

# *Numerology: The Symbolic Language*

**Your Cosmic Apprentice Guide**

**Marilyn J. Muir**

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My work is dedicated to my personal giants, upon whose shoulders I stand:

Margaret Baker, Teacher

Rev. Pearl Fernandez

Rev. Kathryn (Roz) Hall

Rev. Harriett Smiley

Rev. Kay Stillman

Rev. Pearl van Aalst

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# Introduction

Through your study of *Numerology: The Symbolic Language*, you will become acquainted with me, my background, mindset, and motivations for writing this book. This information should allow you to make informed choices as to the value to you of the material I am sharing. Essentially self-taught, over the years I have availed myself of courses, books, tapes, workshops, etc., whenever it was possible. I stand on the shoulders of giants, those seekers who have gone before me and who have given me a “leg-up” in terms of learning. There is no way to say thank you individually to all those faceless and nameless teachers, but I do honor their gift to me. I quote (and perhaps misquote) freely, but rarely know who I am quoting as many sources have become lost in the barrage of learning.

I believe you should have the opportunity evaluate any author or teacher with whom you choose to study, because they will influence your mind and therefore affect or infect your life. No author, reader or teacher can completely remove their own personalities from what they do or say unless they are entranced. Even when entranced, the channeling entity’s personalities and prejudices must enter into the material given. If general background information is not offered, you should ask. You do have the right to know the qualifications, the philosophic mindset, and the potential prejudices of those whom you allow into your mind. You do *not* have the right to private or personal information about anyone, and that includes your authors or teachers, your friends, family, or those whose personal charts you may encounter in your studies.

Remember always to respect the privacy and the rights of others, and to be discreet in any information you generate. You may not realize it now, but when in possession of a person’s personal birth information, their life is an open book to a knowledgeable numerologist. Ethically, morally and karmically, “Do unto others what you would have them do unto you”, and “Do not do unto others that which you would not want done to you”. The more modern saying, “What goes around, comes around” especially applies in karmic circumstances. The more you work on evolving your consciousness, participating metaphysically, and developing your spiritual talents and skills, the more responsible you must be and act. You own what you generate; you could someday or in some future lifetime be on the receiving end of a karmic backlash.

On a higher level of consciousness, you wrote your own script which you probably do not remember doing and for which you must assume total responsibility. While it is possible and probable to have guidance, I will approach experience as self-selected and purposeful. Remember too, the planning of an action is easier than the experience itself, especially when you are not consciously aware of the game plan. It is difficult at times to see how a small piece of experience fits into our life as a whole. By reading your birth numerological pattern, we attempt to understand the purpose of your existence. This knowledge, along with positive use of your free will, can improve your experience.

At no time should any psychic, astrologer, teacher, counselor or reader negate your free will choices, or threaten or try to intimidate you. Should this occur – run, don’t walk, to the nearest exit! That person is on an ego trip, no matter how they present themselves. Spiritually motivated, metaphysical types, with or without physical bodies, will consistently try to empower you to make your own, hopefully better, personal choices. Walking in the light necessitates the right use of knowledge and skill. True, we do not always pull this off every moment of every day, but the motivation and the effort

are clear – education and enlightenment, not interference or control. As a healer, I have encountered many instances where readers, counselors of all types, non-physical entities, chain-letters, etc. have used a variety of threats to control lives through fear of reprisal against the individual and their loved ones, or to coerce payment of money, multiple visits or referrals to others. While such referral to others might occur spontaneously, it never contains a threat – if spiritually motivated. Light workers do not threaten in any way, are quick to recognize threat, and do not feed any negativity implied or perceived.

## *Learning Methods*

Over the years I have encountered and adapted two methods of study, which you may find helpful. I am sure there are many other methods of study just as useful, and I would be happy to learn about methods you have encountered, if you wish to share them with me.

**Method # 1:** There are several stages to learning. First, we have to access the information, grasp the principles involved, retain the material, and then apply the knowledge gained. Learning is completely individualized; we are all unique in our skills. Primarily we access information visually (sight), auditorily (hearing) and / or kinesthetically (doing). Each of those methods have value, and each of us use those methods individually or in various combinations depending upon our unique personal skills. Perhaps I need to see what you are saying to grasp the principles and retain the knowledge. Perhaps I need to hear or to put my hands on, to learn and retain. Retention of the material is critical to our use of it. Each of the access methods provides at least partial retention. Using a combination of those methods is what offers the best percentage of retention, and retention is the key to success.

Earlier classes included an audio tape and a transcript of that tape with diagrams (such as this book). Audio tapes have gone the way of the dinosaur. You can use your own voice to record audios of such lessons. Play your tape, reading the transcript or follow along with the book as you listen whenever possible. Then create your own set of notes. It is important for you to study in this manner: auditory (tape), visual (transcript and diagrams) and kinesthetic (handwritten notes). As given, this combination offers you the best opportunity to retain what you have learned. Putting the information into your own words and noting your grasp of each principal is the key. Also, with audio you can study at your own pace, review or listen as often as necessary.

Repetition is good for you. The study of Numerology requires memorization of many principles. Audios may be played while driving, cooking, relaxing, etc., to reinforce your understanding and your memory. Do not play meditation or relaxation audios while driving a car or operating any equipment or machinery. The purpose of such audios is to lull you into a receptive and relaxed state. Be sure you are in a safe position when they are played. Hopefully this particular workbook would not be quieting, but instead, stimulating.

Please use loose-leaf paper for sketching your notes. Spiral or hardbound notebooks are not flexible, limiting your use of your notes. You will note this body copy has wide margins and can be printed to accommodate a loose-leaf three-ring binder affording you some flexibility for note-taking. Once you have grasped the principles involved, please transfer your more truncated permanent notes to 5 x 8 index cards, putting only one principle on each card. For example, we will be studying the numbers

themselves, birth paths, and personality development in this series. Please prepare one index card individually for each principle. You may make as many additional subject index cards as are useful to you in your studies. Make these principal cards as thorough as you can, as you will use them extensively when you work on future studies or readings for others.

Remember also, that as I am describing the numerological principles, try to get a feel for the energy. Allow your instincts and your emotions to get in on the learning process; you will understand and retain far more.

Method #2 is a more comprehensive study system with an involved explanation. I have included it as Appendix A at the back of this book.

## *Numerology Profile Form*

Once you have created your numerological profile, do *not* make notes directly on the original. Either make several photocopies (you will use them) or place the original in a plastic page protector and write on (and eventually erase) the plastic. Whatever you do, preserve the clean original as your master. Your various notes will eventually become your personal history. Do this for each profile as you practice and as you develop your reading capacity.

For examples, I will tend to draw freely from my own life to illustrate this workbook. I know my own life best and I will not inadvertently betray a confidence. A copy of my numerological profile is provided so you can both “know” your teacher and to follow the examples given. Please respect my trust in giving you my personal information...and my privacy! I suggest you get accurate information (date and specific name given at birth) for several people you know well and who are willing to give you feedback on the information you generate. People do love personal readings – especially free ones. Use those as practice profiles along with your own profile. Do not work with inaccurate birth information at this point in your studies. If you have a problem obtaining information on family or friends, use charts of well-known persons and use library references to validate the information you generate. Ask others for practice examples. For example, I have many friends who love mini-readings from my students.

Throughout this workbook, I will promote self-understanding, self-help, self-study. I truly believe that if you know who you are, why you are, where you are, what makes you tick, where your problem areas are, and what your assets are, you will know what you can do to help yourself. I have to assume that you are going to do a great deal of work on your own. Each chapter is going to cover specific subjects and you will gradually build your knowledge into a full reading. I have taught myself by reading and by applying what I have learned through trial and error. Surely if I can teach myself, you can learn it with the aid of a teacher.

While the intention for this workbook is to establish a thorough numerological groundwork for you, you must be aware that this workbook is only going to scratch the surface. And I am not the only teacher. You are embarking on an open-ended course of study in which there are no limits. You will always be a student, with all of human experience awaiting your examination and understanding.

And so we begin...



# The Study of Numbers

*An Introduction to Numerology  
History, Pythagoras, Divination  
Course Outline  
Basic Digits, Master Numbers  
Destiny*

Numerology, the study of numbers, is one of the oldest forms of divination. The ancient Middle East civilizations of which we have some record (i.e., Mesopotamian, Sumerian, Egyptian, Chaldean and others) had a tremendous impact on our western culture. These civilizations recognized the cyclic nature of the universe and the relationship of the macrocosm (the universe) to the microcosm (man and his world).

The first act of the Creator when bringing the manifest universe into existence was the separation of light from dark as referenced by our western holy book, the Bible. Through that action, the stage was set - we essentially learn by contrast, by different-ness. If everything were the same, it would offer no opportunity to compare or contrast, which is how we learn to apply personal values.

Ancient man was subjective in nature, very tuned in to his environment. As mankind developed mental functions, objectivity was also developed. We have largely lost our ability to be subjectively close to our environment. As man developed intellectual capacities (memorization, etc.), the intellectual function became paramount. Inner developmental practices such as meditation help us to regain our personal, at one time natural, instinctual attunement to our environment.

An early realization of ancient man had to be that of self and not-self. In this personal way, man understood the sense of separateness. In his identification of not-self, counting would develop as a natural part of that process. For example, he would be well aware of people missing from *his* clan or tribe. Cavemen were in constant jeopardy from their environment. They were able to develop strength through grouping together; the grouping itself requiring an ordering process – rudimentary numbering.

**We learn by contrast.**

**Objectivity + Subjectivity  
= Humanity**

There is an old hermetic maxim that “God geometrizes”. God, as master mathematician, created the manifest universe as we understand it. Its system appears to be based largely on geometrical or mathematical values. Physicists are our current, modern-day mystics. Their connectedness to God through their study of the universe is the one of the highest forms of mysticism that current man is able to demonstrate. I am sure physicists are not aware that they may be considered to be modern-day mystics, but in the sense of their connectedness directly into the abstract concept of God, they are our mystics. To illustrate a current example of the universality of numbers, modern science uses a binary (on / off) numbering system to communicate in outer space wherever possible as it is felt to be a universally compatible system.

*History* The only interest I have in the history of Numerology would be its contribution to the ability to read. Many other numerologists have adequately researched the subject. New material is constantly being developed. I will leave it to their good works to provide you with the kind of background you might choose to explore; see my personal bibliography at the end of these lessons. For the purposes of this study, we will borrow from the theories of Pythagoras.

Pythagoras of the 6th century BC, one of the greatest Greek philosophers and mathematicians, took the counting system that was in effect in his time, refined and codified it. He molded a science that was built on universal, mathematical principles. He is considered to be the father of modern mathematics. Was he also the “Father of Numerology”? Did Pythagoras practice divination, which is the purpose of our study? What do we mean by divination? Again, study the history of numbers.

Plato, another ancient Greek philosopher, defined metaphysics as “above or beyond the physical and containing the possibility of divination, the ability to predict (divine) the past, the present and / or the future”. As ability, the concept of divination is not restricted to Numerology. Many systems of divination have arisen over the centuries. Tarot, astrology, psychic readings, tea leaves, coffee grounds, etc., are all forms of divination. Numerologists use allegory to equate the basis of the number with the life process.

Pythagoras defined the basic concept of the numbers and what those numbers represent. This codified system developed by Pythagoras is in current, general usage. There are, of course, many other language-based numerical systems that can be explored. It is wise to examine one system thoroughly, the one most familiar, before moving on to other systems.

# Course Outline

This first chapter will develop your understanding of the basic number digits and their definitions to create a foundation to apply in a divination format. Divination implies that these principles can be applied to people's lives, not only in a past or present sense, but also in a future sense. We will look at numbers from the standpoint of constructive activity, negative and/or destructive activity, and the inner urge behind those numbers. We will examine base numbers and master numbers, the two general categories that Numerologists use. Once we have established that foundation, we will proceed to the divination system itself, starting with the Life Path or Destiny, the birthdate.

- ✓ In Chapter 2, we will take what we have learned from this lesson and break that information down into Cycles, Challenges and Pinnacles.
- ✓ In Chapter 3 we will work on directions for the name figures, which has to do more with our personality and the development of our inherent tools and equipment. We will also work on our inner and outer selves and learn the process of Soul development.
- ✓ In Chapter 4 we will break that name figure down much finer, taking it to a deeper level, looking at the key to our activity, our Soul Print, our Karmic Patterns and our Life Involvement.
- ✓ In Chapter 5 we will break the name down further by individually looking at the letters in the name, the tools with which you may work.
- ✓ In Chapter 6 we will break the name down even further by looking at Levels of Activity and Lines of Development. We will also look at the maternal / paternal hereditary patterns.
- ✓ In Chapter 7, we will look at the effects of the International Year, Month and Day from our collective environment, and we will also look at the Personal Year, Month and Day as it applies to our individual lives.
- ✓ In Chapter 8 we will work on our Progressed Essence Table, the ongoing nature of self and experience, a fairly involved activity to describe at this point. It will not be difficult to understand once we go a little further into the work.
- ✓ In Chapter 9 we will work on name changes. Many of us have these continuously throughout our lives, either through marriage, nicknames, or even legalities. We will also work with power numbers, lucky numbers and a technique called Nubrenetics.
- ✓ In Chapter 10 we will have a bit of a potpourri: health, vocational, relationships, appearance and additional reading tips.

## *Basic Digits*

**Life does not return to an exact spot, it tends to spiral rather than circle, with each return on a somewhat elevated scale.**

**0**

Our (American) society uses a base-ten mathematical system. Other mathematical systems exist - just look at current grade school texts which explain those other bases. Base-ten is an arbitrary choice. Rather than it being a 1 to 10 system, which looks logical, it is a 0 to 9 system. Whenever we proceed to a “higher level” we increase by tens through adding the 0 cipher. The 0 is a cipher (a place holder) and not a number. It would be helpful to think of this pattern as a spiral rather than a straight line or a circle. Ten exists as a higher principle of the 1, on a new spiral of activity.

The cipher zero represents all life encompassed within a perfect circle – that which has no beginning and no end. The dictionary says cipher is “one that has no weight, worth, or influence; a nonentity”. It is the pure, raw essence of spirit, undifferentiated. The circle is the only geometric figure that looks identical from all viewpoints. Think your way around the outside of the circle looking towards the center. If a perfect circle, the view of any part of the surface of the sphere is identical to any other part. Think of being in the center looking towards the circumference. If a perfect circle, the view from the center to any part of the circumference is also identical. The circle is also softly rounded in appearance, not angular like the rectangle or triangle.

As a symbol, the circle represents all things, before becoming any one thing. As such the 0 cipher defines no one thing and is conceptual in use, so 0 is not a number. Both positive and negative are contained within the circle as the infinite, endless and boundless universe. It is not an either / or, it is all. This is the totality of life before it becomes fragmented, as life itself seeks wholeness. The circle is considered to be the White Light of the Christ Consciousness – Spirit.

When added to any other numerical digit, it raises the power of that digit to a higher, or more spiritual, level or dimension. The use of the 0 cipher is conceptual - when added to a numerical digit, it allows us to add levels of existence (think spiral). Zero is the dimension of life that does not have individual particular existence, but from which all existence springs. It “is”, but is not in any one place in particular. This is generality in contrast to individuality or specificity. An example would be: air (general) before it becomes a breeze (specific).

The 1 to 9 series of numbers represent the heart and core of Numerology. The majority of your interpretation of human values and experience will be involved with these nine base numbers and their possible combinations.

**Life spirals.**

As you develop your grasp of the principles of Numerology, remember that the numbers are neither “good” nor “bad” – they just are. It is our use of numbers that determines the quality and interpretation of the experience. Each of the numbers is powerful in itself and must be handled wisely. You will notice as we move through the natural sequence of numbers that the numbers act in a series showing progressive development or evolution.

As we define the number, we will explore the shape of the number itself, the form used or suggested by “connecting the dots”. Physically drawing the shapes and the dot patterns will develop your intuitive grasp of the number principles. You will notice that each number has a positive quality, a negative quality and a destructive quality – these are the qualities of expression – and are definitely practiced or experienced by choice. We are given the numbers. We choose their use. The Inner Urge of the number represents what that number is attempting to accomplish. We develop keywords and create a concept so that we can “hang” other words or similar concepts on this initial framework.

Constructive use implies a building up, a progressive urge, an effort to improve or to use the energies positively, to live life to the highest possible expression, either improving or contributing to the life process.

Negative use implies ambivalence, a seesaw type of expression, stagnation, an energy that is easily influenced or weakened by life and its stresses. It takes courage to face life on its terms. The negative person may not try very hard, or allows life and other people to determine their expression. This weakness diminishes their potential for selfhood. The opposite of the positive qualities become the negative qualities, which is true of all positive / negative polarities.

Destructive energy never uses the positive except when self-serving. Destructive energy uses the value of each number in a deliberately weakening or life-defeating way. Destructive energy does not care about the damage created by such misuse of energy. The process involved is a tearing down.

In our study and our readings, we encourage people to aspire to the highest values of which they are capable, while pointing out the pitfalls and drawbacks they can encounter with their particular energies. We encourage people to become one little candle in our world of darkness – to do as the Bible said and “not hide your light under a bushel, but let it shine forth”. Encourage the positive use, but do not ignore the darker side. We improve ourselves by first recognizing, then correcting our

# 1



shortcomings. We should not avoid knowledge of our negativity. We own all the facets of each of our personal numbers, consciously or unconsciously. We should use our positive qualities and monitor, control or compensate for our negative or destructive qualities.

## *1 – The Pioneer*

What does the number one look like? A vertical bar, a single rod standing alone, upright, forthright, capable of acting in its own behalf. The *Inner Urge* is to individualize. This is a “do your own thing” number, and is not the number of a good follower. One encourages you to “express yourself”, be unique, the concept of “I-ness” or “me-ness”.

- ✓ One’s *Positive Qualities* are independence, courage, leadership and creativity. One is ambitious, and thrives on activity and self-reliance. One has vitality and initiative. One will use its inventiveness and express its individuality. One is assertiveness itself and has “will power”.
- ✓ One’s *Negative Qualities* are egotism, selfishness, and arrogance, including bullying, contrariness, false pride and domineering. One can be demanding. Instead of having “will power”, one can express “won’t power” or “My way or no way!”.
- ✓ One’s *Destructive Qualities* are produced when willfully used in a negative manner such as ruthlessness, militancy, tyranny, serving the self at all costs, megalomania, self-destruction and bad temper. It would not be much fun to be involved with a negative or destructive one.

## 2 – *The Helper*

The concept of two recognizes otherness or non-self, without the rigidity of self-will. Separation represents “two-ness”, otherness, polarity, self and not self. In English, two is a curved letter, implying softness, yielding, without the singularity of the vertical bar. Two’s upper curves rest on a horizontal bar, implying steadiness or foundation. Two’s *Inner Urge* is to conciliate into a common interest – a “we” and “ours” number. Two is a better follower or a member of a team.

- ✓ Two’s *Positive Qualities* are cooperation, sensitivity, diplomacy, tact, receptivity and kindness. Two represents feelings, gentleness, love, understanding, sympathy, helpfulness and patience - quite different from the aloneness of the pioneering one.
- ✓ Two’s *Negative Qualities* are hypersensitivity, shyness, touchiness, self-effacement (not me, poor me, I’m not worth it), pettiness, apathy, indifference, vacillation, petulance, carelessness, and perhaps actual withdrawal. Negative two can produce fear, dependence, procrastination, stagnation, vacillation or the inability to see the positives of life.
- ✓ Two’s *Destructive Qualities* are dishonesty, pessimism, deception, cowardice and slyness. Two can do an incredible “martyr act”, is capable of manipulative behavior and can generate destructive guilt.

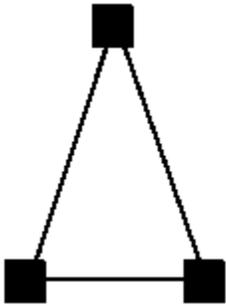


## 3 – The Communicator

# 3

Three is the number of intelligent activity. Three is an optimistic, creative number, better at promotion or publicity of what has already been created, perhaps not as inventive or initiating as the one. The shape of the three in our language is a double curve, emphasizing gentler qualities. If we physically draw three dots and draw lines to connect them the shape is triangular, an ancient symbol for the triune nature of God (Father / Mother / Child or Father / Son / Holy Ghost). Look to the world's religions for examples of the triune nature of God.

When you study cosmic ray material, Ray One is the Ray of Will, Ray Two is the Ray of Love / Wisdom and Ray Three is the Ray of Intelligent Activity. Intelligent activity is a by-product of the use of will modified by love / wisdom. The action of one, grounded in the receptivity of two, produces intelligent activity through experience. Three's *Inner Urge* towards intelligent activity is to express or communicate.



- ✓ Three's *Positive Qualities* are sociability, adaptability and talkativeness. Three can be charming, flirtatious, congenial, romantic, artistic and imaginative. Three can be talented, continually youthful, graceful and joyous. It would be wonderful to have positive threes present.
- ✓ As positive as it can be, it would be just as un-positive to have a negative three hanging around. Three's *Negative Qualities* are worry, triviality, gossip, wastefulness, indecision, silliness, extravagance, exaggeration, vanity, criticism and superficiality.
- ✓ Purely *Destructive Qualities* of the three are jealousy, hypocrisy, intolerance, intrigue, and pleasure-seeking with no limits, which can lead to debauchery or decadence.

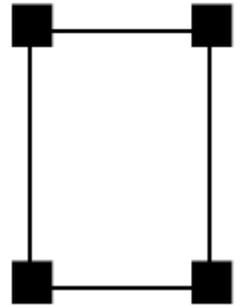
Note the progression that has been taking place. Starting with the dynamic activity of the one, we must recognize we are not alone and that we must conciliate and cooperate in the two. The marriage of the two, the dynamic, electric, forward-seeking, movement-oriented one, and the receptive, magnetic, indwelling, cooperative energy of the two, in and of itself produces intelligent activity – a desire or a need to communicate, to socialize or to build social skills with those “others” that we discover once we move outside the one.

**Note the  
Progression**

## 4 – The Builder

The shape of the four denotes right angles. Think of four walls in a house. Place two dots side by side with two more dots beneath each; connecting the dots produces a box or square, again right angles – a stable, rigid structure, or possibly sharp angles, producing stress. Four represents durability, with a desire to create stability, longevity and endurance. This is a very responsible worker, capable of long, loyal service. The *Inner Urge* of the four is to establish a foundation.

- ✓ Four's *Positive Qualities* are practicality, depth, patience and honesty. Fours are very down to earth, disciplined, known for perseverance and stability. They are economic, hard-working, thorough, methodical and command great dignity.
- ✓ It is not difficult to turn these qualities into a negative expression. Four's *Negative Qualities* are dullness, stubbornness, crudeness, dogmatism and monotony. Four can be narrow-minded, limiting, resistant to change, brusque, repressed and even stingy.
- ✓ Four's *Destructive Qualities* degenerate easily into animalism, violence, hatred, cruelty, destruction, almost inhuman, vulgarity, sexual misuse and physical greed.



## 5 – *The Adventurer*

The next number in sequence is the center of the grouping of one through nine – the pivot. See five as the center of a child’s see-saw, five from the beginning and five from the end. In later lessons we will learn about hinge letters. Five represents the hinging process itself.

Five is the number of man. If man stands upright with his legs spread and his arms extended out from his sides, his two legs, two arms and head form a five-pointed star. The physical shape of the five is a combination of right angle and curve. Five is the number of change itself. The *Inner Urge* of the five is to experience life and growth to the fullest. Man, with this urge, must learn to thrive on change and uncertainty. Most of us like nice, steady, predictable, easily understood patterns; not so with five dominant. Five learns to live on the edge.

- ✓ Five’s *Positive Qualities* are adaptability, flexibility and versatility. Five can be enterprising, progressive and clever. Five is resourceful, curious, playful, active, vital, and adventurous. Five likes to take risks, is courageous and freedom loving. Our physical world is governed by our five physical senses, which create sensory input about our environment and our method of identification with our environment.
- ✓ Five’s *Negative Qualities* are not difficult to determine. Five can be irresponsible, careless, procrastinating, thoughtless and hasty. Five suffers from restlessness and can be impulsive and self-indulgent. It can be ostentatious, temperamental, fickle and envious.
- ✓ Degenerating those *Negative Qualities* further produces *Destructive Qualities* of a lack of restraint, abuse of freedom, belligerence, sensationalism, perversity, over-indulgence and rebelliousness.

We spent the first four numbers building up. Five is the pivotal number for change. We have gone through an evolution of self and reached a crisis point. Now we must go through the process of involution, recognize “other” and turn back towards our source.



**The first  
4 numbers  
build up;  
5 is the pivot;  
now we demonstrate.**

## 6 – *The Teacher*

Six is a double three, with the implied responsibility of sharing what we have learned. We do teach best by being a good example. Six's shape is curved, no angles. Diagram-wise it is composed of two triangles of three sides, interlaced, much as the biblical "Star of David" symbol. One triangle points upwards towards spirit, one points downward towards material / physical experience. In the three, we must gather information and communicate. Six is the marriage of spirit and matter, a furtherance of the principle of the three of intelligent activity. If you butt the two triangular bases against each other, you produce a rectangle of sorts, implying the structure (four-side) for communication (3), or teaching. Six's *Inner Urge* is to establish harmony and love, and to teach.

- ✓ Six's *Positive Qualities* are love, harmony, domestic responsibility, caring, healing, protecting and nurturing. Six is a stable number with much understanding. It is poised, home-loving, reliable, and conscientious, with a beautiful serenity.
- ✓ Six's *Negative Qualities* are worry, anxiety, meddling, and misplaced sympathy. Six can be interfering, nagging, sometimes stifling or self-righteous. Six can adopt drudgery as an attitude, and can be smothering rather than mothering.
- ✓ Six's *Destructive Qualities* are resentment, unwilling service, negative egotism ("poor me"), suspicion, cynicism, jealousy, slavery, domestic tyranny, martyrdom, and outrageously selfish unselfishness (think through these last few words).

We have done a great deal of growing and we have even tried sharing. There comes a point where we must turn inward, towards our inner selves, our own center.



## 7 – *The Mystic*

# 7

The shape of the seven is a right angle. If you were to “connect the (seven) dots” you would have a triangle atop a square, combining the qualities of both structuring and the aspiration toward God (upward-pointing triangle) in one expression. If the triangle point were down, the seven structure would be expressed physically / materially such as for a scientist. Seven’s *Inner Urge* is to perceive. Seven needs to go within to find the answers and must have periods of aloneness.



- ✓ Seven’s *Positive Qualities* are reason, intelligence and perception. Seven is introspective, seeking solitude. Seven is philosophical, seeks wisdom and can be stoic, searching and silent. Seven is intuitive, trustworthy and can also be technical such as in mental analysis.
- ✓ Seven’s *Negative Qualities* are melancholy, criticism and sarcasm. Seven can be cold and aloof, skeptical or suppressed. Seven can be confused, nebulous or nervous. Seven can become authoritarian, fussy or nagging.
- ✓ Seven’s *Destructive Qualities* are faithlessness, turbulence, drinking or drug abuse, and it is capable of malice and deceit. Seven can be a thief, a cheat, sly or crafty. We would like to believe the potential mystic is not capable of these qualities, but every front has a back. In metaphysics, the choice between good and evil occurs with every decision, every moment of every day. Every good person has the potential of choosing evil, just as every evil person has the potential of choosing good. Metaphysically, this is referred to as the right-hand path and the left-hand path.

## 8 – *The Executive*

Eight is four times two. The relating skill of the two couples with the structure of the four. Foundation building (4) is inherent. The shape of the eight is reverse curves, connected on all sides. The shape is similar to the Cosmic Lemniscate, the infinity symbol... time itself. There is no outlet - it is self-contained. To “connect the dots” you would interlace two squares or boxes of four, implying a double dose or higher level of what the four represents. The *Inner Urge* is to build authority and power, requiring wide distribution of individual ability.

- ✓ Eight’s *Positive Qualities* are self-reliance, organization, efficiency, thoroughness and management. Eight possesses executive skills and leadership, exhibits dignity and honor, and acquires position. Eight has to do with fairness, ethics and exercising authority.
- ✓ Eight’s *Negative Qualities* are materiality, and ambition for self and money. Eight demands recognition, can be scheming or can worry about achievement. Negative eight can also be disorganized, careless and wasteful of energy. They can be egotistical or vain and impatient.
- ✓ Eight’s *Destructive Qualities* are bullying, oppression, and cruelty. It can be unscrupulous, dictatorial, intolerant, greedy or power-hungry. Eight can be unjust, scheming and organizationally destructive.



## 9 – The Metaphysician

9



We come now to the nine digit, the last of the series of one to nine, the circle complete and turned back on itself, preparing for the next cycle (think spiral) of self development.

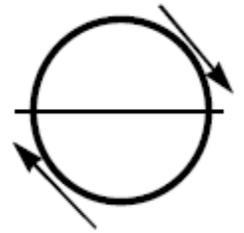
The nine is another totally curved number (gentle and soft), similar to the six, but upside-down. Three interlaced triangles, one atop the other, could “connect the dots”, implying an extended quality of “three-ness”. Three adjacently touching triangles produce an empty space in the shape of a triangle in their center. Think of that empty space as future potential created from completion of a cycle. Try drawing these shapes. As the number of completion of the base numbers, nine represents a finality, a conclusion... not necessarily death, but completeness. The *Inner Urge* of the nine is to develop a universality of consciousness. This is the integration of separate factors into the whole, the finalization or completion, where it becomes necessary to work for the good of the all.

- ✓ Nine’s *Positive Qualities* are service, selflessness and healing. Nine can possess inspirational art, intensity of purpose and artistic creativity. Nine can have great intellect and at times, genius. Nines can be generous, humanitarian, compassionate and understanding. Nine demands a great deal of an individual.
- ✓ Nine’s *Negative Qualities* are loneliness, depression, self-pity and moroseness. They can be maudlin, sentimental, impractical and indiscriminate. Nine can also be fickle, aimless, unconcerned and suspicious. They can be dissipative of energies and unselective.
- ✓ Nine’s *Destructive Qualities* are immorality, vulgarity, intolerance and bigotry. They can be egocentric and disruptive with ulterior motives. Nines can experience personal loss, upheaval and bitterness.

*Full circle* Having reviewed the full cycle of numbers one through nine, please remember we are dealing with a cycle. An energy reaches out from itself through successive stages, reaches its turning point in the five, turning back towards itself, using the qualities developed in the first half (again the one quality) of the cycle to express in the second half (the two quality) of the cycle. The one through four series would have to do with the building up of experience. The five would be the turning point. The six through nine series would be the application of what has been learned in the building process. It is not exactly a tearing down process, but more of an application of what has been learned - dissemination. At the nine, we must complete the experience and clear the decks and prepare the way for the new cycle about to begin.

So far what we have learned are the definitions of the numbers we are required to learn on a mundane or physical level. There is a higher, more spiritual, dimension of ourselves that demands that we learn beyond the mundane. These are called *Master Numbers*. The one through nine suggest that we live on a mundane or physical level; Master Numbers demand much more.

Remember also we are now operating on the higher spiral created when we moved from the original base numbers and added the zero or spiritualizing cipher, to create the ten. We have added the dimension of spirit or inspiration and created a double-digit number. So the ten would imply the same message as the one, but from a higher turn of the spiral with the addition of the zero cipher. Eventually multiple-digit numbers will be reduced to their single digit base in later instruction (see NOTE at the end of section on the number 13 below).



**Higher Power**

# *Master Numbers*

There are certain number combinations that have specific meaning that should be considered before reducing them to base numbers. These combinations are the double-digit numbers: 11, 22, 33 and so forth. These Master Numbers imply qualities of leadership and inspiration not usually incorporated into the mass of humanity. There is an implication of an “old soul”, producing high tension and great power, and usually difficulty in acknowledging or handling it. These are numbers of “mission” from a higher level. Therefore, any misuse stems from the attempt to apply these lessons on a personal rather than a universal level. When not being used on the highest possible level, a Master Number can become a frustrated, negative or destructive lower number vibration. The Master Numbers are the extremes of possibilities - the polarity of matter and spirit. Remember this as we look at the *Inner Urge* and the *Positive, Negative and Destructive Qualities* of each of the *Master Numbers*. The degree of achievement can be matched by the degree of perversity.

## *11 – The Visionary*

The *Inner Urge* of the 11 is toward illumination. Eleven is the messenger of the gods, and needs to reveal their vision to the world, but not for the messenger’s own personal purpose. A visionary may have a vision and not be aware that he / she knows something of significance. That could create a drive or urge with no real conscious direction.

# 11

- ✓ 11’s *Positive Qualities* are mystical, psychic, idealistic and imaginative, which can contain spiritual vision or revelation. 11’s can be evangelical, highly principled and reverent. They could be ecstatic or zealous. 11’s can be poetic, artistic or dreamy, often clairvoyant or clairaudient. It is a positive 2 when operating on maximum vibration.
- ✓ 11’s *Negative Qualities* are aimlessness, shiftlessness, lack of understanding. The visionary may not know that he / she knows. 11’s can be self-superior, with an imposition of personal standards. They can have a lack of focus or confusion with a lack of accomplishment. (See negative 2 qualities.)
- ✓ 11’s *Destructive Qualities* are fanaticism, escapism and delusion. They can be miserly, useless and dishonest. They can practice debauchery and dishonesty, with the attributes of a crook, full of manipulative deviltry. (See destructive 2.)

## 22 – *The Practical Visionary*

# 22

The question with the 22 is: “Is the world ready?” The *Inner Urge* is toward material mastery. The 22 person must aim very high and be sure the results of vision and striving are for or reach the masses - a very large order.

- ✓ 22’s *Positive Qualities* are intellectuality, creativity and productivity. 22s can be detached, abstract and independent. 22s are innovative, inventive and originating. 22s are altruistic, yet possess an intuitive, practical idealism. 22s are dynamic, changing destiny. Note the qualities of positive 4. Is the world ready for them?
- ✓ 22’s *Negative Qualities* are indifference and uncaring, with sullen suppression. 22s can be tactless, self-promotive and rebellious. 22s can experience misdirected or uncontrolled hyperactivity, a drive without a direction. (Look to the negative 4.)
- ✓ 22’s *Destructive Qualities* are viciousness, destructiveness and corruption. 22s can be radical, perverse and traitorous. 22s can practice black magic or crimes against humanity. Sounds like the devil or the saint, doesn’t it? Remember the previous suggestion: The degree of achievement is matched by the degree of perversity. This is a high number in terms of spiritual evolution. When it is not being expressed positively, it is most destructive. Think of the genius of a Hitler turned evil. (Look to destructive 4.) Think of a person in a position of political power who harnesses that power for itself regardless of the effect on humanity.

# 33

## 33 – *The Master*

So few souls have incarnated at this level, there is almost no way to delineate it. This contains all the positive attributes of the 11 and the 22, the visionary and the practical genius - and represents a perfected higher expression of the 6 (love) but on a universal level or scale. This is the Mahatma or Avatar, a spiritual master or leader of a universal movement. It requires such evolution of the soul to reach this level that negative expressions are not considered possible. In the use we will make of Numerology, it is not considered applicable to the masses. While you can encounter the 33 while calculating a chart, you will not usually encounter such visible qualities within the individual. We are growing into this and other possibilities. Keep in mind the demand it would make upon the individual.

As I do the re-write of this section, the world is experiencing the devastation of the group called Isis (Daesh). They claim they are acting in the name of religion, but the totality of their evil and destructiveness reminds me of a destructive 33. This *should* be impossible to a Spiritual Master or to a world religion that must represent that all viewpoints lead to God.

## 13 – The Sacrifice

# 13

There is one other number considered by some writers and teachers to have special significance. The delineation is based on the premise that Jesus became the 13th member of the Last Supper and the occult significance of 13 as the number of sacrifice.

As a higher vibration of the 4 (see NOTE at the end of this section;  $1 + 3 = 4$ ), 13 does symbolize proficiency, determination and hard work. 13 is loyal, trustworthy, and there is a humaneness about them. 13s can be healers, perhaps at a price of sacrificing or martyring of some part of the self.

- ✓ These are 13's *Positive Qualities*. The *Inner Urge* is that the needs of others or work is primary. We can have heroes in our midst.
- ✓ 13's *Negative Qualities* can take martyrdom to new heights, bringing with it the nurturing of guilt.
- ✓ 13's *Destructive Qualities* can represent incompetence, inhumanity, brutality, crudeness and vulgarity. It can be degenerating, animalistic, dictatorial, uncaring, much as the negative and destructive 4.

The main difference between the 13 and the 22 is the sacrificial element.

Master Numbers are always mentally noted where found in the profile but are usually retained only for the Destiny or Name total. The mental note is for the possibility of higher demand of the reduced number.

Remember, we each own all of the facets of the numbers that are represented in our Life Path and in our name. I must use or develop *my Positive Qualities* and I must monitor and control my *Negative or Destructive Qualities*. It is not possible for me to own only the Positive Qualities of a particular number - I must own all of the qualities. I must seek to embody the positive and to deny my use of the negative or destructive. It is always a personal choice.

Grasp  
the basic  
principles

Please go back over the basic digits and Master Number material until it becomes second nature to you. The grasp of the basic principles of each of the digits, the zero cipher and the master numbers will be applied on many levels as we progress. It is very important that you master this stage before proceeding - at the very least conceptually if the material has not been fully absorbed. Be sure to retain a sense of evolution or progression, each stage builds one upon another. All qualities are inherent in each number described, and there are a number of other keywords that are applicable that have not been given. You will learn more as you study other authors. I cannot stress enough that this is the part you must be willing to develop. Repetition is good for you as long as you are building your understanding and base. Everything past this point is application of these learned principles.

*NOTE: Through the process of addition, all numbers revert to a base number, preserving any Master Numbers you encounter along the way. As I re-wrote this material, it was the year 2016. The digits of the year are added together and reduced to a base number like this:  $2 + 0 + 1 + 6 = 9$ . 2016 is a 9-year worldwide. This adding together, then reducing to base number, is the method we will use throughout these lessons.*

# Divination

Now that we have examined these numbers in their root definitions, let us take a look at the use of the numbers as a personal identification or divination system. There will be two broad categories we will be exploring in Numerology:

- 1) Your birthdate and
- 2) Your name

1) Your birthdate is considered your Destiny number or Life Path. This is your reason for being, why you are here. This is the overall purpose to your life and the rhythm to your life - what you are to work on or accomplish. If you were to take all of your life experience and put it in a big stewpot and stir it up, what collectively did life have to teach you? This is an unchangeable, locked-in pattern, as are all the derivative *Cycles*, *Challenges* and *Pinnacles* (next chapter).

2) Your name, which was not given to you by accident or coincidence, is the equivalent of your tools and equipment or personality traits available to work with as you walk your Life Path. Your name describes you on multiple levels. Your name is changeable, and you assume various expressions and personality traits throughout your lifetime. You may see your lifetime through your name as a series of expressions. Your name describes the tools you have with which to live your life. If the tools you possess do not serve your purpose, change them – change your name.

So, in a nutshell, your birthdate is what you have to do and your name is what you have to do it with. We are going to work on your date of birth first, Destiny or Life Path. This is the most important of your numbers and it is unchangeable!

**Why are  
you here?**

**What tools  
did you bring  
with you?**

# Birth Date

_____	+	_____	+	_____	=	_____	=	_____	= Destiny (Life Path)
(Month		Day		Year		unreduced total		reduced to base number)	
Cycles:		Ages:		Challenges:		Pinnacles of Aid:			
_____		Development	(DoB to _____)	_____		(DoB to _____)	_____		
_____		Productive	(_____ to _____)	_____		(_____ to _____)	_____		
_____		Rewards	(_____ to EoL)	_____		(_____ to _____)	_____		
(Date of birth to nearest #1 year) (last to End of Life)								(_____ to _____)	_____

You will notice on your worksheet five blank spaces that equal Destiny (Life Path). Spaces 1-3 are for month / day / year of birth (in that order, common to the U.S.). Do not abbreviate the year of birth. The fourth space is for the total.

$$\begin{array}{ccccccccc} \_ & + & \_ & + & \_ & = & \_ & = & \_ & \text{Destiny} \\ \text{Month} & & \text{Day} & & \text{Year} & & \text{Total} & & \text{Life Path} \end{array}$$

Example: October 31, 1938 is 10 / 31 / 1938. 10+31+1938 = 1979  
(Make note, this may be a significant year in the life of the individual.)

The fifth space is for the root or base number to which your birthday breaks down. Using the above example, 1 + 9 + 7 + 9 = 26, and then 2 + 6 = 8 (base number), the Destiny.

Using the birthdate itself as proof: 1 + 0 + 3 + 1 + 1 + 9 + 3 + 8 = 26; then 2 + 6 = 8.

Let us try another example: July 6, 1941: 7 + 6 + 1941 = 1954 (important year?).

1 + 9 + 5 + 4 = 19, 1 + 9 = 10, 1 + 0 = 1 (base) number,  
or proofed: 7 + 6 + 1 + 9 + 4 + 1 = 28 / 10 / 1.

The base number arrived at, a single digit or Master Number (the only two possibilities), is the *Destiny* or *Life Path* number. Do not lose sight of any Master Number in this specific position.

For the first example, look to the description of the qualities of the 8 to learn the single most important lesson that person came here to work on or embody. Look to the description of the qualities of the 1 to learn about the Life Path of the second example. Your birthdate is an unchangeable, un-moveable point in time. You are born on the day of your birth and none other. This is *Your Destiny!*

Review: On the top of your worksheet (provided), put your own birthdate in the first three spaces, add the month and day to the year (retain the century digits), place that total in the 4th space, reduce that date to your 1 to 9 base through addition, noting any Master Number. For simplicity, January is 1, February is 2, etc. Use the alternative math method as shown to proof your work.

Holding in mind the definitions of each of base numbers 1 to 9, Master Numbers 11 and 22, and the number of sacrifice, 13, what is your *Life Path*? This base number is what you must work on! This is not offered as a choice but as a cold, hard fact, what you came to do! It is your most important number. Where can you turn your attention to help yourself to realize your greatest potential? Do you like it? Do you agree with it? Can you see where your life experiences have tried to lead you?

What are the negative qualities you must master or for which you must be continually watchful? How about the destructive or misused qualities? What are you being prompted to learn? Remember each number of the Destiny has a positive, negative and destructive quality of expression, as well as its Inner Urge. No matter what that number is, there is progression or evolution at work. You are working on a single point in the evolutionary process. This is only one lifetime, an experience. There could be a series of lifetimes that comprise the totality of your experience, an overall rhythm or purpose to each experience. The current point of growth would be represented by that Life Path.

The Earth is a great big schoolhouse. The inhabitants of the Earth are students of life. If you are wearing a body, you have more to learn. When you have finished with your lessons, you graduate. Unfortunately, we fear graduation because it comes disguised as death. Many students and clients ask if they can rise above their karma and lessons. I always wonder where these people want to go and what they want to be. We cannot escape ourselves. Our Soul / Spirit is the architect of this experience. Our Soul / Spiritual growth is our destination. Our path suspends itself between the need and the accomplishment of our own Soul / Spirit. What do we want to rise above? Ourselves?



**Commonly held view**

Everyone who exists is in the process of becoming. It is not so much the goal that is important as it is the process or the journey itself. The path that we tread represents the experiences we have and the attitudes that we embody or embrace, whether that be the height or depth of character. Do we rise to our greatest potential or do we degenerate into helplessness or our greatest despair? All these are results of our choices. The Destiny is the arena of work to be accomplished through nine primary lessons; everyone is working on their own portion. The Master Numbers merely imply that more is expected of us; we are not here strictly for the development of our personality or for our own personal purposes. We are here to apply ourselves on a potentially higher (soul) level.

Please recognize that also is choice. Remember the old adage, “You can lead a horse to water but you can’t make it drink.” A person can come in with great vision and not ever apply it, with great potential and never use it. Look at what happened with Napoleon and Hitler: potential geniuses, tremendous potential, the ability to lift the human race to lead it forward. In both instances, they got caught up in their own egotism, drive and greed. They attempted to apply these incredible gifts on a personality level. When misuse occurs, it degenerates into the *Negative or Destructive Qualities*, matching the degree of potential of the master to the perversity of misdirected energy, the extreme of misuse.

In our next chapter we will break down this Life Path into its component parts and examine our unchangeable *Cycles, Pinnacles and Challenges*, which are derived from the birthdate.

Please bear in mind that this is only the first of many steps and that I cannot encourage you too much to truly learn your basic digits. This is the foundation upon which the rest of the lessons will be built. This is where you need to spend your time and energy. Please work at your own pace, there is no hurry, so that your understanding is developed before progressing to the next step. Just do not let so much time pass that you lose a sense of continuity. Practice, practice, practice.



Reality

# Numerology Profile

			Spiritual (Inner)
			Name
			Practical (Heart)
			Personality (Out)

Cornerstone \_\_\_\_\_ Soul Print \_\_\_\_\_ Key \_\_\_\_\_

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Cycles:	Ages:	Challenges:	Pinnacles of Aid:
_____ Development	(DoB to _____)	_____ (DoB to _____)	_____
_____ Productive	(_____ to _____)	_____ (_____ to _____)	_____
_____ Rewards	(_____ to EoL)	_____ (_____ to _____)	_____
(Birth to nearest #1 year)	(last to End of Life)	(_____ to EOL)	_____

<p><i>Workspace</i></p>	<p><i>Name Changes</i></p>
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# Destiny's Components

*The Rooting Process*  
*Cycles*  
*Challenges*  
*Pinnacles*

You have been shown how to determine your Destiny or Life Path. Hopefully you have spent some time with the material from chapter 1. I cannot stress enough the importance of studying the basics contained within the first class. Everything else we do with the balance of the lessons is based on application of what you learn in that first lesson. The basic principles of the numbers do not change, they are merely applied within different contexts. I have to assume at this point that you understand your basic principles. If you are still weak on those principles, please spend more time with them before proceeding with this chapter.

## *Rooting*

Before we begin with the main theme of this class, which is Cycles, Challenges and Pinnacles, I would like to help you understand the number totals from which we derive our 0 to 9 basic digits. We can obtain more information from those totals than is first apparent. That process is called *Rooting*. Previously we looked at Destiny number 8 (our first example). However, as we added the digits for the month, day and year of birth (10 / 31 / 1938), we encountered the number 26 as a not-yet-reduced total:  $10 + 31 + 1938 = 1979 = 26 = 8$  Destiny. This process of looking at those one-level-back, not-yet-reduced numbers is what is known as Rooting. There are many possible combinations arrived at by rooting different dates: 17 / 8 or a 71 / 8, a 26 / 8 or a 62 / 8, a 35 / 8 or a 53 / 8, an 80 / 8, or a 44 / 8. This Rooting process will tell you the differences in the combinations. If you are really digging for information or attempting to investigate in some depth, try this process.

Your basic number principles remain the same. Let us look at the number 8 in its possible combinations in order to understand this concept of Rooting. Remember, whatever we do with our example of 8 can be applied to all other numbers and their unreduced digit totals. As we break these numbers down, please recognize there will be a difference in position in

these Root numbers as to whether a digit shows up first, second, or later in sequence. *The first of the digits is going to be the dominant digit, the initiating factor, the primary conditioning agent. Any subsequent digit will occur later as the overall experience unfolds and will be an additional factor to, or if last, will culminate the process.* I have never encountered instructional material or personally attempted going further than one level back.

The first possible combination for 8 is 17: comprised of a 1 and a 7. The 1 would imply the oneness, unity, the necessity to show initiative and to stand on your own two feet, all of the common requirements of the 1. 7 would imply the inwardness, the necessity to seek your own internal counsel, reflection, mysticism and the scientific inquiry of the 7. 1 has dominion because it is shown first. The 7 would be the sequential or conclusion number. Initiative (1) would show first, contemplation (7) would show later in the overall process of achieving the 8 Destiny. So this particular 8 is comprised of the self-assertion of the 1 and the mysticism or aloneness of the 7. Its purpose remains an 8 with its usual interpretation.

Reverse this and use the total of 71, which reduces to 8 (the same combination of numbers). The reversal in the order would give dominion or introduction to the 7, and sequence or culmination to the 1. The mystical, inward-turning, subjective and introspective number 7 is followed by the oneness and initiative of the 1. 1 leading into 7 would be the self-initiating person who would lead to introspection, perhaps even wisdom. 7 leading into 1 would be initially introspective, learning through that introspection to be self-assertive. Dominant 7 would come out of the lesson learning he / she should rely on self, perhaps more isolated by the experience. The mission (Destiny) remains development of the 8.

26 / 8 would imply the 2 of cooperation, conciliation, teamwork or partnership, the concept of twoness, separateness or polarity. 6 is the number of domestic responsibility, family-caring, the teacher, the double 3 of optimism and hope. The 2 is dominant, initiatory, and the 6 is sequential or culminating. Partnership, cooperation and conciliation leads to or culminates in domestic responsibility, nurturing and teaching, a natural sequencing, with partnership leading to domestic responsibility. This is the rooting of this example. The mission remains development of the 8 Destiny.

With the 62, the 6 is dominant and initiatory, and the 2 is sequential or culminating. Domestic responsibility, family, nurturing and teaching leads to cooperation, conciliation or partnership. Have you ever seen children who have tremendous responsibility and become parents to their own

parents? At a very young age, the child, by necessity or by inherent character, learns the parenting technique. In some relationships, you are not sure who is the child and who is the adult. Recognize that while the basic digit interpretation for the 8 remains, it is developed out of different qualities. This 2 and 6 combination is a far gentler process than the 1 and 7 combination we looked at previously. The mission (Destiny) remains development of the 8.

If we look at the 3 and 5 combination, the 3 is the communicator, the social butterfly, their hand out ready to shake your hand, laughing, talking, extending themselves out into experience. 5 is the number of crisis, challenge and change, the ability to swing with the punches, the number of chance itself. Number 35 combines the communicative optimism of the 3 with the ability to face the fluctuations and challenges of the 5, sequential and culminating. Remember that they both reduce to basic digit 8 with its usual interpretation, but there are some major differences between the 3 to the 5 of the 35 and the 5 to the 3 of the 53. The mission remains development of the 8 Destiny.

If we reverse the number to 53, the risk-taking, adventurous quality of the 5 initiates the experience, sequencing or culminating into the 3. There are many children born into risky situations, born into impoverished or dysfunctional homes, or in Third World countries, where there is tremendous stress and challenge in the early childhood. Many children are born into households where there are many moves of residence, changes, constant new environment, or where learning to defend one's self is a continuing challenge. I am not saying that all 53s will have this as a signature, but only that this signature is a good illustration. The 3 as a secondary number would perhaps indicate one who could face such challenges and still come out optimistic, buoyant and communicative. A person like a Helen Keller who started out with such enormous handicaps in life, is a thrilling example of one who faced her challenges, grew and triumphed, and eventually served as a teacher to us all. A person who survived the challenge of the 5 could become a powerful example of a positive, communicative, uplifting 3. (Note: These are not necessarily Helen Keller's numbers, she is just an excellent life example.)

Next in development for the basic 8 digit would be the 44. Think of what it would take mathematically to achieve 44 in your counting of any birthday: difficult and rare. Any double-digit number is a Master Number, which can have extraordinary requirements and demands. 11s and 22s as Master Numbers are tough for us earthlings to experience. Each Master Number is cumulative. Not only does it have its own individual lesson, but it implies that any previous Master Numbers have been assimilated and incorporated into its expression. The 22 implies it has mastered the 11. The 33 would imply that it has mastered the 11 and the 22, and so forth, a pretty tall order.

At this point in our evolution, we have only speculative examples of Master Number 33 walking the Earth. If Buddha or Jesus were still among us, they would be outstanding examples of Master Number qualities, the 33 or perhaps even the 44, 55, or 66. The only contemporary person I can honestly describe as a candidate for the 33 would be Mother Theresa. In her personal humility, she would decline her status as a spiritual example.

Any double 4 would demand hard work, diligence to detail, definition, self-discipline, foundation, order, sequence, structure in double duty, both initiating and culminating. With this double demand you can imagine the element of rigidity and tenacity, and willingness to work long and hard to produce the super organization that would be part of the interpretation of the 8 with a root of 44. Important would be the positive use of such power. Any master number requires more of the individual and should be mentally noted. The rooting process is not a primary number, so while any Master Number connotation should be noted, it is not in a critical position. The mission (Destiny) remains development of the 8.

The 80 contains the 8 basic digit and the raised cipher 0. Remember 0 is not a number, it is a cipher or symbol for spirit, which perhaps we could equate to conceptualization. This is a person who is learning to take organization to a higher level or dimension. This does not necessarily imply the hard work of the 4 previously mentioned. 8 with the cipher 0 implies management ability, organizational skills, capacity to put more resources (self and others) to work, and a conceptual ability that has a more highly developed manner or is taken to a higher plateau, quite different from the 44. If 44 were a difficult total to achieve, think of what it would take mathematically to achieve 80 in your counting of any birthday; that's not even possible, but it was important to complete that thought process. As you can see, our basic digit 8 can be sourced through several Rooting processes, adding more depth to any reading.

Be aware that I used the 8 Destiny to show the various possibilities for the Rooting process. In reality, the total of the year, month and day will not be a large enough number to accommodate higher double-digit numbers. Since this same Rooting process is applicable to the numbers of the name (see Chapter 5); that is the general area of application of the higher unreduced numbers.

