOUL	SPIRIT	BODY	SOUL	SPIRIT
	WRITING	EXPRESSION	READING	WRITING	EXPRESSION	READING
	DICTATION Page 11	HISTORY OF ENGLISH Page 18	12 ASPECTS OF PROSODY Page 27	COMPOSITION Page 52	HISTORY OF LITERATURE Page 59	60 GRAMMAR RULES Page 68
LITERACY – CHEST	MIDDLE LESSONS					
	WILL	FEELING	THINKING	WILL	FEELING	THINKING
	FOREIGN LANG.	ORAL	WRITTEN	FOREIGN LANG.	ORAL	WRITTEN
		ELOQUENCE Page 38	DICTIONARY Page 45		REPORTING & RECORDING Page 77	POEMS & POETS Page 84

Grammatike-Grammatikos : Pre-Edited Edition: Copyright Earthschooling & Alan Whitehead.
Can be printed for personal use only. Cannot be resold.

THE VISION OF THE YEAR; COMMUNION WITH THE CHILD

The whole 12 years of Steiner Education is a Grand Vision, one which can immeasurably enrich a child's life. Within this are 12 separate visions, one for each year. As well, each annual vision jewel has 12 facets, the 12 nominal subjects taught every year. The 12 are: Language, Maths; Social Studies; Science; Eurythmy-Recreation; Dance; Drama; Technics; Practical; Visual Arts; Craft; Music. Games/Sport is a 13th subject, but as it relates only to the earth, is separate from the Holy 12. To manifest the vision in any given year requires three steps:

1. *Programming*. This is described in my book *A Steiner Homeschool?*. Programming is equivalent to the *Physical Body* of the vision – its structure, or scaffold. The book shows the teacher or parent, at the beginning of the school year, how to draw up the blueprint, to behold the vision, of the coming 12 months. This places the 12 Subjects in a balanced, intelligent and appropriate way.

2. *The Curriculum.* Of the 12 subjects, which aspects are to be taught in they years. Not just *Maths*, but *4 Operations*; not just *Music*, but *Recorders* – and so on. This process is equivalent to imbuing the vision with *Life Body* principles. Full curriculum information is found in my books *La Pleroma* for Primary (Class 1 to 7), and *A Steiner High School (Class 8 to 12).*

   The full 12 (13) subject curriculum for Class 5 and 6, the years covered in this book, follows.

3. *Preparation*. The broad curriculum is activated in both the spiritual and practical sense in this 3rd step, the preparation for the actual 3-week unit to be taught. This is hugely aided by the relevant chapters in all the books in the *Spiritual Syllabus Series,* and other corollary titles. Preparation is the *Sentient Body*, the actual content or soul, of the vision.

   Special information on the higher aspects of Preparation can be found in *World Within, Child Without*.

The Ego, or Self-hood, of this wonderful learning pageant is when the teacher or parent actually begins *teaching*. Here one enters into a holy communion with the child. This is where the true Spirit-inspired creativity *of all involved* can be expressed and liberated. A blessing on your sacred educational endeavors.

Grammatike-Grammatikos : Pre-Edited Edition: Copyright Earthschooling & Alan Whitehead.
Can be printed for personal use only. Cannot be resold.

EURYTHMY

This Life Movement art was initiated by Rudolf Steiner. It is taught to the Under-7s by their teacher on a daily basis; through storytelling, drama, music – and a host of other soul-nourishing activities. In Primary there are two, 3-week middle lesson units per year. These are not included in the above curriculum, rather being programmed where convenient, alas replacing two other nominal units per year. There are also a certain amount of 'period' lessons, where a class teacher wishes to enrich one or other main lesson with a Life Movement component.

Class 5

Main Lessons - 2 hours x 15 days each.

