

‘THE WEST WING’ LEARNING AND DEVELOPMENT PROGRAM.

The UGLE, Solomon Educational Program and ‘Mentors Notes’. The
Square Magazine

The Holy Royal
Arch



Sussex Freemasons - West Group

'The West Wing'

(Bognor, Chichester, Clapham, Littlehampton,
Midhurst, Petworth, Pulborough, Steyning and
Worthing)

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Introduction.

Unlocking Masonic Knowledge: The Learning and Development Journey.

Welcome to 'The West Wing' Learning and Development Programmes.

"Freemasonry, a profound journey of personal discovery, is enriched through the exploration of ritual, history, and traditions. Our commitment to fostering curiosity, understanding, and enjoyment is at the core of both the UGLE and the Province of Sussex, West Group, Learning and Development Programme." (UGLE Pathway Statement)

'The West Wing' Learning and Development Team.

Our Goal:

To enhance membership retention.

The Process:

To deliver a compelling personal development and learning value proposition.

Our Key Focus:

- To unlock Masonic Knowledge.
- To deepen the understanding of Masonic symbols.
- To highlight how Masonic symbols represent and develop essential soft skill sets.
- To foster personal growth and lifelong learning.
- To strengthen community and fraternal bonds.

Mission Statement

"Our mission is to foster an environment where lodge members (or Sussex Freemasons) thrive through personal development and lifelong learning. By unlocking the rich heritage of Masonic knowledge and deepening understanding of our symbols, we aim to cultivate essential skill sets that empower our members. We are dedicated to enhancing membership retention through a clear value proposition centred on growth, community, and the transformative power of Masonic teachings.



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Summary - The Royal Arch Program.

A study of 'enlightenment'..

The L&D Team are very mindful that each learner is an individual who has their own learning style and level of learning. We have tried to accommodate each style by encapsulating the UGLE, Solomon programme, and enriched it with 'Mentors Notes' from The Square Magazine. Thus giving the learner a choice of learning methodology and an international flavour.

Solomon (pages 5 to 13)

A catechism (Q&A) and research style of learning. Suitable for independent study or guided learning with a personal mentor. This enables the learner to study at different levels within a set time frame. It includes a Lodge Specific Quiz..

Mentors Notes (pages 15 to 22)

A magazine style of presentation with video and audio enhancement enabling those learners with more visual and listening styles to enjoy their learning. The range of articles from various authors from around the world gives the learner a broad experience of 'Masonry Universal'. It includes in-app purchases for those learners who desire a deeper understanding of the Craft.

Enjoy your Freemasonry as it is a life long journey of personal growth and discovery.

The L&D Team.



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Solomon Masonic Education.

The Royal Arch Companion.

This is the UGLE Solomon educational platform. This syllabus can enable the learner to follow the lessons of the Royal Arch Degree. It can be used as an aid to individual learning or as part of a Mentoring package.

Education Syllabus

Welcome Companion

<https://solomon.ugle.org.uk/course/view.php?id=133>

Week 1.

The Grand Originals

Who was Aholiab

Who was Bezaleel

Week 2

The Destruction of the First Temple.

Week 3.

Your Ceremony Explained

Great or Grand Sanhedrin

Week 4

The Twelve Tribes of Israel

Banners and Ensigns.

Week 5.

Chapter Layout

The Chapter Characters

Week 6.

Robes and Sceptres



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Week 7.

Chapter Regalia

Week 8.

The Chapter Jewel

Week 9.

The Knowledge of Yourself.

Week 10.

The Historical Lecture.

Week 11.

The Symbolic Lecture

Week 12.

The Mystical Lecture.

Week 13.

The Destruction of the Second Temple.



Chapter Specific Quiz.

Questions.

Chapter.

- A. To which Lodge is your Chapter associated with?
- B. Who is your 'Scribe E'?
- C. Who is your Director of Ceremonies?
- D. Who occupies the Principles Chairs?

Royal Arch Masonry

1. Why Companions and not Brothers?

The word Companion originally came from a military background and referred to soldiers who.....)

- a. Shared Wine
- b. Shared Experiences
- c. Shared Bread
- d. Shared Accommodation

2. During the Exodus which tribes guarded the eastern section of the Tabernacle?

- a. Asher, Dan, Naphtali.
- b. Issachar, Judah, Zebulon.
- c. Simeon, Reuben, Gad.
- d. Manasseh, Ephraim, Benjamin

3. Describe the Ark of the Covenant

- a. A metal box 4ft long, 3ft wide covered on top by a slab overlaid in gold bedecked by two cherubim's.
- b. A metal box 6ft long, 2ft 6ins wide, covered on top by a slab overlaid in gold bedecked by angels.
- c. A wooden chest 4ft long, 3ft wide covered on top by a slab overlaid in gold bedecked by two lions.



