



Astrology: The Symbolic Language

*Your Cosmic Apprentice
Guide*

By
Marilyn J. Muir

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

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Astrology: The Symbolic Language

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Introduction

Hello, my name is Marilyn Muir and I'll be your teacher for this course in *Astrology: The Symbolic Language*. Through your study of this material, you will become acquainted with me, my background, my mindset, and my 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 of those faceless and nameless teachers, but I do honor their gift to me. I quote (and perhaps misquote) freely, but don't always remember who I am quoting.

I believe you should always 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 personality 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 – 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, friends, family, or 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 natal chart, their life is an open book to a knowledgeable astrologer. Ethically, morally and karmically, "do unto others what you would have them do unto you" and "do not 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 may have to own what you generate, or you may someday or in some other lifetime be on the receiving end of a karmic backlash.

On a higher level of consciousness, you wrote your own script (which you probably don't remember doing), but you must assume total responsibility for it. 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 sky pattern (natal chart) 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 Astrologer, psychic, teacher, counselor or reading 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*, and hopefully better, personal choices. Walking in the light necessitates the right use of knowledge and skill. True, we don't 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 the negativity implied.

What exactly is this author/teacher's mindset?

I do not believe in Astrology as a method of worship. In general, most Astrologers are in agreement. I do not believe in a God, or gods and goddesses sitting on a cloud somewhere, or a great “Karmic Board in the Sky” who chooses a life for you. To me, that is a very fatalistic or pre-determined view of life. I do not believe your life is chance or the events in your life are coincidence. You are a consciousness, you are eternal, and you are made in the image and likeness of God and of the substance that is God. Your experience is based on what you have been, what you are learning now, and what you are attempting to become. You may or may not have had successive physical lives. Reincarnation is a personal, individual belief. Astrology is a study of planetary cycles. Astrologers did not *create* the pattern, we merely *observe* (over thousands of years) and *interpret* (give meaning). Life seems to be cyclic in nature. It has a purpose, rhythm and pattern of its own. Our planet Earth is a school and our personal experiences are like school lessons. The planetary principles observed are applied to your personal sky pattern. “As above, so below.”

Learning Methods

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

Method # 1: There are several stages to learning. We have to access the information, grasp the principles involved, retain the material, and then apply the knowledge gained. Learning is completely individualized and we are all unique in our skills. Primarily, we access information by the visual (sight), the auditory

(hearing) and/or the kinesthetic (doing). Each of those methods have value, and each of us use those methods individually or in various combination, depending upon our unique personal skills. Perhaps I need to “see” what you’re 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 afford 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.

Each of these chapters is presented as stand-alone material with diagrams. That satisfies the visual method of learning. If you wish, you may record the chapter material in your own voice for replay as many times as necessary. You may also play your recording while reading the transcript as you listen. That satisfies the audio method of learning. Then create your own set of notes. It is important for you to study in this manner as it is auditory (your tape), visual (your transcript and diagrams) and kinesthetic (your hand-written notes). This combination offers you the best opportunity to retain what you’ve learned. *You are not a parrot.* Putting the information into your own words and noting your grasp of a principal is the key.

With audio, you can study at your own pace and review or listen as often as necessary. Repetition is good for you. Astrology requires memorization of enormous amounts of information. These tapes may be played while driving, cooking, relaxing, etc. to reinforce your understanding and your memory. (*NOTE: DO NOT play meditation or relaxation tapes while driving a car or operating any equipment or machinery. The purpose of such tapes is to lull you into a receptive and relaxed state. Be sure you are in an appropriate place when such recordings are played.*) Hopefully this set of tapes won’t be quieting, but instead, stimulating.

Please use loose-leaf paper for sketching your personal notes. Spiral or hardbound notebooks are not flexible and they limit your use of your notes. You will note this manual has wide margins for a loose-leaf, three-ring binder, affording you flexibility for note taking. Once you have grasped some of the principles involved, please transfer your permanent notes to 5 x 8 index cards, putting one principle only on each card. For example, we will be studying planets, signs, houses and aspects in this initial series. Please prepare one index card individually for each planet, each sign, each house and each aspect. You may make as many additional subject index cards as are useful to you in your studies. Make these principal cards as thoroughly as you can as we will use them extensively as the lessons progress. Later, those cards can serve as a base for other astrological subjects.

Remember also, that as I am describing the planets and the principles they govern. Try to get a “feel” for their energy. Allow your instincts and your emotions to get in on the learning process. You will understand and retain far more.

Method # 2: The Sorbonne Method of Reading and Learning as demonstrated in *The Art of Study (The Sorbonne Method)* by Edmond Bordeaux Szekely. 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, revise the list as necessary. Society in general is on information overload - you will want *quality* in reading, *not quantity*.
2. Read the entire text through once 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. *Do 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 on the margin, to tie together separate pages, referring to the same idea by their numbers.
4. Use your creative imagination. Translate the words into feelings and/or pictures, parables, pageantry, or rituals. Think in pictures. Intellectual perception is insufficient, *“truth must elevate human reaction”* (author unknown).
5. Translate concepts into your own language and 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, then one week later, one month later, and 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 and become an author.

8. Make note of everything you do not understand on any page in the bottom margin (again numbering 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. Now you know why I suggest that you use a loose-leaf binder.
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 not use this method on this course?

Charts: Whenever you work with a natal (birth) chart, do not write directly on the original. Either make several photocopies (you'll 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. Saved notes could eventually become your personal history.

For chart examples, I will tend to draw freely from my own chart. I know my own life best and I will not inadvertently betray a confidence. A copy of my chart is provided so you can "know" your teacher, and to follow the examples given. Please respect my trust in giving you my chart... and my privacy! I suggest you get accurate birth information (date, time and place of birth) for several people you know well and who are willing to give you feedback on the information you generate. Use those as practice charts along with your own natal chart. Do *not* work with inaccurate charts or solar charts at this point in your studies. If you have a problem obtaining charts of family or friends, use charts of well-known people and use library references to validate the information you generate.

There are twelve chapters in this first stage of establishing the basics of Astrology. While the intention for this course is to create a thorough astrological groundwork for you, you must be aware that this series is only going to scratch the surface of astrology. This entire course is the first of a series of four courses I personally offer in the basics of astrology, plus I offer a large number of other courses and subjects in the intermediate and advanced levels of astrology. And... I am not the only teacher. You are embarking on an open-ended course of study in which the sky truly is the limit (pun intended). You will always be a student, with all of human experience awaiting your examination and understanding.

Further Study

Should you choose to participate in a student/teacher relationship, I have provided you with the means. At the end of each chapter 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, practice on these keys. You may contact me in writing through my website (marilynmuir.net).

And so we begin...

Chapter One

Child of the Universe

Introduction to Astrology

Generality vs. Individuality

Heliocentric or Geocentric?

Astronomy vs. Astrology

Is Astrology a Religion?

Our Solar System through the Eyes of Astrology

The Correspondences within the Individual

Thrust forth from the original impulse of creation, the cosmos itself is in continual motion. Change in the visible sky patterns is normal and inevitable. To the Astrologer, these continually changing cosmic patterns map and describe the fabric of human experience. Our world and all its inhabitants undergo a process of evolution, growth, and change. We can study this evolution through the big-bang theory that the universe literally burst into being; the development of our solar system from a stellar nursery; the evolution of life out of the primordial seas eventually crawling onshore and standing upright; the development of human society, and more. Life progresses through trial and error, experimentation and refinement. Species rise and fall through selection of the fittest. It is not always the strongest, but is often the most adaptive and resilient.

When and how does this ongoing process of change become a problem to our world? When such change is unusual or unexpected, ignorance of the experience can create difficulty. If able to cope with the unusual or the unexpected, perhaps sheer volume of activity becomes our undoing. We can perhaps handle one, two, or three unusual or unexpected changes. But four or five catalysts or more, simultaneously, may be beyond our capacity to cope.

The late 20th century offered both unusual and multiple sky patterns, promoting a very unsettled atmosphere for humanity. Many cultures and individuals experienced excessive turmoil in their lives. Change was happening so rapidly that life seemed to be out of control. Much of humanity felt like the lemming – were we running towards evolution and eventual solution, or self-destruction? (*See sidebar.*)

Recent cosmic aspects:

- Alignment with our Polestar can occur only once within 6500 years; we are currently in the century-long throes of this experience.
- A 90-year spiritual doorway has been open since the early 1940's. Did you choose to walk through that open door?
- Four and/or five of the outer planets (those energies which shape our cultural evolution) were in close proximity in the 1980s creating a pattern of imbalance, unusual multiple retrograde patterns, and multiple aspect patterns between these society-shaping planets, affecting both daily experience and energy available to newborns.
- All comets are periodic, appearing with predictable regularity, seeding the inner reaches of our solar system. Halley's Comet appears every 76 years. The Hale-Bopp comet, every 2500.
- Pluto and Neptune exchanged orbital placement, (allowing change to outpace our vision of the goal), and subsequently returned to normal placement.
- Mars orbited closest to us and our Sun in 60,000 years on August 27, 2003, (34,646,418 miles).

Did the Creator provide us with a set of instructions? Is there a map? How do we define, understand and eventually predict these conflicting, yet hopefully uplifting changes? Welcome to the world of astrology!

Generality vs Individuality

Are you one of the general populace who reads the astrological sun sign columns in magazines or your local paper? How many times have you read your horoscope and felt spooked because it absolutely fit your life or experience? How many other times has it missed you completely? The columns are not incorrect or invalid, but they can be superficial and generic in nature. Such columns are written by astrologers who have studied basic astrological principles that are then applied through their columns. Over the years, I have written many such columns. They do require a great deal of thought and work. How are they prepared?

Usually there are twelve sentences or short paragraphs – one for each sign. This is a scattergun approach to astrology. Think of a shotgun filled with birdseed – if you were to aim it at any 1/12th of our 2001 world's population of approximately seven billion, you'd think you'd hit someone! What do I mean by 1/12th of the world's population?

Change of century birth rate:

- 6 billion ÷ 12 signs = 1/2 billion per sign.
 - The formula would then read 100 years x 30 1/2 birthdays per year x the global birthrate.
 - A few years ago, the global birthrate was estimated at one birth every 6 seconds.
 - There are 86,400 seconds in a day (24 hours x 60' x 60") divided by 6 (1 birth every 6") = 14,400 people born somewhere on the globe within any 24-hour period.
 - 14,400 people x 30 1/2 days = 439,200 x 100 years = 43,920,000 births.
 - As of April 29, 2015 the world population was 7,311,568,500, and climbing rapidly.
- <http://ww8.worldmeters.info/>

There are only twelve signs for every 365 1/4-day Earth year. That means each sign influences about 30½ days: 30½ birthdays for *every* year, all over the world, for however long people are alive. How many people have been born anywhere on this globe during an annual 30½-day-period for say the last 100 years? (We do have century-mark elders.) Obviously not every one of this group is still alive, but a large number may still be with us! The (2001) formula given works out to 43,920,000 births in any one sign. (*See sidebar.*)

One horoscope sentence that you read in an astrology column is generally aimed at all of one sign's approximately ½ billion births. Surely you would hit someone with any one sentence, just by the law of averages. These columns are popular, fun and have kept astrology in the public eye very successfully. However, this type of generalization is *not* what the heart of astrology is about.

Individuality – How?

The astrology of the ancients, as practiced by thousands of astrologers and students, is not generalized. It is very particularized, addressing uniqueness and individuality. I will describe what astrology is and what it is not as we progress, but for the purpose of understanding individualization, astrology is a study of cycles. The particular set of cycles studied is the repetitive planetary orbits around our *Sun*, the center of our solar system. Within this solar system is an individual pattern of energy created by the continually moving planetary bodies. There is no *exact* duplication (similar but not exact) of any momentary energy pattern within our solar system for an approximate 26,000-year cycle. At that point, the internal patterns can theoretically repeat themselves – at least within the specific system being measured.

Our entire solar system is a minute part of, and is contained within, a larger system called a galaxy. We are located on an inner spiral arm of our Milky Way Galaxy, which is also spinning – the entire galaxy and all it contains. Completing this spin or circle (read: cycle) takes approximately 930,000,000 years. The changing galaxy creates subtle changes within the energy of the individual systems it contains, including the system we occupy. This means that everything contained within our galaxy, including our local solar system is, therefore, changed. So... theoretically a pattern cannot truly be duplicated for about 930,000,000 years. Scratch the 26,000-year potential for duplication.

- ✓ The Milky Way Galaxy is one of a local cluster of approximately thirty galaxies, slowly spinning around a common center, with continually changing patterns of energy subtly affecting all contained within...
- ✓ this cluster, as well as many other clusters and single galaxies, are contained within our local spinning universe...
- ✓ there seem to be quite a number of universes within the multi-universe...

You can see at this point where this discussion is going... individualization is the norm.

Since a larger pattern permeates all it contains and is itself continually moving and changing, theoretically the possibilities of individualization are infinite. Even if our local system could repeat a pattern in about 26,000 years, the available galactic energy, and therefore the individual energy, will be different and unique. That

The Milky Way Galaxy

Our galaxy (in 2015) is estimated to be 13.2 billion years old and contains 200 billion+ stars. The shape is a barred spiral, with a diameter of 100,000 light years (one = the distance light travels in one earth year). Thickness at the center bulge is 1000 LY, at our Sun's location it is 700 light years. The diameter of the central galactic bulge is 25,000 light years.

Two large spiral arms, two smaller spiral arms and two small spurs wrap around the center, which contains a massive black hole. The galaxy contains about 100 billion solar masses.

Our Sun is located in the Orion Spur between the Perseus and Sagittarius major arms, about 30,000 light years from the center of our galaxy. In 2000: the center of the MW Galaxy was 26 Sagittarius 52.

The galaxy is constantly rotating, but various locations within the galaxy spin at different rates. At our position, it takes the Sun and its companion planets 230 million years to complete one counter-clockwise orbit.

<http://www.universetoday.com/22285/facts-about-the-milkyway/>

<http://www.space.com/19915-milky-way-galaxy.html>

<http://www.librarising.com/cosmology/galactic.html>

<http://www.atlasoftheuniverse.com/galaxy.html>

means *you* are unique – as is every other design of creation. It is said that no two snowflakes or grains of sand are alike. How could one sentence directed at millions of people, address their uniqueness? It can't! It is true that at times an astrology column really applies astonishingly well. It is equally true that at times those columns do not apply accurately. Can you see why?

Astronomy vs Astrology

There is much controversy between Astronomers and Astrologers. Originally, there was only one study as a combination practiced by the learned. Astronomy, astrology, medicine, and more were practiced as one unit. As a matter of fact, the last line of the Hippocratic oath, used to formally initiate doctors through the centuries, has been more recently removed. Paraphrased, it read that a doctor who did not know his astrology was not credible. Several hundred years ago, the emerging physical sciences became embarrassed by what was considered a lack of clinical proof, denied their common ancestry with astrology and other interpretive arts, and denounced the subjective interpretive practices of their predecessors.

Over the centuries, the efforts of formalized religion to control the minds of its followers led to denial of anything that a religion could not control. If the followers can communicate with God directly, who needs the church or its clergy? Religions financially sponsored science, as well as many other disciplines, and exercised amazing control over the political structures of the day. It was not wise to offend one's patron, and not wise to talk or act against the existing philosophy of the religion, or to put forth individual observations. Subjective arts, such as astrology, natural healing and psychic gifts, were denounced and followers were either persecuted or ridiculed. Thus, many of the psychic gifts and subjective reasonings went underground, only to emerge more recently in a renaissance of self-awareness. The life force will not long be denied!

There are two basic areas of disagreement between the science of astronomy and the art of astrology:

1. Astronomers measure and Astrologers interpret.
2. Heliocentric versus geocentric astronomy / astrology.

Measurement vs Interpretation

The crux of the disagreement lies in the statement that Astronomers measure and Astrologers interpret. Scientists measure the multi-verse (all the universes) and record those measurements. Believing there is a purpose to the universe, astrologers attempt to interpret those measurements in terms of human experience. Astronomers do not believe there is anything to interpret. Science does not believe that interpretation and application in terms of human experience is rational.

Is the information developed by astronomy specifically and personally useful to you if you are not an astronomer or amateur astronomer? I'm not really sure there is an everyday use for astronomical information. What will it do for the average man on the street? Let's see... there's a body going to be directly overhead next Tuesday. Just in case I plan to send a spaceship into that area, I'll try to be sure not to hit that body... You get the picture!

Astrologers freely admit they need Astronomy and its accurate measurements to construct their charts and to watch changing patterns. A continuing study of Astronomy by Astrologers is recommended. Astronomy is constantly developing new information and editing the old. Whatever is happening factually (Astronomy) has its interpretive value (Astrology). The ancients who developed the art of Astrology did not have the books and reference tools available today. They observed the sky patterns directly, ruminated on what they saw, and developed the interpretations we use today. I suggest that my students go outside and look up! Observe for yourself and develop more interpretations or modify those you already have garnered through personal experience.

Heliocentric or Geocentric?

Astronomers measure everything possible from local space to the most distant reaches of the known cosmos. Although the cosmos is enormous, with billions of bodies to investigate and measure, Astrologers work primarily within our local solar system. Astronomical measures are done with our Sun in the center and that is called the heliocentric system. Astrologers prefer to use the geocentric (Earth in the center) system. Why? Astrologers are seeking to understand personal experience. Our human perspective is necessary to our understanding. What do I mean by perspective?

You might be in a room as you hear/read this material. If not, follow the exercise with your mind. Stand up and, if possible, put your back against one wall. Describe the room as it occurs in your direct vision. Do not move your head or your eyes to obtain your description. Now cross the room and stand with your back against the opposite wall. Describe the room as it occurs in your direct vision, not moving your head or your eyes to obtain that description. Both views and descriptions are correct in detail, but both are partial. Viewing and description (perception and interpretation) exist according to perspective.

Which perspective is more personal – the Sun in the center (an average 93,000,000 miles away) or with the Earth in the center (where you are standing)? The measure and interpretation of the ancients were from their earthly perspective; therefore, the astrological material that has accumulated through the ages has a geocentric basis. There is ongoing research for heliocentric astrology, which is simply another equally valid perspective, but this must be covered in later studies.

Astronomers then recalculate the positions with Earth in the center for the purpose of naval navigation (heliocentric positions would not be of use here either). Astrology texts use this geocentric perspective, using primarily the bodies within our solar system. We occasionally refer to the cosmic bodies outside our solar system for research, for clarification, or because certain cosmic points generate a direct cosmic influence on the individual. Generically, I refer to the use of the cosmos outside our own solar system as galactic astrology, which must be studied in more advanced courses.

Since no two objects can occupy the same space at the same time, accurate date, time and place are what create an individualized chart for a unique entity. Each birth is unique. That uniqueness is deliberate.

Is Astrology a religion?

Life is one great energy system. Within this cosmic energy system are an infinite number of lesser energy systems, all concerned with maintaining themselves, yet interdependent upon their environments and other energy systems of which they may or may not be conscious. Each of these systems gives and takes, all contributing to the equilibrium of the whole. From the universal (macrocosm), through to the galaxy, solar system, planet, man or cell (microcosm) - to paraphrase an unknown author, each is a life centered in itself, managing itself, separately born and will separately die; yet it is a life helped by, and in turn helping, the whole assembly.

The first step to understanding life is to realize there is a purpose, cycle or rhythm behind life, both collectively and individually. In order to study a small fragment of this greater life, we must construct a diagram or map of the energy available to the fragment, even if we know that we will study the fragment out of context to its placement within the whole. The fragment contains the essence of the whole. However, it has a particular role or part to play and is not necessarily informed as to the intent of the whole. We map the fragment so we can identify and speculate on its role, its progress and eventual outcome. We do so by using analogies, or a system of correspondences, between what we see (the measure) and what it means in human experience (the interpretation). Astronomy tells us what is going on physically (the concrete). Astrology tells us what it means (the abstract).

Each of these systems follows a predictable cycle and pattern. Astronomy measures and maps the interconnecting time/space pattern. Using this physical cosmic picture of interdependence, we can easily recognize that each of the bodies which make up any system is a part of the life force itself. And each contributes to (or irradiates) the whole. Is it not understandable that ancient man set up a system of correspondences in an attempt to interpret and apply those patterns in terms of human experience? The system of correspondences, Astrology, was developed by those ancients seeking meaning to their existences.

Ancient man participated in most of his activities during the daylight hours, returning to shelter and safety as night fell. Life was harsh and personal survival was the motivation. Once the sun set, the night sky started to emerge with its continually shifting, glittering patterns. As time progressed, ancient man noted that the sky patterns altered with the

seasons. He watched and mapped the progress of the Moon in her monthly cycle. One of the earliest cave drawings in human history is of the 29-day phases of the Moon. Ancient man saw pictures in the sky and entire stories unfolded before his eyes. He named those pictures, and told and retold the stories.

The ancients observed not only changing natural phenomena like the seasons and the cycles of the Moon, but changes in human nature on both a collective and an individual basis. Some of the lights or pictures were steady with little observable change. These turned out to be the stars and constellations. Some of the lights moved much faster than others and these were termed “the wanderers”. We know today that these “wanderers” are the planets within our own solar system. Over thousands of years, those observations have grown into a collective body of information called Astrology.

Relationships and a sense of community built up over the centuries. Whatever ancient man did not understand, he/she worshiped. That system of worship and its deities changed and developed over the years into complex systems called religions. Man, as a result of social evolution, developed the principles of human behavior. Contemporary wise men and their experiences provided story-telling, amusement and inspiration. In the telling and retelling, embellishment and enlargement occurred, and myth was born. That which was not understood was worshipped and evolved into a pantheon of gods and goddesses – the most beautiful, the wisest, the strongest, the bravest, etc. Each embodied a principle that inspired devotion and inspiration.

In some instances, the belief permeated the fabric of the society itself. There was no division between “church” and “state”. Mankind grew from his primitive origins through individual, philosophic and cultural evolution. In other instances, belief or religion was kept separate from everyday affairs and an elite clergy dictated or controlled the religious philosophy of the group. This elite was responsible for the spiritual status and growth of its parishioners. Spirituality of the individual became the property of the collective. Responsibility for spiritual evolution passed from the individual to the collective or to a savior principle. I.e., “I am *not* responsible for my spiritual growth, my religion, or my church”; or “my savior is responsible for my spirituality”. Either I am responsible for me or something or someone else is responsible for me. How easy it is to pass the responsibility for one’s spirituality to another. How much more difficult, yet fulfilling, it is to remain individually spiritually responsible. And it never hurts to have spiritual help!

These were naturally evolving processes in the species called “human”. Control issues developed. The gifted at times became the elite. Wishing to remain in power, these elite wrapped their society in mystique, power, fear, etc. to maintain status for themselves and their successors. This gifted superiority was not necessarily shared by those successors, but the successors remained in control. Those in power did not always have the gift. Those with the gift did not always have the power. Both sides were not always wise in their use of either their gifts or their power.

Also, at one time writing was unknown and all teachings were by word of mouth with memorization. Trial and error, loss of teacher or student, mistranslation by accident or by design, new observations and insights - all meant the study was subjective, open-ended, and continually subject to change. It still is! Knowledge itself went through ebbs and flows, through enlightenment and “endarkenment”. Were we the center of the universe or a captive on a short leash? Were we alone? Or were there gods and goddesses or “a God”? These issues and more are at the heart of the evolution of our civilization.

For good or for ill, we have been shaped by our history. Yes, you and I have been shaped by the evolution of human thought. We can choose to remain unconsciously shaped by those forces, or we can choose to study our individual blueprint to advance our uniqueness, however that is possible. We can choose responsibility for our own spirituality and still give reverence to the great spiritual beings who preceded us and who have led us into new dimensions of spirituality.

Astrology itself is a study of cycles, a mapping of unique patterns, interpreted by the use of thousands of years of human observation, duly memorized by aspiring astrologers. While it is a system of belief, it is not a religion. There is no church called Astrology, and there is no god (or pantheon) called Zodiac. Astrologers do not set aside certain days of the week for prayer to the heavenly bodies, or perform rituals to deify or pacify capricious pagan gods and goddesses. The Creator gave us a map to our experiences, a cosmic guide. Man, in his self-righteous judgment, demands that we all follow man-made rules and deny our individuality, and ignore the gift of the Creator’s map – the universe itself.

Our Solar System through the Eyes of Astrology

We can't study it all at once. Where do we begin? Let us leave science, astronomy, philosophy, sociology and all the general forces that shaped humanity, in search of the particular – in this instance our solar system. Our system consists of our Sun, which is a star, the nine major planetary bodies that orbit the Sun, the various moons or satellites that orbit the individual planets, asteroids, comets, and all the rest we'll call space dust. The nine major planetary bodies are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto (yes, Pluto). Many (not all) asteroids are in an orbital belt between Mars and Jupiter. The comets float in and out of the inner reaches of our system on a periodic basis. Asteroids, planetary moons, comets and space dust are not a part of this study and must be covered in other studies. The solar system is what we readily see, but what does it mean? Remember, scientific measure provides the basis – astrologers interpret what they see in terms of personal experience.

Your birth chart is a blueprint of our solar system for the global location of your birth and at the precise moment you were born. In other words – the “solar system ‘R’ you” in individual embodiment – a map of a potential inherent in a moment of time within our system. You are a unique potential inherent in the system.

“I thought I was my sun sign,” becomes the question commonly asked by astrology students at the introduction of their solar-system-sized potential. You are – in part. If the Sun were the only important item in the chart there would be twelve types of people, period. Think bigger – who and what are you? You're an amazing complex of urges, needs and talents – you are an entire system.

True, an energy system has a central nucleus - its most vital structure which, if extracted, causes death or disintegration of the system. In our solar system, that nucleus, or heart, is our Sun. Around this heart the nine major planets, their moons or satellites, and all the other matter of the system revolve. It is a very important key to your chart and your being-

ness. The Sun comprises more than 99% of all the matter in the solar system, so it is critically important to you in terms of both its physical volume and its ability to maintain the structural integrity of the system itself. We will not ever underestimate the Sun's value and impact on your chart. But astrologers do recognize the Sun as one part of a more complex structure – the solar system.

For interpretation, astrologers use only eight of the solar system's nine planetary bodies mentioned. Earth is not delineated by natal Astrology as it is common to all of us as the center from which all the other placements are measured – i.e., it is a collective point. I will define Earth, its symbol and its interpretation along with the other planets. The Earth definition will be for informational purposes only, useful to you in later studies, but not applicable to this current study.

In addition to the Sun and the eight planetary bodies, astrology uses the body physically closest to Earth, its Moon. While our Moon is not the largest moon in the solar system, it is the largest satellite relative to the body it orbits. Our Moon is massive, approximately 1/4 our size. Talk about close – the Moon is less than 1/4 million miles away – in our backyard relative to galactic distances. Saying that our Moon orbits the Earth is not quite true. Earth and its Moon orbit a common center of gravity about 1,000 miles inside Earth's crust. Most are aware of the effect of the Moon on our ocean's tidal system. What is not common knowledge is that it also has a similar tidal effect on the land as well. Science states that the mantle (outer surface) of the earth itself is a thick layer of solids, resting on a layer of magma (melted rock), which allows this mantle to be moveable. Earth's Moon has the awesome power of gravitational pull on this mantle, a minute fraction to be sure, but movement nonetheless!

For the purposes of this study, we will limit ourselves to ten major bodies, the Sun, the eight major planets within our solar system, and Earth's Moon – our solar system. The system does exist with the Sun at its center (heliocentric). Astrologers use the relocated positions with the Earth as the center (geocentric). Astrologers read the entire system as the life, function, purpose and experience of the individual. The Sun (which is a star), the Moon (which is a satellite of the Earth), and the eight major planets are collectively called planets for ease of reference, even though the Sun and Moon technically are not planets. Each body represents one of ten component parts of a single working unit based upon your moment of birth and in combination produce your natal chart.

You, as a whole, are the solar system as it appeared at the moment of your birth, at the location of your birth, and with all the potential inherent in the solar system at that point in time and space. Interpretively, each of the ten bodies represent human principals, functions or needs within the individual. This will be our first area of study.

An astrology chart is a map of various pressures, tendencies and trends applying to the life of the chart subject. Your chart does not design your life and experience. It is merely a map of the design your Higher Self has chosen to experience. A common question asked is, “Can’t I grow out of my chart through my personal evolution?” The best answer is that you grow within your Higher Self’s design, seeking to unite your personality with your Higher Self. Wishing will not change the course of human experience. Recognition of our selves, our problems and our potentials is the key to harmony with our own destiny.

The Correspondences within the Individual

Reading a chart is like building a house. First you locate and prepare the site, prepare your blueprints, place your cornerstones... and then you build your structure. In essence, we have located and prepared the site by determining our perspective (Earth-centered), and eliminating all non-essential background information (the balance of the cosmos outside our solar system). The astrological map itself is the blueprint. Now we’re ready for the cornerstones. The four cornerstones, or keys to astrology, are called planets, signs, houses and aspects. Only the planets are tangible, physical objects. They are considered the “rulers” of the heavens by sign and house. You will also see a distinguishable association between certain planets and certain aspects. All other parts of astrology are intangible and abstract, but seem to work quite well to describe human experience. When we start linking the individual cornerstones in Chapter 4, we’ll be building the structure, then adding to and refining that structure with each new piece of information.

Planets: The Sun, the Moon and the eight planets in our solar system are interpreted as life-principles, basic human functions or needs. They are unconscious compulsions or primal urges – archetypal impulses as defined by Jung. Planets define the *what* of you, that which can be activated by or can act upon you, and will be studied first in Chapter 2.

Signs: The twelve signs of the zodiac are interpreted as basic attitudes, methods of expression, mannerisms, ways of acting, or psychological types produced by the perspective between the Sun and the Earth. Remember perspective? The zodiac, as we see it, is from Earth's perspective, even though the zodiac itself is a starry band of constellations at vast interstellar distances. According to western, or tropical astrology, signs have only a mythological association to the constellations for which they were named. Signs define the *how* of you, and will be studied in Chapters 3 and 4.

Houses: The houses are a division of the Earth itself into twelve pie-shaped pieces, as seen on your astrology chart wheel. Astrology is a study of cycles. A 360° astrology wheel is a map of the heavens for a particular moment in time and in relationship to a particular position on the Earth (remember, Earth is in the center). This wheel is divided into twelve areas of physical experience called houses. The houses are interpreted as representing the involvement of the planetary energies, and their sign expressions as those energies apply to our physical experience. All of life and experience is contained within those twelve houses. Houses define the *where* in your life and will be studied in Chapters 6 and 7.

Aspects: The ten planetary energies are in constant motion within the 360° circle of the Zodiac and are continually forming and unforming angular relationships (called aspects) to one another. This interaction or interrelationship between the bodies or various functions within the individual indicates the ease or difficulty with which the energies can express within human experience. Are the aspects supportive, antagonistic, or ambivalent? Aspects may be used further to provide timing factors for those experiences. Aspects define the *why*, and partially define the *when*, of your experience. Natal aspecting will be studied in Chapters 9, 10 and 11.

While it is necessary to study the various principles individually, it is just as necessary to learn how to combine those principles into meaningful patterns. Just as the individual pieces of a puzzle are necessary, their real value is in their contribution to the whole. My choice of words for this combining of principles is “linking”, which will begin as soon as we have two astrological principles to link (in Chapter 4), and will continue throughout the series.

his linking of principles and subsequent interpretation are what constitute an astrological “reading”. Chapter 12 will cover the principles of integrating all these individual factors into a comprehensive whole. To make this eventual total integration easier, practice your linking of principles in each stage with several practice charts, as suggested.

