

## Prologue

This 11<sup>th</sup> teacher-parent manual in the Spiritual Syllabus Series deals with the human world – that of Social Studies. This is taught in 3X3-week main lessons per year; one each of Geography/History, Human Studies (Sociology), and World History. As well there are 3 middle lesson units; these share the Discovery stream with Science (dealt with in other books). Discovery is one of the 4 middle lesson streams, each with 3 units per year. The 3 Discovery strands are Physical World, Living World, Human World. In Class 5 and 6, Social Studies and Science share equally with 3 Discovery units each. The former has 2 middles in Class 5, and 1 in Class 6. One would refrain from programming a Social Studies main in the same 3-week bracket as a middle.

The broad curriculum is to be regarded as a menu; one from which the individual teacher chooses a particular ‘meal’, suiting both her/himself, and the child/ren. These syllabus *suggestions* are to be regarded as just that. New initiatives, as long as they’re of value to the children, should continually arise from the soul of the creative teacher.

Social Studies awakens, before all else, the Etheric or ‘life’ Body of the child. This is a supersensible organ of *Order*, know as the 2<sup>nd</sup> Creation. Hesiod and Rudolf Steiner are consistent in their depiction of the truths of Creation, if not in their choice of imagery. Hesiod’s brooding Chaos is Steiner’s Ancient Saturn; the original formless, non-ordered primeval state of the universe – a mass of uncomprehending pure energy.

Chaos begat Earth – the Ancient Sun of Spiritual Science, the Etheric Creation. “Steiner’s ‘Earth’ is the 4<sup>th</sup> Creation!) She begat Eros, the ‘desire’, or Astral Creation of Ancient Moon. Two other gloomy offspring of Chaos were Erebus – darkness – and Night. These are two stages of Pralaya, or sub and unconsciousness, as in dream and sleep. Night begat Aether – the bright upper air – and Day. Ancient Sun dawned *Out of Chaos* at last. We hope that this small offering on the Aether Mysteries will help the Sun rise in the Social Studies hearts of the children in your care.

		CLASS 5			SOCIAL SCIENCE - ETHERIC		CLASS 6		
SOCIAL STUDIES – HEAD	<b>MAIN LESSONS</b>								
		<b>BODY</b>	<b>SOUL</b>	<b>SPIRIT</b>		<b>BODY</b>	<b>SOUL</b>	<b>SPIRIT</b>	
		AUST. GEOG/HIST.	HUMAN STUDIES	WORLD HIST.		AUST. GEOG/HIST.	HUMAN STUDIES	WORLD HIST.	
	AUSTRALIAN EXPLORATION Page 3	AUSTRALIAN SOCIETY Page 16	ANCIENT GREECE Page 29		OCEAN STUDIES Page 53	WORLD COMMUNITY Page 67	ANCIENT ROME Page 78		
DISCOVERY – CHEST	<b>MIDDLE LESSONS</b>								
		<b>WILL</b>	<b>FEELING</b>	<b>THINKING</b>		<b>WILL</b>	<b>FEELING</b>	<b>THINKING</b>	
		PHYSICAL WORLD	LIVING WORLD	HUMAN WORLD		PHYSICAL WORLD	LIVING WORLD	HUMAN WORLD	
		FRIGID ECOLOGY Page 38	OTHER PEOPLE OTHER PLACES Page 46				NUTRITION & HYGIENE Dealt with in the author's book – House of the 3 Froggies		

## **SPIRIT OF THE NORTH**

### **Frigid Zone Ecology – Class 5 – Middle Lesson**

A lone figure lay huddled in the ice cave as the slanting early Spring sun rolled along the southern horizon, before lazily climbing into a crystal sky of twinkling frost lights.

White Fox stirred; it has been a long Arctic night, with the deep-indigo star-studded darkness cloaking the frozen earth for about 15 hours. In a few minutes he had sat up and muddled around in this pack for a simple breakfast. His spirits were revived by the splendid sight that greeted him, framed as it was by sparkling ice fingers hanging from the roof of his tiny ice shelter.

He had come on this journey – no, this pilgrimage – to Finland all the way from Australia; his mission, to meet The Spirit of the North. Alas, all he'd met, apart from the dazzling natural splendors, was a family of laughing Lapps, who had given him hospitality for a few days – and had given him his new name!

“Perhaps today” he pondered as he munched a bar of dark chocolate”...perhaps!”. Fixing his overland skis and zipping up his white parka (the reason for his new name), White Fox proceeded north yet again. He passed spectacular scenery of snow-rimmed escarpments, upon which clung dwarf pines. In this lonely but inspiring wilderness, he found a new relationship with many of its living things. Over the weeks he had been there, the ever-venerative White Fox had communed with polar bears, spuming whales – even an old Walrus sunning himself on the rocky shores of the Gulf of Bothnia.