At the beginning of this example, I mentioned that this Rooting process can be applied to any unreduced total of the basic digit number:

- ✓ The 1 basic digit Roots from itself alone, or the combination of 1 with 0, 1 with 9, 2 with 8, 3 with 7, 4 with 6 and 5 with 5.
- ✓ The 2 basic digit Roots from itself alone, or the combination of 2 with 0, 1 with 1, 2 with 9, 3 with 8, 4 with 7, and 5 with 6.
- ✓ The 3 basic digit Roots from itself alone, or the combination of 3 with 0, 1 with 2, 3 with 9, 4 with 8, 5 with 7, and 6 with 6.
- ✓ The 4 basic digit Roots from itself alone, or the combination of 4 with 0, 1 with 3, 2 with 2, 4 with 9, 5 with 8, 6 with 7.
- ✓ The 5 basic digit Roots from itself alone, or the combination of 5 with 0, 1 with 4, 2 with 3, 5 with 9, 6 with 8, 7 with 7.
- ✓ The 6 basic digit Roots from itself alone, or the combination of 6 with 0, 1 with 5, 2 with 4, 3 with 3, 6 with 9, and 7 with 8.
- ✓ The 7 basic digit Roots from itself alone, or the combination of 7 with 0, 1 with 6, 2 with 5, 3 with 4, 8 with 8, and 7 with 9.
- ✓ The 8 basic digit Roots from itself alone, or the combination of 8 with 0, 1 with 7, 2 with 6, 3 with 5, and 4 with 4.
- ✓ The 9 basic digit Roots from itself alone, or the combination of 9 with 0, 1 with 8, 2 with 7, 3 with 6, and 4 with 5.

Take this Rooting process only as far as is productive and purposeful. You can unintentionally create or introduce unnecessary complications if you take any concept too far. Under most circumstances, carrying this Rooting process one layer deep should be sufficient. If you feel it serves your purpose by digging deeper into the Roots, by all means do so. I am not sure how much truly useful information you will obtain by going back too far. There is a point of no return, where the quality of the number is

## Roots

**Infinite variety  
allows for  
diversity**

buried so deeply within the psyche or experience of the person that it eludes delineation. Do not ignore the possibility, but do work on only what is truly useful. Just be aware of the concept and the system of exploring the Roots of your 9 basic digits and the variety of Roots contained within those digits. There are not just 9 types of Destiny; each of the 9 Destinies has multiple variations.

Excuse me for throwing an astrological concept into the middle of your numerology material, but I would like to illustrate a point. Within our own solar system, it takes about 25,858 years (sources vary) for a planetary pattern within the overall cycle to repeat itself. In other words, God created this particular solar system with approximately 26,000 years of individual incarnation potential, with no repetition of systemic pattern. Recognize that there can be similarities; but since no two objects can occupy exactly the same space at the same time, there is infinite variety. This could be proven mathematically, but it would take a physicist to understand the abstract of infinite number and to do the calculation. While infinity is just a wee bit beyond our layman's capacity to comprehend, you can see that infinite variety allows for diversity of human evolution, numerologically as well as astrologically.

Please spend some time with this section on Rooting before proceeding to the next section on Cycles. Look in particular as to how Rooting applies to the Destiny, our most important number. Make a mental note that Rooting can be applied to any unreduced number found in any location in your chart work. Do not overuse this piece of the puzzle and create unnecessary or non-productive work for yourself. Look at lesson examples, your own personal example, and apply the principle to your personal collection of examples for the purpose of learning the technique.

# *Cycles, Challenges, Pinnacles*

**Fate  
vs  
Free Will**

I want to stress at this point that the Destiny number that we learned in our previous lesson is non-negotiable. You were born on that day with that particular Destiny (Life Path) in place, a locked-in pattern. There is a pattern and a purpose to your life over which you really do not have choice. You work within the context of your life pattern. We will encounter those areas over which you do have choice later in our lessons. There is room for negotiation within your name pattern(s). You could arbitrarily decide to celebrate your birthday on a different day, but it will not change your Destiny pattern or any of the derivative Cycles, Challenges or Pinnacles, which are dependent on your birthdate. We have more free choice with our names.

While we do have free will, I believe it is dependent upon our state of awareness at any moment. If I encountered an aborigine and said “You, too, can be a nuclear physicist,” he would not know what a nuclear physicist was. My statement is true. He could conceivably become one, but it is not likely that he will. He does not understand the concept nor does he have the inclination or availability. Becoming is dependent upon awareness, opportunity, and diligent effort, as well as your will. I would be right in terms of possibility, but way off in terms of probability.

The Destiny and its derivative Cycles are the framework for personal experience, a pattern chosen prior to incarnation, locked in and non-alterable. Whether you like it or not, flow with it or not, one experience or many, this is what you came here to learn. Life will tend to keep creating experiences around you so that you may learn your main lesson. The name and its derivatives are alterable; this is the exercise of our free will within the framework of our Destiny.

What if you do not learn your Destiny lesson this lifetime? I am sure there are lots of people who do not fulfill either their potential or learn or succeed at their Destiny. All you have to do is look at society in general. You have all the time in the universe, also known as infinity, to learn your lessons, with an infinite variety of experiences at your disposal. It depends on how many times you wish to incarnate to avoid or to learn your lesson. My own view is that it would be easier to just do what you came to do and cooperate with your Soul’s life plan so you can move on in your growth.

It is important for us to give the energy that is occurring in our lives a natural outlet. If we do not give it a natural outlet it can carve a hole in our lives. Think of running water without a natural outlet; as it builds up, it can blow out any container at the weakest point. Flowing water, over millions of years, can slowly erode stone and eventually form a deep gorge in the stone. One of the most magnificent geological formations and sights we have on our Earth is the Grand Canyon, well over one mile deep, largely caused by water erosion. It is important that we give an outlet to the energy flowing in our lives, particularly our Destiny. We learn to cooperate with our Destiny in order to grow.

In order for you to learn your Destiny, you will go through a series of steps. You do not have one experience that you repeat forever, ad nauseum, for the rest of your life. You have a series of experiences that contribute to the lesson being learned. Within the Destiny are contained the Cycles of growth, each contributing to the whole of the Destiny pattern. As we explore these Cycles, remember they are a part of the total of the Destiny. While each holds sway in that particular stage of development, its individual purpose is to contribute into the larger purpose called your Destiny. Therefore, we can consider each of the Cycles, each of the Challenges and each of the Pinnacles as way stations on the path to a final destination, your Destiny.

In our American history, as we were conquering and settling our western territory, pioneers had places to rest, change horses, gather supplies, exchange news, etc. These were not the final destination, just way stations, part of the process to reach their goal. Think of the Cycles being stages in the development and the Destiny as the destination and the purpose behind the trip. This will help you understand how the derivative patterns fit within and contribute to the overall Destiny.

These next steps will show you how to determine where you are in your own development at any given time (Cycles), tensions that can detract from that development and should be mastered (Challenges), and opportunities to aid in that development or assets (Pinnacles). On your worksheet, below your birth data, you will note columns for Cycles, Challenges or Pinnacles:

**Stages**  
+  
**Tensions**  
+  
**Opportunity**  
=  
**Destiny**

<b>Cycles:</b>	<b>(Ages)</b>	<b>Challenges:</b>	<b>Pinnacles (of aid)</b>	<b>(Ages)</b>
Sowing	(birth to ___)	_____	_____	(birth to ___)
Growing	(___ to ___)	_____	_____	(___ to ___)
Reaping	(___ to eol) (end of life)	_____	_____	(___ to ___) (___ to eol)

About Dates Before we start to fill in the blanks it is important to note that the international dating system is somewhat different than it is in the United States. In the USA we list the month, day and year, in that order. For example: December 4, 1942. Internationally, the listing order is day, then month, then year. Same example: 4 December 1942. Be sure when you are obtaining birthdates that you know the order of listing to apply to the chart. For the purposes of this workbook, Cycle #1 is the month of birth, Cycle #2 is the day of birth, and Cycle #3 is the year of birth. In all instances, dates are reduced to a single digit. Again, should a Master Number be present in any Cycle, be sure to note the reading for both the Master Number and the reduced number. The presence of a Master Number on a secondary line such as these is not as dominant as when it is placed in a primary position. All are reduced digits including master numbers - masters here are a mental note only.

## Cycles

### Stages

First, using the month of your birth, place the number on the first Cycle, line, which is labeled Sowing (note: November is Master Number 11.)

January = 1	February = 2	March = 3	April = 4
May = 5	June = 6	July = 7	August = 8
September = 9	October = 10	November = 11	December = 12

This position is called your Development Cycle – a sowing time in which you plant seeds for your future growth or in which you initiate experiences. This Sowing Cycle is in effect from birth through approximately your 27th year. Approximately will be made more specific as we proceed.

On the second cycle line called Growing, place your day of birth. Master Numbers (mental note only) are the 11th, 13th, or 22nd. This Cycle is the time of greatest productivity and accomplishment. This Cycle governs your life between approximately ages 28 through 54.

The third Cycle is called Reaping and is determined by your year of birth. The reduced digit for your year of birth is placed on this line and governs your life from approximately age 55 to the end of your life. Note any Master Numbers that may occur as you reduce the totals. They are secondary in nature but worth paying attention to as they demand more of the individual. This is your period of “reward” or perhaps lack of reward, produced by your constructive, negative, or destructive use of the previous two cycles. Please stop here and calculate your personal and practice charts.

## *Ages of Effect*

### **Timing**

Numerologists use an approximate 28-year cycle. This seems to be an averaging between two important astrological cycles, the progressed Moon return at age 27, and the transiting Saturn return at age 29. Since the numerological system has a 9 base, it would seem to me that a multiple of 9 would give the best numerological answer, or age 27. Should you study other material, I do not want you to be confused, authors do vary.

When you change Cycles, either from Cycle 1 to Cycle 2, or from Cycle 2 to Cycle 3, the change between Cycles will be felt strongest in the #1 Personal Year closest to that change, near ages 27 and 54. While the Personal Year will be explained thoroughly in chapter 5, I will briefly describe a method to determine when the #1 Personal Year takes effect so it may be applied to this lesson.

Each time I add the number 9 (in years) to my Destiny, I will return to my Destiny number. Adding three such cycles of 9 years, or 27 years, will again return me to my Destiny number. Once I know that year, I can add or subtract from my Destiny number year to reach a #1 Personal Year. For example: if I add 3 cycles of 9 years, or 27 years, to my birth date of 10 / 31 / 1938, the answer will be 10 / 31 / 1965. If I started with an 8 Destiny in 1938, I will have an 8 Personal Year matching that Destiny number in 1965. Proof?  $10 + 31 + 1965 = 1(10) + 4(31) + 21(1965) = 26 = 8$ .

I need to get to the #1 Personal Year closest to this age. This #1 Personal Year usage corresponds to a reduced digit of 1, and a #2 Personal Year to a reduced digit of 2, etc. I would have to add two years (8 to 9 to 1) to get to my #1 Personal Year closest to this age or 1967. Let's proof this:  $10 / 31 / 1967 = 1 + 4 + 23 = 28 = 10 = 1$ . I would feel or experience the Cycle

change most particularly in my 27 + 2 year, or my 29th year. (I really did!) Once I had obtained this first Cycle change, I would simply add 27 years (3 rounds of 9) to find the Cycle change between Cycle 2 and 3, or my 56th year. Continuing with my example of a birthdate of 10 / 31 / 1938:

Cycle 1: October = 1 birth to age 29  
Cycle 2: 31st = 4 age 29 to 56 (29+27)  
Cycle 3: 1938 = 3 age 56 to end of life (56+)

Using a second example: 8 / 28 / 1958 = #5 Destiny. Adding 3 cycles of 9, or 27 years to 1958 gives us 8 / 28 / 1985, a #5 Personal Year. Since 5 is exactly in the middle of the number sequence, we have a choice; we can add or subtract. What we are calculating is a maturing process, so I would not back up at that point. We do not want the individual to be too young when they experience the Cycle change at the #1 Personal Year. If we did back up this example, the individual would be approximately 24 years old, and that is not considered to be an age of maturity. In this instance, I would go forward in age to find the #1 Personal Year of Cycle change. Add 5 more years (5 - 6, - 7, - 8, - 9, - 1) to the birth year or 8 / 28 / 1990, age 32. Proof:  $8 + 28 + 1990 = 8 + 1 + 19 = 28 = 1$ .

Cycle #1 birth to age 32  
Cycle #2 ages 32 to 59  
Cycle #3 age 59 to end of life.

Stop now and do this step with your personal and practice charts. Find the #1 Personal Year closest to the 27th and 54th year. *Note: more on Personal Years in Chapter 5.*

Cycles contribute to the eventual Destiny.

The Sowing or Development Cycle represents the setting into motion or initiation of the experiences to be encountered in the life. The first action a farmer must take is preparation and planting of the seed. How well or how poorly he plants will have a strong influence on eventual production and harvest.

Once the farmer has planted the seed, nurturing and caretaking must be the activities in order to develop the potential of the original seeding. The seed must germinate, root, grow, bud, and flower to bring forth the fruit of the labor. This is the most active phase of our lives, our Growing Cycle, which we could call by many other names.

The gleaning or Harvesting of the rewards, or the lack of reward of your previous efforts, is bringing to fruit the previous Cycles, depending upon whether your efforts were destructive, ambivalent or constructive. Why? Each Cycle contains within itself the efforts, actions and attitudes of the previous Cycle(s) (cause and effect). *Remember that the whole purpose behind each of these stages and their attendant lessons is the achievement of the Destiny number.*

#1 Individuality Put doubts aside, don't limit thoughts, use talents and abilities to fullest extent.

Cycle 1: Frustrating, as not really prepared for independence.

Cycle 2: Developing self and ideas, independent, active.

Cycle 3: Can be inventive and creative, or frustrating if not applied.

#2 Cooperation Obedience, diplomacy, thoughtful, sensitive to others.

Cycle 1: Emotionally sensitive, quiet and studious.

Cycle 2: Harmonizing, cooperative, service, attentive to details.

Cycle 3: Quiet, acquisitive (objects or people), companionship.

#3 Self-expression Concerned with outward expression and association with others.

Cycle 1: Gives social contacts, activity or is unruly.

Cycle 2: Enjoyment, socializing, communication, artistic.

Cycle 3: Artistic or social activity, travel, laughter (excellent).

#4 Hard work The builder, the farmer, preparation, productivity, set goals, be systematic.

Cycle 1: Needs routine, constructive activity, encourage manual dexterity.

Cycle 2: Work, service, discipline, watch finances, do not get caught in a rut.

Cycle 3: Limiting, hard work or well-ordered life, need to feel productive, keep busy.

#5 Change Adaptability, impermanence, challenge, guard against physical passions.

Cycle 1: Dislikes routine or responsibility, bores easily, learns quickly, not a good student, will try anything once, inclination towards freedom and variety.

Cycle 2: Travel, change, varied experience, opportunities in new and progressive things, not routine, impermanent, keep hat in hand or suitcase packed.

Cycle 3: Free of care, travel, variety, desire for intellectual stimulation in people or books, may try writing or inventing.

#6 Domestic responsibility Thoughts and energies directed to home, family, friends, harmony.

Cycle 1: Strongly protected, may feel guarded or restricted, may have too many responsibilities, attached to home and loved ones, conventional, traditional, easy to get along with, needs love.

Cycle 2: Tendency toward marriage, roots, home life, responsibilities; needs to serve; helps with guidance and advice; does not wait for others to do.

Cycle 3: Not happy alone, needs companionship and responsibilities; may bring old responsibilities forward; should be time of family, friends and comfortable home; travel occasionally – prefers social circle.

#7 Thought Develop intellect to fullest, seek time alone, develop inner peace.

Cycle 1: Difficult, reserved, withdrawn, misunderstood, thoughtful, introspective, needs peace and quiet, understanding and patience, study and learning.

Cycle 2: Technical, studious, analytical, meditative, aloneness, emotions may be repressed or unresponsive, masking sensitivity.

Cycle 3: Quiet, gaining of knowledge, philosophical / spiritual, aloneness, develop inner peace, have faith, develop awareness.

#8 Organization Material world matters, develop ability to lead and direct.

Cycle 1: Wants to lead but not ready, can cause later problems regarding ability to make decisions, too generous, likes to learn, encourage to think about others, likes to direct others, which may not work.

Cycle 2: Accumulation, achievement, business success, organize and plan, goals, take control, be thorough, manage finances.

Cycle 3: Stay active, manage, direct, put abilities to use, form and implement change.

#9 Selflessness Put aside all personal goals and desires, consider others first. Humanitarianism, impermanent, releasing.

Cycle 1: Emotions close to surface, frightened, needs understanding and patience, lonely, artistic, personal desires rarely realized, things pass from grasp, difficult first cycle.

Cycle 2: Cultivate artistic talent, be tolerant, content self with loving others, personal love disappointing, accept and adjust.

Cycle 3: Let go, any situations pass out of life, completed, give unselfishly, contribute to others, cultivate artistic side.

If there is a Master Number, look at both the Master Number and the reduced base number such as the 22 / 4 or the 11 / 2. If the person is not expressing on the Master Number level, it leads to more frustration in the expression of the base number.

#11 Visionary: Revelation inspiration, intuitive, inventive, carries possible fame and success, but not in the business world, restless.

Cycle 1: Child lives in two worlds and understands neither, needs guidance and assurance, needs to develop compassion, a dreamer.

Cycle 2: Non-material, rely on intuitive abilities, meditative, teaching, inspiring, encourage artistic or occult nature.

Cycle 3: Cultivate mental or artistic ability, fame can come, inclined towards spirituality, concentrate on goals, do not force beliefs on others (conversions).

#22 Material mastery Powerful, leadership, the Master Builder.

Cycle 1: Not really possible, no 22 month – too powerful for child. Child genius or prodigy?

Cycle 2: Can be successful in any area, do not set limits, nervous strain.

Cycle 3: Keep busy, needs outlet, stay in lead, keep informed, do not set limits.

#13 The Sacrifice While this is not considered to be one of the powerful double-digit numbers, remember 13 is occultly significant as the number of sacrifice. When you encounter your 4 base digit on a Cycle, check to see if its roots are in the 13; sacrifice on some level may be indicated.

# Challenges

To determine Challenges and Pinnacles, the system is simple. Using Cycle numbers and definitions, Challenges subtract and Pinnacles add, not only in calculation but in experience.

Challenges, as tensions, can detract from your personal development or can be turned into assets once they have been faced and mastered. Those Challenges we refuse to face may haunt us throughout life, creating stumbling blocks and making us wish we had faced them squarely. They are usually material and outward-oriented, but requiring growth on the inner level as well as the external effort. Remember the chain (ourselves) is only as strong as its weakest link. Looking at ourselves as a totality, our weakest area is what undermines or sabotages our efforts.

## Tensions

Using Cycle 1 and 2, subtract lower # from the higher # = Challenge #1

Using Cycle 2 and 3, subtract lower # from the higher # = Challenge #2

Using Challenge 1 and 2, subtract lower from higher = Challenge #3

The periods of time for the Challenges coincide with the Cycles. *Of the three Challenges, the third is considered most significant and is believed to operate throughout the entire life in an underlying way.* Examples:

**10 - 31 - 1938 = 8 Destiny**

1 4 3 = Cycle base

(4-1 =3) Challenge #1

(4-3 =1) Challenge #2

(3-1 =2) Challenge #3

**8 - 28 - 1958 = 5 Destiny**

8 1 5 = Cycle base

(8-1 =7) Challenge #1

(5-1 =4) Challenge #2

(7-4 =3) Challenge #3

**(10 / 31 / 1938):**

Cycle	Ages	Challenge
1 Sowing	(birth to 29)	3
4 Growing	(29 to 58)	1
3 Reaping	(58 to eol)	2

**(8 / 28 / 1958):**

Cycle	Ages	Challenge
8 Sowing	(birth to 32)	7
1 Growing	(32-59)	4
5 Reaping	(59 to eol)	3

Stop at this point and do the math on your personal and practice charts.

*Note 1) It is possible to get 0 as an answer.*

*Note 2) It is not possible to get higher number Challenges unless you do not reduce the birth data to single digit numbers. It is usual to reduce the totals, but by doing so you eliminate a higher number challenge possibility. As a student, I would experiment by trying it both ways on my own chart and my sample charts. Do both because you can always eliminate what is not valuable.*

## ***Definition of Challenges***

- ✓ #0 Choice and selection: It's up to you to learn to choose wisely, learn spiritual discernment and discrimination, not discrimination against others, to know where and with whom you do or do not belong.
- ✓ #1 Independence / individuality: Learn to express your own initiative.
- ✓ #2 Cooperation and sensitivity: Conciliatory, working often through relationships without losing self in the process.
- ✓ #3 Optimism and self-expression: Communication and artistic ability.
- ✓ #4 Self-discipline and hard work: Definition, form and attention to detail is necessary.
- ✓ #5 Value and meaning of freedom: Challenge is to flex or adapt to change.
- ✓ #6 Domestic responsibility/service: Teaching, learn so you can teach or share the information.
- ✓ #7 Analysis and inner guidance: Be your own counselor and seek inward for answers.
- ✓ #8 Judgment, efficiency, organization: The business person who must learn self-reliance.
- ✓ #9 Human understanding, compassion: Humanitarian, requiring selfless service.

There is so much to learn. Do the Challenges the easy way first, using the smaller number Challenges. Once you have progressed in your studies, you might like to come back to this lesson and look at the possibility of the higher number Challenges obtained by using unreduced cycles. Apply these altered readings to the examples given, as well as to your own chart and your practice charts. Layers of meaning are available in these numbers.

# *Pinnacles*

## **Opportunities**

Pinnacles are your opportunities, boosters or aids you may use – assets, guidelines to show us our strengths and how we may use them to smooth our paths. It is to our own advantage to try to understand them, to actually seek them out in order to increase our success. These are abilities, attitudes, tendencies, response patterns, situations, or associations that should be consciously incorporated into your nature. We find the Pinnacles by adding the Cycles.

Using Cycles 1 and 2, add together = Pinnacles 1: Personal  
Using Cycles 2 and 3, add together = Pinnacles 2: Obligation  
Using Pinnacles 1 and 2, add together = Pinnacles 3: Prophetic  
Using Cycles 1 and 3, add together = Pinnacles 4: Harvest

Application of Pinnacles:

#1 Personal: early self-development phase of life.

#2 Obligation: mid-20s to mid-30s, usually building career and family.

#3 Prophetic: mid-life crisis, where am I going now and how am I going to get there?

#4 Harvest: ongoing through remainder of life, success or failure, in part or altogether?

Using our 10 / 31 / 1938 example, the Cycle numbers in order are 1, 4 and 3.

Cycles 1 + Cycles 2 = 1 + 4 = Personal Pinnacle 5.

Cycles 2 + Cycles 3 = 4 + 3 = Obligation Pinnacle 7.

Pinnacles 1 + Pinnacles 2 = 5 + 7 = Prophetic Pinnacle 12 / 3.

Cycles 1 + Cycles 3 = 1 + 3 = Harvest Pinnacle 4.

Using our 8 / 28 / 1958 example, the Cycle numbers are 8, 1 and 5.

Cycles 1 + Cycles 2 = 8 + 1 = Personal Pinnacle 9.

Cycles 2 + Cycles 3 = 1 + 5 = Obligation Pinnacle 6.

Pinnacles 1 + Pinnacles 2 = 9 + 6 = Prophetic Pinnacle 15 / 6.

Cycles 1 + Cycles 3 = 8 + 5 = Harvest Pinnacle 13 / 4.

Calculate the Pinnacles in your personal and your practice charts.

Now that we've determined how to calculate the Pinnacles, just how do they apply in our lives?

#1 New situations to explore. Use your pioneering spirit and initiative. Develop creativity, individuality, inventiveness, independence, and qualities of leadership. Do not limit or repress yourself. Keep active and alert. Be strong, forceful, determined and creative; but this should not include pushy, obnoxious or dictatorial behaviors.

#2 Keep peace and harmony, develop and demonstrate cooperation and diplomacy. Be of service and do things for others. Respond to situations sensitive to other's feelings and needs.

#3 A happy, optimistic, carefree outlook, enjoying people, children, beauty, social contacts. Be affectionate and giving emotionally. Develop artistic talents and creativity, a sense of humor and a pleasant, cheerful personality.

#4 Work generally not in a position of authority, give service, attend to details, be constructive and productive. Develop determination, perseverance, accuracy, tolerance, and manual dexterity.

#5 New situations provide variety, change, travel, social contacts (mental challenge type), comparative freedom or desire for freedom from responsibility, new experiences. Develop ability to deal with people, inventiveness, perception. Respond progressively, aware, seeking understanding. Be willing to discard the old. Refuse limitations.

#6 Benefit others, situations about family, friends, home, community, responsibilities, advice for problems. Develop ability as counselor, peacemaker, problem-solver, musical, artistic or decorating. Provide harmony, look for ways to improve conditions. Be protective, loyal, sympathetic, understanding.

#7 Situations intellectual, refined, quiet, providing opportunity for learning, spiritual stimulation, enjoyment of nature. Develop poise, intellectual capacities, introspection, intuitiveness, spiritual outlook, inner calm. Abilities to advise and see all sides of situations. Share knowledge.

#8 Situations concerned with material plans, business, finance, large operations, positions of leadership, goals, associations. Develop efficiency, dependability, determination, strength, diplomacy and executive abilities. Be persevering, loyal, thorough. Have big plans and purpose and the faith to achieve them. Use good judgment.

#9 Situations non-material, social, emotional, entertaining, involving others. Develop artistic talents, intuition and perception, understanding, a pleasant personality, willingness to give service. Have lack of personal desires, sympathy, and compassion; be willing to make sacrifices for others, just not as a sacrificial lamb.

Should Master Numbers appear:

#11 Situations may be intellectual, spiritual, non-material, non-personal, inspiring. Develop leadership, intuition, inventiveness, ideals, perception, spirituality, psychic abilities, ability to inspire and illuminate. Respond spiritually yet practically, with tolerance and understanding, constructive / positive ideas, plans or actions. Do not give up your ideas. Avoid nervous tension. This may bring fame.

#22 Situations: large-scale, material matters. Community, national, international affairs, positions of power and authority, working with others for their benefit. Develop ability to conceive larger ideas, achieve results and goals, to organize, plan, lead, accomplish large tasks. Develop broad, non-material outlook, desiring goals beneficial to others, desire increased consciousness. (This reminds me of what Jimmy and Roslyn Carter are doing with Habitat for Humanity.)

## *Timing of Pinnacles*

### **When?**

As with the Cycles and Challenges, Pinnacles are strongest at the # 1 Personal Year closest to change (see previous instructions). *Note: the timing of the Pinnacles does not coincide with the Cycles and the Challenges.* The Age of Man is 36, the achievement of maturity; this is 4 (structure) cycles of 9 (completion). Astrologically, which is the basis used by the Hebrews, this would be three Jupiter cycles. From the Age of Man (36), subtract the individual Destiny number for the age that ends the first Pinnacle. It will be in effect starting from birth to the answer you have determined in years. For each succeeding Pinnacle, simply add one cycle of 9 to determine the ending date for Pinnacle 2 and 3. Pinnacle 4 is in effect from the end of Pinnacle 3 to the end of life.

Again, using our 10 / 31 / 1938 example, the Destiny number is 8. Subtract 8 from 36 = 28. Using 28 as your base, add 9-year increments to determine Pinnacles #2 and 3. Birth to 28 + 9 = 37 + 9 = 46 to end of life. So, the Personal Pinnacle #1 in this example is in effect from birth to 28. The Obligation Pinnacle #2 is in effect from 28 to 37. The Prophetic Pinnacle #3 is in effect from 37 to 46. The Harvest Pinnacle #4 is in effect from 46 to the end of life.

Using our 8 / 28 / 1958 example, Destiny number 5 is subtracted from 36 = 31. The first or Personal Pinnacle is in effect from birth to age 31. 31 + 9 = 40. The second or Obligation Pinnacle is in effect from 31 to 40. 40 + 9 = 49. The third or Prophetic Pinnacle is in effect from 40 to 49. The fourth or Harvest Pinnacle is in effect from 49 to the end of life.

Putting together all the information we have generated for our 10 / 31 / 1938 example: Cycles are 1, then 4, then 3. Challenges are 3, then 1, then 2. Ages for Cycles and Challenges are birth to 29, 29 to 56, and 56 to end of life. Pinnacles are 5, then 7, then 3, then 4. Ages for Pinnacles are birth to 28, 28 to 37, 37 to 46, and 46 to end of life. This is how to show it on the form:

<b>Cycles: (10/31/1938) (ages)</b>		<b>Challenge (Ages)</b>	<b>Pinnacles (of aid):</b>	
1	Sowing (birth to 29)	3 (birth to 28)	5	Personal
4	Growing (29 to 56)	1 (28 to 37)	7	Obligation
3	Reaping (56 to eol)	2 (37 to 46)	3	Prophetic
		(46 to eol)	4	Harvest

All this supporting: Destiny #8

Using our 8 / 28 / 1958 example, the Cycle numbers are 8, then 1, then 5. The ages of effect of the Cycles and the Challenges are birth to 32, 32 to 59, and 59 to the end of life. The Challenges are first 7, then 4, then 3. The Pinnacles are 9, then 6, then 6, then 4.

*Note regarding duplication within the categories: I am not aware of any significance in duplication. Since all numbers have fronts and backs, positives and negatives, it is the USE of them and the positions they hold that determine positive or negative application OR positive or negative comprehension. Infinite variety is how the universe seems to operate.*

The Pinnacles are in effect from birth to 31 for the first, 31 to 40 for the second, 40 to 49 for the third, and 49 to the end of life for the fourth. All this supports Destiny #5.

This time you fill in the blanks for this example:

<b>Cycles: (8/28/1958) (ages)</b>	<b>Challenge</b>	<b>(Ages)</b>	<b>Pinnacles (of aid)</b>
_____ Sowing (birth to __)	_____	(birth to ____)	_____ Personal
_____ Growing (__ to __)	_____	(__ to __)	_____ Obligation
_____ Reaping (__ to eol)	_____	(__ to __)	_____ Prophetic
		(__ to eol)	_____ Harvest

All this supporting: Destiny #5

Now, complete your own personal and your practice charts.

# Numerology Profile

			Spiritual (Inner)
			Name
			Practical (Heart)
			Personality (Outer)

Cornerstone \_\_\_\_\_ Soul Print \_\_\_\_\_ Key \_\_\_\_\_

<i>Table of the Inclusion</i>		<table style="width: 100%; border-collapse: collapse; font-size: small;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>11</td><td>13</td><td>22</td></tr> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td></td><td></td><td></td></tr> <tr><td>J</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>X</td><td>K</td><td>M</td></tr> <tr><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td><td></td><td></td><td>V</td></tr> </table>	1	2	3	4	5	6	7	8	9	11	13	22	A	B	C	D	E	F	G	H	I				J	K	L	M	N	O	P	Q	R	X	K	M	S	T	U	V	W	X	Y	Z				V
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_____ + _____ + _____ = _____ = _____ = Destiny (Life Path) (Month            Day            Year            = unreduced total, reduced to base number)			
Cycles: _____ Development _____ Productive _____ Rewards (Birth to nearest #1 year)	Ages: (DoB to _____) (_____ to _____) (_____ to EoL)	Challenges: _____ (DoB to _____) _____ (_____ to _____) _____ (_____ to _____)	Pinnacles of Aid: _____ _____ _____ (_____ to EoL)

<i>Workspace</i>	<i>Name Changes</i>
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# What's in a Name?

The Name and its Derivatives  
Translate the Name into Numbers  
Inner Self, Quiescent Self, Outer Self  
Laurie Comparisons

At the beginning of this workbook, we defined the two most important numbers in your numerological profile and in any individual's life. The most important was the Destiny or Life Path - the total of your month, day, and year of birth. We worked extensively on this and its derivatives in the first two chapters. The second most important number is the numerical equivalent of the name. That is the subject of this chapter, along with its derivative groups.

I have emphasized repeatedly (and will continue to emphasize) that numerologically, the Destiny number is your single most important number. It is your purpose, your reason for being, what you came here to develop, to learn, to embody, the dominant producer of experience in your life. Everything in your life is geared toward a comprehension or an understanding of that particular principle. There are many important secondary lessons, as well as many experiences that will collectively contribute to that overall Destiny lesson. Nothing we do will alter our Destiny number - it is unchangeable. We were born on that particular day because we, as a Soul, came in to learn that particular experience. Even if we were to celebrate the wrong birthday, and that has happened in my experience, the actual day of birth has precedence.

All of the derivative numbers that are determined from that Life Path are as rigid and as locked-in as the Destiny. The pattern that exists, and all the stages of your life that you will encounter and proceed through, are to achieve that Destiny number. All of the strengths, challenges and obstacles that you will encounter are cemented in place. This is the part of our numerological profile over which we do not seem to have much control, other than understanding and attempting to embrace those lessons in as cooperative and positive a framework as possible. This is the purpose of our life experience and whether we know it, work diligently to further that lesson, ignore it or refuse it, it matters not. It is still the underlying purpose of our life.

**Destiny  
or  
Life Path**

**Fate**

Let us use the analogy of a stream of water. This stream is flowing from the mountains to the ocean, its natural current and direction. We jump into the stream, having decided that we do not want to swim in the natural direction. We have decided to swim upstream, but we are going to have quite a struggle doing so. Eventually we will get tired of fighting the current by swimming upstream. The normal direction of the flow of the water is eventually going to cause us to flow along with it.

Wouldn't it be far wiser for us to turn, face the direction of our life purpose, embrace it and flow into it? Should we not flow with our stream of awareness or consciousness and voluntarily go where it is attempting to take us in order to learn the most positive lessons possible in our lifetime? In most of our experience, the current and its direction will not change. We are learning to flow with the direction of the water. It is not really a capitulation to fate, or a lack of will or motivation; it is simply understanding that when you try to fight the direction of the current of your life as shown by your Destiny number, you will get exhausted and the current will eventually win. So the current or general direction of your life is defined by that locked-in Destiny pattern.

## *Name*

This workbook is written using the English language with English applications. People are born all over the world every day in countries that do not use English as their primary language and numbering systems. I have no way to teach those individual languages, interpretations and applications. IF you are gifted with a language other than English and understand its interpretation and application, do a separate study using those values and compare the results as part of your learning process.

At the moment you were born or shortly thereafter, you were given a name. Generally, the child is named before they leave the hospital. In some instances, the family has picked out the name for the child ahead of time. In other instances, children are named to satisfy family duties and obligations. And sometimes parents simply like a name. It will "feel right" to them, and they will choose that name. Please be aware that babies are not named accidentally. There is a wonderful, grand design in the universe which I call purposeful activity. Whatever we think is random or coincidental can usually be shown in time to not be as random or coincidental as originally thought. Please recognize names are purposeful. I have a great example.

### **Free Will**

I have a very close friend who was adopted. Few adoptees know their original birth information. She is one of the small number of adopted people in the world who have always known their original birth name. She has used only her adopted name throughout her life since she began living with her adoptive family. I have had an opportunity to explore both her birth and adopted names with her, both from a numerological standpoint but also from an astrological standpoint.

There is a fairly new astrological ephemeris (list of planetary placements) available that gives the names of many of the thousands of asteroids within our solar system. Some asteroids have been named and some have only number designations. There is some interesting research you can do using asteroid names and individual charts. You can look up an asteroid with a name resembling the owner of the astrological chart. Some names may not be exact, but close enough. For example, asteroid Maria is the closest spelling I could find for the name Mary. Asteroids Jeanne or Janine are close to Jeannine. Since astronomers tend to name the asteroids more for women than for men, there are more women's names than men's names. For example, I had to use asteroid Roberta for the masculine Robert.

Late one evening I was experimenting with this new ephemeris, playing around with my new toy. I was pretty startled to find a specific connection between the location of each selected asteroid's node (an astrological term) and an individual's chart. I used the first and middle names of about ten individuals. I was astounded at the connections between the named asteroids and the charts in question. When I compared this asteroid list with my friend's birth name and her adopted name, I found the birth name matched her chart perfectly. I was fascinated to find that the original name given to the child had definite connections with the child's astrological chart. It is important to recognize that she was given a name which held specific power in her life for perhaps three days, yet did have a solid connection as shown in her astrological chart. At three days, she was adopted and given a new name. The adopted name does not seem to have the asteroid connectedness of the birth name. This does not mean she should give up the adopted name she has lived with her entire life. It is an unusual example, but it does illustrate the importance of the birth name itself.

## Legal Identity

### Change Names Lesson 6

What we are going to work with initially in the construction of the numerological profile is the name given at birth. It should be listed on the birth certificate. It is usual to find a first, a middle, and a last name listed. You may find a person with a first and last name only. You may even find a birth certificate with more than one middle name. How many names are on the birth certificate is incidental, what you will use is the full name as given on the birth certificate. Names added or changed at a later date are not to be taken into consideration at this point. Later in this workbook, you will be able to backtrack and see how these changes added to or modified the principles indicated by the birth name. The name we want for this part of the profile is that which was registered on the birth certificate, and be aware that there will be discrepancies. If the name is spelled wrong on the birth certificate, please use the wrongful spelling. I have encountered this many times. *For a rule of thumb and for consistency's sake, go with the name on the birth certificate.* If error is claimed, make yourself a note and check in a secondary way what the right name should be and the effects that it has on the profile. Errors and name changes will be developed more fully in Chapter 6.

Quite a few years ago when my children were being born, I had a conflict with my in-laws about the birth of my oldest boy. I had a name picked out and the family objected. They wanted a continuation of a family name. I argued, but my husband and his family prevailed. I named that child for the family. Later on, I had another son and gave him the name I had originally picked out for my first son. Both are now grown men, and I will have to tell you that the original name picked for the first son would never have fit him. In spite of the fact that I was annoyed and aggravated at the way it happened, I will have to say that my oldest son has his right name, regardless of how it came about. Despite the aggravation and the frustration, his name definitely fits him. The second son, who received the name I had chosen initially (just because I liked it), fits the man perfectly. It is his name. I had just been willing to give it away before he arrived. That was prevented. A good example to be aware that there are no accidents in naming.

I think sometimes there are some very cruel parents who name their children with words or names that are unkind. Perhaps they give no thought to what the child will encounter or endure. Naming your child Fieldmouse, Schmuck or similar will cause teasing from other children. Gracie Slick, of the rock group Jefferson Airplane, threatened to name her daughter “god” but actually chose “China”. Some names are not funny when you have to live with them, both growing up and as an adult. What might have been done in a sense of high humor or under outside influence is not necessarily something easy to live with in terms of being a business person, respected in your community. Frank Zappa named his daughter Moon Unit Zappa. Does that seem to be a test of endurance or a potential difficulty to you? Moon seems to have lived very well and successfully with her name. Frank’s son, Dweezil, appeared on the TV food channel!

Hyphenated last names are occasionally encountered, and they appear to be becoming more popular. If this is given at birth as the official name, then both names are used as the last name, reflecting the intention of the parent(s). If there is no hyphen, these are two separate names and only the very last name is used as a last name - the other becomes a middle name. We will look more at these dual names later.

Use of Junior, Senior, II, III, etc. is very controversial among numerologists. Once you have completed this series of lessons and have given yourself time to assimilate the material, you may choose to experiment with the use of the sur-titles. Try a few examples to see how you feel about inclusion or elimination to see how you prefer to read. We will look more at this again in Chapter 6. Just as controversial is the use of leading titles, such as King, Duke, Lord or Lady. For the purposes of this workbook, do not include leading or sur-titles. Stay with basic names.

## Sur titles

# *Translate the Name into Numbers*

First we will need to translate the name into a numerical base. The English alphabet as used in America is very different from the alphabets of other countries. When you are creating a numerological profile, it is important that it be calculated in the base of its own language if the birth occurred in another country. For example, my stepmother's original Lithuanian name would have to be calculated using the Lithuanian alphabet and numerical values, something to which I would not normally have access. Her Americanized name equivalent *could* be calculated using the English alphabet, but I would have reservations as to its accuracy.

English has 26 letters to its alphabet. We assign a numerical value to each letter of the alphabet in sequence one through 26. The base numbers would run 1 through 9, then 1 through 9 again, and then 1 through 8, A through Z (i.e.: A = 1, B = 2, C = 3, etc.) With our nine-digit system, there are three numerical groupings of letters. Each of the base numbers 1 through 8 has an association with three letters; base number 9 has an association with only two letters. Note the two letters that equate to 9 are the I and the R, which are used with more frequency than many of the other letters, so the 9 is well represented.

## **Master Numbers**

A, J and S = 1	B, K and T = 2	C, L and U = 3
D, M and V = 4	E, N and W = 5	F, O and X = 6
G, P and Y = 7	H, Q and Z = 8	I and R = 9

We do want to note any *Master Numbers*. 11 is attributed to the letter K, 22 to the letter V, and 13 to the letter M. It is especially important if these *Master Numbers* appear as the first letter of the first name or as the total of the entire name.

In order to produce this part of the profile, we will use the name given on the birth certificate, again without titles or sur-titles, placing this name on line 2 of your diagram. Letter by letter we will assign a numerological value, including first, middle(s) and last name(s) as given in the list. As we assign the number values, we will break the letters of the name into two categories: vowels and consonants. All of the numbers for the vowels in the name will be placed on the line above the name, which is line 1. All of the numbers for the consonants in the name will be placed on the line directly below the name, which is line 3. It is important that you do this carefully and check your work before proceeding to the totals as an error at this point will negate anything else you do.

English Alphabet Assign number values to each letter as given below.  
Be sure not to lose the importance of the Master Numbers.

1	2	3	4	5	6	7	8	9	11	13	22
A	B	C	D	E	F	G	H	I			
J	K	L	M	N	O	P	Q	R	K	M	
S	T	U	V	W	X	Y	Z				V

Vowels The standard English vowels are A, E, I, O and U. Occasionally Y and W may be used as vowels. Y is a vowel when there is no other vowel in the syllable, unless a diphthong (a sound made by two adjacent vowels in a word, such as “coin”). Each syllable must have a vowel. Y is a vowel in names like Smyth, Tyrone or Betty. Y is a vowel in names containing AY, EY, OY such as Roy, when Y follows another vowel and they are both sounded as one sound (diphthong). There are other instances when Y is not used as a vowel and is considered a consonant.

Less frequently W is considered a vowel, such as when it is used with another vowel and they are sounded as one sound, such as AW, EW and OW in claW, LeWis or DoW. We would have no problem seeing three vowels in the name Louis, but would normally look at the W in LeWis as a consonant. It is more common to see W as a consonant, as is commonly accepted. I personally do not use W as a vowel at any time. Obviously use of Y or W as a vowel or consonant will affect your totals. Again, at some point in your studies you may wish to come back to this subject and do a more thorough personal investigation. The vowels are numbered on the line immediately *above* the name as described below.

Consonants All consonants are numbered on the line immediately *below* the name. Remember W and Y can possibly be consonants as well as vowels; this part is tricky. Go back and look at the applications of Y in particular and W if you choose to use it as a vowel. If it or they do not meet the criteria given, they are consonants.

Totals Each name in the birth name is then totaled individually, by adding together the vowels and the consonants. These name totals are noted under the consonants line on line 4. (See Lesson 4 – Key.)

*Note: Multiple middle names: are infrequent but possible. First name is usually a stand-alone. Last name used to be a stand-alone, more and more recently hyphenated. Whatever isn't first or last is middle, one or more. Again, watch for hyphenation.*

Once we have made a list of the numerical values of all the vowels and the consonants in the birthname, and the individual totals of each name, we would then total each line individually (lines 1, 3 and 4). There is a space provided on the form at the end of each line. *Please note that when you add your vowel total (line 1) to your consonant total (line 3), you should obtain the same number as your name total (line 4).* If they do not match, go back and proof your work. A mistake here in the math negates your reading. Once you have determined your work is accurate, reduce these subtotals to a base number on lines 1, 3 and 4, again in the spaces provided in the diagram. Your vowel plus consonant base numbers should equal the base number of your individual name totals. Using the four-line block on your worksheet, fill in as follows:

			Spiritual (Inner)
			Name
			Practical (Heart)
			Personality (Outer)

Line 1: # value of vowels in a name = Spiritual (Inner)  
 Line 2: letters of the name = Name  
 Line 3: # value of consonants in name = Practical (Quiescent)  
 Line 4: total # value of each name individually = Personality (Outer)

Using your practice sheet, in the blocks at the end of each line total your numbers and reduce to base numbers:

Line 1: total of vowels reduced = Spiritual (Inner)  
 Line 3: total of consonants reduced = Practical Quiescent)  
 Line 4: total of all letters reduced = Personality (Outer)

Each of the lines totaled have importance individually. However, the total of the name is considered to be the second most important number in your numerological profile, second only to the Destiny. Briefly, the vowels represent our Spiritual or Inner Self. The consonants represent our Practical or Quiescent Self. The total of all names represents our Personality or visible Outer Self.

For example, I was born Marilyn Jon Jones (my middle name is for my father – unusual for a girl). Assign numerical values for my name:

M A R I L Y N J O N J O N E S

13/4 1 9 9 3 7 5 1 6 5 1 6 5 5 1

Breaking down those numerical values by vowels and consonants:

Inner Self	1	9	7	6	6	5	= 34 =	7
Name	M	A	R	I	L	Y	N	J
	O	N	J	O	N	E	S	
Practical	13/4	9	3	5	1	5	1	5
								1 = 34 =
Personality	38 / 11 / 2		12 / 3		18 / 9			= 68 = 14 / 5

My vowels total 7 – my *Spiritual Self*, my consonants total 7 – my *Practical or Quiescent Self*, and the total of my name or my *Outer Expression* is 5. Please stop here and work through your own name. Remember to use your birth certificate name, no nicknames, no confirmation names, no names that have been added, deleted or changed.

All expressions of energy have positive and negative potential, just as every front has a back. The following definitions reflect positive expressions of each category. To understand the negative expression of each number and the traps to be aware of, study your base numbers from Lesson 1, and look at the potential reversal of the following expressions.

## Vowels

# *Spiritual or Inner Self*

The vowels are the *Inner Self* – your spiritual expression, the inner urge, the motivating force from your soul or spiritual level that permeates your being to make you what you are. It is the animating spirit that molds or gives shape to your actions. It is your source, your most important spiritual number. It is what we want to be and to become in a spiritually evolving way – our ideal self.

1) Connection to God is one on one, a personal relationship with God. Creative, original, leader, pioneer. Proud of capabilities and accomplishments, likes to be praised. Does not like detail work, makes a better employer than employee.

2) Seeks relationship with God as togetherness or a team effort. Sensitive and emotional, likes peace and harmony in all things. Leaves center stage to others, prefers to work through compromise and union, cooperatively and in a low-key way.

3) Seeks relationship with God as prayer, hymn singing, gregarious activity, communicative and uplifting. Happy and optimistic, very social, loves crowds, people and activity in general. Can be popular, a lot of friends. Needs to communicate and to relate.

4) Seeks traditional or structured relationship with God, old-fashioned values, perhaps the anthropomorphic or form deity. Solid, conservative, respectable citizen; love of structure of life, home, hearth and family. Likes to be of service, prefers work and service, first outlined or planned and structured.

5) Seeks freedom of belief and expression, concept of God is that you are challenged to stretch yourself to your outmost limit. Great desire for personal freedom, easily bored, active and varied experience preferred, modern-day gypsy; needs adventure, challenge and for life to be spontaneous.

6) Seeks God as family, devotional in nature, sees service to family as love of God. Loves, cares and feels concern for others and desires to help. Good counselor and loyal friend. Happiest when working with others.

7) The mystic, God is within - or perhaps the agnostic or atheist. The meditator, the person who follows the inner vision. The thinker who has to look at something from all sides and then take it apart to see the middle as well. Values silence, peace and meditation, and are more research-oriented and reclusive. Can be scientific as well as spiritual and philosophical.

8) Sees God as power, and the union as powerful, a psychological centering. Again traditional, combines religion with spirituality, sees the value of ceremony or ritual. The businessman or woman who is efficient and organized, a keen judge of people or experience. Sees things on a grand scale and has the power and ability to attain them. May see where experiences are leading rather than where they are right now.

9) Humanity or the universe is God, one with a greater whole. We are our brother's keeper, everybody's big brother, and not the most practical of persons. Life is on loan; you never owned it anyway, so do not get hung up on it. Has an understanding, thoughtful, sympathetic nature. The humanitarian, want most to find a way to do something really beneficial for one's fellow man.

11) The visionary, God is a concept not a deity. A dreamer, idealistic and spiritual, not necessarily practical. Would like to save the world and wants to share ones vision and can tell everyone their ideas about God and religion.

13) Spiritually, believes in sacrifice and potentially martyrdom. Believes everything worth having has its price tag. Willing to sacrifice or do without in certain areas in order to achieve ideals. A dilemma is potentially creating a self-fulfilling prophecy by creating a need to sacrifice because you believe sacrifice is required.

22) The practical visionary, God works through you to manifest on the physical level. Belief in a concept must be useful and applicable; actions speak louder than words. Along with your vision, imagination, creativity, you have materiality and practicality, the organizational and managerial skills to put those visions into effect. Dreams are useless without manifestation. May be the master builder.

33) Beyond our normal capacity to function, this is the spiritual World Teacher. Your faith has a way of looking at experience that others can never comprehend, from a much higher dimension or viewing portal. This is a spiritual leader and teacher who demonstrates lessons rather than preaching them. You "walk your talk".

## *Practical or Quiescent Self*

### Consonants

You cannot say your name strictly as consonants with no vowels used to connect them - it would be non-pronounceable. Because of the nature of the consonants requiring vowels to be pronounceable, many numerologists give little or no individual value to the total of the consonants. At this point in your studies, please read everything possible in a numerological profile. You can always decide to eliminate any weak or redundant pieces of your reading at a later time. Ignorance will never be your friend.

Consonants represent the material or practical expression of self, that which needs to be animated by spirit or the higher aspects of being, emotional, mental, or spiritual. Also known as the Quiescent Self, the material expression or Practical Self – how you operate on a mundane / physical / material level. These represent the raw tools and equipment, but they must be put to use by incorporating the vowels. The consonants are inert by themselves, similar to a glove without the animating hand within. This part of you affects minimal change with the change of name – *only the birth name is used to determine the Quiescent Self.*

Many of us are born with gifts and abilities that we either use briefly, sporadically, or late in our lives, perhaps due to lack of motivation or inspiration, or circumstance. Grandma Moses did not begin painting until she was in her 80s, and she contributed many paintings before she passed from this world. How wonderful that we have her gift, yet I cannot help but wonder how many more gifts could have graced our world had she begun earlier. The tools and equipment were always at her disposal, and for whatever reason, she began late in life. Spiritual time.

1) You would like to be a leader – to create and invent. You want to set the styles, not follow them. With the basic skills of the leader, you need motivation or vision to put them to use.

2) Peace at any price, a desire to be conciliatory, compromising and accepted. You want to be loved by family, friends and associates and in a relationship. You want to bring peace to all situations in quieter ways, as you have no great desire to be noticed.

3) You wish to be popular, good-looking, well-dressed and have many friends. You would like to be sought after as being entertaining company, socially communicative or skilled.

4) You would like to be the rock that others lean on, solid and stable, to be thought of as dependable, reliable, supportive, conservative, traditional and respected in your community.

5) You like challenge, adventure and would like to travel. You try to experience everything you can. You would like each day to be different so you will not be bored, no status quo.

6) You want home, hearth and family to be the center of your life. You want your surroundings decorative, and your life in balance and full of love. You would like to help others in a nurturing, caretaking way. You can always make room in your life for helping others.

7) You enjoy meditation and seclusion. You want to live in a quiet, peaceful atmosphere, preferably in the country, away from city noise and confusion, private. You tend to be spiritual, interested in the occult, the powers of the mind and the inner world, more uncomfortable with the outer matters of the world.

8) More organized lifestyle, you like to manage and direct and be in on the planning and the supervising. You wish success in the material world and like structure and well-planned activities. You like to be in a position where you can put your ideas and judgment to use.

9) You would like to do things for others and be needed for the love, understanding and compassion you have to give. You are empathetic and want to advise and comfort, aid and protect. You would like to bring about world peace and an end to suffering. You have a sense of completion; you may give away more than is practical or comfortable. When you intend to give the shirt off your back, check the weather first.

11) You would like to be a spiritual leader and be spiritually enlightened so you can share it with others. You need shaping, motivation and drive from the vowels. You are interested in the occult or mystical. Keep your spiritual motivations in the right place.

13) You want to be quiet and authoritative, methodical, traditional and conservative, in control of the self and situations. You want others to be aware that sacrifice for the right cause can better life's conditions.

22) You are interested in organizing, structuring or implementing any improvement that would benefit mankind. You expect material manifestation. The World Father, you would like to be a statesman and diplomat in order to bring about peace and better relations among

countries.

33) Beyond the capacity of the usual human, a World Mother energy. You desire to be truly spiritual and want to see the world become a spiritual place. You want to know and understand spiritual truths. You want to enjoy the outdoors and be at peace.

Remember, consonants without vowels are not pronounceable; they are difficult to apply. In and of themselves, the consonants can be felt deep within the individual, but they are dependent on the spiritual motivation of the vowels. The vowels serve as an integration factor.

## *Your Outer Self - Personality*

The total of the names, vowels and consonants is the complete projection of self, our Outer Self, that which you allow others to see – your Personality, the avenue through which you apply your talents, abilities and possibilities. This is our composite self, what others see of us. It is made up of the tools and resources shown by the consonants and motivations or inspirations of the vowels, your expression. It has to do with your work, your looks and your tools for living, your working self. Most people cannot intuit or envision our inner motivations or spirituality. They respond to what they see of what we allow to become visible through the mask we don to cope with the world. There are many deeper parts that we do not expose to others that easily. Perhaps this is because of our own lack of trust, or a knowing that such exposure can overwhelm others or make them uncomfortable.

1) A tower of strength, you walk straight to the front to take charge and can stand alone. You are creative, original, clever and able to make quick decisions. You are, above all, an individualist.

2) The quiet, cooperative, conciliatory type, who can be sweet, shy and reserved. You are very sensitive; your feelings are easily hurt so you are usually careful of the feelings of others. You are happier working with others, a team worker, and do not like being alone.

3) Usually gregarious, communicative and social, friendly, witty and talkative. You are attractive, well-dressed, like accessories and jewelry, you can even be a fashion center. People usually notice you.