As a rule of thumb:

WHAT The planet is the activating principle

HOW Identified and expressed by the sign in which it appears

WHERE Manifested in an area of experience (house)

WHY Modified by its interactions (aspects)

WHEN Activating through its own motion, or is acted upon

When is determined by the accuracy of the birthtime and the birth chart, and is not usually a function of the natal reading. As a brief explanation, the zodiacal position of the planets in the sky at the time of your birth represent areas of sensitivity in your life. The whole sky is not sensitive to you, or you would never survive the constant activity. When any of your dozen or so personal sensitive areas are activated, by whatever means, you will experience a reaction in your life. For example, Halley’s Comet swings in close to the Sun every 76 years, so it therefore has a periodic influence. It only affects some of the people some of the time. As planetary positions are triggered in your chart, their aspects indicate whether or not you are going to like, or be comfortable with, the activation.

In this introductory course we will study the four cornerstones: the *what*, the *how*, the *where*, and the *why*. This is all we need to study to create in-depth natal interpretations and to set the basics in place for future studies. We will not study *when* in this series. *When* will be covered in a later series for intermediate and advanced levels of study.

The Rulers

Archetypal Symbolology

*Sun, Moon, Mercury, Venus, Mars, Jupiter,
Saturn, Uranus, Neptune, Pluto, and the Earth*

Astrology is a symbolic language. Its glyphs are a form of shorthand. One astrological glyph conveys a multitude of information to the astrologer. By combining these symbols, or glyphs, a story can unfold, a pattern can be read, or a human can be educated as to their strengths, weaknesses, lessons and potential. Not only does it tell us what is happening and why, but it tells how and where. With a little practice, these symbols can even tell us when. That's a lot of information in a seemingly insignificant squiggle on a piece of paper.

The astrological symbols are specific in their application to astrology. They may be found in various other areas of metaphysics (a philosophy), the occult (in practice), or tarot (to awaken the psychic faculties), to name a few. However, the symbols themselves, particularly the planetary symbols, are composed of combinations of archetypal symbols. Archetypal symbols are those symbols common to the human race and may be applied in most issues that deal with symbology.

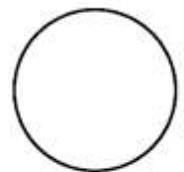
Many times during dreams, meditation or psychically-receptive periods, we receive information in the form of symbols. Many forms of "reading", including the tarot, give symbolic representation as part of their method. The following archetypal symbols, which are combined to form the astrological glyphs, are common to all and are therefore archetypal groupings, common to all.

The perfect circle – SPIRIT; the all before it becomes any one thing; no beginning and no ending; the essence of our divine nature; purity; father; our striving for a connection with our source.

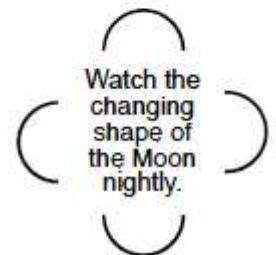
The half-circle – SOUL; the womb; the collection of experience (not only of this lifetime but all that has gone before). The direction of the open end determines the use of Soul: up/receptive, down/demonstration, left/passive, right/aggressive.

Symbols:

Spirit



Soul



Dot



Cross of Matter



Stylized Cross/arrow



Pillars of Choice



A dot like the period at the end of a sentence – focus; concentrated energy; manifestation. When used in the Sun glyph it means divinity in manifestation.

The cross of matter (equal-armed) – the cross each must bear; materiality; the physical world. The vertical bar represents a ray of illumination – information from a higher source. The horizontal bar represents a connecting link. However high the source, information is useless unless we “connect” it with our “knowns”.

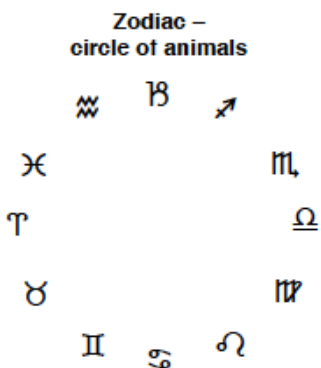
The arrow (a stylized cross) – or the cross of matter (with a particular direction or slant), directed activity.

Two vertical bars (parallel) – the kabalistic pillars of good and evil; choice of action.

Astrologically, symbols are combined to create the glyphs of the planets. The positioning of each individual symbol is part of the story of the total symbol. The symbol at the bottom of the glyph represents the basis on which that energy stands, and from which it stems. The symbol at the top of the glyph represents the aspiration, aim, or goal of that energy. Any symbol or symbols in the center of the glyph is/are part of the internal process of that energy.

The symbols for the signs are usually human or animal glyphs (only Libra is represented by a non-human concept). The word “zodiac” is from the Greek, meaning “circle of animals”. The signs comprise parts of this “circle”. The nature of these zodiac symbols gives the astrologer a multitude of information. The qualities represented by each animal, human, or concept are applied to the chart. Studying the animal symbols represented by each sign will provide incredible information relative to human experience. We will cover this more fully as we work with the signs.

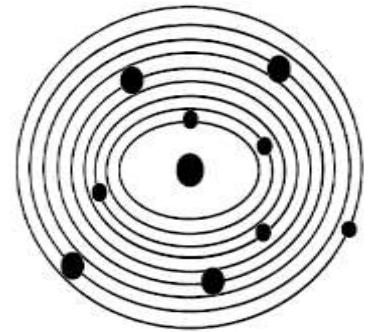
It is important to remember that these symbols, and the energies they represent, are neither positive nor negative. The energy contains within itself the potential for constructive or destructive use or misuse. It is the role and choice of the individual and the interpretation of that use which determines the plus or minus qualities of the energy. A planet simply “is”. The human “does”. “Plus” or “minus” reflects personal perspective. Astrologically we look at our symbols and translate what we see into human experience.



Planets

We will now begin our study of the planets: the Sun, Earth's Moon, and the eight major planets of our solar system. We will look at the scientific, physical properties, and mythical significance of each body. Then we will interpret those qualities in terms of human experience. For the purposes of having a complete set of notes for each planet, I will describe the primary principal, the combination glyph symbol, rulership, detriment, exaltation, fall and house. As we progress through the lessons on signs and houses, we will constantly refer to this material. For immediate general reference, planets are strong in their rulership and exaltation, weaker in their detriment and fall. In addition, I have provided a brief description of the Earth (which is common to all charts) and the asteroid belt to have a complete picture of the physical bodies. Earth and the asteroid belt will not be used in these lessons.

As I am describing the planets and the principles they govern, try to get a "feel" for the energy – play-act the principal. As I mentioned in the introduction, allow your instincts and your emotions to get in on the learning process, you will understand and retain far more through this process.



Our solar system
(not to scale)



The Sun

ACTIVATING PRINCIPLE:
FATHERHOOD
MASCULINE
The urge to be.

GLYPH:
The circle of Divine Spirit
containing the seed
of individualization.
The emergence of
the God-man into
physical manifestation.

RULER OF LEO
The creative power
in manifestation;
will; authority; ego

DETRIMENT: Aquarius
Detachment and objectivity

EXALTATION: Aries
Will in action

FALL: Libra
Cooperation and
consciousness of other

HOUSE: 5th Creativity

The Sun

The Sun represents the nucleus or heart and core of our solar system. Without its life giving and governing force, our solar system would cease to function. Without the Sun's gravitational ability to hold everything in place and in order, we would all be space dust! Without it, there would be no light and heat – no life as we perceive life. In ancient myth, the Sun god was Apollo, shining bright, steering his chariot across the heavens.

Psychologically, the Sun represents the will power, the purpose, the basic motivation, the ego, the creativity, and the inner authority in man. It represents the governing force, self-identity, an individual's essential or inner nature. It represents a person's Spiritual Consciousness, the reason for being, and self-integration.

Physically, the Sun is the actual heart, the nucleus of the individual, the vitality or energizing factor, the giver of life, one's constitution, the consciousness of life itself, the central gravitational force in the individual which draws all personal experience into one's center, and the ability (or lack of it) to integrate.

In action, the Sun will usually act, rather than react. It can illuminate, vitalize, elevate, improve and integrate the individual. It can also be misused as egotism, conceit, arrogance or dominance.

Our Sun is too brilliant to view directly. Its light must be seen by its reflection on the other bodies in our solar system. This knowledge helps us understand our basic human experiences. The implication of this reflective principle is that all other functions and experiences represented by the other bodies in a chart are reflections of our own ego!

I am often asked at this point, "What about all the eastern studies which suggest we must eliminate our egos?" If we eliminate the Sun (read: ego) from the center of the solar system (read: human), the solar system loses its integrity (read: integration) and we become space dust (read: fragmented and incoherent). Our aim is health and balance. Elimination of the human ego leads to disintegration, fragmentation and incoherence. Sound like anything you want to do?

The Moon

Physically, Earth's Moon is located approximately 240,000 miles from earth. It moves in an elliptical orbit (sometimes it's closer to us, sometimes further away) traveling around the Earth. Sometimes it's inside our orbit, sometimes outside. This constantly changing travel pattern is what gives us the changing faces of the Moon.

The Moon is joined to Earth in a symbiotic relationship through its gravitational pull on the tides, the oceans, the land, and life in general. Our Moon is only a quarter million miles from Earth, but it appears to be the same size as the Sun, which is approximately 93,000,000 miles from Earth.

The ancients considered the Sun and the Moon to be the Father and Mother of all the bodies – equal in stature (size). Whereas the Sun represents the activating principle of consciousness, the Moon represents our subconscious mind and contains our reactive consciousness, behavioral instincts and habit patterns. It is the storage capacity of the mind. As a memory bank, the Moon represents our personality as the sum total of our previous experiences (this lifetime or others?); our emotions, desires and feelings which stem from our prior conditioning; our receptivity and our nurturing urges; our protective and/or domestic impulses; and fertility (as in the womb). The Moon represents all the primary goddesses: Isis, Gaea, Demeter, the Mother of all Saviors, White Buffalo Calf Woman, Yimi-ya and many others.

In action, the Moon cherishes, remembers, reacts, sympathizes, receives, and nurtures. Conversely, the Moon may degenerate into moodiness, emotional negativity, introversion, instability, or insecurity.

Science states that all humanity descended from one female. In earlier ages, worship of the mother principal was the norm. What does the motherhood principle represent in contrast to (and not conflict with) the fatherhood principal? Life is a cycle (circle), with an ebb and a flow. At times, life initiates. At other times, life reflects. In a circle, that which issues forth must return to the point of beginning to begin anew. The thrusting out or initiation of experience is masculine in nature – projective, active, dynamic, creative, and assertive. The return half of the cycle is feminine in nature – receiving, reacting, holding, magnetic, organized, and safety-conscious. Both the feminine and masculine process needs its mate. You must have both natures operating in order for experience to occur. Why?



The Moon

ACTIVATING PRINCIPLE:
MOTHERHOOD
FEMININE
The urge to fulfill

GLYPH:
The half circle of soul.
A lens through which the
Divinity of Spirit may be
reflected.

RULER OF Cancer
Home, family,
mothering principle.

DETRIMENT: Capricorn
Discipline and limitation

EXALTATION: Taurus
Basic and earthy

FALL: Scorpio
Regenerative
and transforming

House: 4th Domestic

You cannot see light without the contrast of darkness. Up would have no meaning unless contrasted with down. For every talker, there must be a listener. The masculine principal, particularly father, reaches out into life, explores, expands, tastes, risks, takes, adds to its store of knowledge, territory and property. The feminine principal, particularly mother, creates a nest, nurtures, protects and builds fences and moats to contain what it values, and isolates it from outside influence.

Remember that the Sun and Moon were creator and celestial womb, father and mother. The five visible (innermost) planets were their children. Once we start to study signs, you will notice that the Sun and the Moon rule one sign each and that each of their children rule two signs (a masculine and a feminine sign). The reasoning has been obscured through the centuries, but the layout for the old rulerships is very specific. Along with the discovery(?) of the three outer planets, came the need to assign new planetary affinities or rulerships to the signs and houses. As we work with signs, you will note dual rulerships of three signs to accommodate the new planets while retaining the old rulers.

The question mark next to the word “discovery” above was intentional. The ancients only used the seven visible planets for their delineation. It would be easy to say they only used seven because they were only aware of seven, but that is not a true statement. Ancient Sumerian artifacts contain a seal on which the solar system has been incised. Depicted in a spiral pattern, the planetary bodies are in the correct proportion and general location from the Sun, with Uranus, Neptune and Pluto clearly shown. This artifact is known to be 4500 years old. The ancients knew there were other bodies.

These old records indicate still another planet on a highly elliptical orbit that passes through the visible inner reaches of the solar system on a 3500-year orbit. That planet is named Marduk. Such old records are thought to be flights of fancy, but the ancients did know of the three (until recently non-visible to the naked eye) planets. My bet is on the ancients’ superior knowledge. If you were to include the Earth in the count, ten accepted planets + Earth + Marduk would give us twelve planetary rulers, one for each sign of the zodiac. Food for thought...but let’s get back to our solar system.

Mercury

Mercury is a small planet located closest to the Sun. Its orbit is tight and the planet moves very fast from Earth's perspective. One complete Mercury orbit around the Sun takes 88 Earth days. From Earth's perspective, Mercury is a whirling dervish, never leaving the side of the Sun itself, companion, attendant, tiny in comparison. Mercury does rotate on its axis, but very slowly. Because of our Earth perspective, and because of its proximity to the Sun, Mercury appears to slow down and stop, retrace its steps in a backward direction, slow down and stop again, and retrace its steps yet again, this time in a forward direction. All this takes place in close proximity to the Sun.

The ancients saw Mercury as a lesser god that served the Sun and who might occasionally serve the Moon (the wife of the Sun) when her orbit brought her close to the Sun. The Sun and Moon were equal in size and power with one ruling the day and the other ruling the night. Because of these perceptions, Mercury became known as "the messenger" of the gods.

Mercury represents the ceaseless activity of the mind, of information gathering and dispersing, and of motion in general. It also represents the ability to perceive, to gather facts (education), and to process and to reason. It rules the conscious, concrete, logical mind; the power of communication (writing, speaking, body English, etc.) and self-expression (conversation); movement and travel over short distances; people and conditions in the immediate environment (brothers, sisters, neighbors, kin).

Mercury is depicted as a youth of no particular gender (small in stature in a short Roman tunic) with wings on his/her heels and a hat (a non-gender youth with their thinking cap on). The Greek counterpart to Mercury is Hermes and the Egyptian counterpart is Thoth. In American Indian lore, Mercury is represented by Coyote, the trickster, doing or saying whatever was necessary to serve the Sun (ego).

In action, Mercury is adaptable, excitable, informative, alert, ingenious and active. If negatively applied, it is gossipy, superficial, indecisive, quibbling and imitative, the "Trickster".



Mercury

ACTIVATING PRINCIPLE
ACTIVE THOUGHT
NEUTRAL
communication

GLYPH:
Circle of Spirit is topped by
(subjected to) the half
circle of Soul's reflection,
and based upon physical
experience (the cross).

RULER OF:
Gemini – information
and reason, and
Virgo – discrimination
and analysis

DETRIMENT:
Sagittarius – intuition
and leaps of faith, and
Pisces – idealism/gestalt

EXALTATION: Aquarius
Detachment and objectivity

FALL: Leo
Will, authority
and ego drive

Houses: 3rd, 6th
3rd – communication
and education, and
6th – work/service

HIGHER OCTAVE:
Uranus



Venus

ACTIVATING PRINCIPLE

FEMININE
Attraction

GLYPH:

The small circle of Spirit
triumphs over the equal-
armed cross of matter

RULER OF:

Taurus – Mother nature,
earthiness
and
Libra – harmony
and relationships

DETRIMENT:

Scorpio – possessiveness
and
Aries – self-satisfaction
and impulse

EXALTATION: *Pisces*

Unconditional love

FALL: *Virgo*

Analytical
and calculating

HOUSE: 2ND, 7TH

2nd – material resource
and
7th – partnerships
and commitment

HIGHER OCTAVE:

Neptune

Venus

Continuing to move from the Sun towards the outer regions of the solar system, the next planet we encounter is Venus. Venus is the bright Morning Star, rising ahead of the Sun, visible for a short time just before sunrise. To the ancients, her name was Lucifer (which originally meant light-bringer). As she often appeared before the Sun, she brought the light. Perhaps the problem Lucifer encountered was that she dared to rise before the Sun, the supreme deity, and was thought to be a challenger to its authority. Venus is also the brilliant Evening Star, visible shortly after sunset.

Interestingly enough, Venus does not show up in many early astrological tables which seemed to be meticulously calculated. Venus was the single most important planet to the Sumerians. What if Venus weren't there at the dawn of record making, but put in an appearance at a later time? There is a myth of a beautiful goddess springing full-grown from the head of her father, Zeus. Zeus is Jupiter, with his huge, scientifically undefined red spot. To the ancients, the circular shape of Jupiter would have been the god's head. Apparently, they witnessed a fireball erupting from the object they considered king of the ancient gods, which would have translated to birth of a new child or god/goddess. Due to the gravitational force of the Sun, that fireball blasted its way towards the inner solar system. That fireball could have passed Mars and scorched it. According to the myths, Venus defeated Mars in battle. Mars is a scorched, burned-out planet, which our space missions there indicate once possessed abundant water. The fireball passed close to the Earth, disrupting Earth's orbit and revolution. According to the Bible, the Sun stood still for a day. This can occur only if the Earth stops revolving. Bound by the Sun's gravitational force, the fireball took up residence close to Earth as Earth's beautiful sister planet. According to the myth, Venus then took Mars as her lover. She seems to have proven her point.

Perhaps if Venus is only a few thousand years old, it might explain while she is scientifically a puzzle. Venus is much hotter than she should be IF she were formed along with the balance of the solar system. If Venus is billions of years younger than the rest of the planets, it might explain why she is still so hot. In addition, could the intense heat of Venus, with its swirling heated gases have some bearing on the secondary name of Lucifer, the fallen angel, who presides over the turbulent and fiery hell of the Bible? Symbology.

Adding to the mystery of the birth of Venus is the fact that only she and Uranus have orbital spins which are backwards from the other planets' revolutions. Hold these questions and possibilities in mind as we examine the interpretation of Venus. Don't forget her possible origins and that she was a warrior maiden.

Venus is the daughter of the Moon – the feminine in all its aspects (other than Mother, which is the province of the Moon). Venus represents the capacity to appreciate (the small circle of Spirit triumphant) as well as the need to possess materially (the physical cross). Thus, Venus is the patroness of the arts, our value system. She represents the ability (or lack of ability) to attract into one's life those relationships and material objects necessary to fulfill one's desire for love, beauty, harmony and pleasure. She represents the desire to achieve union, cooperation, cohesion and joint expression. She prefers to use persuasive force, however, and leave the battling to Mars.

In action, Venus enhances, refines, harmonizes, shares, relates or attracts; or Venus can express negatively as lazy, vain, luxurious, sensuous, acquisitive, and possessive.



Earth

FEMININE

GLYPH:

An upright cross of matter
suspended within
the circle of Spirit.

Earth:

The Earth is approximately 93
million miles from the Sun,
one Astronomical Unit (AU).

Earth

Once we leave Venus, we do an unusual action. We pass Earth in its orbit, and Earth's Moon, and must then turn our back on the Sun and its inner three planets to go into the darkness of outer space. Even though all the bodies in our Solar System reflect the Sun's light, facing the Sun (ego) to describe the four bodies we have already discussed implies the personal impact of the Sun, Moon, Mercury and Venus. Turning our back to the Sun to face the balance of the planets implies a far less personal definition, becoming more impersonal as we move into the blackness (unknowns) of outer space.

What courage it must take to turn your back on light and visibility (our knowns) and to walk into the darkness with its mystery, risk and unknowns. If we are to progress, we must do so. Operating in only safe space does not express the universal potential inherent in each of us. Yet, many do stand still, losing the opportunity to fully express themselves, to experience life.

Although Earth is not delineated in a geocentric (Earth centered) chart, it is used in heliocentric (Sun centered) charting. Earth affects each of us by virtue of living upon it. But because it is a collective point for all of Earth, it is not given specific reference within the reading of a geocentric natal chart. For your general information:

The symbolism indicates the essence of spirit has crystallized itself into a dense physical state, with all its various forms (Earth itself, its attributes and its inhabitants). The upright cross indicates the four cardinal points of the horoscope and signifies the projection of the self and all its aspects into earthly life.

Symbolically, this incarnation point is shown natively by the ascendant or rising sign, which represents the physical body and temperament as a whole. The ascendant describes the nature of one's reactions to the pressures, circumstances and confrontations of the immediate surroundings. We will study the ascendant in our chapters on the houses.

Movies and videos are commonplace in our society. Using a motion picture analogy, the reel of film represents the memorized version – the Moon. The light source and the illuminating beam it projects is the Sun. The one-dimensional, flat image appearing on the screen is the ascendant, as we appear, and for all to see.

Mars

Physically, Mars is a planet that once possessed water. There is visible evidence of canals, and there are small, currently existing polar ice caps. The planet is red due to its heavy iron content and the oxidation of that iron (rust). Oxidation implies some atmosphere with moisture. When one of Earth's space probes landed and took samples, there was initial excitement that the potential of a working life force was indicated. Unfortunately, when the samples were processed in our earthly laboratories, it was found that the supposed life force was *not* alive; it was only something that simulated aliveness but did not have the capacity to be a life force. It had certain vital qualities, but was without the creative ability of the Sun.

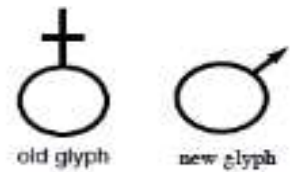
Mars appears to have lost its atmosphere and its liquid cover (possibly due to a near collision with a flaming ball of matter called Venus which was thrown off by Jupiter?). It is a dry, spartan, desert planet. No frills.

Mythologically, Mars was the god of the forge, of war, weapons and machinery (sound like iron to you?). While the Sun might decide upon whom it wished to wage war, it was the warrior Mars who fought the battles. The Sun would be the consciousness, and Mars would be the action taken by that consciousness. There is a great deal of new information currently being developed about Mars by our space program.

Mars is referred to as the son of the Sun. It represents the force of the ego in action; passion, courage, energy, initiative, and the drive to succeed; our primitive animal impetus; the sex drive; the surgeon and the surgery; ceaseless activity through creation and destruction; the god of war. Mars is the initial act of courage to turn your back on your knowns and venture into the unknown.

Mars in your chart indicates your ability (or lack of it) to assert your will (Sun). It is the masculine energy in all its expressions (except father which is represented by the Spirit, the Sun). As her lover, Mars is only too happy to fulfill Venus's desires.

In action, Mars shows thrust and drive, pioneering spirit, leadership and courage. Negatively, Mars expresses as cruel, impatient, destructive, aggressive, and/or impulsive.



Mars

ACTIVATING PRINCIPLE
MASCULINE
Assertiveness

GLYPH:
1) The cross of matter has dominion over the circle of Spirit (old).
2) The arrow of applied physical energy projects the Spirit (modern).

RULER OF:
Aries – outrushing energy and
Scorpio – battleground of desire

DETRIMENT:
Libra – cooperation/others and
Taurus – solid /stubborn

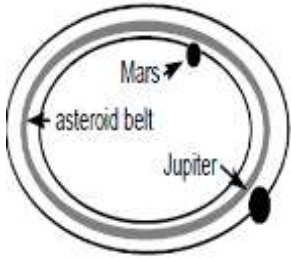
EXALTATION: *Capricorn*
Disciplined application of energy

FALL: *Cancer*
Moody and receptive

HOUSES: *1st, 8th*
1st – initiative and
8th – sexual activity

HIGHER OCTAVE:
Pluto

The Asteroid Belt



Asteroid Belt

As we leave Mars and head towards the next planet, we encounter a belt of asteroids. This is a sporadically dense field of rocks, boulders, (and sometimes mountains) and appears to be the remains of an exploded planet. Many astronomers consider this a debris field left over from the formation of the solar system. However, the debris should be much finer, so the riddle is unsolved at this writing.

As astronomy identifies, calculates the orbits, and numerically lists these asteroids, several larger bodies have been named. Many have been researched astrologically and have full ephemerides and delineation texts. While not included in this series, the asteroids can be an eventual area of research for you – there's so much we don't know.

Astronomically, there is a mathematical probability factor called Bode's Law. This theory indicates there should be specific physical locations for the satellites orbiting around our Sun. The mathematical proportions work perfectly for Mercury, Venus, Earth and Mars, the asteroid belt (as if a planet existed in that orbital area), Jupiter, Saturn, and Uranus. Interestingly enough there should be a planet where Neptune is located, but Pluto is what is located at the correct mathematical distance from Uranus. Just what happened here?

Think of stepping stones in a stream, regularly placed. In order to step from Mars to Jupiter, you must step over the asteroid belt, a real giant step, into the darkness of space and the unknowns of the universe. Initiating risk with Mars, taking that first step into the abyss takes a real leap of faith to reach Jupiter.

Jupiter

What do we physically know about Jupiter? It is the largest of the planets, not terrestrial (rocky) in makeup; it is a gas giant as are Saturn, Uranus and Neptune. Jupiter is a fiery furnace just like the Sun – with a similar internal combustion process, just not large enough (and never will be) to become a Sun. As a matter of fact, Jupiter emits light just as the Sun does, but not enough light to reach us. The light that we see on the face of Jupiter is reflected sunlight. Jupiter has several very large satellites, and a wispy-fine, not easily visible set of rings. Jupiter orbits inside of Saturn's orbit and is therefore bound in some way by Saturn's orbit. We'll look more at this as we study Saturn. Remember to apply what you learn about Saturn's limitations to Jupiter.

In mythology, Jupiter was the king of the gods, with a huge appetite for all segments of life. He was benefic, magnanimous, expansive, lusty, paternal, the law-giver, and never faithful to his wife. His power and position were unquestioned.

Earlier I mentioned play-acting the planets rather than just hearing or reading about them to make them more personal energies. Jupiter is particularly fun to play-act. Around your shoulders, place a kingly robe. Upon your head place a kingly crown. Parade and gesture expansively yet regally. Accept the respect and the adulation of your kingdom, know always there is a purpose and a rhythm to what you do. Jupiter sometimes postures inside Saturn's orbit.

Astrologically, Jupiter represents the aspect of human spirit that must expand consciousness beyond the material / physical existence. It represents the qualities of justice with mercy, an inner sense of law, aspirations, religious convictions, and growth processes. It is the seeker of divine wisdom, our ability to give, abundance, good fortune, expansion of horizons (though travel or contact with other cultures), expansion with limitations, or purposeful expansion.

Jupiter emulates the Sun (gaseous, internal combustion, emitting light), but just does not have the size to achieve star-hood. Do you suppose it at times exaggerates its own importance, or aspires to what is (at least at times) out of reach? Perhaps it will now make more sense when you see references to Jupiter as philosophy, religion, world-view, or cultural conditioning.



Jupiter

ACTIVATING PRINCIPLE:
MASCULINE
Expansion
our explorative mind

GLYPH:
The half circle of Soul
reaching out for greater
awareness stemming from
the cross of matter.
Ideally – expansion of
consciousness rising up
from physical experience
and limitation.

RULES OF:
Sagittarius –
search for wisdom
and
Pisces – charity
and empathy

DETRIMENT:
Gemini – concrete mind
and
Virgo – analysis
and discrimination

EXALTATION: *Cancer*
Protectiveness
and nourishment

FALL: *Capricorn*
Crystallization

House: 9th, 12th
9th – philosophy
and
12th – service to mankind

Jupiter is considered the greater benefic (benefit giver), with Venus as the lesser benefic. Remember our theorizing about the origins of Venus, springing full-grown from the head of her father, Zeus? The child carries within itself the nature of the parent. The parental figure has full potency, the offspring's potency has been diluted by the addition of the other parent, even in myth. Jupiter has fully conceptualized and represents giving, benevolence, philosophy, and largess. Venus inherits that potency at a half level, and is able to give, but only with limitations. (I will marry you if you promise to stay with me forever or if you live up to my expectations.)

In action, Jupiter represents giving, justice, growth, benevolence. Negatively it degenerates into exaggeration, extravagance, undisciplined growth (physically as obesity), or self-indulgence.

Saturn

Saturn, with its incredible ring system, is the most distant planet we can see with the unassisted eye. It is the limit of our physical reality, or at least the perception of that limit. Once our space probe gave us a closer view, it was evident that the rings around Saturn were far more structured and complex than originally thought. For example, scientists describe one of the ring structures as a “braid” of loose rocks and ice particles. Braided rocks?

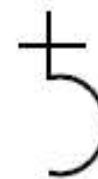
Saturn has a 29.5-year orbit, is tilted 26.73° on its axis and radiates more energy into space than it receives from the Sun. As closeup photos from our space probes defined Saturn better, we discovered it was banded, with storms. It has a hot spot at its south polar region, with a polar vortex – the only one known in our solar system. Saturn has 53 confirmed satellites as of this writing.

In myth, the Roman (Saturn) and Greek (Cronus) stories have merged. Since the Greek myths were more story-telling than the Roman myths, our understanding of Saturn is more Greek than Roman. An early god of agriculture, this gave way to the god of time. Cronus was one of the Titans, the son of Uranus and Gaia. Cronus defeated Uranus to become supreme god of the Earth but was, in turn, defeated by his son, Zeus, the current mythological king of the gods.

Structure – that’s Saturn’s domain. It rules organization, responsibility, duty and obligation, boundaries traditional behaviors and expectations. Saturn represents personal growth through the fulfillment of earthly obligations. It is the urge for self-discipline, the ability to solidify or crystallize or codify into usable form the essence of experience, the path one must take to evolve, and the price to be paid, the “Ring-Pass-Not” of esoteric literature, the Lord of Karma.

As our outer boundary, Saturn is the giver of form and the sense of achievement, with all its ramifications. Saturn is the wall you run into time after time as you learn and re-learn life’s lessons. Saturn is Father Time and all the lessons we must learn about time and timing.

In action, Saturn is patient, serious, aware, practical, persevering, responsible, and conservative. Negatively, Saturn may be fearful, heartless, cruel, depressive and restrictive.



Saturn

ACTIVATING PRINCIPLE
CONTRACTION
FEMININE
the giver of form

GLYPH:
The cross of matter
suspended over the half-
circle of Soul. Density and
limitation of the physical
world through which the
human soul must evolve.

RULER OF :
Capricorn –
material organization
and practical ambition
and
Aquarius –
detachment and objectivity

DETRIMENT:
Cancer –
emotional sensitivity
and
Leo – overbearing
will and authority

EXALTATION: Libra
Justice, perfectly balanced

FALL: Aries
Impulsive and self-serving

HOUSES: 10th, 11th
10th – profession
and
11th – organization

The Outer Planets

The first seven planetary bodies (Sun, Moon, Mercury, Venus, Mars, Jupiter and Saturn) are the “Seven Spirits before the Throne”, the “Seven Candlesticks” (lights), the “Seven Angels” (heavenly bodies) mentioned in the Bible. These were all that could be seen from our Earthly vantage point, and they pertain specifically to our practical, every-day, visible (conscious) experience.

There is always more to experience than that which is visible. In more recent history, we have “discovered” three more planets: Uranus, Neptune, and Pluto. There may be more (remember Marduk?), but this is enough for now. These three planets have always been in our system, they’ve just not been visible to us “modern” humans. For example, electricity existed and operated without our knowledge; we didn’t invent electricity, we just discovered it.

That which is invisible or unknown resides in our unconscious. Once anything has been discovered, it becomes visible. This translates to a known, and now must be included in our conscious experience.