- d. A wooden chest 4ft long, 2'6ins wide, covered on top by a slab overlaid in gold bedecked by two cherubim's.

4. Who are the main characters in the book of Numbers which describes the Exodus.

- a. Moses, Aaron, Bezaleel, Aholiab, Joshua.
- b. Moses, Haggai, Zerubbabel, Joshua, Bezaleel.
- c. Zerubbabel, Haggai, Joshua, Ezra, Nehemiah.
- d. Zerubbabel, Haggai, Joshua, Aaron, Aholiab.

5. What are the five signs called in the Holy Royal Arch.

- a. The Fiducial Sign, The Penitential or Supplicatory Sign, The Penal Sign, The Sign of Prayer, The Hailing Sign.
- b. The Penitential Sign, The Fiducial Sign, The Sign of Horror, The Sign of Distress, The Penal Sign.
- c. The Reverential or Hailing Sign, The Penal Sign The Penitential or Supplicatory Sign, The Fiducial Sign, The Monitorial Sign.
- d. The Penal Sign, The Sign of Sympathy, The Penitential Sign, The Fiducial Sign, The Monitorial Sign.

6. Who are the Grand Originals?

- a. Moses, Bezaleel, Joshua. Solomon, Hiram of Tyre, Hiram Abiff. Zerubbabel, Haggai, Ezra.
- b. Zerubbabel, Haggai, Joshua. Solomon, Hiram of Tyre, Nehemiah. Moses, Aholiab, Bezaleel
- c. Solomon, Hiram of Tyre, Hiram Abiff. Moses, Ezra, Aholiab. Zerubbabel, Haggai, Nehemiah.
- d. Moses, Aholiab, Bezaleel. Solomon, Hiram of Tyre, Hiram Abiff. Zerubbabel, Haggai, Joshua.

7. What are the colours of the Holy Royal Arch?

- a. Gold, White, Red.
- b. Red, Purple, Blue.
- c. Blue, Gold, Crimson.
- d. Crimson, White, Blue.



8. What do the two interlaced triangles on the Royal Arch Jewel represent?

- a. Spiritual Triangle, Material Triangle.
- b. Spiritual Triangle, Equilateral Triangle.
- c. Material Triangle, Heavenly Triangle.
- d. Equilateral Triangle, Material Triangle.

9. What are the four Principal Banners?

- a. Lion, Triple Tau, Eagle, Man.
- b. Triple Tau, Ox, Man, Lion.
- c. Eagle, Man, Triple Tau, Ox.
- d. Man, Ox, Eagle, Lion.

10. What is a Tau?

- a. A derivation of the Greek word 'taut' meaning strong.
- b. A mark placed on the heads of the innocent.
- c. A mark placed on the heads of those who were found guilty.
- d. A derivation of the Hebrew word 'Tav' meaning 'mark'.
- e. a+b
- f. b+c
- g. b+d
- h. c+d

11. What do the Three Lesser Lights represent?

- a. The three principles.
- b. Patriarchal, Mosaical and Prophetical dispensations.
- c. The sun, the moon and Zerubbabel.
- d. Wisdom, Strength, Beauty.

12. What does the Crowbar represent?

- a. It is a reminder that our days on Earth are numbered, that eventually we will be summoned to the Grand Lodge above, and that we should therefore always conduct ourselves in such a



manner that we will never be ashamed of the reputation we leave behind us.

- b. Represents the erect manner in which the body shall rise on the day following the sounding of the last trumpet, reminding us to preserve our character as upright members of the community with credit to ourselves and to the Craft in general.
- c. All of our days are numbered and the mortal body will fade away in the grave. When the rubbish of the body is disposed of, we hope that the spirit will rise into immortal and eternal life.
- d. .With broken city walls and surrounded by enemies, the rebuilding of the Temple was carried out in an environment of danger. The builders and supervisors had to be ready at all times to defend themselves and their community, as well as protecting the work already completed.

13.Over which shoulder is the Sash to be worn and why?

- a. Given that we must always be alert and ready to defend our Holy work, the Sash must worn be over the left shoulder, so as to hold the scabbard on our right side. Our right hand holding the trowel.
- b. The sash must be worn over the right shoulder to represent the scabbard holding the sword with which we defend our faith.

14.What do the Platonic Solids represent?

- a. Mineral, Gas, Liquid, Solid, Air.
- b. Mineral, Fire, Water, Gas, Universe.
- c. Earth, Water, Fire, Gas, Ether.
- d. Fire, Air, Earth, Water, Universe.