**Total Name**

4) You are conservative, traditional, orderly and neat, and have a quiet dignity. You like structure and definition. All of your actions are usually thorough and well planned in advance. You tend to be somewhat self-conscious, wanting to know what will happen before you get to it.

5) You are usually noticed wherever you go for either your striking appearance or for your friendly nature and your way with people. You could be flashy and flamboyant, always making a statement. You can enjoy challenge and change, looking forward to the changes in life. You can be depended upon to be different and changeable.

6) Yours is the number of domesticity, artistry, responsibility and teaching. You would like to make things better for everybody, and you try to do so in your quiet way. You are conciliatory in the sense of empathy and compassion, and caretaking. You seem reliable and sensible. Because of this and your understanding nature, others tend to look to you for advice and answers.

7) Dignity and refinement describe you fairly well. Introspective, although at times you might seem aloof and cool. Capable of exploring those inner dimensions of self, meditative, you are not ruffled easily. You see all sides of things, so your opinion is usually valued and can be solicited by others. You value philosophic or scientific knowledge and wisdom.

8) The business number, you can be well-organized. You have an air of efficiency, authority and power that usually causes others to look to you for leadership. You want respect, admiration and acknowledgement of your abilities, and others seek and expect those qualities from you. You are a born business-person and are an excellent judge of what can be successful.

9) You're a romanticist, with an air of inevitability. Well-dressed and neat, you like beauty and harmony in all things. You can be a humanitarian. Your personality can create an impression of helping others through such understanding. The ability to complete cycles or eliminate what is no longer useful is a skill.

11) A Master Number, someone turned on a light. You are the charge of electricity that brings light and meaning to any gathering. There is a quiet, spiritual quality to which others respond. You are intuitive, perceptive, perhaps even charismatic, or nurturing in a teamwork way.

13) The Master Number that relates to sacrifice. A knowledge of the necessity to give up some part of the life in order to develop some other part and the willingness to do so. There is a quality of self-denial, potentially a quality of martyrdom unless handled wisely. We must be careful of self-fulfilling prophecy with this number. You desire to serve through example. You are willing to expend yourself in ways others would not to serve a greater purpose.

22) You are the supercharged human being, radiating power; full of nervous energy you keep in control by doing something to benefit others. You are poised and self-assured, and others sense this. You are able to organize, control and understand others and their needs. Remember, this is the person with the vision of the 11, plus the practical capacity of the 4 to put that vision to work. This is a person who is more dominant than charismatic.

33) Above and beyond our normal reach, we will grow and evolve by stretching. A double 3, with the base 6 implied, your inner knowledge is obvious to others and they generally listen. There is a humility about you that commands more respect than your power, not just vision or the ability to dominate a situation through your vision. Your genuine love and concern for others makes you well-loved by many; the master teacher. People can flock to you because of the spirituality of your aura.

Stop here and examine your own profile, look at your motivations, your tools and equipment and your Personality. Look at what you have or possess with which to fulfill your Destiny.

## *Laurie Comparisons*

John C. Laurie, author of *The Science of Numerology*, makes some interesting comparisons between the line totals of the vowels, consonants, name total and birthday. This is a very old book, which may or may not still be in print, published by Health Communications, but well worth the effort to obtain. I have never seen a comparison of this sort in any other numerology books or course information I have read. I applied Mr. Laurie's method to a number of numerological profiles and found the method to be quite informative and applicable.

Since much of this theory is common sense and easy to observe, I would suggest that once you have mastered what has already been given, you can experiment with this section. That way you can decide for yourself whether it has value. I doubt seriously that any part of a profile is coincidental or unimportant. I believe we simply do not know all there is to know about our profiles and our lives. Mr. Laurie paraphrased...

The ancients gave each planet a vowel, which represented the spiritual force of a planet. Vowels represent the Plane of Thought, the Inner Self, the Ideality of the individual, actual individuality itself, and the power of the Soul. Wisdom, ideals, courage and understanding are expressed through the Soul number. Every victory over matter and material conditions registers as Soul Power, as are all experiences mastered and / or controlled and all obstacles overcome. All these strengthen the Soul Power. The vowels are a measure of the strength and understanding of the Soul.

Mr. Laurie says consonants express the personality or the impression made. This is somewhat different from the material I just presented. Can the individual live up to the impression created? We have all met those who give an outstanding first impression, but who are not capable of living up to that initial impression. We have also met those who give a mediocre or poor first impression, who with longevity show a broader and deeper character. Eventually we find these people well worth knowing. "Does the person improve with knowing" is the criteria for comparison. I have a cousin with whom I interacted and remembered only as a young child, one for whom I babysat. Since I have lived away from the original family homestead most of my life, I had not gotten to know him on an adult basis. A few years ago, I re-met him as an adult and he had turned out to be a wonderful, talented person. I regret that I allowed so many years to pass by before I got to know him. There was far more to his personhood, depth and potential for expression than I ever suspected from our previous quite superficial interaction.

The Total Expression is the individual's rate of vibration, the grade the Soul has made in its spiraling evolution towards perfection – abilities learned and earned in his / her past.

Using Mr. Laurie's definitions, the:

Inner = vowels

Outer = consonants

Expression = total

Life Lesson = date

Some of this material was very sketchy and I had to improvise with that which was incomplete or missing in order to present the material to you. I did this rounding-out process through meditation and application in numerous profiles. The bulk of the following material is Mr. Laurie's. I do hope you find a copy of his material to study.

When the Inner Self number is higher than the Outer Self, it indicates one who has greater individuality than personality. They improve with knowing.

When the Inner Self is lower than the Outer Self, it indicates one who has greater personality than individuality. They make an excellent first impression.

When the Inner Self is the same as the Outer Self it indicates one who is what he appears to be, the same whenever you encounter them.

When the Inner Self is higher than the Expression, it indicates the individual will have the courage to express their positive side. They have a good chance for success.

When the Inner Self is lower than the Expression, it indicates the individual can have a lack of courage and self-confidence (faith in one's self). This keeps the individual from expressing the fullness of their abilities, as the will power is weakened.

When the Inner Self is the same as the Expression, it indicates one who has the ability to express all that is within him, and who can accomplish what they set out to do.

When the Inner Self is higher than the Life Lesson, it indicates one associated with those less developed. The individual can help raise those less fortunate than himself.

When the Inner Self is lower than the Life Lesson, it indicates one who is associated with people greater than himself in development. The individual is benefited through association.

When the Inner Self is the same as the Life Lesson, it indicates one who is associated with his/her own type or level. The individual can both give and receive.

When the Life Lesson is higher than the Expression, it indicates that the soul has learned its lesson in its prior incarnation and has taken on a new lesson. This gives the desire to reach up to higher vibrations for companionship. They often seek social advancement or to meet people with higher vibrations.

When the Life Lesson is lower than the Expression it indicates that the soul has come back to learn an unfinished lesson. These people become the best teachers. They seek those they can help, and often marry or form associations beneath themselves in social standing.

No explanation for a Life Lesson the same as Expression was given. Following Mr. Laurie's reasoning, it would simply mean that the Soul vibrational level is in harmony with the tools and equipment shown by the name total. They will give and receive in equal measure, and growth shifts between playing the student and the teacher. They will associate with those in an equivalent evolutionary state.

The Outer Self's position with the Expression and / or Life Lesson is considered to be negligible in effect and no information was given. This can be an area for future research.

We have covered an enormous amount of territory in this lesson. This is the second most important part of your numerological profile. Be sure to learn thoroughly your vowels, consonants and totals of your name.

Use the material from Chapter 1 about the base numbers to deepen and broaden these concepts.

**Destiny**  
=  
**Date**

**Tools**  
=  
**Name**

**Name Changes**  
**Lesson 9**

This original name vibration will always affect you throughout your life, but temporary vibrations can be modified or altered through name changes. Remember also that all we are studying in this chapter must be applied to the more important, non-alterable Destiny number. The Destiny is what we came to do, and the name represents the tools we have to do it with. Keep in mind that name and all other tools must feed or support Destiny. We will be building on this information in the next chapter, so please take your time and study the material carefully. “Positive” and “negative” are merely applications and interpretations of the energies represented by the numbers, and not judgment calls on individual behavior.

# Numerology Profile

			Spiritual (Inner)
			Name
			Practical (Heart)
			Personality (Out)

Cornerstone \_\_\_\_\_ Soul Print \_\_\_\_\_ Key \_\_\_\_\_

<i>Table of the Inclusion</i>			1 2 3 4 5 6 7 8 9 11 13 22 A B C D E F G H I J K L M N O P Q R X M S T U V W X Y Z V
1 _____			Karmic Lessons: _____ (missing numbers)  Karmic Debts / Tests: _____ (13, 14, 16, 19)  Karmic Assets: _____ (strong numbers)
2 _____			
3 _____	The One	Odds	
4 _____			
5 _____			
6 _____	The Many	Evens	
7 _____			
8 _____			
9 _____	The All	Duals	

_____ + _____ + _____ = _____ = _____ = Destiny (Life Path) (Month Day Year = unreduced total, reduced to base number)			
Cycles:	Ages:	Challenges:	Pinnacles of Aid:
_____ Development	(DoB to _____)	_____ (DoB to _____)	_____
_____ Productive	(_____ to _____)	_____ (_____ to _____)	_____
_____ Rewards	(_____ to EoL)	_____ (_____ to _____)	_____
(Birth to nearest #1 year) (last to End of Life) (_____ to EOL) _____			

Workspace	Name Changes
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# Tools and Equipment

Cornerstone, Soul Print, Key  
Table of the Inclusion: Life Involvement  
Odds, Evens, Duals  
Karmic Patterns: Lessons, Debts, Tests, Assets

In our last lesson we began to examine the name itself, the tools and equipment with which we are endowed to learn or to experience our Life Lesson. Although we know that the name does change from time to time, through abbreviations, pseudonyms, marriage, etc., we will continue to work only with the name given at birth for this chapter. As we learned last lesson, the names we were given at birth indicate our basic tools and equipment and our urges or motivations. These may be inherent, immediately available or could be developed easily.

We determined the numerical value for each letter in the English alphabet. We also learned to apply those numerical equivalents to the name. We learned how to find the spiritual, material and personality derivatives of the name. Each learning step gives us a foundation on which to build the next step in a continuing series of steps. Each learning step is therefore more complex than the previous step, a further refinement, a modifier, or in some instances, a contradiction or paradox. We are going to take this material one step further in evaluating your name. Be aware that this new material does not supercede the previous information on the name, but deepens and broadens our perception, adding nitty-gritty detail, rounding out the overall picture.

If we run into contradiction, remember that any individual is very complex, sometimes contradictory or paradoxical. Should you read contrary indications in the profile, the contrariness and the energy it represents actually exists within the person and is experienced as a complication in that person's life. Do not try to cancel out paradoxes just because they are contradictory. In fact, exactly the opposite is true. The paradoxes indicate the complexity of the individual. Do not deny or negate something because of contradiction. Be aware that both factions are operating in a person, sometimes at war. At times an energy is so subliminal that the person is largely unaware of its influence on their life. If it is difficult to "read", it is far more difficult to "live with".

**Name Changes  
Lesson 9**

**Contradiction  
=  
Complexity**

Perhaps the energy shows itself in terms of the type of associations formed or the people or experiences that we attract. I am sure you have heard people say, “This person or experience entered my life and I do not know what I did to attract this.” Perhaps it is a piece of ourselves that we will not own and we project that energy for others to play out for us – our shadow self, or mirroring activities. We do draw our lessons to us consciously, many times on an unconscious level. We are not even aware of the energy. As we start deepening these categories, should you run into contradiction or paradox, or believe one process could cancel another, know that they do not. They simply add to the complexity of the picture that eventually becomes a total human being.

Let us examine your name more thoroughly, particularly your first name. Your first name holds the key to your experiences. If people were to call out to you, they would not usually use your full name, first, middle and last, unless they are your very upset mother or father. They would tend to call you by your first name or nickname, what you are commonly known by, and would answer to immediately. For example, I would not greet anyone in this way: “Hello, John Fitzgerald Kennedy.” I would say “Hello, John” or “Hello, Jack” or “Hello, Mr. President.” Any such name would hold great power in any individual’s life.

## **True Name**

The ancients felt that if you could name a thing or a person by its True Name or Soul Name, you held power over that thing or person. We seem to have lost touch with such possibilities. It is possible that the name we acknowledge as our personal identification can hold a certain amount of power. It carries power, through identification, to which we respond. That does not necessarily mean that John Fitzgerald Kennedy is a Soul Name. Someone calling out the name “Nancy” will cause every Nancy in the room to respond to that identification, and it does not matter whether the call is directed at those answering. It only matters that our personal symbol of identification has been verbalized and we will respond to that call due to the pulling power of our personal identification. Obviously, this is the name to which we should look carefully, as this is the name by which our personality and our application into the material world is going to operate on a common or everyday basis.

There are three areas of importance in the first name. Look to the part of your worksheet that lists:

Cornerstone \_\_\_\_\_ Soul Print \_\_\_\_\_ Key \_\_\_\_\_

Look at the first letter of your first name and its numerical value.

Look at the first vowel of your first name and its numerical value.

*Note that it is possible that your first letter is also the first vowel.*

Look at the total of the first name: vowels plus consonants.

## ***Cornerstone***

Think about the way a building is erected. Usually a key block is placed, the cornerstone. It may identify the building as a totality. For example, printing may be placed on it or a time capsule within it with records or messages for the future should the building be disassembled. In other words, that cornerstone is considered to have the ability to convey the message of the entire building. In addition, the cornerstone sits at the base and foundation of the rest of the building. Let us say the building has thirty floors. The cornerstone not only vertically supports the weight of all that has been built on top of it, but it also supports the diversity of the experiences available in a thirty-story building. If the building contained only apartments, each of those apartments contain different families with different personalities. Horizontally, the cornerstone anchors the perimeter of the building. The cornerstone itself, as anchor and support, would be considered to be a statement for the entire building.

In the same manner, the first letter of the first name is considered to be the Cornerstone of your name, whether it is a consonant or a vowel. Most commonly it is a consonant. As a consonant, remember the letter has a more material or physical value that must be energized or motivated by a vowel. A vowel beginning a name, such as in Ann or Evan, will not only have its own motivating characteristics, but will also embody the characteristics of the Cornerstone position. We will look at this in the next section. What we will learn now is the numerical value of that first letter as the Cornerstone of the way you conduct your personal expression and your life.

Be aware that if a person were to completely change their first name, and we have the free will to do so, they could truly change the Cornerstone as anchor, support and foundation. From that moment forward, they could have a totally different expression; this also will be the subject of a later lesson. Also, in this part of the chapter we are looking at only the

**Name Changes  
Lesson 9**

numerical value of the first letter of the first name, and not the individual value of each letter in the name. We will study the individual value of each of the letters in our next chapter and you will be able to add those values to this understanding.

As Cornerstone, the first letter of your first name is primary and represents your method to initiate or to approach experience. Use the analogy of the cornerstone in the building as aiding, anchoring and supporting the balance of the building and possible experiences. Representing an approach, this Cornerstone letter relates to your worldly viewpoint and natural inclination as to how you are going to express yourself, similar to an ascendant in an astrological chart.

Make a mental note if the Cornerstone is a Master Number, but remember this position does not have the impact of a Destiny or name total. It is always wise to look at the potential influence of a Master Number. For example, a person whose Cornerstone is K, Master Number 11, might have or be expected to have more vision, because Master Numbers always create more of a demand or expectation. Look to the basic number definitions in Chapter 1 to determine your worldly viewpoint and approach. Or what about an A, J or S Cornerstone, for example, with a basic numerical value of 1. The one leads or stands alone. Recognize this one quality as a natural inclination of the person, to lead or to stand-alone. Establish this principle as the Cornerstone of behavior. Look to all of the basic definitions of the numbers and apply them to the Cornerstone, noting any Master Numbers as minor, or perhaps hidden, influences.

Stop here and look at your own Cornerstone and develop a definition. Use the base number definitions from Chapter 1 and the Practical Self definitions from Chapter 3.

## *Soul Print*

Now look at the first vowel of your first name and its numerical value. Since the vowels represent our spiritual inclination and our motivations, we are looking at those urges that plant seeds to be manifested in our physical / material reality. This can be the living hand that shapes the glove, the causative principle behind the outer manifestation. Anyone can do an action. In order to truly understand that action, we must look at the motivation behind it. If I were to burn something, the physical act would appear destructive. If my motivation is examined, the act might be found to be constructive. Perhaps I am burning something that might be full of disease. The outer manifestation would then be a constructive act, based on my motivation for doing the act. When we deal with the vowels, we are dealing with the reason behind, our motivation or purpose, the causative principle to the outer effect. This first vowel is the Soul Print and relates to your emotional impulse, subconscious responsive reaction and personal attitude.

There are only five vowels, A, E, I, O, and U. As previously discussed, Y is less frequently used and the W only occasionally used as a vowel. I personally never use W as a vowel - but then again, I may be wrong. Formally set your own value based on your own experience.

We have already determined that if we had a name full of consonants and with no vowels, it would be unpronounceable. It cannot be aspirated, a meaningless jumble of sound. Vowels are shadings, connectedness, cause and reason, giving us the ability to make sense out of experience. Vowels are absolutely essential, a fact usually ignored. Who except a linguist or numerologist thinks of the value of vowels? Notice that not all of the numbers are represented. A = 1, E = 5, I = 9, O = 6, U = 3, Y = 7. Only numbers 1, 3, 5, 6, 7 and 9 have vowels to represent them.

As mentioned, the number value of the first vowel is going to represent our immediate subconscious response to life and experience. Also, the first vowel acts as representative of the total value of the vowels in the entire birth name. For the example from my birth name, Marilyn Jon Jones, the vowels total a 7. The first vowel of my first name is an A = 1. This means the A will act out my 7 Inner Self, but in a 1 way. The vowel total of the entire birth name is going to be the backdrop or conditioning part of my experience. The Soul Print value will be the immediate spiritual response in acting out the more permeating total value. If I am a 7 in terms of my Inner Self, and my immediate spiritual response to my environment or any experience is a 1, we will see the 1 act out, but can easily lose sight of the really more important 7. These can be conflicting or contradictory numbers, but both will operate.

If the first vowel is a hard or long vowel, there will be very pronounced attributes, including self-projection, initiative, leadership, directness, and me-first. Pronouncing the hard or long sound of “AAAA” becomes an analogy of the actions of an individual.

If the first vowel is a soft or short vowel, there will be less dynamic and projective energy, softer in nature. Feel the difference in the pronunciation of “aaahhh,” and use it as an analogy for self-projection.

If the first vowel is a diphthong or double vowel, such as ia, ea, io, or oy, etc., it offers dual strength, mutual yet divided. It must be read as a combination, dual, but with a less pronounced or divided expression. So entwined, these vowels are not easy to separate in order to evaluate the impact of their component parts. In terms of power, the first of the two vowels is considered the stronger, modified or sometimes complicated by the second vowel. Aspirate “ooiii” or “ooeee” to feel the duality of the diphthong.

## *Cornerstone AND Vowel?*

Yes, it is possible for a vowel to be the first letter of the first name. If your first name begins with a vowel, you would add the impact of the Cornerstone to the impact of the Soul Print as they are one and the same. The worldly outlook, material viewpoint and natural action of the Cornerstone and your subconscious or automatic reactive response of your Soul Print are one and the same. This person would not be able to divide these parts of their lives into separate categories. They seem to express their inner person through their outer actions. This would be true of any name that starts with a vowel or a diphthong. Aileen and Eileen have a diphthong Soul Print, which also happens to be a Cornerstone. You must read this diphthong in both categories as though one letter, in categories that are forever joined and never separated. This can place a great deal of reliance on one letter or the dualistic diphthong, but this is the choice of the person. Diphthongs can be confusing. For example: would the first vowel in Aileen be both 1 and 9, sort of hand-in-hand, or would it be 10/1? Or the first vowel in Oona be both 6 and 6, or 12/3. No. The first vowel in Aileen is A/1. The first vowel in Oona is O/6. The second vowel adds influence but does not replace vowel #1. Each are counted individually, but they are just forever joined in sounding.

Look to the base number definitions in Chapter 1 as well as the number definitions for the Inner Self to determine your emotional impulse. Note that no Master Number is possible.

### *Key*

When we first defined the name numerically, we used the individual name totals to cross-check our vowel and consonant math. I mentioned at that time that we would use those name totals later. Now we will use the total of your first name only, the name given on your birth certificate, as the key that unlocks your experience. Think of your name as a door to experience, and the mechanism of unlocking and moving through that door as defined by that name. Your first name is your calling card, your personal sense of identification as well as your identification by others. Changes we make to this identification will be examined in a later chapter.

How do you relate to the experiences you have? What will open your door to understanding? What information can we obtain from that first name to give us the Key to the mechanism of this door? We have listed all of the vowels and all of the consonants of the first name only. We have the

**Master  
Numbers in  
minor positions  
do not carry the  
same weight as  
when in major  
positions.**

*motivation and spiritual viewpoint behind our experience through the vowels; we have a listing of the material tools and assets at our disposal, our consonants. This represents what we have in terms of equipment on this physical, material level, and the internal urge to use or apply those tools. The Key to this door is the total numerical value of that first name. This base number is our method of unlocking our experience.*

When we did my personal example, my first name has a total count of 38 by adding the numerical value of each of the letters of my first name. This 38 reduces to an 11, a Master Number, and further reduces to base number 2. Our purpose in combining the numbers in this way is to make a mental note of any Master Numbers that may lay hidden behind the base numbers. Remember that Master Numbers in these minor positions do not carry the same weight as the major positions - you are making a mental note only. A Master Number in any position indicates a higher demand. In this instance the demand incorporates the sense of vision associated with the 11. I must try to use this Key on the level of the 11. When we do not fulfill our spiritual vision, we get frustrated, and the positive 11 becomes a negative 2. So my personal Key to unlock my experience is a 2, with the vision of the 11, looking for cooperation and a more visionary capacity to relate. Easy or difficult, this Key is the manner of unlocking the door of my, your or each person's experience.

Stop now and look at the total of your own first birth name as the Key to unlock the mystery of your personal experiences. What can we do upon viewing our personal mystery to create a positive, constructive experience? Look to the base number definitions in chapter 1 and the Outer Self definitions from last lesson, plus the understanding you have of the numbers at this point. Do not apply the Cornerstone, Soul Print or Key principles to your middle and last names as these categories only apply to your first name.

# *Table of the Inclusion*

This table is a list of the number of times a base number (not a Master Number) is represented in your complete birth name. We will then divide the list into three categories: The One, The Many and The All. We will also divide the list into three other categories: Odds, Evens, and Duals (here we will note the Master Numbers). Breaking down your name tells you where and how you will be the most comfortable and where you will have the most experiences or interactions. This is not a major piece of your profile - it is detail of your profile. Did you come with the equipment that encourages you to rely on yourself and to build your skills, to deal with people one to one? Did you come in with skills that involve a larger sense of self to take in a grouping of people, clan, tribe or family? Did you come in with skills to incorporate the totality of human experience on a much larger scale, involved in and not separate from life?

**Detail**

Using the Table of the Inclusion and all the letters of your entire name, place the letters on the number lines on which they belong, according to their number. A belongs on line 1, K on line 2, M on line 4, T on line 2, etc. according to the chart shown on the Numerology Profile.

Using the Table of the Inclusion we will examine the Life Involvement and whether our numbers fall into Odds, Evens, or Duals. Using our example: Marilyn Jon Jones:

1 A, J, J, S	4 M	7 Y
2	5 N, N, N, E	8
3 L	6 O, O	9 R, I
Total: 5 The One	Total 7: The Many	Total 3: The All

<b>Table of the Inclusion</b>		
1 _____	4 _____	7 _____
2 _____	5 _____	8 _____
3 _____	6 _____	9 _____
<b>The One</b> _____	<b>The Many</b> _____	<b>The All</b> _____

# *Life Involvement*

The nine numbers in the Table of the Inclusion are divided into groups of three, called The One, The Many and The All. This represents your natural, comfortable method of involvement with life and with others. Total your letter count in each group and determine which grouping has a substantially higher count. That category will be emphasized in your experience. There are times when the categories will be pretty much in balance. This seeming balance should be read as such. Balance is as valuable in a reading as are dominance or absence. The following readings apply:

## **One to One**

*The One* Your comfort zone or major involvement in life is for the purpose of developing self-expression, individualization, personal creativity, a pioneering urge. This could be viewed as selfishness or self-centeredness, be sure express this in a positive way. One-to-one relating; “mine” is your motto.

## **One to the Group**

*The Many* Your comfort zone or major involvement in life is for working on a larger scale with groups of people, family, community or country. You are developing a sense of responsibility that extends beyond yourself. One to the clan or group; “ours” is your motto.

## **One to Life**

*The All* Your major involvement in life is to get beyond the personal and the immediate group and look at life in a larger perspective. This does not mean every minute of every day, but your vision is broader. You will be more comfortable working on a global or mankind level, learning to love more impersonally and objectively, seeing the community as family, making no distinction between race or creed. You must serve and live for the good of all. Oneness to all life; your motto is “yours”.

# *Odds / Evens / Duals*

Note whether the majority of numbers of the name are odd or even:

*Odd numbers* 1, 3, 5, 7, 9, 11 create in the mind and are inspirational and artistic. The “Withins” – subjective and emotional in nature, with a great love for art, beauty and spirituality; they have imagination and vision. The Dreamers.

**Odds**

*Even numbers* 2, 4, 6, 8, 22 create in form and are more practical, physical and constructive. The “Withouts” – objective and efficient in nature, concerned with materiality, power and success. The Doers.

**Evens**

*Dual numbers* Obviously it would be helpful for us to have a healthy mix of numbers. Generally you do not find people balanced. We are in this world to go to school, to grow and to learn to balance our energy. There is a third category that I personally do not work with very much. You may encounter them in your studies, so I will make you aware of them. These are called dual numbers. They can express in both concrete and inspirational terms. Dual numbers are taken from both even and odd numbers and are 1, 6, 22 – these can be both inspirational (odd) and yet capable of concrete expression (even); they bridge the two categories.

**Duals**

Stop now and create a Table of the Inclusion, and note the Life Involvement, Odds, Evens, and Duals for your own name.

# *Karma*



Mother Earth:  
Our Schoolhouse

There are laws within the universe, following universal principles, beyond the vision and scope of our usual man-made laws. One of those laws is called the Law of Karma. The Law of Karma provides the basic urge towards enlightenment and evolution. The Law of Karma acts as our teacher, so we learn to live in harmony with spiritual law, the law of the universe itself. The Law of Karma implies that man is responsible for all that he does or does not, all that he is or is not, and for all that he has, whether consciously or unconsciously, on all levels of existence. As a person becomes conscious, he / she must become aware of the influence he / she has in life, and the ownership of the results of that influence. Both action and lack of action set in motion certain causes that the most part have done so. We are attempting to learn and elevate consciousness. We must own those results, as we are responsible as the causative factor.

More modernly the phrases to describe such karma would be:

- ✓ “Do unto others that which you would want done unto you.”
- ✓ “Do NOT do unto others that which you would NOT want done unto you.”
- ✓ “To every action there is an opposite and equal reaction.”
- ✓ “What goes around comes around.”
- ✓ “Sometimes you get the bear, sometimes the bear gets you.”
- ✓ “Sometimes you are the bug, sometimes you are the windshield.”

The Law of Karma should not and cannot be interfered with, for the law is invariable and must eventually operate. Even if you were able to delay it, and I doubt you could, it could not be denied. Remember that as we learn and we grow, we have eternity in which to experience. God is infinite and has all the time God chooses. We can have as much time as is necessary, or as little time as God deems suits the circumstances and the lesson. Karmically we are dealing with the working out of a law that has no time limit, it can work out any time it chooses. What we talk about as karma is the sum total of all forces generated that are as yet unfulfilled. Once karma has been fulfilled, it passes into history. Once we have worked through or balanced our karma or learned the lesson inherent in our karma, it no longer blatantly influences us or requires our attention.

Since it is an ongoing process, the sum total of what we are learning as well as the effects of prior causes we ourselves have set in motion, we do have some influence over our karma. The more conscious we become, the more we will be able to specifically influence our lives and our karma. The final outcome of our karma can be modified through working more in

harmony with spiritual law. We create our karma through our own free will, ignorantly or with awareness. We cause activity, which in turn causes other activity, which eventually results in a series of karmic patterns. Destiny is the result of man's creative activities. Self-mastery, living in harmony with spiritual law, owning and resolving those karmic patterns we have set in motion is under our control. We do not solve our problems by avoiding or denying them, but by positively working through them. We cannot erase our past actions, but we can modify the outcome through our awareness. The evolution of our evolving consciousness advances the balancing of karma.

## ***Karmic Patterns***

Our Karmic Lesson, our Karmic Tests or Debts and our Karmic Assets or Spiritual Bankbook gives us clues to our overall Karmic Pattern. Remember, unless you have a sense of identification with these readings, they may not contribute much to your study at this point. You do grow and increase in knowledge spiritually. What is not applicable in the present may have value in the future. As always, do not throw such material away. Instead, put it away for a later study. This is material from other authors that I have applied through multiple profiles.

<p style="text-align: center;"><b>Karmic Patterns</b></p> <p><b>Karmic Lessons:</b></p> <hr/> <p>(missing numbers)</p> <p><b>Karmic Debts / Tests:</b></p> <hr/> <p><b>(13, 14, 16, 19)</b></p> <p><b>Karmic Assets:</b></p> <hr/> <p>(strong numbers)</p>
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## *Karmic Lessons*

Note in the Table of the Inclusion if there were any base numbers with no letters. These are your Karmic Lessons, weaknesses in our nature, and one of our main reasons for incarnation. There are nine major lessons, and, of course, there are always variations on a theme. In order to blend harmoniously with universal principles and to perfect our own spiritual potential, all nine lessons must have been encountered, experienced and mastered. We must master these lessons not for the moment, but permanently, and we have eternity and infinite experience in which to master them. Blank numbers reflect Karmic Lessons.

#1 Missing In the past you have failed to learn the value of independence, have avoided making decisions and have been too cautious or afraid to be a leader. In this lifetime you should try to compensate for the lack. How? You must lead, take a stand, make your own decisions, plan for yourself, and acquire courage and strength.

#2 Missing In the past you have avoided cooperation with others and need to learn the value of tact, patience and consideration of others' feelings. You have neglected lessons to be learned from service, detail, obedience, and the small things of life. In this lifetime you must learn to be friendly, diplomatic, a peacemaker, and to be loyal. Learn to take care of your own details and dirty work, and be patient.

#3 Missing In the past you have failed to learn to express yourself and have tried to withdraw into your own little shell. You lack a good self-image or confidence in yourself. In this lifetime you must develop your personality and overcome your fear of people and of yourself, and also overcome your tendency to apologize for being what you are. Recognize your own uniqueness. With the evolution of society and the various communication breakthroughs, we seem to be making progress with this particular lesson.

#4 Missing In the past you have disliked the slow, methodical, building, manual type of labor. You have been inclined to do things in a disorganized fashion, hastily or impulsively, putting forth as little physical effort as possible. In this lifetime you must learn that little of value is accomplished without personal work or effort. Slow down and do things one step at a time, and develop that kind of patience.

#5 Missing In the past you have run from life and consequently failed to acquire an understanding or personal warmth towards people and life's experiences. Sexual / emotional expression has been confused – the difference between license and freedom. In this lifetime you will be given opportunities to accept change, new ideas, people, places and things, and to recognize the cyclic flow of life.

#6 Missing In the past you have failed to learn to accept personal responsibility, burdens and obligations. You have not learned about giving loyalty, service or devotion to a person, an idea or a group. In this lifetime you will be placed in positions where you must care for and provide for others, often creating a hardship. This becomes a teaching avenue; you will be taught so you may teach. You may receive little in return. Instead of railing against this, recognize this is a quality you are attempting to embody.

#7 Missing In the past you have been impulsive and have created many of your own difficulties, not developing your self-control or self-discipline. You have neglected to explore the internal or spiritual side of your nature. Many people do not explore their internal world because they fear what they might find. In this lifetime you must learn to become comfortable with and release your fears of this unseen world. Through self-control and analysis, you must gain an understanding of what spirituality is to see the beauty in it and in yourself.

#8 Missing In the past you have run away from making decisions, handling matters involving money and managing your own affairs. You do not have to like this. In this lifetime, life will give you opportunities to manage things for yourself and to learn to use good judgement. Never use money, success, power or position solely for self-advancement. Recognize that orderliness, responsibility and the ability to deal with these areas is absolutely necessary.

#9 Missing In the past you have failed to learn about the positive 9, your own emotional nature and the needs of others. You perhaps lacked human warmth, compassion, understanding or objectivity. In this lifetime you must learn to acquire sympathy, compassion, love, generosity and understanding. You may be asked to set aside your personal desires and be satisfied to give without expecting reward.

Please recognize these are weaknesses in your makeup, lessons you have not mastered. These are not necessarily areas of prior abuse, but may simply be unfinished or unincorporated. You are being given the opportunity in this lifetime, through these Karmic Lessons, to incorporate these values within yourself. Remember this weakness represents a negative expression of the number, and you are seeking its positive expression.

## *Karmic Tests and Debts*

I would like to make a distinction between Karmic Tests and Karmic Debts as you may find these terms somewhat interchangeable. A debt implies that there is an imbalance that must be repaid in some way. A test might occur 1) as you incur the debt in the first place, or 2) to see whether you have strengthened any weaknesses or really learned the lesson implied. It is really easy to say we have learned something if we have never placed it to a test or put our mastery of it on the line.

For example, during my self-examination process in the '70s, I realized I had a jealous streak. I worked very hard on resolving those issues within myself and felt I had mastered them. One fine evening in 1984 or so I encountered it again. This was the test. Would I recognize the problem? Would I be able to work with it and create a positive outcome? Had I mastered the lesson or merely fooled myself? I felt good about the outcome, and about the way I handled both myself and the issue involved. Unless we are tested, we do not truly know if we have learned, or if the healed principles have taken root on all possible levels of being.

Karmic Debts and Tests differ from Karmic Lessons in that the Lessons show areas of weakness that must be strengthened through experience. Karmic Debts imply an actual area of past misuse, an indebtedness that we owe and which must be paid in order to erase the Karmic Debt. Lessons and Tests offer us the opportunity to repay our Debts.

Our Tests also indicate pitfalls for us to avoid so as to not increase those Karmic Debts. When we find a Test number, we can usually find circumstances in our life indicating opportunities for repayment of such Debts. When we recognize these Tests during our experiencing, we have done a great deal of growing and evolving.

There are only four Test / Debt numbers: 13, 14, 16 and 19. I realize these are not single digit numbers. Remember how many ways we can arrive at a base number through the Rooting process. Only four of these double-digit numbers are actual Tests / Debts. *Further, they are Test / Debt numbers only if connected with the Inner Self, the Quiescent Self, the Outer Self or Personality, or the Life Path.* If they appear in any other area, they should be ignored. They are either nonexistent or so minor as to be literally useless in interpretation.

The presence of the #1 in each of the four Test / Debt numbers implies weakness in self-projection. Weakness can be scored by either too much I-I-I or self-negation. One definition is the flip side of the coin to the other.

#13 is the mildest of the Tests / Debts, indicating past insistence on the frivolous, avoidance of the positive qualities of the 13 and the 4. Avoidance of work, neglect of the necessities and pleasure-oriented, non-constructive, unwilling to participate in a structured or stable manner. You need to attend to your life work, to be constructive and productive, and to avoid overindulgence in physical pleasures. Study the constructive qualities of the 13, or 1 + 3, and 4. Be willing to make sacrifices. Look to the previous definition of the Master Number to see if some sacrifice may be required.

- ✓ If a subtotal of the Inner Self, emotional dissatisfaction caused by lack of depth in emotional matters and unwillingness to consider sacrifice to achieve emotional stability.
- ✓ If a subtotal of the Quiescent Self, material prosperity and physical condition may suffer due to a lack of personal discipline and shallow personal values.
- ✓ If a subtotal of the Outer Self, former instability and unreliability could undermine your personality.
- ✓ If a subtotal of the Life Path, a projection of easy-come, easy-go may alienate those who could help you accomplish your Life Path. Be willing to devote both hard work and sacrifice to accomplish your Life Path.

#14 with a base of #5 indicates misuse of physical passions and pleasures. Remember how wild and abandoned the 5 can get, rebellious and self-indulgent, it warns of the danger of being overly concerned with physical appetites, and shows a need for self-discipline in these areas. While change is good, chaos is not good.

- ✓ If a subtotal of the Inner Self, there may be emotional setbacks and a limited satisfaction with your emotional experience.
- ✓ If a subtotal of the Quiescent Self, there is a possibility that affairs of the heart may be short in duration or lacking in quality.
- ✓ If a subtotal of the Outer Self, hopes and dreams in your outer life may be met with disappointment. (I own this one and it really is true!)
- ✓ If a subtotal of the Life Path, there may be a delay in reaching goals, accomplishments and successes. Remember, the Life Path is what you do or accomplish with your current life.

#16 Because 1 and 6 become 7, the indication is that of a former lack of faith, neglecting the spiritual, and an attitude of fear or doubt. 1 and 6 imply a misuse of individuality and domestic responsibility. This could be an indication of failed moral responsibility and activity, misuse or misapplication of love such as “smothering”. The self must be put aside to experience the spiral love that transcends and includes all; only then can the spiritual side of man be truly born.

- ✓ If a subtotal of our Inner Self, friends and associates may not be what they seem to be and unions may be unrewarding.
- ✓ If a subtotal of our Quiescent Self, a broken heart may be experienced again and again. This can show up in our physical health. We must learn that most things are temporary unless they have spiritual value.
- ✓ If a subtotal of our Outer Self, whatever is gained materially may be lost – money, possessions, name, positions – to teach us to look at the positive spiritual values and not be overly concerned with material things. We come naked into the world, and we leave the same way! We do not take our titles, positions, and “stuff” with us.
- ✓ If a subtotal of the Destiny, all of the hard lessons implied by the other Test / Debt numbers may be learned collectively. Loss of

love, or letting go of what we would like to hold closest to us. We may gain success only to sink to the bottom and lose it all. Through this we find our inner strength and the peace that only the spiritual can give.

#19 with a base of 1, the indication is a misuse of power in the past. There has been the use or misuse of personal or universal power and that repayment must be made.

- ✓ If a subtotal of the Inner Self, you may approach the brink of death to appreciate what life really is. Life is connected with seeing things realistically, which may not always be pleasant.
- ✓ If a subtotal of the Quiescent Self, there is the possibility of being used, mistreated and badly hurt by our experiences, particularly love, which seems to be our greatest teacher. Our hopes may not see fulfillment, and we may feel powerless. We must let more impersonal love provide the satisfaction. This is not a punishment but an experience to help us see what we must do to have better results.
- ✓ If a subtotal of the Outer Self, we may wind up with nothing to show for great effort. We should continue to strive to reach our goals. Sooner or later, the debt will be balanced and success will be met – but it will definitely be earned. It is not the blame or fault of others. It is our Debt.
- ✓ If a subtotal of the Destiny, the burdens of the past may have to be carried in order to achieve success in this lifetime. We may find limitation instead of freedom and the need to sacrifice what is ours. As a misuse of power Test, if we understand the misuse and the indebtedness, then we stand a better chance of a positive outcome through better decisions and handling.

Stop now and determine your own Karmic Lessons, Debts and Tests. Use the base number definitions from Lesson 1 and the reverse or negative expressions of the Inner Self number definitions.

## *Karmic Assets / Bankbook*

Please recognize karma is not always a negative. We do at times work through our imbalances, our weaknesses and our debts. We also develop positive qualities of character or experience. We do grow and evolve materially and spiritually, and pass our Tests. These positive qualities or experiences are also part of our Karmic Pattern. Karma is a sum-total, simply saying this is what you are and what you have earned at this point, both assets and liabilities. When we master a quality or conquer a negative trait, this accrues to our benefit. We are able to tap into these strengths and to use them in a positive sense as assets. Instead of a liability due to the life experience, we are able to rely or depend on facets of ourselves and life's response to those qualities. These are our Karmic Assets, our Spiritual Bankbook, proof that we have made progress in our personal evolution.

These are shown by strength in number in the Table of the Inclusion. Look to the number or numbers that contain the highest count of letters in your name. The qualities represented by that number are your Spiritual Assets, qualities you have mastered or worked through and have now become a part of your character in a positive sense. You will find more ease of application or experience in these areas. These are the strengths you will use to master your weaknesses, face your Karmic Tests and repay your Karmic Debts.

For example, I have four 5s in my name. I have the capacity to roll with the punches, to accept change and uncertainty in my life. This is not a cop out; it is an asset. I also have four 1s in my name, reflecting the ability to lean or rely on myself and to make decisions when necessary. I may not use these assets every day in every way, but these are qualities that are on my side, usable by me when needed. These qualities can be relied on or turned to as inner strengths. Any quality can take over and dominate, or do too much, but that is a matter of self-indulgence and personal control. These are assets that you earned.

Stop now and look at your own Karmic Assets, your Spiritual Bankbook. Look to the positive qualities of the base number definitions from our first lesson and to the Inner Self definitions from our previous lesson.

Karmically, do you have a Lesson (weakness) or Debt (that must be repaid or balanced), or will you face Tests (experiences) that specifically relate to the Destiny? For example, my Destiny is #8, which I am missing in my name – #8 is a weakness for me, one on which I must work.

Karmically, do you have Assets that contribute or cooperate to a key position such as Inner Self, Outer Self or Destiny? For example, my Karmic Assets #5 and #1 are linked positively to my Outer Self #5.

Try this on your personal chart.

**Positive  
qualities  
of the  
numbers  
Lesson 1**



# Alphabet Soup

Breakdown of Individual Letters  
Synopsis of Alphabet

In previous lessons, we learned that each letter of the alphabet has a numerical value based on a linear count, A = 1, B = 2, etc. This is an arbitrary measure based strictly on the English alphabet (see Lesson 3). In some languages, letters stand alone and have no other meaning. In other languages, each letter represents a concept or a story. There are hundreds of different alphabets, which may or may not have the English complement of 26 letters. For example, the Hebrew alphabet has 22 letters, many of which are similar in shape and sound to English, but not necessarily in the order in which one letter follows another in the English alphabet. Simply from the standpoint of 22 letters in the Hebrew and 26 letters in the English alphabets, you can see a specific correlation is not always possible. Also, in terms of numerical value, the Hebrew alphabet count goes only to 10. Believing 10 to be a perfect number, the Hebrew alphabet does not revert back to a single digit number, it then starts counting by 10s, i.e.: 10, 20, 30, etc. to 90, then by 100s, 200, 300, etc, so the number assignments between the alphabets are completely different. This can be true of most alphabets. These letters are not necessarily in the same order, so they would be assigned differing values even if they “looked” alike.

It has been the practice of many numerologists to ascribe certain meanings to letters of the English alphabet based on a study of Jewish Mysticism called the Kabbalah (which title in itself has many spellings), Egyptian symbolism, and many other systems. It is quite easy to see that the 22 letters of the Hebrew alphabet correspond to the 22 major arcana. Many these correlations may be valid. Most beginning numerologists do not have the deep philosophical background or understanding for a study of this type, in the sense that deep mysticism might require a philosophical scholar. I myself have studied for many years and am in no way qualified as an authority in such correlations.

## Name Changes Lesson 9

In a later class, we will investigate the seeming connection between the Kabbalah and the letters from the standpoint of looking at alternatives and possibilities. My first Tarot deck was the Egyptian deck, but I do not have sufficient knowledge of Egyptian lore and symbolism to hold any sort of an intelligent discussion on this language. These can be areas of later study for you.

If we use all available sources of possible definitions for each letter of the alphabet, we will get hopelessly confused. Authors either do not agree and can contradict each other on such definitions. As an example of contradiction, many numerologists ascribe certain astrological planets to specific numbers. Even though I have an extensive astrological background, I cannot find their logic in many associations. Since the bulk of their material on the alphabet is based on such associations, then to me the bulk of their material becomes questionable because their base is questionable. Since they do not seem to agree with each other, it apparently is their private opinion and personal experience... it works for them... and it is their right to express their take on the subject. However, their definitions and applications may not be able to be replicated by the student or another professional. What to do?

Numerology works, even when Numerologists disagree. That much is true. I have studied several techniques... and that is what we are discussing... techniques. In order to have a system that is immediately usable by the student and yet leaves the door open for future information and potential re-work, we need to establish some helps or guidelines. We will set some basic definitions for each letter, dovetail the previously learned information into the framework, and yet allow for experience and future learning to possibly modify those definitions. This is a tall order - let us see if we can pull it off.

Our premise is that we are defining English names by the English alphabet, using an English counting system. If a person were born in a foreign country with a foreign name based on a foreign alphabet, you would need to familiarize yourself with that alphabet and counting system in order to have accurate definitions. Usually this is not probable in our everyday life. So we use our English alphabet to establish an English definition of a person regardless of their origin. This is questionable at best, and yet we will still get value and information from the procedure. We just have to remember that there are inherent limitations with little, if any, recourse. In other words, we do the best we can with the sources and bases available. If you have knowledge of another language and its mathematics and the correct spelling of birth names, you should be able to make the conversion easily.

In our previous lesson on assigning numerical values to each letter we simply did a linear count. When we get to number 9 we simply redefine the base numbers using the metaphoric higher dimension represented by the addition of the “0” cipher. We also at that point recognized that, as an example, it might not be a simple “5”, but has a root of 1 / 4 or 2 / 3, which adds to the picture of the 5. Further, we have noted any double numbers that occur. In our 26-letter alphabet, the 11 and the 22 are double numbers, called Master Numbers. We also have arbitrarily assigned 13 as an additional Master Number because of its occult symbolism of sacrifice, not because there is anything inherently different between the 12, 13 or 14 in terms of mastership.

In our lesson on names, we simply counted numerical values and totaled them to gain some insight into the individual. We also noted the difference between even numbers and odd numbers as the difference in expression between doers and dreamers. To do that we separated the vowels from the consonants, again a choice based on occult symbolism. We determined that a word with all consonants is difficult to pronounce or understand. The use of vowels brings both clarity and understandability, serving almost as a linking or bridging between the sounds of the consonants.

Stop for a moment and pronounce the letters of the alphabet slowly, noting how you aspirate (a little or a lot), and how you shape your mouth, tongue and teeth to make each sound. Notice that some sounds are formed with your mouth very open like the O or the H. Some sounds are formed by closing your mouth or teeth like the B or the T. Some sounds require some manipulation like the K. Some sounds “hiss” like the C or the S. Letters can be pronounced with a hard sound or a soft sound like A or Ah, depending on where they are found in the word and the letters surrounding. Some letters need to be sounded with others to be coherent or may be silently absorbed by another letter. Diphthongs, such as the Au i in “Laurie,” have a double sound, and therefore should have a separate definition from single vowels. Laurie has two diphthongs, the last one is ie but is pronounced ”e”.

Phonetics plays an interesting role. The way a word is spelled may seriously alter its pronunciation. Which takes precedence, the spelling or the pronunciation? For example, the name, Phoebe is pronounced FeeBee. The Ph is pronounced as an F, the Oe is pronounced as an E, with the O preceding (supposedly having more strength) yet being absorbed in the sound of the E. We will count actual letters.

At this level of understanding, no one letter is more important than another in terms of the alphabet itself. However, in the name this is not true. When we looked at the Cornerstone, the Soul Print and the Key of the first name, we found that because of strategic placement in the case of the Cornerstone and the Soul Print, and the constant use of the given name as the Key to experience, these positions hold more power or focus than the balance of the name. Aside from the position of the letter as a first letter or first vowel, can the position of a letter within the name have specific value, no matter what that letter is? What if a letter is used as an initial in a name, with no actual name attached or used? Will that letter dominate in its sphere of influence and will it take on importance not usually attached to that letter within the alphabet? As many rules as we can make, there will always be exceptions.

**Stage  
Setter**

*Thrust* The first letter of any name, first, last, nickname, etc., can be a vowel or a consonant. As a Thrust letter of the first name, it is called the Cornerstone, which we have covered previously. However, it is important to recognize that each name has a first or Thrust letter that sets the stage for what is to follow. This first letter then becomes the dominant or initial appearance (first impression) letter in each of the names. If the first letter (Thrust) is a consonant the expression has more form than substance because the vowels give substance or motivation. If the first letter (Thrust) is a vowel, the expression has more spirituality or abstraction present than form. Form would then be contributed by the first consonant after the vowel. This would be true of any name, but particularly true of the first name as the first vowel of the first name is always the Soul Print and can also be the Cornerstone. At times people are known by a single or double initial, such as AJ. An initial used in place of a name is the only letter, therefore a Thrust letter, definitely dominant in that sphere of experience or expression.

**Pivot**

*Hinge* When counting the letters present in any name, look to see if there is an odd number of letters. If so, the letter in the exact middle becomes a Hinge for that name. In my own instance, my name Marilyn has seven letters, with the “I” in the middle acting as the Hinge. Your name (each of them) tells a story of you, your available energy and your experience, told in the order of the letters. The Hinge letter is pivotal, connecting the way you initiate (the first half of the name) to the way you terminate (the last half of the name) an experience or expression. Not all names have an odd number of letters, so not all names have Hinges. When there is no Hinge, there may not be a pivotal or distinct change in experience or expression in terms of initiation and resolve. Instead, there may be a continual flow without a distinct break. What does this imply in your own personal instance?

Ending The last letter of a name indicates how you will handle situations when they reach their point of resolve or termination. Remember, your consonants are form and your vowels are motivation. As form, consonants represent physical / material experience or lessons. As motivation, vowels represent mental / emotional / spiritual evolution.

- ✓ If your name begins with a vowel, you are open and expressive initially. If it ends with a vowel, regardless of the experience in the middle, you will still be relatively open as an end result. If it begins and ends with a vowel, you maintain flexibility as you experience.
- ✓ If your name begins with a consonant, you will be more oriented to form and are more contained. If your name ends with a consonant, your experience will create form and containment for you; you move from containment through the experience and face containment as your resolution. (This is true of our example: Marilyn.)
- ✓ If your name begins with a vowel and ends with a consonant, you move through the experience from openness to containment. If your name begins with a consonant and ends with a vowel, you move from containment to openness. If your name begins and ends with the same letter, such as Anna, David, or Norman, you travel full circle and progress becomes a choice.

Shape What about the shape of the letter itself? If you see life as purposeful and not coincidental or random, then the shaping of the letters themselves must have purpose as opposed to being merely convenient or coincidental. In fact, if you think about it, the letters as we write them and occasionally as we pronounce them, are not always convenient. Can the shape of the letter give us further insight into the definition of that letter's contribution to the individuality?

So, we have established possibilities for guidelines and should discover some more as we proceed. You definitely will discover more as you practice. We need to consider source of origin of name and base of alphabet, and make a mental note of base numerical value, Rooting if any, Master Numbers, odds and evens, vowels and consonants, sound and shape of the letter itself as long or short or possibly dual, phonetics, astrology, symbology, physical shape of the letter, position of the letter within the name and its relative strength, etc. We must remember that negative or positive expression of a letter or name is the choice of the individual.

What if one or a few of any individual letter or numerical value appear? What if there are many repetitions of a letter? Is there a point where we move from not enough... to enough... to too much? Please remember, too, that contradictions do exist and will work as part of the attitude or experience of the individual. Life and people are multifaceted, sometimes complicated, contradictory, or paradoxical. Within a reading you can face contradictions or complications. Make that a part of your reading because it is a part of the life you are reading.

Notes For the purposes of this lesson do not count suffixes such as Jr., Sr., Esq., etc, or titles such as Sir, Lady, Sri, etc. If you encounter a hyphenated name, count it as one continuous name as it is the intent of the person that they be known in this manner.

The study of the value of each letter of the alphabet can be a quite a task - monumental, continually changing, very interesting, and full of information. Memorize concepts and do not worry about remembering definitions word-for-word or by rote. In this lesson we will barely begin to scratch the surface of the meaning of the letters. Let us start scratching!