For millennia, we had all we could do to cope with the original seven planets. When Uranus came on the scene in 1781, we had to “make conscious” the energy represented by Uranus. Instead of having thousands of years to incorporate the energy of Uranus in a conscious way, we went on to “discover” another planet, Neptune, in 1846. Again, not giving us the time to observe and assimilate the experience and energy represented by either Uranus or Neptune, in 1930 we “discovered” Pluto. Just what we needed, three planets in about 150 years to move from the realm of the collective unconscious into the conscious energy we must now integrate into our collective lives. We have our work cut out for us. The outer three planets, Uranus, Neptune, and Pluto are extremely slow-moving and therefore tend to influence generational and cultural changes by sign, and individuals by house position.

Uranus

Uranus is another gas giant, smaller than both Jupiter and Saturn. It sports a very faint set of rings, according to the space probes we have sent out in the last few years. It is a fallen giant. That means its polar axis (north and south poles) have tipped approximately 82 degrees so that its polar axis rests within a few degrees of the ecliptic (the path of the planet around the Sun). Its revolution, along with that of Venus, is unusual. It revolves in the opposite direction of the other planets in our solar system. It has an 84-year cycle, with seven years in a sign.

In myth, Uranus was the sky god, the ruler of heaven. He was husband to Gaea (Earth), and together they were the parents of the Cyclops and the Titans. According to myth, Uranus sent his lightning bolts into the primordial sea and life emerged. (Recently, science confirmed this through laboratory experiments.) Gaea complained to their son, Cronus (Saturn) that she wanted to stop Uranus from begetting more physical monstrosities on her. Cronus, being the dutiful son, castrated his father, thus liberating his mother from giving birth to more children. (Would this constitute your idea of a fallen giant?) Needless to say, Uranus was slightly upset, and has spent the rest of astrologically measured time laying waste to Saturn's structures.

Astrologically, Uranus is the inventor, the dynamic activity of creation, forever introducing the new, the eccentric, the futuristic, the revolutionary. It strives to break us out of the crystallization and regimentation of Saturn (the old must make way for the new). Outside of Saturn's orbit, Uranus (as well as Neptune and Pluto) is not bound by Saturn's rules. Uranus stimulates man's liberation from the bondage of personality.

Considered the higher octave of Mercury, Uranus carries the conscious, analytical, reasoning mind into the realm of intuition, insight, creativity and invention. It encourages independent action and individualism and sometimes revolt against the status quo.

Unfortunately, Uranus's revolutionary attitudes and actions are not always positively generated and executed. At times it destroys without a plan for positive replacement. My personal keywords for Uranus are: lightning, earthquakes, explosions and surprises. That pretty much sums up the activity of Uranus.



Uranus

ACTIVATING PRINCIPLE
NEUTRAL
Deviation, CHANGE

GLYPH:
The columns of good and evil supported by the cross of matter, suspended over a very small circle of Spirit – a new, revolutionary attitude for good or for ill.

RULER OF: *Aquarius*
Free thinking and idealistic

DETRIMENT: *Leo*
Revolution clashes with sovereignty

EXALTATION: *Scorpio*
Regeneration and transformation

FALL: *Taurus*
Earthbound and traditional

HOUSE: *11th*
Organization and friendship

LOWER OCTAVE: *Mercury*



Neptune

ACTIVATING PRINCIPLE:
REFINEMENT, IMAGINATION
FEMININE

GLYPH:
The half circle of Soul,
pierced with the aspiring
cross of matter. The three
upper extensions can
represent a trinity exalted
above matter, the Father/
Son / Spirit of Christianity.

RULE OF: *Pisces*
Empathy and service

DETRIMENT: *Virgo*
Analytical and critical

EXALTATION: *Sagittarius*
Inspirational

FALL: *Gemini*
Superficial and flighty

HOUSE: 12th
Service to mankind

In action, Uranus is inventive, electric, abrupt, creative, genius, individualistic. Negatively it can be eccentric, erratic, willful, rebellious, and disruptive or destructive, sometimes destroying what exists without a game plan or solution for bettering conditions.

Neptune

Neptune is also a gas giant. It is slightly smaller than Uranus. Remember my comment about Bode's Law? According to mathematical formula, there should not be a planet at Neptune's location, but there it is! Just up Neptune's alley – a mystery! Traveling slowly, it has an approximate 167-year cycle, spending fourteen years in each sign.

In myth, Neptune was the god of the oceans and waters and brother to the gods of Mount Olympus. He abandoned the halls of the gods, preferring the ocean depths as his domicile and his kingdom. Submerging himself beyond mists, fog, clouds, and deep waters, he was scarcely seen until called forth, yet tremendously powerful in his domain.

Remember the myth of Venus on the half-shell, a beautiful goddess rising from the ocean's depths, standing on a gigantic clamshell? Neptune is thought to be the higher octave of Venus, indicating love on a universal and unconditional level. Astrologically, Neptune is dreamy, artistic, sympathetic, imaginative and ethereal. Neptune can be spiritually attuned – prophetic, inspired, psychic, visionary and mystical. The beauty of this energy is often lost because of its elusive quality on the earth plane.

My favorite example for Neptune is the picture of the donkey with a stick tied to his back that is suspending a carrot on a string dangling just in front of the donkey's nose. The donkey (humanity) is lured forward by the promise (dream) of the carrot (fulfillment). How far would humanity have progressed without the inspiration of Neptune?

In action, Neptune can be the gift of the dancer or the artist, ethereal, spiritual, inspirational, and self-sacrificing. Negatively, Neptune can promise much and deliver little. It can be vague, foggy, deceptive, illusionary, martyrish, addictive and unstable.

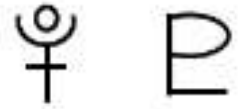
Pluto

Pluto is thought to be our most distant planet, and this is true for most of its 248-year orbit (NASA.com). Pluto has a highly eccentric orbit, more oval than circular, with its orbital plane tilted 17° to the path traveled by the rest of the planets. For twenty years of its orbit, Pluto can travel inside the orbit of Neptune. This is when Pluto is closest to the Sun and therefore closest to Earth. This was happening as I initially wrote this chapter. Pluto moved within Neptune's orbit in January of 1979, and returned to its external orbit in 1999. Because of the unusual orbit, the time spent in each sign varies, lasting from thirty years at its most distant to twelve years at its closest.

Pluto is tiny by comparison to the other planets, and is accompanied by a moon more than half its size: Charon. As with Uranus and Neptune, Pluto is invisible to the unaided eye, but once discovered by insistent astronomers, its visibility necessitates that we make the energy conscious.

For the last few years, a debate has been raging in astronomical circles relative to reclassification of Pluto as an escaped moon of Neptune. Regardless of how the astronomers rule, Pluto's influence as a planet has been well-documented by astrologers. If Pluto is reclassified as one of Neptune's moons, it lends strength to the possibility that each of the planetary moons exerts equal influence on humanity – an interesting thought!

In ancient myth, Hades was the god of the underworld and death. He was equal in stature to, and the brother of, the gods of Mount Olympus. Hades kidnapped Persephone, the daughter of Demeter, and held her in his underground kingdom as his bride. Demeter (Mother Nature) grieved the loss of her child until she almost destroyed the Earth. The other gods prevailed upon Hades to let Persephone return to the upper-world and her mother so Earth would again thrive. While with Hades, however, Persephone ate the seeds of a pomegranate, forever binding her to the underworld. The compromise reached with Hades allowed Persephone to spend half her time in the underworld with Hades and half her time in the upper-world with Demeter, who now has to grieve only half a year. This is the myth pertaining to the changing of the seasons.



Pluto

ACTIVATING PRINCIPLE:
TRANSFORMATION
FEMININE
extremes of action

GLYPH:
1) Symbolic: The circle of Spirit cupped within the half circle of Soul, suspended over the cross of matter.
2) Common: The letters P. L. are the initials of Percival Lowell, who was given credit for discovery by Claude Tombaugh, the actual discoverer.

RULER OF: Scorpio
Depth of understanding

DETIMENT: Taurus
Rigidity

EXALTATION: Leo
God in man as man

FALL: Aquarius
Objectivity and detachment

HOUSE: 8th
Regeneration

LOWER OCTAVE: Mars

Pluto is located about 39.5 AU's from the Sun, an average of over 3 1/2 billion miles, in a highly eccentric orbit. At its most distant to the Sun, it is over 7000 million km away; at its closest to the Sun, it is under 4500 million km. At times its orbit carries recently between 1979 and 1999). According to Astronomers, there is no danger of collision.

Other myths of Pluto represent the quest and the descent into the underworld, and the death / rebirth archetype. Charon was the ferryman across the River Styx to the land of the dead with no returns allowed.

Astrologically, Pluto represents the collective unconscious. That is those dormant or buried parts of man's consciousness that must be raised to the surface and redeemed, our spiritual quest mechanism. It is our urge to transform, regenerate, transmute, and metamorphosize our lives. Pluto lies buried deep within our unconscious, bringing changes over a long period of time. It represents our underworld, the eliminator, the annihilator, the psychiatrist or psychic healer, the redeemer. It is the internal working of the life force itself. The concept of transformation implies that something pre-existed the transformation process; and it is that something which is being transformed.

In action, rebirth and renewal are Pluto's goals. Negatively, purging, elimination and destruction may be part of the activity required. Pluto represents the processes of involution and evolution.

What's next? We have just explored eleven planetary bodies and the asteroid belt, but only ten bodies are used in reading standard charts. Earth is assumed to be in the center of the charts we will study in these Tropical Astrology lessons. Please spend as much time as you need to develop your knowledge of these ten bodies and develop your index card notes individually. Next, we will learn about the zodiacal signs

The Lenses of Behavior

*Sacred Numbers
Polarities, Elements, Qualities, Rulerships
Symbolism of the Glyphs Astrological signs
Positives and negatives*

I'll start chapter 3 by paraphrasing material from chapter 1:

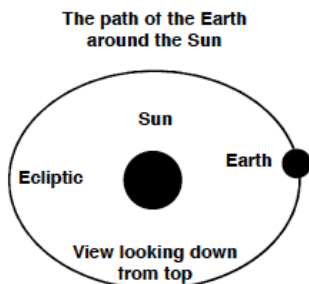
Reading a chart is like building a house. First you locate and prepare the site, prepare your blueprints, place your cornerstones, and then you build your structure. In essence, we have located and prepared the site by determining our perspective (Earth-centered) and eliminating all non-essential background information (the balance of the cosmos outside our solar system). Now we are ready for the cornerstones. When we start linking the individual cornerstones in Chapter 4, we will be building the structure, and then adding to and refining that structure with each new piece of information. The four cornerstones of, or keys to, astrology are called planets, signs, houses and aspects. Only the planets are tangible, physical objects, and are considered the "rulers" of the heavens by sign and house. You will also see a distinguishable association between certain planets and certain aspects. All other parts of astrology are intangible and abstract, but work well in describing human experience.

In our first lesson, we looked at the general concept of astrology and at the planets in particular. The planets are one of four categories that create the foundation, or base, for your astrological studies and readings. We studied the planets first because they represent the key to understanding the system. I do hope you have put the necessary time and effort into the previous material, done as much repetition as necessary, and prepared your index cards. From here on out, I must start to make assumptions in order to present the balance of the material. The primary assumption is that you have grasped the principles already given.

The next category we shall study is *Signs*: probably the part of astrology which is most well-known, at least in a sun sign way. While the planets are tangible, material and measurable, with mass, location and physical movement, the signs are not. They are abstract because they are not located as an exactly measured object in space. Signs are not “out there” anywhere in particular. They are not fifty miles out, or fifty light years out. The distance between the stars that make up the groupings are literally astronomical. More powerful telescopic equipment brought the realization that some of the supposed stars are not even single objects, but complete galaxies or universes in their own right. So remember that a sign is not a tangible object and it is not located anywhere in particular.

Initially, ancient man observed the heavens mostly at night. He was pretty limited in his variety of nighttime experience and was largely occupied by survival during day-time experience. Only the Sun, and occasionally the Moon, Venus and Mercury were visible in daylight hours. As previously mentioned, one of the earliest cave drawings is of the changing face (phases) of the moon. Moon calendars were probably one of the earliest record keeping efforts. Over the years, man noticed that when certain star patterns appeared, specific activities were appropriate (such as planting a field, harvesting, preparing for winter, etc.). Ancient man used the patterns as a calendar of seasons. It was further noticed that those times (and by association, those patterns) had specific effects on mankind, both in general and individually. The ancients saw pictures and patterns in the sky. Through their imaginations, they attributed influences and energies, developed myths or stories, and gave each pattern a name. These star patterns are referred to as constellations. Man also noted a difference between the “fixed” stars and the moveable objects he called “the wanderers”, which we now know to be the planets.

If you are able, go outside and look at your night sky. It is filled north, south, east and west with diamonds of light, what we call the stars. Not all constellations are visible from all parts of the globe. Of the myriad constellations that are in view, twelve were singled out as the most prominent. Why?

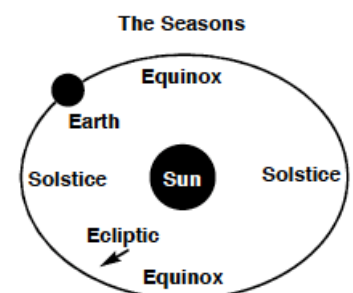
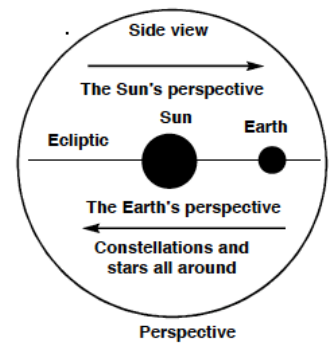


Each year the Earth completes one orbit around the Sun. The path of the Earth around the Sun is called the ecliptic (the path on which eclipses occur). All of the planets travel in roughly the same path - only Pluto is tilted eccentrically. Now think of that path as a circular fine line on which the Earth and the other planets travel, with the Sun in the center. That fine line travels roughly through the center of only twelve of the constellations. The balance of the constellations are located either above or below (north or south) those twelve constellations and are not intersected by the ecliptic.

The twelve constellations lie like a wide belt centering on the ecliptic (our fine line). Remember the discussion on perspective? The constellations are at vast interstellar distances from our solar system. They are seen as a backdrop to the much closer motion of the bodies within our solar system. The actual physical movement is that the Earth travels around the Sun, with the Earth passing through each of those twelve constellations every year. This would be read “The Earth is in XYZ constellation”. But this is not how most astrologers read sky patterns. We must look from Earth’s perspective, stating instead that “the Sun (or the other planets) are in ABC constellation”. These twelve constellations are viewed close to Earth’s equator, and are visible from all parts of the globe. They are collectively called the zodiac, from the Greek meaning “circle of animals”. Each of the twelve zodiacal constellations are of differing shapes and sizes.

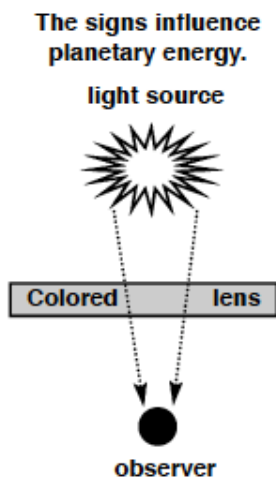
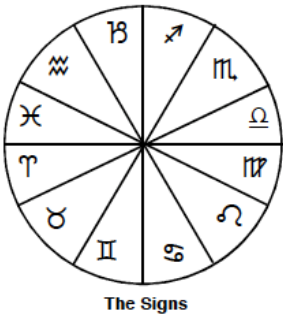
From that circle are marked twelve arbitrarily equally-spaced, thirty-degree (°) units called signs. (Who decided all the signs were equal in degrees?) At one time the signs and the constellations matched in location and in application. Inasmuch as the universe appears to be in constant motion, the shaping and location of the constellations and Earth’s orientation in space has shifted. The signs and constellations they were named for are no longer in synch. How might this affect you as an Astrologer?

As the constellations and the signs started to separate, astrology developed into two camps, one called sidereal and the other tropical. Maintaining the constellations as its base, sidereal astrology developed mainly in India and the Orient. Maintaining the signs as its base, tropical astrology developed in western locations. Tropical astrology, which we are practicing in these lessons, is called the astrology of seasons. It is local space astrology (within our solar system), and is predicated on the crossing of Earth from south to north over the ecliptic in the spring and again over the ecliptic north to south in the fall. Both are equinox (equal days and nights) points. (North and south are human conveniences designed to measure limitless space.) Remember also that Earth’s path around the Sun is an ellipse, not quite circular. The solstices are located exactly at the halfway point of the equinoxes and represent the longest day and the longest night of the year. These four cardinal points are Earth’s seasonal markers and the basis for western astrology.



Why do signs work? Again quoting from the previous chapter:

Signs: The twelve signs of the zodiac are interpreted as basic attitudes, methods of expression, mannerisms, ways of acting, or psychological types. Remember perspective? The zodiac itself is a starry band of constellations at vast interstellar distances scientifically placed as a Sun-centered measuring system. The zodiac as we see it is from Earth's viewpoint; same zodiac, different perspective. According to western or tropical astrology, signs have only a mythological association to the constellations for which they were named. Signs define the *how* of you, produced by the local perspective between the Sun and the Earth.



As mentioned, the bodies that comprise the star groupings are at astronomical distances from us and from each other. What is produced is an intangible area of influence, an energy which shades or colors that area of space. This, in turn, casts an influence or colors whatever passes through that space. How many of you have washed a white item with a colored load by accident? As the white item passed through the water colored by a darker object, it was altered by the influence (dye) of the darker object. That which was, became modified by that which it passed through. Let us use a physical example. If I had a big, white light and placed a red lens between you and the light source, you would perceive a red light. If I were to remove the red lens and insert a blue lens, you would perceive a blue light. The light source itself would be unchanged; however, your perception of the light as you see it would change. This is how the signs color the energy of the planets as they pass through the various areas of space. The signs act as lenses, which color, influence, or modify the activity of the planetary bodies as they pass through each sign.

When we speak of a sign, we are speaking of an influence, an expression, a shading or coloring, or a mannerism which influences each of the planetary bodies and houses through which they pass. Again, signs represent mannerisms, methods of expression, and ways of acting (how). When I started studying astrology, with no directions or instructor, I enthusiastically tried to commit to memory everything I encountered on the signs, a prodigious and truly impossible effort. What I realized much later was that there is an easier method to learning the signs. We will use that method in this course. We will first explore the signs by their components: elements, qualities, polarities, gender, and rulerships. Remember that the name of this series is Astrology – The Symbolic Language, so we will study the symbology of the sign glyphs and their zodiac counterparts.

As I am describing the various principles that compose the signs, 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. Remember, too, repetition does help retention.

Sacred Numbers

In ancient esoteric literature, the numbers three, four, seven and twelve were considered mystical or sacred. Words such as triplicity, quadruplicity, septenary, etc. are frequently found in many older texts. These words are old-fashioned and somewhat confusing. So, for your own working knowledge, use the words elements and qualities in place of triplicities and quadruplicities.

For example, we have already mentioned the septenary system – the seven sacred planets: Sun, Moon, Mercury, Venus, Mars, Jupiter and Saturn. The signs are individually twelve in number (twelve tribes, twelve disciples, twelve jewels in the breastplate, twelve judges, etc.), and may be divided in several natural ways, by twos (polarity), threes (elements), fours (qualities) and sixes (axes). In this chapter we will study the concepts of polarity, element and quality (2, 3, and 4) as related to the signs.

Polarities indicate a concept of twoness.

12 signs divided by 2 = 6 signs per pole: positive or negative.

Triplicities (elements) indicate a concept of threeness.

12 signs divided by 4 elements = 3 signs per element.

Quadruplicities (qualities) indicate a concept of fourness.

12 signs divided by 3 qualities = 4 signs per quality.

Positive/Negative

The signs are positive
or negative in nature,
– dynamic or magnetic,
– talkers or listeners.

**Aries, Gemini,
Leo, Libra,
Sagittarius, Aquarius**
are positive, dynamic

**Taurus, Cancer,
Virgo, Scorpio,
Capricorn, Pisces**
are negative, magnetic

Polarity

The concept of two-ness is known as polarity. It shows up most dramatically in the aspect known as “opposition”. This is just exactly as it sounds. Opposites do attract; we need what is opposing in nature to us to achieve balance. Since we are dealing with a polar opposite, balance is not always easy to do. Think about the nature of white and black, up and down, left and right, positive and negative, male and female, or any number of commonly based pairings. What is the talker without the listener, or the listener without the talker? Both are necessary to the whole. Both are equal, just opposite in nature. Just as the Sun indicates the dynamic force of creation, the Moon represents the matrix or the form taken by such creativity. What good is creativity without manifestation? What good is form without direction? While polarities are paired, balancing the natural implied opposition can take some work.

The positive pole of a magnet is projective, dynamic, electric. The negative pole of a magnet is magnetic, in-drawing, cohesive. If you put two positive poles together, they will repel each other – they do not have what the other needs. If you put two negative poles together, they will also repel each other – again not fitting each other’s needs. If you put a positive and a negative pole together, they will attach readily, and it will take great force to break the magnetic attraction. People are like that, they either attract or repel each other; once joined, they may be difficult to break apart – and you can read this in their charts.

Elements

The ancients believed that everything that existed in our world, including man, was comprised of several basic elements (one or more in combination). Various cultures gave dominance to differing elements, and it is anyone’s guess as to who has a corner on “the truth”. In oriental philosophy, five elements are the basis, fire, air, water, wood, and metal. In western philosophy, four elements are the basis: fire, earth, air and water. Four elements is the method that has been incorporated into tropical astrology. The following information is given to help you understand the nature of the four astrological elements and their contribution to the signs.

Alchemical symbols may point us in a good direction to start. Many mythological references indicate the sky god (Uranus, masculine for this reference) and the Earth mother (Gaia, feminine) were the parental creators. The sky god (lightning) discharged his energy bolts into the primordial oceans and life was born on Earth. *“And the Earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters.” Genesis 1:2.* Subsequent discharges gave rise to more complex life forms until life crawled out of the ancient oceans and onto the shore – the concept of evolution. Science has now duplicated this concept by discharging small bolts of lightning (fire) into a saline solution (saltwater) believed to resemble Earth’s original oceans, producing the first man-made elemental life forms.

The alchemical symbol for fire is an upward-pointing triangle.

The symbol for water is a downward-pointing triangle (the original dad and mom?).

The symbol for air is an upward-pointing triangle with an added crossbar inside, indicating its natural partnership with fire – complimentary.

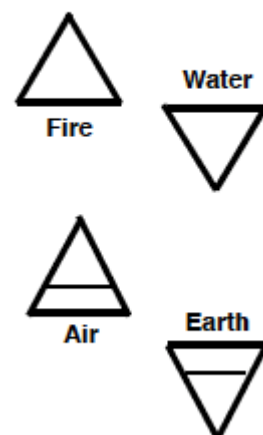
The symbol for earth is a downward-pointing triangle with an added crossbar inside, indicating its natural partnership with water – complimentary.

Fire and air share an affinity, earth and water share an affinity. We now have two affinities, fire/air and earth/water, and we are back at the door of polarity. We will do more with this affinity once we understand the individual elements.

Remember, astrologers are interpreters of what they can identify. The study of elements must be interpreted in terms of human experience to give us value in reading a chart. So we must first look at the physical nature of the element (our identification process). Then we must apply that knowledge to human experience (interpretation).

Understand that every person is a unique combination of these four elements which are expressing through them, and which are in some way influencing their experience. The qualities of each element are neither good nor bad, they just are. It is our human use of those qualities and our personal perspective that determines good and bad. As we explore each individual element, we will look at both the plus and the minus qualities. It is important to remember that that use is choice, and perspective is individual.

Alchemical symbols for the elements





Fire

Ponder on the element of fire for a moment. Think of all the various forms and (mis)uses of fire – the smallest spark, a flickering candle flame, warming at a campfire, cooking on a gas stove, a fireplace, a homecoming bonfire at school, a house afire, a forest fire, war-created fire, volcanoes exploding. In all its forms, fire shows the dynamic activity of the life force itself – and so it is with a person and their chart.

Fire signs have an attitude of enthusiasm. They are very energetic, creative, and at times can seem to be inspired. Fire represents the spirit side of our nature. There is strong self-identity (which can at times be self-centered) and strong self-sufficiency. Fire signs have an air of excitement about them. They have a strong love of life and activity that may inspire or overpower others. Sometimes we call this characteristic charismatic, and sometimes we call it obnoxious. Fire signs can be impatient, restless and overactive, and can become loud or boisterous. They may be oblivious to things outside their immediate self-concern, and can be completely unaware that their mannerisms grate on the nerves of others. Usually good in active sports, they can display strong leadership qualities.

Aries, Leo, and Sagittarius are the three (triplicity) fire signs. Think about the people you know and about the quality of fire as it applies to them. Recognize the commonality of the three fire signs. Fire itself can take many forms but it is always dynamic in nature.



Earth

Contemplate earth for a moment. Think of all the various forms of earth – dust or sand, clay or muck, pebbles, rocks, boulders, mountains, Earth itself. Think of the strength and the structure, the enduring quality, the practicality, and the physical earthiness associated with the concept. In all its forms, earth shows the tangibility of the life process and the form of life itself. So it is with a person and their chart.

Earth signs experience through their physical senses. They are down-to-earth, practical, patient, persevering, and not afraid of hard work. They are solid, tangible, real and cautious, skeptical, critical and exacting. They tend toward the more practical material values in life and are builders in nature (i.e., structures, careers, reputations). They have little concern over the abstract, preferring their lives to be “down to earth”. They can work endlessly and tirelessly over long periods of time – providing they feel there is purpose and they can see tangible results. Earth signs structure what fire signs create.

Taurus, Virgo and Capricorn are the earth triplicity signs. Think about the people you know and about the quality of earth as it applies to them. Recognize the commonality of the three earth signs. Earth itself can take many forms, but it is always physical in nature.



Considering air is not as easy as it sounds. Air is invisible, usually odorless, and perhaps easier to understand through its effects rather than its mere existence. Think of the necessity of the life breath itself, of soft breezes and gale-force winds. Think of birds in flight, at times pushing their wings against invisible forces and at other times extending their wings to ride an invisible air current. Watch the formation and movement of clouds. Wind and air tend to be impersonal - necessary, invisible, and yet its existence is assumed. Visible air would be something like fog or smog.

Air signs stress the quality of communication. They seek out information on the intellectual level and would rather talk about, exchange information, or seek out the mental or social side of their natures. Since talking implies someone is listening, air also represents the “we” part of nature – the general influence of relationship-forming. These signs are not strongly emotional in nature and are not always impressed by sensitivity or practicality. At times they may appear to be cold, scheming or abstract to others. Since they prefer to expend mental energy rather than physical energy, they may appear lazy or flighty to others. They are intellectual and mental in nature.

Gemini, Libra and Aquarius are the air triplicity signs. Think about the people you know and about the quality of air as it applies to each. Recognize the commonality of the three air signs. Air itself can take many forms, but it is usually communicative in nature.



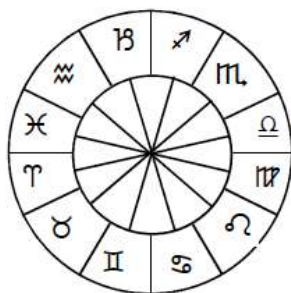
Water

Water is most obvious as oceans, seas and large waterways. But water is also snow, tears, morning dew, fog, racing rivers, and stagnant pools. It is both shallow and deep, and is often boundless and formless unless contained in some way, or formed such as ice.

Water signs are emotional, intuitive, abstract, going beyond the visible to that which is hidden – penetrating matter. Deep, empathetic, compassionate, somewhat unstable due to their sensitivity, they have an underlying distrust of self. This brings out a strong psychic faculty, intensity, and protective instinct. Remember, water is mobile and changeable. This quality can produce moodiness, an undercurrent, vagueness, and over-emotional involvement with negative situations.

Cancer, Scorpio and Pisces are the water triplicity signs. Think about the people you know and about the quality of water as it applies to them. Recognize the commonality of the three water signs. Water itself can take many forms, but it is basically fluid in nature.

When we first looked at polarities, we noted that affinities formed between fire/air and earth/water. There are twelve signs of the zodiac. Divide them in half and you have two halves of six signs each. Since we present our work on a 360° wheel, you will see these two halves opposite each other, with six pairs of signs represented. Aries is paired with Libra, Taurus with Scorpio, Gemini with Sagittarius, Cancer with Capricorn, Leo with Aquarius, and Virgo with Pisces. Since we have just studied the elements and you have the sign wheel, you should be able to see that fire and air are a complimentary pair and earth and water are a complimentary pair.



Polarities

Elemental Affinities and Disaffinities

Think about the affinities. Fire cannot burn or even exist without air, and air without heat is stagnant, unmoving, unproductive. Fire and air have a natural affinity. They are naturally paired, like two halves of a whole or complimentary opposites. Earth without water is parched and barren. Water without earth is shapeless, formless, and difficult to grasp. Earth gives form and definition to water, while water gives life and fertility to earth. Earth and water have a natural affinity and are naturally paired. They are two halves of a whole or complimentary opposites.

Let us try to mix these same elements outside their affinities. What happens when you mix fire and earth, or fire and water, or earth and air? Fire can scorch earth, and earth can bank or put out fire. Fire to water makes steam, but water can also put out fire. Earth requires definition and air requires ideas. See how much more difficult it is in blending these elements which are in dis-affinity. Take time to learn your elements, and their affinities and dis-affinities.

Qualities

The three qualities are modes of expression for the four elements. Twelve signs divided by three qualities equals four signs each for expression of the qualities.

Cardinal: The four cardinal signs are determined by the equinox and solstice points previously mentioned. The equinoxes indicate spring (Aries) and autumn (Libra) and the solstices indicate summer (Cancer) and winter (Capricorn). Cardinal signs serve as initiators of human experience. The cardinal mode of expression is outgoing, forceful and energetic, and is the most expressive of the three qualities, regardless of the element it is expressing. This quality is initiatory in nature, self-motivating and self-starting. You may initiate (cardinal) through fire (Aries), earth (Capricorn), air (Libra) or water (Cancer). What have I just said? Respectively, this initiation expresses dynamically, practically, relationally and/or emotionally.

Fixed: The four fixed signs follow the cardinal signs in the order of the zodiac. Taurus, Leo, Scorpio and Aquarius are often referred in older writings as the four Lords of Karma. Karma is, at its core, the Law of Cause and Effect. “That which you sow, so shall you reap,” or in modern parlance, “What goes around, comes around!” As the term “fixed” implies, this quality is one of tenacity, perseverance, durability and longevity. This quality is least likely to change its ways or adapt to new or changing situations. Its main expression is to establish and maintain what has already been formed or placed in motion. You may establish (fixed) through fire (Leo), earth (Taurus), air (Aquarius) and water (Scorpio). What have I just said? Establishing expresses dramatically, steadfastly, intellectually, and/or intensely, respectively.

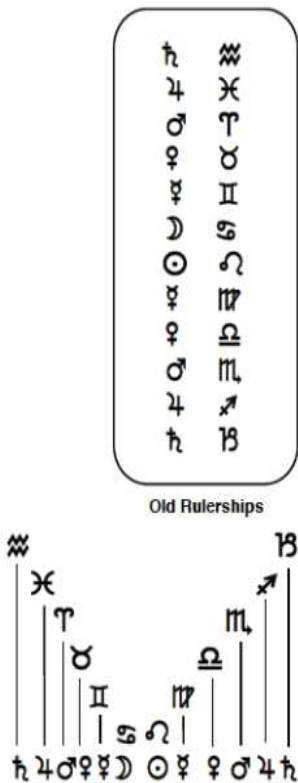
Mutable: The mutable signs, Gemini, Virgo, Sagittarius and Pisces, are the bridges between the fixed (unchanging) mode and the following cardinal (initiating) mode. Thank God for the mutable signs! Mutability means adaptability. Its quality is the ability to be flexible and to adjust to changing circumstances, situations or experience.