Today he would even see his namesake, the beautiful Artic Fox, like a skittering, black-eyed ghost melting into the trees. As he skied smoothly down a gentle slope, following a dancing, thaw-filled stream, he thought of how he had been inspired by his Finnish friends back home – when he told them that he was going to teach a Class 5 their Frigid Zone Ecology middle lesson.

Oh how the teacher had unleashed a dam of affection for this northern wonderland from the souls of these Spirit of the North folk~ They had talked through the night of the marvels of land and life above 60°n, the Arctic Circle itself is above 66°n.

Even whilst winging over the red, arid – and seemingly endless – desert-scape of his native land, he was scribbling prep notes for the 3-week unit he would teach on his return. Firstly, he would describe the journey one takes to get from Australia to the Arctic circle; this creates an important ‘space line’ for the children. Otherwise they can’t really grasp the abstraction, 28,000 kilometers north-west. They follow the invisible route with astral perception!

If, in imagination, they travel, as he was right now, across the continent, over the Equator, through the temperate countries of Europe, and down to the snow-fringed airport at Stockholm – right on 60° north, then they had a living, spacial, context from which to proceed.

White Fox had decided not to use as a study-area his own, nearer, 'frigid zone'; as both the Southern Ocean and Antarctica would be extensively dealt with in other units – those of the 7 World Oceans and 7 Continents.

No, this 23-hour middle lesson was the appropriate one to journey to the Land of the Midnight Sun. All these strange ice-bound countries would be visited, including: Sweden; Norway; Finland; Siberia; Alaska; the Northwest Territories of Canada; Greenland; Iceland; even St. Petersburg in Russia is (almost) within the Arctic Circle.

So it is incumbent to teach the children, as well as the natural majesty of these icy lands, the human-scape as well, including those old school favorites, capital cities. "How odd" he thought "that there is so little *change* in these higher-latitude regions, compared with the volatility of the tropics. There, not only cities regularly change names, but even countries. Few geographers could name the current family of nations in Africa! However he confidently expected that Oslo in Norway; Reykjavik Iceland; Archangel (lovely) Russia; and Anchorage in Alaska would still be there.

On the plane, White Fox even sketched the kind of map the children would draw, in their own artistic way. This would be circular, looking straight down on the North Pole, from which 4 arrows would give the 4 cardinal points of the compass, north, south, ea...hang on!? We're already as north as you can get, so *all* arrows point south!!

To liberate the children's minds from the tyranny of dominant-north, this map would have no top or bottom; even the title would be lettered around the outside of the 60°n ring, and the paper or light card cut out in a circle. This way, no matter how one is handed the map, it is always the right way up – or the wrong, depending on whether one wants to look at Siberia or Canada.

The map depicts a doughnut form, with the ice-shrouded Arctic Ocean being the hole in the middle. Again, not too much emphasis would be placed on that mysterious body of 'water', for the same reason that one would steal the thunder from the 7 Oceans main lesson in Class 6.

"That's strange?" he cocked his head at the quick sketch map he'd drawn "This 60°-to-ocean coast is also called the Aurora Borealis Band. This colorful cosmic phenomenon – a kind of ionized sunlight, is hardly seen near the North Pole at all – or much below 60°...hmmm?!"

The map would help White Fox's characterization of this frigid zone, this Spirit of the North. The polar regions are truly the 'head' of the world; in the case of the Arctic, it is a hemispherical skull with an ocean fontanelle. The skull is very old in creation terms, in both the world and the human being. In the case of the world it is so old that it is fragmenting under the power of mineralization, a sclerotic force with a harder grip the further north one travels.

The continental masses are breaking up right around the inner rim of the 'doughnut', into myriads of islands and fiords, large and small. Even Iceland of Greenland are expressions of this – "What's the capital of Greenland?!"

White Fox was on snowshoes now, plodding laboriously up a long slope; reaching the crest of the hill at mid-day. He yearned for the comfort of an Australian sun, which would stand accommodately over head (more or less) at noon, and set at about 6pm.

Here, at 65°n, the mid-day sun was like that of early evening at home, barely rising 30° in the sparkling ether; he also yearned for some humidity; something he would remember to tell the children. In the still air, he could see for many miles from his high perch; if it could be seen he could see it – and so could that white hawk!

The bird circled lazily above him, its own omni visual gaze searching for the slightest movement that would reveal the presence of a scuttling lemming. Again, in a search for spiritual background to this essentially worldly lesson, he thought of the 'Door of the Earth' myths. These have been bequeathed to humankind – especially the Northern peoples – for eons, being a core element in Norse Mythology – hence stemming from the mists of Atlantis. Even Santa Clause, that degenerate old Atlantean – God of Greed! – is reputed to have his inner-earth home near the North Pole!