## *The Alphabet*

# A

- A 1 – leader, aggressive, dynamic
- Root – base #, masculine (see also J and S)
- Odd – the Idea or Dreamer
- Vowel – inspiring, acting from soul level, flowing, catalyst
- Shape – arrow pointed upward, standing on two legs, united above, open below, connecting bar across middle
  - Stands on two feet, aspires upward, connects
- Sound – hard as in Kayla or David, assertive; soft as in Pam, receptive diphthong as in Laura, united, yet potentially weakened; occasionally used as double letter as in Aaron, emphasizes
- Phonetics – not applicable
- Cornerstone – spontaneous presentation of individuality
- Soul Print – expresses spirituality directly, acts on own visibly
- Hinge – dynamic self-expression for good or ill
- Ending – relates all back to the self, full circle
- Negative – bossy, domineering, critical, egotistical

- B**      2 – follower, cooperative, conciliatory, nurturing, psychic  
 Root – base #, feminine, 1 + 1 = union (see also K and T)  
 Even – the Form or the Doer  
 Consonant – experience, acting from material or physical level,  
                   consonant not as easy to express as a vowel  
 Shape – upright bar with two stacked, connected curves to right;  
                   very contained; dualism present  
 Sound – hard as in Beatrice, assertive; soft as in Barbara,  
                   receptive (depends on vowel association)  
 Phonetics – silent as in the word thumb, absorbed by another  
                   letter sometimes used as a double letter – emphasizes  
 Cornerstone – emotional, cooperative, retiring, shy, caring or  
                   cared for  
 Hinge – vacillates, reacts emotionally, heart over head  
 Ending – withdraws, contains, mediates or cooperates  
 Negative – lazy, shrinking, lives in emotion, moody
- C**      3 – communicative, social, optimistic, lucky  
 Root – base #, (see also L and U)  
 Odd – the Idea or the Dreamer  
 Consonant – experience, acting from material or physical level,  
                   consonant not as easy to express as vowel  
 Shape – half circle, open to right, experience or information  
                   gathered, not contained, open to dissemination  
 Sound – hard as in Carol, sounds like K, assertive  
                   soft as in Cecelia, sounds sibilant (sss), receptive  
 Phonetics – dual as in CH sounds, blends, unable to  
                   differentiate, sometimes used as double letter,  
                   emphasizes  
 Cornerstone – student, communicator, teacher, dexterous  
 Hinge – learning, communicating, informing, hopeful, flexible  
 Ending – informs what knows, talks or writes, disseminates  
 Negative – gossip, vacillating, unaware of or negates psychic  
                   gifts




# D

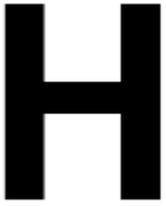
- D 4 – builds, structures, works  
Root – base #, (see M and V)  
Even – the Form or the Doer  
Consonant – experience, acting from material or physical level, consonant not as easy to express as vowel  
Shape – vertical post, one closed circle to right, very contained, no dualism present, self-sufficient  
Sound – hard as in Deitrich, assertive soft as in Daisy, receptive sometimes used as double letter, emphasizes  
Phonetics – not applicable  
Cornerstone – practical, material, conservative, self-sufficient  
Hinge – subjects incoming experience and information to practical solutions  
Ending – closes or contains, solidifies, maintains  
Negative – strict, cold, unexpressive, stubborn, in a rut

# E

- E 5 – exciting, dynamic, risk-taking, guided by five senses  
Root – base #, (see N and W)  
Odd – the Idea or the Dreamer  
Vowel – inspiring, acting from soul level, flowing, catalyst  
Shape – vertical bar with three attached horizontal bars to right (window). Heading in multiple directions, open to or sees more of life more easily  
Sound – hard as in Edith, assertive, soft as in Evan, receptive diphthong as in Keith, united yet potentially weakened  
Phonetics – occasionally silent, absorbed into another letter, occasionally assumes the identity of another letter (ending Y in Lyndy - E)  
Cornerstone – thrives on change, depends on senses, sees life exciting and dynamic, wants to move, travel  
Soul Print – motivation to collect multiple experience for purpose of soul growth  
Hinge – indecisive, vacillating, seeks variety or multiplicity  
Ending – travel, risk, changes mind, may not complete actions  
Negative – crisis, escapism, confusion, vacillation, unstable

- F**      6 – domestic responsibility, loving, nurturing, teacher  
 Root – base #, (see O and X)  
 Even – the Form or the Doer  
 Consonant – experience, acting from material or physical level,  
                   consonant not as easy to express as vowel  
 Shape – vertical post, two attached horizontal bars high and to  
                   right. Focused on single base, dual directions  
 Sound – hard as in Frank, assertive, soft as in Fern, receptive  
                   sometimes used as double letter, emphasizes  
 Phonetics – PH is pronounced as F  
 Cornerstone – family-oriented, friendly, responsible, patient  
 Hinge – regardless of circumstances, sees responsibility as only  
                   solution  
 Ending – to do “what is right,” be responsible, sunny disposition  
 Negative – martyr, sacrificial, feels trapped by responsibilities
- G**      7 – mystical, introspective, studious  
 Root – base #, (see P and Y)  
 Odd – the Idea or the Dreamer  
 Consonant – experience, acting from material or practical level,  
                   consonant not as easy to express as a vowel  
 Shape – half circle, open to right, similar in shape to the C, but  
                   with a cross bar. Experience or information gathered, but  
                   more contained, can give out if chooses.  
 Sound – hard as in George, sounds like J, assertive; soft as in  
                   Craig, sounds like gu, receptive  
 Phonetics – occasionally silent as in the word “height”;  
                   sometimes used as a double letter, intensifies;  
                   sometimes used in combinations such as GL or NG,  
                   difficult to separate sounds  
 Cornerstone – serious, scientific, private, self-contained, loner  
 Hinge – subjects experience to inner evaluation before acting  
 Ending – acts on own counsel, withholds or dispenses at own  
                   volition  
 Negative – lonely, critical, tragic, aloof, not easily understood



H 8 – organized, ambitious, managerial  
Root – base #, (see Q and Z)  
Even – the Form or the Doer  
Consonant – experience, acting from material or practical level,  
consonant not as easy to express as a vowel  
Shape – two vertical bars connected with a crossbar, like a ladder,  
open above and below. What is received from higher levels  
can be funneled to lower levels, can make connection, can  
climb  
Sound – hard as in Harry, assertive, soft as in Finch, receptive  
Phonetics – many CH, SH or TH combinations, unitive, difficult  
to separate in definition  
Cornerstone – organized, ambitious, methodical approach  
Hinge – assesses incoming information to organize and manage  
outgoing  
Ending – takes charge, directs, manages, organizes  
Negative – dictatorial, greedy, can fail at ambitions, rigid



I 9 – completion, “gestalt” view, understanding, worldly outlook  
Root – base #, (see R)  
Odd – the Idea or the Dreamer  
Vowel – inspiring, acting from the soul level, flowing, catalyst  
Shape – vertical post, sometimes with crossbar at top and  
bottom; stands alone, can shut out input (above) and output  
(below); if barred, limits or contains  
Sound – hard as in Iris, assertive, soft as in Imogene, receptive  
diphthong frequently, united, yet potentially weakened  
Phonetics – occasionally assumes identify of another letter as in  
the first “Y” in Lyndy  
Soul Print – recognition of participation in greater whole  
Cornerstone – universalist, extremist, creative, intense  
Hinge – chooses for best/worst results, tries to see whole  
picture  
Ending – goes for all of it, widest possible range of expression  
Negative – extremes of selfishness, materialism, sensuality,  
physical action

At this point, a new factor begins as we move from sequential count with base numbers as Odds and Evens to potentially more contradictory, reduceable numbers. The next nine numbers reduce to a base, which contradicts their sequence number, i.e., the J is a 10 (Even), which reduces to a 1 (Odd). I believe this shows us the action of the letter as a paradox. This cycle of 9 letters spirals to a higher concept.

**J** 10 / 1 – leader, originator, magnetic, higher level of experience  
 Root – 1 + 0 cipher, higher cycle and demand of self  
 Odd as a base # – the Idea or Dreamer with higher aspirations  
 Even in sequence (10) – the Form or Doer, paradox  
 Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel  
 Shape – vertical bar, occasionally with a horizontal bar on top, softer cup at bottom towards left; mixed message, sometimes stands on own, sometimes closed, sometimes open to receive; if barred, limits or contains.  
 Sound – hard as in Jane, assertive, soft as in Jerry, receptive (depends on vowel), very occasionally used as a double letter, emphasizes  
 Phonetics – not applicable, but J and G can sound similarly  
 Cornerstone – bright, magnetic, intellectual  
 Hinge – flashes of insight to find resolutions  
 Ending – has to decide and act, cannot avoid, return to self (1)  
 Negative – procrastinates, vacillates, indecisive



**K** 11 / 2 (Master #) – visionary, intuitive, inspired, sensitive  
 Root – 2 or 1 + 1 in higher cycle (added cipher 0), added inspiration  
 Odd sequentially – the Idea or Dreamer  
 Even as base # – the Form or Doer, paradox, visionary as consonant  
 Consonant – expected to experience, acting from material or practical level, consonants not as easy to express as a vowel  
 Shape – vertical bar with 2 angles to right, one up and one down, from middle of vertical, open at top, bottom and right side; open and receptive to input, expressive in output, forward seeking, open to right  
 Sound – hard as in Kay, assertive, soft as in Kelley, receptive  
 Phonetics – occasionally assumes identity of another letter sound (CH), occasionally silent as in the word “knock”  
 Cornerstone – large vision, dramatic, magnetic, cooperative  
 Hinge – intuitive, inspired, dramatic, visionary, cooperative  
 Ending – fun, sunny, entertaining, follows hunches  
 Negative – theatrical, disillusioned, impractical, unrealistic, oversensitive





L 12 / 3 – self-expression, communicative, social, mental  
Root – 1 + 2 = self expression + cooperation  
Odd as base # – the Idea or Dreamer  
Even sequentially – the Form or Doer, paradox  
Shape – vertical bar, horizontal bar at bottom to right, like right angle; inspiration needing to be put into material form  
Sound – hard as in Lauri, assertive, soft as in helm, receptive, depends on vowel used, often used as a double letter, which emphasizes  
Phonetics – rolling sound (lll) sometimes used in combination as lm, sl, hard to separate in sound and meaning, but the lll sound can be heard  
Cornerstone – active, friendly, communicative  
Hinge – flexible, sociable, conversational  
Ending – intellectual, fair, diplomatic, reasoning  
Negative – vacillating, confused, gossipy, jittery, flighty



M 13 / 4 (Master) – preserving, responsible, structured, possible sacrifice  
Root – 1 + 3 = leadership and communication  
Odd sequentially – the Idea or the Dreamer  
Even as base # – the Form or the Doer, paradox  
Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel  
Shape – two vertical bars on sides, with 2 diagonals, going in opposite directions, space between, forming a downward point, open once above and twice below, open to input, able to both focus output and put through multiple outlets  
Sound – hard as in Mary, assertive; soft as in Emma, receptive, sometimes used as double letter, emphasized, occasionally used in combination as in LM, difficult to separate  
Phonetics – not applicable  
Cornerstone – practical, structured, orderly, persevering, useful, sacrifices in some way  
Hinge – speculating, order or structure progress, creates boundaries  
Ending – tell it like it is, practical, useful, structures  
Negative – rigid, non-expressive, unfeeling, smother, limited

- N** 14 / 5 – change, risk, relies on 5 senses, dynamic, need to organize  
 Root – 5, 1 + 4 = self + physical form  
 Odd as base # – the Idea or the Dreamer  
 Even sequentially – the Form or the Doer, paradox  
 Consonant – experience, acting from material or practical level, consonants not as easy to express as vowel  
 Shape – two vertical bars on sides, one diagonal line between, open top and bottom; receptive and distributive in nature, within boundaries  
 Sound – hard as in Nancy, assertive; soft as in Jeannine, receptive; sometimes used as double letter, emphasizes  
 Phonetics – occasionally silent as in the word “damn”  
 Cornerstone – progressive, alert, imaginative, sensory-oriented  
 Hinge – changeable, fluid, alert, changes direction  
 Ending – risks, challenges, changes action  
 Negative – scattered self or resource, discordant, inconsistent, wavering, indecisive
- O** 15 / 6 – absorptive, nurturing, responsible, family-oriented  
 Root – 1 + 5 = self expression + change  
 Odd sequentially – the Idea or the Dreamer  
 Even base # – the Form or the Doer, paradox  
 Vowel – inspiring, acting from soul level, flowing, catalyst  
 Shape – circle, no beginning or end, contained, contains all within, keeps going no matter what  
 Sound – hard as in Orlando, assertive; soft as in Otto, receptive; sometimes used as double letter, emphasizes  
 Phonetics – not applicable  
 Diphthong – unites yet can potentially weaken  
 Cornerstone – family is focal point, responsible on many levels, nurturing  
 Soul Print – motivated from communal sense, oneness with life  
 Hinge – takes everything in, mediates, sympathizes  
 Ending – serene, responsible, nurturing, charming  
 Negative – slow, deliberate, locked in, dutiful, willful




# P

- P 16 / 7 – analytical, introspective, mental vision, private  
Root – 1 + 6 = rely on self, responsible  
Odd base # – the Idea or the Dreamer  
Even sequentially – the Form or the Doer, paradox  
Consonant – experience, acting from material or practical level,  
consonants not as easy to express as a vowel  
Shape – vertical bar, half circle at top of bar, stands on own,  
reaches out, yet is contained  
Sound – hard as in Peter, assertive; soft as in apple, receptive;  
sometimes used as double letter, emphasizes  
Phonetics – can be assumed into another sound as in Ph = F  
Cornerstone – self-sufficient yet contained, curious, analytical,  
preserves, loner  
Hinge – subjects experience to analyzing or mental maneuvering  
Ending – takes within privately, contains, needs peace, harmony  
Negative – lack of expression or determination, agnostic or  
atheistic, clinical, cold or scientifically detached

# Q

- Q 17 / 8 – success, drive, power, organizational  
Root – 1 + 7 = relies on self + mystic  
Odd sequentially – the Idea or the Dreamer  
Even base # – the Form or the Doer, paradox  
Consonant – experience, acting from material or practical level,  
consonants not as easy to express as a vowel  
Shape – circle with apostrophe at base, similar to zero cipher  
contains all within, yet with a reminder or projection  
Sound – seems to have only one sound as in Queen or equate,  
a KW combination sound  
Phonetics – not applicable  
*Note* – infrequent English use, used with vowel “U” following  
Cornerstone – much power, physical self-projection, tempered by  
mystical nature  
Hinge – bridges physical / mental consciousness, forceful  
Ending – rare but could happen, does own thing own way  
Negative – peculiarity, dangerous power if not used wisely,  
calculating

- R 18 / 9 – completion of cycle two, worldly outlook, humanity as an interest  
 Root – 1 + 8 = relies on self and organization  
 Odd base # – the Idea or the Dreamer  
 Even sequentially – the Form or Doer, paradox  
 Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel  
 Shape – vertical bar, connected half circle to top right, with a diagonal bar to lower right; self-sufficient, encompasses and contains, directed energy  
 Sound – hard as in Reed, assertive; soft as in Robert, receptive, depends on vowel used sometimes used as double letter, emphasizes  
 Phonetics – not applicable  
 Cornerstone – sense of mission, tremendous potential for use of power, assertive yet understanding  
 Hinge – lesson of discrimination and discernment in use of power  
 Ending – all or nothing, can be selfless or selfish  
 Negative – scapegoat, strain to hold or express so much energy, can be as destructive as constructive

At this point, the sequential and base numbers revert to normal positioning as to Odds and Evens. Keep in mind that this cycle of nine also spirals to a higher concept.

- S 19 / 1 + 0 cipher – creative, dynamic, originator, high aspirations, again higher turn of spiral  
 Root – 1 + 9 = rely on self + worldly outlook  
 Odd – the Idea or the Dreamer  
 Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel  
 Shape – reverse curves to left (past) on bottom, to right (future) on top, open at sides collects and expresses, does not contain  
 Sound – sibilant, hard as in Sam, assertive (sss); soft as in Cassiel, receptive (ccc); sometimes used as double letter, emphasizes; sometimes combined with another (ST), difficult to separate  
 Phonetics – as given in sound  
 Cornerstone – creative, dynamic, idea person, strong emotions  
 Hinge – weighing both avenues, past and future  
 Ending – emotions can cloud thinking, tends to relate all to self  
 Negative – emotional roller coaster, runs gamut of experience






T 20 / 2 + 0 cipher – cooperation on higher level, follower, sustainer  
Root – 2 + 0 = unity with spiritual dimension, higher demand  
Even – the Form or the Doer  
Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel  
Shape – vertical bar with horizontal bar centered across top stylized cross, stands on tenuous point, carries load  
Sound – hard as in Teaneck, assertive; soft as in “at,” receptive, sometimes used as double letter, emphasized  
Phonetics – sometimes silent as in “Tsar”  
Cornerstone – tends to build on foundations provided by another, can be devoted, but works in unison  
Hinge – doubt, wants to see all sides, can be fair and just  
Ending – tries to make foundation for cooperation, may sacrifice or carry burdens  
Negative – carries a cross, can sacrifice, plastic or malleable, carries burdens, indecisive



U 21 / 3 – communicative, socially generous  
Root – 2 + 1 = cooperation + self-expression  
Odd – the Idea or the Dreamer  
Vowel – inspiring, acting from soul level, flowing, catalyst  
Shape – cup to hold experience, open above, closed below, receptive, takes in, may withhold or protect self  
Sound – hard as in Hugo, assertive; soft as in Sue, receptive  
Diphthong – united, yet can potentially weaken  
Phonetics – has similar sound to “OO” or “EU,” could be either  
Cornerstone – bright, communicative, sensitive yet self-protective  
Soul Print – motivated by need to communicate concept or idea  
Hinge – may need more information, but will not ask, self-protective  
Ending – possible, can communicate as though knows answers, may not, stays within  
Negative – can attract strange influences as it is open to them, emotional oversensitivity, secretive

V 22 / 4 – builder, vision become manifest, tangible yet broad  
 Root – 20 + 2, higher vision of cooperation and union, and then some  
 Even – the Form or the Doer  
 Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel  
 Shape – two diagonal lines, united at bottom, open and receptive at top brings in guidance, focuses into material  
 Sound – hard as in Vera, assertive; soft as in wave, receptive, depends on vowel used  
 Phonetics – not applicable  
 Cornerstone – sense of mission with vision and practical application, conceives, plans and executes  
 Hinge – takes concept and organizes purpose and materialization  
 Ending – possible, such as Tel Aviv; manifestation of great vision  
 Negative – unconventional, absolute power corrupts absolutely, cruel, inhuman



W 23 / 5 – change, risk-taking, depending on 5 senses  
 Root – 2 + 3 = cooperation + communication  
 Odd – the Idea or Dreamer  
 Vowel – inspiring, acting from soul level, flowing, catalyst (note, some authors allow W as a vowel in certain instances, but I do not)  
 Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel; primary usage  
 Shape – two vertical bars on sides, connected by two diagonals united in upward point (like an upside down “M”) open twice at the top and once at the bottom; takes in more than can outlet, can become bound, aspirations and goals need focus  
 Sound – seems to have a single sound, double UU, and would depend on vowel  
 Phonetics – not applicable  
 Cornerstone – active, capable of change, versatile, relies on five senses  
 Hinge – vacillating, multiple choice, may satisfy physical senses  
 Ending – possible, likes activity and change or the reverse  
 Negative – bound in form as in Moscow, satisfied physical needs, denies spirit or progress





X 24 / 6 – responsibility, family urges, teaches  
Root – 2 + 4 = cooperation + structure  
Even – the Form or the Doer  
Consonant – based on experience, acting from material or practical level, consonants not as easy to express as a vowel  
Sound – seems to have only one sound; hard as in Xenia, assertive; can also be silent as in xylophone, absorbed into the “Z”  
Phonetics – see sound above  
Note – infrequently used  
Cornerstone – excessively responsible, can require sacrifice, conforming  
Hinge – possible, can realize and assume burden, behave responsibly  
Ending – possible, need to sacrifice, nurture or teach by example  
Negative – confusing messages, martyrdom / many emotional adjustments



Y 25 / 7 – mystical, analytical, introspective  
Root – 2 + 5 = cooperation and change  
Odd – the Idea or Dreamer  
Vowel – primarily, but must be used as a vowel to be counted as a vowel, inspiring, acting from soul level, flowing, catalyst  
Consonant – if silent or used with another vowel, experience acting from material or practical level, not as easy to express when consonant as when a vowel  
Shape – two diagonals united at base atop a vertical bar, open at top, stands on single point, reminds me of piano tuning fork, looks like divining rod or person with uplifted arms; looks like “Finger of God” (yod) astrologically; vision to be focused into life, yearning  
Sound – hard sound of I or E as in Yvonne, assertive; soft sound of I or E as in Lynn, receptive  
Phonetics – can be silent, absorbed by another letter (ey), difficult to separate  
Diphthong – united, yet can potentially weaken  
Cornerstone – thinker, loner, analyst, mystical, depth  
Soul Print – motivated by aspirations, dream, vision, mystical  
Hinge – meditates for resolution of experience, decides for self  
Ending – seeks spiritual or scientific solution, defines clearly, bridges or focuses concepts  
Negative – tragically misunderstood, lonely, confused, misguided

- Z 26 / 8 – organization, management, ambition  
 Root – 2 + 6 cooperation and responsibility  
 Even – the Form or the Doer  
 Consonant – experience, acting from material or practical level, consonants not as easy to express as a vowel  
 Shape – top and bottom horizontal bar, diagonal line connects, sides open, similar to S but more angular and openings reversed, looks like lightning bolt; open to past and future, direct line of intuition  
 Sound – hard as in Zoltan, assertive; soft as in pizza, receptive; sibilant as in zither, doubled adds emphasis  
 Phonetics – S and Z have similar sound and application  
 Note – infrequently used in English  
 Cornerstone – can be intuitive, have hunches, insight, direct and managerial  
 Hinge – possible, organizes on sudden insights, advances and retreats simultaneously  
 Ending – possible flash of insight or a progressive solution  
 Negative – alternating current good or bad, can be excessive



It is my suggestion that you photocopy these alphabet pages, cut each letter material out separately and glue on card stock (stabilizes) to create moveable scripts. You can then assemble them in name order to facilitate your reading. You are telling a story, from initiation (Thrust), pivoting (Hinge) to conclusion (Ending), with a set of tools called the alphabet. Practice on your own name first, as you develop your ability to read.

Miscellaneous Notes:

- ✓ Capital letters have been used as demonstration; play with the shapes of lower case letters.
- ✓ Try to pronounce a word with all consonants; note that vowels must be inserted for pronounceability.
- ✓ Try to pronounce a word with all vowels; realize that consonants give form and definition.
- ✓ Vowels and consonants are two halves of a whole. Each needs the other for expression and meaning, such as: light and darkness, up and down.

**a, b, c, d, e . . .**

**Contrast and Cooperation**



# Heritage and Experience

Heritage: Beyond Physical Genetics  
Levels and Planes of Experience  
Gridwork

In this chapter we will cover three additional functions. In a previous lesson we looked at the first name as the Key to unlock our experience. Let us look more deeply at the order of the name and the relative impact on the person's life. First, we will look at the effects of our heritage, genetic and otherwise, through a study of the surname. Next, we will look at several methods of examining levels or planes of experience in our application of the numbers, particularly in the use of the alphabet individually and names collectively. Then we will grid the birth name.

Do we enter this lifetime brand-spanking new, untouched, as we would like to believe of any newborn baby; all potential and unconditioned? Or is there some type of an implied genetic blueprint to our life, both physically and psychically? We are generally aware of genetic mapping and those qualities we carry physically through our family genes. Is there also some sort of a psychic genetic message? Do we embody at birth only those psychic patterns that affect us individually? Or do we also carry Karmic Patterns from our family? What about karma of tribe or community, nationality, culture, or even race? A yes or no to those questions would not only drastically alter the way we experience or encounter life, but will also alter the way we read the life pattern of an individual.

At this time in my life, I am a believer in karma and reincarnation. It is not my desire to convert you to such belief. There was a time in my life when I did not believe in either reincarnation or karma, so I know it was possible for me to change my own mind as to my beliefs. It does not matter if you do or do not believe in either; such belief is not necessary in the functioning of this lesson. But I do enjoy provoking your thoughts and offer this as stimulation to your thought processes.

**Reincarnation?**

**Cause  
and  
Effect**

**Newton's Law**

Reincarnation is the belief in continuity of the consciousness and that we inhabit one or more physical vehicles (bodies) for the purpose of experience in the evolution of such consciousness. I, me, my consciousness may have had numerous previous incarnations. After this physical body I current inhabit has outlived its usefulness and disintegrates, I (my consciousness) may choose to experience future physical incarnations. If this is so, this process of reincarnation could serve a universal principle or "law." Hundreds of thousands have experienced past life memories, me included. The intangible nature of the experience does not readily lend itself to physical or scientific proof. I personally cannot statistically or clinically prove or validate reincarnation. With the common memory of reincarnation, individual experiences, and the at times profound effect those memories have on the current life, reincarnation also cannot be invalidated. Belief or lack of belief is individual opinion. This is a commonly held belief system throughout much of the world. For example, many major world religions have this theme of continuity of experience and karma. In western terms, the theme of "resurrection" supports the concept of life after death.

If you are a metaphysician, you are aware of the universal principle or Law of Cause and Effect. Those decisions, attitudes or actions (causes) you have set in motion during this or previous experiences have created conflict or reward (effects), which you may get to experience or resolve during this lifetime. The Law of Cause and Effect is neither negative nor positive in experience; it just is. An example is Newton's Law (paraphrased): For every action there is an opposite and equal reaction; some sort of a connection. While this law is unchanging, it is not necessarily negative. It is possible that through our past actions (in this lifetime or another) we have set in motion positive, beneficial or progressive causes of which we will reap or enjoy the effects at some time in our experience. If those actions have been negative or destructive or have set in motion a series of consequences as to our misuse of other laws of nature, to ourselves or to others, then we will also reap but not necessarily enjoy the effects, at some undisclosed time in our experience. Positively or negatively based, these reactions (effects) can happen as an incidence or a series.

Our misuse or ignorance of a law of nature can be that which we have done to ourselves, to others, or that others have done to us. We can take action, refuse to take action, ignore or deny, and all these responses have consequence. Karma is the reaping, at some point in our experience, of that which has been previously sown. This may happen within a lifetime or span several lifetimes. We set life in motion, then we experience the results – karma, a process of learning so that we may grow and evolve.

The purpose of this discussion is to determine if reincarnation has validity and application when reading individual profiles. If it does contribute to our understanding and therefore our interpretation, and does contribute to the individual's understanding of themselves and their lives, then it is a valid concept. We do not have to prove or disprove the theory, especially when someone else who has not studied the concept makes their quite rigid rules the only criteria for proof. We only have to use the information generated.

What is not as commonly known or understood is the concept of family, tribal, community, national, cultural, or racial karma working through the agency of reincarnation. Is it possible that with our continual interaction with members of our family or larger community as we incarnate, that we continue or share in some way in a collective karma? In earlier or primitive societies, this was a commonly held belief. As mankind has become progressively more sophisticated and intellectual (scientific), it relegated such beliefs to superstition or nonsense. We negated the group past's possible impact on our personal lives. Remember, however, that just because we refuse to acknowledge such a concept does not eliminate the concept's validity.

Electricity was something that existed long before we discovered it, and electricity will continue to exist should we deny its existence. To be ignorant of a natural phenomenon does not deny its validity. To deny the possibility of an experience does not invalidate a universal law. Evolution exposes our errors or wrong assumptions and we correct course before we move on. We therefore need to keep an open mind for possibility, while not descending into gullibility. Again, we do not have to prove or disprove the theory, we only have to utilize the information.

In certain tribes in Africa, it is believed that if a child is born near the death of a family member, the deceased is reborn as the child. In Hawaii, reincarnation is not practiced as a concept. However, it is believed that family "karma" is passed through the birth process for five generations of the maternal line (passed through the mothers from the mother's family's karmic patterns). In the purportedly outlawed Indian Hindu caste system, you were born into a particular caste through your family status, and that caste or station is where you would remain. Your place in life was not only assured but is considered your unchangeable destiny. India and related cultures have worked long and hard to eliminate the caste system. In the Hebrew and Christian Bibles, it states that punishment (effect) for the sins of the father will be "visited even unto the 7th generation". Using these various cultural belief systems, it is easy to see that human beings see a working out of karmic patterns not only

**Ignorance  
or denial  
does not  
invalidate  
universal law!**

individually but through the lineage or family inheritance. We know genetically that physical characteristics or traits are passed from parent to child and that occasionally a physical genetic throwback to previous generations is possible. What is useful to us in this study is to see how that genetic pattern may affect mission, attitude and experience.

If it is possible to have family or community (tribal) karmic ties, it is also possible to have karmic ties to your race, culture or nationality. Look at the tremendous sense of enlarged family of the Jews, regardless of land, language or alliance. They see themselves as a people, separated from the organic whole of mankind. Do they collectively experience group karma as a result of such a separative thought process? Are they right, are they “chosen”, set apart by God? Most humans would like to feel “chosen” by the Creator as a birthright. Christianity has adopted this sense of “chosen” as well, through its acceptance of Jesus as Savior. We are not here to argue religion, we are here to see if we can see such influences through our family inheritance. What could this mean in terms of personal or group experience?

Once upon a time, when there were few dwellers on the planet and life was relatively primitive, people were given names of one or possibly two syllables, perhaps more of a grunt or sound than an actual syllable. Mankind’s needs were uncomplicated; his language was simple and served as identification on a limited basis. Many tribes were small. If there were only thirty people in your tribe, you did not need multiple names to identify them. Since life was harsh and barbaric to begin with, you spent most of your time surviving, and comparatively speaking you did not spend much time seeking out hidden meanings. Whatever you did not understand was classed as God-like and worshipped - such as lightning, thunder, natural disasters, etc.

Multiple names or multi-syllable names emerged as the tribes grew and encountered other tribes. Perhaps a surname would include the name of your original tribe. For example, in the United States we have many American Indian tribes, and I might have been known as Marilyn of the Cree or the Sioux, identifying me as a member of a tribe. Perhaps mates would take on a surname to indicate where or to whom they belonged. Children would take on the surname of their parent or guardian, again for identification. For example, the Biblical first man, Adam, in having a son, might identify him by an individual name such as Cain, Abel or Seth, and then add Adamson (Adam’s son) as a surname. While we refer to Jesus as Jesus Christ, that was not his name. Christ is a Greek word that is actually a title like Sir or Lord, and Jesus’ spoken language was Aramaic. His name was Jeshua ben Joseph, Jeshua son of Joseph. As surnames were being

## Multiple Names

concocted during history, they often were also taken from the environment, the occupation, and so forth, as a matter of convenience (e.g., Woodsman). As man increased in sheer numbers, the need for more complex name structures arose, going from one syllable sound to multiple syllables or more complex names, to given and surname and to the multiple names of today.

Because of the increasing number of people on the globe (7.8 billion as of December, 2020), it has become common for a person to have first, middle and last names. While this occurred somewhat in the foregoing centuries, we are apt to have three or more names in this century. Occasionally you will find those who do not have a middle name. This also is now considered unusual. In some countries, such as Scotland, it is traditional for a child to be given the mother's maiden name as their middle name, preserving the maternal lineage. In that instance it is possible for a person to carry two last names (surnames) as if they were one name. For example, the ex-husband of Princess Margaret of England was Anthony Armstrong-Jones. He may or may not have an additional middle name. His last name was Armstrong-Jones, possibly bringing visible the maternal line because the hyphen shows the intent of the parents or the individual to use the pair of names as a unity. In our country, it is becoming more common in a marriage for the wife to retain her maiden name, hyphenating it with the husband's surname. I have even seen a few examples of both the husband and the wife carrying the hyphenated double surname. In many South American countries, the wife retains her surname. Often that surname has preeminence over that of her husband.

Let us look at the use of the names given both from the standpoint of placement (and therefore use) in the name and the potential of genetic or karmic influence. The surname you inherit is usually (but not always) your father's name. In the case of an unknown father, it is possible that the mother's name is used as a surname. Your surname is usually the collective family name. All members of your family enjoy and are influenced by the characteristics or message of that name. I for example had the surname of Jones (along with millions of others). So did my mother and father, my sister and brother, as well as various and sundry other relatives from my father's side of the family... and we had a very

**Maternal  
Genetic  
Contribution**

large family. We were the “Jones family” and thought of ourselves as a collective. We were influenced by and influenced others through our actions as a family unit. We collectively experienced life. We spent time together, had many of our meals together, lived in the same house or close by, followed a similar set of rules, were programmed or influenced as to our basic attitudes and values in a similar way. The surname represents that collective influence. It may, as well, represent the genetic psychic inheritance or karmic residue of our family unit through past generations.

Usually less well known in America is the inheritance from the maternal side, our mother’s surname. If you were born of a single parent, you may have your mother’s family surname. Or in the example above it may be visible (therefore conscious) if used in a hyphenated way or as your middle name. Usually we know our mother’s maiden name, but since they are rarely used, they remain a hidden facet of our makeup (unconscious or sublimated). Just because this extended family name is not used on a regular basis or in a visible fashion, should we ignore it? Remember our example of electricity and its uses. Electricity exists and acts regardless of our ignorance or denial. We inherit equally from our mothers and our fathers, both physically and psychically, and from the generations that preceded them. When we do not know the name of the father that becomes the hidden genetic factor over which we have no access, visibility or control. It is and will likely remain unknown. Recently that possibility has grown but is still infrequent.

**Family  
Karmic  
Patterns**

So what have we learned? In terms of heritage, we have two factors to view, the contributions of both our mothers and fathers and the family traits or patterns they represent. These are very specific influences, one very visible and the other usually hidden, but both potent and applicable, affecting the experience of the individual. There is another factor to consider here. Are these family names and influences compatible and harmonious, or is there an inherent conflict? Not all of us have had the good fortune to be born into a family without conflict. Can the subtle conflict become visible by looking at the value systems represented through the family names? Is this not an interesting possibility? Please know there has been very little work done in this area and it is ripe for further exploration. I have encountered only four one-paragraph references in all the research I have done\*\*. Since I have done the family trees of all four grandparents, it is not unusual that I would be very interested in this area of family heritage.

Using myself as an example again: as previously mentioned, I was born a Jones (my Dad's name – very Welsh). My Mother's continuing family birth name was Darius, changed from the very Italian DeRossi. This was changed at the immigration port at the turn of the 20<sup>th</sup> century, a common practice. Looking at the cultural influences (Welsh and Italian), they carried very different value systems into the marriage and into my life as a member of their family. At that time, the man's name and value system was the expression of the clan, tribe or family. The values of the woman's family did contribute (after all she was raised by them), but in a more subliminal way. Interestingly enough, the social side of each family is usually directed by the woman, involving her side of the family as most familiar, with involvement with the man's early family as secondary - and you thought that non-visible was weak! If we look at the letters themselves, and their numerical values and totals, perhaps we can see the contribution of each lineage to the family in general and to the individual in particular.

Jones is a 1, 6, 5, 5, 1 count, totaling a 9 value, with 11/2 on the vowel line and 7 on the consonant line. The first letter is a J (1) and the first vowel is a O (6). Using our previous lessons, the J is the Cornerstone *of the family*, the O is the Soul Print *of the family*, the Inner Urge or motivation *of the family* is 11/2, the Practical (Quiescent) Self *of the family* is 7, and the completed or outer manifestation as Personality *of the family* is 9. This is my paternal inheritance. Stand on your own two feet (1) and take care of the family (6), be idealistic and cooperative (11/2), try to be practical using the 7 (not the most practical of numbers), and let the whole become visible as the 9, give it all away or do not expect a return on the experience, because after all, you cannot take it with you. This was my father's genetic psychic or family karmic contribution to me as an individual and all the Jones family in general.

What did my maternal influence say? Darius is a 4, 1, 9, 9, 3, 1 count (includes a diphthong), totaling a 9 value, with a 13/4 on the vowel line and a 14/5 on the consonant line. The Cornerstone *of the family name* is a D (4) and the Soul Print *of the family* is an A (1), with 13/4 as the Inner Urge *of the family* or motivation, 14/5 as the Practical Self *of the family*, and the completed or outer manifestation as Personality *of the family* is the 9. Be prepared to work because life can be hard (4), learn to have faith in yourself and in your relationship to spirit (1), be prepared to sacrifice (13/4), expect change and risk (5) in your practical affairs, and let it be visible as the 9, again giving it all away or not expecting a return on the investment, keep the larger or more humanitarian vision. This was my mother's family's less visible, psychic, genetic or family karmic influence on me.

Both family names totaled a 9, but they certainly approached it in different ways. An interesting sidenote as to the 13/4 Inner Urge (spiritual): just about every member of my mother's immediate family died tragically in either their mid-30s or at age 50 to 55, including my mother. Needless to say, this is not a comfortable possibility as I look at my Darius-influenced children. This is balanced by the fact that my father's side of the family lives to old age (70s to late 90s).

Please remember this did affect me, my brother and sister as individuals and the family as a collective. Did my parents realize what they were contributing to my life in terms of psychic genetic influence? Probably not. Had they, in turn, been affected by their parents back through the generations? Probably. Just how many generations (and names) do affect us? How far back can and should we go? Do we want to research to see those hidden factors that do influence both physically (consciously) and psychically (unconsciously)? Is it possible to take this even further by doing the Rooting process on the totals encountered? Can we see a family story by interpreting individual letters as a story in the same way we worked the alphabet in a previous lesson? Are there Family Karmic Debt / Test implications through the 13 and the 14 in the one name? Can we look at Family Karmic Strengths and Weaknesses through the letters present and absent in the name as we did in our birth names? Or is this too much to expect from one short name?

Do we get enough interpretive value from such a process to make the effort worthwhile? Perhaps this is the key to the collective family karmic patterns, if they exist. Would not it be easier to know consciously that you can be affected by such possibilities rather than playing victim to them because you are unconscious of their influence on your life? I do not intend to even attempt the answers to such question in this beginner's book. What a wonderful area for research and eventual contribution to the field of Numerology. An important purpose of these lessons is to set the basis for your future studies. I encourage your personal effort.

## *Levels and Planes*

In this section we will look at several methods available of using levels of experience or application of the numbers, date, alphabet, and names. We want to first look at the whole name and the position of each individual name within the total.

We usually enter this life as a member of a family unit and are given that family's surname to indicate that we are part of that group and their experience. In order to individualize us within that group we receive our given name. This is our commonly used name, as a rule our first name, and it has great impact on our sense of personal identity. As we discussed previously, we may also be given another name, usually placed between the first and last names, our middle name. This can be the maternal family name or any other name your family chooses. Remember that, if the name is hyphenated, it is counted as all one name regardless of where it falls in terms of order of names, first, middle or last. It is the *intent* of the namer that it be counted as one name.

There are times, when a child is named for a parent, that the middle name is used as identification. This happened in my family when my husband decided that my oldest daughter was to be named for me. We therefore used her middle name to avoid confusion. Is it possible that something like this can contribute to a sense of confusion as to personal identity? At times we nickname a child and do not even use the given name, such as Junior or Butch. Some of these names are natural and some are cruel like Fatso, giving the child a tremendous outrage to their sense of identity. Any child builds up a sense of identity with the names she / he is commonly called, perhaps the wrong sense of identity.

Under usual circumstances, the first name is the name by which we identify ourselves. The middle name tends to be hidden, less commonly known. The surname is our collective or family self. Titles such as Lord, Lady, Junior, Esquire, etc., are not names but appendages. Let us look at names in terms of levels of experience.

The surname is the family-conditioned value system and motivation, our visible physical and psychic genetic blueprint as discussed. The process indicated by the use of that name is not personal and individual but collective. Since it is passed from generation to generation, it therefore has a longer life force or sense of destiny. Of the three levels possible in this particular system, it is considered to be the mental / spiritual level of your ongoing nature. The middle name is usually not as visible and tends to be more internalized or sublimated (unless used as a substitute first name as previously discussed). This equates to our emotional level. The first or “given” name is our immediate and individual identification, and is very visible in physical or mundane experience and so is attributed to the physical / material level.

So, if the middle name is used instead of the first name, would it become physical and the first name become internalized? Usually when names are changed, that becomes what the person responds to and is known as. It is a secondary level of the name but substantial because it is used on a regular level. The given name is always primary. The changed name tends to be more temporary, but habitual use causes it to increase in importance.

If we look at ourselves in terms of this level of being, we can see that we are very different in varying circumstances and experiences, and are very complex. For the purposes of understanding each of these levels, we can do as we did in the heritage work and break each name down into letters, numbers, vowels, consonants, totals, Cornerstone and Soul Print, Rooting and karmic implications. Please be aware that these are not major position numbers affecting our Destiny in a profound way, but only a method of deepening our understanding of our individuality. Do not do this on each name you encounter, much too much work. Just explore those for which you seek deeper meaning. For the purpose of this study and occasionally to probe for deeper meaning, this method is presented. For study and future development this is valuable. Do not take on additional work or methods unless they materially and tangibly contribute to the generation of information that is useful to you. We will do more with these particular levels when we work with the Progressed Essence Table.

**Progressed  
Essence  
Table  
See Lesson 8**

For the time being, look at your names in terms of the above suggestions. Is the name expression as physical / material, as self-identity or Key, more visible? Is the name expressing your emotional makeup, those more sublimated or hidden urges? Is the name expressing the collective, genetic or family influence? How have these names and their positions affected you throughout your life? Has this theory contributed anything of value to your information bank?

What should be done if there is no middle name, therefore no emotional level indicator? Does this mean the person has no emotions or no potential or emotional involvement? Is it possible that it indicates a blight on the emotional experience level? The person may want to be involved yet have little opportunity. You might find an over-compensation factor at work, almost as if the person instinctively knows of the missing ingredient and consciously works to participate so they will not be left out. I have seen people specifically, deliberately, and arbitrarily introduce a letter to fill this seeming void. Since this can change all the totals, you do have to be very careful. I played with this for a while.

My married name was Marilyn J. (for Jones) Muir. No one told me at the time of my divorce that I was free to go back to my maiden name, nor did it occur to me to ask. Given the chance, I probably would not have done so, out of familiarity and habit, and also to avoid confusion with my children. For a time, I carried the J as a middle initial. Somewhere along the line I decided that a 1 on the emotional level meant I had to carry the entire emotional load in a relationship on my own shoulders (my experience). I dropped the J and an interesting thing occurred. By doing so, I took the emotional level from my name (and therefore my experience), and I went from having multiple yet unsatisfying relationships to having none. Awareness took a little time to dawn on me. What a surprise! By taking the J (1) out of the center, I had neatly voided any possibility of emotional connection. Lesson learned!

Realizing that I had not made a very smart move, making a change without thoroughly thinking through the ramifications, I put the J back in my name in order to restore some activity. Have I developed the perfect emotional nature and relationship? No, but I have developed a healthy respect for purportedly insignificant letters and name changes. More on this in our lesson on name changes.

**No  
Middle  
Name?**

**Examine  
other methods  
objectively**

The levels of the numbers themselves have been explored by many authors. You can continually encounter pet theories, most of which are contradicted by other authors. When you do encounter contradiction, examine both systems objectively, to see if either method proves itself out through personal experience. Also trust your own instincts. If you are not comfortable with the method, do not adopt it as your own. Numerology is a subjective study. As subjective in nature, you are entitled to doubt, to ask questions, to prove, to adapt, and to determine your own method. As I mentioned in an earlier lesson, I have read many divisions of the numbers and their attendant letters with astrological implications and I have never been comfortable with any of them based on my quite extensive astrological knowledge. If I am not comfortable with a method of reading or inferring meaning, I just do not use it. I do not judge it or condemn it as it may be useful to others. I just do not use it until I can determine what is causing my resistance. Sometimes we need a little experience before we can use a tool. Time can be your friend!

For example, it is common practice to ascribe an element: fire, air, earth or water to the letters, and then to read that meaning into the letters themselves. I do not always agree with the assessments and readings I encounter. When an author decides that water is the element of mind and intellect, or that the element of fire has to do with tangible, material reality, I wonder how or why they came to that conclusion. I then find it difficult to accept their meanings. I must do my own experimenting. Further, when authors ascribe a planet to have jurisdiction or rulership over a letter, I cannot always astrologically correlate the nature of the planet with the nature of the letter. For the purposes of explanation of an area you will encounter in your reading, I would look at these definitions given by other authors. Please be aware that I personally do not use these definitions. I have serious questions as to their validity. That doesn't make me right!

## *Levels or Planes as Experience*

There are seven definitions, divided into two groupings of four and three. The four are Intuitional, Mental, Emotional and Physical. The three are Inspired, Dual and Balanced. The combinations of the three times the four produce twelve groupings, which seem to correspond to the twelve astrological signs. This premise is sound. Astrologically the four elements of fire, earth, air and water can express themselves in three modes of activity: cardinal, fixed and mutable. Again  $3 \times 4 = 12$  signs. My questions focus on the choices and combinations of the various authors. *Note:* Levels are also known as Planes. Commonly accepted placements:

Mental letters work with business, invent, write.

Physical letters are practical, tangible, material.

Emotional letters are artistic, sensitive, relating.

Intuitional letters are spiritual, dreaming, absorbed.

*Remember, I personally have serious reservations about the categories.*

Under the Mental category are placed letters A, G, H, J, L, N, P.

Under the Physical category are placed the letters, D, E, M, W.

Under the Emotional category are B, I, O, R, S, T, X, Z.

Under the Intuitional category are C, F, K, Q, U, V, Y.

Inspired letters are creators and starters.

Dual letters carry on a process already begun.

Balanced letters assure of a constructive termination.

Under the Inspired category are A, E, I, K, O, R, Z.

Under the Dual category are B, F, H, J, N, P, Q, S, T, U, W, X, Y.

Under the Balanced category are C, D, G, L, M, V.

As you can see / hear, each category is not equally inhabited. We will stay with common use.

Combining the categories provides us with:

Mental/Inspired = A

Emotional/Inspired = O, R, I, Z

Mental/Dual = H, J, N, P

Emotional/Dual = B, S, T, X

Mental/Balanced = G, L

Emotional/Balanced = None\*

Physical/Inspired = E

Intuitional/Inspired = K

Physical/Dual = W

Intuitional/Dual = F, Q, U, Y

Physical/Balanced = D, M

Intuitional/Balanced = C, V

*\*Note: While the emotional nature may not be easy to balance, I do not agree with it being impossible. This information once thought through and the discrepancies resolved, could be added to your understanding of the letters of the alphabet. I personally have chosen to sit on the fence and I rarely apply this information. Since this is a workbook on the basics of Numerology, these categories are a subject area that can wait until you have experience to make such choices.*

## ***Gridwork***

### **Number Shapes**

This is another area with which I have done very little work but I do want you to be aware of possibilities. In terms of the numbers themselves, they may be grouped into three categories by their shapes – angular, curved and triangular – through various authors. I prefer angular, mixed and curved (appearance). Angular numbers 1, 4 and 7 are made up of right angles or perpendicular and horizontal lines. The mixed angular / curved numbers are 2, 5 and 8 (depending on how it is drawn) and give a mixed appearance. The curved letters are 3, 6 and 9, and are based on the principle of the triangle (three) itself which is why some authors call them triangular. They are both angular if triangular in nature, yet are drawn as curved.

Interesting information and methods I have encountered are found in only two sourcebooks: *A Handbook for Numerologists* by William Alan Schneider and Aline R. Gray, and *Numerology* by Austin Coates. I do not know if they are currently in print, but if you locate copies it would be very interesting and informative for you to work with them. I have experimented with the methods presented and have found information that does not seem to be available through any other sources. This adds a dimension I do not achieve in any other way. It is more intricate and involved than the work we have done to this point, but seems to be worth the effort. The system used is one of a graph in which the nine basic digits are set down in a 3 x 3 block.

Vertically, the numbers 1, 2, and 3 are placed in order bottom to top as a left, vertical column. The numbers 4, 5, 6 are placed in order bottom to top as a middle, vertical column. The numbers 7, 8 and 9 are placed in order bottom to top as a right, vertical column. Reading across the top, the numbers left to right are 3, 6 and 9. Across the middle, left to right, are 2, 5, and 8. Across the bottom, left to right, are 1, 4, and 7. Each of the vertical or horizontal columns has a distinct and individual meaning. Each diagonal row (1, 5, 9) or (3, 5, 7) also has a distinct and individual meaning. The X formed by the crossing diagonals has a distinct and individual meaning. The equal-armed cross was not defined in any of the material I encountered.

Once the grid has been imaged or drawn, the letters from the name are noted as to relative strength or absence on the grid. Draw a series of circles representing each letter of the name around the corresponding number on the graph or if too many circles are required, put dots in the box. For example, in a name with two Es, three Ns and one W, six circles would be drawn around the number 5 indicating how many times the 5 value is expressed in the name. (Remind you of the work we did on the Table of the Inclusion, as well the Lines of the One, the Many and the All?) By creating a graph physically or mentally you can see which lines come into play and make a distinct and individual contribution to the life direction, motivation and shortcomings.

**Grid**  
 3 6 9  
 2 5 8  
 1 4 7

**Vertical**  
 3  
 2  
 1

**Horizontal**  
 1 4 7

**Diagonal**  
 9  
 5  
 1

**Diagonal**  
 3  
 5  
 7

**Cross**  
 3 9  
 5  
 1 7

**Cross**  
 6  
 2 5 8  
 4

<i>Column</i>	<i>Meaning</i>
Left vertical (1, 2, 3)	Line of Individuality, dedication to cause or career.
Center vertical (4, 5, 6)	Line of the Many, with an appreciation of arts, home and beauty.
Right vertical (7, 8, 9)	Line of the All, looking to or needing power and influence.
Top horizontal (3, 6, 9)	Line of Thought, emphasizing thinking and reasoning.
Center horizontal (2, 5, 8)	Line of Emotion, denoting soul or matters of the heart.
Bottom horizontal (1, 4, 7)	Line of Labor, indicating hard work and a need to apply oneself.
Diagonal (1, 5, 9) lower left to upper right	Line of Success, denoting material success.
Diagonal (3, 5, 7) upper left to lower right	Line of Fame, indicating a need for public notice.
Crossed diagonals (3, 5, 7, 1, 9)	Indicates a pattern of conflict, denoting “a cross to bear” through life.
Equal-armed cross	<i>Nothing given, but still might be a “cross to bear”.</i>

Since we have used my name in previous chapters, I will use it as an example for this grid:

### M a r i l y n J o n J o n e s

#1 has four circles, #2 has none, #3 has one, #4 has one, # 5 has four, #6 has two, #7 has one, #8 has none, #9 has two. This would show the 1 and 5 to be the strongest numbers indicating that a diagonal has begun with the 9 included, however not quite as strong. This diagonal is the primary motivation and direction indicated by the graph. In a much weaker (and therefore subsidiary) sense, other columns emerge. 1, 4, 7 horizontal bottom, 3, 6, 9 horizontal top, 4, 5, 6 vertical, and 3, 5, 7 diagonal, which also adds the dimension of the diagonal cross. Since the 2 and 8 have no letters indicated, the left and right vertical and the middle horizontal columns are not part of my drive and motivation, and may be looked at as areas of shortcomings or weaknesses or the tools (letters and numbers) that assist those areas are not easily available and would have to be deliberately or consciously developed.

Now that we have established the relative strength or weakness of eight columns, how does that read in my life in terms of motivation or shortcomings? The primary diagonal is lower left to upper right, the Line of Success. I will be motivated or have the need to succeed or do something significant with myself and my life. Secondary influences (and I have several, which may not be true in many charts) are the Line of Thought (mind), the Line of the Many (arts, home, beauty), the Line of Labor (hard work), the Line of Fame (need to be noticed), and the Cross to Bear (conflict). Shortcomings, or areas not a part of this lifetime's curriculum, are the Line of Individuality (dedication to cause), the Line of the All (power and influence) and the Line of Emotion (soul). Remember, our names can be changed and in a later chapter we will explore the effects of name changes.

Examples which struck me as being very specific about individual drive and motivation were: Cassius Clay – dedication to a cause, Adolph Hitler – the Mental Line, Shirley Temple – the Line of Fame, Elvis Presley – the Cross to Bear. The books I mentioned are full of examples and would be a great addition to your library if available. I did get excellent information and application from the use of this grid.

**Do blanks  
give as much  
information  
as occupied?**

*Speculative* A further use of this grid might be to note the birthdate or destiny pattern to see if this unchangeable and locked-in pattern will offer any more insight. Remember that your name is changeable, your date of birth is not. This time the numbers themselves are circled on an identical graph. Using my birth example of 10 / 31 / 1938, there are three 1s, two 3s, one 8, and one 9. No particular lines are formed vertically, horizontally or diagonally, so no particular emphasis is shown by the filled columns themselves. However, a very interesting issue develops. The graph is occupied in such a manner that the center vertical column is completely blank. Is it possible that blank columns give as much information as filled columns? Is the absence of an element as significant as the presence of it? Or can there be an over-abundance of it? Here is an area for future research. The readings for the date grid are slightly different than the letter grid and are given below. As you read, note the information on the empty center vertical column as it applies to my life, and remember that this information is not changeable. Not all examples were provided in the books mentioned; please experiment.

*Filled columns:*

Left vertical (1, 2, 3)	natural big-time operators, love of order, not always able to maintain
Center vertical (4, 5, 6)	protective of own space and things, does not like to be disturbed
Right vertical (7, 8, 9)	power through persuasion, pondering heavy issues of life
Bottom horizontal (1, 4, 7)	foundations, builders of things or ideas, like to get their hands on things
Center horizontal (2, 5, 8)	sensitivity, compassion, healing, mellow, strong recovery abilities
Top horizontal (3, 6, 9)	strong mind, good memory, brilliant, not patient with those of lesser mental ability, can volunteer
Diagonal (1, 5, 9) lower left to upper right	determined, powerful, needs maturity before talent flowers or develops problems
Diagonal (3, 5, 7) upper left to lower right	no example given: experiment

Crossed diagonals cross to bear	hard climb upward, second half of life easier than first half
Equal-armed cross	no example given: experiment
<i>Empty columns:</i>	
Top vertical	no example given: experiment
Center vertical	bill of divorce or separation, do not cling, give and need freedom (mine)
Bottom vertical	no example given: experiment
Top horizontal	supersensitive, loving, inferiority complex, can create misunderstandings
Center horizontal	no example given: experiment
Bottom horizontal	no example given: experiment
Cross of Crisis, diagonal center vertical and center horizontal empty	similar to Cross to Bear in difficulty. Must learn lessons of center vertical empty and center horizontal empty to remedy, then fame is possible
Diagonal upper left to lower right	jack of all trades, too many irons, learns to specialize or cops out
Diagonal lower left to upper right	no example given: experiment
No three in a row either empty or filled	the broken arrow, difficult to pin down the lesson or a very unusual lesson and application (Helen Keller herself had this pattern)

What a wonderful area for experimentation and research! I have done several grid charts in this manner and have definitely benefited by the work involved. I have not done enough of them to feel completely knowledgeable and at home, but I plan to develop more of this in the future. I hope you will also. Do let me know what you develop in this area.