LANGUAGE	MATHS	SOCIAL SCIENCE	SCIENCE
DICTATION DESCRIPTIVE WRITING	VOLUME - WEIGHT MASS	AUSTRALIAN CONTINENTAL EXPLORATION	WEATHER STUDIES
HISTORY OF ENGLISH	GRAPHS	AUSTRALIAN SOCIETY	ECOLOGY
7 ASPECTS OF PROSODY	DECIMALS	ANCIENT GREECE	7-FOLD SYSTEMS PHYSIOLOGY

Middle Lessons - 1 1/2 hours x 15 days each

LITERACY	NUMERACY	DISCOVERY	PERFORMING ARTS
FOREIGN LANGUAGE	NUMBER IN NATURE	INVENTIONS	HISTORY AND GEOGRAPHY OF DANCE
ELOQUENCE	2 – DIMENSIONAL GEOMETRIC PATTERNS	FRIGID ZONE ECOLOGY	CHOIR
DICTIONARY	FINANCE	OTHER PEOPLE & PLACES	MIME & PANTOMIME

Afternoon Block Lessons - 1 ½ hours x 12 days each.

VISUAL ARTS	CRAFT	TECHNICAL	PRACTICAL
WATERCOLOUR MOUNTED PRIMARIES	WOODEN TOYS	ALTERNATIVE ENERGY	BUSHWALKING
3 - D CARVING -MODEL MOLD POURING	FABRIC PRINTING	SHOEMAKING	SPECIALTY COOKING
COLOURED STOCK DRAWING	PAPER-MACHE	KILN BUILDING	ORCHARD CARE

Games - 1 1/2 hours per week

SURFING RACQUET GAMES	PURSUIT GAMES GREEK GYM	ACROBATICS RIDING GAMES

Grammatike-Grammatikos : Pre-Edited Edition: Copyright Earthschooling & Alan Whitehead.
Can be printed for personal use only. Cannot be resold.

12-ROOM MANSION OF THE WORD
Language Structure and Meaning – Class 5 – Main Lesson

I'm the local school inspector – the morning was normal enough; even the note o my desk, instructing me to go out to a small school I'd never visited before to have a look at the grammar program they …*Grammar?!* – the primary schools don't teach grammar anymore!

So the morning wasn't so ordinary after all; a school inspector inspecting grammar – what next? On closer reading, I found it was not really a class, but one main lesson – Class 5 in fact. And not really a class, but one main lesson – the Language Structure & Meaning Main Lesson.

Gosh, if these people are serious, the children might actually grow up being able to *think*; grammar being a prerequisite to philosophical clarity and conceptual discernment as it is. Thinking is one of the most imperative of mankind's current spiritual activities – or some of mankind's anyway!

I reflected on the old days, when I had been a pedagogue; or a demagogue – or just plain agog! Language was the *principal* subject, that which awakened ego forces in the child. We had a body-soul-spirit trichotomy in those days, represented by 3 language main lessons per year – Writing, Expression, and Reading. Language Structure & Meaning was the 'reading' main lesson in Class 5, that expressing Spirit.

Ah, reading; to form thoughts and ideas by translating little black 'demons' on white paper is a spiritual activity – reading is primarily a thinking, and by extension, a spiritual activity. Of course choice enters the equation; if a person reads only the sports pages, this sublime and sophisticated faculty is seduced by earthly rather than spiritual concepts – thinking is entrapped in matter. If on the other hand one spends one's precious reading hours exploring the Bible, Koran, Talmud – or Rudolf Steiner's writings even – one can be elevated onto a rarified zone of pure spirituality.

I prefer a balance between the profane and the profound in my reading matter; relishing a good novel from time to time, with its obligatory serving of sex, violence and the occult! But reading the great sacred texts awakens spiritual consciousness; in the temples area of the brow actually. Teachers should be aware of this when teaching the fundamentals of reading; as in this main lesson.

Skills grasped actually become super-sensibly visible as a delicate play of psychic light in the temples region – the highest awakening possible in any curriculum area – the Spirit Aspect of the Ego! Then I came back to earth!!

"Why are they teaching grammar to primary children?" I thought "It was exiled from the syllabus and discredited; because the children not only hated the subject, but couldn't learn it! They seem to get along just fine with their, what some uncharitable souls call, Mickey Mouse activities!

A despondency settled over me as I recalled how the schools missed that most important element in grammar teaching – *imagination*. Uninspired teachers had reduced this miracle of words – the

expression of Self itself – to a dry, sterile string of intellectualisms. Indeed I've often thought that parchment-souled grammarians were colluders in a global conspiracy! – one that couches simple, self-evident and beautiful concepts in jargon and convoluted barbwire emplacement of ugly terms in the teacher's vain attempt to instill the soul with a love of grammar.