Mutable signs are versatile and quick to learn. This can also be carried to extremes and become inconsistent or too easily influenced. You may adapt (mutable) through fire (Sagittarius), earth (Virgo), air (Gemini) and water (Pisces). What have I just said? Adaptability expresses competitively, analytically, versatily, and instinctively, respectively.

Rulerships

In our lesson on planets, I indicated that the planets are the key to the information in the chart and that they “rule” the signs. I mentioned that the seven inner bodies, Sun through Saturn, were considered to be the “seven spirits before the throne”, the tangible planets. They are also described as the development of the personality through physical experience. I also indicated that the three more recently discovered bodies, Uranus, Neptune and Pluto, were outside of Saturn’s orbit, and may not be bound by Saturn’s rules. They are considered more transcendental planets.

The ancients only used the seven inner planets. The old system of rulerships did not provide a place for the three recently discovered planets. Seven planets for twelve signs indicate some duplication in rulership was in order. A diagram of the ancient form of rulership is provided. Rulership implies a natural affinity. The nature of the planet contributes to or influences the nature of the sign(s) it rules.

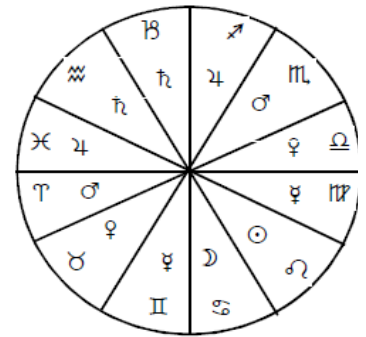


Place the Sun with its natural affinity with Leo, the strong summer sign in the northern hemisphere. This is where the largest population centers existed. The Sun's "wife", the Moon, is placed with the sign of Cancer, next to the Sun, having a natural affinity with the period that is rainy just before the heat of high summer. This is your beginning point for the older form of planetary rulership.

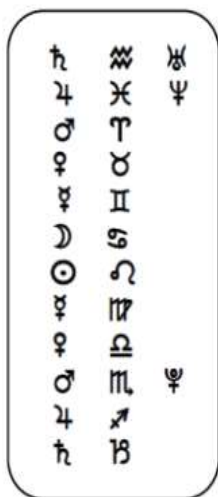
We now have ten signs and five planets left. Therefore, each planet ruled two of the remaining signs. The Sun and Moon as "lights" were considered the "parents" to the planets and had some overlapping influence on each other's sign. The children of the "lights" were termed the "wanderers". They were considered dual in nature, ruling one masculine and one feminine sign each. It was in this way that they could learn their lessons. The order of rulership is the astronomical position of each planet outward from the Sun.

Starting with Mercury, then Venus, then Mars, then Jupiter, and lastly Saturn on either side of the Sun/Moon pair, the planets rule the signs exactly in that order. Counting forward in the zodiac from the Sun in Leo, Mercury rules Virgo, Venus rules Libra, Mars rules Scorpio, Jupiter rules Sagittarius, and Saturn rules Capricorn. Counting backward zodiacally from the Moon in Cancer, Mercury rules Gemini, Venus rules Taurus, Mars rules Aries, Jupiter rules Pisces, and Saturn rules Aquarius.

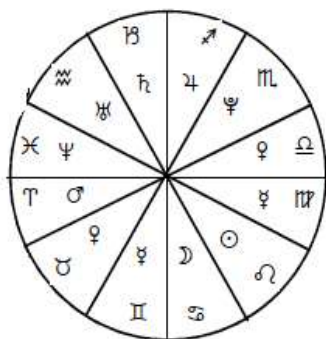
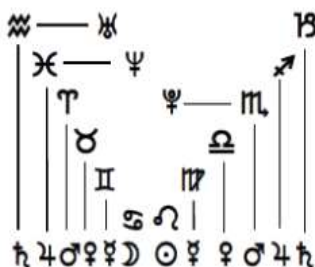
Looking at the rulership pattern another way, the Moon and Sun (the celestial parental team – the lights) ruled one feminine (Cancer- Water) and one masculine (Leo-Fire) sign in the strongest or most prominent period of the year in the northern hemisphere. (Make a mental note: the seasons are reversed in the southern hemisphere.) Mercury rules the masculine (air) sign of Gemini and feminine (earth) sign of Virgo. Venus rules the feminine (earth) sign of Taurus and masculine (air) sign of Libra. Mars rules the masculine (fire) sign of Aries and feminine (water) sign of Scorpio. Jupiter rules the masculine (fire) sign of Sagittarius and feminine (water) sign of Pisces. Saturn rules the feminine (earth) sign Capricorn and masculine (air) sign Aquarius.



Old Rulership wheel



New Rulerships



New Rulership wheel

Rulership: influences and has the nature of...

Once the outer three planets moved from unconsciousness (undiscovered) into consciousness (discovered), they had to be given a place in the pecking order or chain of command. The old rulerships had been around for millennia and astrologers were not comfortable with disposing the old rulerships; so a system of dual rulerships was born. As you study, you will encounter support for old rulerships only, new rulerships only, and those who do not like to throw away potential information (or just cannot make up their minds) and use both (I do).

The assignment of sign to planet was and still is very controversial. Uranus was the first to be discovered and was assigned to Aquarius as a co-ruler with Saturn (an uncomfortable myth pairing). Neptune was next to be discovered and was assigned to Neptune as a co-ruler with Jupiter (an easier pairing). Pluto was the last to be discovered and was assigned to co-rule Scorpio with Mars. There is still a large contingent of astrologers who believe that Aries should have been the choice for Pluto, as it was next in order from Aquarius and Pisces. I believe that Pluto is more closely defined through its Scorpio rulership. In order for rulerships to make sense, there must be an affinity between the energy represented by the planet and the attitudes and expressions of its sign(s).

Side note: Chiron was discovered October 18, 1977. It was originally named as a planet, causing a flurry in the astrological community as to sign rulership and interpretation (Virgo was the leading contender). In 1989, Chiron was re-classified as an unusual comet. Comets orbit quite differently than planets and are not assigned planetary rulerships.

Due to the new discoveries and resulting controversies, a new rulership wheel was formed, with the new planets assuming their roles as rulers. Whether the old method, the new method, or dual rulerships are correct is still a “work in progress”. You should learn rulerships as it can help you understand the affinities between abstract signs and houses... and the concrete planets that rule them.

In brief, Mars rules Aries and co-rules Scorpio with Pluto, Venus rules Taurus and Libra, Mercury rules Gemini and Virgo, the Moon rules Cancer, the Sun rules Leo, Jupiter rules Sagittarius and co-rules Pisces with Neptune, Saturn rules Capricorn and co-rules Aquarius with Uranus.

Symbolism

Each of the constellations comprising a sign has a history, a story and a symbol to illustrate the influence of the sign. In the earliest astrological records, according to Immanuel Velikovsky, there were only ten signs. Virgo and Scorpio were one sign, and Libra simply did not exist.

Let us look again at the mythological story of Athena (Venus astrologically) springing full grown from the head of her father, Zeus (Jupiter). If a new planet came into being (from Earth's perspective, perhaps emerging in the general area of space now known as Libra), astrology would have had to make room for that body in the pantheon of existing gods and goddesses. This "birth" might account for the reason Venus was not recorded in early planetary tables. Once Venus was added as a "wanderer", the signs Virgo and Scorpio were separated and Libra was inserted between Virgo and Scorpio. Virgo as a sign represents latent or virgin sexuality, while Scorpio represents active or consummated sexuality. The scales of balance were placed between the two.

Let us look at the zodiac symbols of the signs to see what those symbols contribute to our understanding of the signs. Reminder: a glyph is a symbolic representation of a principle.

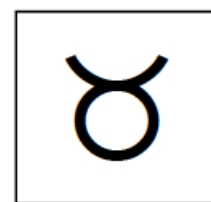
The animal symbol for Aries is the male, big-horned sheep, the ram. The Aries glyph is the shape of the ram's horns. What exactly does a ram do when stimulated? It "rams", acts spontaneously, without much (if any) forethought, charging with its head into experience, aggressively dominating the circumstance before it even knows what the situation is all about. Sound like any Aries you know? Look for the ram's horn signature stamped on the face of a person with strong Aries.

The animal symbol for Taurus is the bull, and the glyph shows its head and horns. Bulls will graze peacefully for a long time, with a single-minded determination to mind their own business. However, they can be aroused. Once aroused, they tend to put their heads down and act like a locomotive... and are difficult to pacify. The scientific saying "an object at rest tends to remain at rest, and an object in motion tends to remain in motion" is a fitting description of our bull – Taurus.

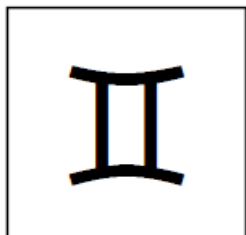
Zodiac symbols



Aries



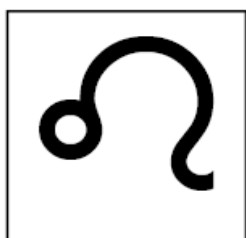
Taurus



Gemini



Cancer



Leo



Virgo

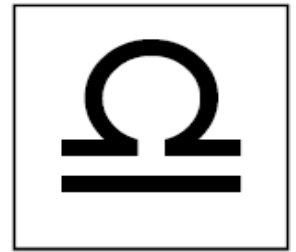
The Gemini symbol is twins, and the glyph looks like the Roman numeral II. The symbol may be shown by male/male, female/female or male/female figures. Romulus and Remus were the Roman version of twins in a male-dominated society. Within each Gemini placement comes the potential for many faces or avenues of expression. This potential does not imply fragmentation, it implies multiplicity. In addition, any double-bodied sign such as Gemini (twins), Sagittarius (half-horse/half-man), and Pisces (two fish) implies multiplicity or plurality.

Cancer is represented by the crab. The glyph reminds us of the claws of the crab, or perhaps the ancient Yin/Yang symbol of female/male. Those who live on the ocean are given a perfect opportunity to study both the sign and the symbol. Cancer rules Mother Ocean, the cradle or womb of life. The crab is sensitive, skittish, vulnerable, defensive, quick to withdraw and hide – and so is Cancer. When confronted, the crab will skuttle sideways and withdraw into the ground or its shell. If provoked, it will strike with its pincers - so will strong Cancer placements.

Leo is represented by the male lion, and the glyph is the lion's mane. Commanding, regal, graceful in carriage, yet somewhat sedentary when not hunting, the lion is a symbol of courage, strength, family loyalty (the pride), and natural rulership (king of the jungle). Reddish glints in a mane of hair can characterize strong Leo traits in a chart, as can an erect stature, with a graceful walk. Surprisingly, it is the female lion who excels in hunting skill and cunning – so, too, the female Leo.

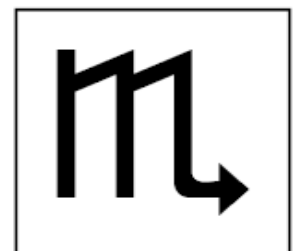
Virgo is symbolized by a maiden holding a sheaf of wheat. The wheat represents the harvest and the end of the growing season. It moves from sowing, through all stages of growth, and into reaping, when the fruits of the labor are harvested. At harvest, the “wheat is separated from the chaff”, an indication of discernment and discrimination in the human. Further, the maiden represents the virgin state, shown by the glyph of the M with the line crossing back over the final leg of the glyph.

Libra is the only zodiacal sign with a non-human or non-animal glyph. This represents the weighing and balancing between the needs of the self and the needs of others, as well as the balance between passive and active sexuality. Marriage, relationships, partnerships and balancing the opposing drive or needs of those in a relationship is a function of Libra. The scales can be the weighing scales at the time of harvest, when the work for the year was weighed and the balance between risk and results was determined. The glyph itself could represent sunrise or sunset. Since the first six signs of the zodiac represent the building of the individual personality, the last six signs represent the building of relationship or the involvement with the needs of others. The ego must give way to the need to relate to others – the sunset of the ego.



Libra

Scorpio has several symbols. The most common is the scorpion. Scorpio is known as the most self-destructive of the signs because the scorpion will sting itself to death if deprived of its prey. Other symbols for Scorpio are the gray lizard, the eagle, and the phoenix. Eagles represent the aspiring Scorpio, determined to weather the internal warfare and to progress. The Scorpio keeps its eagle eye on its personal evolution. The phoenix is a mythological bird who has to die (by fire) in order to be reborn. The willingness to die (give up the known and face one's own darkness) in order to be reborn to a higher expression is a deep mystical initiation. Gray lizards are Scorpions who have "burned out" in their experience, but did not physically die. The best description for this Scorpio is colorless and listless, grey. And yes, I have encountered only one in my studies. The glyph is an M with an arrow projecting forward, representing the active sexual state.

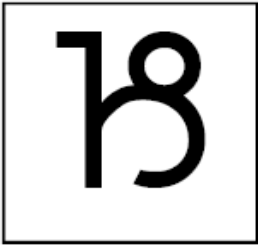


Scorpio

Sagittarius is usually represented by the centaur. This mythological creature is depicted as a half man/half horse, the archer with his bow aimed towards the heavens. Horses were prized animals, considered to be owned originally by the gods. The centaur symbol is an indicator of the progressing evolutionary state. Man is evolving from his animal state to his human consciousness, a double-bodied sign. Since the human half is positioned higher than the animal half, humanity is emerging triumphant. The archer is aiming for the heavens (higher awareness), sending his arrow (directed energy) forth into the unknown (the dark), and hoping to pierce a star (enlightenment). The glyph usually used is a stylized arrow.



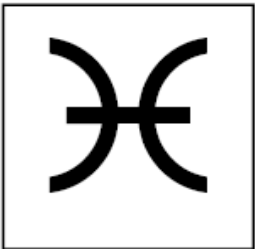
Sagittarius



Capricorn



Aquarius



Pisces

Capricorn was originally represented by the sea goat, half-fish/half-goat. It represented the emergence of humanity from an amphibian state to an animal state of awareness. This sign represents mankind emerging when life emerged from the primordial sea and crawled onshore. The Capricorn glyph is based on this myth, showing the horns of the goat and the tail of the fish. Modern symbology shows the mountain goat, sure-footed, competent, at home on the heights of its world. The suggestion is the ambitious, climbing, no-nonsense, managerial Capricorn.

Aquarius is represented by the water bearer. This creates a mental dilemma for those who do not realize that Aquarius is an air sign and not a water sign. The water bearer's jug does not contain liquid. It contains instead the "waters of life" such as consciousness or wisdom. It is depicted as pouring down from the shoulder of an angel towards the feet. The pitcher pours down from a higher dispensation to a lower receptacle, from heaven to earth. The wavy lines of the glyph can remind you of lightning, the act of God (lightning) playing upon the face of the deep (waters) producing rudimentary life. Sparks or leaps of intuition, enlightenment, and invention are Aquarian themes.

Pisces is represented by two fish swimming in opposite directions. Pisces is a water sign, and the fish symbol of the age of Christianity. Jesus said to his potential disciples, "Come follow me and I will make you fishers of men." (Matt 4:19) Jesus was the Avatar (spiritual leader/teacher) of the Piscean Age, born of his polar opposite, Virgo, the celestial virgin. Jesus fed the thousands with fishes and loafs (Pisces and Virgo). The glyph of Pisces shows reversed parenthesis (a stylized fish), bound together by a cord, implying conflict in the plurality inherent in this double-bodied sign.

As previously suggested, go to the library and do some studying on the animals, concepts and myths behind each symbol. For example, for sign study, Sagittarius is represented by the centaur - half horse and half human, the archer, looking to the heavens, etc. Jupiter is the ruler of Sagittarius and the myths of Jupiter will help you understand the planet and its rulership over Sagittarius. Look not only to the Roman or Greek legends (which are most common in our western culture), but also to their Norse, Egyptian, etc. counterparts. For example, which planet represents Odin, the all-wise Father of Norse legends, or Thor, the thunder god? When studying the Sun, study the solar myths of all cultures. When studying the Moon, study the lunar myths of all cultures. Not only will you learn astrology, but you will learn about human experience and humanity's sociological / psychological development.

At one time, I taught a class in American Indian totems and symbols, and the building of a personal medicine shield using your natal astrology chart as a basis for the shield. Upon spiritually receiving the totem animals for their individual shield, I suggested that my students go to the library to learn about those personal totems. I found the readings of my white wolf and eagle (my main totems), and the skunk (a temporary lesson totem) to be interesting and informative. When I meditate on the principles represented by the totems, I learn about me, my life, my gifts of spirit, my lessons and my responsibilities to those gifts and those lessons. I am learning a deeper level of myself through an alternative set of symbols. That adds to my understanding of astrology.

I made my own shield, both a meditation and a mandala – a set of symbols both personal and profound. The shield remains incomplete, just as I (the person represented by my shield) may take years to complete. The study of astrology, by whatever symbol, is a study of the profound (the heavenly) as it applies to human experience (the personal). An old Hermetic maxim reads, “As above, so below.” The cosmos (the divine) is revealed in the human (the child and heir to the Creator). The more you learn in general about the principles and their symbols, the more you will learn about human experience - your own life and those lives you touch.

Putting It All Together

And now, we are ready to take all this background information and apply it to our understanding of the signs themselves. The time you spend understanding the background of the signs will ensure your grasp and use of the signs. Putting together these various pieces and the signs is simple. Here are several brief keywords for the polarities, elements, qualities, rulerships, zodiac symbols and glyphs.

Qualities, Elements, Polarities, Rulerships

Cardinal: Self-motivated, self-starting, initiating, energizing

Fixed: Establishing, building, tenacious, stable

Mutable: Adjustable, adaptable, flexible, versatile

Fire: Dynamic, charismatic, creative, enthusiastic

Earth: Practical, plain-spoken, tangible, basic

Air: Intellectual, social, communicative, ideas

Water: Inspirational, emotional, sensitive, psychic

Masculine: The doer, the talker, assertive, projective

Feminine: The listener, magnetic, receptive, patient

Positive Planetary Rulerships

Sun: Self-identity, authority, fathers, cohesion

Moon: Nurtures, domestic, mothers, nests

Mercury: Communication, decisions, movement, ideas

Venus: Relates, socializes, values, materiality

Mars: Assertion, courage, passionate, risk-taking

Jupiter: Expansion, philosophy, education, luck

Saturn: Contraction, form, discipline, organization

Uranus: Unique, deviant, futuristic, revolutionary

Neptune: Psychic, inspirational, mystical, empathetic

Pluto: Psychological, thorough, intense, transforms

Zodiac Symbols and Glyphs

Ram:	Spontaneous assertion	♈	Rams horns
Bull	Relentless once activated	♉	Bulls head
Twins:	Multiple expression	♊	Human bodies
Crab:	Vulnerable/self-protective	♋	Crab pincers, Ying/Yang
Lion	Loyal and regal	♌	Lion's mane
Virgin	Discernment and chastity	♍	Inactive sexuality
Scales	Justice through balance	♎	Sunset of personality
Scorpion	Extreme emotional tests	♏	Active sexuality
Centaur	Humanity triumphant	♐	Directed seeking
Goat	Scaling the heights	♑	Seagoat, mountain goat
Angel	New sources of wisdom	♒	Waters of life
Two Fish	Emotional duality	♓	Linked fish

You will notice I have used positive keywords only. Energy is neither positive nor negative, containing multiple possibilities for use. Some uses will be positive, some will be negative, some uses depend upon the perspectives of the participants. Let us look at some of the negative keywords of these concepts.

Negative Qualities, Elements, Polarities

Cardinal: Pushy, bossy, take-charge, brassy
Fixed: Unbending, stubborn, rut-oriented
Mutable: Changeable, vacillating, easily influenced
Fire: Brash, leaps without looking, frantic
Earth: Boring, plodding, materialistic
Air: Flighty, superficial, gossipy
Water: Moody, dependent, sacrificial, whining
Masculine: Aggressive, domineering, demanding
Feminine: Doormat, passive-aggressive, withdrawing

Negative Planetary Rulerships

Sun: Egocentric, limelight-seeker, condescending
Moon: Smothers, over-emotional, clingy
Mercury: Contradictory, paradoxical, trickster
Venus: Sensuality, greed, vanity, indolence
Mars: Aggression, lust, conquering, brutal
Jupiter: Exaggeration, foolhardy, overestimates
Saturn: Miserly, judgmental, denying, confining
Uranus: Reactionary, eccentric, destructive
Neptune: Deceitful, unreliable, confused, martyrish
Pluto: Possessive, obsessive, compulsive, control

Negative Sign Glyphs

♂	Battering ram	♌	Peace at any price
♂	Relentless destruction	♍	Rampant sexuality
♂	Two-faced, superficial	♎	Con-man, exaggeration
♂	Crabby	♏	Calculating climber
♂	Dominating	♐	Reactionary, anarchy
♂	Prudish and picayune	♑	Wishy-washy, whiner

Are you ready? Let's do the signs. This part is easy! And remember, every front has a back - a reverse or mirror perspective:

The Detail of the Signs



Aries



Cardinal: Self-motivated, self-starting, initiating, energizing
Fire: Dynamic, charismatic, creative, enthusiastic
Masculine: The doer, the talker, assertive, projective
Mars ruled: Assertion, courage, passionate, risk-taking
Ram (horns): Spontaneous assertion
 Sound like any Aries you know? Let's look at Aries' negative traits:
Cardinal: Pushy, bossy, take-charge, brassy
Fire: Brash, leaps without looking, frantic
Masculine: Aggressive, domineering, demanding
Mars: Aggression, lust, conquering, brutal
Ram (horns): Battering ram

Now that you have the idea, we can examine the rest of the signs in the same manner. You will notice I have provided two glyphs for each sign, the top one black on white, the bottom one white on black, to emphasize the plus and minus, front and back or mirroring of each energy.



Taurus



Fixed: Establishing, building, tenacious, stable
Earth: Practical, plain spoken, tangible, basic
Feminine: The listener, magnetic, receptive, patient
Venus: Relates, socializer, values, materiality
Bull (head): Slow to activate, dogmatic once activated
 Sound like any Taurus you know? Look at Taurus' negative traits:
Fixed: Unbending, stubborn, rut-oriented, rigid
Earth: Boring, plodding, materialistic
Feminine: Doormat, passive-aggressive, withdraws
Venus: Sensuality, greed, vanity, indolence
Bull (head): Bull-headed, relentless

Mutable: Adjustable, adaptable, flexible, versatile
Air: Intellectual, social, communicative, ideas
Masculine: The doer, the talker, assertive, projective
Mercury: Communication, decisions, information, movement
Twins: Multiple expression (double-bodied human)
 Sound like any Gemini you know? Look at Gemini's negative traits:
Mutable: Changeable, vacillating, easily influenced
Air: Flighty, superficial, gossipy
Masculine: Aggressive, domineering, demanding
Mercury: Contradictory, paradoxical
Twins: Duplicity, indecisive, two-faced



Gemini



Cardinal: Self-motivated, self-starting, initiating, energizing
Water: Inspirational, emotional, sensitive, psychic
Feminine: The listener, magnetic, receptive, patient
Moon: Nurtures, domestic, mothers, nests
Crab pincers: Vulnerable/self-protective (Yin/Yang)
 Sound like any Cancer you know? Look at Cancer's negative traits:
Cardinal: Pushy, bossy, take-charge, brassy
Water: Moody, dependent, sacrificial, whining
Feminine: Doormat, passive-aggressive, withdraws
Moon: Smothers, over-emotional, clingy
Crab pincers: Crabby, self-defensive



Cancer



Fixed: Establishing, building, tenacious, stable
Fire: Dynamic, charismatic, creative, enthusiastic
Masculine: The doer, the talker, assertive, projective
Sun: Self-identity, authority, fathers, cohesion
Lion's mane: Loyal and regal
 Sound like any Leo you know? Let's look at Leo's negative traits:
Fixed: Unbending, stubborn, rut-oriented, rigid
Fire: Brash, leaps without looking, frantic
Masculine: Aggressive, domineering, demanding
Sun: Egocentric, limelight-seeker, condescending
Lion's mane: Prideful, arrogant



Leo





Virgo



Mutable: Adjustable, adaptable, flexible, versatile
Earth: Practical, plain-spoken, tangible, basic
Feminine: The listener, magnetic, receptive, patient
Mercury: Communication, decisions, information, movement
Virgin/wheat: Discernment and chastity
 Sound like any Virgo you know? Let's look at Virgo's negative traits:
Mutable: Changeable, vacillating, easily influenced
Earth: Boring, plodding, materialistic
Feminine: Doormat, passive-aggressive, withdrawing
Mercury: Contradictory, paradoxical
Virgin/wheat: Prudishness, discrimination



Libra



Cardinal: Self-motivated, self-starting, initiating, energizing
Air: Intellectual, social, communicative, ideas
Masculine: The doer, the talker, assertive, projective
Venus: Relates, socializes, values, love
Scales: Justice through balance, sunset of personality
 Sound like any Libra you know? Let's look at Libra's negative traits:
Cardinal: Pushy, bossy, take-charge, brassy
Air: Flighty, superficial, gossipy
Masculine: Aggressive, domineering, demanding
Venus: Sensuality, greed, vanity, indolence
Scales: Vacillation, fence-sitting, sunset of personality



Scorpio



Fixed: Establishes, builds, tenacious, stable
Water: Inspirational, emotional, sensitive, psychic
Feminine: The listener, magnetic, receptive, patient
Mars: Assertion, courage, passionate, risk-taker
Pluto: Psychological, thorough, intense, transformation
Scorpion: Extreme emotional testing, active sexuality
Eagle: Lofty aspirations
Phoenix: Rebirth after destruction
 Sound like any Scorpio you know? Look at Scorpio's negative traits:
Fixed: Unbending, stubborn, rut-oriented
Water: Moody, dependent, sacrificial, whining
Feminine: Doormat, passive-aggressive, withdrawing
Mars: Aggression, lust, conquering, brutal
Pluto: Possessive, obsessive, compulsive, controlling
Scorpion: Vengeance, deadly
Eagle: Hunter, deadly
Grey Lizard: Burned out in the emotional war

Mutable: Adjustable, adaptable, flexible, versatile
Fire: Dynamic, charismatic, creative, enthusiastic
Masculine: The doer, the talker, assertive, projective
Jupiter: Expansion, philosophy, education, luck
Centaur: Humanity triumphant, directed seeking (double-bodied)
 Sound like any Sagittarius you know? Look at Sagittarius' negativity:
Mutable: Changeable, vacillating, easily influenced
Fire: Brash, leaps without looking, frantic
Masculine: Aggressive, domineering, demanding
Jupiter: Exaggeration, foolhardy, over/under estimates
Centaur: Conman, animal triumphant, foolhardy



Sagittarius



Cardinal: Self-motivated, self-starting, initiating, energizing
Earth: Practical, plain-spoken, tangible, basic
Feminine: The listener, magnetic, receptive, patient
Saturn: Contraction, form, discipline, organization
Goat: Scaling the heights, (Sea goat-old symbol)
 Sound like any Capricorn you know? Look at Capricorn's negativity:
Cardinal: Pushy, bossy, take-charge, brassy
Earth: Boring, plodding, materialistic
Feminine: Doormat, passive-aggressive, withdrawing
Saturn: Miserly, judgmental, denial, confines
Goat: Climbs on the backs of others, success at any price



Capricorn



Fixed: Establishing, building, tenacious, stable
Air: Intellectual, social, communicative, ideas
Masculine: The doer, the talker, assertive, projective
Saturn: Contraction, form, discipline, organization
Uranus: Unique, deviant, futuristic, revolutionary
Angel: New sources of wisdom, waters of life
Lightning bolt: Invention, originality, suddenness
 Sound like any Aquarius you know? Let's look at Aquarius' negativity:
Fixed: Unbending, stubborn, rut-oriented
Air: Flighty, superficial, gossipy
Masculine: Aggressive, domineering, demanding
Saturn: Miserly, judgmental, denial, confines
 Uranus: Reactionary, eccentric, destructive
Lightning bolt: Upheaval, sudden destruction



Aquarius



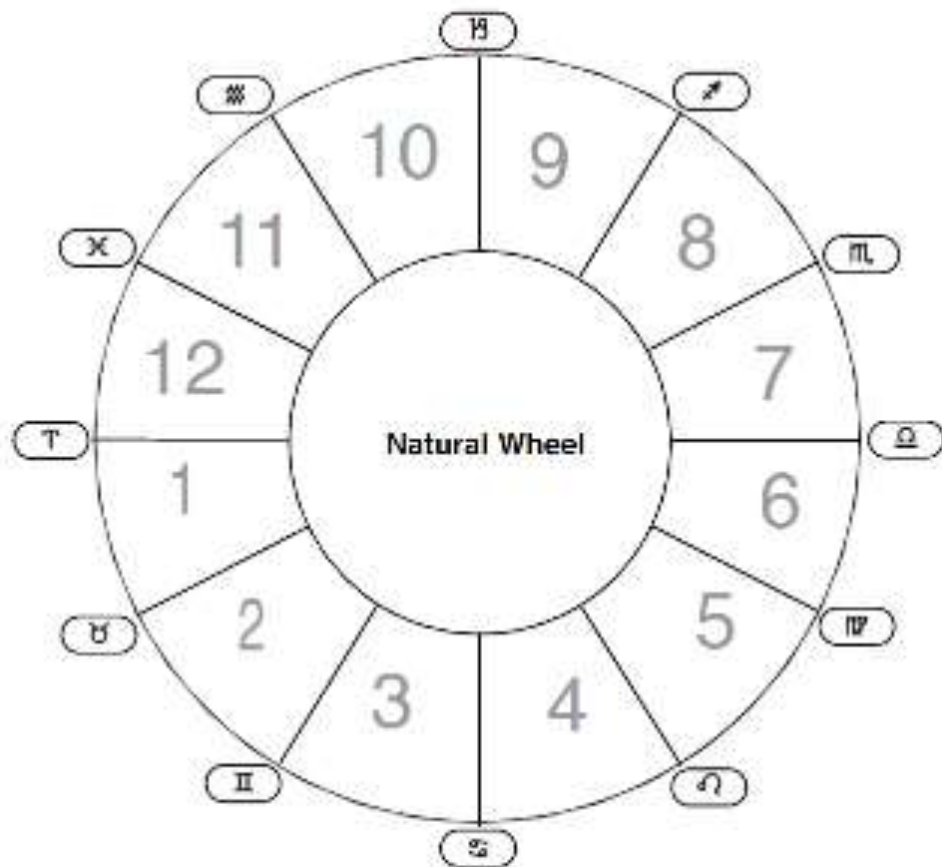


Pisces



Mutable:	Adjustable, adaptable, flexible, versatile
Water:	Inspirational, emotional, sensitive, psychic
Feminine:	The listener, doormat, passive-aggressive, withdrawing
Jupiter:	Expansion, philosophy, education, luck
Neptune:	Psychic, inspirational, mystical, empathetic
Two Fish:	Emotional duality, (double-bodied/tied)
Sound like any Pisces you know? Let's look at Pisces' negative traits:	
Mutable:	Changeable, vacillating, easily influenced
Water:	Moody, dependent, sacrificial, whining
Feminine:	Doormat, passive-aggressive, withdrawing
Jupiter:	Exaggeration, foolhardy, over/under estimates
Neptune:	Deceitful, unreliable, confused, martyrish
Two Fish:	Internal conflict, muddled motives

Creating a personal story out of miscellaneous data is the art of astrology
– use your natal chart as your storyboard!