\*\*Schneider and Gray (bibliography)

# *Practice Grids*

*(Original in back of book)*

3	6	9
2	5	8
1	4	7
<hr/>		
Name		
<hr/>		
Strongest column		
<hr/>		
Meaning		

3	6	9
2	5	8
1	4	7
<hr/>		
Name		
<hr/>		
Strongest column		
<hr/>		
Meaning		

3	6	9
2	5	8
1	4	7
<hr/>		
Name		
<hr/>		
Strongest column		
<hr/>		
Meaning		

3	6	9
2	5	8
1	4	7
<hr/>		
Name		
<hr/>		
Strongest column		
<hr/>		
Meaning		

3	6	9
2	5	8
1	4	7
<hr/>		
Name		
<hr/>		
Strongest column		
<hr/>		
Meaning		

3	6	9
2	5	8
1	4	7
<hr/>		
Name		
<hr/>		
Strongest column		
<hr/>		
Meaning		

# Predictive and Interpretive

International Year, Month and Day  
Personal Year, Month and Day  
Personal Cycles

Up to this point in our studies, we have developed the basic or root definition of each of the numbers we encounter and the alphabet in its numerical state. We have explored the use of the birthdate to determine the overall mission of this lifetime, its three main Cycles, the Challenges to be faced during those Cycles and the helping energies or Pinnacles for specific periods of time during the life Cycles. Using the name given at birth, we have looked at the breakdown of the individual names and their totals to determine character, strength and weakness, and potential karmic patterns. Using the individual letters in the name(s) we are able to construct a story or flow of energy experienced by the person, sort of a storyboard.

In our last chapter, we constructed a nine-number grid, placing the letters of the name given at birth or the birthdate on the grid, then making connections horizontally, vertically and diagonally to see if a pattern would emerge that could give us further insight into the nature and the life path of the individual. All of the work we have done thus far is based on the original or birth information. We have not ventured beyond this initial stage in order to build a solid base of information. Once you have worked with this material and practiced delineation of the name and birthdate information, you are ready to proceed beyond that initial birth information into both broader applications of the material learned and also into potentially predictive material.

Broader applications can include name changes, vocational considerations, comparison and compatibility studies, mundane applications such as corporate names, the birth of a community or nation, etc. Predictive work looks at the ongoing and changeable nature of life, acknowledging that life is cyclic with an ebb and flow, and is a measurable, possibly decipherable process. So it is now time that we make that crossover from the foundations we have laid, through the continually changing life process to date, and to the potential unfolding and eventual conclusion of that life process. Of necessity, we will do that in stages, working first with the date process and the step-by-step development of the Destiny – the date of birth. In the next chapter, we will work with the unfolding development and application of character and its lessons as we go chapter and verse through the name process.

Please remember this workbook is designed to *introduce* you to these processes. You will need to evaluate, assimilate or discard any of these teachings, and develop yourself by practice, through trial and error, by doing hundreds of charts of individuals. This is not the last or only work on the subject. What I have presented is either that which I find valuable and use myself; that which I have encountered in my studies and find interesting in a research way, yet may not have incorporated into my own practice; or that which is from out of print and potentially unavailable sources. As you progress in your own studies, I would be happy to know the results of those studies, to either verify or deny the validity or usefulness of any of this material, or to add tidbits or concepts you encounter. I can learn from you as easily as you can learn from me. I hope to be continually learning this and other subjects all of my life and would encourage you to have an open-ended and open-minded approach to this study and to life itself.

We will begin this crossover from the foundation to the predictive by studying first the International Year, Month and Day and the applications. We will then study the Personal Year, Month and Day and their applications in our personal lives.

# *International (Universal, Cosmic) Year*

## **Global Influence**

All of us are alive in some communal sense. We are all part of mankind, on a mutual globe, encountering environmental, cultural and evolutionary patterns. While there are variations from one part of the globe to another, there is a common thread to all existence. The entire globe and its inhabitants, for example, are all subject to the threat of nuclear war, global warming trends, the greenhouse effect, pollutants, etc. Environmentally we are both individually affected (locally) and collectively affected (globally). In November 2003, there was an unusual spate of sunspots while at a solar minimum (the period of least solar activity), affecting anything with an electromagnetic field. This is true politically as nations attempt trade or diplomatic marriages, culturally as the world becomes one huge melting pot of civilization, and galactically as we push out into space, first as individual nations and then as a group enterprise. If we can, in some small way, divine the overall pattern of the collective life process, we may be able to look at its effect on our individual lives. We cannot completely separate ourselves from the collective; it would be wise to evaluate its influence. The process that determines the year, month and day internationally is our best numerological method to date for looking at the cyclic and unfolding process of human culture.

What exactly is the International Year and its sub-cycles of Month and Day? All mankind is affected through the basic vibrational impact on the race or root structure. The International Year reflects the general conditions affecting the world population at any one given time. Please remember that our society uses a base 10 system, which is actually a 0 to 9 construct, and not a 1 to 10 construct. In a collective sense, understanding the progressive and cyclic process of the numbering system, we are affected very generally by both the millennium (1000 years) and the century (100 years) in which we are born. It is entirely possible that there is even an ebb and flow within that century (or millennium), similar to the astrological waxing and waning phases of the moon cycle. The first half of the century cycle (fifty years) would be growing in light (waxing), and the last half of the cycle (fifty years) would be diminishing in light (waning). Using an analogy, sowing and reaping or planting and harvest.

We are further affected by the decade in which we are born, with again the possibility of the first half of that decade being different from the last half. I love this stuff! Once you think you have an answer, you develop a hundred more questions. Refining the process further, we are affected not only by the millennium, the century, and the decade, but the year itself. First let us consider the millennium and century digits, and then we will look at the year individually.

Make a mental note that the assignment of numbers to years is man-made, therefore subject to error. That counting method has been cemented in experience over thousands of years, but its origins are lost in our history. Currently mankind employs several calendars in a continually changing series of calendars. Not everyone, everywhere, subscribes to or adheres to any one calendar.

“There were many calendars in effect in the ancient world. Our modern calendar stems from the Romans, particularly Julius Caesar with his accomplishment of the first great calendar reform. The Julian calendar went into effect January 1, 45 B.C.; multiple changes to this calendar were introduced by later rulers. As a 3 minute 56 second daily distortion built up over the centuries, it became necessary to make a major correction of time to correlate with accurate astronomical measure. The Gregorian (current) calendar took effect in 1582, removing 10 days from October: October 5th became October 15th – at least in Roman Catholic countries. Other countries were slower to adopt the changes. Denmark, Germany and Sweden did not adopt the new calendar until 1700. England did not adopt it until 1752. Many European countries such as Russia, heavily influenced by the Greek Orthodox Church, did not adopt the change until 1918. Birth dates prior to 1918 may be in question.” *Quoted* material from my book *Astrology: The Symbolic Language, Chart Construction*, Chapter 2.

Reprising that last paragraph, most western nations have subscribed to the Christian Gregorian calendar which has only been in existence since 1582. Judaism, the Islamic nations and the Chinese (to name a few) have their own calendars and their own numerical systems. Please be aware of these other calendars. For the purposes of this class, we will only study this western Christian Gregorian calendar. As quoted, when the Gregorian calendar (named after Pope Gregory) was initiated, it was out of sync with the Julian (named after Julius Caesar) by ten days, so they simply dropped those days in the month of October when October 5th became the 15th. Not all nations adopted the new dating system immediately.

As an astrologer, I encountered real problems with this discrepancy when I attempted to determine correct dates of birth. For example, as late as 1916, Romania and Hungary were still on the old Julian calendar. I had to go to the public library and look up the scant records on the older time patterns on existing birth certificates. It was fascinating to study and realize how complex those patterns are and how easy it is to make errors in our calculations. Information is continually surfacing in the form of old records and archival material. However, with the vast destruction that has taken place in the past (and still going on today), much of these old records are lost to us and our information will remain incomplete and possibly in error. Keep that potential birth date error in mind as we study this material and as you encounter potential problems in future readings of people born in those controversial times and places.

The date 0 B.C. / A.D. is an arbitrarily chosen point in time. Initially it was thought to mean Before Christ and Anno Domini (in the year of the Lord). The study of old records now places the birth of Christ between 4 and 7 B.C. with the multiple planetary union of three visible planets in the sign of Pisces in 7 B.C. (thought to be “the star” mentioned in the New Testament). Since it would have taken the Wise Men (Astrologers / Astronomers) weeks or months to make the trip, arriving just after the baby was born, the “star” must have either been predictable (the visible wandering planets) or visible for some time (a comet or other cosmic happening). Even the point we use as the beginning is in doubt, but the system works quite well for whatever reason (perhaps because we have collectively agreed to use it), so it is the system we will use in this study. The modern adage “If it isn’t broken, don’t fix it” seems to apply here.

Since that arbitrary beginning point, we have completed two millennia, year 0 to 999, and 1000 to 1999. More recently we entered the new millennium begun by the year 2000. How exactly do you read a 1000-year cycle? How do you give significance to the 000s in the inaugural moment? We know that zero is a cipher and not a number. We know that zero represents the embryonic potential of spirit as it applies to matter. Was then 0 to 999 the spiritual potential being released, the message, the inspiration, the instilling in the consciousness of mankind the potential of the Christ / man? Since an astronomical / astrological age is approximately 2,160 years, is the first half of an age the flow of spirit into man’s consciousness and the second half the physical or mundane application of the insight planted? The first millennium was spiritual in nature. Was mankind listening? Was mankind capable of first understanding and then expressing that spiritual potential?

## Millenia

## Century Progression

Starting with the year 1000, which inaugurated and therefore governed the next millennium, we were under the rulership of the number 1, pioneering, initiating, leading, inventing. The Crusades (and there were a number of them) occurred early in this period. We have explored most of the entire globe and are traveling beneath the oceans and out into space. We have not always done this well, or consistently, or successfully, but the theme of the 1 has been served quite well in the last 1000 years. As we passed 1999 and entered into the year 2000, the cultural and evolutionary energies of the planet and all its species will have a millennium to learn the lessons of the 2. The Bible does promise 1000 years of peace after Armageddon. Frankly I would like to avoid the concept of Jihad or Holy War just because of its destructiveness. Can we globally and psychically survive the initiating decade (first 10 years) of the first century (100 initiating cycle) of the first half (sowing – 500-year) cycle of the new millennium (1000 years) governed by the principle of the number 2? If so, we may start developing cooperation, conciliation, and unity of purpose. If not, we will experience the negative 2 - polarization, indecision by committee, fence-sitting, and an incapacitating need for fairness in judgement. Cross your fingers that we make it through.

Looking at the 1000-year cycle, it is not difficult to see its stages. A book called the *Timetables of History* is an excellent reference book to watch the progress of the human race. Remember that the 1 digit is common to all the centuries.

1000s = the initiating of the inspiration provided by the previous period and the setting of the political world stage, inventions or improvements that would influence the centuries to come

1100s = arts and cultural contributions

1200s = communications, writing, travel improved

1300s = construction and restoration of buildings, conservative business and cultural practices

1400s = birth and eventual contribution of global navigators

1500s = homesteading and development of communities in the new world countries

1600s = the physical sciences, astronomy, intellectualism

1700s = the beginning of the industrial society as revolutions deposed existing world orders and were replaced gradually by more democratic governing bodies

1800s = a conclusion of the past and preparation for the door that was opening into the future, yet is still a part of the one millennium. Progress clashed with conservatism, the Victorian Age finally gave way to progress.

1900s = marked by individuality, invention, this century's production has continually surpassed the sum total of all previous knowledge. We are learning at such an accelerated rate that a discovery may be obsolete before manufactured and distributed.

As we look at the individual decades (10 years) within each of the centuries, we are able to see the natural cyclic and unfolding process. Remember to interpret in a more universal, less personal scale. Within the 20th century we have already encountered all of the decades: 1900 to 1909, to 1919, etc., to the tenth decade ending December 31, 1999.

## Cyclic Flow

Within the context of the Age of Pisces (beginning between 2155 and 2160, beginning and ending exactly when is anyone's guess), there is an ebb and flow of approximately 1000 years sowing and 1000 years reaping. Within each of those 1000-year cycles, there can be a smaller scale of both sowing (500 years) and reaping (500 years), and ten centuries that bring us from inspiration and initiation (the first century) to fulfillment (the 9th century), hopefully promoting an up-leveling in the 10th century for our impending graduation into the higher form represented by the new millennium. Within each century we can have an even smaller scale of sowing (50 years) and reaping (50 years), with decades as markers or way-stations, bringing the new influx of energy denoted by the decade marker. Within each decade we can have five-year cycles of sowings and reapings, and individual meanings for each specific year. This last breakdown is the concept of the International Year, but it is important for you to remember that it must be taken with the context of the greater cycle each year serves.

**Math** To determine the individual International Year, take the total digits in any year in question, total or add them together and reduce: i.e.,  $1988 = 26 = 8$ . Note any Master Numbers or those numbers raised by the zero cipher (denoting higher possibilities). The International Year begins on January 1st and runs until December 31st for this workbook. Following is a table of individual years for this century with the Master Numbers indicated.

## Table of International Years

1900	1	1940	5	1980	9	2020	4
1901	11/2	1941	6	1981	1	2021	5
1902	3	1942	7	1982	2	2022	6
1903	13/4	1943	8	1983	3	2023	7
1904	5	1944	9	1984	22/4	2024	8
1905	6	1945	1	1985	5	2025	9
1906	7	1946	2	1986	6	2026	1
1907	8	1947	3	1987	7	2027	11/2
1908	9	1948	22/4	1988	8	2028	3
1909	1	1949	5	1989	9	2029	13/4
1910	11/2	1950	6	1990	1	2030	5
1911	3	1951	7	1991	2	2031	6
1912	13/4	1952	8	1992	3	2032	7
1913	5	1953	9	1993	4	2033	8
1914	6	1954	1	1994	5	2034	9
1915	7	1955	2	1995	6	2035	1
1916	8	1956	3	1996	7	2036	11/2
1917	9	1957	22/4	1997	8	2037	3
1918	1	1958	5	1998	9	2038	13/4
1919	2	1959	6	1999	1	2039	5
1920	3	1960	7	2000	2	2040	6
1921	13/4	1961	8	2001	3	2041	7
1922	5	1962	9	2002	4	2042	8
1923	6	1963	1	2003	5	2043	9
1924	7	1964	2	2004	6	2044	1
1925	8	1965	3	2005	7	2045	11/2
1926	9	1966	22/4	2006	8	2046	3
1927	1	1967	5	2007	9	2047	13/4
1928	2	1968	6	2008	1	2048	5
1929	3	1969	7	2009	11/2	2049	6
1930	13/4	1970	8	2010	3	2050	7
1931	5	1971	9	2011	4	2051	8
1932	6	1972	1	2012	5	2052	9
1933	7	1973	2	2013	6	2053	1
1934	8	1974	3	2014	7	2054	11/2
1935	9	1975	22/4	2015	8	2055	3
1936	1	1976	5	2016	9	2056	13/4
1937	2	1977	6	2017	1	2057	5
1938	3	1978	7	2018	11/2	2058	6
1939	22/4	1979	8	2019	3	2059	7
						2060	9

## *International Year Definitions*

**#1** This year will be fast-paced with change as the keyword. New leadership takes charge, with revolution and upheaval possible. There is restlessness and discontent in the air. This year sets the trend for the next eight years. Invention, exploration and enterprise are the keynotes. Mankind can encounter progression, courageous and daring feats. Entrepreneurial in nature, the seeds that are sown will affect the nations until the 9 year. The 1 can be heedless and insensitive to the gentler needs of the individual and society.

**#2** Brings an air of rest, relaxation and cooperation. It denotes a time of desire for support and peaceful co-existence. Peace talks and agreements between nations are emphasized, diplomacy, tact, political detente are exercised. There is a gathering or collection of data, statistics and information. People work at learning to live together. Not much specific progress can be noted as emphasis is on maintaining institutions, not initiation.

**#3** Activity is on the upswing. There is interest in culture and the arts, theatre, amusements, and an emphasis on pleasure and luxury. Economic conditions make some improvement. People seem carefree and creative, social in nature, desiring to expand. There can also be a restlessness, a scattering of time, resources and effort.

**#4** Brings organization and work to our attention. Much work must be accomplished before the end of the year. Thrift and economy are the keynotes and finances should be watched, attention paid to the needy. Physical building or firming up of foundations prompt needed improvements to material surroundings such as housing, roads, bridges, food, jobs such as manufacturing or farming, practical applications. The implied 13 can indicate sacrifice on an international scale.

**#5** The plodding 4 year is gone, and fun and gaiety are on the rise. Celebration and social activities are highlighted. There is a decrease in violent crime but an increase in drunk driving and drug arrests, and a wanton recklessness that serves no constructive purpose. Overindulgence should be avoided. This period of expansion brings new interests, curiosity, travel, speculation, entrepreneurial activities, rejuvenation interests, and international trade and commerce.

**#6** Countries become nationalistic from an enlarged sense of family. Before World War II, the theme was “my country, right or wrong”. If not expressed positively, or if diplomacy and detente do not do their jobs, there is a trend towards a parochial national attitude and eventual war “to ensure peace”. Misunderstanding must be kept under control to avoid major problems. Education, health, and the family or community are the main topics. Social organizations tend to develop more conservative rather than progressive programs. Heart over head reasoning.

**#7** Analysis, logic and reason prevail, invention and intellectualism are the natural outcome. This is the perfectionist energy, which continually analyzes the attitudes, actions and outcomes, tending toward conservation and ecology issues. This number does not initiate the new, it improves or critiques what exists. The 7 can bring a sense of isolationism through its “loner” quality. International disputes and conflicts can arise without warning, perhaps no one is talking / listening. Economic conditions fluctuate. People are restless with a general feeling of distrust and a potential lack of sensitivity to the needs of others. Head over heart reasoning. Negative or nit-picking attitudes can work against positive accomplishments.

**#8** This is the number of big business, expansion and prosperity. Man becomes more absorbed with the material, the economy recovers and industry blooms. Technology advances rapidly, it is a period of gain and development. Thought is on a large scale, amalgamations, mergers and large-scale reorganizations occur. Commercial relations with foreign nations motivate the marketplace. Trade barriers are eased.

**#9** No major changes usually take place - it is a time to tie up loose ends. Moral and social reserve seem to be the mood. The spiritual self progresses more than the material self. Answers to meaningful questions are found. This is the time when what has been “swept under the rug” can be exposed and aired in a general global housecleaning spree. The emphasis should be on service and humanitarian issues, with an eye to cultivating tolerance and understanding.

**#11** Can be somewhat confusing. The emotional and material levels need attention at the same time. National conditions are plagued by ups and downs. Our worldly attention level needs to be raised. There can be a revival or resurgence of interest in the spiritual needs of man. This can range from Christian revivals to psychology to an interest in the occult. Idealism, imagination, and inspiration can run the gamut from positive

upliftment to religious fanaticism.

**#13** In my early Numerology studies (1970s), I did not find references to a sacrificial #13 international year, most likely because it is *not* a double number such as 11 or 22 and is therefore not collectively given the same authority. I have seen the sacrificial element of #13 evident through many other applications; I choose to include it because I do not want to leave a gap in this course book. Just remember that other authors left this undefined, so consider my personal words speculative. Moving from the personal to a world-wide effect can emphasize the requirement to make choices between desire and need, to “settle for” or compromise; you cannot have it all, choose what is most important but on a national scale. Example:

2020 was a very difficult year worldwide with the pandemic and the economic devastation it visited upon the whole world. 2020 is not specifically a 13/4 but it is a good current illustration for the need for life choices such as physically remaining alive or earning an economic living on a world level, sacrifice, and polarization politically. Triaging who lived or died in the pandemic was a horrific concept that faced some nations as medical care could not be stretched further. I wrestled with the oddity because a 4 year is not usually so over the top; that is usually reserved for a 5 year. Perhaps the extra zeroes demanded a highly up-leveled spiritual response to our existence. As I re-write this, 2020 is history but we are still slogging through what it created, and it does not seem diminished. 2020/4 does illustrate what I am trying to describe as a 13/4 example. Remember 2021 is a 5 year, the next stage of what was generated in 2020.

**#22** A year of great changes, highlighted by growth and activity. The imagination is harnessed into practical solutions. Great discoveries are made and scientific breakthroughs occur. International problems are handled well and no violence mars the constructive attitudes of mankind. Great political machines or organizations can manifest. And that’s just the positive!

# *International Month and Day*

You can further break down the general universal mood or trend by the 12 months within the International Year simply by adding the number value of the month to the International Year in question, i.e., May 1989 = 5 + 1 + 9 + 8 + 9 = 32 / 5. Within the 9 International Year (humanity) represented by 1989, we were in a 5 (change, travel, risk) sub-cycle. As I originally wrote this material, President Bush (the first-GWH) had just left for the NATO alliance meeting where all the western European nations were deciding the fate of disarmament talks that affect us globally. As May and the talks progressed, we changed from a sub-cycle 5 to a 6, the cycle of peace (or war), with strong nationalistic drives (6 is the larger family) motivating the decision-makers. Did they vote for peace or set the stage for war? The Gulf War ensued.

Using the previous notes defining the International Year, remember they are effective for only one month and are a part of the cyclic unfoldment. They contribute to the big picture through examining one puzzle piece.

Once you have determined the International Month, you can also determine the International Day simply by adding the day in question to the International Month figure already established. For example, 1989 is International Year 9, May is International Month 5, the 27th is International Day 5. This type of mundane interpretation using the international dates is rarely used personally and is more research-oriented.

I do not believe it is necessary to repeat the whole of the notes on the International Year, but for the purpose of brevity, the following notes will apply to both the International Month and the International Day.

- 1) initiate, invent, pioneer
- 2) cooperate, accumulate, hold the pattern
- 3) communicate, relate, advertise
- 4) work, build, consolidate (if 13/4, sacrifice implied)
- 5) risk, change, speculate
- 6) educate, care take, improve
- 7) meditate, analyze, use science
- 8) take charge, exercise power, organize
- 9) humanize, inventory, clean house
- 11) imagine, inspire, elevate
- 22) construct, direct, concretize

## *Personal Year*

### **Personally...**

Personal Years are minor life cycles that influence our lives for any given year. They give us guidelines for activities to enjoy or accomplish and also what to postpone for a better cycle. Personal Years begin with your Destiny number. If your Destiny is a #5, then you entered a 6 Personal Year on your first birthday, a 7 Personal Year on your second birthday, an 8 Personal Year on your third birthday, etc.

Personal Years can also tell us when we come to the change of the major cycles near age 28 and 56. The #1 Personal Year closest to the change of cycle will be the year when we feel the Cycle and Challenge change most strongly and the #5 Personal Year (pivot) is a secondary indicator.

In order to convert the International Year to your own Personal Year, simply add the month and day of your birth to the year you have in question, i.e.: birthday October 31st, year 1988 = 10 + 31 + 1988 = 13/4 Personal Year. *Timesaver:* Should I want to provide myself with a Personal Year key to determine my own Personal Year quickly from the International Year pattern, I will remember to use the total of the month and day (in my instance 10 + 31 = 5) to add to any International Year in question – my own key to determining my Personal Year using the International Year will always be a 5.

The concept of the beginning and ending of the Personal Year varies from author to author. Some authors feel that your Personal Year begins on January 1st as does the International Year, and ends on December 31st. I do not give this method much weight, but it is practiced by thousands of numerologists. Other numerologists believe that the International Year begins on January 1st and ends on December 31<sup>st</sup>; but that your Personal Year begins on your birthday and extends until your next birthday. This is the most commonly held method. It is generally agreed that there is not a clear-cut date on which one cycle ends and another begins. Many numerologists allow about a three-month overlapping effect at the beginning and end of a cycle. This same type of overlapping effect may be experienced by astrologers who utilize solar returns as a method of prediction.

Additionally, I have experimented with a suggestion from authors William A. Schneider and Aline R. Gray with good results. They believe that the Personal Year seems to be strongest in effect from six months before to the six months after your birthday. In other words, since my birthday is 10 / 31, I would feel the Personal Year as effective from 4 / 30 (six months earlier) to 4 / 30 of the following year. I experimented with this and found it to make more specific sense to past experience. It is my suggestion that as a beginning student, you practice the most common methods, either birthday to birthday or calendar year. Once you feel strong enough in your comprehension of the principles involved, experiment with the other methods you encounter, particularly the Schneider / Gray method.

Now that you know how to determine your Personal Year, you can use the International Year notes to see what in your life will be emphasized. Just remember that your life operates on a slightly smaller scale than the entire race of mankind. You may not be involved in international treaties and global scale enterprises, but you are involved in contracts and social interaction.

## *Personal Year Definitions*

**#1** A year for beginnings, new starts, new ideas. What you begin this year has an effect on the next eight years. Individualize self, work on independence and personal initiative.

**#2** Companionship, associations and cooperation with others. Be sure to stay on track with what was initiated under the #1. This is a background year, germinate and fertilize your progress. Attract, collect or accumulate what you need.

**#3** Social and artistic, publicity seeking, you will want to play or to be entertained. Do not lose sight of goals or purpose or become reckless in pursuit of pleasure.

**#4** Work hard to accomplish your plan, structure or build self-discipline. Work on details, systems, order, be economical and practical, keep busy. Test out your progress or you may be tested. 13/4 be prepared for some sacrifice.

**#5** Let go of the routine and try something different. Get out of the rut, adapt or make necessary changes. You will seek travel and variety. You can become restless. Do not be hasty or rash.

**#6** Home and family are highlighted, good marriage year, strong sense of community and domestic responsibility. Finish what you start, learn and teach, help others with their burdens.

**#7** An inner year, a time for reflection, study and self-analysis. “I want to be alone,” but do not brood. Deepen your understanding, await development, specialize, use your intuition and reason together.

**#8** Time for business and material issues, organize and solidify. This is your power year, face the facts, develop efficiency and a good business attitude, plan, think and act to reap the harvest planted in the #1 year.

**#9** A finishing-up year in preparation for the new cycle. Learn to let go of odds and ends and work out themes or experiences. Live more impersonally, weed out the unnecessary, pay off all debts or accounts, inventory yourself and your assets, get ready for the #1 year up next.

**#11** Inner growth, evaluation and reflection, inspiration, illumination, and intuition flows. The limelight is possible as is the negative side of a frustrated 2. Your choice.

**#22** Now is the time to put your ideas into action; your ideas can have universal appeal. Combine imagination and practicality. Look to serve the greater good. If negative, a frustrated 4: hard work.

# *Personal Month and Day*

Cycles within cycles:

- ✓ Your Personal Month is determined by adding the month in question to your Personal Year.
- ✓ Your Personal Day is determined by adding the day in question to your Personal Month total.

You can, of course, use the Personal Year definitions in an increasingly shorter-term scale for the Personal Month and Day. For your convenience, keywords for the Personal Month and Day are:

- 1) Pioneer, create action, look forward – not backward
- 2) Cooperate, collect
- 3) Self-expression, enthusiasm, communicate
- 4) Hard work, conservation, 13/4 sacrifice implied
- 5) Accept change, promote freedom
- 6) Domestic responsibility, education
- 7) Introspection, analysis
- 8) Power, organization
- 9) House cleaning, inventory
- 11) Vision, revelation
- 22) Apply vision, mastery

## *Other Personal Cycles for Future Studies*

Morris C. Goodman gives some interesting information on three four-month sub-cycles, which commence with your birthday. He sees your year as being made up of a male or initiatory sub-cycle, a female or building up sub-cycle, and a group or social sub-cycle. Please do not confuse these with the main cycles generated by your birthdate. These are merely sub-cycles of your Personal Year.

Personal Year (PY) sub-cycle 1 would be in effect from your birthday to four months later.

PY sub-cycle 2 from four to eight months.

PY sub-cycle 3 from eight months to your next birthday.

Once the dates have been determined, the cycle numbers and the dates would repeat each year. Your method of operation would remain the same regardless of the experience being encountered. Could this be why we repeat our mistakes? To determine the number in effect during the PY sub-cycle:

- 1) Subtract present age from year of last birthday (as close as I can tell, this gives you your birth year) = sub-cycle #1
- 2) Subtract Destiny # from year of last birthday = PY sub-cycle #2
- 3) Add number values from sub-cycles # 1 and 2 = PY sub-cycle #3.

Using my birth information as an example: 10/31/1938, dates of effect for each year:

- 1) 10 / 31 to 2 / 28 or 29      2) 3 / 1 to 6 / 30      3) 7 / 1 to 10 / 30

Sub-cycle number influence:

- 2) Subtract present age (50 at original writing) from year of last birthday (1988) = 1938 (year of birth), reduce = 21 / 3 first PY sub-cycle influence.
- 3) Subtract Destiny # (8) from year of last birthday (1988) = 1980, reduce to 18 / 9, second PY sub-cycle influence.
- 4) Add first two sub-cycle influences  $3 + 9 = 12 / 3$ , last PY sub-cycle influence.

Therefore, every year from 10 / 31 to 2 / 28 or 29 (leap year) I will experience a 3 as my male or initiatory stage. From 3 / 1 to 6 / 30 I will experience a 9 as my female or building up stage. From 7 / 1 to 10 / 30 I will again experience a 3 as my group or social stage (remember the #9 is a full cycle, and when added or subtracted to any number brings you back to that number). *Note:* Since I encountered this material some time ago, I did not create sufficient case studies to have an opinion. This is not a necessity at this current stage of your development. It is merely an interesting theory for you to eventually research.

Author Sybil Leek indicates there are nine PY sub-cycles of approximately 40 1 / 2 days. The beginning date is January 1 of each year (calendar). The dates for the PY sub-cycle changes are:

1 / 1 to 2 / 9	2 / 10 to 3 / 21	3 / 22 to 4 / 30
5 / 1 to 6 / 10	6 / 11 to 7 / 21	7 / 22 to 8 / 31
9 / 1 to 10 / 10	0 / 11 to 11 / 20	11 / 21 to 12 / 31

Naturally, they follow the usual interpretation of the digits 1 to 9 in terms of experience. However, she does break these sub-cycles down in irregular halves. Using a couple of examples:

- ✓ PY sub-cycle one is 1 / 1 to 2 / 9. Ms. Leek interprets the days in January as acting as a 1 and the days in February assuming a 2 attitude.
- ✓ PY Sub-cycle two is 2 / 10 to 3 / 21. Ms. Leek interprets days in February as a 2 influence and the days in March as a 3 influence.

Again, this is not a necessity for your current development, but could make interesting future research.

When I first started studying Metaphysics in 1970, I encountered a book by Joseph Weed called *The Wisdom of the Mystic Masters*. In that book, he indicates a Rosicrucian cycle system of 7. Divide the 365 days of the year by seven = 52 1 / 7 days. The most significant item I remember is that the last cycle, the 52 days prior to the birthday, was the most negative or difficult of the whole year. I did research it through several birthdates, and did not get tremendous results at that time. However, this may have been due to my relative ignorance as this information was encountered very early in my studies.

Example: My birthday:       $10 / 31 + 52 \text{ days} =$   
    $12 / 21 + 52 \text{ days} =$   
    $2 / 12 + 52 \text{ days} =$   
    $4/6 \dots \text{etc.}$

$0 - 52 \frac{1}{7} = 51\text{st day from your birthday}$        $+ 52 \frac{1}{7} = 104\text{th day}$   
 $+ 52 \frac{1}{7} = 156\text{th day}$        $+ 52 \frac{1}{7} = 209\text{th day}$   
 $+ 52 \frac{1}{7} = 261\text{st day}$        $+ 52 \frac{1}{7} = 313\text{th day}$   
 $+ 52 \frac{1}{7} = 365\text{th day (your birthday starts the next cycle.)}$

Food for thought for future research.

# Your Life in Progression

Time Line  
Progressed Essence Table

As you have been shown throughout this workbook, there is far more than generally realized to your name(s) and the individual letters that comprise them. All that has been studied up to this point, as far as the letters and names are concerned, are their original values.

- ✓ We know that the legal name itself was intentional and not coincidental, that the name had value for you and made a contribution to you in terms of tools and equipment to be used as you traveled your life path.
- ✓ It tells a story of your method of operation, letter by letter, as your basic makeup.
- ✓ We know that some parts of your name are more obvious (first name) or overt.
- ✓ Other parts are more subtle or unconscious (middle or family names).
- ✓ We recognize our inclusion within a group (family).
- ✓ We initiate our experiences in a certain way (Cornerstone) and from specific motivations (first vowel).
- ✓ We encounter turning points (pivotal center letter),
- ✓ and we may end those experiences completely different from the way we began (ending letter).

We have learned also that the name lends itself to observation and interpretation, giving us a map of sorts to our strengths, weaknesses and character traits. However, all that you have been taught to this point has had to do with original or initial name information or interpretation. Are there any other uses for the name in a progressive sense? Are we able to get further information or interpretation as our life moves from experience to experience? Do our attitudes and aptitudes change, and can our numerology charts reflect those changes?

**Personal  
Time Line  
(start with  
Year of Birth)**

0 \_\_\_\_ 1 \_\_\_\_  
2 \_\_\_\_ 3 \_\_\_\_  
4 \_\_\_\_ 5 \_\_\_\_  
6 \_\_\_\_ 7 \_\_\_\_  
8 \_\_\_\_ 9 \_\_\_\_  
10 \_\_\_\_ 11 \_\_\_\_  
12 \_\_\_\_ 13 \_\_\_\_  
14 \_\_\_\_ 15 \_\_\_\_  
16 \_\_\_\_ 17 \_\_\_\_  
18 \_\_\_\_ 19 \_\_\_\_  
20 \_\_\_\_ 21 \_\_\_\_  
22 \_\_\_\_ 23 \_\_\_\_  
24 \_\_\_\_ 25 \_\_\_\_  
26 \_\_\_\_ 27 \_\_\_\_  
28 \_\_\_\_ 29 \_\_\_\_  
30 \_\_\_\_ 31 \_\_\_\_  
32 \_\_\_\_ 33 \_\_\_\_  
34 \_\_\_\_ 35 \_\_\_\_  
36 \_\_\_\_ 37 \_\_\_\_  
37 \_\_\_\_ 39 \_\_\_\_  
40 \_\_\_\_ 41 \_\_\_\_  
42 \_\_\_\_ 43 \_\_\_\_  
44 \_\_\_\_ 45 \_\_\_\_  
46 \_\_\_\_ 47 \_\_\_\_  
48 \_\_\_\_ 49 \_\_\_\_

Obviously, some of these questions are the purpose for this lesson because we do grow and change. If our profiles are valid, they must grow and change with us to reflect our current state of development. We are not a newborn baby taking its first breath for all of our lives. We grow and become, and experience changes us. As usual, there are several methods of looking at your progressing self, with some methods more popular than others. I plan to outline two methods with which you can experiment. Remember the purpose of this series is to:

- 1) create a numerological base of information on which you will build knowledge through experience and practice, and
- 2) stimulate your thought processes to experiment with alternative methods and possibly to develop new techniques.

In building the foundations, we are not looking for clones. In experimenting, we are not looking for the bizarre. We will settle for insights or additional tools for interpretation. As those who have gone before us have stood on the shoulders of other Numerologists stretching back in time, I stand on their shoulders so you can stand on mine. This is the present based on the past in a human format. Perhaps your view will be greater so that we may all benefit and learn. I am open to learning from you as you represent Numerology's future.

Humanity is not in a static state; we grow and change. When we originally calculated your legal name, we assigned a number to each letter, then totaled each name individually and all names collectively. We are going to now use the letters, the names individually and the names collectively to look at the progressing self. Since the interpretation will get intensely personal, I have again used my own name. I would not ever intentionally invade someone else's privacy. Please respect my privacy as you would your own.

# Time Line

The simplest method is to assign each letter in your name successively to periods of time in your life, as a path through life. For example, my own (legal) birthname was Marilyn Jon Jones ( $38 + 12 + 18 = 68 / 14 / 5$ ).

- ✓ M has a value of 4 governing the first four years of life: 0 (birth) to 1, to 2, to 3, to the 4th birthday, when the next letter, A, took over.
- ✓ A has a value of 1, so my 4th to 5th year was governed by A.
- ✓ On my 5th birthday the R took over and governed for 9 years to my 14th birthday.
- ✓ I governed 9 years, from my 14th to my 23rd birthday.
- ✓ L governed 3 years from my 23 to 26th birthday.
- ✓ Y governed 7 years from age 26 to my 33rd birthday.
- ✓ N governed the next 5 years to my 38th birthday (38 is the total of my first name).

Once I completed my given name, I continued through my middle and last names in the same fashion. Since my first name has a total number value of 38, my middle name 12 and my maiden name 18, I went through one complete round of experience at the end of my 68th year. At that point, we go back to the beginning of my name and follow the original procedure.

Before I have you pause and do your own name, let us look at some examples from my life. Will the change of governing numbers influence my life in terms of attitudes or experiences? Since my parents are not alive for me to validate any of my early life, we will have to rely on sketchy memory. Whenever I encounter “sketchy memory”, regardless of how old I happened to be, I will simply insert a question mark (?).

## Personal Time Line (continued)

50	51
52	53
54	55
56	57
58	59
60	61
62	63
64	65
66	67
68	69
70	71
72	73
74	75
76	77
78	79
80	81
82	83
84	85
86	87
88	89
90	91
92	93
94	95
96	97
98	99

### First Name

- ✓ M (0 through 3) was governing when my grandfather died at my approximate age 3 (13 / 4 is sacrifice or sorrow).
- ✓ A (?).
- ✓ R (5 through 13) early (?) My sister was born my age 6, I danced and sang on stage between 9 and 13. My mother died when I was 13 almost 14.
- ✓ I (14 through 22): major move country to city age 14, marriage at almost 19, first marital separation at 22 1/2.
- ✓ L (23 through 25): major move age 23, marital separation @ 25 1/2.
- ✓ Y (26 through 32): major upheaval in life, surgery age 26, cancer scare age 29 (not cancer), permanent marital separation at 31 1/2.
- ✓ N (33 through 37): legal divorce at 33 1/2. Made complete change of life in 37th year commencing with four months prior to 38th birthday when my middle name took over; became grandmother at 38.

### Middle name

Remember the duality implicit in the odds and evens of the middle group of letters of the alphabet (J through R)? Within one month of my 38th birthday when the J (10 / 1 or even/odd) took over, I scrapped my job and my business life as I had known it and started my own businesses – two, simultaneously – a private secretarial service and an astrological counseling practice. Each of the years indicated by my middle name numbers as change (beginning and ending the governing cycle) indicate major events or determining experiences.

In looking at the issues that would occur in any year governed by the odd / even duality (potentially paradoxical) of the letters J through R, note that I have several in my name: M, R, L, N, J, and O.

- ✓ M: (?).
- ✓ R: extensive *amateur* dancing / singing stage career, also full-time student and farm living for five of the nine years governed (paradox).
- ✓ L: lots of moves, including unfulfilling relationships (paradox).
- ✓ N: relationships accompanied by a fear of commitment (paradox).
- ✓ O: large responsibility with family, and also ran metaphysical center, church and school with counseling service (World Mother complex - dual).
- ✓ N: continual changes, traveled while running center and counseling services; relationship dilemmas; last year also worked outside job.

My maiden name took over at my 50th birthday and the year to date was again #1 (J) oriented, similar to my 38th year. I scrapped a great deal of what I had been doing business-wise in the Fort Lauderdale area and moved upstate, to start over again. With J in effect, I had a hard-work city life for 3-1/2 days a week and laid-back country life for 3-1/2 days of the same week (dual living). Astrologically, I was under a potent Uranus transit.

There was one more O and then another N cycle. Will they be similar to the previous O and N cycles? Could I project or predict those cycles based on my history? That is essentially what predictors do – project the future (prediction) based on observations of past cycles. That is how prediction is done unless you have a crystal ball you know how to use, one that shows the future. Duality or paradox is the potential for any year governed by a letter between and including J and R.

I have fifteen total letters in my name, ten of which are in this odds / evens dual range. This could produce, by actual count, 45 out of 68 years of dualism / paradox or trying to lead a double or multiple life. That is roughly 66% or 2 / 3 of my life. It does “feel” that way most of the time. Aside from sheer activity, this can act negatively as vacillation, indecision, divided interest or confusion as part of my experience. Positively, I have led a busy, productive life. Please see my personal Progressed Essence example for exact measurements.

Please notice that we are discussing events and experiences and not just changing attitudes. Remember, if the first letter of your name has a value of 6 (for example), it governs your life from birth (0) to your 6th birthday. The next letter in sequence actually governs your 6th year beginning with your 6th birthday. Do not use prefixes or suffixes, titles, I, II, III, etc. Now pause and look at your own name and the cycles it governs. Create a Personal Time Line. Look at the odds / evens dualism present and the paradoxes that may have been created. Look ahead at when those paradoxes may be present in your life. How much of a total percentage of your life is affected? How do you relate to the information you have generated? The advantage of this specific technique is valuable only if you can relate to the information it provides.

## *Other Methods*

What other progressive method is available? In an earlier segment of our studies, we learned there are obvious strengths and weaknesses in the first or given name. There are less obvious characteristics indicated by our other names. Since the first name is the one we are most likely (not always) to be known by, it carries great impact. All other names contribute to our overall delineation but are not as compelling to us as that given or first name. Let us divide the names into three categories:

- ✓ first (whether used or not, called “given”),
- ✓ last (the family name),
- ✓ and middle (all other names involved).

Remember to use hyphenated names as a single name as it was the intent for both those names to be used as a single name. If the mother’s maiden name is the middle name, it is a middle name for our purposes, but carries the usually recessive maternal genetic line in a more visible way. Be sure to use the legal, birth certificate version. Do not use prefixes, titles or suffixes such as Sir, Jr, III, etc. Examples: Ann Margaret is a first and middle name, Ann-Margaret is a first name only. W. Hydes Davies is an initial (for the first name), and then middle and last. Hydes-Davies is a last name only.

The first name is considered to be the physically active name as it is the most obvious, overt, visible part of the total expression. Ordinarily middle names, because of their position, are considered to be more subtle, hidden and emotional in nature. Occasionally you will encounter people who express this middle name more openly by using it consistently when introduced, as their legal name, etc. Since last names are genetic or inherited, they can be diffused through their family implications, and can govern our ideals, missions, family karma, etc. They are therefore considered to be mental / spiritual in nature. Therefore, the first name is your Physical Essence, your middle name(s) is / are your Emotional Essence and your last name is your Spiritual Essence. We “live through” each letter for a definite time and with a definite influence.

In the first section of this chapter, we used all the names and the duration and energy of each letter in a Time Line fashion. In this section we will examine our own Personal Essence as we progress through life. We live through and are therefore changed or modified by all we encounter on physical, emotional or psychic levels. We are continuously formed and re-formed by any and all experience. The numerologically progressing essences can reveal that story.

This continually changing “new self” is what would be called our pre-conditioned, responsive nature and our attitudes. I hope in this section to establish a method of reading those levels by observing the activity and responsive attitudes present at various stages of our lives. Once we have watched the unfolding of our lives by experience and by our own changing selves, which is our personal history, we could then attempt to project into our future and predict such influences. We can try to understand where we are going, what our upcoming experiences may be, what general attitudes we will carry, and what should unfold as a result of these issues. This is a really big job, one that will take time and effort to uncover and then perfect. Inasmuch as reality tends to be somewhat different than theory, our projections will be continually modified as we see actual results measured against our predictions of those results. We will get better as we practice and evaluate, refining our methods, perhaps finding new and hopefully more accurate measures of life and experience.

Please know that I did not invent this progressing influence. In my studies, as you have in yours, I encountered books, classes, and personal opinions which I practiced and played with. Some of these were more valuable to me than others. Eventually I retained some and discarded some. The table about to be described is one method I kept and did use as a regular part of my readings. The two best sources I can offer are Florence Campbell's Immediate Period Table and M. Carroll Owen's Progressed Essence Table which are remarkably similar. Since I prefer the term Progressed Essence Table (shortened to Table), that is what we will call this next section. I will refer you to the two authors mentioned for primary information (see Bibliography).

Again, I do appreciate your discretion in the use of personal material examples. A blank Progressed Essence Table is provided with the diagrams in the back of this book. Make copies as needed and retain a clean original.

# *Progressed Essence Table*

What exactly is a Progressed Essence Table? Visually it is a grid of boxes, seven rows deep vertically and an indeterminate number of rows horizontally (indeterminate will be explained as part of the text). This grid allows us to hopefully put all the progressing information for one lifetime on one easily constructed and relatively easy-to-read sheet. An explanation and simple method will be given further in the text for those who cannot use a visual sheet because this workbook was originally written to assist a lady who was totally blind and she was able to do the whole workbook competently. Please follow along with the instructions so you will understand what information is used to construct the Table and what information is available from the completed Table. Using the blank for the Progressed Essence Table:

Beginning with the far-left box, top row, using tiny printing, place the year of birth (with the century digit (i.e., 19 or 20) above the actual year double digit (i.e.: 01, 38, 87). Extending box by box to the right, place each succeeding year (from 38: 39, 40, 41, 42, etc.), one per box for as long as desired (indeterminate). The form provided with these lessons has three sets of boxes covering 99 years of life (an unusually long life span). This top line is called the Calendar Year.

Directly under the Calendar Year line is the Chronological Year line, again extending to the right, box by box as needed. Under the Calendar Year of birth entry you would write 0 on the Chronological Year line for birth (you were brand, spanking new at birth with no experience), then 1, 2, 3, etc. in succession to the right of the 0.

Under the Chronological Year line is the Physical Essence line; under that the Emotional Essence line; and under that the Spiritual Essence line. Under these lines is a line for Progressed Essence; under that is a line for the Personal Year number. In all there are seven horizontal lines of boxes in this order: 1 (top) Calendar Year, 2) Chronological Year, 3) Physical Essence, 4) Emotional Essence, 5) Spiritual Essence, 6) Progressed Essence, and 7) Personal Year. Before we begin to fill in this table, an explanation of these titles is in order.

According to both authors quoted, the Essence lines have their beginnings dependent upon the year of birth. For births prior to January 1, 1950, the Essences begin under Chronological Year 1, allowing for a period of adjustment between birth and the first birthday. For births after January 1, 1950, the Essences begin under Chronological Year 0. Both authors explained that souls incarnating in the last half of the 20th Century are of a stepped-up vibration and do not need the period of adjustment between birth and the first birthday. For example, I was born in 1938 so my Progressed Essences begin under Chronological Year 1. All of my children were born after 1950 and their Progressed Essences begin under Chronological Year 0. No special instructions were suggested for earlier century births or future century births. Will the births in the first half of the new century differ from the births in the last half? That is our job to explore and develop through multiple chart examples.

On the Essence lines, beginning as discussed, place your first name on the Physical Essence line according to the value of each letter. Using Marilyn for an example, M would have a value of 4 years, A 1, R 9, I 9, L 3, Y 7 and N 5. Depending then upon where you begin (0 or 1), the first four boxes would contain an M, the next: A, the next 9: R, the next 9: I, the next 3: L, the next 7: Y, and the next 5: N. If begun under the 0 Chronological Year (born after Jan. 1, 1950), the total numerological value of the first name would end under age 37. If begun under the 1 Chronological Year (born prior to Jan. 1, 1950), the first name would end under age 38. Remember the work we did in the previous section using my entire name. Once you get to the end of a name, I pencil-shade the dividing line between boxes to draw attention to potential periods of change or impact and start again with the first letter of the first name, continuing for as long as desired. Hyphens have no numerical value.

On the Emotional Essence line do the same procedure with the middle name(s) if any. If none, leave this entire line blank. Think of what this could mean to the emotional essence of the individual. If initial only (not an actual legal name on the birth certificate), use that initial in every box on that line. Think of the potential of that unchanging, rigid initial describing the emotional essence of a person's lifetime. If there are multiple middle names, draw a shading at the breaking from one name to another to draw your attention to potential years of change or impact. Study, derive meaning, practice.

On the Spiritual Essence line do the same procedure with the last name (or names if hyphenated), again noting breaks between names by shading the dividing line to draw your attention to potential years of impact.

Once the three Essence lines have been filled in you are ready to calculate the Progressed Essence line. Under each individual year, add the numerical equivalent of each letter of the three Essences (a blank line = 0). The total reached year-by-year is the Progressed Essence number for that year and is placed in the box directly under that column of letters. Continuing our example, I was born in 1938 (before 1950) and my Essences begin under Chronological Year 1. Under the 1 year then is Physical Essence M (4), on the Emotional Essence line is J (1), and on the Spiritual Essence line is J (1), giving us a total of 6 for the initiating Progressed Essence. Each year of life has a distinct progressing essence that describes your personal experience of that year much as the progressing astrological chart reflects that specific progressing individual.

For a progressing example, we will look at my 12th birthday.  $1938 + 12 = 1950$ , Chronological age 12, has an R (9) for the Physical Essence, N (5) for the Emotional Essence and N (5) for the Spiritual Essence. The Progressed Essence under age 12 is  $9 + 5 + 5 = 1$ . You would then complete the entire Progressed Essence line using these procedures. The total under each year would be your progressing self.

If the physical, visual grid is not possible for you, then do a mental calculation for a specific year, such as M to age 4, A to age 5, R to age 14, I to age 23, etc. for each Essence line noting each letter, its numerological equivalent, and the total for the Progressed Essence. Obviously, this will require some mental agility on your part and a good memory, but it can be done. Perhaps you will find a better or easier method. My blind student at the time of my original writing did have a braille writer.

At this point, an explanation is in order. *The Progressed Essences run birthday to birthday.* A letter will take over at the birthday and hold influence for the number of numerical years until the next letter takes over, again at the birthday. We have one more line to fill in on our Table, the Personal Year. As previously discussed, there are several opinions as to when the Personal Year begins. For the purposes of completing this Table, starting with your year of birth, enter your Destiny # (total of your date of birth). Then in each box to the right, starting from your Destiny #, enter the Personal Years sequentially through 9, back to 1 through 9, etc., as far into the future as desired. Once filled in, go back to the 2 and 4 years to determine if Master Numbers 11, 13, and 22 apply, make a notation such as \*. These may be years of specific or higher demands in or from experience.

*Speculation and research* Remember our previous discussion as to when the Personal Year begins? Some authors believe it holds sway from birthday to birthday for the Personal Year. Others believe January 1 starts it and December 31 finishes it. Still others believe it runs from six months prior to six months after each birthday. Is there a clear line or date of demarcation between the Personal Year phasing out and the new Personal Year?

January 1 to December 31 (calendar year) is probably the easiest to follow, but it does have a built-in question. Since I was born on October 31st, my Destiny #8 would only be in effect for two months before switching to #9 Personal Year as of January 1st. Since we are dealing with a baby, it is practically impossible to recollect or reconstruct that early part of life. This will probably remain an indeterminable issue or at least a “gray zone”. Certainly, if that were the “correct” method, we would need to keep a constant mental note that two Personal Years are in effect on each line of the Essence Table. Or conversely, the Essences shown in one column actually have effect for two Personal Years, since the Essences run birthday to birthday. Remember, the Personal Year is a derivative of the Destiny number (what we must do). The Essences are derivatives of the name (those abilities we possess in order to accomplish our Destiny). One is written in stone, the other is not!

If the Personal Year runs from birthday to birthday along with the Progressed Essences, it is not difficult to associate and interpret between them, but you would have to clearly mark your Table to show the dates of effect. For example, if my current birthday were 10 / 31 / 1988, that would be a 4 Personal Year. If birthday to birthday, my 4 Personal Year and my Progressed Essence began on 10 / 31 / 88 and ended 10 / 30 / 89. If January 1 begins the Personal Year, then 1988 was a 4 Personal Year beginning January 1 and 1989 changed to a 5 Personal Year beginning January 1. The Progressed Essence, which began on my birthday in 1988, would have effect on both 4 and 5 Personal Years beginning with my birthday, and ending with my next birthday on 10 / 31 / 89. You can see the initial need for one solid choice to learn, and then adhering to that choice. Later study may change your mind. Your proofing will be through experience. Adapt as needed.

Just to add to the confusion, if the Personal Years change or have influence six months before the birthday as some authors have suggested, then a whole new timing procedure would be necessary because the Progressed Essence would be locked to the birthday and the Personal Year to a six-month gap from or to each birthday. Perhaps the best that this method can provide for us is the understanding that there is no clear dividing line or date for the switching of one energy to another. What truly happens is a gradual shift in attitudes and experiences, with the occasional exception to that rule, an event.

When I am teaching astrology, I point out there are no dividing fence lines in space between signs, there is a flow with areas that overlap. This is what is referred to as cuspal, the area (not point) of energy changing, but with no restrictive fence line. I see them as a gradual shading. Hold your hands up in front of you, separate, palms facing your body, fingers spread. Now move your hands together and watch your fingers interlock almost in a zipper pattern. That is actually what is happening out there in the sky where signs are concerned. This same concept occurs with astrological houses. There are no fences, there is a gradual ending and beginning happening simultaneously. That could be true of the progressing influences in your Numerology chart - no rigid fences, just areas of adaptation, sort of a foot in two worlds.

Some experimenting on your part is in order with these methods, which perhaps you have already done with our lesson on International and Personal Years. Whatever you determine gives you the best information from multiple practice charts is the method *you* should follow. Refining use of techniques is natural as your skills progress. Choose an initial technique, see if it proves itself. Try another technique, same pattern, make it prove itself. Choose what works for you. Repeat throughout life!

*Strong change tends to occur in the 1, 5, and 9 Personal Years. Loss can be experienced in the 7 or 9 Personal Years. Strong impact also seems to occur when the Personal Year matches the Cycle, Challenge or Pinnacle in effect. The Personal Year in effect will tend to operate more strongly at the #1 Personal Month. This happens every nine months and should eventually help you determine when your Personal Year change occurs.*

If you have been unable to construct a visual, physical grid, simply add the information about the current Personal Year to the information determined by the letters and numerical equivalents on each of the four Essence lines previously calculated. The two most important pieces of information are the Progressed Essence (total of the three Essences) and the Personal Year. However, more backup information, a sort of Rooting, is available from the other three Essence letters and their numerical equivalents.

When you complete your Table or determine which years you want to investigate, you will have five pieces of information, the current Physical, Emotional, Spiritual and Progressed Essences and the Personal Year. Be sure you have noted mentally or on the Table itself the dates of effect.

# *Reading the Progressed Essence Table*

Let us look at general reading information before we do specifics. Using the basic meanings of the letters and the numerical equivalents, you can see your life as it progresses year to year. The Essences seem to be applied more to attitudes and your changing self rather than events with this method. The Personal Year seems to indicate the purpose for the year's activities within the context of the Cycles, Pinnacles and Challenges in effect, but always contributing to the overall lesson governed by your personal Destiny number, your date of birth. It has been suggested that the Progressed Essences that coincide with the Cycles, Pinnacles or Challenges numbers in effect at that time could pinpoint important years. I did not find this so in my ongoing studies. I did find connection between the Personal Year and the Cycles, Pinnacles or Challenge numbers.