A good idea is first to present the offending argot as a kind of joke to the class. In this way the children will at least have encountered the terms. After that, the teacher might re-phrase them in a simpler, humorous vocabulary – one with living image. An example: principal and subordinate clause could be Daddy and Baby Clause; cousins of that patron saint of greed, Santa!

11-year-olds would relate lovingly to this imaginative approach; not only having fun, but learning as well! Ah, 11-year-olds; I look forward to this inspection. I've always had a warm connection to this age group; probably because Class 5 is the Year of Imagination; one of the Two Pillars of Learning – Imagination and Life!

The child unfolds a specific etheric faculty each yar; this is based on the most complex picture of the human being ever present by Rudolf Steiner, the *49-fold man*; 7 stages each of 7 years! The period 7 to 14 is an *etheric* development, one in which the child passes, in turn, through a Spacial, Timely, Pictorial, and Conceptual Aspect of the Etheric Body – one year each, right up to Class 4. Class 5 is nominally the Conceptual Pictorial Aspect of the Etheric Body.

This combines the pictorial-astral and conceptual-ego faculties of the previous two years. It is that which blesses concept with picture; a germinal expression of Spirit Self even – an incipient development of Imaginative Cognition. Hence The Year of Imagination.

Imaginative cognition and spirit self are two aspects of the one spiritual principle; the next to be embarked upon by mankind (at present still wrestling with consciousness soul development). Indeed many individuals are crossing the imaginative cognition threshold in our own ear; especially creative writers and poets – Word people!

Spirit self is transformed astral or 'sentient' body; astral *pictures* become spirit self *imaginations*; visions couched in ringing, inspiring language – 'Word pictures'! How vital is it to lift the grammatical concepts 11-year-olds *need* to know onto a higher, more assimilable level through imagination. Only this can resurrect grammar to is rightful place in the primary curriculum – and in the children's hearts. I grabbed my had, bag, coat and cane – and set off!

I met the Class 5 teacher at the gate; it was a nice little school, with lots of trees, gardens and artistically-designed buildings. How this impression of care assured me the children here were in good hands. She invited me into the office, where I requested to see a curriculum (or 'learning program', a trend term used in the Department these days; one which lacks the depth of curriculum, which loosely means 'divine chariot' – or 'curricle of the sun' in the case of this school, with its 12-fold subject structure!)

"its on the wall over there." She said. I looked at the black space referred to; and then a strange thing happened, a shimmering picture appeared!

Grammatike-Grammatikos : Pre-Edited Edition: Copyright Earthschooling & Alan Whitehead.
Can be printed for personal use only. Cannot be resold.

This wall-vision was hazy at first, but began to clear – oh so clear; much more so than everyday perception. The image was that of a large and exquisitely beautiful building – a palace even. In today's terms it was a mansion; one which gleamed in prismatic splendor. And you know, Teacher walked right up and rang the doorbell!

I hesitantly followed; after all, the office wasn't even there anymore! We stood waiting on the step – I wanted to ask a bag of questions, but couldn't think of even one! The whole crazy thing seemed so … so *normal*.

Luckily the door opened before I lost my supersensible nerve, and there stood a butler, who said smoothly "Ah, Teacher and Inspector, we've been expecting you. Welcome to the 12-Room Mansion of Language. The stairs to the left lead to the Six Room of Semantics – or 'meaning' if you like. This represents the *soul* of language.

But first you knock on the door of the Six Rooms of Structure – to the right (my private quarters are there). Structure is not the soul, but the *body* of language. May I take your things?"

I handed him my bag, hat and cane – each he took in one *hand*! 3 hands!? "Don't be alarmed," he assured, as he led us into this spacious apartment "my name is Dootell, I represent the *phrase* (a word meaning 'to tell'). My 3 arms express the 3 kinds of Phrases: the first is the *place* Phrase, or the Prepositional, as in 'through the night'.