Rulers through Lenses

Dignity, Detriment, Exaltation, Fall

Our Personal Puzzle

Keywords: Planets in Signs

Personal, Cultural and Generational Planets

Weighing the Elements, Qualities and Polarities

Planets: We have *superficially* studied two of the four principles considered the cornerstones of our astrological information base. In the first chapter we looked at astrology in a general sense, but spent most of our effort on the symbology and nature of the planets – the keystone of our four cornerstones.

Hopefully, by this time you have spent the time and effort necessary establishing those principles clearly in your mind...and in your notes. Remember that I must make many assumptions as this work progresses, primarily that *you have done* the work necessary to get to the next step, and are restudying as necessary. I must also assume that you have taken the time to clarify any foggy concepts or to obtain answers to your questions. Remember, no question is dumb or silly if you are not clear on the concept. Clarify as you study!

The planets really are the key to our understanding. You will see as we progress how much importance and influence they assume as rulers of the signs and houses, and, in later studies, as they activate patterns and experiences. The extra time you spend with them is time well spent.

Signs: What the world at large knows of astrology is Sun signs, a minute portion of a complex picture. Although the signs are the most popular part of astrology, they are *not* the key to your reading. You will find the individual nature of the planets themselves and the interplay of energies (aspects) between the planets are the two dominant tools for interpretation. Each Astrologer assigns personal significance based on his/her experience. I personally rank planets, then aspects, then houses, and with signs last in value. This does not mean signs are valueless. On the contrary, signs contribute a great deal to our understanding and grasp of human nature and behavior. I am merely making a distinction between the power and effect of an energy (planet) versus a lens for viewing or experiencing (sign).

In Chapter 3, we dissected the signs and their symbolisms in order to establish a series of connections in our thoughts. The more you study the elements, qualities, polarities, myths and symbols, the better you will understand your signs. Practice drawing the glyphs for both the planets and signs, imbedding the concepts deeply into your subconsciousness.

I am making an assumption that you *know* both your planets and your signs at this point, because we are now going to begin the process of “reading” the chart. We will “blend” or combine the individual pieces of information you have learned about the planets and the signs. If you have not taken the time to fully grasp the principles of the planets and the signs, stop here. Go back to re-study your material and enlarge your personal notes. Then begin this chapter again so that you are ready to assemble the information into what is called a “reading” of your personal chart. Before we actually start assembling, let’s look at another tool for understanding.

Dignity, Detriment, Exaltation, Fall (Strength and Weakness)

In Chapter 1, the notes on each planet included references to rulership, detriment, exaltation and fall, and I mentioned we would cover this material at a later point in the lesson – which is now. The basic rules are that planets which are posited in signs compatible to the nature of the planet itself are considered to be comfortably placed or “in affinity”. Planets posited in signs which are incompatible to the nature of the planet are considered to be uncomfortably placed or “in disaffinity”. Affinity seems to add strength to the expression of the planet and disaffinity seems to complicate or to weaken the expression of the planet. The zones of affinity are known astrologically as *dignity* and *exaltation*. The zones of disaffinity are known as *detriment* and *fall*.

Dignity: A planet in the sign of its rulership is at home and operates very comfortably. The planet has an affinity for the sign it occupies, operating freely and optimally by sign. A planet is dignified if residing in a sign it rules and is in its strongest, most comfortable expression. *Dignity equals rulership.*

Determining dignity is quite easy, but how do you determine if a planet is in its detriment, exaltation or fall? I hope you've studied your polarities, because the knowledge is going to come in very handy in this section. The opposite of affinity is disaffinity. The sign directly opposite the rulership or dignity position of a planet is the sign of its detriment. The planet's expression is weakened because it is positioned in a sign that is antagonistic or not supportive or sympathetic to its planetary energy.

Detriment: A planet in the sign opposite (polarity) to its rulership (dignity) is considered to be in detriment, weakened or uncomfortable, in disaffinity with the nature of the sign energy it occupies. *Detriment equals the opposite sign of dignity.*

The second most beneficial placement of a planet would be in the sign of its exaltation, where it is next most comfortable, operating openly and strongly. The easiest analogy I can provide for the difference between the dignity and the exaltation of a planet is that of you living in your home. Because of a sense of ownership, belonging, familiarity, etc., your home is usually the most personally expressive location for your experience. The next most personally expressive space would be a second or vacation home, or a family home. You would also have a similar sense of ownership, belonging, etc., but perhaps not quite as strong a sense of familiarity as your primary residence. A planet's primary (most personally expressive) location would be in its sign of dignity. The planet's second most personally expressive location would be in the sign of its exaltation.

Exaltation: A planet in the sign of its exaltation is considered to be comfortable, openly expressive, and in affinity with the sign it occupies. When you see a planet in exaltation, look upon it as a reward for work previously done, a spiritual "brownie point".

Again, your study of polarities comes to the rescue to determine the sign of a planet's fall. The sign position of a planet's fall is directly opposite the sign of its exaltation.

Fall: A planet in the sign of its fall is considered to be uncomfortable, its expression hampered by its disaffinity with the sign it occupies. When you see a planet in fall, look upon it as a "slap on the wrist" for implied error or misuse – atonement.

Below is a table of the ancient dignity, detriment, exaltation and fall of each planet (note the dual rulerships – dignities). When you are reading a chart, note the affinity or disaffinity between the planet and the sign it occupies, and add that information to the flavor of the planet.

As an exercise, systematically focus your thoughts on one planet and the energy it represents. For example:

- ✓ Think of the Sun as it expresses masculinely in fire or air signs – the talker.
- ✓ Think of that same Sun as it expresses femininely in earth or water signs – the listener.
- ✓ Then think of the Sun as it expresses as an element: fire (dynamic), earth (practical), air (communicative) or water (sensitive).
- ✓ Then think of the Sun as it expresses as a quality: cardinal (initiating), fixed (establishing) or mutable (distributive).
- ✓ Think of the intense, hot, bright, large summer Sun (dignity in Leo); the cool, distant, dim, winter Sun (detriment in Aquarius).
- ✓ Think of the exaltation (reward) of the Sun in initiating, dynamic, assertive, decisive Aries; versus the atonement (fall) of the self-identifying Sun in airy, mental, relational, justice-seeking Libra.

Do this same exercise with each of the planets and use the following table.

Table of planetary Dignity, Detriment, Exaltation and Fall

Planet	Symbol	Dignity <i>Strength</i>	Detriment <i>Weakness</i>	Exaltation <i>Reward</i>	Fall <i>Atonement</i>
Sun	☉	Leo	Aquarius	Aries	Libra
Moon	☾	Cancer	Capricorn	Taurus	Scorpio
Mercury	☿	Gemini Virgo	Sagittarius Pisces	Aquarius	Leo
Venus	♀	Taurus Libra	Scorpio Aries	Pisces	Virgo
Mars	♂	Aries Scorpio	Libra Taurus	Capricorn	Cancer
Jupiter	♃	Sagittarius Pisces	Gemini Virgo	Cancer	Capricorn
Saturn	♄	Capricorn Aquarius	Cancer Leo	Libra	Aries
Uranus	♅	Aquarius	Leo	Scorpio	Taurus
Neptune	♆	Pisces	Virgo	Sagittarius	Gemini
Pluto	♇	Scorpio	Taurus	Leo	Aquarius

Our Personal Puzzle

Most of you have opened jigsaw puzzle boxes with myriad and thoroughly mixed puzzle pieces. You assume a completed picture is contained within the box and that all you have to do is to assemble the pieces and you will have that completed picture. Astrology is like that. You have hundreds of bits of assorted information which, if organized and assembled properly, will yield a complete picture of a human being.

Of course, astrology and Astrologers have still not evolved to the point where we can completely define the human, but we can take giant steps towards that definition. Not even the human in question understands the fullness of themselves – only the Divinity that created the complex knows the wholeness of the human.

In this chapter, in a rudimentary way, we will begin to organize the information we generate from an individual chart into a meaningful story about the person and the life represented by that chart. Each time we add an informational piece to the puzzle we call a person, we will be learning how that information contributes to the general knowledge of, and the reading for, the individual. We must now learn to blend the principle of a planet with the principle of a sign.

In order to facilitate the learning process, we will use a “keyword” system. Although cookbook astrology is frowned upon by most Astrologers, it is really useful to beginners. Astrology is one of the largest memory feats you will ever perform. You will need a literal “head start” until you are able to develop your astrological memory. There is so much to learn, any aids (or crutches) are greatly appreciated. You should *discard the crutch* as soon as you are able to read comfortably without it. This crutch is a useful tool upon which you should not become dependent. Keywords are a means to an end, not a preference. Use keywords as memory stimulators until they become assimilated into your enlarging base of knowledge.

Any planet or sign principal or concept is considered neutral, neither positive nor negative. Choice in use, learned or habitual behavior, and personal perspective determine whether a concept is positive or negative. That means we must be willing to look at the concept as neutral and the potential applications as both positive *and* negative. We will generate both a positive and a negative set of keywords for the planets and the signs, which we will then be able to blend into a story or “reading”. Note that the keywords for the planets are more like nouns or verbs (proper names and actions) than the keywords for the signs, which are more like adjectives or adverbs (descriptive words modifying the nouns or verbs, many ending in -ly or -ing).

Keywords

Sun: The ego, individuality or core person
 + with its vitality, power, ambition, dignity, confidence, integration
 - or its lack of the above, arrogance, conceit, egotism.



Moon: The subconscious, reactive self
 + and its feelings, emotions, responses, nurturing and domesticity,
 - or its moodiness, inconsistency, oversensitivity and introversion.



Mercury: The conscious, reasoning, analytical mind
 + and its communication, intelligence, data-gathering,
 educational function, or its
 - criticism, restlessness, indecisiveness, nervousness and tension.



Venus: the desire for a value system and for relationships as
 + love, harmony, artistry, beauty, gentleness, acquisitiveness
 - or indolence, laziness, weakness, gluttony, or pettiness.



Mars: the application of personal energy or assertiveness as
 + mechanical ability, ceaseless activity, physical drive, passion,
 sex drive,
 - or aggressiveness, recklessness, accidents, irritability.



Jupiter: the expansive, philosophical, religious quality as
 + abundance, benevolence, development, optimism, luck,
 - or excess, extravagance, indulgence or grandiosity.



Saturn: the contractive, organizational, consolidating, structuring
 quality as
 + patience, coolness, caution, ambition, control, maturity,
 responsibility,
 - or limitation, rigidity, coldness, pessimism, loss, depression.



Uranus: the urge for the new, change or deviation as
 + originality, individuality, inventiveness, uniqueness, progress,
 - or eccentricity, rebellion, disruption, explosiveness, spasmodic.



Neptune: the urge for idealism and sensitivity as
 + imagination, creativity, fantasy, inspiration, visualization,
 - or vagueness, impracticality, deception, delusion, escapism.



Pluto: the collective and personal unconscious surfacing as
 + regeneration, elimination, transformation through death / rebirth,
 - or obsession, compulsion, subversion, crime, cruelty.



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Aries: Cardinal, Fire, Masculine, Ram

- + assertively, pioneeringly, energetically, courageously,
- or aggressively, angrily, loudly, impulsively.

Taurus: Fixed, Earth, Feminine, Bull

- + conservatively, reliable, steadfastly, patiently, deliberately,
- or greedily, stodgily, possessively, obstinately, acquisitively.

Gemini: Mutable, Air, Masculine, Twins

- + intellectually, versatily, communicatively, alertly,
- or nervously, undependably, impatiently, vacillatingly.

Cancer: Cardinal, Water, Feminine, Crab

- + domestically, emotionally, patriotically, maternally,
- or moodily, crabbyly, over-sensitively, obliquely.

Leo: Fixed, Fire, Masculine, Lion

- + creatively, vitally, commandingly, regally, paternally,
- or egotistically, conceitedly, domineeringly, imperiously.

Virgo: Mutable, Earth, Feminine, Harvest/Virgin

- + practically, modestly, analytically, unassumingly, efficiently,
- or reticently, aloofly, overcritically, inhibitedly.

Libra: Cardinal, Air, Masculine, Scales

- + affably, diplomatically, thoughtfully, cooperatively,
- or indecisively, vapidly, discontentedly, airily.

Scorpio: Fixed, Water, Feminine, Eagle, Scorpion

- + intensely, passionately, penetratingly, genuinely, secretively,
- vindictively, cruelly, lustfully, possessively, nastily.

Sagittarius: Mutable, Fire, Masculine, Centaur

- + expansively, freely, enthusiastically, profoundly, athletically,
- or recklessly, outspokenly, excessively, boisterously.

Capricorn: Cardinal, Earth, Feminine, Goat

- + Cautiously, ambitiously, seriously, responsibly, orderly,
- or coldly, limitedly, miserly, fearfully, sarcastically.

Aquarius: Fixed, Air, Masculine, Angel, lightning

- + instructively, inventively, aspiringly, unconventionally, or
- or revolutionarily, detachedly, rebelliously, rigidly.

Pisces: Mutable, Water, Feminine, Fishes

- + intuitively, inspiredly, sensitively, intangibly, psychically,
- or vaguely, confusedly, sacrificially, nebulously.

Perhaps you can see by the keywords the similarity of the concepts of a planet and the sign(s) it rules. The keyword descriptions are necessarily brief for our exercise. Each symbol is a book of information in itself. Please feel free to add any material you have developed through your studies. This is one study and multiple resources are necessary.

Using the Sun as an example for a planet in a sign, the Sun itself represents the ego, the self-identity, the person as they see themselves from their internal viewing position, the vitality, power, ambition, dignity and confidence of the individual. Negatively expressed, the Sun may show the lack of or the denial of the qualities given, or be arrogant, conceited and egotistic. In the sign of Aries, strong in its exaltation, the Sun expresses as cardinal, fire, and masculine. It can express in a positive way: assertively, pioneeringly, energetically, courageously, ardently. It may also express in a negative way: aggressively, angrily, egotistically and impulsively.

Again using the Sun as our example, it is still the ego, the self-identity, the person as they see themselves and so forth. However, the personal ego expresses weaker in the sign of its detriment. In Aquarius, the Sun expresses as fixed air, masculine. Positively it acts instructively, inventively, aspiringly, changeably, and unconventionally. Negatively it expresses with revolutionary, detached, or rebellious mannerisms, and can be intellectually rigid.

Using the Moon as an example, the Moon represents the subconscious part of the self, the pre-programmed or pre-conditioned, reactive self, the habitual responder. The Moon also represents the part of us that is domestic, emotional, maternal and sentimental. Negatively the Moon can indicate moodiness, inconsistency, over-sensitivity, and introversion. It is very comfortable in the sign which it rules, Cancer, because the nature of the planet and the nature of the sign is similar. In the sign of its detriment, Capricorn, the emotional Moon is in a sign energy that is antithetical to its natural expression. Rewarded in its exaltation in Taurus, the Moon nests and builds to her heart's content. In its atonement or fall sign of Scorpio, which is fixed, water, and feminine, it behaves intensely, passionately, penetratingly, genuinely, secretively. Negatively it behaves vindictively, cruelly, lustfully, possessively, nastily.



The Sun



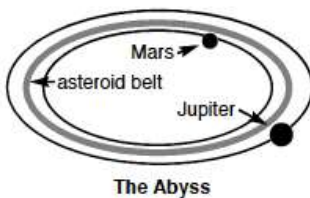
The Moon

That same Moon in the sign of Sagittarius, right next door to Scorpio, will express as mutable, fire, and masculine. Positively, it behaves expansively, freely, enthusiastically, profoundly, and competitively. Negatively, it behaves recklessly, outspokenly, excessively, and boisterously.

Using your personal planet and sign index cards, lay out one planet and practice it as described, through each sign, looking at the plus and the minus qualities of the planet itself, and how the energy the planet represents is modified by the plus and minus qualities of each sign. For ease in reading, use the positive planet keywords with the positive sign keywords, and the negative planet keywords with the negative sign keywords. Please don't limit yourself to these keyword combinations only. Remember, the keyword concept is merely an easy way to begin to read astrologically. We will need to do much deeper work on these combinations in future lessons. Remember, you own *all* the qualities of the planets and *all* the qualities of the signs they occupy, whether or not you like the information or the combination. It is *your* choice as to how these energies express through exercise of self-control, self-discipline, and self-mastery.

Personal, Cultural, and Generational Planets

The Sun, Moon, Mercury, Venus and Mars are called the inner or personal planets. You will find them far easier to read by this keyword system than the five outer planets. The farther a planet is from the Sun and the Earth, the more impersonal, cultural and generational it becomes. Even Mars, which is considered personal because it is so close to the Earth, takes two years to complete its orbital travel once through the zodiac, taking approximately two months per sign. Many people are born with Mars in any one sign, which is the beginning of the collective factor.



Once we pass Mars, we encounter the abyss, our solar system's asteroid belt. Thought to possibly be the remains of an exploded planet, it appears to be space debris locked in a circular orbit. Beyond the abyss is Jupiter and the outer planets. The abyss represents a change in consciousness and application, a division between the personal and the less personal or cultural planets. A further change in consciousness is represented by the

three outer planets beyond Saturn. Remember, the ancients used only the seven planets through Saturn. These were the “seven spirits before the throne” mentioned in the Bible. Jupiter takes one year to pass through a sign and Saturn takes 2-1/2 years. Each is definitely less personal and more cultural in context when you think of the number of births that will occur during these extended orbital periods. Jupiter and Saturn then represent that part of us which takes its place in societal or cultural activities.

Uranus takes seven years, Neptune fourteen years and Pluto from twelve to thirty years (because of its eccentric orbit) to pass through a single sign, further emphasizing the generational aspect. This represents advances, inventions and breakthroughs (such as the development of space travel); inspirational, imaginative and artistic influences (such as types of music, dance or religious practices); the rise and fall of political systems, and emerging psychological trends. When we read the outer planets, we must remember their collective nature and apply Jupiter and Saturn culturally and Uranus, Neptune and Pluto generationally.

Practice reading the outer planets, but mentally adjust them to their less personal and more cultural or generational context. These outer planets are far easier to read personally by their chart house position than they are by their more collective sign position. We will start studying astrological houses and their meanings in the chart in the next lesson.

Weighing the Elements, Qualities and Polarities

What do I mean by “weighing”? Before we even look at individual signs, you can start reading a chart simply by looking at the balance or lack of balance between the elements, qualities and polarities. Point to remember: we see balance in the chart factors as healthy and imbalance in the chart factors as individualizing and instructive, but not unhealthy.

We are wearing physical bodies and having an earthly experience because we are all still in school – a school of experience which allows us to eventually perfect ourselves. So many times, people ask me if they’re finished with their lessons (usually because they’ve been having a rough time). My standard response is, “If you’re wearing a body, God’s not finished with you.” I truly believe that as long as you have experiences or concepts to learn or from which to grow, or which contribute to the growth of another, you’ll keep your physical body. Once you’re done, you

don't have to remain in your body, you graduate – and we call that death. We fear death because we see it as an ending, and not as a completion, a graduation, one-half of a whole, and a birth into the spirit side of life – a new beginning. God's not done with me because I'm still wearing my body. If you're studying this with physical ears and eyes, join me back in the oven - we're only half-baked. Imbalance in the chart shows where we are working on ourselves; balance shows where we have succeeded in some small part.

There are ten bodies in a chart, each occupying a polarity, an element and a quality. To weigh the chart, simply take a planetary head count. Don't worry about which body or which sign at this point. Do not count the ascendant or midheaven, but stay simple – count just the ten bodies.

There are no accidents or coincidences in a chart. Your chart is purposeful – a blueprint of *who* you are at a specific point in time and *what* you are here to learn. You have either *earned* your chart or are *learning* from it. What if balance, dominance, weakness or absence by polarity, element or quality shows up in the planetary count? What does it mean in your life?

Balance: A chart in relative balance would count as: *polarity: 5/5*
element: 3/2/3/2 *quality: 3/3/4.*

Budding Astrologers discount balance as a reading but balance is as valid a point to read as is imbalance. Balance indicates where a reasonably healthy expression has been achieved. Additionally, balance is desirable as the individual has the option of using that balanced function to aid in the rest of the chart lessons.

Dominance: *polarity: 6 or more* *element: 4 +* *quality: 4 +*

With one factor being exaggerated, the other factors can become overshadowed. This can be overwhelming both to the chart owner and to those who interact with the chart owner. It can be the equivalent of too much of one type of mannerism. For example: fire could become *too* dynamic and expressive – also known as loud!

Weakness: *polarity: 4 or less* *element: 1 or 2* *quality: 1 or 2*

When a factor is weak, it can indicate a lack of skill or a lack of comfort with participation in that factor. For example, a weak water factor can indicate that emotional skills are limited and that the chart owner will avoid highly charged emotional situations because they feel inadequate in those circumstances.

Absence: An absence of a factor can indicate a big hole in the functioning of the individual. It takes two main avenues of expression. The first is obvious, the factor would appear to be lacking in the individual. The second and unexpected expression is that of compensation. If the individual feels a personal lack in that area, they may compensate for that lack by deliberately acting out that function. At times, this conscious exercise brings about the necessary balancing of experience. At other times, the individual over-compensates, causing themselves more work and experience than is necessary. As an example of possible over-compensation, an absence of earth could lead to an extremely practical, materialistic mannerism.

Gender (polarities): How many bodies are in masculine signs and how many are in feminine signs? How would that contribute to the general nature and skills of the individual? Is the chart dominated by one or the other polarity? Is the count somewhat dominant, or big-time dominant? Is there balance indicated (five of each)? The answers to all these questions constitute part of the reading of any chart.

Fire and air are positive, masculine, outgoing in nature (the talker), and complimentary opposites. Earth and water are negative, feminine, receptive in nature (the listener), and again complimentary opposites. Regardless of the sex of the individual, a preponderance (more than half) of masculine placements in a natal chart will produce a more dynamic, assertive, outgoing nature and mannerism. Again, regardless of the sex of the individual, a preponderance of feminine placements in a natal chart will produce a more passive, receptive, magnetic nature and mannerism. Think of what it would be like to have total dominance (all placements) of either masculine or feminine, regardless of the sex of the individual. This would be way out of balance and uncomfortable for the chart owner and anyone in their immediate vicinity. Think of what it would be like to have a weakness or lack of gender expression (weakness in the outgoing nature or weakness in the receptive nature).

Elements: Again, do a simple head count. How many bodies are in fire, earth, air and water? What are the relative strengths and weaknesses of the elements? Is the chart dominated by one? How dominant? Is there a total lack of one element? What does that contribute to the reading? Is there balance between the elements (ten bodies divided by four elements = 3,2,3,2 as the most balanced split)? How does this information contribute to the nature and skills of the individual? This information is all part of your chart reading.

With dominance, fire could become *too* dynamic and expressive, earth could become *too* practical and physical, air could become *too* superficial or impersonal, and water could become *too* emotional or dependent. Weakness or lack of fire: dynamic and expression could be scarce or missing. Shortage of earth: practicality and tangibility could be scarce or lacking. Deficiency of air: socializing or desire to learn could be scarce or missing. Shortage of water could indicate insensitivity or emotional skills could be scarce or lacking.

Qualities: How many bodies are in cardinal, fixed and mutable? What are the relative strengths and weaknesses of the qualities? Is the chart dominated by one? How dominant? Is there a total lack of one quality? What does that contribute to the reading? Is there balance between the qualities (10 bodies divided by three qualities = 3,3,4 as the most balanced split)? How does this information contribute to the nature and skills of the individual? This information is part of your chart reading.

With dominant cardinal, there is no problem with initiation. The individual probably has enough for themselves and ten other people, but they may be too much of a motivator and can overwhelm or be pushy. I usually tell my clients with this factor to make sure someone *wants* to be motivated before they do it – most people prefer to talk a good game.

Dominant fixed can show a wonderful ability to complete projects, but this person can get in a rut, be stubborn without purpose, carry burdens, and doesn't know when to put them down.

If mutable dominant, they can be an extremely quick study, very adaptable, versatile and flexible, perhaps too much so, and may be influenced by others too easily, with difficulty in completing their projects in the manner they planned.

Weak or absent cardinal needs to have a course of action mapped out in advance, deadlines or schedules to meet, someone to satisfy, an appointment book.

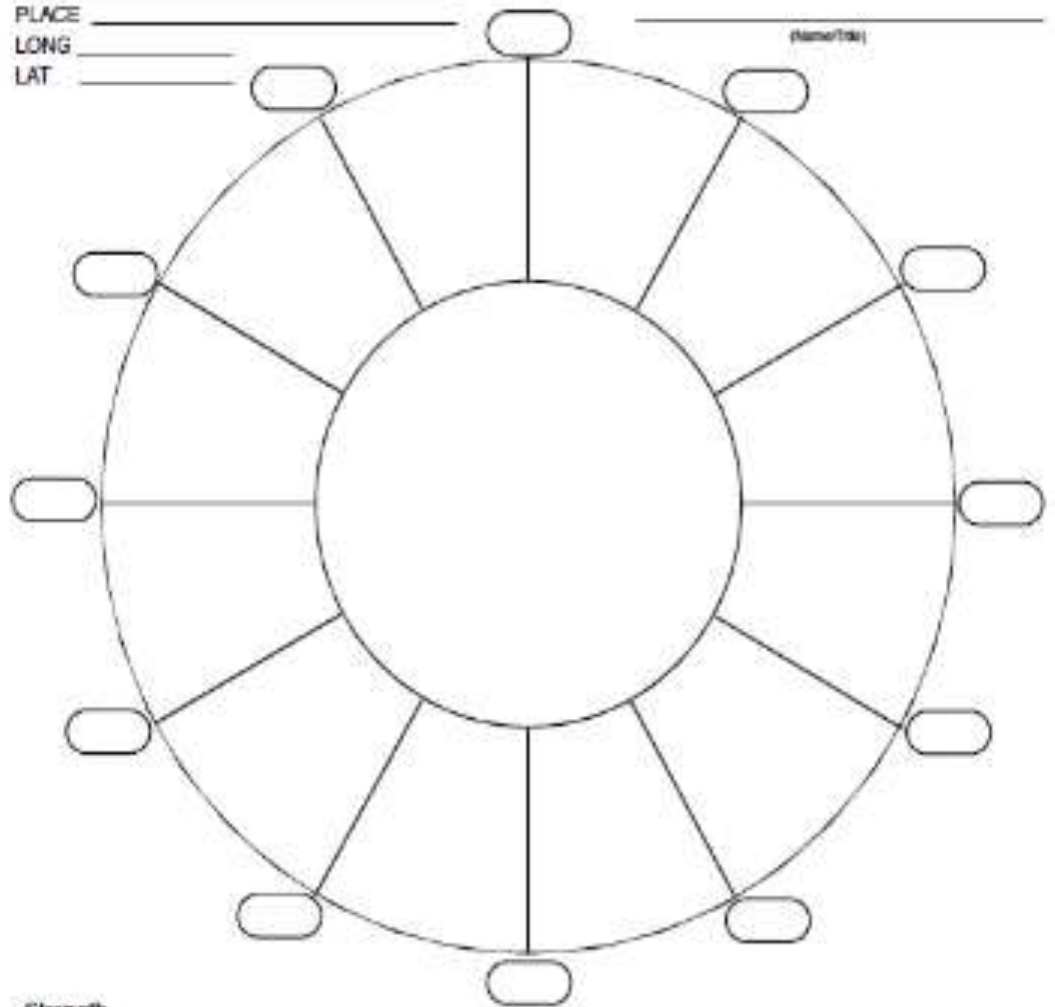
Weak or absent fixed has difficulty finishing what they start, no matter what their intention.

Weak or absent mutable indicates a lack of flexibility. They may miss opportunity because they don't capitalize on it and may take the more difficult or unproductive route because of the lack of adaptability.

Using the elements, polarities (gender) and the qualities to help you understand how the signs are formed will give you a much stronger and deeper understanding of the messages of the signs themselves.

This is not the last or only word on these various characteristics. The chart can express these qualities, elements or gender through other factors which we will study in later chapters. Also, other chart factors can emphasize and reinforce, or negate or contradict some parts of the chart. This adds complexity, depth and paradox to the chart and the human who owns that blueprint.

(pharmazie)



Strength

Chart Pattern _____
Above _____ Below _____
Life _____
Angular _____
Fire _____
Card _____

Chart Pattern _____ Major Configuration _____

Above _____ Below _____ East _____ West _____ Quad _____ Singleton _____

Life _____ Wealth _____ Assoc _____ Abstr _____

Angular _____ Succeedent _____ Cadent _____

Fire _____ Earth _____ Air _____ Water _____

Cardinal _____ Fixed _____ Mutable _____

Synthesis _____ Chart Ruler _____

Disposition _____ Dispositor _____

M.C. _____ 6th _____ Voc _____

Sun _____ Moon _____ Asc _____

Chapter Five

Patterns of Behavior

Chart Patterns: Bundle,
Bowl, Bucket, See-Saw,
Locomotive, Splay, Splash

Chart patterns are a method of looking at the overall chart to determine the individual's general approach to life and to experience. Originally conceived by Marc Edmund Jones, chart patterns are an outstanding contribution to each reading, and I generally use them as my starting point for a natal reading. While the information is easily available to most Astrologers, it is not usually considered part of the basics of astrology. Since I personally use this material for every natal chart and do feel the information generated is valuable to each client, I have chosen to include it with our basic studies. Other authors have experimented with the method and have developed variations on the theme. More information is available in *The Guide to Horoscope Interpretation* by Marc Edmund Jones, *The Astrology of Change* by Michael Meyer, and *Astrological Chrestomathy* by Donn and Leone Forrest.

Each of us has an overall approach to life, an individual way of involving ourselves in or responding to life and experience. Understanding our personal natural approach and making more conscious choices about that approach gives us more control over our lives. For some, their natural approach is focused and specifically directed. For others, their natural approach is widespread and encompassing... and there are many varieties of experience between those two extremes. Determining the chart pattern allows us to understand the individual's basic approach to life. There are seven of these basic approaches moving through a range of experience from intense focus to widespread participation: the chart patterns.

What is a chart pattern? What would happen if you took a handful (ten) of planets and tossed them up against a wall and then looked at their overall arrangement? What could that tell you? Would the planets be randomly scattered, at times very widespread, and at other times in groupings...and possibly patterns?

To determine a chart pattern, only the ten physical planets are used. Do not include personal points in your count such as the Ascendant or Midheaven, the Nodes, Arabian Parts, Solstice Points, Midpoints, etc. Please remember that these other points, which are not included in this particular planet count, may be physically listed on a computer-generated chart and must be ignored when determining pattern. By now, you should have memorized your planet and your sign symbols and know which are the planets and signs. Whatever symbol is not a planet or a sign, it might be a point or a minor body. Be sure to measure your ten planets by signs and not by house position. Signs are equal, thirty-degree divisions of the zodiac. Depending upon the house system you use, houses can be of varying dimensions and are not reliable for this particular count. Although not technically a house sub-section, chart patterns fall more naturally into the category of house information.

We first look at the overall layout of the ten planets to determine into which of seven patterns that layout falls. Approximately three quarters of the time, the chart pattern is classic, visible and specific. At other times (perhaps 25%), the pattern is unclear, borderline, or at times can be read as more than one of the patterns. This section will explain 1) how to recognize the pattern, 2) the specifics of the seven chart patterns, and 3) what to do with that 25% unclear factor.