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15.What are the three concepts of the human world?

- a. Physical, Mental, Spiritual.
- b. Emotional, Spiritual, Mental.
- c. Mental, Emotional, Physical.
- d. Emotional, Spiritual, Physical.

16.Where is the 'crown' of all Freemasonry displayed?

- a. At the exaltation of a Companion.
- b. When the three Principles share the 'Word'.
- c. At the delivery of the Mystical Lecture.
- d. Sharing the secrets of the Holy Royal Arch degree.



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Royal Arch

Answers.

1. (c)
2. (b)
3. (d)
4. (a)

5. (c)
6. (d)
7. (b)
8. (a)
9. (d)

- 10.(g)
- 11.(b)
- 12.(b)

- 13.(a)
- 14.(d)
- 15(a)
- 16.(b)



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Mentors Notes. The Square Magazine

Introduction to The Holy Royal Arch

Learning Objectives

- To understand how the life lessons learned in a royal arch chapter can be applied to personal development in private, public, and commercial life.
- To understand the meaning of the allegories and symbols in the royal arch chapter of Freemasonry
- To develop an enquiring mind and enthusiasm to continue to learn life lessons taught in Freemasonry

Link.

<https://www.thesquaremagazine.com/mentorsnotes/>

Brief Introduction.

This course is designed for newly exalted Royal Arch Companions who have joined Royal Arch Freemasonry. It features a self-paced, guided learning syllabus aimed at providing all Royal Arch Companions with a comprehensive understanding of the allegories of Freemasonry. The goal is to demonstrate how the lessons learned can be applied to personal development in private, public, and commercial life.

Syllabus Outline.

The course consists of five lessons, with the first four are recommended for self-paced study. Additional reading materials are suggested for all Royal Arch Companions.

Lesson Details.

The course is structured to be flexible and easily navigable. Each lesson is published in the Square Magazine, providing a consistent and reliable source of information. Students are encouraged to read through the magazine and complete the lessons at their own pace.



Here is the breakdown of the lessons and their content:

Lessons 1 to 4.

The first four lessons form the core of the syllabus and can be worked through independently. They cover the fundamentals of Royal Arch Freemasonry, including its history, principles, and practices. Each lesson is designed to build on the previous one, ensuring a comprehensive understanding of the subject matter.

Lesson 5 (Optional).

While lesson five offers valuable insights, it is optional and may not be suitable for everyone. This lesson goes into more advanced topics and are intended for those who wish to explore Royal Arch Freemasonry in greater depth.

Further Reading.

These articles are written for all Royal Arch Companions. These resources are chosen to complement the course content and offer broader perspectives on Royal Arch and its applications in various aspects of life.

Navigating the Course.

Each provided link opens in a new browser window, making it easier for students to navigate and return to the main page as they progress. This design ensures a seamless learning experience, allowing students to focus on absorbing the material without distractions.

In summary, this self-paced, guided learning syllabus is crafted to introduce Royal Arch Companions to the core teachings of the Royal Arch, enabling them to apply these lessons for personal development across various life domains. By combining the structured lessons, additional readings, this syllabus aims to provide a well-rounded and enriching educational journey.

Lessons in the course

- Royal Arch Companion
- The Fourth Step



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- The Fourth Degree
- Royal Arch: Back to Basics

Optional Lessons

- Officers of the Royal Arch Chapter

Further Reading

- The Four Veils in Royal Arch Masonry
- 17th Century and the Holy Royal Arch
- An Esoteric Interpretation of the Holy Royal Arch
- Who was Zerubbabel



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Lessons / Articles

1. Working Tools of a Royal Arch Companion

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Understand the historical context and evolution of the Holy Royal Arch Chapter within Freemasonry, particularly under the English Constitution.
- Identify the various admission qualifications and additional degrees required in different jurisdictions for exaltation into the Holy Royal Arch Chapter.
- Recognize the connections between medieval guild progression and modern Freemasonry, from Apprentice to Master, and the significance of working tools at each degree.
- Apply the working tools and principles taught in Royal Arch Masonry to build relationships, credibility, and trust, and to engage in effective state craftsmanship and statecraft.
- Develop strategies for presenting complex ideas to decision-making bodies, leveraging intermediaries when necessary, and fostering beneficial relationships for leadership and community engagement.