The next is the *picture* phrase; there are again 3 of these, the Participial, Infinitive and Gerund. They are all based on adjectives and adverbs – 'to ask' is an example. The *Doing* Phrase is linked with the verb – 'should have gained'. (Further examples of all of the grammar elements can be found in any good primary-level Word book.)

A Phrase is a part of the sentence that, when seen in isolation, can *not* stand by itself – it has no meaning. I'm sorry, I feel faint…would you help me over to the bed?!" (2 children in tandem love playing this multi-limbed character!) After we helped wobbly-kneed Dootell to bed, he weakly pointed to a door marked *Text Elements*. Teacher gingerly knocked; the door opened – but there was no-one there?!

"Yes?" said a bodyless voice – well, not really bodyless, small-bodied perhaps! A midget, about thimble-sized, asked our business. When assured that our motives ('imagination in education'!) were sound, she introduced herself.

"I'm *letter* text, the smallest of the Text Family. We Texts do the laundry for the Language Mansion; we hang the clothes on the text line…Oh, there's my brother, he's *Word* Text; say hello to the people Word." Word was bigger than the squeaky-voiced Letter, and turned to address us as he pegged words on the line. These began to form Phrases!

"Hi, I'm busy as you see; maybe you'd like to speak to mother *Sentence* Text. Ah, here she is now!" Mother Sentence Text was a sweet-faced woman, who spent quite a bit of time checking that Word didn't make sentences too long, too short, wrongly punctuated and so on. Soon there were several

sentences hanging on the line. She called out to a gentleman reading the newspaper nearby.

"Father *Paragraph* Text, do you think we have enough sentences to make a paragraph yet?!" The generously proportioned gent nodded politely before surveying the word washing.

"It's not a case of quantity," he patiently explained – for the 1000th Time! – to his smiling wife "but of *idea*. Little Letter is a *symbol* for sound; Word (he patted his son's head) is really an *image* – think of the word 'crocodile'.

Sentence – yes you my Dear – expresses rather an *idea;* or a limited amount of closely-linked ideas. Whereas I, the paragraph, represent a *concept*; a range of supportive ideas which create the *big* picture. Of course sometimes a single sentence is used, as a literary device, as whole paragraph – very impactual it can be too. 'Jesus wept.' is not only the shortest sentence in the Bible, it's also the shortest paragraph – or 'verse' as biblical form would have it.

Each dialogue change, representing separate concepts, is mostly in the form of a separate paragraph. Some writers don't use paragraphs at all; considering their whole story, whatever, to be a continuous concept, like a family tree! Ah, and speaking of story, we'd better get patriarch *Story* his cup of tea."

I gather that the story represents not one, but many concepts; I watched bemused as everyone sat down for morning tea – Letter first, she who comprises Word; who makes up Sentence, the basis of Paragraph, who supports Patriarch Story; he who was just then ambling out to take the head of the table for his family ritual. We were offered an alphabet biscuit before being showed the door. This was apparently a private gathering!

"But what about chapters?" I said. I wish I hadn't, because the venerable Patriarch glared in rebuke.

"Chapter's not mentioned here! She was my spinster sister; that is until she eloped with the vicar – '…making a new chapter in my life! she yelled back as they roared off in the psychedelic Vocabulary Kombi!" He showed us the door marked 'Clause – Senior & Junior'.

The room was neat, and we were warmly greeted by Senior Clause, or Daddy as he was called by the little one, Baby, peeping out from behind. He explained himself. "I am the *Principle Clause* in a sentence. A clause is a part of a sentence that, unlike Phrase, *can* be removed and still make sense. Junior is shy, I'll speak for him; he expresses the *subordinate Clause/s* in the same sentence."

I felt sorry for Junior, was he repressed, regressed, redressed – or just suffering from a massive inferiority complex? Hmmm, that's an oxymoron – I'd better not let any of these Language folk hear that! Too late! Daddy Clause reddened in rage and showed us the next door, '*Pred* – Maintenance' said the crooked, paint peeling sign.

This was the *Predicate* room ('to proclaim'), and Pred was busy at this work bench. He was mending the fuses in some punctuation points! Our discourse was brief, but I managed to extract from him that he was the *action* in the sentence – the verb element, as in 'John loves Mary', 'loves' is the predicate.