Six of the seven groupings have specific shapes that suggest the names of the chart patterns themselves. The seventh grouping suggests randomness, showing little or no specific shape. To determine if a specific pattern exists within a chart, it does not matter initially where the full or empty portions are in relationship to the house wheel itself (up, down, right, left, etc.) or the signs occupied; it only matters that the pattern itself exists within the wheel. The names of the seven chart patterns are: *bundle, bowl, bucket or funnel, locomotive, see-saw, splay and splash.*

Remember my saying “every front has a back” that I used to illustrate positive / negative applications of energy. Each of the chart patterns have positive and negative qualities – those which support the individual and their experience, and those which undermine the individual and their experience. The chart pattern identifies an individual’s approach, with conscious application of that approach as the responsibility of the individual. There are no good or bad, or better or worse patterns – there is just knowledge.

The Bundle

Mechanics: The bundle pattern appears as a group of planets in a small portion of the total 360° sphere. All ten planets are very tightly grouped into roughly 1/3rd of the chart (four signs, 120°), with 2/3rds of the chart (eight signs, 240°) empty or devoid of planets.

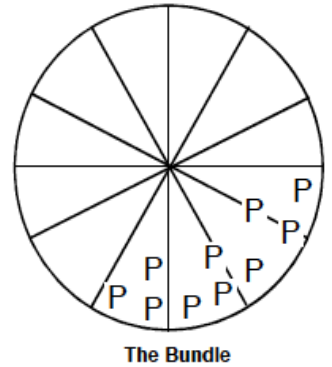
Positive: This obvious concentration of energy indicates a person of the same nature, a very tightly-focused individual. Their sphere of experience is limited to approximately four signs, so the nature of the individual is to be limited in their interest and participation in experience. The individual would consider much of the experience represented by the empty portion of the chart (empty signs and houses) to be uninteresting or even time-wasting. The charted person is self-sufficient, functioning in a private and highly integrated world of their own. There is little inner division or uncertainty. The outlet for the focused drive is the point by sign and by house opposite the center of the bundle itself.

Negative: This pattern can be the chart of a “horse with blinders on”, focused in a specific direction, and with little peripheral vision. While the one-pointed focus is good for achieving an objective, a substantial “blind spot” is implied. Interested in only a small spectrum of potential experience, these individuals are far more self-contained and more focused. They therefore have better control over attaining their objectives, even with limited resources. They also have the focus and control necessary to capitalize on opportunity, often projecting themselves towards a specific objective. They do leave a great deal “out” of their lives and are vulnerable because of their blind spots. They are narrow in relationships, business, home life, etc., and must guard against being too self-centered and ignoring the needs of others.

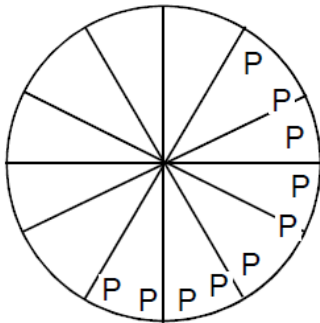
Approach: This one-pointed and very narrow focus, with its limited area of interest and built-in blind spot, is the person’s overall approach.

Advice: Encourage the bundle chart person to be thankful for the ability to be so focused and to accomplish their objectives. Do make them aware of their blind spot and advise them to consciously recognize the needs of others.

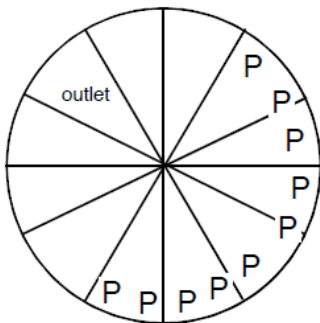
25% factor: See collective explanation for bowl and bundle.



The Bowl



The Bowl



The Bowl
with outlet indicated

Mechanics: All ten planets are contained within half the chart (six signs, 180°), regardless of house placement. Containment of all ten planets within an opposition (explained in the aspects section) is the idealized form. You will find bowl charts, however, narrower or wider than an opposition, and at times with no specific opposition present. If substantially smaller than an opposition, be sure you are not misreading a bundle pattern.

Positive: If definitely a bowl, you again have a concentration of energy, but not as focused or narrowly directed as the bundle. This containment represents enormous potential. The area of participation is indicated by the occupied signs and houses. As with the bundle, the focus of the energy is the planet(s) in the middle, and the outlet by sign and house is the point opposite *the center of the grouping of planets*. This grouping indicates a very self-contained person, with great inner resources. The occupied half of the chart by sign and house reveals the activity and organization of the self, which continually seeks to explore the experience area symbolized by the signs and houses of the vacant half. Again, the point of outlet for the potential would be the sign and house opposite the center of the grouping of planets.

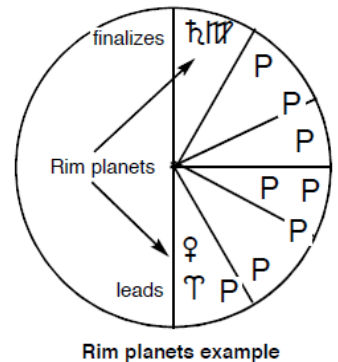
Negative: The empty half is only too visible and seemingly unattainable, forever sought after, and difficult to achieve. This is like having an open window to what is slightly out of reach, with a constant desire to explore and experience the vacant half sphere (life) and the matters or activities implied by the houses. This person of great potential has *limited opportunities* to express that potential. They spend much time building their potential, and just as much time waiting for the opportunity to apply that potential. An opposition or T-square (see aspects section) will act as a catalyst or opportunity to use the generated potential once activated. If a stress aspect is not present, opportunity arrives when strong or hard aspects activate some other pattern within the chart.

Approach: Think of a child's game of leapfrog – one child crouches and another child leaps over their back, and then they reverse positions and do it again. 90% preparation, 10% leap, approximating the activity of the bowl pattern and the expression of the individual.

Advice: You should advise a bowl person to learn to look forward to stress in the form of a catalyst. Tell them to develop their potential and prepare themselves, awaiting opportunity, or to create opportunity once catalyzed. Don't allow frustration at the time spent waiting for a catalyst to turn them into a chronic complainer.

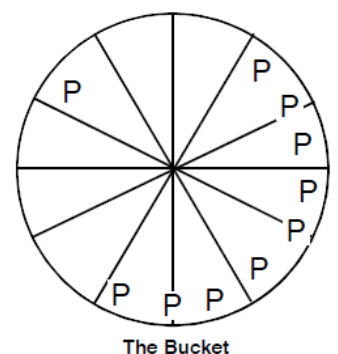
25% factor: At times it is not quite clear whether the chart is a bundle or a bowl. If borderline, and the chart could be either a bundle or a bowl, look to the rim planets – the planets on the outside edges of the occupied pattern. Once we have studied the aspect section of these lessons, you should be able to determine if the planets are tightening the pattern into the bundle or loosening the pattern into the bowl. Be sure to account for retrograde motion (also explained in aspects) for the motion of the rim planets. We will do more with this material in the last two chapters of this current study

Let's use as an example a questionable bundle or bowl pattern chart with all ten planets confined to five sequential zodiacal signs (not four as in a bundle or six as in a bowl), with Venus in Aries as the leading (rim) planet, and Saturn in Virgo as the ending (rim) planet. The leading planet (first planet zodiacally) indicates the manner in which you initiate your experience. The ending planet (last planet zodiacally) indicates the manner in which you finalize your experience. Think of the differences to your experience if you initiate by Venus and finalize by Saturn, versus initiation by Saturn and finalization by Venus. What are those two rim planets doing? Are they moving towards each other (tightening the grouping into a bundle) or are moving away from each other (loosening the grouping into a bowl)? Choose the developing (future) pattern.



The Bucket

Mechanics: Classically, nine of the planets are grouped within approximately 1/2 of the chart, similar to the bundle or bowl pattern, but with one planet, called a singleton, opposing the center of the grouping. The singleton acts as a handle or point of release for the collective energy from the other nine planets. Many times there is an opposition at the center of the grouping, or a T-square, or a grand cross (all covered in the aspect section) causing great tension, particularly the grand cross. I have been asked if more than one planet can occupy that single point? The answer is a *hesitant yes*. If two planets (or more) are within 10° orb of conjunction (covered in the aspect section), they are considered to act as a single unit. While it is possible to encounter this in a chart, it is not usual.



Positives and Negatives: The word “bucket” does not aptly describe this pattern to me. A better description is the analogy of a kitchen funnel, with a wide end and a narrow end. You can put a great deal of material into the wide end, even mixing ingredients. As those ingredients exit the narrow end, the ingredients are finely sifted, thoroughly mixed and, again, very focused. This is a powerful emphasis on self-projection. You tend to “pour” yourself out onto the world, “ready or not”, either negatively as an agitator or catalyst, or positively and constructively, perhaps as instruction or inspiration.

Approach: The outlet point in the bundle and the bowl is an empty spot and is implied by house and sign energy rather than a specific planetary energy. The outlet point in the bucket is specifically represented by a planet energy, further modified by house and sign placement. Control of the outlet is necessary, so that the resources implied by the nine-planet grouping and life itself is not squandered or applied to non-constructive or destructive results.

Advice: A very active life is implied by the bucket / funnel pattern. Long periods of “coasting through life” or non-participation or non-achievement are definitely not a good idea. With this pattern, *if you don't happen to life, life will happen to you!* The choice is yours.

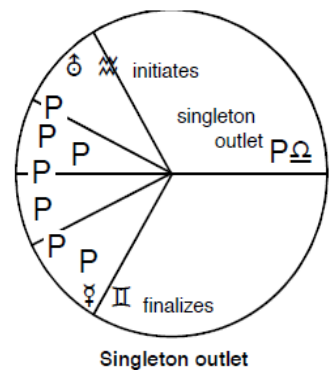
25% factor: What about an unclear pattern? Since it is possible to find a borderline bowl or bucket pattern, look again to the rim planets to determine which pattern applies. If the planets are physically moving to contain the energy, judge it a bowl. If one of the planets is quite a distance (two signs or more) away from the main grouping, or is in the process of moving away from the grouping, the pattern is becoming a bucket. Granted, it is not an ideal bucket and should be read that way, but the movement of the planetary placements will cause the pattern to act as a bucket. Have you ever seen a funnel on which the small end is set off at an angle from the large end? Usually they are used for specialty purposes, such as hard to reach parts of a car engine, etc. This bucket pattern has a specialization quality to its outlet point.

Bundle, Bowl and Bucket / Funnel: The occupied houses of the chart will tell you where the person tends to participate in experience. The first (or rim) planet in the grouping zodiacally (earliest sign) describes the method by which they initiate their experience. The last planet in the grouping zodiacally (latest sign) is the way they finalize their experience. For example, Mars in Aquarius, the balance of the nine other planets

placed in the signs between Aquarius and Gemini (four signs or 1/3rd of the way around the Zodiac), with Mercury as the last planet in the grouping zodiacally, in Gemini. In this instance, Mars would be the first or rim planet and the method by which experience is initiated. The middle of the planet grouping would indicate the “gathering up” or “processing” of those energies, and the last planet in the grouping, in this instance Mercury, would indicate how the overall experience is finalized. They begin with physical action (Mars), go through a tightly focused and harnessed process (multiple planets tightly grouped) and end with communication, information, and conversation (Mercury). Oddly, the person will tend to outlet the energy they have generated and developed at the point opposite (polarity) by sign and house the center of the planetary grouping in the bundle and the bowl, or through the singleton planet of the bucket even if offside.

In our Aquarius to Gemini bundle, the center sign for the collection of energy is Aries. The outlet point is the opposite (polarity) of Aries –Libra. If the houses occupied were 3, 4, 5, and 6, then the outlet point by house would be the opposite – or 10/11 of that Libra point.

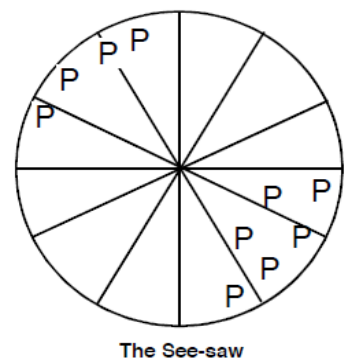
If a bundle or a bowl pattern, there will be no planet present at the outlet point. If a bucket / funnel pattern, the singleton planet will act as an outlet, even if not located exactly (ideally) at the determined outlet point. Use the singleton as the outlet mechanism, but keep an eye on the constructed outlet point for potential activity.



The See-Saw

Mechanics: Visualize a child’s playground teeter-totter or see-saw, consisting of a long board, usually with hold-on handles placed where the children sit, and a fulcrum or centerpiece on which the board balances. Children sit on either side of the long board and push themselves up with their feet. If the weight on one end of the board is heavier, the opposite end resides in the air. If the weight is evenly distributed, the board balances across the center post. Kids delight in:

1. the up and down motion,
2. the balance (at least for a short time), and
3. bumping the heavy end hard to agitate and occasionally dislodge sitters on the other end.



Now in your mind's eye, see a chart with the distribution of planets in two opposing groups similar to the child's see-saw example. Ideally the opposing groups of planets should be tightly aligned.

Positives and Negatives: The owner of the chart is subjected to two directly opposing types of experiences, producing an awareness of the inherent conflict. They struggle perpetually with diametrically opposing urges, with life tending to pull them in two conflicting directions, causing a see-saw effect to the life. This indicates a strong need to develop priorities and to set boundaries for interruption and division of attention, or to suffer fragmentation.

Approach: The distribution of planets can be 5/5 (even), 6/4, 7/3 or 8/2; (9/1 would be a bucket or funnel pattern). Convert that count to percentages of experience: 50/50, 60/40, 70/30, 80/20. In 50/50 the conflicting urges are evenly matched, resulting in balance, which in this case could equate to stalemate or stagnation. For any unequal split, life will be a series of ups and downs, with the individual torn between opposing needs and demands, and similar to children's tug-of-war games. Whether balance or imbalance, these planetary groupings are at odds with each other. It can be difficult to get anywhere until you learn to set priorities to make the pattern workable.

Advice: You must allow for this division of attention when making plans. If you have a 60/40 split, only 60% of your attention, energy, time, resources, etc. will be available for any project or activity. To aid your success you must include this percentage of split attention in your plans. Use the same formula for the other splits. In the case of the 50/50 split, you will need to set priorities and stick to them in order to avoid a stalemate and its partner, stagnation. Suggest that the see-saw person recognize the inherent conflict, allow for the percentages of demand, set their priorities, and go for it! Do not allow yourself to be torn in conflicting directions. By prioritizing and defining boundaries, you can make progress and achieve your goals.

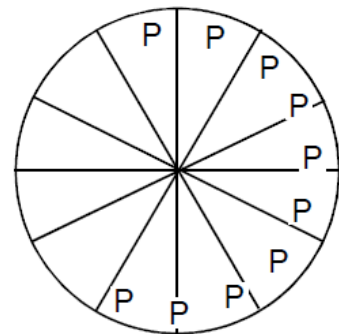
25% factor: Some charts are not in two tightly aligned groups, but are in wider-spread or roughly opposing groupings. The see-saw is still the pattern, but the looseness of the grouping implies diffusion of the conflict. Perhaps the conflicting demands are not as difficult to negotiate – or perhaps the conflicting demands are not easy to identify. This possible lack of identification would tend to make the problem worse. It is hard enough to deal with conflicting demands that are visible. It would be more difficult to deal with conflicting demands you cannot even identify. If the opposing planet is a singleton, it is *not* a see-saw pattern, it is a bucket / funnel. If the planets are spread out between the two groupings, it may be a bowl or a locomotive pattern. Always use a process of elimination for other possibilities before declaring the chart pattern.

The Locomotive

Mechanics: The ten planets are distributed more or less evenly throughout 2/3rds (eight signs) of the chart, leaving 1/3rd (four signs) empty. By contrast, the bundle pattern has 2/3 empty, 1/3 full and the locomotive has 1/3 empty, 2/3 full. Tell me, what do you do if you see a locomotive coming? If you're smart, you get out of the way. This is also true of the locomotive chart person.

Positives and Negatives: Just like an oncoming train, the person with a locomotive chart can mow you down. Not because they are aiming for you specifically or don't like your cologne, but because you happened to be standing in their way – nothing personal. These are very high achievers, with strong executive abilities, and very self-driven. This drive can be fueled by a strong sense of lack (indicated by the empty signs/houses), producing an inner compulsion to seek fulfillment. They tend to be moved more by external factors, trying to project the whole of themselves outward into life and its experiences. They are very individualistic and they tend to rebel at discipline or frustration.

Approach: I like to think of this pattern as a row of dominos. If you place the dominos in a line, reasonably close together, and push against the first one in line, the rest of the dominos will all fall down sequentially. A locomotive (or domino) person will try to organize and make advance plans, "putting their ducks in a row". Once they place their activities in motion, they expect one phase to pass into each succeeding phase without interruption or problem. Super organized and focused on achievement of their well-thought-out plans, they can become very frustrated if things don't work out as planned.



The Locomotive

Using the analogy of a row of dominos, what does the ideal look like in the chart. There are ten bodies, eight signs with 2/3rds of the wheel to be covered. Ideally there would be a planet(s) in all eight signs and all eight houses in the occupied section of the wheel. The domino theory would work as planned. The working out of the planned activities would proceed on schedule – success! What if there were a gap or space in that row of dominos, with perhaps two of the dominos placed a little too far apart? When activated, several of the dominos would fall sequentially as planned, but then the theory would break down because the gap would stop the motion, regardless of the intent or the attempt at organization. If this were a train and it encountered a large gap in the tracks, it would either 1) jump the gap if not too large or 2) become derailed if the gap is too large. The gap? The gap in the chart would be represented by an empty house or empty sign that ideally should be occupied by a planet but is not. Remember, a house varies in size from twenty to fifty degrees of space; a sign equals thirty degrees of space.

Advice: What do they do if they fall in a gap? If the gap is not too large, they should “pick themselves up, dust themselves off, and start all over again” (in other words, regroup). What about a chart with a large gap? Learn to make the best of the circumstances, but they will probably not achieve 100% of their carefully-laid plans. Self-judgment, blame, guilt or frustration will not change the outcome, and there is nothing wrong with their planning skills. They simply will encounter a gap that will limit the outcome. Rim planets again seem to indicate the method of initiating and finalizing experience, with a sequential order in the pattern, one step to another to a foregone conclusion – except for the hole in the process. Remind the locomotive not to mow people down, and to remember that not everyone else is so well organized. Don’t judge or blame self or others for the unforeseen gaps.

25% factor: The bowl, the see-saw and the splash can occasionally be mistaken for a locomotive. The locomotive is larger than the bowl by two signs. The see-saw should be two distinct groupings at opposite sides of the wheel. The splash is pure randomness covering the entire wheel. Do a process of elimination to determine which pattern is in effect.

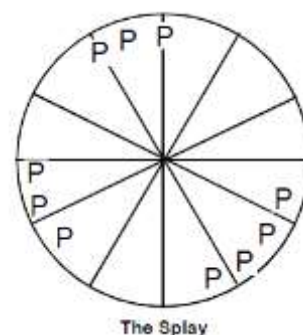
The Splay

Mechanics: The ten planets ideally group themselves into three sharp, forceful conjunctions at regular points in the horoscope, roughly 1/3rd of the chart apart, forming a triangular or tripod pattern. The tripod is one of the most stable foundations, even more stable than a four-legged foundation. Rim planets do not seem to have much application.

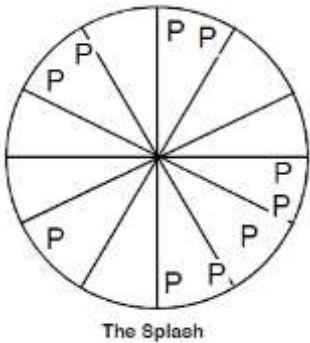
Positives, Negatives and Approach: This person, while versatile and potentially a genius, can be very individualistic, passionate and determined, pragmatic in concept, approach and practice. Once set upon a course or approach, they are almost impossible to dissuade and do not tolerate restraint. The drive for great objectives is apt to become the main passion in life. They can become so intent on their purpose, and so intractable, that they don't recognize the needs of others until it becomes too late to save their relationships. They must learn not to get caught up in "things" or "goals" to the extent of shutting their most important relationships out. They have to consciously attempt to accommodate the needs and opinions of others in order to maintain their relationships or they can get very lonely later in their lives.

Advice: I have only encountered a few of these charts, and while I'm sure they exist in large numbers, they don't seem to come to me for readings. They personally can be so strong and so pragmatic and opinionated, they'll rarely seek consultation from an outsider. If one comes to you for a reading, pay them a compliment on their open-mindedness. Suggest to your splay clients to bend where relationships are concerned and not to place "things", activities or goals ahead of the people in their lives or, as mentioned, life can get very lonely down the road.

25% Factor: Occasionally, the three ideally forceful, tight groupings are not tight or forceful. If still three groupings, but loose in composition, it still might be a splay. The forcefulness and projection are softened or gentled because of the openness of the pattern. In addition, one of the groupings might not be a grouping at all, but a singleton. Check to see if you should eliminate the possibility of the bucket / funnel pattern first. Always be sure to use the process of elimination to narrow your choices to reduce the possibility of error in choice of chart pattern. If a splay with a singleton, that one leg is questionable, weak without reinforcement, but the chart is still a splay. Include that potential weakness in your reading.



To Mark Edmund Jones, the astrological genius who defined the chart patterns, the splay was the “catch-all” category. If the chart being studied did not specifically fit one of the other six patterns, he considered it to be a splay. This is an “exception” I take to his concept. I consider the splay to be a very specific pattern, and the description of its approach to life is not a “catch-all” type of experience.



The Splash

Mechanics: The splash pattern is what I call the non-pattern or the “catch-all” category. Whereas the previous six patterns have specific shapes, and therefore specific direction and focus, the splash pattern does exactly what it suggests: a diffused scattering of planets (all ten) fairly evenly distributed or “splashed” throughout the wheel, with no particular shape or focus. To me, if a chart does not fall into one of the six specific patterns, I consider it to be a splash. Look at my chart example - I understand this pattern best because I live with this one.

Positives: At its best, this configuration indicates an uninhibited person who “splashes” out into life, with universal interests and not just the narrow compartments of the bundle, or the ambition of the splay or locomotive. A person of curiosity, eclectic in nature – they either scatter their energies indiscriminately or organize them on the widest possible basis.

Negatives: There is a tendency to “wear too many hats”, to put “too many irons in the fire”, to “spread themselves too thin”. They tend to say “yes” to life and experience too readily. They must learn to say “no” and to limit their activity so they don’t become superficial or indiscriminately scattered.

Approach: If using this pattern positively, they can gather those universal interests and organize themselves on an incredibly wide basis. They can learn to achieve success through integration of their varied interests and activities. One-pointedness in action and motive (not easy to achieve for a splash) can assure them of success.

Advice: Teach your splash people to say “no”, and to develop discernment as to when and where to place their energy, to not burn themselves out. The questions to ask are, “Are you active or accomplished? Are you getting anywhere or anything out of your activities?”

25% factor: Narrow the possibilities down through the process of elimination. If you have chart patterns that are borderline or questionable despite the process of elimination, don't be afraid to read two patterns as potential, and to ask which the client feels the most comfortable with in your reading. Usually in a reading, *we* are giving the information *to* the client. Occasionally, a chart is so borderline, you will not personally be able to distinguish their experience. While not ideal, you can *ask* the client to identify how they see their own experience. Although you are expected to be knowledgeable when doing a reading, you are not expected to know everything about everyone – that's the province of God. Read the possibilities for them and allow them to describe how it works in their lives. Sometimes you will find a client using two chart patterns regularly or intermittently. Read both patterns, and the positives and negatives for each patterns.

When you encounter such borderline possibilities, you may also suggest that the client stretch or reach for a borderline pattern, which could be useful to them in certain circumstances. Perhaps they can reach for it occasionally. Perhaps they can attempt to make a positive pattern a way of life (with constant vigilance and application). Also, the evolving chart may create doorways of opportunity to temporarily use that borderline pattern. Don't be afraid to experiment. Stay within the general guidelines, but be creative in the reading!



Chapter Six

Physical Arenas

What is a house?
Time
Hemispheres, Weighing
Quadratures, Weighing

Being the typical splash pattern, I tend to attack a subject on all fronts simultaneously, often generating a ton of information. Structuring of the sheer volume of information eventually arises out of necessity. By observing my free-wheeling astrological learning process, I discovered that the *easiest* way to learn the subject of astrology is to determine your target before you start - thus my systematic approach in teaching. I think it's called "making order out of chaos".

We have already established two of the four cornerstones of our astrological puzzle, planets and signs. Although we have barely touched the surfaces of either subject, we are attempting to organize our astrological information and to develop a jumping-off point for future studies. We are now ready to tackle the third of the cornerstones – the astrological houses. In this chapter, we will first study the concept of houses – what and why – and then we will study the details of the houses, layer by layer, like peeling an onion. The house definition from our first chapter will be our beginning point.

“Houses: A division of the Earth itself into twelve pie-shaped pieces as seen on your astrology chart wheel. Astrology is a study of cycles. A 360° astrology wheel is: *a map of the heavens for a particular moment in time in relationship to a particular position on the Earth* (remember that Earth is in the center). This wheel is divided into twelve areas of physical experience called houses. The houses are interpreted as representing the involvement of the planetary energies and their sign expressions as those energies apply to our physical experience. All of life and experience is contained within those twelve houses. Houses define the **Where** of experience in your life.”

Most new clients I see know very little about astrology and its language and can easily become lost in their first-ever reading. In my opening remarks to new clients, I try to give a basis for comprehending the reading with a brief explanation of planets, signs, houses and aspects. Since this is usually for the purpose of a reading and not a class, it is necessarily brief – definitely not in depth. I commented that:

“Houses: Your personal chart (map) reflects the order of the heavens (a picture of the sky), relative to your physical location (place of birth), at the day and time of your birth. Earth and you are in the middle. This is physical, down to earth, mundane, everyday existence. Your body, your parents, your job, your wallet, etc. – everything in your life is somewhere in one of the twelve compartments. It is up to the skill of the Astrologer to determine what is operating. *Since we don’t know all there is to know and are not infallible*, we do very well at times and not so well at other times. Houses specify *where* activities are operating in the life.”

Let’s examine the physical layout of the chart itself. As mentioned, any chart is a map of the sky for a particular moment at a particular location. In this series, we are defining natal (birth) charts, so all lesson references are to natal charts. There are many other types of charting possible other than natal, to be covered in other lessons. To help us examine this physical chart layout, we will take apart this definition and look at the parts from which it is constructed. Remember perspective? This map is constructed from the viewpoint of our Earth, so Earth is considered to be in the center of the wheel, with the balance of the sky pattern laid out around it. If we lived on any other planet – say, Jupiter – we would construct our map with Jupiter in the center because that would be our planetary perspective. This Earth-centered (geocentric) map is a blueprint of physical astronomical space as experienced from our Earthly perspective.

Let’s take a physical look at perspective. In the room you are inhabiting at the moment, locate something the size of a door knob a few feet away from you. Close your left eye and hold your thumb up at arm’s length so that it covers your vision of the object. Now – don’t move your thumb – open your left eye and close your right eye. Did you notice that the object that was covered by your thumb just jumped sideways in your view? Depending on your personal vision and the distance between you and the object you are viewing, the apparent movement of the object illustrates the difference in perspective between your right and left eye. Astronomically this is called parallax. Interpretively it is called *perspective*.

A printed natal chart is usually in a wheel form with twelve wedge-shaped divisions. The divisions themselves correspond *in number only* to the twelve sign divisions of the zodiac. While houses are not identical in meaning to signs, there is an affinity between the two categories. These chart wedges are called houses. The twelve dividing lines between the houses are called cusps. A cusp marks the beginning edge of a house. The houses themselves run counter-clockwise from its cusp to the succeeding cusp. By definition, a house with its cusp corresponds to a division of physical or mundane life. In our first lesson I stated that the houses are *where* the energies occur or the arena of physical experience.

Cusps are determined mathematically by spherical trigonometry. Since most Astrologers are not scientists or mathematicians, usually the chart is constructed using previously calculated ephemerides (lists of planet locations) and other mathematical tables. With the recent advent of computers, a computer-calculated and -printed chart is now readily available. Since the computer uses algebraic equations to calculate, the results are actually more accurate than those the Astrologer can produce by hand using rigid tables, providing that an accurate astrological program is used to run the chart. When I got my first computer, I did not trust the computer results, having spent years calculating my charts by hand. I did double work on the first dozen charts – I did them both on the computer and by hand. Not only were the computer charts more accurate than my handwork, but they were definitely faster. What took me an hour by hand, and I'm good at math and comparatively fast in chart calculation, took scant minutes of input, calculation and output on a computer. It did not take me long to realize that I saved close to an hour on every computer-generated chart... and that I did not sacrifice accuracy.

Several thousand people are born every day on our planet, all very individualized. Earth as a home is huge. Any type of generalized chart based on a single day, with no specific personal perspective, would yield generalized or collective results for all people born on that day, not at all individualized. General charts for the population at large are arbitrarily calculated for either sunrise or noon, or some other personal selection of time by the astrologer, and at chosen locations. Such charts, cast for a day with an indeterminate or arbitrarily chosen time and location are usually called solar (the rising of the Sun at dawn) or noon mark (the Sun at noon) charts. They do have value and can be used to add information to any reading, but they are more generalized in nature. At times, the solar or noon mark chart is all we have available to use for a client, because the time of birth is not known.

Our collective perspective (the Earth hanging in a shifting sky pattern) must be narrowed to the personal. How do we do that? The personal perspective is determined by two factors: 1) physical location on the globe and 2) time of day and time standard at that location. Each wheel and its zodiacal measurements then reflect the more localized sky pattern at the moment of birth (date and time) for a particular location on Earth (longitude and latitude).

Time

Let's try to understand the effect of time on a chart. Sunrise occurs 24 hours a day somewhere on the globe – not 24 hours in one location. As mentioned in the first lesson, the Sun, as the center of our solar system from a galactic perspective, can appear to be stationary while the planets and their moons whirl madly around it. In reality, the Sun is *not actually* stationary. It just *appears* to us to be stationary within our planetary grouping – an optical illusion. Our Earth is constantly spinning at a rate of one complete turn (rotation) in 24 Earth-hours (one day) as we orbit the Sun. From our earthly *perspective*, the Earth appears to be stationary as the Sun circles around it in a chart.

As Earth rotates into and eventually out of the relatively stationary Sun, we get continually shifting patterns of daylight and darkness. We know the Sun is shining with the same intensity 24 hours a day, but the location on the Earth experiencing patterns of light and darkness changes. Some parts of the Earth are turned or are turning towards the Sun and we experience daylight. Some parts of the Earth are turned or are turning away from the Sun, toward the darkness of outer space, and we experience darkness. Due to the rotation of the Earth on its axis, a series of astrological charts reflects that continually moving light pattern.

If you were to hook a string representing sunrise on the globe from the north pole to the south pole, the visible sky along that line would change tremendously as you move up and down (N / S) that sunrise string. At the poles, the difference between daylight and darkness periods is extremely distorted. As you move towards the equator from either pole, the periods of daylight and darkness become more equalized. And of course, the seasons will also have a bearing on the light available to the northern and southern hemispheres. Summer in the northern hemisphere is winter in the southern hemisphere.