FYI: According to both authors Owen and Campbell, the following are general applications of Essences as they occur on the Table. I personally did not research this.

- ✓ Change and activity: A, E, N, W, with T (change of home)
- ✓ Travel: A, D, L, M, O, V, W, X
- ✓ Love Affairs / Marriage: B, E, N, W, M, O, T, possibly Z
- ✓ Emotions: I, R, S, U, X
- ✓ Financial gain: G, N, Q
- ✓ Gain with strain: H
- ✓ Loss: U
- ✓ Responsibilities: F, J, O
- ✓ Secrecy: G, P, Y, Z
- ✓ Lowered vitality: B, D, M
- ✓ Nerves: I, R, K
- ✓ Delay or accident: I, R

Occasionally you will encounter a Progressed Essence and a Personal Year of the same number, a double-digit effect. You would think that they would support each other, be positive or at least be a relatively uncomplicated energy. Interestingly enough, authors Owen and Campbell indicate that they tend to clash or emphasize the negative traits of the numbers indicated. According to them, doubling produces:

- 1) over-activity with no results
- 2) pressure on health, money problems, poverty, disappointment
- 3) a scattering of forces, nervousness
- 4) confining work, pressure and limitations
- 5) quarrels, dissention, abuse of or curtailed freedom
- 6) overwhelming responsibility, home and family problems
- 7) extreme introspection, loneliness, lack of advancement
- 8) physical / financial strain, legal problems
- 9) emotional strain, sacrifice or impositions
  
- 11) overstrained nerves, overtaxed brain
- 22) danger of shock, material or emotional loss, possible physical violence

Owen adds:

- 13) lack of opportunity, loss of position, financial and emotional restraints

This is a synopsis of the general information available on the Progressed Essence Table. What follows is my personal experience and observation. Again, I will use my personal chart as the example. Intensely sensitive or personal information tends to be part of any reading, and as I said previously, I would not want to print intensely personal information about another person. I appreciate your discretion. The Progressed Essence Table has been practiced through multiple charts.

For the purposes of this example the Personal Year is calculated from January 1, the Progressed Essence from birthday to birthday. Events or experiences are listed sequentially in each block of information. Those issues that cannot be recalled or verified are marked by a question mark (?). Total count up to and including age 50 (cut off for brevity).

- ✓ **1 Progressed Essence (PE)** occurred consecutively for five years during early childhood during which I performed on stage, radio and early TV as an amateur singer/dancer;
- ✓ 25 a life-threatening tubular pregnancy and surgery and a major legal confrontation on work issues (I fought city hall and I won);
- ✓ 44-48 a 5-year period with a definite focus on self and personal initiative.
- ✓ 11 years out of 50 as 1 PE, 20+%, 5.5 years would be average.

- ✓ **1 personal year (PY):** Age 2 (?);
- ✓ 11 (? stage work?) (double digit 1 PE / PY);
- ✓ 19 marriage, 6,000-mile move;
- ✓ 20 birth of 1st child, 6000-mile move back home;
- ✓ 29 severe back problems, unable to walk; cancer scare (not cancer);
- ✓ 38 disastrous home / work move, major survival issues;
- ✓ 47 major family psychological issues requiring my direct intervention (double 1 PE / PY). Since PY is sequential, averaging is not applicable. The 1 theme had to do with individual spotlight and personal survival issues.
  
- ✓ **2 PE** ran in blocks of 4, 4, 1 and 4 (only 1 by age 50);
- ✓ 14 -17. 20-23 Strong family involvement as teenager, early stage of marriage, three pregnancies;
- ✓ 36 (?), dating; strong relationship conflict;
- ✓ 50-53 re-evaluated relationship criteria (permanent);
- ✓ 10 years out of 50 or 20%.
  
- ✓ **2 PY 3** (?);
- ✓ 12 (?); on stage
- ✓ 21 Master Number, double digit PE / PY, marital crisis;
- ✓ 21 very hard year, major family psychological survival issues;
- ✓ 30 Master Number cancer scare with surgery, family crisis;
- ✓ 39 live-in relationship outside marriage;
- ✓ 48 (?) the 2 theme had to do with relationship, family issues.
  
- ✓ **3 PE 6 to 8** (?) no other year in effect;
- ✓ 2 PE years out of 50, well below average.
  
- ✓ **3 PY 4** (?);
- ✓ 13 moved country to city;
- ✓ 22 out-of-state move, birth of 2nd child;
- ✓ 31 out-of-state move;
- ✓ 40?; ministerial ordination;
- ✓ 49 grandson born;
- ✓ Aside from moving, the 3 doesn't stand out in my memory; perhaps good memories are not as remarkable as bad? No double digit.
  
- ✓ **4 PE 5**
- ✓ (13/4) (Mother died just prior to 14<sup>th</sup> birthday?);
- ✓ 43 13/4 sacrifice required with twin soul tie, difficult year;
- ✓ 2 PE years out of 50, well below average.

- ✓ **4 PY 5** (double digit 13 / 4) (?);
- ✓ 13-14 (22 / 4) mother died; required glasses;
- ✓ 23 (22 / 4) temporary marital separation;
- ✓ 32 (22 / 4) permanent marital separation;
- ✓ 41 founded church;
- ✓ 49 / 50 hard year work / financial;
- ✓ I noted that financial problems were strong in each year remembered with demands beyond the usual in the master years remembered.

- ✓ **5 PE**
- ✓ 24 (double digit) difficult reaction to prescribed medication;
- ✓ 26 2nd marital separation;
- ✓ 2 PE years out of 50, well below average but impactful.

- ✓ **5 PY**
- ✓ 6 sister born, appendix surgery;
- ✓ 15 father remarried, not a good move, learning to date;
- ✓ 24 severe gynecological problems;
- ✓ 33 learning to date all over again, endangered;
- ✓ 42 endangered; robbery;
- ✓ Noticed lots of endangered or physical problems.

- ✓ **6 PE 1?**
- ✓ 13 menses, mother ill, died, family responsibility;
- ✓ 34 / 35 legal divorce, family responsibilities, engaged;
- ✓ 39 engaged, live-in relationship;
- ✓ 5 PE years out of 50, average, family involvement.

- ✓ **6 PY**
- ✓ 7?
- ✓ 16 met first love;
- ✓ 25 marital problems;
- ✓ 34 (double digit) divorce, later engagement;
- ✓ 43 encountered twin soul, unable to manifest;
- ✓ Noticed much love or relationship action.

- ✓ **7 PE 2-5**, grandfather died age 3;
- ✓ 18 graduation, broken engagement, marriage just prior to 19 (not good);
- ✓ 37 financial crisis;
- ✓ 39 to 43 engagement made, broken within three years; spiritual commitment, founded church;
- ✓ Noticed deep inner strength required. 10 PE years out of 50 or 20%.
  
- ✓ **7 PY**
- ✓ 8 (?);
- ✓ 17? typical teen angst?;
- ✓ 26 marital separation, severe gynecological problems;
- ✓ 35 a withdrawn blur, was working four jobs;
- ✓ 44 psychological withdrawal, sorrow.
  
- ✓ **8 PE 32, 33** started to reorganize life, divorce itself;
- ✓ 38 again reorganized life direction;
- ✓ 3 PE years out of 50, or well below average.
  
- ✓ **8 PY 8.5** brother born;
- ✓ 17-18 graduation;
- ✓ 27 4th child born;
- ✓ 36?;
- ✓ 45 father died, executor of estate;
- ✓ No double digits. Noticed management required, reorganized or redirected life.
  
- ✓ **9 PE block 27 to 31**, very hard years, emotional crisis, could not walk, cancer scare, major move, final marital separation;
- ✓ 28 (double digit) blur of family crises.
- ✓ 5 PE out of 50, or average.
  
- ✓ **9 PY**
- ✓ 1?;
- ✓ 10? stage work;
- ✓ 19 marriage;
- ✓ 28 the double digit year of family crises mentioned;
- ✓ 37 very hard year, financial crisis;
- ✓ 46 hysterectomy, relationship similar to marriage;
- ✓ Noticed years of major understanding on my part.

I felt the real story emerged when you combined the PE and the PY, remembering to alter them according to the dates involved. Since in this example we have used the PE birthday to birthday and the PY 1/1 to 12/31, I have had to be very careful to watch the dates when I combine the PE with the PY.

- ✓ My first love and eventual first engagement was a 2 / 6;
- ✓ my disastrous marriage was a 7 / 9;
- ✓ my second engagement was a 6 / 6;
- ✓ my third engagement (to another minister) a 7 / 2;
- ✓ my twin soul adventure a 13-4 / 6 (I would advise anyone to try to avoid this);
- ✓ my fourth engagement, was a 6 / 3 (notice how well I do on the word “engagement” while carefully avoiding the “M” word...marriage).

I also found that PE 1, 2 and 7 comprised 31 of my then 50 years (or 3 / 5 of my life).

Every other PE# was average (6, 9) or well below average (3, 4, 5, 8). I had many years of O (in two names) and N (in three names), so the rooting process would show many years of domestic responsibility (O) and much change and/or travel (N). I have traveled nationally extensively, and had lived in 55 homes by age 50. It is hard to isolate a year in my life without major change or travel involved, since both the A (once), R (once), I (once) N (3 times) and the E (once) are included. That is 39 years out of the first 50 by count.

Before we decide that I have a lived a terrible life without let up, please note that we tend to recall the trauma-drama in our lives easily. We are less apt to zero-in on those times that were relatively easy. I did have many good things occur in my life, with good family, friendships, accomplishments and moments of spiritual elevation. I have a wonderful family most of the time, particularly compared to humanity at large. The points in question could have been relatively stress-free or quite comfortable periods that just do not stand out by event or emotional impact. It really is sad to realize that the milestones that we recall usually include much stress, while we lose the good in the haze of memory. Perhaps we need some exercises that specifically recall the positive, constructive or fulfilling experiences.





# Changes and Gambling

Name Changes  
Concords  
Power Numbers  
Nubrenetics  
Lucky Numbers  
Track Betting

So far, we have discussed the numerological significance of the name given at birth. There comes a time in our lives when we may decide not to keep our original name and make changes. Much of this is unconscious or experiential. It would help to explore the various reasons and ways that this could occur. So many times, we do not like what we have been given. I have actually encountered people who felt their original name was in error. Occasionally we use nicknames or pseudonyms, or change our names due to marital status, adoption, fame or notoriety, legal technicalities, etc. Occasionally we also grow out of one expression and need to establish some new expression for ourselves. Let us start from the earliest possibility of potential change and see how these name changes can and do affect us.

At times you can encounter clients who feel there is error in their early birth name. Sometimes this feeling is produced because the person just does not like their name. While the feeling of dislike is valid, the reasoning that there was error at their naming is not. Sometimes they have a legitimate complaint. At the time of birth, there could be dissension between the parents as to the name. There could have been confusion if there were medical (or other) problems with baby and / or mom or family. There could have been parental or family pressure applied to the naming of the child. Think of the attendant resentment that could be brewed out of such manipulation. As explained, I encountered this one myself with the naming of one of my sons. Clerical errors could be made in registering the birth, perhaps due to a “change of mind,” misspelling, omission or any other number of errors. And there are the rare cases of “switched at birth” or newborn kidnappings where someone carries a name actually not originally intended for them.

**Your  
birthname  
was not  
an error,  
but  
you do  
have choices.**

I have even encountered a legal name with a comical explanation: a girl child with the unusual pronounced name of “F mal ee.” When asked where the mother got such an unusual name, the mom replied the name had been given to her at the hospital. Puzzling... until it was determined that the word “female” had been listed on the birth record on the line for the name; that particular young mom thought the hospital had named her child. That became the legal name. Whoever said the universe does not have a strange sense of humor?

There are several thoughts to consider. If you believe that life is purposeful and not coincidental, then you cannot also believe that someone is given something as important as their name in error. We like to believe that we have “free will” and we also like to believe in a “guiding hand,” or “grace” of a Divinity. Do we as personalities “choose” our entire life and experience? What an awesome responsibility! Is it true that the “very hairs on our heads are numbered” as it says in the Bible? Ecclesiastes reads, “There is a time for all things under the sun. A time for....” Ancient Hindus believed that we have a certain number of breaths. It might be difficult to believe in fate, predestination, control by a deity and free will at the same time, yet most of us do an unusual and vague juggling act with our consciousness. Is the truth one concept to the exclusion of any others? Or is there room for both or more in our thinking?

It seemed like I pondered this forever in my studies until I came to a comfortable solution. I ran the gamut from the traditional Catholic upbringing, to Born Again Christianity, to the American cultural dream of self-determination, to a final acceptance of reincarnation, numerology, astrology, and soul evolution. It was a long and not mentally easy trip and probably mirrors the lives and thoughts of thousands of others. Since I write and teach from my observations and conclusions (also known as personal opinion), perhaps my thoughts will help you find balance for your answers.

I do believe in a purposeful and coherent life, and not random chaos or coincidence. This life was created and may be somewhat guided by an absolutely awesome creative intelligence we call God (One in number). I believe that within the purpose, rhythm and sequence, we have some free will. I do not believe that our free will is unlimited, at least from the level of personality. I do not care how much free will he exercises, no man can give birth to a baby at this time. You could stare at the Sun for a hundred years (definitely not recommended) and exert every ounce of free will you have, and you will not move it one centimeter. It is also very difficult (but getting easier) to change your sex or your racial characteristics. If free will were the norm, we could do those things easily, and with less trauma.

I think that The Creator “created” the manifest universe as we know it, but we are still learning about it. Life tends toward increasing complexity as it goes from the total undifferentiated primordial soup to individualization and specialization. I am not sure at this point if God takes an intimate and personal interest in every speck of dust or every act on our parts. When you believe in a personal deity, you expect a personal response to your prayers. When you believe in an impersonal deity, you define that deity as “Love” or “Light” or “Energy”, and you do not expect a personal and specific response to your meditation. Instead, perhaps God acts as an impartial and incredibly patient observer. If the Creative Principal “did Its thing” at the moment of creation, giving Its creation the right of choice, there is room for both fate and free will.

Once something has been placed in motion, it can be watched and perhaps guided towards its natural conclusion. There seems to be principles and laws of behavior, probable trajectories, and the serving of some original purpose contained within an experience. These create a framework that contains and may therefore limit that experience. Within that framework can lie many choices or options that can somewhat modify the conclusion. However, you must still make your acts of free will within the overall purpose or framework of that experience.

I definitely believe that free will is dependent on individual awareness. The broader, deeper or higher our awareness, the more we can exercise our free will. We are multilevel beings with multilevel awareness. This personality level is only one of the many levels of being and as such has free will based on its emerging awareness. As we move through our expanded levels of awareness, our rights and choices in our exercise of free will increases, perhaps eventually on the most spiritual levels to ultimate free will.

If you see life as rigidly purposeful, then there is no such thing as “dying before your time” or being given “the wrong name”. If you introduce the element of free will, you must add that element to the purposefulness of existence. You must then recognize that a new ingredient was added that influences both the purpose and the eventual outcome. The old adage “a pebble thrown in a stream changes the course of the stream forever” is applicable here. The question is then raised, “What if the name given at birth were an act of free will in some instances rather than a foregone conclusion (fate)?” If the Soul and its purpose are not comfortable with or are not served by that exercise of free will, it could send a message of discontent to the personality, which will then “choose” to change its name. Remember, the name represents the tools and equipment that we have to learn the lessons of our Life Path or Destiny.

A baby can be adopted immediately or perhaps during childhood, possibly named or re-named by the adoptive parents. If the genetic family name is never given to the child or was deliberately discarded, then the maternal and paternal genetic patterns will never be known. Birth records usually are carefully screened or edited regarding adoptions. Recently the law has opened birth records to those adoptive children who have reached legal age and are tracing their history. Also, a baby is given a nickname and is called this name almost exclusively by family and friends. The importance, value and impact of the usually dominant legal or genetic name appears to be negated, sublimated or rendered impotent through silence. Actually, there are no “accidents”, but the reading can become more difficult and less precise because of these hidden factors.

As people immigrate to other countries, name changes are common. As I researched my own family tree, I found some interesting examples of name changes. Two brothers kept the original family name and three other brothers (including my grandfather) changed the last name spelling due to immigration procedures. An uncle (by marriage) arrived from Italy with a long, complicated name. The immigration clerk on duty (circa 1900) could not pronounce his name and informed my uncle that his last name was Forth as he was the fourth in line, changing his legal identity. That became the name that his life assumed as another family name.

Marriage is a major reason for name change. For centuries in Europe and the United States, the woman “gave up” her family name and took the surname of her husband. More recently, it has been increasingly common for the woman to retain her maiden name. Increasing also is the use of both the wife’s and the husband’s last names to be hyphenated as a common last name. An astrologer friend was a very successful writer / photographer / editor and chose not to give up the by-product of her successful career – name recognition. She and her husband married late in life (a first for each) and both use this hyphenated name form. Many years after their successful marriage, the husband became quite ill, requiring an organ transplant. As a result of this debilitating illness, he became increasingly dependent upon her. She was required by circumstances to take the dominate role in the function of their family. (He did receive a successful transplant.) Please do not jump to the conclusion that the man’s use of the hyphenated version of the two surnames leads to either illness or dominance by the wife’s role. The universe has countless ways to illustrate experience and this was simply one of them – an interesting example of the application of using two hyphenated surnames. Tuck this example into the back of your mind only as an interesting illustration of hyphenated last names, not a rule-maker.

Marriage or divorce, new circumstances, attitudes and environmental factors are encountered requiring some new response on our part. In my own Progressed Essence Table, when my maiden name reached its total count (18 years), I married and changed last names. Is this coincidental or does it have meaning in my life?

Legal or credit technicalities have forced name changes. I have met people who destroy their credit in one name and change names to establish new credit lines. This is becoming increasingly difficult to accomplish as our computer age has made public records more readily available. What about identity theft, which seems to be running rampant through our society and the world? Our Witness Relocation Program run by law enforcement agencies creates a whole new name and identity, much as cosmetic surgery creates a new face. Eventually it may be possible to transplant or create new fingerprints. Fame is relatively easy to take, notoriety may not be. Names may be changed to escape reputations.

Years ago, my then-husband had to use a pseudonym because he changed companies. He had a written contract affording his previous employer the legal rights to the use of his name professionally for one year, at which time he again owned and could use his own name. During that particular employment period, he had also used several name changes including the first and middle names of one of our sons, again for professional reasons. He was a character!

Many writers or stage people use a pseudonym or nom de plume. For example, Samuel Langhorn Clemens became Mark Twain. History recognizes Mark Twain, but only literary buffs recognize the name Clemens. Who exactly was Shakespeare? His work and fame live on, his original identity and name largely unknown or at best, ambiguous. So many famous people with first, middle and last names have been or are known by a single name, such as Napoleon, Liberace, Gandhi, Shakespeare, etc.

You never totally escape the effects of your birth name. It is an underlying factor and will always have some conditioning influence on your life even when unknown. Usually the changes are random and without a great deal of forethought. Whatever the need or reason, your current name vibration has a current, possibly temporary, effect on you and your life. Name changes should be chosen with care so you at least partially know in advance the implications of the use of that new name. Only time will tell if you have made the right choice. Further, you can determine if that change fits your life intent by furthering your Life Path purpose.

Occasionally we feel we have outgrown our name and have need to change it. One of my daughters has changed her name several times. (She may have gotten that from her father). The continual family use of her middle rather than her first name when she was very young and the later bestowing of a nickname by her friends was unconscious, but that nickname stayed with her. Consciously we make changes through deliberate or pre-meditated choice. These changes, whether they be conscious or unconscious, both reflect our ongoing growth and also give us new tools and equipment – with the attendant potential new lessons. Hopefully a change in name will indicate that the Soul has learned a lesson, causing a possible upgrade in the new name selected.

Examples of name changes may be found in the western Bible, e.g.: Sara and Abram to SaraH and AbraHAM at the time God promises them a son in their old age (H is a childbearing letter in Hebrew). Another example, Simon (who was a successful businessman) to Peter (“Upon this rock I will build my church”). Saul of Tarsus (a tax collector) to Paul (an apostle of Jesus who was converted after Jesus’ death). In order to fully understand these changes, the names would have to be calculated and delineated using the Hebrew language in which each letter is a pictorial concept and the combined spelling of a name, a story.

At times we take on new responsibilities or interests. We need to look at our working tools (our names) to determine if we are using the best possible equipment. Sometimes a change in spelling of a name or the addition or deletion of an initial is all that is required. Occasionally we might be able to pick up letters that are missing from our original name, giving us help with our Karmic Lessons. Name changes should be undertaken through your own natural instincts, not forced upon you by outside influences. Remember, there are no “coincidences”. Here is an opportunity to exercise our own creative free will. Remember though, it is harder to play God than it looks!

Reasons for and reasoning of name changes can be endless. We need to try to make those changes conscious through examination and selection when we have the option. If the name has already been changed, examine the effect. See if a slight modification (+ or - a letter or initial) is warranted. What rules should you follow?

First and foremost, be sure the new name contributes to, promotes or serves the purpose of the Life Path or Destiny number. This is what you came here to do! While there are many ways to accomplish that purpose, we are not required to do it the hard way. We are allowed to use our intelligence and our free will. Secondly, look to see if the new name change is in harmony or discord with the current Cycle, Challenge or Pinnacle.

## **Name Change Rules**

Remember that the change in name can reflect the completion of one stage of growth and the initiation of a new stage. Do not change names frivolously, you must complete each stage of growth. Trust your own instincts. Those intuitive flashes or insights can be direct soul dialogue. Do not accept a name that “feels” wrong. See if the new name fills in gaps or weaknesses, or supplies power or strength not previously possessed. What about the potential of changing Karmic Patterns? Watch the demands of a Master Number. Review chapter 3 with the notes on the Laurie comparisons. Look to see if the vowel count of the new name is higher or lower than the Quiescent, Total Expression or Destiny, and what that will mean in terms of exercising your potential. I did not find it valuable to change the letters on the Progressed Essence Table, finding instead that the original birth name gave better information for the Table. You do see how much detail the given name provided. Do not take my word for that; try it yourself.

Remember that changing your name, as a rule, will show gradual results. Allow some time for your new name to take effect through use. Think seriously before doing legal name changes, driver’s license, bank accounts, credit cards, etc. Assess the effects of the name change before taking such drastic steps. You can set up a Name Grid to see if new lines and directions are formed. What does this new information contribute to your Life Path?

Some miscellaneous notes I have encountered indicate that the same number on the vowel and the consonant line can be too much of a good thing and can create problems instead of support (Tully). I have this in my whole legal name:  $7 + 7 = 14 / 5$ .

# Concords

I liked Hitchcock's system of Concords in selecting a name for a baby or a deliberate name change. I did not feel comfortable with some of her "labels" so I have dropped them. There are three Concords or sets of familiarity (1,5,7 Scientific; 2, 4, 8 Practical; and 3, 6, 9 Artistic), which you set up as triangles. The day of birth (not month and year), the total of the given (first birth or contemplated if changing) name, the numerical value of the first letter of the first name (cornerstone or thrust). These three, to be the most productive, should be in harmony and should reflect all three numbers of the Concord.

Using my birthday (31st) and my name (Marilyn) as an example, the birthday is a 4, the name should be of the 2, 4, 8 Concord, supplying the 2 and 8 to complete the triangle. The numerical total of Marilyn is 38 / 11 / 2, which does belong to this Concord. The M is also a 4, in harmony with but not completing the 2, 4, 8 Concord. I do not choose to alter my first name as my instincts (my soul promptings) are comfortable. In addition, I like my first name. I may not enjoy the full value that 2, 4, 8 would allow, but that is my choice. Remember also that 8 is my Destiny, what I came here to learn.

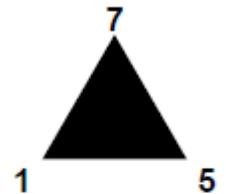
A person born on the 1st, 10th, 19th and 28th would have their birthdate form the "1" corner of the Scientific Concord, so the first name and the first letter of the first name should reflect the 1. Practice this Concord method on any known or contemplated name changes.

Remember that a name change reflects a new you, implying visible or external change as well as subliminal or unconscious reprogramming. Trust your instincts and choose responsibly, observe the new conditions encountered, and modify your name if necessary.

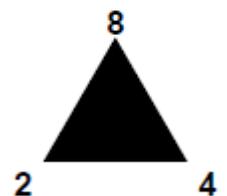
Scattered through the front and in back of this book are the masters for the Numerology Profile worksheet, which organizes the information we have generated on the birth information and name changes. Keep each master clean - make copies. Keep an extra workbook copy in the binder with this course with notes on the back for the purpose of learning, studying, research, etc.

## Concords

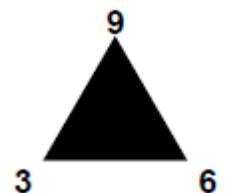
### Scientific



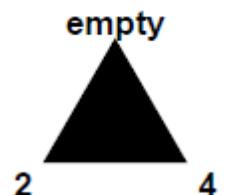
### Practical



### Artistic



### Marilyn's



## *Power Numbers*

There are several other combination numbers that could give additional insight or information. Since they are not simple, direct calculations, I do not consider them to be primary numbers. I think they can easily be omitted, researched or added at a later time. I do not always include them in my readings. I would particularly refer you to the Rocquemore book, which was one of the first books I studied, as she has several other combination numbers. I personally have done very little work with them. For this lesson I will work only with two Power Numbers that I have studied and applied more extensively. I will leave you to research the others on your own as you choose.

# *Reserve Power*

## **Reserve Strength**

The first Power Number is called the “Reserve Power” by Schneider and Gray and “Goal Power” by Hitchcock. Calculation is simple: add the Total Name Expression and the Destiny together and reduce. For example: Marilyn Jon Jones totals  $68 / 14 / 5$  plus my Destiny # 8 ( $10 / 31 / 1938$ ) =  $13 / 4$ . My personal Goal or Reserve Power number is a 4 (see definitions). This is an additional point of reserve strength or additional opportunity information, one that can be accessed when there is a need. Since we are largely unaware of our hidden assets, this tends to be more valuable as we grow older and have learned of their existence. However, since this is a composite number and not a direct number, the implication is that the individual must tap into and harness the ability within themselves. Remember that we are dealing with symbolism and analogy; the physical act of addition implies effort or synthesis on the part of the individual. In my own example, I must tap into and harness the ability of the 4 as Reserve Power or directed opportunity to achieve my personal goals. What is your Reserve Power or directed opportunity?

General application of the basic meaning of the numbers should be sufficient, but just in case: If your Reserve or Goal Power number is \_\_\_\_ (fill in the number), reach into your self and harness your ability to \_\_\_\_ (fill in the definition for that number). Simply retain the Master Number meanings as they imply greater ability within the reserve and increased opportunity, along with greater expectation of the individual’s performance.

- 1) rely on your own initiative and ability to lead or pioneer
- 2) conciliate, mediate or encourage cooperation and teamwork
- 3) communicate, enliven or enlighten, be optimistic
- 4) persevere, work hard, handle the details, structure
- 5) go with the flow, change, adapt or adjust, risk
- 6) nurture, teach, caretake, love
- 7) discover, study, research, meditate, evaluate
- 8) organize, manage, assemble, direct
- 9) gestalt, artistic, humanitarian, give, distribute

## *Destiny Direction*

The other Power Number we will study is called the Destiny Direction by Rocquemore. Again, the calculation is simple: add your Destiny (total of birthdate) to the numerical value of your astrological sign. A table of dates (should be good for any year), signs and numbers:

Sign	Sign #	Dates			
ARIES	1	3/21 to 4/20	LIBRA	7	9/24 to 10/23
TAURUS	2	4/21 to 5/21	SCORPIO	8	10/24 to 11/22
GEMINI	3	5/22 to 6/21	SAGITTARIUS	9	11/23 to 12/21
CANCER	4	6/22 to 7/23	CAPRICORN	10	12/22 to 1/20
LEO	5	7/24 to 8/23	AQUARIUS	11	1/21 to 2/19
VIRGO	6	8/24 to 9/23	PISCES	12	2/20 to 3/20

If a person is born on the date of change (between the 20th and the 24th of the month), you might experiment with the Destiny Direction number of both adjacent astrology signs. This bridging between the signs is called a cuspal birth. (Cuspal was explained in an earlier chapter.) Cuspal implies that both signs might be active. In order to be absolutely accurate, an actual astrological chart would have to be constructed, which includes time, location and date of birth. As an astrologer, I have encountered charts of only a few individuals born exactly at the change of sign. If, for example, I had been born on 10 / 24 instead of 10 / 31, I would try both Libra (7) and Scorpio (8) as a component of my Destiny Direction. If born on 11 / 23, I would try both Scorpio (8) and Sagittarius (9). Actually born on 10 / 31, only Scorpio (8) is indicated. I would then add the sign number (in this case 8) to my Destiny (also an 8) – 16 / 7 Destiny Direction.

Again, this is a composite number indicating an application of traits or abilities, which implies effort or understanding on the part of the individual (remember symbolism and analogy). Retain a sense of any Master Numbers as previous explained. In my instance almost a half century of the study of metaphysics and all that encompasses shows the power of my #7 Destiny Direction.

Remember, there are only nine basic Destinies with two (and potentially more) Master Numbers. With 7.8 billion people incarnated on this globe (2020), there are infinite ways to achieve each Destiny. Your Destiny Direction can give you a more personalized direction or application of your own Destiny when used in combination with your Destiny. In the example, my #8 Destiny will tend to a #7 Direction. My lifework (#8 Destiny) is metaphysical in nature (#7 Destiny Direction).

## *Nubrenetics*

I have in my personal library a set of materials researched for over thirty years by Richard Paul Casterline, which is copyrighted and published by Nubrenetics, Inc. The material is dated 1974 and 1977. The address given is Box 2201-F, Fort Myers, FL 33902. A brief synopsis of his material follows. I cannot infringe on his copyright and there is far more material available than I could ever cover in a synopsis. I have never actually corresponded with him even though I did try some years ago with no success. I recently Googled to get current information. There are full descriptions of the name, author/teacher, early state legal docs and obituary, but nothing I could use for contact or clarification. I found his study and the suggestions intriguing, perhaps better than the concept of lucky numbers.

Nubrenetics is a system based on four natural laws and the synthesis of the four, an implied 5th law. The name and the application came to the author as a result of prayer, dream request and insight. He followed up with research, application and testing, and generated a concept that could be taught to others. This he did through his "Report" and newsletters. The synthesizing factor is called the Key Node, your personal "center of concentration". In order to be effective, your Key Node must work with the other four laws.

Nubrenetics is an anagram composed of letters contained in the five laws: NUmbers, viBRations, kEy nodes, magNETics, and harmonICS. The method consists of specific and self-directed applications of these five principles. A number is the symbol of the power represented by that specific number. Vibration is the universe (life) in constant motion, creating the various electromagnetic fields as form or as material we do (and sometimes do not) see. Magnetism represents the "chemical attraction" or "molecular cohesion" of the various electromagnetic fields for one another. The universe is one huge electromagnetic spectrum (a unity), vibrating at different levels, which creates the diversity we experience. There is unity behind that apparent diversity\*. Harmonics are levels of harmony or accord within nature, or discord when poorly understood or ignorantly applied. The Key Node represents the unification and synastry principle discovered by Mr. Casterline. The five laws as a unit promise a more successful and abundant life.

Using the common base of 1-9 (with 0 representing Creation, Infinity, Creator) and the analogy of a radio receiver, the Key Node will help you focus in on one station. Usually we try to focus on too many channels, producing static or confusion. If we want to receive a station clearly, we must tune our receiver to that particular frequency. There are two main personal numbers:

- ✓ One is simple: the day (not month or year) of birth. If this is a double-digit number, do not reduce it at this point.
- ✓ The other number is your full name.

Mr. Casterline uses the “Arabic (Chaldean) alphabet”, which assigns different values than we have been using in this book for the letters. (I understand the system I have used in this book to be “Arabic (Chaldean)”. I don’t know why his is different. This alphabet does not use the #9 to represent any letter, as it is believed to be a God number.

Determine the double-digit value of your name using this specific Arabic (Chaldean) alphabet by letter and numerical vibration:

A = 1 B = 2 C = 3 D = 4 E = 5 F = 8 G = 3 H = 5 I = 1  
J = 1 K = 2 L = 3 M = 4 N = 5 O = 7 P = 8 Q = 1 R = 2  
S = 3 T = 4 U = 6 V = 6 W = 6 X = 5 Y = 1 Z = 7

Again, using my birthname as an example:

Marilyn Jon Jones is  
4, 1, 2, 1, 3, 1, 5, 1, 7, 5, 1, 7, 5, 5, 3 = 51 / 6.

Marilyn J. Muir (my current name) is  
4, 1, 2, 1, 3, 1, 5, 1, 4, 6, 1, 2 = 31 / 4.

My birthday is the 31st = 31 / 4.

So we have an unreduced double number for my day of birth, my birthname and my current name. The double numbers represent your future; the reduced numbers are your present situation. In our example, my current name is 31 / 4 and my birthday is 31 / 4, so they appear to be in harmony. However, in order to be successful and lucky, your name and birthday must total a 1, 5, 6 or 9 single digit (called the “good” numbers). In order to have a 1,5, 6 or 9 you must change your name and / or the day you celebrate your birthday as you cannot change your day of birth itself. In my instance, I checked my birthname (6) and current name (4) and found that if I used Jones (maiden) instead of the initial J, my current name would total a 6. Dropping the J gives me a 3 - not what I was seeking. If I use my name as a 6 (Marilyn Jones Muir), then I need to celebrate my birthday on the 24th (prior) or the 6th (after). I would then develop the use of the #6 in other aspects of my life, with the #6 as my Key Node.

Mr. Casterline has developed this so thoroughly, please realize this synopsis does not do his work justice. I have barely scratched the surface. I encourage you to obtain his material if you can locate it and practice with it to see if it has value for you.

Before you use this system to make changes to your name, remember that we are using a different alphabet base than usual. Look to see what the name change could signify using our usual alphabet values. In my instance, the name change would be to a (usual) 9. Do I want to risk change for the luck implied by my Nubrenetics #6 Key Node? Do I want 9 as my personal daily expression? No.

## *Lucky Numbers*

The only “lucky” number information I encountered in 40+ years of study has been given by Cheiro (Count Louis Harmon), who was considered to be one of the great “seers” of the twentieth Century. His clients included the famous and the infamous, business people, artisans, politicians, and the aristocracy. His book, *Cheiro’s Book of Numbers*, is based on the ancient Chaldean alphabet and numerical system, and assigned planetary influence, days of the week and month, as well as colors and gems to wear. This is a synopsis of his material for your information only. It does not constitute endorsement on my part. I have never gambled to any extent or followed “lucky numbers”. I am not sure if this book is currently in print or available.

Day of birth: 1, 10, 19, 28: Sunday most fortunate, Monday next  
Strongest if born July 21 to Aug 28, next Mar 21 to Apr 28  
Strongest days: 1, 10, 19, 28  
Support days: 2, 7, 11, 16, 20, 25, 29  
Potentially unfortunate: 4, 13, 22, 31  
Colors: gold, yellow, bronze to golden brown  
Gems: amber, topaz, yellow diamond

Day of birth: 2, 11, 20, 29: Monday fortunate, Sunday / Friday next  
Strongest if born June 20 to July 27 or April 20 to May 27  
Strongest days: 2, 11, 20, 29  
Support days: 1, 7, 10, 16, 19, 25, 28  
Potentially unfortunate: 4, 13, 22, 31  
Colors: green, creme, white  
Avoid: dark colors, especially black, purple or dark red  
Gems: pearl, moonstone, pale green stones, jade

Day of birth: 3, 12, 21, 30: Thursday fortunate, Friday / Tuesday next  
Strongest if born Feb 19 to Mar 27 or Nov 21 to Dec 27  
Strongest days: 3, 12, 21, 30  
Support days: 6, 9, 15, 18, 24, 27  
Potentially unfortunate: not given  
Colors: mauve, violet, purple, blue, crimson, rose  
Gem: amethyst

Day of birth: 4, 13, 22, 31: Sunday fortunate, Saturday / Monday next

Strongest if born June 21 to Aug 31

Strongest days: 1, 10, 19, 28

Support days: 2, 7, 11, 16, 20, 25, 29

Potentially unfortunate: not given

Colors: half shades, blue, grey and fawn, electric colors

Gem: deep-tone sapphire

Day of birth: 5, 14, 23: Wednesday fortunate, Friday next

Strongest if born May 21 to June 27, Aug 21 to Sept 27

Strongest days: 5, 14, 23

Support days: blends well with most other numbers

Potentially unfortunate: not given

Colors: light gray, white, glistening and light colors

Gem / Metals: Diamond, platinum, silver

Day of birth: 6, 15, 24: Friday fortunate, Tuesday / Thursday next

Strongest if born Apr 20 to May 27 or Sept 21 to Oct 27

Strongest days: 6, 15, 24

Support days: 3, 9, 12, 18, 21, 27, 30

Potentially unfortunate: not given

Colors: blue, rose or pink

Avoid: black, dark purple, red, scarlet, electric blue

Gems: turquoise, emerald

Day of birth: 7, 16, 25: Monday fortunate, Sunday next

Strongest if born June 21 to July 27

Strongest days: 7, 16, 25

Support days: 1, 2, 10, 11, 19, 20, 28, 29

Potentially unfortunate: 4, 13, 22, 31

Colors: green, pale shades, white, yellow

Avoid: dark colors

Gems: moonstone, cat's eye, pearl, moss agate

Day of birth: 8, 17, 26: Saturday fortunate, Sunday, Monday next

Strongest if born Dec 21 to Feb 26

Strongest days: 1, 10, 19, 28

Support days: 3, 5, 6, 12, 14, 15, 21, 23, 24, 30

Potentially unfortunate: 4, 8, 13, 17, 22, 26, 31 (fatalistic)

Colors: dark shades of grey, black, purple, navy blue

Gems: amethyst, dark sapphire, black pearl, black diamond, carbuncle.

Also use jewels and colors of support numbers.

Day of birth: 9, 18, 27: Tuesday fortunate, Thursday / Friday next  
 Strongest if born Oct 21 to Nov 27 or May 21 to Apr 26  
 Strongest days: 9, 18, 27  
 Support days: 3, 6, 12, 15, 21, 24, 30  
 Potentially unfortunate: not given  
 Colors: crimson, red, rose tones, pink  
 Gems: ruby, garnet, bloodstone

4 and 8 and their double-digit numbers are considered unfortunate. Or substitute 1, 3, 6 or 9 if there are choices that can be made.

**Grid**

3 6 9  
 2 5 8  
 1 4 7

**Vertical**

3  
 2  
 1

**Horizontal**

1 4 7

**Diagonal**

9  
 5  
 1

**Diagonal**

3  
 5  
 7

**Cross**

3 9  
 5  
 1 7

**Cross**

6  
 2 5 8  
 4

Both Cheiro and Laurie use these Norse legend equivalents:

Sunday	1-4	Sun	Sun's Day
Monday	2-7	Moon	Moon's Day
Tuesday	9	Mars	Tewe's (Mars) Day
Wednesday	5	Mercury	Woden's (Mercury) Day
Thursday	3	Jupiter	Thor's (Jupiter) Day
Friday	6	Venus	Freya's (Venus) Day
Saturday	8	Saturn	Saturn's Day (rest)

Lucky numbers from the grid

If you use the grid we worked with in previous lessons, with 1, 2, 3 ascending on left, and 1, 4, 7 across the bottom, with 5 in the middle, some interesting connections can be made. Connecting adjacent numbers only gives two to three sets of values, connecting by extension gives another value. Some numbers are not connected to others, but the number 5 is connected to all other eight numbers. For example: 1 is connected vertically to 2 and horizontally to 4 and also connected obliquely to 5. By vertical extension you get 1, 2, 3; by horizontal extension 1, 4, 7; by oblique extension 1, 5, 9. Numbers 6 and 8 cannot be directly connected to 1.

Is it possible that the 1 experiences differing affinity (or lack of affinity) with the other numbers? Remember that to do a reading, you create analogies of experience for the layout of the numbers. Vertical extension would imply upward progress like ladder rungs, step by step. Horizontal extension would imply a lateral move, equalization factors, commonality in base of operation. Oblique would imply indirect, tangential or unique. No connection would imply exactly that - ambivalence or lack of affinity. The next question would be, does this connection contribute to or create "luck" or its flip side "bad luck"? We are rapidly discovering "luck" is really a series of right choices and natural connections.

The following table will give the connection of the numbers. Do a physical diagram yourself if possible. Nothing reaches or teaches the subconscious faster than a “hands on” approach.

Conn	Vert	Ext	Horz	Ext	Oblq	Ext	None
1	2	3	4	7	5	9	6,8
2	1,3	-	5	8	4,6	-	7,9
3	2	1	6	9	5	7	4,8
4	5	6	1,7	-	2,8	-	3,9
5	4,6	-	2,8	-	1,3,7,9 connects to all		
6	5	4	3,9	-	2,8	-	1,7
7	8	9	4	1	5	3	2,6
8	7,9	-	5	2	4,6	-	3,1
9	8	7	6	3	5	1	2,4

Using your own numbers, the total of your birth name and your Destiny are your two most important numbers and could be used by you as lucky numbers. For some reason you usually need to choose three numbers, so I would use the total of my current name as my third number. Please remember, I do not bet or follow lucky numbers as a rule. If you wanted to determine if your combination of numbers were lucky, look at their compatibility. As always, our name is changeable, our Destiny is not. What can you do to generate compatibility and / or affinity?

What about your Personal Year, Month and Day numbers? Can they be used to generate lucky numbers or dates? Why not? Remember:

Month and day of birth + current 4-digit year = Personal Year  
 Personal Year + current month = Personal Month number  
 Personal Month + current day = Personal Day number  
 This gives you three continually changing numbers to use.

Example: I was born 10 / 31, use as current year 1989:

$10 + 31 + 1989 = 32 / 5$  P.Y.  
 Current month July (7) + PY 5 = 3 Personal Month  
 Current day the 4th + PM 3 = 7 Personal Day  
 My numbers for the 4th of July 1989 would be 5, 3, 7.  
 On July 5th, 1989, my numbers would be: 5, 3, 8.  
 On July 6th, 1989, my numbers would be: 5, 3, 9, etc.  
 In August, the Personal Month would be: 4  
 On August 28, 1989, my numbers would be: 5, 4, 5, etc.

The significant days would be those connected to me personally, such as my Destiny (8), my name total (5), possibly my current name total (1), or according to Cheiro, my birthday itself (31 / 4). By instinct and long before I ever studied any of this, 3, 5 and 8 were the numbers I liked. The 5 and 8 are evident, wonder why I was drawn to the 3? It is a communication number.

## *Track Betting*

While I have encountered several astrological methods for betting on races (animal and human), sporting events, elections, etc., I have only encountered one track betting suggestion in Numerology. Since I personally do not gamble (except on life itself or to buy an occasional lottery ticket), do not take my word for it. If you do want to bet, practice without actual cash outlay until you see if the method works. I feel the same way about the Stock Market. Practice and watch before you plunk down actual money. Remember, I have no personal experience with this method. Cheiro suggests:

- ✓ Attend in person, and choose a day that accords with your own. The International Day or day only of event (e.g., 27th) should correspond with a personal number such as your Personal Day, Destiny, day only of birth (e.g., mine is the 31st), Total Expression or name change Total Expression.
- ✓ The jockey's birthday (e.g., 19th) should be the same number as the day. (You will need to consult a "who's who" racing book in which birthdays are listed or the internet.)
- ✓ This is your base number. Pick a horse wearing a number that is the same as this base number or is in that starting gate position.
- ✓ These choices should come in either win, place or show.
- ✓ Multiple choice? Select the two youngest animals for win and place.
- ✓ Still multiple choice? Select the youngest male in preference to the youngest female. This is not gender bias; it probably has to do with physical horse strength. But do remember there have been some amazing fillies through the years.

Be sure to experiment with these "lucky" or "betting" notes before you put money on the line. This information is experimental only! Again... I personally do not bet. My attitude is that the system or the machine is going to eat my money!

\*Unity behind diversity The best example I have encountered is that of Grand Central Train Station in New York City. If you mentally stand inside that station and watch the beehive of activity, it can look like random chaos, especially during rush hour. If you were to change your perspective by mentally looking from above, down into the whole of the station, you can see there is an underlying order and purpose to that activity. Just about every action observed serves some underlying, unknown, or personal purpose. We may lack understanding of such action, but it is purposeful, not chaotic.



# A Little of This and That

Health, Appearance  
Comparisons, Location  
Phone Numbers, Vocational  
Potpourri

This is going to be a potpourri lesson, a little of this, a little of that; a tidying up of what has gone before. It is also a brief introduction to some areas we have not covered. Up to this point we have dealt primarily with the birth information – the who, what and why of our lives, and more recently with the progressing information – adding the “when” factor. More general information about the self can be included such as health or appearance (which I do not read normally) and vocational (which I do read). We will also add a “where” and a “with whom” to our databank, looking to:

- ✓ our compatibility with a country, state, town or corporation (all collectively called “mundane” comparisons) and
- ✓ our compatibility (or lack of it) within personal relationships.

# Health

Information on health was very sketchy and contradictory as I studied the books and material available, definitely not information on which to put much weight. Much more research is needed in this area. Campbell and Rocquemore attribute matters of health to the vowels in your name (including the W and Y). Some of their astrological associations do not agree with my quite extensive knowledge of astrology, so again I do have personal conflict. Please carefully research their reference material.

- A (1) = brain, head
- E (5) = stomach, throat, kidneys
- I (9) = brain, heart, insanity, knees, teeth, bones, inner ear
- O (6) = circulatory, blood
- U (3) = nerves, spleen, mental stability
- W (5) = general ill health, malignant growth, shock
- Y (7) = generative system, illusive, undiagnosed, infirmities, extremities

Laurie attributes the base numbers to specific organs: 1 = head, 2 = kidneys, 3 = liver, 4 = intestines, 5 = stomach, 6 = mental, 7 = heart, 8 = generative, 9 = whole nervous system.

Karen Lee Abraham (who is the author of an article in my possession) suggests you name the disease or illness, then look at the numbers (vowels, consonants and totals) of the ailment as to its nature, i.e. (using previous example for vowels, consonants and totals):

5+1 =	6	9+5 =	14 / 5	9+5+1+5 = 20 / 2	
health		illness		disease (dis-ease)	
8+ 3+2+8 = 21 / <u>3</u>		3+3+5+1+1=13 / <u>4</u>		4+1+1 = <u>6</u>	
total =	9	total =	9	total =	8

Notice that health is a 9 and illness is a 9. Every front has a back. Illness is the reverse of health. Rooting may distinguish between the two: a 6 + 3 / 9 is quite different from a 5 + 4 / 9.

Cheiro gives ailments associated with the day of birth using base numbers 1 to 9, along with months of year when your health is vulnerable, and ages for onset or focus of health-related problems. I must say his associations made more sense to me than the other authors. Cheiro supposedly was an incredibly accurate seer and reader who read for the crowned heads of Europe and other famous people. I would doubt seriously that he had such a devoted following for a prolonged period unless he was very good. The old adage “you can fool some of the people some of the time” applies here.

#	body area	vulnerable ages	months
1	heart, eyes	(1) 19, 28, 37, etc.	Jan, Oct, Jul
2	stomach, digestion	(2 / 7) 20, 25, 29	Jan, Feb, Jul
3	nerves, neuritis, sciatica, skin	(3) 12, 21, 30, etc.	Feb, Jun, Dec
4	mysterious illnesses, anemia, melancholy, mental, head pain, back, bladder, kidney	(4) 13, 22, 31	Jan, Feb, Jul, Aug, Sep
5	overstrained, nervous system, twitching, nervous prostration, insomnia, paralysis	(5) 14, 23, 32	Jun, Sep, Dec
6	nose, throat, upper lungs, heart / circulation later in life	(6) 15, 24, 33, etc.	May, Oct, Nov
7	worry, despondency, melancholy, frail, skin	(7) 7, 16, 25, etc.	Feb, Jun, Jul, Aug
8	liver, bile, intestines, excretory, head, diseases of blood, poison, rheumatism	(8) 17, 26, 35, etc.	Jan, Feb, Jul, Dec
9	fevers, measles, smallpox, chicken pox, scarlatina	(9) 9, 18, 27, etc.	Apr, May, Oct, Nov

# *Appearance*

Since your Destiny is what you came to do and the name contains the tools and equipment you possess to do the job, your appearance is more closely related to your name than your Destiny. In order to determine appearance, colors, and style, consult all three levels of the name: vowels, consonants, and Total Expression. The total would be the final or outward result; the Rooting process (in this instance, vowels and consonants) would indicate the subliminal influence to the visible result. The examples that follow have more to do with clothing and color than physical features. I have not encountered any material on this, nor have I tried to apply in it my readings.

## *Vowels (Soul - motivation - taste)*

- #1 one of a kind, please the self, original, unusual
- #2 please others, do not make waves, neutral
- #3 optimistic, cheerful, bright, personality statement
- #4 durable, practical, solid, tailored
- #5 avant-garde, progressive, flashy, daring, faddish, au naturel
- #6 pastels, homespun, comfortable, harmonious
- #7 refined, poised, subdued, classic, understated, debonair
- #8 well-organized, dressed for impression, authority or business
- #9 eclectic, universal, artsy, able to adapt and adopt

Obviously, any of these descriptions can be taken to the ridiculous or to their opposite yet equal reaction point as a negative expression of that base number (every front has a back). Play with the concept of a negative expression, experiment and learn.

## *Consonants (physical, material at hand, available, affordable)*

- #1 save the best for me
- #2 hand-me-downs, make do
- #3 I can add a scarf
- #4 as long as it wears well
- #5 spangled what?
- #6 where's my apron
- #7 I'll wear my robe
- #8 quality is better than quantity
- #9 such a variety to choose from

Conclusion? Taste plus availability = Total Expression (style).

## *Relationships and Comparisons*

Before a meaningful comparison can be drawn between two people (or associations) it is wise to establish an understanding of each individual person, their temperaments and needs. While a person may be on best behavior during pursuit and courtship, eventually what they are must become their experience. I would see differing sides of you as time progresses, just as you would see differing sides of me. We present one face to build a relationship and another face as a permanent reality, not necessarily an intent to deceive, but in our eagerness to please and to attain our goal of permanency (we want to be liked). If we are lucky, those faces will be similar or compatible, sort of a “what you sees is what you gets”. If not so lucky, we discover we have entered into a relationship with a stranger. “He / She changed.” Over time we will spontaneously and naturally express who and what we truly are. Time to contemplate is on our side.

Where should comparisons take place? On what levels, using which numbers? Birthdate (Destiny) and the three levels of the name are primary.

- ✓ The Soul number (vowels) represents the motivations or desires, the spiritual drive behind the experience.
- ✓ The consonants represent the abilities, interests and resources.
- ✓ The Total Name Expression is what each is doing with what they have and what they are.
- ✓ The Destiny is what you are expected to accomplish as an end result of who and what you are, what you do, and what you learn and become as a result of your experiences and your life.

If you are not both moving in a similar direction, it will be difficult to maintain a relationship. It can be possible to take this further, particularly with the karmic numbers for those relationships that will have a long-range effect and possibly control in our lives.

What does compatibility or lack of it look like? What symbolizes a good connection and what symbolizes problems? Complimentary numbers symbolize harmony. Antagonistic numbers symbolize disharmony. On a level, numbers that are identical or have the same base can be either harmonious or inharmonious depending on the use and acceptance of that number. When does too much of a good thing become not a good thing? Could substantial harmony lead to boredom or to Nirvana?

The outcome depends on the nature of the number as well as the choice of and use by the individual and the acceptance of the significant other. It is possible that sympatico or commonality occurs, or that a battle for the superior role ensues. Complementary numbers on a level would fall into Odd / Odd or Even / Even categories. Along with complementing or augmenting, they could also breed boredom and monotony. Antagonistic numbers on a level would fall into an Odd / Even category, and could breed problems along with excitement, challenge, magnetism, and chemistry.

What about comparing between levels and their numbers? Could you compare the Soul Urge of one to the Destiny of another? Of course! This can be complicated and would be considered part of advanced study, not this beginner's level. Look at the vowels, consonants, totals and Destiny, one to the other. Look at the section on Laurie's comparisons within the individual and adapt his concept to a comparison between people. Astrologically this would be similar to synastry.

Goodman totals both names together to see what new energy is produced through the union or relationship – a synergy of sorts, an interesting concept. Astrologically, this would be similar to composite or relationship charting. Practice this with couples you know or can get feedback from. Famous couples with biographies could also be good comparisons for learning.

In a progressing sense we all grow and become – and change. While we are all working toward our Destiny, there are sub-cycles that also influence us plus or minus. Our individual Progressing Essence Tables tell us where we are in terms of our personal growth and the current place (Personal Year, Month, Day) in the overall journey. Those numbers being compatible or incompatible determine the current state of the relationship. We can and do change. Will we grow together or apart? Is what I am now as comfortable to you as the person I was prior to this? Is the person I am becoming going to be comfortable to you? Are our paths converging in a similar or complementary direction, or do our paths diverge as we go our separate ways? How will you affect or infect (yes, infect) my purpose, my spirit, my resources, and my composite expression, and how will I affect or infect you?

***Business:*** Know too that a comparison can occur between a person and the company at which they work. Use the date of incorporation, the date of the first business operation, or the IPO if it is a publicly traded company, for a birthdate and use the formal company name, including Inc. if given. Adapt the number definitions to fit a business. A similar comparison could be done between a person and the birth of that job... the moment they start work. It would take mental adjustments in application of meanings, but would not be that difficult to develop.