2. The Fourth Step.

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Understand the historical context and reasons behind the split and eventual unification of the 'Moderns' and 'Ancients' Grand Lodges in England.
- Explain the significance of the 1813 compromise regarding the Royal Arch Degree within the United Grand Lodge of England.
- Identify and articulate the recent changes in the designation of the Royal Arch as the fourth step in regular Freemasonry.
- Analyse the symbolic and practical implications of this reclassification on the structure and practices of Freemasonry in the 21st century.
- Assess how the new four-step process impacts Masonic publications and the potential benefits for modern Masonic organizations.



3.The Fourth Degree.

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Understand the significance of the Royal Arch in Freemasonry and its role as the culmination of the Masonic journey.
- Explain the historical context behind the transfer of the Master's Word from the Third Degree to the Royal Arch.
- Recognize the importance of the 1813 union between the "Moderns" and "Ancients" Grand Lodges of England in formalizing the structure of "Ancient Craft Masonry."
- Identify the roles and significance of the Mark Master, Past Master, and Most Excellent Master degrees within the broader narrative of Freemasonry.
- Appreciate the Royal Arch as a symbol of the transition from loss to recovery and from darkness to light, completing the symbolic and allegorical teachings of Freemasonry.

4.Royal Arch: Back to Basics

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Understand the symbolism and significance of the Royal Arch ceremony within Masonic tradition.
- Recognize the parallels between Masonic rituals and ancient cultural myths surrounding life, death, and resurrection.
- Analyse the role of the sun and its symbolism in relation to enlightenment and the cyclical nature of life in Masonic beliefs.
- Discuss the historical and symbolic importance of structures like the Temple of King Solomon and the Tower of Babel in expressing humanity's quest for deeper meaning.
- Appreciate the Masonic values of natural equality, mutual dependence, and the exaltation of the Master Mason as reflective of broader human principles and endeavours.

5.Officers of the Royal Arch Chapter.

Lesson Objectives

By the end of this lesson the learner will be able to:



- Understand and explain the symbolic role of the Janitor in safeguarding sacred knowledge within the Royal Arch.
- Articulate the journey and significance of the Sojourners in seeking and rediscovering lost wisdom.
- Describe the responsibilities of Scribe Nehemiah in preserving sacred teachings and maintaining accurate records.
- Interpret the role of Scribe Ezra in teaching and applying divine laws to one's life.
- Recognize the significance of the Principals in embodying spiritual leadership and the unity of divine aspects to achieve enlightenment.

6.The Four Veils in Royal Arch Masonry.

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Describe the historical and symbolic significance of the "Ceremony of Passing the Veils" in Royal Arch Masonry.
- Identify and explain the symbolic meanings of the four veils: Blue, Purple, Scarlet, and White.
- Understand the role and importance of the veils in the context of the candidate's journey towards discovering the "lost word" or truth.
- Discuss how the ceremony connects to the historical narrative of rebuilding Solomon's Temple and its biblical allegories.
- Recognize the regional variations in the practice of this ceremony, particularly its unique preservation in the Province of Bristol in England.

7.17th Century and the Holy Royal Arch.

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Identify the historical origins of the Holy Royal Arch ritual and its earliest mentions in Masonic literature.
- Recognize and interpret significant 17th century symbols and their possible connections to the Royal Arch ritual.
- Understand the impact of the Thirty Years War and the early Enlightenment on the symbols and teachings of the Royal Arch.



- Analyse the role of prominent historical figures and events, such as Frederick V and Elizabeth Stuart's marriage, in shaping Royal Arch iconography.
- Evaluate modern Masonic scholarship theories regarding the influence of historical and cultural contexts on the development of Masonic rituals, particularly the Royal Arch.

8. An Esoteric Interpretation of the Holy Royal Arch.

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Comprehend the overall significance and esoteric nature of the Holy Royal Arch in relation to Craft Masonry.
- Identify and interpret the key symbols and allegories used in the Royal Arch ceremony, such as the hexagram and the Triple Tau.
- Understand the metaphorical and philosophical journey of reintegration with the Creator as presented in the Royal Arch.
- Recognize the importance of internal reflection in discovering the 'One True Light' or divine truth within oneself.
- Appreciate the interconnectedness of various philosophical and theological concepts, including Pythagorean, Gnostic, and Qabalistic elements within the Royal Arch tradition.

9. Who was Zerubbabel.

Lesson Objectives

By the end of this lesson, the learner will be able to:

- Understand the historical context of the Babylonian Exile and its impact on the Jewish community.
- Explain Zerubbabel's lineage and his significance as a descendant of the Davidic line.
- Describe Zerubbabel's role as the governor of Yehud and his leadership in the rebuilding of the Second Temple.
- Analyse the prophetic expectations and messianic hopes associated with Zerubbabel.
- Evaluate Zerubbabel's lasting impact on Jewish history and the development of messianic thought.



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