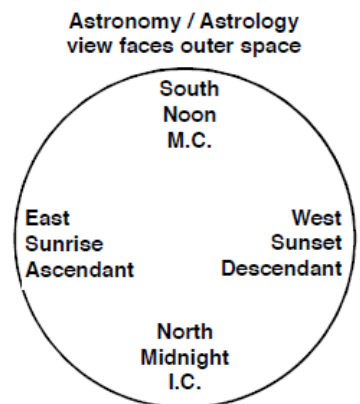
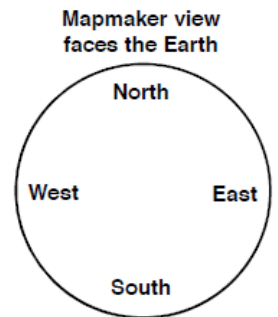
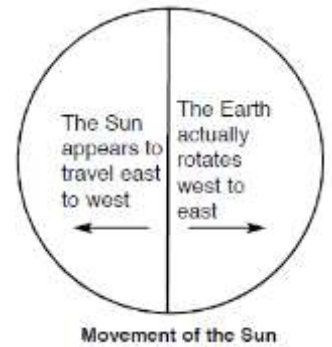
In order to examine the movement of the sunlight, there are two methods:

1. You can move the string around the globe in an east to west movement, pretending that the string represents the edge of sunlight as it circles the globe in 24 hours.
2. Or you can represent the actual position of the Sun and its light as a stationary point and turn the Earth (which is actually rotating) from west to east beneath the string. As the globe turns west to east beneath the string, sunrise appears to move across the globe from east to west, completely circling the globe in a 24-hour period.

Sunrise in Fort Lauderdale may be 6:24 am there, but at that exact moment in England, which is five hours ahead of Fort Lauderdale (the Sun rises in England five hours earlier), it is 11:24 am, almost high noon. In San Francisco, which is three hours behind Fort Lauderdale (the Sun rises there three hours later), it is 3:24 in the early morning, or what we would call the “middle” of the night. So the date and the exact time on the clock as well as *where* we are on the globe at the moment of birth all have an effect on the chart of the sky at any given moment.

Again, the *date* and the *exact time* on the clock, including accurate time zone, as well as *where* we are on Earth at the moment of birth by longitude and latitude all have a bearing on the chart of the sky at any given moment. The exact map that reflects such a date, time and place is very individualized and is called a natal chart (from Latin: natus meaning birth). The cusps and their houses are the divisions of the physical space we call the sky, from the *perspective* of that exact spot on earth at that exact moment in time.

Mapmakers look from the heavens towards the earth for their directions. Facing the globe, they assign east to the right, west to the left, north to the top and south to the bottom. Astrological charts are reversed in direction - a point which can confuse beginners. Why? Astrology looks to the rising Sun for its measurement. The viewpoint is from the earth towards the sky (remember perspective). The Sun rises in the east. The farthest distance the Sun can be located from Earth's equator is $23\frac{1}{2}^{\circ}$ north or south. In the northern hemisphere, which is where most of the world's population resides, the

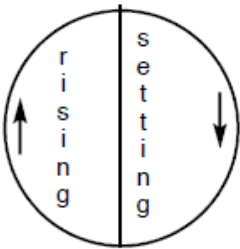


Astrologer must stand facing south and look to his/her left for the position of the rising Sun. The Sun rises in the east (left), reaches its culmination (highest point in the sky) overhead (remember the Astrologer is facing south), and sets in the west (the Astrologer's right). Therefore, north must be at the Astrologer's back (or feet). So on an astrological chart, south is at the noon (overhead) position, north at the midnight (bottom) position, east to the left, and west is right.

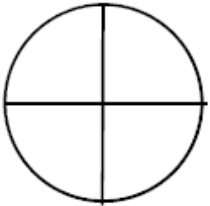


- ✓ At the moment of birth, the part of the zodiac that is in daylight is represented by the top half of the chart: sunrise to noon to sunset.
- ✓ The part of the zodiac that is in darkness is represented by the bottom of the chart, sunset to midnight to sunrise.

Rising and Setting cycles

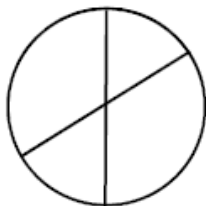


The left side of the chart represents the section of the zodiac which is slowly rotating into visibility, moving from full darkness to full light, unconsciousness to consciousness, from midnight through sunrise and on up to noon.



U.S. chart angles

On the right side of the chart, the zodiac is slowly dropping from view (into invisibility), from consciousness to unconsciousness, from full light to full darkness, starting with noon, through sunset and on to midnight. From midnight to noon, the planets rise through the left side of the chart, culminating at the M.C. From noon to midnight, the planets set through the right side of the chart, anti-culminating (going deepest – bottoming out) at the I.C. Thus we have a left half and a right half, or two more hemispheres.



European chart angles

The cusps represented by the division of the four hemispheres drawn in the center of the wheel resemble an equal-armed cross in the western-version chart commonly in use in the U.S. Those cusps are called the angles of the chart and dominate not only their individual houses but that quarter of the chart.

The house divisions are the subject of great controversy between Astrologers. Most divisions are irregular, with only equal-house charts giving equal space in all houses. In the irregular divisions, the Ascendant and the Midheaven are similar in all methods and only the intermediate

house cusps vary. It is my suggestion that you spend some time investigating the various house systems later in your studies. In this class we will use Placidus houses which are irregular in size. This is the most popular house system and, in my opinion, the most accurate. Why the irregularity?

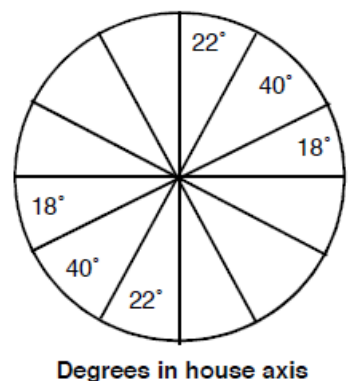
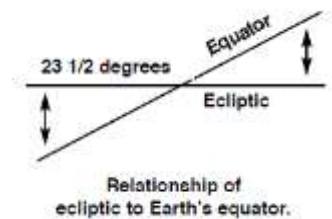
Even though there are 360° in a wheel divided into twelve houses and 180° in any half wheel (six adjacent houses), the individual houses within the half-wheel vary in size. This variance is due to the relationship between the ecliptic (path of the Earth and the other planets around the Sun through the zodiac band of constellations) and Earth's equator.

The ecliptic and the equator are not superimposed on one another. They converge at 0 Aries and 0 Libra (the equinoxes) and are widest spread (23 1/2°) at 0 Cancer and 0 Capricorn (the solstices). As mentioned previously, since the Sun is located (from Earth's perspective) at the center of the zodiac band, the Sun can only be located 23 1/2° north or south of the Earth's equator at its extreme.

Mapmakers define the Sun's limits on Earth's globe as the Tropic of Cancer at 23 1/2° north latitude, and the Tropic of Capricorn at 23 1/2° south latitude. This fluctuation between the ecliptic and the equator reflects as irregularity in house size.

In actuality, there are two sets of six houses and two halves to a whole. The second set of six houses is identical to the first set of six – like a mirror image. They are paired by being opposite each other on the wheel, the sizes of the two halves of the house pair are identical.

As described, signs are divisions of the zodiac – the circle of constellations along the ecliptic. Houses are the division of physical space caused by the fluctuating difference between the equator and the ecliptic as seen from the viewpoint of the Earth. Recall from our previous lessons that signs seem to describe mannerisms or modes of behavior – the lens that “colors” or “shades” the urges represented by the planets. The houses, as they represent physical space from the earthly perspective, describe divisions of life and its experience.



So what have we learned so far? The chart reflects a map of the sky with the Earth at its center. Since Earth is tilted on its axis, the equator revolves in and out of the ecliptic (the zodiac). Because of the fluctuation that occurs between the equator which is essentially round, and the ecliptic, which is an ellipse (more oval in description), the divisions of the wheel can and do vary in size. The irregular division system we will use is called Placidus and the divisions themselves are called houses. Again, houses are divisions of physical space.

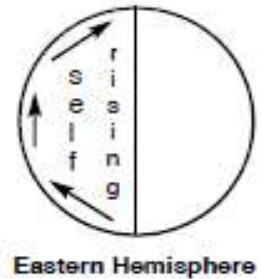
Chart directions are reversed from map directions. In the chart, the far left represents rising, the top culminating, the far right setting, and the bottom anti-culminating. While there is a system of correspondences between the twelve-sign system and the twelve-house system, they are not identical or there would be no purpose to having two systems. The signs seem to be behavioral and the houses seem to be arenas of physical experience. Each chart is very individualized.

Hemispheres

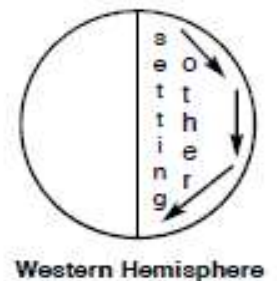
The first layer of our astrological house onion will be hemispheres and quadratures. Don't be concerned about the words. They are very simple. Hemi (half) sphere (globe) simply means the chart is divided into two equal halves. Quad (four) rature (quarter of a circle) simply means the chart is divided into four quarters. When I described that the sizes in the first set of six houses is matched by polarity to the sizes in the second set of six houses, I was in effect describing the concept of hemisphere, or half a sphere. Beginning with our previous explanation, the four angles and the point in time they represent are:

East	the far left of the chart	sunrise	rising
West	the far right of the chart	sunset	setting
South	the top of the chart	noon	culminating
North	the bottom of the chart	midnight	anti-culminating

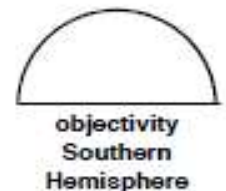
Eastern Hemisphere: All planets located on the left side of the chart are rising from the bottom towards the top, from midnight through sunrise to noon, from unconsciousness (midnight) through realization (sunrise - dawn) to full consciousness (culmination - full visibility). This hemisphere encompasses houses 10, 11, 12, 1, 2 and 3. The experiences of this hemisphere are designed to teach the individual about self-development, including personal abilities, skills, self-awareness, initiative, etc. Experiences of self-discovery are necessary to the development or use of the planets and the energies they represent. Self-reliance is commonly an issue. Emphasis is on intuition or thought.



Western Hemisphere: All planets located on the right side of the chart are setting from the top towards the bottom, from noon through sunset to midnight, from full consciousness through relatedness (remember the Libra symbol which looks like sunrise or sunset, the sunset of the personality) to unconsciousness. This hemisphere encompasses houses 4, 5, 6, 7, 8, and 9. The experiences of this hemisphere are designed to teach the individual about the needs of others. This includes relationship issues as well as care-taking or emotional involvement. Dependency is commonly an issue. Emphasis is on emotion and sensation.

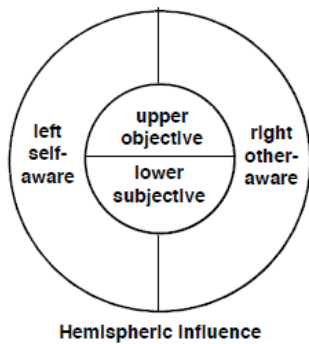


Southern Hemisphere: All planets located in the top half of the chart represent the daylight hours from sunrise through noon to sunset – visibility of experience. This hemisphere encompasses houses 7, 8, 9, 10, 11, and 12. Our activities during daylight hours are external, visible, participatory, and objective. We are involved in outer-projected activities. We are learning through those energies (planets) to participate but to retain our objectivity – to be involved with, but not to personally identify with, that activity. Emphasis is on sensation and thought.



Northern Hemisphere: All planets located in the bottom half of the chart represent the nighttime hours – from sunset through midnight to sunrise – the deepening of experience. This hemisphere encompasses houses 1, 2, 3, 4, 5, and 6. As the sun sets, life withdraws from external experience and turns inward. We go “home” to those persons and situations with which we are personally and more subjectively involved. We take our shoes off, let our hair down, and are more vulnerable to or intimate with our significant others. Any planets in this area tends to bring lessons of subjectivity or personal, perhaps more emotional, involvement. We take things personally, tend to rehash or relive experience rather than seek new experience. Emphasis is on intuition and emotion.





Simple keywords for the hemispheres are:

- ✓ **East:** awareness of the self
- ✓ **West:** awareness others and their needs
- ✓ **South:** objectivity and external participation
- ✓ **North:** subjectivity and introspection

Eastern Hemisphere: Life will offer choices of independence or self-reliance, and will not be comfortable with allowing dependency on others or dependency by others. If dependency is fostered, problems will arise. You need to find out what you're made of, what you can do. This is the sowing half of the karmic cycle, with more choices in or selection of personal experience, just remember you are setting future experience in process. There can be periods of isolation called "opportunity for self-reliance".

Western Hemisphere: Life will offer involvement with others, perhaps so much so that you will wonder if any part of your life is personally chosen by you. Your alternative is to choose freely to serve others, but under your own terms such as an appointment or in a job. Remember, we do not play victims to the energies in our charts. Our charts reflect our incarnational intention, lessons and areas of experience. This is the reaping half of the karmic cycle. You are working through patterns initiated in a prior cycle. It may be difficult to find time for yourself as your life can get caught up in the needs of others.

Southern Hemisphere: Life offers highly visible, external, less personal, and more objective activity and involvement. In general, life tends to supply us with experiences to help us learn the objective mode of consciousness, to participate in and not get caught up in our experiences. Emphasis is on actual, perhaps multiple, experiences, not necessarily depth of experience.

Northern Hemisphere: Life offers less visible, more personal, intimate, and subjective activity and involvement. Through personal involvement, life tends to teach us to develop our subjective mode of consciousness. We rehash or relive each experience seeking understanding rather than more experiences. Emphasis is on digesting and understanding experience rather than the experience itself.

We have two levels of application for this information: 1) the houses comprising a hemisphere, and 2) any planets contained within the houses of the hemisphere which will reflect the influence of the hemisphere in which they reside.

Weighing the Hemispheres

Remember 1) to count the planets only, and 2) that astrological directions are reversed from map directions. Weighing of the planets (distribution of experience) occurs by a count of the planets in each hemisphere: east / left, west / right, north / down, and south / up. Once the hemisphere count has been established, it will be a simple matter to extend the information to the quadrature. We are going to look for four measures to experience:

- ✓ **Absence:** a hemisphere is devoid of planet occupation, 10/0 split (sounds like a bowl/bundle).
- ✓ **Balance:** ten planets divided by two equals a 5/5 split in any hemisphere pair (see-saw?).
- ✓ **Dominance:** any other hemisphere split: 6/4, 7/3, 8/2, 9/1, one hemisphere is usually dominant.
- ✓ **Singleton:** a hemisphere contains only one planet as in the 9/1 split (sounds like a bucket to me).

Now that we know what weighing looks like, what does it mean?

Absence 10/0: can indicate either zero demand of lessons of the type of experience indicated by the empty hemisphere, or it may be felt as a distinct “hole” in the makeup of the individual and their experience, a feeling of “emptiness” or “lack” as described in the bowl pattern, with the potential of overcompensation due to the feeling of lack.

Balance 5/5: no specific dominance; equalization of the types of experience represented by the hemispheres: objectivity/subjectivity or self-awareness/awareness of others (*balance is a reading*).

Dominance 6/4, 7/3, 8/2, 9/1: by sheer weight of numbers, the lessons and experience mode of that hemisphere will be emphasized as the main arena of activity, or the quality being developed through experience by the individual. The experiences represented by the dominant hemisphere can shape the life of the individual. You can actually read by percentages 60/40, 70/30, 80/20.

Singleton 9/1: the singleton represents the method (planetary energy) by which the activities of the hemisphere are controlled, focused, or played out in the life of the individual, reversed dominance.

Examples of hemispheric dominance:

- ✓ Six planets on the top of the chart and four on the bottom suggests an individual learning about and developing through external, impersonal and objective experience. Although they may not see themselves as that type of person, the message is that this is what life is teaching .
- ✓ A person with six or more planets on the right side of their chart will have many experiences with others or be developing an awareness of the needs of others. They can feel taken advantage of, deprived of the normal variety of choices, at the beck and call of others, but they have chosen an experience (a lifetime) where life involves them in the experiences of others.

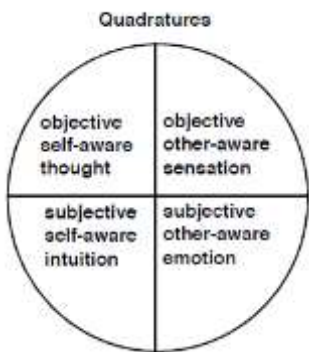
Quadratures

Additional information can be obtained from the planets located in the hemispheres by noting the quadrature (quarter) of the chart. The hemisphere diagrams show a vertical bar dividing the wheel left and right and a horizontal bar dividing the wheel top and bottom. Using combinations of upper/lower, right/left divisions produces four divisions called quadratures. Combining hemispheres into quadratures produces:

Lower (subjective), left (self-aware): subjective self-awareness
Lower (subjective), right (other-aware): subjective other-awareness
Upper (objective), right (other-aware): objective other-awareness
Upper (objective), left (self-aware): objective self-awareness.

Carl Jung, the eminent psychologist, divided human perception and experience into four categories: intuition, emotion, sensation (physicalness) and thinking. These categories fit our quadrature division perfectly. Taken a step further, those psychological categories can also be identified with the astrological elements: fire – intuition (spontaneity), water – feeling, earth – physicality, air – thought.

Subjective self-awareness equates to intuition/fire/spontaneity
Subjective awareness of others equates to emotion/water/feeling
Objective awareness of others equates to sensation/earth/physical
Objective self-awareness equates to thought/air/mental



East (left): initiative, may be lonely, independence is stressed, what are you made of, karmic sowing.

North (bottom): subjective, internalizes, takes things personally, rehashes experience, private.

Intuition: subjective, self-aware life experiences designed to develop our intuitional/spiritual nature.

West (right): life conditioned by other's influence or need, less individual choosing, karmic reaping.

North (bottom): subjective, internalizes, takes things personally, rehashes experience, private.

Emotion: subjective, other-aware life experiences designed to develop our emotional/feeling nature.

West (right): life conditioned by other's influence or need, less individual choosing, karmic reaping.

South (top): objective, external awareness, visible experience, participates outwardly.

Sensation: objective, other-aware experiences designed to develop our physical/kinesthetic nature.

East (left): initiative, may be lonely, independence is stressed, what are you made of, karmic sowing.

South (top): objective, external awareness, visible experience, participates outwardly.

Thinking: objective self-aware experiences designed to develop our intellectual/socialization nature.

Weighing the Quadratures

Again, we have two levels of application for this information:

- 1) the houses comprising a quadrature, and
- 2) any planets contained within the houses of the quadrature will reflect the influence of the quadrature in which they reside.

To weigh the quadratures:

1. Put the two hemisphere (up/down, right/left) counts together into upper left, upper right, lower left, lower right; or
2. Visually note which quarter of the chart contains an unusual number of planets; or
3. Note any singleton, which will have the same effect on the quadrature as the singleton does to the hemisphere.

Remember, we are looking at the overall distribution of life experiences. What have you come to experience? What types of experience are needed to teach you what you came to learn? Life can supply you with an infinite variety and an infinite number of experiences – all you will need to grow and to become.

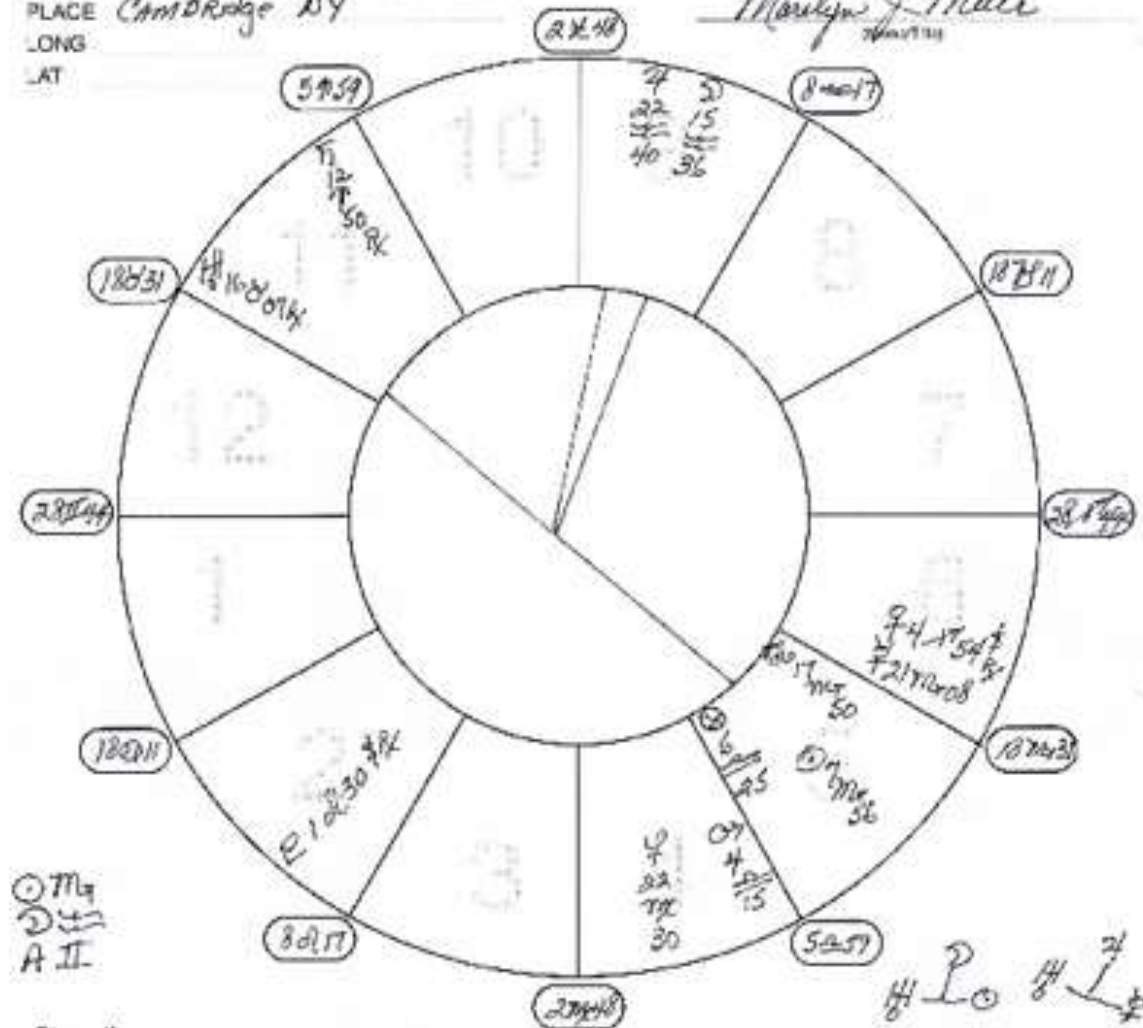
For example, a person having a chart with heavy upper, right planetary occupation will be developed through physical participation, i.e., a person with four planets in the 7th, 8th and 9th houses will continually have objective experiences involving others or is developing an awareness of the physical needs of others. A person with a singleton planet in this area will develop the quadrature of sensation (physicality) and the three houses contained in the quadrature (in this instance 7, 8, and 9) through the nature of that single planet. For example: if the Moon is here as a singleton, the individual will develop their physicalness and an external, objective awareness of the needs of others through Moon-related activities. Nursing or caretaking activities would be possibilities.

Another example: If the Sun were the singleton, personal self-projection and self-identification would be the avenue of developing the physical awareness of the needs of others.

Remember to practice on as many charts as possible, especially those from which you can obtain some feedback. Nothing teaches you better than your personal experience.

In our next chapter we will put all this background information together to develop the twelve individual house meanings. Remember, also, that as I am describing the houses and the principles they govern, try to get a “feel” for the energy. Allow your instincts and your emotions to get in on the learning process. You’ll understand and retain far more. Perhaps you are beginning to understand why Astrology was practiced by the scholars of past generations and was considered an esoteric (known only to the few) science and art. Astrology’s emergence into common society has relabeled it an exoteric (known to the many) science and art.

3D TIME not applicable
A.C.D. this course
Marilyn J. Muir
JAN 1984



		○	○				
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		♀		♀		♀	♀
Detonant	♂			♂	♂	♂	♂
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Above 4 Below 6 East 3 West 7 Quad ^{Lower} Sing ston ^{Lower} Left

Life 027 Wealth 244 Assoc 744 Abstr 400

Angular 400 Succedent 2044 Cadent 4400

Fire 444 Earth 444 Air 2400 Water 044

Cardinal 400 Fixed 024444 Mutability 444

Synthesis Fixed 444 Chart Ruler 4

Disposition Neg Nat Dispositio 0444

M.C. X 6th 744 Voc 04

Sun 744 Moon 444 Asc 44

Personal experience

Angles, Intermediate Houses
Angular, Succeedent, Cadent
Life, Wealth, Association, Abstract
Quadrants of experience
Individual houses
Keywords for the houses

In our last lesson, we looked at the overall atmosphere of the houses. Rising, setting, culminating and anti-culminating times of the day influence the corresponding areas of the chart. Since the chart itself is the sky pattern in effect at a particular moment and at a particular location on the globe, the chart is essentially a map of physical space. As a map of physical space, the chart reflects our physical or “mundane” stage for experience.

The sections of the map are called houses and there are twelve. The dividing lines between the houses are called cusps. A house extends from its originating cusp in a counter-clockwise direction. The cusp of the first house is called the ascendant and is located on the left, center, horizontal (9 o'clock) position. The balance of the houses and their cusps are numbered consecutively and counter-clockwise from the ascendant and the first house.

By dividing the chart into rising and setting halves and again into daylight and darkness halves, we obtained not only information on the hemispheres (halves), but also information on the quadratures (quarters) produced by the combinations of the hemispheres.

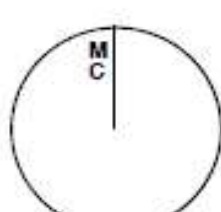
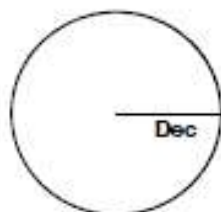
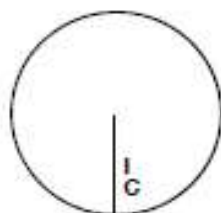
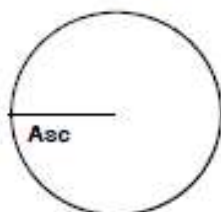
Angles

Looking at the diagram, the vertical bar and the horizontal bar drawn in the center of the wheel divide the wheel into the four hemispheres (upper / lower and left / right) and the resultant four quadratures. On the extreme left of the horizontal line (cusp) is the Ascendant. Across the wheel, the extreme right cusp is the descendant. At the bottom of the wheel the vertical cusp is the I.C. The vertical cusp at the top of the wheel is the Midheaven (M.C.). These four cusps and their houses have the greatest or most direct impact on the individual and are called the angular cusps. All other (eight) cusps and houses are called intermediate (in between the angles) and are considered to be weaker or less dynamic houses and cusps. Notice the “cross we bear” through life in the center of the chart.

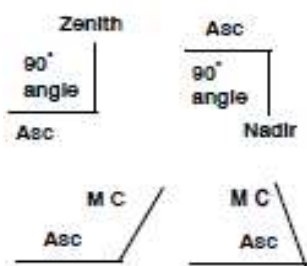


Angles of the chart

Angles of the chart,
Individual



Comparison between
Asc to zenith/nadir
and Asc to MC



Technically, the Ascendant and the Midheaven are the two most important angles, with the Descendant and the I.C. their partners (polarities).

Asc./Ascendant / eastern horizon / oriental / sunrise: the cusp of the first house. This is the degree and the sign of the zodiac located on the eastern horizon at the moment of birth. Technically it is supposed to be the dividing line between night and day. This is also known as the rising sign. At this angle, the planets move from the subjective, subconscious (night) mode to the objective, conscious (day) mode.

I.C. / Imum Coeli / Latin for the “bottom of the heavens” / north vertical / midnight / the cusp of the fourth house that is directly opposite the Midheaven by zodiac sign and degree. The lowest zodiac point (referring to up and down) in the sky. The point where the planets complete the setting phase of the cycle and begin the rising phase. Often confused with Nadir - it is not the same (see below).

Dec./Descendant / western horizon / occidental / sunset: the cusp of the 7th house that is directly opposite the ascendant by zodiac sign and degree. This is the degree and sign of the zodiac on the western horizon at the moment of birth – the setting sign. The Descendant is the point of the chart where the setting planets cross the horizon line. The other half of the dividing line between day and night where planets move from objective, conscious (day) mode to subjective, subconscious (night) mode.

M.C. / Medium Coeli (Latin for the “top of the heavens”) / south vertical / Midheaven / high noon: the cusp of the 10th house; the highest zodiac point (referring to up and down) in the sky. Where the planets complete the rising phase of the cycle and begin the setting phase. Often confused with Zenith - it is not the same (see below).

Nadir: located at the bottom of the chart, the 90° angle to the horizon line (Ascendant / Descendant), the point directly beneath an object. Due to the irregularity of the house cusps, the Nadir may or may not be the same point as the I.C. and may be located in either the 3rd or 4th irregular houses.

Zenith: located at the top of the chart, it is the 90° angle of the horizon line (Ascendant / Descendant), the point directly above the object. Due to the irregularity of the house cusps, the Zenith may or may not be the same point as the Midheaven and may be located in either the 9th or 10th irregular houses.

Remember: the Zenith / Nadir are *always* 90° from the Ascendant / Descendant axis. The MC / IC may or may not be located exactly 90° from the Ascendant / Descendant due the fluctuation between the equator and the ecliptic (zodiac), time on the clock, season and the longitude and latitude on the globe.

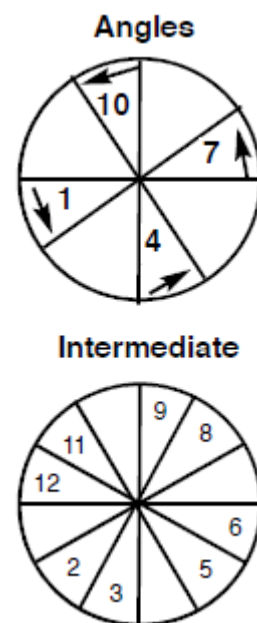
Intermediate Houses

The houses themselves run counter-clockwise (opposite the movement of the hands of the clock – anciently called ‘widdershins’) from the house cusp or leading edge.

Houses and their cusps located between the angular houses (1, 4, 7, 10) are called the intermediate houses. Since there are 12 houses altogether, minus the four angular houses, that leaves eight intermediate houses in the wheel.

House divisions: Again, looking to our work with the signs, do you recall how we divided the signs into cardinal, fixed, mutable and then fire, earth, air and water? These divisions helped us understand the basis for the signs, and the signs themselves became quite easy to grasp. It is possible to divide the houses into similar groupings to gain background and data. Cardinal, fixed and mutable signs *equate* to angular, succedent and cadent houses. Fire, earth, air and water signs *equate* to life, wealth, association and abstract houses. Remember, these are analogies or similarities, but not exact duplications as signs are behavioral and houses are experiential.

Houses are numbered counter-clockwise and sequentially from one to twelve beginning with the Ascendant. There are four quadrants with three houses per quadrant which equals twelve houses. The leading house to each quadrant is called angular and is the strongest or most visible of the grouping. The house counter-clockwise to each angular house (all four) is succedent – it “succeeds” or follows the angle. The remaining houses counter-clockwise from the succedent houses and prior to the next angular houses are called cadent.



Angular houses

1, 4, 7, 10

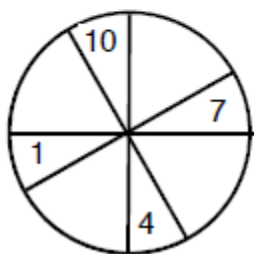
Succedent houses

2, 5, 8, 11

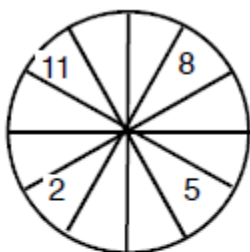
Cadent houses

3, 6, 9, 12

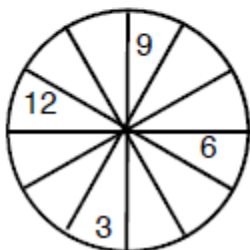
Angles



Succedent



Cadent



In brief, the house system consists of twelve divisions numbered consecutively from one to twelve. We begin with the Ascendant at the 9 o'clock position on the chart and run counter-clockwise. The houses appear in this order: angular, succedent, cadent, repeating that order for each of the four quadrants. Remember also the chart places Earth in the center of the sky pattern, representing physical life experience.