## ***Location***

Name of continent, country, state, county, city or town, condo or development name, street (numbered or named), house number, apartment number or letter, all have some influence on you in the collective sense, gradually refining the process into smaller and smaller subgroups (details). A continent (6 – homeland) name such as Europe (7) has a broad and very general influence on each of the countries (8 – organized collectives) it contains. The country exerts a general influence on and has general subdivisions called states or cantons, etc. Each state (11 / 2 – partnership) exerts a general influence on and is further broken down into counties. Within each county (a general influence) may be several cities, towns or villages, each with an individual identity, personality, driving force and goal, as well as personal numbers and the numbers of the locations, estimates of compatibility (or lack of it) are possible. For example:

- ✓ America is a 5, progressive, entrepreneurial, versatile, vivacious, and noisy. How does that suit you?
- ✓ Europe is a 7, more sedate, introspective, traditional, analytical and measured. How does that suit you?
- ✓ The state of Florida is a 7-vowel retirement haven, a place to walk on the beach and kick the sand, and a 22 / 4 consonant, the land of big-time housing developments. The total is an 11 / 2, vision and opportunity, with a strong emphasis on a more laid-back atmosphere (except in a half dozen or so mega-cities. See the dual application?).

Please notice our selections are influencing progressively smaller locales, slowly bringing this information into a more personal perspective. Even a county can take on a distinct personality. The five boroughs (counties) that make up New York City are quite different from one another and from rural or mountainous upstate New York. The city you live or work in is individual and has more specific influence on your life.

I am sure you have lived in or visited places where you felt right at home or fell easily in with the lifestyle or tone of the town. Other places are uncomfortable or unsuitable for you. Lack of compatibility is not or should not be a judgement as to the overall worth of a town; it is merely a personal perspective. For example: I was very disoriented when I visited my daughter in Reno, Nevada. This is not a reflection or judgment on the town; it is merely an observation of my personal compatibility and reaction (borne out by my relocated horoscope with Uranus on my Ascendant). I could not live there; I could not find my way home because I, who usually had a good sense of direction, had absolutely no sense of physical or locational direction in Reno.

When I moved to Fort Lauderdale in 1969, it was an oversized country town, lots of open spaces, not really a city. Over the years it turned into a city, with the buzz and the city lights and pace. It would be interesting to see its progressed essence table to watch the changes as the city grew. Interestingly enough, if you ask a resident where he is from, he will most likely reply “Lauderdale” and not “Fort Lauderdale”. This city has a nickname. The name change takes the name total for a 7 for Fort Lauderdale to an 11 / 2 for “Lauderdale”. It is a town of vision, not always able to manifest positively, but with great concepts. It is a city comprised of many townships, whose streets, addresses and zips all contribute to the city known as Fort Lauderdale. Initially, I felt I fit into the town. I got uncomfortable when my overgrown town became a city; again, personal perspective and opinion.

Remember, each location regardless of size, has a starting point (date of birth) and an identity (name), which is unique. That location goes through the same process of Progressing Essence, Personal Year and potential name changes as an individual would. Even though there are three Brooklyns in the state of New York, the counties are different. In this instance, the family name would be the state, the middle name or more hidden quality would be the county, the first name would be the town or city itself.

Refining this process further, you could live in a large sub-division or condo with a separate identity, ambiance and specific rules of behavior. This would be determined by the name of the subdivision or condo, or in the case of the condo, the street number. Everyone who lives on Fifth Street is influenced in a general way by that number - such as, everyone does or does not have a sewer hookup. When I lived in Salem, Massachusetts, our city block exclusively “owned” the private beach at the end of our street, collectively affecting a very small group of people.

To add to the confusion, due to the expanding population in certain areas of our country, our postal authorities might arbitrarily change our zip code. This is just as valid as a name change but it relates to our home or business identification. How does that change affect your life?

Not only can you look at state, city and subdivision, but street number, floor, apartment number or letter. 401 (5) would have a similar connotation to 4A (5) and that would individualize a location. You are affected by the numbers involved in that location, as would anyone who encounters or lives in that location. For example:

When I moved from Fort Lauderdale to Stuart, Florida in 1988, one of the main purposes was to create a space in which to write my courses and my books. I did not, by choice, develop many social contacts as I did not wish to intrude on my time to write. Stuart is a homespun town, big on family life. My street was Seminole Street, with an 8 vowel, 9 consonant and 8 total expression. 8 is my Destiny number. I could have chosen any street on which to live; this location presented itself to me. I lived at #57 / 12 / 3, the number of communication. At that address I organized (8) the material, classes, notes and information (3) I had collected for 20+ years and taught for 1 + 4 years into a written course-book format. This book is an outgrowth of that effort. I did a great deal of writing; my use of that location and its numbers aided my 8 Destiny. I was not the first person who lived at that address and I am sure I was not the last. Others, while influenced by the numbers of the location, had different needs, urges and uses for the energy and applied those numbers through their own perspective.

How do you choose compatibility for locations? What numbers should be consulted and what are we looking for? Obviously the three name totals should be consulted: vowels, consonants and Total Expression, and the Destiny number (particularly if what you are or do in some way contributes to or detracts from your life purpose). In this instance Campbell's suggestions are easiest to comprehend and apply.

- ✓ If you want to encourage or experience the satisfaction and happiness of your Soul Urge (vowels – what you are seeking), then pick a location whose Total Expression contributes to that desire.
- ✓ If you want to market professionally who and what you are, pick a location that needs or wants (the location’s Soul Urge) what you have to offer (your Total Expression).
- ✓ If what you have to give (Total Expression) is a nude girlie review or porn shop, and what the location wants (Soul Urge) is a Bible-based family exposure, pick another location.
- ✓ If you desire or need (Soul Urge) tranquility, do not pick a location that offers verve, dynamic intensity and noise.
- ✓ If you are looking for experience and activity or a contribution or connection with your purpose (Destiny), look for a location with a compatible or similar Destiny. If identical, it may not be easy because, although identical, the Rooting can be different. This will affect you through constant newness of experience. You did ask to “learn” about your Destiny!

You can generalize or refine locational information as you choose. You do not have to remain, move to or choose locations with incompatible number influences.

# Phone Numbers

Phone numbers are usually assigned, occasionally chosen. Interestingly, direct dialing anywhere in the United States is a 1 prefix (do it yourself). At one time, operator-assisted dialing was a 0, implying the need to tap into a collective or undifferentiated source of information such as the phone company. The area code is a collective number of all who reside in that geographic area, which could be as large as a state, or (as in Europe) as large as a country, and could perhaps describe a general picture of an area. For example: area code 305 at one time incorporated both Miami-Dade and Broward counties in south Florida, where both Miami and Fort Lauderdale are located. 305 / 8, highly organized, cosmopolitan or business-like. 407 / 11 / 2 was Palm Beach County, north of Broward on Florida's east coast, a more laid-back, family, farm, provincial atmosphere but exploding with vision. These codes have since changed and expanded due to the needs of the area and people they service. Exchanges within a city usually represent a large sub-section and are the first three digits of the individual number. The last four digits are the personalized factor.

- ✓ Eventually Broward County was assigned its own area code: 954 / 18 / 9.
- ✓ Miami had become so large it required two area codes, but retained the 305.
- ✓ More changes, Orlando retained 407 (11 / 2 visionary – Disney World),
- ✓ but Palm Beach County north to Brevard County became 561 / 12 / 3. The former farming county was becoming a bustling city in the process.

These are changes to the collective consciousness of the people who inhabit those environments.

- ✓ 1 (direct dial) + 407 (then area code) + 283 (Stuart exchange) + 5111 (my at that time personal number) = 1 + 407 / 11 / 2 + 283 / 13 / 4 + 5111 / 8 = 33 / 6.

So I lived within an 11 / 2 area code, with a 13 / 4 exchange, my personal digits were 8 (which happens to be my Destiny). If you were to dial me using the 1 direct dial code, my phone totaled a 33 / 6, an excellent number for a teacher. Good for big business? No, it was not. Good for me, the person? You bet!

The direct dial 1 has gone the way of the dinosaur but it made a perfect teaching technique!

## *Vocational*

Human variety, diversity, potential and application is unlimited. Even when several have the same numbers, the expression or use is very individualized. We do not always readily have the opportunity or the avenue to express our potential, and if we do, we do not always act on it or develop our potential. We can get lazy, we can fear, and we can blame others for our own inadequacies or lack of opportunity. Instead of recognizing our lives are our own to live or to waste, and that opportunity must sometimes be created and then grasped, we slide through life bitterly complaining of our lots. Vocation is a prominent candidate for tremendous satisfaction in a life well lived or bitter disappointment in a life half wasted. Our lives are what we make or choose, or by not acting or choosing, which is in itself a choice. Do we play victim to those choices?

We must hold the sense of what we “are” (our name/s) and what we “came to do” (our birthdate), then our vocation (“to call forth” in Latin) is our “calling”. Many times, we do a “job” (a means to an end) and not a “calling” for all of our lives, never truly experiencing our “calling”. I remember a conversation with my Dad when he was in his 60s in which he mentioned he would have liked to have become an electrical engineer. This was the first time he had mentioned it to me. He had quit school in the tenth grade to help support his family during the depression, had married, and raised a family as most people do. I asked why he had not pursued his dream. It seems as though he felt it as too late once we were all grown up. I believe if the dream is right and strong, you will find a way. To me, the saddest counseling I do is for those elderly who say, “Gee, I wish I had.” If I could tell anyone such as my Dad what those people have said to me over the years, it would be, “Do it. Do not live with regrets. Try!” Trying and not succeeding is not failure. True failure occurs only when we do not try and then regret our lack of action.

The area of vocation is again highly varied from author to author. There are three main avenues of approach:

- 1) the birthday (1 through 31): Anderson, Campbell
- 2) the Destiny: Tully, Goodman, Hitchcock
- 3) Combinations involving name, birthdate and derivatives: Rocquemore, Campbell, my personal preference

As I have studied and worked with these various approaches, some interesting points present themselves.

The sense of a “calling” comes from the soul level – the vowels in our name(s). Sometimes we need to prepare for or to await or create opportunity to follow that “calling”. At times we may have a desire and no skill. Others may have skill and no desire. I know several talented artists who do not even bother to draw for pleasure. While we cannot always act on this soul urge, it does create yearnings, sometimes unfulfilled or unattainable. Sometimes it is the catalyst for growth. Can we tell the difference between attainable aspirations and pipe-dreams?

Talents, resources and abilities are shown by our latent or consonant self. Remember that consonants are unpronounceable without vowels. Pure raw, physical prowess or skill (consonants) must be animated, shaped or given meaning by our spiritual natures (our vowels). Think again of the living hand that shapes the inert glove. This is our personal asset bank, or where we draw forth our innate skills and abilities, shaped to fulfill our purposes.

The combination of vowels and consonants comprise our total expression. The melding of these produces our outer or complete expression, our appearance in this world, our coping skills, those talents and abilities that we are able to demonstrate.

My #4 Cornerstone (first letter of first name) still suggests a first action or immediate approach of hard work and perseverance, good skills, although somewhat plodding. What is your Cornerstone? Look to your Key that unlocks experience, the total of your first name. It can unlock vocational experience as well. Is there a name change in place opening some new doors, but also closing others? Metaphysically, “Old doors close so new doors can open.”

What is the balance of Odd and Even numbers in your name? Is the person acting out as the doer or the more passive receiver? Are there strengths (many placements) in a certain number category? Does it go past strength and weaken (too many of the same number)? Are there other weaknesses indicated by the absence or scarcity of a number? Are there any barriers to overcome indicated by the Karmic Patterns? What does the Progressing Essence tell of the current state of expression?

Several authors rely heavily on the Destiny number to determine the vocation. I do not believe this is necessary. In order to learn the lessons of the Life Path, we do not need to choose or express it as our vocation; other options are possible. Obviously since our Life Path is what we came here “to do,” any vocation or avocation that furthers that cause is a great idea. My personal Destiny is an 8. I do not work in big business and had ignorantly avoided doing so the early stages of my business life. I did learn organization and leadership when I founded a church and teaching center as a vocation later in my experience. There is always more than one way to learn a lesson. In the meantime, my #5 Total Name Expression kept me diversified and very busy vocationally.

What Cycle, Challenge, Pinnacle and Personal Year is in effect currently? Perhaps the vocation number is temporary, appropriate to the present, but not permanent in nature. Since the middle cycle and its challenge covers the middle 1 / 3rd of our lives, our highest productivity period, it can have tremendous impact on our vocational years. Perhaps that is why several authors use the potential 31 days of birth in a month as the vocational number. That would give 31 choices rather than base 9, combinations in the rooting process that actually inhabit the base number  $3+1 = 4$  of structure.

Does the Destiny Direction (Destiny plus sun sign) give any clues or point the direction for the vocation as well as the general life?

Since all numbers, people and experience are capable of positive and negative expression, we must look to both sides of the coin as to vocational information as well:

**Positive**

- #1 is a leader
- #2 is cooperative
- #3 is communicative
- #4 is a hard worker
- #5 is entrepreneurial
- #6 is responsible
- #7 is knowledgeable
- #8 is managerial
- #9 is eclectic

**Negative**

- #1 is self-absorbed
- #2 is slovenly
- #3 is superficial
- #4 is dull or stupid
- #5 is reckless
- #6 is manipulative
- #7 is hyper-critical
- #8 is dictatorial
- #9 is unrealistic

What are you?

## *Potpourri*

Quotes, Words and Phrases There is an old saying that “words are power”. In the Bible it says that God created by His Word. “In the beginning was the Word and the Word was with God and the Word was God.” In myths or sword and sorcery fantasy work, the naming or re-naming is a common theme in an evolutionary, sacred or power sense. In many cultures a person grows out of his child name into adulthood and is renamed. The “naming” of all creatures was given to the “first born” of God as a sacred and profound gift and duty. In myth, to know the “real name” and not the “common name” of a dragon or a person was to have power over them. The “real” name was carefully guarded. To be trusted with a person’s real name was to have been given power over them – trust indeed! In today’s age the Wiccan community has street names, those that all of us know, and coven names (known only to the members of the coven, an element of trust).

Words are and do have power – an individual vibration that we as Numerologists interpret by their number value. For example:

- ✓ In marriage vows, “I do” (1) was common and symbolized the oneness implied. Currently “I will” (11 / 2) is the more common usage, and denotes the union of the two and the higher principle of the master number.
- ✓ “In God We Trust,” the motto on our American dollar bill, is a 5 vowel, 8 consonant, and 13 / 4 total expression. Our diversity and risk-taking is legendary (5). Our organization and big business development are also legendary (8). Our anguish at being victimized by our Big Brother role (13) and our willingness to support the world with food and shelter (4) is very visible, sometimes frustrating, sacrifice may be needed.
- ✓ The words “trust me,” which are used on a more personal level, are an 8 vowel (soul urge towards responsible action) and 9 consonant (humanitarian but not very practical), and an 8 total (for good or for ill, it is in charge).
- ✓ There is meaning inherent in certain phrases that are common in our English language. If you choose to explore them, be sure you keep an open mind. Allow the material to give you the meaning. If you approach such a study with personal beliefs or opinions leading the way, you will encounter conflict and a less than clear interpretation. Do not allow pre-conceptions to interfere with your learning curve. You have one mouth and two ears. It is wise to use them in that proportion...listen twice as much as you talk!

Individual words have their own identity and message. “God” is a 6 vowel (personal responsibility), an 11 / 2 consonant (visionary abilities) and an 8 total (organization and management). Think about these:

Devil	5 / 2 / 7	Light	9 / 2 / 11-2	Dark	1 / 6 / 7
Male	6 / 7 / 13-4	Female	11-2 / 13-4 / 6	Child	9 / 9 / 9
Marriage	8 / 11-2 / 1	Divorce	2 / 2 / 4	Alimony	5 / 3 / 8
Love	11-2 / 7 / 9	Hope	11-2 / 6 / 8	Anger	7 / 3 / 1

What about contractions of words? The apostrophe does not have a value...or does it? Do not is a 3 / 2 / 5 (flexible). Don’t is a 6 / 2 / 8 (command).

*Songs or movie titles* convey a message.

- ✓ “*Misty*” is a 7 vowel, 7 consonant, 5 total, spiritual, haunting and offbeat.
- ✓ “*Memories*” is a 7 vowel, 9 consonant, 7 total, the past, touching the heartstrings, lonely or yearning in expression.
- ✓ “*E.T.*”, the movie, is a 5 vowel, 2 consonant, 7 total. Talk about risking change (5) on the soul level! Accepting the differences between life expressions and instead cooperating and adopting (2) and the spiritual growth and wisdom implied (7) is exactly the message.
- ✓ “*Cocoon*” is a 9 vowel, 11 / 2 consonant and 11 / 2 total. It is one of my favorite movies of all time. The end of the movie had me standing on my seat screaming, "Take me with you!" With a 9 soul urge, the universe is your family. The 11 of the visionary (galactic) and the 2 of the willingness to be cooperative, to be part of a team, and to learn before sharing, was again the message intended.

Schneider and Gray point out that Nathan Hale’s famous quote, which was given 9 / 22 / 1776 (7), has often been misquoted as, “I regret that I only have one life to give for my country.” A total of 3, hardly a number you would expect as a death statement that rallied his countrymen. What Nathan Hale actually said was, “I only regret that I have but one life to lose for my country.” This totals a 9, the number of finality and conclusion and also the number of inspiration and humanity for his personal collective, his countrymen.

Music The best sources of information here are Cheiro, Laurie and Rocquemore. Can you think of some other examples?

- 1: martial or march, solo performances, full-bodied tones
- 2: wind, wood, string, pipes, piano
- 3: singing, lyrics, pop, "rap," dance or movement
- 4: organ, organized (choral or choir), base rhythms / cadences
- 5: offbeat, original, unusual, lovely, jazz, reggae, ethnic
- 6: romantic, sweet, lilt and rhythm, harmony, close groups
- 7: strings, classical, opera, harps, plaintive, melancholy
- 8: conductors, highly orchestrated music, orchestras
- 9: inspirational, eclectic, New Age, ethnic in a shared sense

Although all countries experience a variety of music, there is a theme or quality that dominantly describes their national music. For example:

Germany 1, 4, 8	England 1, 2, 7	Japan 2, 5, 7
Africa 3, 4, 5	Ireland 3, 6, 7	America 1, 3, 5, 6

Rocquemore describes associations with notes of the scale and colors:

1	Red	C	Red Orange	C#
2	Orange	D	Orange / Yellow	D#
3	Yellow	E	Yellow / Green	F
4	Green	F#		
5	Turquoise	G	Blue	G#
6	Royal Blue	A	Purple	A#
7	Violet	B		
8	Pink	High C		
9	Yellow/ Gold	High D		
11	Silver	High E		
22	Red / Gold	High F		
33	Deep Sky blue	High G		

Whew! We did it. We explored many possibilities and created a basis or foundation for future studies. Practice makes perfect. The more you practice, the more this material makes sense, and the better your readings. Following this page are Appendix A (Learning Method #2), Bibliography, Further Study, and list of Diagrams.

In the back of this book are four master pages for you to photocopy for your practice work. Keep the masters clean so you can make as many copies as you need. The Numerology Profile is a synopsis of all the steps we took for the birth information. The Practice Grids are for the material covered in Chapters 6 and 8. The Progressed Essence Table and Time Line are from Chapter 8.

Your studies and opinions should always be a work in progress. If you are alive and functioning, you should be growing in awareness. As that growth occurs, you will change your mind about value and interpretation. That which was valuable at one stage of development becomes obsolete or confining at another stage of development. This is a normal aspect of the evolution of thought. Do not be afraid to move on and discard previously valuable information. Our western Bible (paraphrased) states “When I was a child, I spoke as a child. When I became a man, I put away childish things.” If you practice and develop your skills, this book will become obsolete. Take it for what it was intended: a place for you to begin.

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# Appendix A

**Method # 2:** The Sorbonne Method of Reading and Learning as demonstrated in *The Art of Study (The Sorbonne Method)* by Edmond Bordeaux Szekely. The highlights of the method are:

- 1) Be selective as to your reading material. Since you will be spending more time with each book, pick only the very best sources. Be eclectic in your selection, read diverse topics with a cross-section of cultures, paying particular attention to masterpieces. Compile a list of the primary books you desire and revise the list as necessary. Society in general is on information overload - you want quality, not quantity.
- 2) Read the entire text through one time, including the preface, introduction, table of contents, jacket, etc. (to gain insight as to who the author is, why the book was written and the method used). Do not stop to comprehend each individual paragraph. You are reading to obtain an overview. Note any original ideas or insights as they occur. When you re-read the material, it is not possible to exactly re-experience the insight or at times to even locate it (see note 7).
- 3) Create landmarks in the book, underline main concepts, separate different groups of ideas. Do not separate organic units, but definitely separate incompatible groups of ideas. You can also number each section in the margin to tie together separate pages, referring to the same ideas by their numbers.
- 4) Use your creative imagination. Translate the words into feelings and/or pictures, parables, pageantry, or ritual. Think in pictures. Intellectual perception is insufficient. "Truth must elevate human reaction" (author unknown).
- 5) Translate concepts into your own language; note this along the right margin. Summarize and number according to respective text numbers. Key the table of contents to the main themes in your marginal notes by subject number for quick reference.
- 6) To develop your memory, note questions relating to the text along the left margin, the answers to which are your summaries on the right. To test your memory, cover the text and summaries, and try to answer your own questions.

Repeat the test as needed. Number questions to correlate with the text and summaries. Read your right margin notes again the same day, one week later, one month later, one year later. You will create a lifetime memory.

7) As you are reading and studying you may stimulate original thoughts or extensions of thought. Once passed, these insights are difficult to re-achieve. Summarize and retain these on the top margin, numbering according to the text. Develop those concepts. Become an author.

8) Make note of everything you do not understand on any page in the bottom margin (again number according to the text). Diagnose your own intellectual deficiencies or weaknesses.

9) Correct those deficiencies by looking them up in an encyclopedia or dictionary, or use other methods. Use a separate page if necessary, noting page number and text number. This is why I suggest that you use loose-leaf paper.

10) File these notes for the future as intellectual pictures of your individual evolution. Occasionally check back on your own progress. Use the knowledge you have learned and put it into action in your life.

Why don't you go back and practice this method on this course?

**Profile for Chapter 2, example 2 cycles, pinnacles, challenges**

<b>Cycles: (8 / 28 / 1958) (ages)</b>	<b>Challenge (Ages)</b>	<b>Pinnacles (of aid)</b>
<u>  8  </u> Sowing (birth to 32)	<u>  7  </u> (birth to 31)	<u>  9  </u> Personal
<u>  1  </u> Growing (32 to 49)	<u>  4  </u> (31 to 40)	<u>  6  </u> Obligation
<u>  5  </u> Reaping (59 to eol)	<u>  3  </u> (40 to 49)	<u>  6  </u> Prophetic
	(49 to eol)	<u>  4  </u> Harvest





# Appendix B

## *Numerology: Teach the Teachers*

**A teaching manual for Numerological /  
Metaphysical teachers**

**Marilyn J. Muir**

**Published by: Marilyn J. Muir  
Teach the Teachers Manual for  
Numerology: the Symbolic Language**

## Synopsis, Section 1

So you want to teach. What does it mean to you, to your student, and more?

## Synopsis, Section 2

*Teach the teachers*  
*Educare*  
*Think*  
*Privacy*  
*Positivity*  
*Other teachers*

*Credibility*  
*Responsibility*  
*Internalize their knowledge*  
*Teach what you know*  
*Teaching style*  
*Developing skills*

*Teachers learn from students*  
*Myth, Symbology,*  
*Psychology,*  
*Metaphors*  
*Lecture/demonstrate?*  
*Reading presentation*

## Synopsis, Section 3

*Preparation for Numerology*  
*What kind of students?*  
*Organization*  
*Smorgasbord*  
*Commitment*  
*Goals of this material*  
*How do you learn?*  
*How do you teach?*

*Emotional vs intellectual*  
*My style*  
*Make eye contact*  
*Anchoring*  
*Time*  
*Class breaks*  
*Questions*  
*Homework, Expectations*

*Learning techniques*  
*Practice Charts*  
*Class notes*  
*Review*  
*Ownership of material*  
*Outside resources*  
*Leading energy*

## Synopsis, Section 4

*Framework*  
*Student to reader*  
*Workbook and layout*  
*Introduction*  
*Learning methods*  
*Assemble cadre of charts*  
*10 chapters, multiple subjects*  
*Ch 1: Overview of course*  
*Basic numbering system*  
*Ten primary digits*  
*Positives and negatives*

*Main category: Destiny*  
*Cycle, Challenge, Pinnacle*  
*How to chart, template*  
*Destiny's Components*  
*Rooting, 26,000-year cycle*  
*Month, Day and Year*  
*Name: Tools, Equipment*  
*Language, Alphabet*  
*Spirit, Practical, Personality*  
*Lauri Comparisons*  
*Motivation, Application*

*Karma*  
*Alphabet Soup*  
*Paradox and contradiction*  
*Heritage, Genealogy*  
*Levels, Planes, Gridwork*  
*Predictive, Interpretive*  
*Life as Progression*  
*Name Changes, Concords*  
*Gambling, Track Betting*  
*Future Possibilities:*  
*A Little of this and That*

# Teach the Teachers

## The teacher's manual for

### *Numerology: the Symbolic Language*

#### Synopsis, Section I

#### So you want to be a teacher...

Congratulations. This can be the start of a lifetime of personal growth for you, a new stage in your personal evolution. You are not an ordinary teacher - your subject tells you that. You are a teacher of a metaphysical subject, which literally means you are reaching above and beyond the physical (meta: higher or beyond) and (physics: our physical knowns). Let us start with what is in it for you, what is in it for your student(s), and what is in it beyond your Self and your student(s).

Self: Teaching will bring you great enjoyment (as well as great frustration) and aid in your personal progress. Plus, it will give you a very satisfying sense of fulfillment. It has been said that if you want to really learn a subject, try teaching it. You will be forced to delve deep within yourself to reach a thorough understanding of your subject so you can communicate that “knowing” to others. Do not bother to teach material for which you do not have a good knowledge and grasp. Your students need to be educated on a specific subject that they have chosen. They are not

stupid to begin with and they can tell when you are faking it. I have joined classes and realized that the outcome was poor, that my time and my effort were mostly wasted. I would never sign up for that teacher again. While I did get a smattering of knowledge, because even in the poorest teaching circumstance you can learn, I did not value it overall as a worthwhile expenditure of my time and effort. Your students will not really benefit. You will be cheating them and yourself, plus your personal credibility can be seriously damaged.

Not everyone is a teacher. I know many wonderfully developed people who know their subjects to the nth degree, but are just not effective communicators. Because you know something, it does not mean you can teach. Because you have written a book or are giving a lecture, it is not a guarantee that you are right in your choices, coherent in your presentation, interesting, informative and have workable material. My most outstanding memory of this was a well-known professional astrologer and successful stock market investor who presented pure gibberish in a class. I do not doubt that the person knew their subject and was successful at that subject in a career and investment sense. As a teacher, the person would have made a good janitor. This was the “Peter Principle” in action, that of rising to the level of our own incompetence.

Sometimes teaching is exhilarating. You can be high as a kite when you finish teaching, needing a little time to return to Earth. That is an awesome experience. Sometimes, when the students are distracted, tired or otherwise not engaged, it can be such an energy drain that you are exhausted by the end of the session. If that happens, lie down, meditate or rest, listen to some soft music, and recoup your energy. In all my years of teaching, I can remember one very frustrated, exhausting night that I actually yelled at my students to “open the damn book.” They were not participating; they were coasting. I was supplying *all* the energy for that class and not participating in any kind of an energy flow, which was typical. Multiple students in a difficult session will exhaust you. Figure out what is happening. Take measures to prevent or accommodate in the future. Despite my frustrated use of it, yelling is *not* a good solution! Once in 45 years of teaching is not outrageous but there has to be a better choice!

*Student(s):* What do you want for your students? Why are you teaching? What do your students want from you or from your subject? Why did the student choose you as their teacher? This “lesson” is not an accident or coincidence; there is purpose afoot. Of all the people in the world, students and teachers are drawn together for a specific experience. This is a two-way street; the student is on *your* learning stage and you are on *your student’s* learning stage. You will have students who are tailor-made for you and you will have students that confound, confront, and generally mess with your head. They are all yours.

We all know that synergy exists. The total achieved by a group is greater than the sum of its parts, to paraphrase a metaphysical principle. Group energy and group dynamics do exist. A person belongs to itself and has a certain type of experience as a self. When married, the dynamic changes. The persons are themselves in a slightly lesser measure as part of their energy now flows into the coupled dynamic. We change. Add a child, and a new dynamic forms because there are now six dynamics flowing, each individual (three), each pairing (two) plus the group dynamic (one). More changing? Add another child or two, or perhaps an elderly parent or two, and the dynamics explode into huge numbers. What we are individually one-on-one and what we are in a group of any size is different. Perhaps your students came to be together as a group and you are the facilitator. Perhaps *you* need what *they* have to offer, individually and collectively. Hopefully *you* will have what they *need* for their education and growth.

The students may want your knowledge of a particular subject. The students may want to experience you as teacher, regardless of subject. The students may be eager, willing, serious, dedicated (*yes!*) The students may be looking for an evening’s entertainment. *I would be a poor choice for a teacher!* The students may want to show off their own knowledge by challenging their teacher (oh-oh). Some students may choose to be disruptive. Students come in all shapes, sizes, genders, ethnicities, philosophies, persuasions, and more. They may come for a session and not stay for the duration. They may make promises they do not keep, such as showing up or paying for their studies. If they are in your classroom, they are yours. You will win some and lose some; that is just human. There is no error here - there is only experience. When you are uncomfortable, pay attention, do not avoid. A lesson is staring you in the face. You do not learn lessons or polish a rough stone into a beautiful bauble without a little friction. When friction rears its occasionally ugly head, face it and learn from it.

Some time ago, I had a class all set up. The first lesson went fine (or so I thought). The second lesson taught me better. Two of the students had decided they only wanted to learn specific areas and not my whole class plan. I explained that because of fore-knowledge of the subject, the teacher sets the curriculum not the students; and then I showed them where the door was. In all my years as a student and as a teacher, that was a first (and hopefully last and only) quite uncomfortable but instructional experience. The teacher learned a lesson. I have no clue what those students learned; that is their responsibility. Perhaps there was a better way to handle it. Hindsight is always 20 / 20.

As your students sign up, try to understand what motivates them individually and think about what your experience with them will be. All you are doing is getting a feel for the upcoming class; only experience will tell you if you are right or wrong. Address the discrepancies up front if possible, as you will be busy once class starts. When I first realized that I was going to teach, which was by invitation, I hoped that I would always give the students what they needed. Do you think that might have been part of my recent lesson? When I began teaching, I asked the universe for guidance and for quality in my students, not necessarily quantity or number. Over the years, quality is what I have had facing me in a classroom most of the time.

I as a person do not have the patience for a dilettante, someone who comes to play or be entertained. I have great patience to help someone who truly wants to learn. While I also needed to earn a living, I preferred a few quality students to a boatload of lazy or indifferent ones. Personal development and spiritual evolution are just that... personal. It is up to the individual, not up to me. I am onboard to assist them and probably for that one step on their personal path. I am a teacher for serious students, not an entertainer. We can have fun. I can clown and play, do show and tell, but my purpose will always be instructional. I do best with students of that frame of mind. There has to be a marriage of sorts between the student and teacher. If they are both headed in the same direction, it works best. Ask such questions up front.

Sometimes you get stretched, the student is bright, eager, applying what you have taught, catching on faster than anticipated and you get pushed. You need to encourage that student, without forcing your other students into a pace that is uncomfortable for them. You may have to take the bright one aside and explain what is happening. You might want to assign the

bright one to assist one who is struggling. Both will learn and benefit. The bright one needs to be engaged to maintain their enthusiasm. The ordinary ones need to be nurtured on their anticipated path or helped when struggling. As a class, they need to arrive at the destination or conclusion together. You must accommodate both; sometimes that is not an easy trick! Students were encouraged to call me between classes to clarify anything they did not catch the first time through. Also, I briefly reviewed the previous material at the beginning of the next class.

*Beyond:* I have had lots of teachers, some good and some not so good, but they have all taught me because I was willing to learn. I believe I stand on the shoulders of giants, those who have gone before me and prepared the way, developed the knowledge, and gave me what was theirs to give. They in turn had stood on the shoulders of their own giants, who prepared them, etc. all the way back into antiquity. You are becoming the pair of shoulders for your students to stand on to move forward in knowledge and understanding. Your students are your intellectual children. You are their giant. Give them your best! Soon those students will become the shoulders for the next generation.

We stand on the threshold of a new age. Has it begun? Is it happening now? Will it happen in *our* future? I have studied this in some depth, but it would require a lesson in itself. Suffice it to say that the Changing of the Age is not a single moment. It is a journey that takes 144 years to complete. While it may lead to a pivotal moment, the change is occurring throughout the whole of the 144 years. I do believe we are somewhere in the middle of it and that it has already begun. You are here now and it is not a coincidence. It is purposeful. You apparently (perhaps in a moment of weakness) decided to participate and hopefully help in this difficult transition. The way to do this successfully is to become all you can, evolve all you can, share with and assist others as you can. You are the giant in embryo. Honor and develop that. Grow and become so you can help others grow and become. You are here at a critical time in humanity's history. This is not by accident. Learn well so you can teach well. The Universe is calling you! If you teach one person one useful thing, you have done your job. More would be good, but that one would be enough.

We are all children of the universe and the universe has its own purposes. We are in this together. Our goal is positive evolution. Another way to look at the Changing of the Age is to label it a paradigm shift in consciousness. Metaphysicians everywhere are attempting to become a positive part of this paradigm shift. The few can help the many make that shift. Regardless of what we call it, we seem to be on the precipice of change and those who are awakening are volunteers within that change. If the universe calls you, answer it. Give yourself the gift of being an active part of this shift by whatever name humanity calls it. I chose a long time ago to become part of the solution

and not part of the problem. I invite you to walk this path with me for however long it is possible for us to be together. Jump in with both feet, commit to whatever you choose; do your very best. Are you an ecologist? Are you a social worker? Are you a nurturer? Are you a teacher? Whatever you are, be all of it you can be!

## Synopsis, Section 2

### Teaching Philosophy

Teach the teachers I received spiritual guidance in my early discovery of metaphysics in 1970. I would get terse, pithy statements from outside my own consciousness without any explanation. At the time, most of it made no sense to me. It was years later that I understood what an individual message might mean. Think of me in my early 30's, getting a divorce, working full time, raising four kids by myself, going to adult school, dating, trying to learn about metaphysics... a familiar drill, I am sure. I would get other-worldly statements like, "Your church is not a building," "Teach the teachers," and similar edicts. What church? I was not a minister. I had not planned on being one or founding a church. If there were a church, why would it not have a building? I received spiritual messages, but some were confusing.

When I got, "Teach the teachers" in 1970 or so, my response was, "Teach what teachers what?" I didn't know anything. I was a student for a lot of years after that and I still am. It took several years for me to become a teacher, and that was by invitation - not by my own intent. I became a teacher because my area had no teachers. I did not feel qualified. I was told that if I could not do it, the institution asking would find someone who would teach. I was properly horrified. At least I understood my limitations and would not grandstand. I would study diligently and try to stay one step ahead of my students. Or, I would fold up my tent and quietly steal away. This stage lasted about two years. I *never* felt qualified, but I was good at grasping principles and explaining them; that is my skill. Eventually I got to the point where I had some knowledge, but I would *not* recommend this method that I called "trial by fire".

Many years later, after I had taught hundreds and eventually thousands of students, some of them grew into teachers. I remember attending the first class of one of my students. It was like my child giving birth. I was front row center, grinning ear to ear. He did a great job and I congratulated him on becoming a teacher. As I did that, I was thunderstruck. I had taught a teacher. WOW! I received a confirmation to a spiritual message from about fifteen years earlier. Once I realized what the message meant, I was thrilled to see several of my students begin to teach.

Right now, I am composing a manual for teachers aimed at this one particular course, Numerology. I could do that easily. I did not think I would even need to write this manual. I could just take the book and lead my student through it without all the hours needed to write a manual. But a new opportunity has arisen for me to “Teach the teachers” as I was instructed, and that is what I choose to do. If I take additional time and effort, I can write a manual that can be adapted for all types of metaphysical classes and not just the class at hand. I honor the direction I was given in 1970 and I am proud to be *your* teacher. I will be delighted when you teach your first class. Please let me know when that happens.

*Educare* Education comes from the Latin word “educare” which means to draw forth. The teacher’s job is to draw forth what the student already knows, not to superimpose their conclusions and opinions over the innate knowledge of the student.

*Think* On a philosophical level, I do *not* want to tell my students *what* to think or how to think, I *do* want to teach them *to* think... no clones desired. I love it when I can stimulate a student by giving a piece of information that collides with their knowns. Our knowns need shaking up once in a while. If I can provoke a student into thinking, I win! I do not mind if a student disagrees with me or my teaching; that is good for them and frankly, it is good for me. Sometimes I need to be shaken up as well. Thinking is good for you; it shakes out the cobwebs in the brain. Thinking new thoughts or about new ways are good for you. Needless to say, the disagreement is stimulating and that is a good thing; but it cannot be allowed to be disruptive to the class. Time has constraints. Ask the student to get in touch with you between classes to finish the discussion. If you turn them off without listening or by devaluing what they have to say, why should they listen to you?

While we are on the subject of philosophy, here is my observation on religion. Make a mental note that religions of the old world were so concerned that their role and their power could be usurped that they made it a sin to practice anything that would threaten them. If you scare everyone to death and tell them you are the only one with the answers, then follow it up with persecution, you can win converts. Metaphysicians as a whole are not particularly aggressive, knowing that each person must find their own way. I would be happy to share what I have learned, but I will not shove it down your throat, make a bunch of rules and set myself at the head of those rules, then brutally enforce them. Instead I will encourage you to grow and to think for yourself. That freedom scares the powers that be, secular and religious. If you keep the people ignorant or afraid, they are much easier to rule, like a herd of unthinking animals.

Privacy Because of the subjects that metaphysicians teach, there is a consideration that needs to be addressed. When a student or client gives to you their personal information, you must always honor such information as a personal trust. Not only must you, the teacher, be aware, but you need to convey to your students that they be aware of the responsibility of a “reader” of or for others.

Each field has its own set of keys for learning and for reading, a pattern, a technique, an information flow. For example: Astrology is a study of cycles. The star map is a snapshot of a moving sky, a chart of a moment in time, an embryonic picture of emerging energy. The star map shows the strength, weakness, purpose, goal and potential of whatever it maps: a person, a corporation, a tsunami, an illness, whatever. This is a map of everything that pertains to a single entity. As such, there are no secrets. The life is an open book. Respect that perspective. Teach your students to respect that perspective.

This is also true of Numerology that has its own form of life map. The validity of the map is only as good as the person reading the map, so the skill of the reader is paramount. If accurate, the map is what it is; but the information flow is only as good as the numerologist doing the reading. In addition, the listener of that information flow further qualifies the value through acceptance, rejection, perspective, attention, motivation, etc. There are a lot of qualifiers here. The map itself must be accurate. The reader or teacher must be skilled and accurate. The listener must be “listening” plus assimilating or rejecting with active personal awareness.

Listening is qualified by perspective. We hear what we want to hear. We reject what we do not want to own about ourselves. At times there is just so much information that the listener can be overwhelmed. With such a document, one that has no secrets, there must be respect for the person and for their privacy.

Do not read the life of an adult who has not given their permission to do so. Do not invade someone's privacy without their permission just because you have their information. Be sure your students understand they do *not* have the right to invade someone else's privacy. These choices are not only human decency issues, they are also karmic in nature. In today's parlance, "What goes around comes around." "Do unto others as you would have them do unto you," is the older statement. Even older is, "Do not unto others what you would not have them do to you."

You cannot call yourself a metaphysician or an evolving, spiritual person if you would disrespect someone's privacy. This should be a part of your makeup and you should teach this to your students. When we all get together after this lifetime in that big classroom in the sky, you may have to answer for your actions. As teacher, respect your students' privacy. We all draw from examples in our experience in order to illustrate a point. Do so anonymously. Or use the life map of a person whose life is a public open book – famous or infamous charts! Or use your own information as a teaching example - but do ask your students to respect your privacy as well. The fact that you are willing to be open and sharing does not mean that you should be victimized. Teach your students respect for privacy as budding future readers and/or teachers.

*Positivity* Metaphysicians do not threaten or take advantage of others... con artists do that. Do not in any way threaten, imply that your words are from God's lips to your listener's ears, or "punish". I have seen so many ads asking people to "pay me to light three candles to fight the demons showing in your map", and there are chain letters that try to guilt one into participating through threats, bullying or embarrassment. Metaphysicians do *not* act that way. The behavior is not spiritual. It is ego or profit driven. *Big time karma!*

*Other teachers* Encourage your students to learn from others, not necessarily at the same time as you are teaching them, but as they progress through life. Numerology is a vast subject; no one person can learn it all. Books, workshops, and other teachers can contribute as well. Your middle name is not God; you do not know all there is to know about this or any other subject. You are not looking for clones. Do not feel disappointed, rejected or jealous of any other teachers. If you encounter what you consider to be bad material given to your students, gently try to fix what is wrong, re-teach, logic your way to a better understanding. Judgment is not necessary or spiritual. *You* behave in the highest and best way possible and model that behavior for your students.

*Examples:* This is an astrology example, but a good one to illustrate the point I am trying to make. I was driving back home from out of town, saw a sign for a psychic fair and decided to stop by. It was essentially over, but an astrologer was holding court, table at front, and with an adoring audience. Arms out-spread, she was magnanimously dispensing her wisdom. You get the picture. When she remarked that everyone born with Mercury retrograde was dyslexic, I had to leave. It was her court, her audience, but I was horrified at such a generic and false “astrological rule”.

At another long-ago lecture, a metaphysical speaker was teaching the seven chakras but could only remember six. She mentioned she had been studying chakras only a short time and just could not recall which one she had left out. I had to leave that classroom as well. I did not have the right to interfere. That would be classified as sticking my nose in where it did not belong and being judgmental; but I could not stick around for more.

*Credibility* Be sure your students know who and what you are. Be brief, but be thorough and fair. You will get to know them intimately as you teach them through their maps. You are going to be walking around in their heads influencing their future thoughts, so be respectful of this. I give my students access to my personal information up front. They should know who they are allowing to influence them. Spend a little time telling them the bare bones of your own philosophy because you will be teaching through that lens. For example,

- ✓ I believe in the continuity of consciousness, what we have been, we are, and we evermore shall be. Our consciousness uses the physical vehicle called our body for the purpose of experience. But we are more than that physical body.
- ✓ I believe that life is purposeful. There are no accidents or coincidences - there is just lovely purpose.
- ✓ I started from a self-help ethic, so that will also permeate what I teach.

You do not have to have the same philosophy as I do or even that of your students, but if you believe it will influence your teaching, mention it up front. They have the right to know any bias or philosophical principle you are transmitting so they can decide if it is right for them. They can still study with you, but they might choose to qualify some of what you are teaching. I also outline my background, qualifications and credentials up front. Your students have a right to know who and what you are.

*Responsibility* I am going to do my very best to teach you how to teach. *Your learning* how to teach is *not* my responsibility. I can give you my best effort, but you must take it inside yourself and turn yourself into a teacher. I cannot make you a teacher - that is your job! If you were to feel my material was lacking or missing something, all you would have to do is let me know and I would attempt to fix it. I am not perfect. I could miss something. I will correct my work if I believe it needs correcting.

As you work with this material, you will change it based on your perceptions and your experience. As you work with your students, know that you can teach them, but they must make numerology their own. *You are not responsible* for turning *them* into Numerologists; *they are responsible* for that. Your students will need to practice and experience to develop their skills. That takes time and personal effort. If you want to be a pianist, you must play the piano. If you want to be a Numerologist, you must learn and practice Numerology.

*Internalize their knowledge* It is important to impart a sense of the technique and application of energy and not just memorized or rote knowledge. When I teach the Tarot cards, I do not teach 78 upright meanings and 78 reversed meanings. Human experience is too complex for such a rigid system. Instead, I try to help my students get in touch with the symbolism on the card. Every time that card comes up in a spread or reading, the symbolism leaps out of the card and can be applied in a unique way as is necessary to that particular reading. When you teach Numerology, help your students get an intimate sense of the energies and memorization becomes easy.

Teach what you know This forces you to deepen your understanding of any subject. It is not wise to present material that is incomplete, not well understood, or poorly prepared. You will ultimately pay a price because you can damage your own credibility. If I attended a program that was poorly presented, not understood well by the teacher, or the material was not usable to me (and I do insist on all that when I take a class), I would never go back to that teacher again. Credibility, once damaged, is close to impossible to repair, especially in a niche market such as Metaphysics or Numerology.

Another example: an internationally known psychic and author asked me to be on their radio show. I was asked to do national and international astrological predictions for the upcoming New Year. I resisted because that type of prediction was not something I did; I just did not feel I was qualified. The response was, “Fake it.” Just how credible was that psychic to me with a pronouncement like that? A book, international fame, credibility – all went right out the window instantly.

Teaching style You as a teacher must develop a style that is understandable by a wide range of students and their learning styles. This can take a little time to develop with some trial and error. When I taught the ministry, I reminded our budding ministers that as non-denominational metaphysicians, they had to be prepared to answer every person from every background every time someone knocked on their door. We could not be just one way or have a rigid belief system. We had to be all ways or be open to all ways. I am not a Muslim, but what if a Muslim knocked on my door needing my help? I had better be able to relate to their need in order to truly help them. Study the world because the world can knock at your door!

When a student, or five, or ten, or more knock on your door, you have to be a teacher for all seasons, for all students. My particular method was to make my provided class notes as cut and dried as possible, direct, simple statements. If questions arose, I would attempt to answer three times, and I used three different approaches. If that did not work, I would ask that student to call me between classes. You cannot hold up the whole class for one person’s dilemma. But that person does deserve a solid answer. I did not always have the information my students needed when they needed it; but I would make every attempt to get that information for them at first opportunity.

Repetition is good, even for those who caught it the first time through. However, three repetitions are enough. If this is an ongoing problem, remember you can always have more advanced students coach the slower students. Move on that concept as we proceed.

*Developing your skills* Your teaching skills will grow and develop through teaching, observing, tweaking, and editing. Audio or video tape what you do and critique yourself. That will help you progress faster and make you a better teacher. Ask someone you trust to review and give feedback. This is not criticism... it is critiquing, but with some people it sure can feel like criticism. The questions your students ask can point out weak spots as you teach. Make a mental note to include or fix missing or inconclusive information. This can occur more frequently in the beginning and level out as you develop your skills. This is normal.

*Teachers learn from students* One of the really nice things is that as you teach, you learn and you get paid for it! So many times a student has made a comment or asked a question in a new way that has sparked an insight for me. I love that. I congratulate and thank them for my insight. My children have proven to be my best teachers. The lessons are occasionally uncomfortable, but definitely result in growing and learning on my part. Your students are your intellectual children. Sometimes you get to play teacher, sometimes you get to play student... and you can still get paid to teach.

*Myths, symbology, psychology* If I had to give you a specific area to study, it would be metaphysics. It is a philosophy (not a religion in general), myths and symbology in particular. The source of the myths can be from any culture you choose. Anything produced by Joseph Campbell will educate you beyond belief in this area. A very old Gaskell's *Dictionary of the Sacred Language of all Scriptures and Myths* is my asset, as is the later Unity *Metaphysical Bible Dictionary*, which is good but much more limited in references. Some of the older Tarot books have marvelous symbolic references. Several wonderful astrologically-based myth books are available by authors/astrologers who have studied their specific subject far deeper than I have. If the book you are reading is about human beings being human, it can teach you. All that I have read or studied gets incorporated into my teaching of any subject. This is natural. You are being continually educated and informed, and you pass it on.

For psychology, study Jungian behavioral psychology in particular. Plus there are many other psychological studies that would be valuable. For example, I found that Gail Sheehy's psychological book *Passages* is a perfect description of the astrological Saturn cycle. I have found that from whatever source, the myth, symbolic and psychology studies are amazingly helpful to my understanding of metaphysics in general and in application in people's lives. Myths and symbology were the psychology of the ancients. To study one is to study all. Do not get hung up in labels. If it looks like a duck, acts like a duck and sounds like a duck, it probably is a duck!

*Metaphors* Whatever you have studied, experienced or learned in your journey through life is applicable to your teaching. We all take different paths, have different experiences, are interested in different subjects, and come to different conclusions as we pass through life. It does not matter what I study, the use for it can come up in choosing examples. When I first started in metaphysics, I received guidance to stay eclectic in my outlook and in my choice of subjects. I did that. So many subjects can overlap and blend; all of it applies at one time or another.

Example: I was a child raised in the 1940's and early 50's. My mother thought I was going to take Broadway by storm. There were tons of stage mothers at that time hoping their little dears were the next Shirley Temple or Judy Garland, singing and dancing their way to fame and fortune. I did stage, radio, and television between the ages of nine and fourteen. My mother died young and that dream died with her. I went to school, got married, did ordinary things, became a metaphysical teacher and astrologer, appeared on television - and here comes the clue to the example. After my first television appearance, the director remarked that I was experienced. I replied that it was my first time. He did not believe me. As I drove home, I pondered what he had said and the realization hit me. I *had* done television, but it just was about twenty years earlier and I did not think of it initially. What I had done as a child was applied twenty years later in a totally unrelated manner. Singing and dancing has little to do with astrology. You never know where information you have learned will be applied. Study it all, embrace it all, all of life. Slowly but surely you will narrow your search through your application. All that wonderful learning will be at your fingertips, ready to be used as metaphor and example. See how it worked in this paragraph!

*Lecture or demonstration?* If you simply deliver a speech to your students, it is called a lecture. If you engage your students during your presentation, ask questions, use visual aids or a blackboard, model or play act what you are teaching, they will learn more and easier. That is a demonstration method of teaching. If I strut around and act and speak pompously, I can communicate the nature of what I am trying to teach. If I use mincing steps, simpler and speak like a child with the same information, I am communicating an entirely different concept. These are extreme examples used to illustrate a point. Make what you are doing interesting for the students. If you have a strong indicator in your workup, this can be fun for you. I call it prancing and dancing. If not, learn how; you will get to know each facet more intimately! Make up or draw diagrams of what you are teaching. Walk or gesture through your explanations. Get your students to play out obvious roles as they learn the basis. Participation. Let them ask questions. Participation. Your students will understand your information much easier and more thoroughly.

As we go through some individual classes, we may illustrate visual aids and show and tell individually. I am not suggesting you do this my way. I want you to understand the difference between lecturing and teaching. Engage your students. That is the key. The technique will be your own.

*Reading your presentation* While I am still talking about lecturing, *do not* read your teaching material to your class. It is so boring. A teacher teaches. Reading aloud is not teaching. Everyone will go to sleep. I do keep my class handouts in front of me and occasionally spot myself to be sure I have not forgotten a point I intended to make. I do not read; I teach spontaneously. Every class is somewhat different but follows the general game plan. When you first begin teaching, create an outline so you can spot yourself or determine if you have covered all you intended. If you do not have a place for a large piece of paper as an outline then use small index cards with a few words to remind yourself of the necessary. *Do not* drop those cards unless they are numbered and easy to put back in order. If not quick or easy to reassemble, grab a handful of them and throw them up in the air, laugh, and free-teach the lesson plan, which is already in your head. If you panic and spend an unusual amount of time trying to reassemble the cue cards so you can deliver your presentation, your students will catch on to the fact that you do not really know what you are doing, or that you do not trust yourself. Not good! Index cards should be useful organizationally and not accidentally brand your lack of knowledge.

# Synopsis, Section 3

## Preparation

Numerology has been around for many years, with the origins obscured by time and unrecorded or damaged records. Language developed spontaneously and locally. Visitors did not necessarily speak your language. Counting would have naturally developed for use in tribal and clan daily living. How many people are in your group? Are they all present? Who is missing and why? Where are they if they are not here? The old movie “Home Alone” comes to mind. In all the excitement of a Christmas vacation, someone got left behind. Counting developed along with writing. The earliest form of formalizing a written language was pictorial, pictures not letters, not numbers. Then came cuneiform, where simple symbols were used in combination. Eventually as man “went forth and multiplied”, languages and accounting had to be codified so some could learn and apply counting to everyday life. There are many writers who have taken the time to understand that history and share it. I will leave that early history part to those teachers and authors who have preceded me. I choose to focus on what can be applied today to understand ourselves and our places in the world.

*Preparation* We are going to divide the balance of this teaching material into two broad sections: preparation and specific subject presentation. Preparation will cover the general instructions for teaching overall, developing your class plan, presentation, etc. Specific will cover the tips and techniques for each individual subject. In brief, you will learn 1) how to teach in general and 2) how to teach this material in specific.

*What kind of students?* My beginner’s material assumes the student knows absolutely nothing about Numerology. Systematically I explain and build each element from the beginning. What if a student has done some study on their own? I found that even if that were true, most did not produce an organized body of information that is totally usable to them. There might be holes and gaps in their knowledge that will trip them up when they try to create a complete package. I feel you could legitimately take basic instruction from several qualified teachers and gain and get helpful information each time. As I said, I have been at this for 45+ years. At this point I would still take a beginner’s class from a teacher I admire. I can always learn more, even if it is just a different approach. Spend whatever time you need to reinforce basics. It will pay great dividends as you apply that information through various techniques. This basics course could be valuable even to students of intermediate level numerology who could use the inherent organization to assemble what they already know into a coherent body of information.

How does this course work for the variety of students just described? When I first started studying Metaphysics, I used whatever material I could lay my hands on. In 1970, books and the money to buy them were scarce for me. I had no idea if the books or the authors I did access were credible; I was just hungry for information. I studied all over the place with no sense of order or sequence. I got the cart before the horse many times. Over time, I met others and began to get feedback... and my skills increased through that information flow and the building of my base. Organization itself taught me.