There was – is! – thought to be an entrance to the inner earth somewhere in the high Arctic Circle. This was detailed in Bulwer Lytton's book, *The Vril*; a euphemism for the Earth Serpent (vril means 'tendrils'). Naturally the great occultist considered the reality to be one of spirit rather than matter. One only has to consider the magnetic field of the earth to see an 'entrance'; with invisible but tangible forces streaming – as the compass needle attests – to a single, slowly traveling point – Magnetic North.

"How come Hitler didn't know that?" exclaimed White Fox aloud to the hawk as he recalled how the Occult Reich, under the dark power of Albrecht Haushofer, Professor of Geopolitics, actually mounted expeditions during WWII to search, in vain, for the hidden 'door'; hence harness the power of the Vril, the great earth tendrils themselves.

This magnetism, earth-magic content points to an Ahrimanic element aboard in these frozen lands; a force which can entrap human thinking in ice – in the eternal permafrost. This is the umbrate side of Steiner's 'body' nomination of the north as the physical body direction of the living planet (south, etheric; east; astral; west, ego).

In a 'soul' exposition; tropics express the will of the earth, the temperate zones, feeling; then the frigid is a macrocosmic externalization of world thought.

White Fox thought again of his stay with his friends in Stockholm. These were Steiner teachers like himself; and how happy they were to arrange a Class 5 pen-pal exchange, to coincide with this unit. The class pinboards would be filled with letters, drawings and photos from the very region being studied; this was material that was personalized, hence alive for the children. If he had not gone to the expense and time to visit the region, he would have made the request by mail anyway (why don't you?).

And while on classroom décor, he must remember to get his friend, the pretty and cooperative librarian, to get in a box of large picture books, posters and other graphic material on Arctic themes to ornament the room. These help create the ambience behind the stories.

Ah, the stories – the heart of the lesson. Naturally many of these would be found in the literature; but some White Fox would bring back, fresh from his Stockholm and Lapp friends. Of course many he would create himself; inspired by the Spirit of the North as he hoped to be.

These original tales can be carried, with lifestyle, animal and explorative themes. Sheer physical survival is a recurring element in the North, whether of animal, plant or human. Emotional (soul) survival is a greater concern in temperate climates; and spiritual survival in the tropics, with their propensity for back magic and the like.

As the nominal lesson title (not the imaginative, which each teacher finds for him/herself) is Frigid Zone Ecology; there must be a strong environmental element, in both the traditional and contemporary meanings of the word.

The North, like the rest of the earth, is dying. Human exploitation has imperiled many animal and plant communities. How vital for the children to first of all describe the crimes against nature by environmental vandals – and then place a *positive* aspect before them.

Yes, the murder of the beautiful baby Harp Seals of Northern Canada was unforgivable; but yes, they were saved by a passionate and successful conservation campaign. With enough goodwill, we – yes *you* children – can save any and all endangered creatures and sacred places. All we need is the will, intelligence, and moral courage.

If this *positive* environmental attitude is not continually re-affirmed, the children become depressed, their wills eroded; so that in later life they plead helplessly – “But what can I do?!” White Fox must remember to ask one of his well-traveled conservationist friends to come and talk to the class about a successful frigid zone campaign s/he knows of – or has experienced.

Oh, and while on Class visitors; there must be a Fin, Swede, Lapp, Inuit or Norwegian among the large school community. What a privilege to hear of life in the ice from a native! What kinds of games did they play as children? What was a 9-month winter like? What did they eat? Children are insatiably curious to know – in a living way, from a real person – about people and places foreign. T.V. documentaries or videos just don't compare!

As White Fox allowed the landscape to speak to his soul, he felt, in spite of the cold, a surge of warmth, of love, fill his breast. He knew that the middle lesson /heart timetabling would help recreate this feeling in the hearts of the children; that the Discovery stream would do likewise, based on the chest-centered ether body as it was. This lesson was part of one of 3 strands, which appeal to will, feeling and thinking – the physical, living and human worlds. This of course being the Living World strand – the central system again!

Therefore the single most important goal for this unit is that the children *love* the content. Love for the living world is even more important than understanding (not that one short-changes the class on concepts). An emotionally-indifferent knowledge of nature leads to its decline – extinction even.

This love can empower the children, be made manifest even. The teacher's excitement at beholding whales breaching offshore a few days ago led him to think sadly of Norway's immoral and pitiless stand on whaling. Ah, he would have each child in the class express their pristine heart forces by penning letters to the Norwegian authorities, pleading with them not to allow their barbaric – no, we won't say that – *misguided* whale hunters off the leash. These epistles must be *positive* appeals, not condemnatory attacks.