Example: Early on I met a lady who had been studying astrology eleven years and still could not read a chart. God bless her. What tenacity! I admired her stick-to-it-iveness, but wondered why she would spend eleven years on something she could not apply. What she lacked was the same thing I had lacked, a system. When I designed this course, I thought about my early problems and decided that an organized body of information was key. If you have some mental hooks on which to hang continually accessed information, you could take in gobs of it and still keep it organized. So that is what I designed this course to do.

There is so much to learn, it could take a lifetime and still not do it all. Most practitioners learn a few things and then get lazy. This is a smorgasbörd of human experience, exciting, challenging, frustrating, and never-ending. You are the only one who will limit your knowledge and your growth. Metaphysics is the very best self-help tool I have encountered since I started my journey in the spring of 1970. New material is constantly being developed. Theories abound, but many have not been proofed and tested by other authors and teachers. A metaphysical principle should replicate, otherwise it is only a theory. So much research is needed... and some internal house cleaning. Once you get good at this, you can research, generate new information, proof other theories, and contribute to our overall information base.

*Commitment* During the sign-up process and again at the first class, I made sure the students understood that if they wanted me to commit to a ten-week course, which was usual for my classes, *they* had to commit to follow through. If they started it, they had to commit to finishing it. Why should I commit if they were not going to do the same? This is true particularly where money is concerned. My classes were paid, for the most part, up front. If someone had a hardship, they could discuss it with me separately. I remembered my own early financial hardships. Having said that, if separate or weekly arrangement were made, my students understood they were committing to ten weeks of classes and full payment for the whole class. When you are setting up this kind of teaching schedule, you will set yourself up for failure if you are not as fair to yourself as you are to your students. Commitment on both parts and full payment was fair, and I insisted on that. You can always make an exception if

there is a good reason, but it needs to be an exception to a steadfast rule. I did remember my limited circumstance when I began even though I was hungry for input. *You* get to make the choice. Your students need to be dedicated or committed or excited or at least interested. Developing metaphysically is not like a stroll in the park, it takes some long-term work.

*Goals of this material* What are the goals of this particular material? If the students work with the material and practice as suggested, they should be able to do a reasonably complete numerological reading by the end of the ten-week course. Having said that, nothing takes the place of experience. As they do more and more readings, they will get better and better at reading. Each student is an individual; some will read better and faster than others. Some readers will be better at one type of Numerology than another. The course is designed so that the student *should* be able to read the basic charts. *Will* they? That is the student's choice and responsibility. The teacher can provide information and the framework. The student must make the readings and the skills happen.

*How do you learn? Audio, visual, kinesthetic* Some people need to hear a teacher, some can read or watch a teacher, some need to do hands-on such as drawing a chart, some can do parts or all. Each learning method has plusses and minuses. If you have a visual teacher and you are listening to a tape, you might lose valuable information because you cannot "see" what is being taught. What is the value of a talker, if you cannot *hear* them... or an artist and you cannot *see* their work. Some people can learn quite well from a book or a study guide and do not need a live teacher. That is how I spent the first two years of my study, books but no teacher. It worked. It worked even better once I had some feedback and an occasional live teacher. I played a tape while driving anywhere just to go to school. Repetition helped me as I used my unobstructed time to learn. Perhaps that is all too abstract for me and I need to do the handwork or walk the whole concept out which I call show and tell. If you want the best retention, do all three. The book itself, a video, or a live dancing, prancing teacher is visual. A tape or radio or recording is audio. Writing out your notes, assembling pieces, writing a reading - that is kinesthetic. Encourage your students to find their own study method that works for them, but also encourage them to do all three for better retention.

How do you teach? Are you an audio, visual or kinesthetic teacher? Those students who identify closest to your teaching style will learn easier and faster. But you must teach *all* the students regardless of their learning style. The *teacher* must adapt to the students.

Emotional “knowing” versus intellectual exercise If I made you memorize all this material and tons more, you would be a mental giant and it sure would take a massive amount of time. If I can make you “feel” the energies, you will retain and retrieve it so much easier. I try to help you feel the energy and not just hear the description of the energy. When we got to applications, I walked my students through them. They make fascinating show and tell! If you can “feel” what you are doing you will learn better and faster.

My style I tend to teach stair-step style, creating a base or foundation and then proceeding to build upon that foundation step-by-step. If you miss a class, you miss a step. Therefore, my students were *required* to pick up their lesson notes and borrow lesson tapes *prior* to the next class. If this were not done, they would be lost in the presentation of the new material; they would continually stop the class and ask questions. The rest of the class would be thereby punished and I would be trying to teach two classes simultaneously. Since I always had lots of class material to cover, this was not possible and not fair to the other students. I announced this condition up front, at the time people signed in and again in the first class. If the students wanted to keep the tapes, I charged \$2.00 for the cost of the tape and the time to record it. If they returned the tapes, there was no charge as the right and the responsibility to do this was included in the cost of the class.

Remember that I wanted only serious students. A serious student would *want* the teaching material to complete their lesson and would know they would be handicapped without it because of my teaching method. Adults need a few simple rules as much as kids do. They always had a choice. If they came to class without being prepared, I would not spend copious amounts of time to answer the questions from the previous class and stayed with the class material I intended to present. That was fair to every other person in that class, and to me as well. The student with the question would have to listen to the tapes and work the material. *If* after this was done there still were questions, those questions were legitimate and needed to be answered. This material is presented stair-step style. You need to adapt it if your style is different. You will develop your own style.

*Make eye contact* The best way to know if your students are following you is to watch their eyes. I am a Scorpio. I look directly into people's eyes as a rule. Sometimes I make people uncomfortable with my direct gaze. When I am teaching, I move my eyes from person to person and look them directly in the eyes as part of my own teaching style. I would recommend this method to you. Not only does direct eye contact keep it real and honest, but you can see comprehension, confusion, and occasionally an insight in those eyes.

There is nothing more fun than watching an insight occur for one of your students. I can actually see a spark that travels from one eye to the other in a split second. New students have lots of mini-insights, little pieces of information that click together. As they progress, there will be fewer moments, but larger in content. As they get to be old hands at learning and realizing, the insights happen less frequently but they are amazing when they do hit.

Think of putting together a large puzzle. Perhaps you will do the outline first, then start with some colors or an object that is easy to assemble. Soon you will have several of these incomplete patches. Then, you find the one puzzle piece that links all those separate patches together to make sense out of what you are doing. A large insight is like that. There will not be a spark... there will be an explosion. Your student may yell, or jump upright, or put their head in their hands, or punch the air with excitement. It does not happen often, but it is a trip when it does happen. I call those insights, small or large, frequent or infrequent "gas in my tank". Revs me up! Love it! Sometimes the student will share their experience. Sometimes the experience is private because it is so special to that student. It is enough to know that somehow you contributed to their understanding.

Personal example: I was watching an astronomy show on the properties of light. I could not tell you what I learned or what pieces fell into place, but something clicked. So much that I had not fully understood fell into place. I yelled and jumped upright, scaring the heck out of my companion. How do you explain what happens in an instant? Sometimes when reading, you have a revelation, an insight. If you go back to re-read it, you may have trouble finding it, because it is no longer an insight. Once you get past the moment, it becomes ordinary memory, but the moment is truly a fine one! I love to see that happen to my students.

Anchoring While we are on the subject of eye contact, know that it is normal and common to have a student in your audience with which you are most comfortable. You will tend to “find” their eyes more often than others in the audience. When you do that, you can feel “anchored” because you are in familiar territory. Just do not let that become home base for your eyes or your other students can feel shut out. Keep your eyes moving throughout your audience for the reasons discussed above.

Time Occasionally I ran over the time allowed for the class, particularly if there were lots of questions. I did try to both start and end on schedule. I do not ever recall a problem with this in over thirty years of live teaching. I started timely and my students knew I would do this. It was their responsibility to get there on time, or if they missed something, it was their problem and not the other students’ or my problem. When you create a pattern of starting on time, it is fair to all those who got there on time. If you make a habit of starting late, people will come later and later, and that punishes those who get there on time. Also, we started at 7:30 pm to give people time to get home, make and eat dinner and then get to class. We finished at 9:30 before everyone got so tired that they could not drive home safely or remember what the class was about. Through trial and error, these were my rules. Set your own rules fairly, and then stick to them.

Another point regarding time is how frequently you teach a class. When I did my live classes, I taught the equivalent of a chapter or a subject each week in two-hour classes. That gave the students time to absorb and practice each subject. I have also taught other involved courses in a four-week format using all-day workshops, sort of a blitz or assault on their capabilities, but it did work. I did not do many of these as I would prefer *not* do all this in a single day or weekend. The students need time to absorb, reflect, and apply.

When you design a course, you start with a subject and a goal. You then assemble the pieces of that subject that will help you reach that goal. You insert your own teaching style, time available, and divide the pieces into manageable proportions. You must consider the time constraints, the time necessary to do the subject justice, what you are capable of presenting at one time, and what your students are capable of absorbing at one time.

Your students are of varying degrees of skill, learning capacity, commitment, etc. and you must design a course that allows for the variables, stays within your purpose, and fits the time constraints. As you actually teach the class the first time, you will have to “tweak” your design. Some things will take more time and some things will take less time than you have estimated. You will have to adjust. *If* you should ever end up with left over time at the end of a presentation, which was not usual for me, open the floor to those questions you had to limit or curb. Review, synopsise, get the students to participate in a show and tell type format.

Example: Long after I taught the weekend format I mentioned, one of the students emailed me with a take on astrological signs I had never heard before. I wish we had been able to share this with his class. It was wonderful material that illustrated the signs in a whole new way. If I had more question/answer time and were not so pressed to get all the material covered before the end of the classes, I could have used it as his contribution. I am glad I have it now, but I wish I had it then. Extra time is not usually your problem. Thoroughly covering all you intend within your time constraints is the more usual problem.

*Class breaks* Another thing I stressed at the beginning of the classes was that I would never think to give a break unless someone reminded me. I had water / coffee / tea ready when the students got to class. Once upon a time, I put out cookies but it got out of hand. My purpose was not to provide dinner. I was trying to be cordial and not stupid. The students were free to get up and move around as long as they did not disturb anyone else. They were free to go outside to smoke a cigarette and leave the door ajar so they would not miss anything verbally. Remember, I gave thorough class notes with each class including diagrams. Bathroom breaks were at will. I had two hours to teach them and two hours worth of material to teach. I minimized interruptions and distractions. Currently, I would tell them no cell phone or texting activity during class. Phone off!

*Questions* I allowed questioning within reason. At times I had to ask the students to pose questions only if they had to do with the material we were studying because of time considerations. But the students could always call me in between classes and ask their questions. You are the teacher; the students will ask questions. What you must control are the interruptions in a class that disturb the material being taught or the time in which you have to present that material. *If* the questions eat up too much time, are disruptive, or are off the subject, it is your job to control the flow. Just do find a way to answer their questions reasonably.

Also, when we go to the doctor, we have questions. When we get there, we forget them. Tell the students to make a list of their questions. Devote a few minutes to doing that at the beginning of a class just to get it done with. Do not let one student monopolize the floor - some will do that.

*Homework and Expectations* Each of my classes required the preparation of index card notes and practice with the charts each student had chosen as their practice charts (description will follow) and the lesson for that week. Without doing the homework, the lessons would be an interesting lecture series. With the homework and practice, the lessons would lead to the ability to read a chart at the end of the ten weeks of lessons and possibly prior. This is how the student could turn him/herself into a Numerologist using the material and instructions I provided. To my mind, homework was absolutely necessary. This will be your choice.

I did provide a simple certificate of completion for the series when I first started teaching, but my students did not show much interest, so that practice fell by the wayside. It would be easy enough to do if you want to pat your students on the back or if it is important to them.

*Learning techniques: note taking/index cards* In the forward part of the actual workbook, are descriptions of two teaching methods: note taking / index cards and the Sorbonne method. The first method is what I recommend for the students of this course and other metaphysical studies. I used this method myself to learn, plus most of my students have used it over the years. In brief here, because it is fully explained in the course, bound-page notebooks are not your best choice for note-taking; they are not flexible. I suggest 3-ring, loose-leaf paper and a binder. That way you can insert pages or diagrams as necessary, which you cannot do in a bound notebook. No matter how careful you are in note taking, something always turns up later.

As they progress through the lessons, which will be presented subject by subject, my students were required to make up a 5 x 8 index card for each principle studied in a lesson. For example, the lesson on the ten basic numbers (0 through 9) requires ten index cards. Make as many index cards (separate subjects) as are useful to you. They will help boost you memory-wise. If learning something simple that will require only a few notes, use a 3 x 5 index card or even a 4 x 6. If learning something that will require a lot of notes, start with 5 x 8 cards or you will end up recopying from a card that becomes too small. These cards are temporary, so do them right the first time. Put your personal understanding of the principle being studied, adding as you learn more about that principle.

Keep producing the index cards as you study the lessons or you will be left with a huge job at the end. As I teach students to read, we lay out these cards in a specific sequence for each reading and they act as an aid or crutch to help you get started. You *will* need the completed cards to practice reading! Once you have absorbed the info, you can set the cards aside. This is how I study any new technique, and it is a real help when you are attempting to absorb everything at once.

*Sorbonne method* The other reading / note-taking system is named for the French university method. This is a very involved method of study, but one that guarantees a high retention percentage if you follow the guidelines. With all we have to study, retaining the info is key. I have done it a few times with a few choice books and it does work. Do I do it with every book I read? I wish I did. Retention is the quality this method develops. Do look at the alternative method in the Appendix and use it for selective books that require good retention.

*Practice Charts* Have your students obtain about a dozen charts on which they can practice - family members, friends, people who can provide feedback as they develop their readings. If your students do not have a dozen charts available, provide them with some just to be sure they can get feedback. My friends were absolutely thrilled to get mini readings on a regular basis. The charts you provide have to have name identification and date of birth. Address any privacy issues. You still do not have enough charts? Use living examples whenever possible for feedback purposes, they can be the charts of famous and well-documented people, anonymous or personal. Put originals in a clear plastic sleeve to keep them clean as masters. Make copies if you need to write on them.

*Class notes* As a teacher, I believe in extensive class notes, but I write out *only* what I want the students to be able to use to create the memories they need to become a Numerologist. I do not write a book to hand out to each class, just bare bones notes.

Some students are extensive note-takers; I am. There is a potential problem here. Some students can listen and take notes, some cannot. If you notice a student who is taking extensive notes and wanting you to repeat yourself constantly, this is not possible with time constraints. That student is paying more attention to writing than to listening.

The class notes should provide what they truly need. Their notes are an exercise to assist their memory, but they must listen and not hold up the rest of their class and their teacher. I always allowed my students to tape record the class. That also can cut back on in-class note taking. Encourage whatever the student needs to learn, but do not let one student dominate the progress of the class with idiosyncrasies. This is not fair to the other students.

Recently I heard of an example where a student took notes in a combination of regular writing and shorthand but then could not read the shorthand. What is the point of doing that if you cannot read it? *Note:* The audio tapes were for the exclusive use of that student for that class, not to be copied or shared. Audio tapes may have gone the way of the dinosaur, but they really helped me and my students learn. You can always record these writings in your own voice on your own devices so you can play them at will while you drive or do common tasks. Repetition helps.

*Review* At the beginning of every class I would synopsise the previous class(s) to the degree that we could move smoothly into the new material. I would also allow questions on the previous material. Stay brief. *Do not* allow too much time for this or you will run out of time to present your new material or run overtime. It does not hurt to repeat, review, or reinforce what they know; they will just know it deeper.

In several classes, the students compared notes, worked together, collaborated in between classes. No problem for me, but keep an eye out for a person who takes the lead before they know what they are talking about. If they start guessing or going outside the material you are presenting you could have a problem. Ask them to stay with the material at this point and then feel free to get into their new stuff once the class is done. The classes are designed to lead people step-by-step to establish basics. Much material out there is *not* basics. Much is personal conjecture, theory and opinion. That is not basics. When you are learning basics, stay with that. Once you have that down pat, stretch yourself into the other possibilities. *Do* view other material as *possibility* until you have had a chance to prove its worth. We need new material, but it needs to be validated before it is absorbed as factual. A newbie does not know the difference. Just be careful that such wannabe teachers stick with the basics and do not play Rambo when they have limited knowledge. Their turn to teach and help is on the horizon, just not yet!

*Ownership of material* A metaphysician who is also researcher and/or teacher has had to work hard and long to get to the understanding and skills they have developed. Whatever they generate in terms of material, lesson plans, tapes, books, class notes and diagrams, etc., they own. When you hand out class notes, tapes, or diagrams, it is for the explicit personal use of the student for that class. They do not have the right to copy in any form or to pass out your material without your permission. Most of what we do is public information contained in many books; but we do have a unique presentation and we did the work. It is *not* someone else's right to reap the benefits of your work other than their personal comprehension of that material. Once I caught on to unauthorized dispersion of my material, I explained to my students that such dispersion was not their right. I now copyright my material. Did you know that if someone publishes your work and copyrights it before you do, that you no longer have full rights to your own work? They own it and you may not use it in that form! Legal remedies can get expensive and may not work out as planned. Be up front about your rights and their rights and do not be timid.

Example: A few years ago I walked into an astrology group meeting near my new home. Imagine my surprise when they all had copies of a workshop I had given just a few weeks earlier in their area. I was stunned. One group member had taken the workshop and had made copies for all the members of that group. Now let us see what that means... instead of multiple people taking my workshop, only one did; only one honored their own group's efforts to supply speakers; only one paid for that class and the free handouts I provided. The astrology club that promoted and funded the workshop was struggling, attendance-wise and financially, to survive. Since my speaker payment was dependent on the number of students who did or did not attend, both the club and I got cheated financially and copyrighted material got reproduced. That is just plain illegal and reprehensible, certainly not what you expect from spiritually-minded people. Oh... not long after that, the original astrology group that arranged for and paid the bills fell apart and no longer existed. Remember to keep control of your own material.

In addition in the specific incident I personally witnessed, my material was presented as generated by me, but was not presented in a way I ever chose. I have no idea how that group could make my material work with the changes they super-imposed over it. Their fearless leader insisted it be worked that way. I was very unhappy that my name was on what they did, because what they did made no sense to me as far as the application of my own material. The material I presented as a workshop was carefully researched and worked within the context of my presentation. Their use with their teacher was conjecture and guesswork, not replicable.

Legitimate astrology can be replicated. The group felt they were studying my material, but it was unrecognizable to me and it still had my name on it. I never went back to the group. I could not prevent what had already been done, but I did tell the member who had taken the class and distributed those copies that my work was copyrighted and they did not have the right to pass it out that way. I did not pursue legal action.

Your material is yours. You own it. You control the use of it. You have all rights to financial and public reward. You do not have to allow your work to be plagiarised, infringed upon, or disseminated without your express permission. Speak up! You can always give that permission for free if you like, but it is your right to give or to withhold.

Having said all that, this material is mine. It is copyrighted. You may learn from it, and you may use it as a base to develop your own class notes and teaching platform. You may *not* reprint it (all or in part) without specific permission. I want you to be able to use it within reason, but please do not pass the material around indiscriminately. You may not photocopy it verbatim and hand it out to your students, but you do get to use it to develop your own material. I am proud that you may use what I provide you as a place to begin, just as I did with what my giants provided me. This statement includes this teacher's manual "*Teach the Teachers*" as well as the course book *Numerology: the Symbolic Language* or any other material I supply. If you have questions about this, ask me. I want YOU to learn, and teach, and provide the shoulders of a giant for the next generation of Numerologists!

Outside resources I wanted this course to be more than just my personal experiences, even though that is where I chose to draw my examples. I went online to see what was available for teaching tricks and tips. I Googled:

<http://www.google.com/search?hl=en&q=teaching+methods&btnG=Google+Search>

This search said there were 18,700,000 online references. No way! I looked at the first ten. Some references were to encyclopedia resources such as Wikipedia, my favorite reference. There were others I thought would be helpful. If you pull up the Google search above, you can access all 18.7 million references but it will take you a few lifetimes! I have only scratched the surface of information that is possible, but this will get you started. I need to spend the rest of my time and effort on showing you how to teach from the book itself.

- ✓ [http://en.wikipedia.org/wiki/Lesson\\_plan](http://en.wikipedia.org/wiki/Lesson_plan)
- ✓ [http://en.wikipedia.org/wiki/Learning\\_by\\_teaching](http://en.wikipedia.org/wiki/Learning_by_teaching)
- ✓ <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>
- ✓ <http://www.fctel.uncc.edu/pedagogy/enhancinglearning/150TeachingMethods.html>

I recently read somewhere, possibly online, of the teaching rules for the British Army. They seemed to be simple and logical. There are four stages: explanation, demonstration, imitation, and practice. Keep that in mind as you set your curriculum.

*Leading energy* I know it is not Numerology, but if you want to know what energy is leading a particular class' lessons, there is a simple astrological method. Ask each student who attends the very first class to give you their Sun sign and degree, and include yourself as teacher. It does not matter if students only attend one session, if someone is missing, etc., just take the Sun position from each person present in class #1, convert to zodiacal degrees/minutes, and add them together. Take that sum and divide it by the number of Sun positions (six people, six Sun positions). The final answer will be the degree of a transiting planet or the lunar node. That is the energy that is leading the parade for that set of lessons. Regardless of who comes and goes in future classes, that is the leader for the series. It will create its own mark on the class and also on the way you teach.

## Synopsis, Section 4

### Specific to the Numerology workbook

The first part of this course was meant to deal with the philosophy and the generalities of teaching. It was heavily influenced by the fact that we teach a combination of Metaphysics and Numerology. As teachers of those subjects, we have issues to deal with that are a little different from common teaching practices. Hopefully, we have covered what we needed to know and now we can turn our attention to the specific course itself. In various sections of the preceding material, I have mentioned the course itself here and there. There is a possibility of some repetition as I progress, but I will keep it to a minimum as I illustrate various teaching points.

*Framework* This course is designed to cover the basics of Numerology, the bare bones, in order to create a basic structure for study of an enlarging subject. You are embarking on the learning of a new language, a metaphysical history course, psychology, career counseling, relationship structure, and so many other deep studies that the memory feat is phenomenal. This course will help anyone, beginner, budding or intermediate Numerologist to have a structure to organize and hold all that new information together while you build your skills. If you can aid your intellectual exercise by having a framework, engaging your emotions as you “feel” the energies, and keep the information organized and usable, you will learn faster and better, retention will be aided, ability to read will improve and increase, and personal skills will be developed. That is what we are going to try to do for your students. That is the way the course was designed.

The goal at the end of the Numerology workbook is to be able to read a Numerology chart. I taught this course in ten two-hour sessions, one per week. The students learned in small increments, a chapter / subject at a time. They would take the material home, review, make their (preferably 5 x 8) index cards for the week, and apply it to their practice charts. By the time we got to the end of the series, each of them would have actually done about a dozen readings piecemeal. The aggregate of those separate pieces turned out to be the whole reading. I did *not* tell them that up front; it would have been too large a goal and scared them half to death. I told them that by the end of the series, they would be able to do this.

To become a competent reader is a daunting task to someone who starts with no solid knowledge. In reality, the students learned each piece and wrote up each piece as we went. At the end of the series, they really only had to assemble the various pieces and round it all up... they had been doing readings the whole time. This system has worked for my students since I started teaching general Metaphysics in 1975. Hundreds of my students have studied this way, not realizing they were turning themselves into readers through their own ongoing student efforts.

When you study in an organized way, you prepare yourself for all the applications of Numerology that are out there. If you were to take a credential test (I am not aware of any actual testing), what they would test for is your knowledge of basics. Any testing organization loves you to go beyond basics, but they insist that you know the basics first. Once you have basics in a workable format, the sky is literally the limit. Everything beyond that is technique and application of the basics into each technique. You can study anything, research, learn, and grow because we will have created a good foundation for you to do so. That is why a course like this is good for many levels or skills. It is foundational!

*Student to reader* Not all students become professional readers or teachers, but some do. Some prefer to study for self-help and some specialize. All sorts of applications are possible. All specific studies require a good grasp of the basics, so you can travel beyond the basics easily and quickly. Help your students understand that this is the core to what they will learn. Study it well, learn the principles, develop knowledge, practice budding skills, then build upon it through practice and further study. You will always be learning, and you will never get it all. Metaphysics in general is a smorgasbord of possibilities. If I regret anything it is that I did not start earlier. Apparently, I was not ready. I know I will not get it all learned before I leave the planet no matter how old I get. I wish I had studied more psychology because the marriage between the two is awesome! More myth, more symbology, more, more, more. I am going to teach you what I did with this course. After you study all this, develop your own take on it. You are not my clone. The material is organized for you. *You* will be the teacher. Congratulations!

# ***Numerology: The Symbolic Language***

*The actual ten-week course*

*Layout* The workbook is formatted for the best use of the information. My format does *not* conform to any readily accepted publishing concept that I can find. For starters it is in a 3-ring binder format. Did I mention I can be a maverick? I spent many years as a typesetter and assistant editor and so I had the capability of laying out the book in a format that suited my own purposes.

For example, I detest reading a book where the diagrams are not located with the description being presented. I lose something flipping back and forth between pages trying to find the diagram being described. Some diagrams are so large that they require a separate page, but that page should be placed close to the description. My diagrams are there with their descriptions as much as possible.

Footnotes are very confusing to me at times. I preferred to create a column for the small asides I wanted to place with the teaching material rather than placing them at the bottom of a page or in the back of the book. I am not talking about book quotations - I tend to put those right in the body copy as I go along instead of at the bottom or the back of the book. There are similar side notes throughout the book. The sidebar notes go with the subject being discussed and are placed nearby.

This open area along the sides of each page also provides a place to insert small diagrams. If that area is blank, it allows a note-taking place for the students directly adjacent the material. Should you have more information than the space will allow, insert a loose-leaf page (the beauty of the loose-leaf binder).

*Introduction* The information I felt the students had the right to know about me as teacher, my core philosophy, role of teacher, learning methods, practice charts, book, and tapes are in the workbook introduction. Much of this has already been covered from the teacher's perspective.

There is an introduction to two learning methods. The first is described. The second method is quite involved, so I have placed it in the Appendix.

Assembling an individual group of people to study, to practice on, to do workups and sketchy readings, and to get feedback will help the students learn faster. If you have an open class and students can share their studies, they will get a swatch of viewpoints and that can enlarge their own viewpoints. As students construct their chart workups, remind them to keep their chart master copies clean so they can make copies at will. The notes they will accumulate will become the basis for their overall readings.

There are ten chapters in this workbook with multiple subjects within, individualized.

### *Book Chapter One: The Study of Numbers*

This is a brief philosophical discussion of what I consider initial information, useful to the student and that will make what is to follow easier to understand - an introduction to the concept of Numerology, a bit of history. Another brief introduction to Pythagoras, a 6<sup>th</sup> Century BC Greek philosopher / mathematician considered to be the Father of modern mathematics and, to my thinking, the Father of Numerology. The potential of divination is introduced and will be followed up on throughout the workbook.

- ✓ A brief outline of the full course and the order in which we will study follows.
- ✓ Swinging directly into the basics of the numbering system, nine actual numbers and the zero cypher as a first layer of meaning and interpretation,
- ✓ positive or constructive application as contrasted to negative or destructive application.

It is important to spend time understanding the nature of the ten numbers because it sets the stage for all the other applications in the book. It is important to watch the sequencing of the numbers as each stage has a purpose, has developed out of the prior numbers, and also sets the stage for the numbers to follow. There is a description of the awareness of the natural circular pattern, with inflow and outflow, and the up-leveling that naturally occurs as a new cycle or level of numbers enters the picture.

That leads to the concept of Master Numbers where we reach beyond the ordinary to a new level of application, the doubling of numbers: 11, 22, 33, etc. Introduced also is the spiritual concept of number 13 through implied or experienced sacrifice.

Once these base values are in place, application can follow which introduces the concept of Divination. There are two main Numerology categories established by the date of birth and the legal name. In this chapter, we explore the birth date and its value as the destiny or life path number, what you came here to do and should do. The balance of the chapter explores and applies the components of the destiny number, remembering this is a lifetime path and will have influence over the whole of the life. When we get to the end of our experience, we will have won some and lost some, but hopefully advanced the overall lesson plan. In Chapter 2 we will develop the cycles, challenges and pinnacles of aid derived from these destiny calculations. Chapter 1 teaches how to chart, starting with your own date of birth using the partial template provided.

*Destiny* What you have come here to accomplish or master in this lifetime is the most important of the numbers, your destiny. I see a lifetime on this planet as school. We are not here as perfect beings, we are here as students. Our job is to work on achieving that perfection. You are in school, and you have time and experience to learn.

*Additional Study:* Study the number core meanings and prepare the index cards for each number.

### *Book Chapter Two: Destiny's Components*

Building on that first step in the delineation process, the Life Path or Destiny, we examine its component parts. How is it structured? What are the individual contributions? Start by looking at the profile blank. We will be working on the third section only in this lesson staying with the date of birth and its “rooting” process. What can the month, day and year of birth reveal and how can that information be applied to the lifetime of an individual?

Moving forward in our understanding, we look at the various parts of the birth date in combination to deepen our understanding of the purpose of the life path. You and I may have the same destiny number but we will have unique ways of expressing and achieving it. Just remember that all you can study, do and achieve serves the purpose of the destiny number. This chapter explains the rooting process and breaks it down to apply to this single life path purpose. Take the time necessary to get this right and understand it. This is your most important guiding number.

Be aware we have infinite variety in celestial cycles available to us to learn whatever we need to learn to elevate ourselves spiritually, explained simply in the 26,000-year age cycle available to this world.

Next, we will combine the month, day and year birth figures to look at overall cycles of development, the challenges we must encounter and develop, plus the helpful hints included in our birth date information to help us accomplish our destiny pattern. Along with those numbers are the years of effect of each cycle, challenge and pinnacle of aid. Each category is explained and developed for each segment and the results are entered into the template for that student. This charting is followed by individual definitions for each category. Because the destiny is set in stone, so are its derivatives. Try as we can, we cannot outrun our personal Destiny. It may take us more than one attempt to learn some lessons and develop.

### *Book Chapter 3: What's in a Name?*

The name provides the second most important source of information in Numerology. The Life Path has illustrated what you came here to do. The name reveals the tools and equipment at your disposal to tread that life path to hopefully fulfill your Destiny. Sounds very fated, doesn't it? And it does supply that element to the reading and the life. What about free will? Is there room for both? Otherwise all our efforts would have a predetermined outcome. Don't like that idea.

You came into this world naked, unnamed, unable to communicate anything except exasperation and need, a clean slate for life and experience to write on. Is this your only experience or is there a history, an imbalance, a need to complete or to have new experiences? Has your new existence been conditioned in any way? And the questions begin...

Aside from being slapped on the fanny to make sure everything is working and being cared for because the infant is helpless, one of the first activities is to name the child. We start by examining that naming process, we look at the circumstances and explore some rules on how to understand that name. First, I cover the naming process and then the general rules we will use. I start with basic numbers and applications leaving more involved uses for a later lesson. One stair step at a time!

Language, alphabet and counting systems become primary. English is the basis for this workbook. Once you have learned this concept and system, you can apply what is known to other languages, alphabets and counting systems. Study one application at a time, moving forward when ready. The English alphabet is numbered consecutively, 1 through 9, repeated as necessary, 26 numbers only. The letters in a name are graphed out on the template provided in several steps. The whole name given is placed on the template name line and will be broken down in steps. Layers of meaning and interpretation.

The name template gives space for Spiritual (vowels), Practical (consonants) and combined (Personality), with room for subtotals and totals. The breakdown in this fashion allows us to examine the name from several perspectives which are outlined, illustrated and discussed thoroughly and individually. As mentioned, the name is the second most important piece of your numerological puzzle. It shows what tools and equipment (expression) you have to work with to accomplish your destiny.

At the end of this chapter are the Laurie comparisons. It is an interesting interpretation of comparisons between the vowels, consonants, totals and birthday. I have not found it anywhere else in my research, so have included it here. This can be studied at a later date once you have some experience and a number of profiles to examine.

#### *Book Chapter 4 Tools and Equipment*

Think “stair step” as we add another layer to our meanings through multiple topics presented individually. Each is a piece in the puzzle we call a human being. The name reveals more of itself in the cornerstone, soul print and key as well as the motivation, practical application and personality projection already described by vowels, consonants and totals. A picture is emerging, a composite of a person and a life.

There is another layer to add by using the Table of the Inclusion, Life Involvement, Odds, Evens and Duals of the name - more puzzle pieces to put together to deepen the description of a person.

Let us not leave out any karmic implication of this life, any life that preceded it and any that might be spawned by the living of this life. Karma is simply the law of cause and effect worked out over time, applied to human existence. Think of this Earth and its experience as a schoolhouse in which we are all students, learning and hopefully growing through our choices and experience.

*Additional Study:* Study the Tools and Equipment and prepare the index cards for each application.

### Book Chapter 5 Alphabet Soup

This is one of my favorite Numerology applications. Each letter is a story in itself. Our names combine each letter's individual story into the whole of the name. Letter by letter the story of a human is told. Letter by letter we can use those energies as we live our lives. They are the tools and equipment to grow and develop ourselves. Each letter is examined individually. Placement within the name itself is examined one element at a time. Shape of the letters, strategic placements (initiation, pivotal and conclusion), and even the sounds of a letter are explored.

I have a general paragraph that is important and I have been trying to see where it belongs. I think it goes right here... We are asking a great deal of ourselves to first learn, then apply, then grow the concepts of Numerology. There is nothing easy about this. The more stair steps we climb, the more complex the picture. We are learning by doing as individuals, as readers and as teachers. Be gentle with yourself and your judgments of others and yourself. We are students. We are here to learn.

Paradox, contradiction, win some, lose some You will realize some stuff, and you will miss other stuff. You will be right on. You will miss by a mile. You are learning. If you notice, even attorneys and doctors call their educated businesses their "practices". Numerologists also practice. What we learn as we go changes us as people and changes what we know. We grow throughout our lifetimes because there would be no real purpose for duration without gaining something in the process. Besides, people are paradoxical and contradictory at times and so are their Numerology charts and readings. At times it may seem as though you are saying totally contradictory things, but they all work together in the same person, sometimes at the same times. Sometimes they take turns, one way when younger, another way once you know better.

Remember every front has a back, the flip side of the coin. I might describe a wonderful trait, but I have to be willing to look at the flip side of that trait. For example, assertive might also be aggressive, and feeling might also be vulnerable. All of it belongs together. Lucky you, you get to sort it out. Again, you will win some and you will lose some. Time will help you glue it together better. Trust the process.

Additional Study: Study the alphabet and prepare the index cards for each letter and application.

*Book Chapter 6: Heritage and Experience Beyond Physical Genetics*

This section is uniquely mine. I have not encountered it in any of my reading or research. For many years, I have been involved in genealogy. I come from a heritage of large families - lots of relatives. I knew my paternal grandmother very well, but did not grow up knowing the other three grandparents. I helped my grandmother collect her memories of her life and family and her husband as well. I learned so much and met so many wonderful people who were family that it has been a joy to me ever since I started at age 25, and I'm 82 right now.

I questioned their invisible part in my life. Obviously, the families were mine, but I knew so little. I realized in our culture that the females give up their family names when they marry. The husband's surname carries the full weight numerologically. But that is just not true. The other three family names are just as important and just as character building; they are just invisible. And so I kept poking it until I figured it out. These surnames were always a part of our genetic makeup and our psyche, but were not visible (read conscious) except for occasional memories. As the elders passed out of physical existence, the contribution of those other families got lost. What I have presented is what I found through my studies. This needs to be replicated through other family histories to prove or disprove its value.

Broadening and deepening such early family ties may have other applications such as ethnicity or countries of origin. The silence is complete with the loss of original identity through adoption. There is far more to investigate, but I must leave that to the next generations of Numerologists: you and your students. Please feel free to share what you develop because I like to learn as well. I may be wrong, but I offer my concepts to you openly and would enjoy your perceptions. Know that, in general, you can use everything you learn to apply to the concept of the effect of hidden names on our lives.

Additionally, in this chapter I introduced levels and planes as they apply to the Numerology chart and reading, another stair step building on our previous flow of information, and alternative ways of looking at the chart. Know that you will probably not use all of these concepts, but I do want to introduce you, to make you aware of possibility. Some you will identify with and use immediately or regularly, and some you will set aside for

“later” or “never”. We use what works best for us. We have to be choosy because there are so many options. Start with basics. Add concepts as you study. Learn from them, choose to keep them or move on to other choices. Your use is unique to you. Know that from time to time you will shelve a concept just because you are not ready. Further down the road you may be ready.

Levels or Planes are a further application of the letters in your name, another layer of meaning. As indicated, I have only scratched the surface in study. Needs more research.

*Gridwork* I did find this interesting. Another viewing portal; definitely needs more research.

### *Book Chapter 7 Predictive and Interpretive*

We are now moving away from the name and its fine tuning, our tools and equipment to work towards our destiny. We also now move away from the date of birth as a static event, as well as the life path. This area is both interpretive and predictive. This chapter looks at any date and its general effect on the world at large. This can be looked at as millennial, as century, as decade, as individual year, as month and day, or internationally. This general reference is usually called Universal or Cosmic. By combining your personal date of birth, this general information can be applied to personal experience. The general information is presented at first, and the international year, month and day definitions next. Once the concept is solid, the same information can then be translated to a personal level at a smaller scale.

There are more applications to these cycles for future studies such as the Goodman sub-cycles. These lesser-known techniques are not primary, but they are informational. They are one person’s experience and need to be investigated through many charts to verify. This can be investigated at a later stage, but I did want students to be aware of possibility.

### *Book Chapter 8 Your Life as Progressions*

If you have noticed, we have moved from the fairly easy to the increasingly intricate step-by-stair step. This, to me, is the most predictive part of Numerology and, with study, the most instructive. This combines the life path to be taken stage-by-stage using what of yourself is readily available at that stage. This takes a bit of doing to construct the progressions on a grid and there are multiple choices. If the base information is valuable to set the stage, then it should be readable developmentally as we are not stagnant. Once we understand how it works, then we can stretch ourselves to anticipate the effects and experience in a future sense.

This chapter offers a step-by-step method of assembly first, and then the explanations necessary to create a reading. I originally learned this from two sources, similar in nature but with minor changes. As I worked it with my readings, I fell into a comfortable pattern that I presented as the reading of the table. To me this is the most usable, predictive element of the ongoing life. Even if you used it to explain what had already happened, it would give clarity and understanding. Over time and experience you should be able to develop the skill to look forward. Your time will be well spent in this chapter, but it will take a little work.

### *Book Chapter 9 Name Changes and Gambling*

We spent a great deal of time and effort understanding the birth name and all the layers and levels of meaning. Sometimes our names change, by circumstance or by choice - reasons such as adoptions, marriages, nicknames, pseudonyms (common in authorship), immigration, witness protection programs, and more. Your birth name was not in error; there was purpose. But we have the free will to change that name throughout our lives. With this chapter we studied the changing of a name over the lifetime and the effects it may have on our lives, at times unexpected. Name changing is an exercise of free will, the opposing partner to that which is fated, such as date of birth. It can be purposeful, silly, sentimental, the range of human choice. We examine such various changes and how they can create unintended results. They should be undertaken consciously and carefully.

During my studies, I encountered other personal applications such as Concords. Perhaps not primary for consideration, but informational and well worth examination. The purpose was introductory.

Gambling is not my forte, so lucky numbers, etc. are not something I have followed or theorized about very much. Power numbers are interesting to me, and the two methods I encountered are briefly outlined with the information to get the original books and follow the authors' suggestions. This can be fun to play with, but I caution you never to put down cold, hard cash on a guess. Make it prove itself first.

Track betting is another area on which I do not feel qualified to opine. The purpose was introductory.

Because the information is not readily accessible to the student, I published an explanation about what I could find on Nubrenetics.

I do feel the Cheiro material is worth time and effort. He was considered to be very reliable by his generation; the world elite followed his work.

Perhaps none of this is primary and basic, but all of it is informative. If you study something and choose not to pursue it further, you will not have wasted your time. It is as important for you to know where you do not belong as it is to find your niche. Stay open to possibility, but examine carefully.

### *Book Chapter 10 A Little of This and That*

Human experience is vast, some parts worth pursuing, some parts not. Since I only plan on writing this introductory book to Numerology, I do not like leaving things out that might be useful to my students. All material is not accessible to everyone, but it's definitely better with access to the world's largest library, the internet. Note that does not promise reliability. We have to pick and choose what is valuable to us. So this chapter became a potpourri of interesting subjects and possibilities. Know that these notes barely scratch the surface of many subjects, plus there may be subjects I have not encountered.

- ✓ Health would require serious study and knowledge, which is not what I can claim. Research.
- ✓ Appearance is in the eye of the beholder but generalities are interesting. Research.
- ✓ Comparisons and relationships would be very meaningful and popular. Research.
- ✓ Locational: where do you belong by country, city, etc.? Research.
- ✓ Personal phone numbers, personal or business use. Research.
- ✓ Vocational, a meaningful category: jobs, companies, skills, your "calling". Research.
- ✓ Quotes, words and phrases will surprise you with their accuracy. Research.
- ✓ Music, songs, movie titles, book titles and more. Research.

This workbook is a beginning, an introduction to a valuable resource. It's meant to whet your appetite for more. Learn, study, share, grow a pair of shoulders that can support the next generation of Numerologists! I congratulate you on getting to the end. What is your contribution?



# Further Study

All the material contained within my books has been developed from live classes and workshops. I had a vision – spiritual guidance – many years ago. I “saw” the format, realized I had about 250 of these lessons to write, and started writing. I had hoped to reach those people who do not have access to teachers, courses, or material (like me when I started); or those who had to be discreet in their participation; or those whose lives did not permit a rigid time commitment to personal studies. I hoped to become a live teacher and / or mentor as needed. This book version started as a correspondence course, but it has a wider application for those who wish to study while on the go or who learn best by hearing and not just reading. My original intention was to make tapes available. You may record your own audios simply by reading the course material aloud.

Should you choose to participate in a student / teacher relationship, I have provided you with the means. Following is a set of key items designed to check your grasp of each lesson. Once you have studied your material, completed your notes, and made your index cards as necessary or as desired, do the further studies.

# *Further Studies*

## **Chapter 1**

- 1) What is Numerology?
- 2) What do you hope to learn from a course of this type?
- 3) Describe human development given by the number series 1 to 9.
- 4) What is the value of the zero?
- 5) What is your birthdate? What is your base number, your Destiny?
- 6) What is the important year indicated by the total of your birthdate? Is it specific?
- 7) Briefly describe your destiny or mission as you understand it.
- 8) For a person born August 28, 1958, please write out, step by step, the mathematical process, including the important year and the Destiny number. Give a brief synopsis of that person's Destiny. Are there differences in a male or female interpretation through societal pressures?

## **Chapter 2**

- 1) Give your definition of the Rooting process. What is the root of your Destiny number?
- 2) Give your definition of Cycles. How do you determine the number and year of change? Briefly describe your personal Cycles, with dates of effect.
- 3) Give your definition of Challenges. How do you determine the numbers and years of effect?
- 4) Briefly describe your personal Challenges with dates of effect.
- 5) Give your definition of Pinnacles. How do you determine the numbers and years of effect?
- 6) Briefly describe your personal Pinnacles with dates of effect.

### **Chapter 3**

- 1) Construct and delineate (read) your name profile: birth name, vowels, consonants, totals.
- 2) Double check for Master numbers 11, 13, 22, (remember 33 is an Avatar number).
- 3) Calculate your name using Mr. Laurie's method of comparison. Delineate.
- 4) Choose a practice chart for either a famous person or someone you know. Construct name, Destiny, Cycle, Pinnacles, Challenges, Laurie comparison.
- 5) Look at positive / destructive expression, complexity, research profile.

### **Chapter 4**

Your definition and how calculated for each category:

- 1) Cornerstone, Soul Print (long / short / diphthong), Soul Print as Cornerstone, Key
- 2) Table of Inclusion: One / Many / All, Odds / Evens
- 3) Your definition of Karma. Describe each and the difference between:
  - a. Karmic Lessons, Debts and Tests. Define Karmic Assets.
- 4) Work these technical patterns through your own birth name. How do they operate?  
(Useful only if applicable to life or you identify with the reading.)

### **Chapter 5**

Basic instructions: The Thrust letter of each name represents the initial appearance or the setting in motion. Each succeeding letter in each name tells an ongoing story, the flow or order of a person. You are talking about a person's tools and equipment and the way they handle experience. You will get better with practice once you recognize there is a picture being painted of an individual, starting with the first letter, pivoting or changing direction at the Hinge, if any, and with a predictable Ending.

- 1) Define the Thrust, Hinge, and Ending letter positions.
- 2) Do your own name, letter by letter, telling your own story, with emphasis on the first birth name.
- 3) Should you choose to practice on a second name, use mine: Marilyn Jon Jones. This is not a necessary part of your homework, but may be useful to you...and I always enjoy getting a reading.

Practice on your sample profiles for your own purposes; no submission required.

## **Chapter 6**

Since you have stopped at each stage of this chapter and worked on your own profile, please use the material already developed for your homework.

- 1) Delineate your genetic imprint or heritage and how you feel it affects you through both the maternal and paternal lineage. Are they compatible? These are qualities transmitted to you that you will embody and will help you work through your family's Karmic Pattern. How does it work in your life?
- 2) How do the first, middle and last names apply to levels?
- 3) Gridwork, particularly the name, secondarily the birthdate.
- 4) Which line is primary? Secondary? Do any missing lines contribute information?
- 5) Experiment with the birthdates of famous people; grid to try to fill in the blank spots in the material offered. I do not personally use the other material, so it has been supplied more for general information than homework. Experiment with it.

## **Chapter 7**

- 1) Develop a theme using one concept, such as music, psychology, medical achievements or breakthroughs, or another subject of your interest, one in which you can easily access information by decade. Delineate that subject by the International Year (not month or day) concept. More than that may be your choice, but it is not necessary for this homework. Show your math.
- 2) Take a date that signified a world event, such as the end of World War II, Armistice Day. Work that single example through year, month and day. Delineate.
- 3) Look at a year, month, and day in your own life. Use a significant date or time of definite impact. Research it and delineate. Remember the day contributes to the month, which contributes to the year, which contributes to the cycle, which contributes to the overall Destiny.
- 4) Should you have the time to work an example of the last three Personal Cycle sections, please do so. I believe this is not of great consequence at this time of initial study but can be a subject for future study.

## **Chapter 8**

- 1) Construct your own Timeline. Delineate.
- 2) Construct your own Progressed Essence Table. Delineate.

Creating a history prepares the way for predictive work. Numerologists and astrologers look back to define a pattern that may repeat itself in the future.

## **Chapter 9**

- 1) Plot your current name. Compare to your birth name.
- 2) How does the change affect (or infect) your Destiny?
- 3) Plot your Concords.
- 4) Do you want to make changes to take advantage of the concept of Concords?
- 5) Your Destiny and its derivative Cycles, Challenges, and Pinnacles cannot change.
- 6) Plot your Power Number. How do you see it in your life?

Remember Nubrenetics will take more study and experimentation because it is a different numbering system. Should you choose to pursue lucky or betting numbers, be sure to experiment only on paper first. Do not put money on the line until well-tested.

## **Chapter 10**

There are so many subjects, you cannot do justice to all of them at once.

Appearance and vocation should be observed over time and verified through readings.

Health requires lots of research before application.

Music, words, and titles are for fun.

Relationships start with comparisons, yourself and a significant other. Delineate, interpret.

Do the numbers on your physical location. Is it compatible with your personal numbers? Does it serve your Destiny?

*Practice, practice, practice...and enjoy!*



# Additional Forms

## Numerology Profile

			Spiritual (Inner)
			Name
			Practical (Heart)
			Personality (Out)

Cornerstone \_\_\_\_\_ Soul Print \_\_\_\_\_ Key \_\_\_\_\_

<i>Table of the Inclusion</i>			<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>11</td><td>13</td><td>22</td></tr> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td></td><td></td><td></td></tr> <tr><td>J</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>X</td><td>M</td><td></td></tr> <tr><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td><td></td><td></td><td>V</td></tr> </table>													1	2	3	4	5	6	7	8	9	11	13	22	A	B	C	D	E	F	G	H	I				J	K	L	M	N	O	P	Q	R	X	M		S	T	U	V	W	X	Y	Z				V
1	2	3	4	5	6	7	8	9	11	13	22																																																				
A	B	C	D	E	F	G	H	I																																																							
J	K	L	M	N	O	P	Q	R	X	M																																																					
S	T	U	V	W	X	Y	Z				V																																																				
1 _____		_____	_____	Karmic Lessons: _____ (missing numbers)																																																											
2 _____					_____	_____	Karmic Debts / Tests: _____ (13, 14, 16, 19)																																																								
3 _____							The One	Oasis	Karmic Assets: _____ (strong numbers)																																																						
4 _____		_____	_____																																																												
5 _____		_____	_____																																																												
6 _____		_____	_____																																																												
7 _____		_____	_____																																																												
8 _____		_____	_____																																																												
9 _____		_____	_____																																																												

_____ + _____ + _____ = _____ = _____ = Destiny (Life Path)			
(Month Day Year = unreduced total, reduced to base number)			
Cycles:	Ages:	Challenges:	Pinnacles of Aid:
_____ Development (DoB to _____)	_____ (DoB to _____)	_____ (DoB to _____)	_____
_____ Productive (_____ to _____)	_____ (_____ to _____)	_____ (_____ to _____)	_____
_____ Rewards (_____ to EoL)	_____ (_____ to EoL)	_____ (_____ to _____)	_____
(Birth to nearest #1 year) (last to End of Life) (_____ to EoL) _____			

Workspace	Name Changes

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Practice Grids

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

3	6	9
2	5	8
1	4	7
Name		
Strongest column		
Meaning		

Personal Time Line (start with Year of Birth)	Personal Time Line (continued)	Personal Time Line (start with Year of Birth)	Personal Time Line (continued)	Personal Time Line (start with Year of Birth)	Personal Time Line (continued)
0___ 1___	60___ 61___	0___ 1___	60___ 61___	0___ 1___	60___ 61___
2___ 3___	62___ 63___	2___ 3___	62___ 63___	2___ 3___	62___ 63___
4___ 6___	64___ 65___	4___ 6___	64___ 65___	4___ 6___	64___ 65___
6___ 7___	66___ 67___	6___ 7___	66___ 67___	6___ 7___	66___ 67___
8___ 9___	68___ 69___	8___ 9___	68___ 69___	8___ 9___	68___ 69___
10___ 11___	69___ 70___	10___ 11___	69___ 70___	10___ 11___	69___ 70___
12___ 13___	70___ 71___	12___ 13___	70___ 71___	12___ 13___	70___ 71___
14___ 15___	72___ 73___	14___ 15___	72___ 73___	14___ 15___	72___ 73___
16___ 17___	74___ 75___	16___ 17___	74___ 75___	16___ 17___	74___ 75___
18___ 19___	76___ 77___	18___ 19___	76___ 77___	18___ 19___	76___ 77___
18___ 19___	78___ 79___	18___ 19___	78___ 79___	18___ 19___	78___ 79___
20___ 21___	80___ 81___	20___ 21___	80___ 81___	20___ 21___	80___ 81___
22___ 23___	82___ 83___	22___ 23___	82___ 83___	22___ 23___	82___ 83___
24___ 25___	84___ 85___	24___ 25___	84___ 85___	24___ 25___	84___ 85___
26___ 27___	85___ 87___	26___ 27___	85___ 87___	26___ 27___	85___ 87___
28___ 29___	88___ 89___	28___ 29___	88___ 89___	28___ 29___	88___ 89___
30___ 31___	90___ 91___	30___ 31___	90___ 91___	30___ 31___	90___ 91___
32___ 33___	92___ 93___	32___ 33___	92___ 93___	32___ 33___	92___ 93___
34___ 35___	94___ 95___	34___ 35___	94___ 95___	34___ 35___	94___ 95___
36___ 37___	96___ 97___	36___ 37___	96___ 97___	36___ 37___	96___ 97___
37___ 38___	98___ 99___	37___ 38___	98___ 99___	37___ 38___	98___ 99___
40___ 41___		40___ 41___		40___ 41___	
42___ 43___		42___ 43___		42___ 43___	
44___ 45___		44___ 45___		44___ 45___	
46___ 47___		46___ 47___		46___ 47___	
48___ 49___		48___ 49___		48___ 49___	
	100___		100___		100___



<b>Personal Year Grid</b>	
Calendar Year	1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004
Chronological Age	
Physical Essence	
Emotional Essence	
Spiritual Essence	
Progressed Essence	
Personal Year	

<b>Personal Year Grid</b>	
Calendar Year	2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025
Chronological Age	
Physical Essence	
Emotional Essence	
Spiritual Essence	
Progressed Essence	
Personal Year	

<b>Personal Year Grid</b>	
Calendar Year	2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037 2038 2039 2040 2041 2042 2043 2044 2045 2046
Chronological Age	
Physical Essence	
Emotional Essence	
Spiritual Essence	
Progressed Essence	
Personal Year	

<b>Personal Year Grid</b>	
Calendar Year	2047 2048 2049 2050 2051 2052 2053 2054 2055 2056 2057 2058 2059 2060 2061 2062 2063 2064 2065 2066 2067
Chronological Age	
Physical Essence	
Emotional Essence	
Spiritual Essence	
Progressed Essence	
Personal Year	

<b>Personal Year Grid</b>	
Calendar Year	2068 2069 2070 2071 2072 2073 2074 2075 2076 2077 2078 2079 2080 2081 2082 2083 2084 2085 2086 2087 2088
Chronological Age	
Physical Essence	
Emotional Essence	
Spiritual Essence	
Progressed Essence	
Personal Year	