Angular houses cause direct participation in life. No vicarious living here - life happens *to you*, not around you. Experiences are direct. You *will* participate. Planets placed in these houses will be visible and express openly in the life. We initiate, get personally involved or experience crisis through angular house placements.

Succedent houses affect us through our value systems, whether those values be physical/financial, emotional/artistic, psychological/ destiny oriented, ideational/relational. Planets placed in these houses will contribute experiences related to morals, values and ethics – both your own and those of others. We establish, maintain or are involved in long-term (more chronic) experiences through succedent house placements.

Cadent houses tend to affect us through our environment and those people who make up or contribute to our environment. Our environment is produced by our people, our culture, our geography, our climate, the laws of the land or the community, where we work, live and play. We are affected by, adapt, or adjust to environmentally-produced experiences with cadent placements.

A more subtle shading in house meaning is found by looking at the houses in a similar fashion to sign element (fire, earth, air, water). The four house categories are life, wealth, association and abstract. This time we have three categories with four signs each = twelve signs. You will find other writers who use different words for labeling these categories, but the themes will remain the same. Remember Carl Jung's theme of four categories of experience: the intuitive, emotional, sensational and mental.

Life houses are 1, 5, and 9. The planets placed in these houses teach the individual about life itself. The planetary energies involved can be naive or gullible; life is only too willing to teach us about reality, however many experiences we require.

Wealth or **Substance** houses are 2, 6, and 10. The planets placed in these houses teach the individual about the physical/material side of life. The planetary energies will have an interest or an involvement in the accumulation of “things”.

Association houses are 3, 7 and 11. Planets placed in these houses teach the individual about socialization, interaction, or relational skills. This can be a person who is involved (at times over-involved) with others or is very social in nature.

Abstract houses are 4, 8, and 12. Planets placed in these houses teach the individual about depth and meaning, involving them in the subtler qualities of life. The person can feel “caught up in” or “not in control of” these experiences.

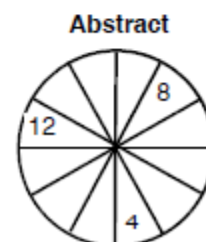
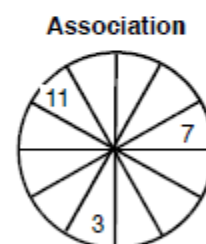
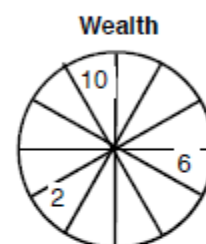


Table of house categories

#	Hemisphere / Quadrature	Ang/Suc/Cad	Li/We/As/Ab	Concept
1	subjective self-aware / intuition	angular	life	body
2	subjective self-aware / intuition	succeedent	wealth	resource
3	subjective self-aware / intuition	cadent	association	everyday
4	subjective other-aware / emotion	angular	abstract	security
5	subjective other-aware / emotion	succeedent	life	soul
6	subjective other-aware / emotion	cadent	wealth	service
7	objective other-aware / sensation	angular	association	partnership
8	objective other-aware / sensation	succeedent	abstract	destiny
9	objective other-aware / sensation	cadent	life	spirit
10	objective self-aware / thought	angular	wealth	honor
11	objective self-aware / thought	succeedent	association	friends
12	objective self-aware / thought	cadent	abstract	karma

BALANCE:

**Angular,
Succedent,
Cadent
3 / 3 / 4**

**Life,
Wealth,
Association,
Abstract
3 / 2 / 3 / 2**

Weighing the House Placements

In weighting these house categories (determining strength or weakness of or participation in experience), what constitutes balance and what constitutes lack of balance?

1. In the case of the three categories: angular, succedent and cadent, and using only the ten physical bodies, the best split or balance would be 3 / 3 / 4. In this measure, therefore, three would be average in experience, less than three is below average, and four or more would be dominant.
2. In the case of four categories: life, wealth, association and abstract, and using only the ten bodies, the best split or balance would be 2 / 3 / 2 / 3. In this measure, therefore, two would be average in experience, less than 2 below average, and three or more would be dominant.

If you should weigh the houses and find them divided more or less in balance, some categories will be marginally stronger. You will have a chart that is relatively in balance in that particular division of experience (i.e., the life experiences represented by each category will tend to be more evenly divided). Too many times I have watched Astrologers discount balance as a reading, believing that no pertinent information exists where there is such a balance. That belief is an error both in thought and interpretation. Remember, balance is as valid a reading as imbalance.

A category which shows fewer placements than average will be below average in participation, non-dominant, or will appear recessive in the person's life.

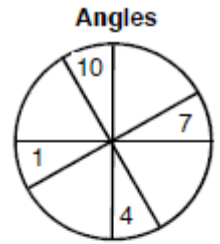
A category that shows more than average placement will be very active in experience and potentially dominant. Gradually, as you practice these categories in your readings, you will develop more and more skill in application. Interpretively:

Angular

Balance: three planetary placements in angular houses as average, life will happen directly to the native, but not in unusual proportions.

Recessive: less than three planetary placements in angular houses signifies that life tends to happen around the individual and that he/she is drawn in through the experience of others.

Dominant: More than three planetary placements in angular houses can cause the individual to feel that his / her “turn” in life comes up more frequently than happens to others. As the count progresses, the individual can feel overwhelmed with sheer activity or feel like a “target”. I joke with my clients with heavy angular placements that the bullet or the bomb appears to have their name and address.

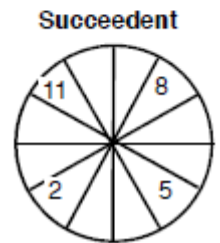


Succedent

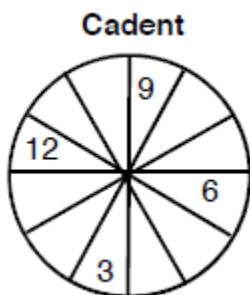
Balance: with three planetary placements in succedent houses as average, the involvement with physical, financial or ethical experiences are average, again not in unusual proportions.

Recessive: with less than three planetary placements in succedent houses, the developing of an ethical value system is not high on the priority list for this life experience. Apparently, the person is already developed enough in this area or other issues are more important.

Dominant: with more than three planetary placements in succedent houses, experiences that affect the valuation and ethical system make up a large part of the life.



Cadent

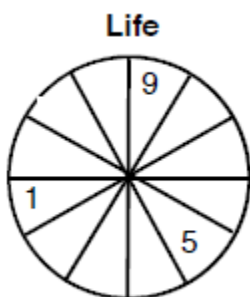


Balance: with three planetary placements in cadent houses as average, the effects of the environment and the people in the environment contribute to the life in an average proportion. It is wise to control your experiences through making very conscious and discerning choices of your various environments and the people who contribute to them if three of ten experiences are produced through environmental issues.

Recessive: with less than three planetary placements in cadent houses, the environment exercises very little control over the life of the individual. The person can function just fine in most environments.

Dominant: with more than three planetary placements in cadent houses, the environment contributes in an increasing amount to the experience or the individual is seriously and increasingly affected by his/her environment and the people in it. In this instance it would be *very wise* to exercise as much control as possible over the environmentally-produced experiences by making very conscious and discerning choices of your various environments and the people who contribute to them.

Life



Balance: two is on the low side of average and three is on the high side of average for planetary placements in life houses. Average implies that a person has naivety in some areas, but not outside the “norm” of experience (whatever that is).

Recessive: a low planetary count in life houses suggests a person who is not particularly gullible or naive, and could be “street smart”.

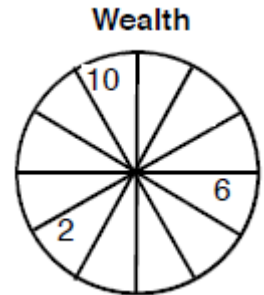
Dominance: an over-abundance of planetary placements in life houses can imply that the person is naive or gullible in an overall way throughout their life, and not just in isolated areas. Encourage the individual to avoid superficial answers or solutions, to ask more questions, and to seek depth before involving themselves in experience. Since our experience is of our own making, we are responsible to seek the information that will clarify each experience.

Wealth or Substance

Balance: again, two is on the low side of average and three is on the high side of average of planetary placements in houses of substance. Average implies just exactly that - normalcy in motivations, drive and experience as it applies to wealth, resource and accumulation.

Recessive: a low planetary count in houses of substance suggests a person not overly interested in financial / material goals or accumulation.

Dominance: an over-abundance of planetary placements in houses of substance emphasizes multiple lessons in the accumulation principle. The person will need to control the desire for material gain or the drive will “take over” and control the person.

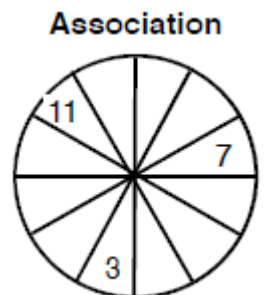


Association

Balance: two is on the low side of average, three is on the high side of average of planetary placements in houses of association, implying a normal range of experience in the development of relationships, associations and social skills.

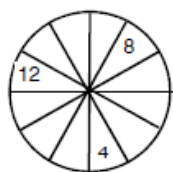
Recessive: a low planetary count in houses of association suggests a person whose skills are sufficient to his /her need, or that areas other than relationship, association and social skills are more important to their individual development.

Dominant: an over-abundance of planetary placements in houses of association emphasize relationship lessons or multiple activities designed to create or enhance relationship and social skills.

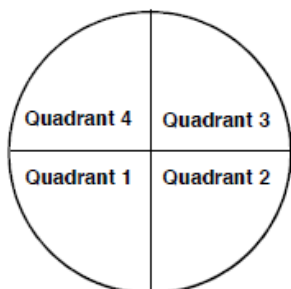


Abstract

Abstract



House quadrants



Quadrant 1:

Life, Substance, Association

Quadrant 2:

Abstract, Life, Substance

Quadrant 3:

Association, Abstract, Life

Quadrant 4:

Substance, Association, Abstract

Balance: two is on the low side of average, three on the high side of average of planetary placements in abstract houses, implying that the abstract or subtle qualities of life, while not nonexistent, are not a dominant theme. Again, the normal range of experience applies.

Recessive: below average planetary placements in abstract houses contribute to naivete in experience as the person could be superficial or lack depth in entering into experience. Encourage them to seek depth or to ask more questions.

Dominant: many planetary placements in abstract houses create a researcher-type individual, who asks many questions such as where, when, why, how, etc., whether or not they are actively involved in specific research. Because of the tendency to ask, these people are or can be less naive. In addition they may be very deep psychologically or easily misunderstood because of their depth.

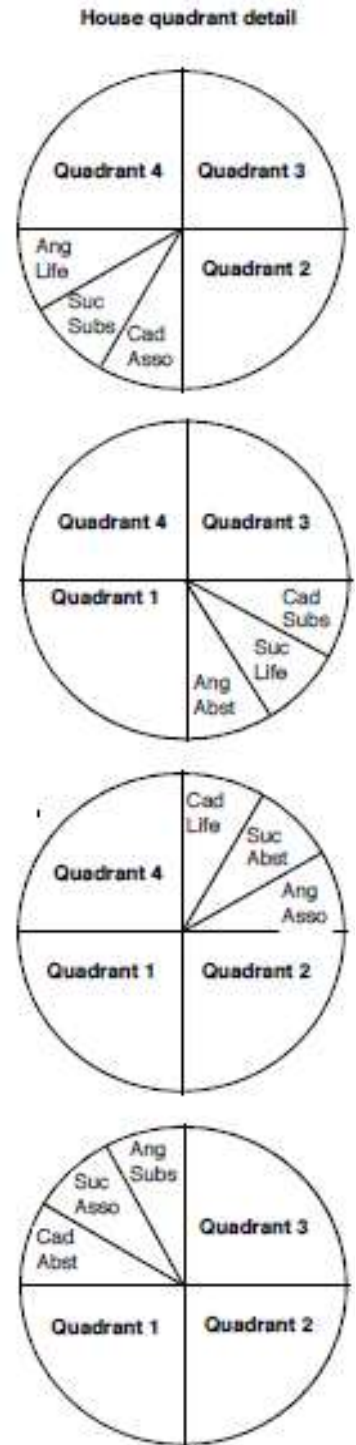
We have just studied briefly the angular, succedent and cadent effect on the houses as well as the categories of life, wealth, association and abstract. I'd like to remind you that *each* of the quadrants have an angular, a succedent and a cadent house. This is not true of the categories of life, wealth, association and abstract. Since a quadrant can only have three houses, each quadrant is made up of three of the four possibilities and therefore each quadrant is very different. Perhaps a study of the types of houses that comprise a quadrant would deepen your knowledge of both the quadrants and the houses themselves. Do some free association to see if it aids your understanding.

Quadrant 1: Life, Substance, Association Think of a baby in the earliest stages of its experience. It is totally self-absorbed, instinctively thinking only in terms of itself and its own needs. The first astrological quadrant of subjective self-awareness is made up of the very basics of life which we largely experience intuitively: ourselves as our physical body – me (life), our personal possessions – mine (substance), and our initial need to communicate who and what we are and what we want (association), and to create a bridging to the second quadrant of emotion.

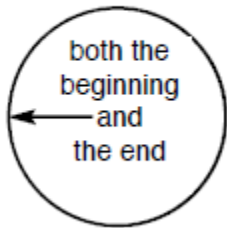
Quadrant 2: Abstract, Life, Substance That baby is not an island. To continue existence, it must have outside help and support. The baby must learn to think and experience beyond itself. The second quadrant emphasizes the abstract qualities of becoming subjectively aware of others and the outside world in the most personal of circumstances and involving our emotions. We must acknowledge the outer immediate and personal environment and its inhabitants, called family. In addition, we must be willing to both express ourselves creatively and with affection, developing our soul (life), and to be willing to give back spontaneously to our immediate environment in terms of service (substance) to bridge to the third quadrant of sensation.

Quadrant 3: Association, Abstract, Life Associations in the outer, other-involved quadrant develop through those people we view as our diametric opposites - our chosen committed partnerships, both personal and professional, and our visible enemies (strange that these two would be grouped together, or perhaps not so strange). We are exposed emphatically (angular) to the self-identify of others (their “me”), to their possessions and value systems (their “mine”), and their ideas. We must also now experience life through the partnership theme of we/us as an individual unit, our possessions, and our collective ideas. This baby forms physical partnerships with all that entails and bridges to the fourth quadrant of thought.

Quadrant 4: Substance, Association, Abstract We have arrived at the culminating position of the chart, the high noon of the life experience, where we begin to sharpen the quadrant of thought. We are participating in outer, more objective experience. Our deeds and our achievements mark us as a success – and we may be honored, remembered, or measured by what we have (or have not) produced (substance). The associations we form are more mental and



Life is a circle

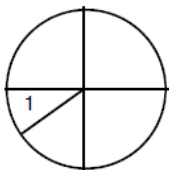


communicative in nature, and we see them as rewards to our life process and experience (association). We must prepare for the bridging of outer awareness to inner awareness as our life cycle completes itself and we must again turn our thoughts inward as we prepare for transition back into spirit. There is no ending to fear, there is just continuity.

Life is a circle – a cycle of experiences A circle has no real beginning or end except for the arbitrary beginnings and endings we assign with our limited awareness of the wholeness of life. When we are physically born (which astrologically is at the ascendant), our life then runs a full circle of experience, terminating necessarily at the chosen point of beginning. What are we beginning at what we see as a physical ending? It's our non-physical existence. When we are physically born, we die to the spirit side of ourselves; when we physically die, we are re-born to our spirit side – our personal circle. Again, we have nothing to fear. There is only continuity.

At this point, we need to take this *general* house information and turn it into *particular* information on each individual house, starting naturally with the Ascendant. As we go through the houses, remember to look at the evolution or progressing development of the individual step by step from the entirely personal, through the outer-involved and back to the internal. Equate the houses to the stages of life from birth through death. The infant is completely self-absorbed, gradually becoming other-involved, then having to objectify that other-involvement, through the rewards or acknowledgement, progressively becoming more self-absorbed with the aging process and the eventual return to spirit. Remember that the planets also rule the houses, so be sure to make planetary rulership and sign inferences as you study. Let us recap the house information we have developed so far.

Keyword: I AM
Corresponding sign: Aries
Ruler: Mars



1st: The ascendant is the point where any planet rises (comes into visibility) above the horizon. Since the ascendant is the horizon line itself (east/left) and its first house is below that horizon line, this house is in the hemisphere/quadrant that is subjective/self-aware/intuitional and is by category angular/life. This cusp represents the actual moment of birth and is the most personal part of the chart. Angular contributes activity or involvement to the house and the life category contributes the physical body itself.

2nd: The next house is subjective/self-aware/intuitional, but is also succedent, wealth or substance by category. While still intensely personal, the ethics/value system (succedent) and resource (wealth) connotation influences both our material value systems and acquisitive nature.

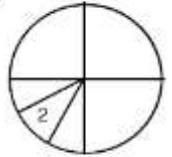
3rd: The 3rd house is still subjective/self-aware/intuitional and also by category is cadent/association. It is still intensely personal, influenced by environment (cadent) and relating (association). The third house governs the influence of the early environment itself and the people who inhabit that early environment, and early or primary education and communication. The 3rd house serves as the bridging (adaptation) between the hemispheres of self-awareness and other-awareness.

4th: The 4th house is at the very bottom of the chart, in the midnight position. The vertical line through the center of the chart is its cusp. Representing our deepest, most internal functioning, it is subjective/other-aware and is the angular (active, initiatory) and abstract (psychological) house of the emotional quadrant – psychological initiative. It is not difficult to see its role as the psychological foundation, inner security or family.

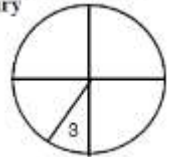
5th: The 5th house is also subjective/other-aware. As the second house of the emotional quadrant, its categories are succedent (value) and life (our soul). This emphasizes our spontaneity, personal and creative self-expression as well as our pleasure-seeking or affectional needs involving others as “love given”.

6th: The 6th house is also subjective/other-aware. As the third house of the emotional quadrant, it is cadent (environmental) and substance (material/acquisitive). The 6th house serves as the bridging (adaptation) between the hemispheres of subjective and objective awareness (of others). This is where we must work for what we want or contribute to the life process.

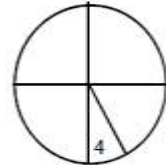
Keyword: I HAVE
Corresponding sign: Taurus
Ruler: Venus



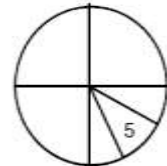
Keyword: I THINK
Corresponding sign: Gemini
Ruler: Mercury



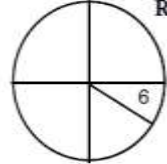
Keyword: I FEEL
Corresponding sign: Cancer
Ruler: Moon

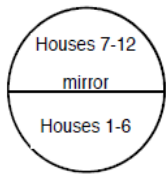


Keyword: I CREATE
Corresponding sign: Leo
Ruler: Sun

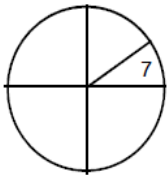


Keyword: I SERVE
Corresponding sign: Virgo
Ruler: Mercury

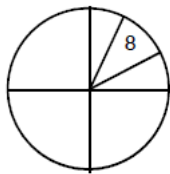




Keyword: WE ARE
Corresponding sign: Libra
Alternate Keyword: I RELATE
Ruler: Venus.



Keyword: WE HAVE
Corresponding sign: Scorpio
Alternate Keyword: YOU HAVE
Co-rulers:
Mars / Pluto.



Before we move into the last six houses, remember your sign polarities, with the first six signs opposite the last six and the general corresponding theme that exists between the pairs of signs. The same effect occurs with house polarity and is called the house axis. The second half of the house system will correspond to the first half, implying a similarity of function. While the first half (houses one through six) emphasize the evolution of the individual through personal experience (darkness, internal, subjective), the second half (houses seven through twelve) emphasizes the emergence of the individual into collective (light, external, objective) experience. Each of the two quadrants in the objective hemisphere have three houses, which are angular (active/initiatory), succedent (value) and cadent (environment), in that order.

Axis 1/7 Relating Axis 2/8 Acquisition Axis 3/9 Communication
Axis 4/10 Security Axis 5/11 Creativity Axis 6/12 Service

7th: The angular (initiatory/active) association (relating), objective (external) other-aware house of the sensation (physical) quadrant is the 7th house. The cusp is the descendant (Dec) and is the point farthest removed from the 1st house of self and is the strongest (angular) house of “other” orientation (1/7 relating axis). This is the point (west/right) of sunset (perhaps of the ego?), the “you” or “we” position of the chart, the point of primary relationships and commitment. The 7th is contrary to the emphasis of the I AM of the 1st house.

8th: Next comes the succedent (value), abstract (psychological) of the objective, other-aware/sensation (physical) quadrant. As the polarity of the 2nd house (2/8 acquisition axis), it is material value-oriented, but in a joint or other-associated manner. Instead of emphasizing the I HAVE of the second house, the emphasis is on WE / YOU HAVE. In addition, this house defines the desire nature (psychological acquisitiveness), our sexuality, with the keyword I DESIRE describing the physical senses. Destiny or fate is often precipitated by our desires, which can become obsessive and compulsive.

Now we encounter the bridge (adaptive) between the other-aware and self-aware hemispheres, located in the objective hemisphere. Can you see the difference in the bridging from self-awareness to other-awareness of the 3rd house (I think or I communicate) and the bridging from other-awareness to self-awareness of the 9th house (your thoughts or communication - group awareness or philosophy)?

9th: The cadent (environmental) 9th house (3/9 communication axis) of the objective (external) other-aware, sensation (physical) quadrant is a life (spirituality) category. This is the mental house of the group or collective ideas, philosophies, beliefs and communications. As primary education is a function of the 3rd house, higher education is the function of the 9th house.

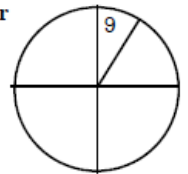
10th: We have now reached the cusp of the 10th house, the midheaven (M.C.), and we have just moved into the objective/self-aware quadrant of thought. Angular (active/initiatory), substance (honors and achievement) are the categories and the house is located at the very top (high noon) position in the chart (the upper leg of the vertical axis). Think of the movement through the houses from one to ten as a process of descending deep within the self and climbing your personal mountain to your pinnacle of achievement. This is the other (collective) half of the 4/10 (security) axis. This house symbolizes the long climb towards external security and fulfillment which mankind tends to pursue throughout life.

11th: The succedent (value), association (relating) house of the objective/self-aware hemisphere/ thought quadrant is the eleventh house. We have expected results from our achievements. Therefore, this is the house of reward, whether expected (dreams) or actual. As the other half of the 5/11 creative axis, we have extended ourselves creatively in the 5th and expect return for our efforts (love given/love received). Relational (association) values for our creativity and reward for achieving can also be called friendship and associations.

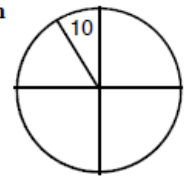
We are now at the bridging (adapting) between the hemispheres of objectivity and subjectivity. Note the difference between the movement from subjectivity to objectivity of the 6th house bridging, and the movement from objectivity to subjectivity of the 12th house bridging in this 6/12 axis of service.

12th: The last or 12th house is the cadent (environmental), abstract (psychological) house of the objective, self-aware hemisphere and thought quadrant, psychological adaptivity. A complex house, not easy to understand (true of all three abstract – psychological houses). Just as the ascendant is the front (face) of your head, the 12th house is the back of your head, probably the most invisible part of your life to you, where we can easily trip over our own unseen idiosyncrasies and blind spots.

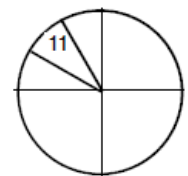
Keyword: WE THINK
Corresponding sign: Sagittarius
Alternate Keyword: I SEARCH
Ruler: Jupiter



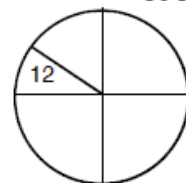
Keyword: OUR SECURITY
Corresponding sign: Capricorn
Altern Keyword: I ACHIEVE
Ruler: Saturn



Keyword: WE CREATE
Corresponding sign: Aquarius
Keyword: I ASPIRE
Co-rulers: Uranus and Saturn



Keyword: WE SERVE
Corresponding sign: Pisces
Alternate Keyword: I SERVE
Co-rulers: Neptune and Jupiter



Natural ruler of 1st
dynamic Mars of initiation,
assertion and courage
Concept:
the present, new ventures,
birth, beginnings, initiations
People:
you, newcomers or arrivals,
grandparents, great-grandchild

Natural ruler of 2nd
magnetic Venus of desire,
acquisitiveness, touching
Concept:
the future, tomorrow, natural
effect from today's causes
People:
ancestors, money people,
bankers, friends of the family

Natural ruler of 3rd
dynamic Mercury of reason,
mind, communication
Concept
the exchange of information
People
brothers / sisters, people in
the immediate environment,
neighbors, visitors, deliverymen

Natural ruler of 4th
magnetic Moon, planet of
memory, emotion nesting,
reflecting the light of the ego
Concept
roots, inner security,
endings, the grave
People
your family in general, one
parent, farmers, builders

Now let us look at the list of concepts for each house. Know that these words only cover a small portion of human experience and that *all* human experience is contained somewhere within these twelve houses. Paul Grell's book *Keywords*, Rex Bill's *The Rulership Book*, and Michael Munkasey's extensive work on keywords would be excellent permanent additions to your library. Each offers much more than house information, but they are excellent resources for research on the houses. Know also that a house can represent certain concepts, plus all the people you experience in your life; and that certain more complex concepts are the function of more than one house, sign or planet.

Keywords for the houses

1st: I AM – the most personal house of identity, self-projection, and surface image (how others see the portion of you which you allow to become visible); your physical body and characteristics, your basic physical structure, shape and size, your outward appearance, carriage, general health and physical indicators, your face; your coping skills, immediate response to life, stimulus, change and the environment; self-preservation, general attitude towards life, your first name.

2nd: I HAVE – your personal assets and resources, personal income and earnings, pocket money, material values, moveable possessions, self-acquired wealth, preservation of assets; your own personal morals, values and ethics, value systems as you perceive and rate them; inherited traits, skills and talents, hobbies.

3rd: I COMMUNICATE – personal ideas and their expression, all forms of communication from body English, to silence, to eloquence, both as the speaker or the listener, positive or negative (as in gossip), correspondence or writing; short journeys or trips, visits; distribution or delivery; primary education and schooling (nuts and bolts-type learning), your role as student; decision-making.

4th: I FEEL – your psychological roots or foundation, your inner security issues; real estate, your physical house, immovable or very large possessions such as your car; domestic issues, home affairs, family orientation and traditions. Here is where we encounter the family, particularly our most dominant (angular) people, our parents. We also encounter the emotional security issues of this deepest and most internal cusp and house, positively or negatively.

5th: I CREATE – creativity itself, children of your mind and / or your body, artistry of all types, circumstances of conception, gestation and birth; romance and love affairs, unbonded or uncommitted relationships; short-term speculation, hobbies, amusements, sports, pleasure in general, indulgences; the love you have to give.

6th: I WORK – your workaday world, your job (not necessarily your career), that which you must do to earn your way in life; chosen or voluntary service, personal or one-on-one service; the people you work with (not your boss); illness, upsets, disease, self-care or hypochondria, diet; psychological changes or techniques; the siblings of your parents.

7th: I RELATE – all committed partnerships both marital and business, significant personal relationships as in marriage or living together in commitment; description of partner; that experience of those traits you are unwilling to own and project onto others; cooperation and networking, lawsuits (remember the scales of justice), contracts; open controversy, open enmity or adversaries, visible and known to you.

8th: I DESIRE – partner's values, joint resources; how you handle partner's money / values; how partner handles your money / values, money from outside sources such as wills, legacies, alimony, settlements, child support, bankruptcy, taxes, insurance; sexual issues; injury, surgery, major accidents, crisis, catastrophe, murder, death and its cause, regeneration, possession, obsession.

9th: I SEARCH – for meaning or for expansion, seeking wisdom through experience, higher education, philosophy, religion and / or spirituality (which are not necessarily the same); ceremony and pageantry; long distance journeys, foreign interest or involvement, other cultures, distant lands; publishing and advertising; the ideas of others, collective philosophy; the creativity of your children – their children.

Natural ruler of 5th
dynamic Sun, planet of spiritual identity, your personal expression of the universe
Concept
your soul and its creations
People
children, lovers, entertainers, speculators or gamblers

Natural ruler of 6th
magnetic Mercury, sorts, analyzes, and classifies information and experience
Concept
work / service, dis-ease or breakdowns in health
People
co-worker, employee, aunts / uncles, nurse, healer, tenant, small pets

Natural ruler of 7th
dynamic Venus, social, associative, looking for partner
Concept
your shadow self or projection, your polar opposite
People
partner, spouse, open enemy, the general public

Natural rulers of 8th
magnetic Mars and Pluto, less direct or obvious assertion, psychologically motivated
Concept
the occult and its levels of connection, destiny
People
coroners, undertakers, investigators tax collectors, surgeons hypnotists, psychologists

Natural ruler of 9th
dynamic Jupiter, expanding, exploring, seeking wisdom
Concept
your spirit, charity, seeker, expanding consciousness
People
in-laws, strangers, aliens, clergy, publisher, professor, grandchild

Natural ruler of 10th
a magnetic Saturn, organizing, structuring, securing
Concept
achievement through climbing your personal mountain
People
employer, parent, superiors, executives, judges, professionals

Natural rulers of 11th
dynamic Uranus and Saturn, seeking results of achievement
Concept
rewards (or lack of them) of your career and your journey,
People
friends, advisors, club members, adopted or spouse's child, spouse of your child

Natural rulers of 12th
a magnetic Neptune and Jupiter, wisdom within
Concept
the past, Karma, internal
People
hidden enemies, orphans, assassin, jailer, recluse, large pets

10th: I ACHIEVE – career, profession, vocation or avocation, your goal in life; prestige, honors, titles, reputation; public image and recognition (fame/notoriety); success (or lack of it), definition of your life's personal mountain; responsibility and administration, social contribution, outer-oriented security issues; other parent.

11th: I ASPIRE – hopes, wishes and dreams come true, sounds somewhat “Pollyanna”, but is also known as aspiration; love received; friendship and description of personal friends; group or club affiliations, associations; politics, political associations; results of your career – rewards and otherwise.

12th: I SERVE – into each life a little rain must fall; how we sabotage ourselves (let me count the ways); your blind spot – coming up behind the back of your head; hidden resources and motivations, your second wind; clandestine activities, seclusion, retirement; your unconscious dream state; limitations and confinement of all types; alienation; subversion; misfortune, grief, suicide.

Remember your houses have an affinity to the signs, particularly through the planetary rulerships. Houses are similar to, but not identical to their counterpart signs:

<i>Houses</i>		<i>are categorized as</i>	<i>are similar to, but not identical with, signs</i>
angular	1, 4, 7, 10	most physically active	cardinal
succedent	2, 5, 8, 11	concerned with establishing	fixed
cadent	3, 6, 9, 12	houses of adjustment	mutable
life	1, 5, 9	projective, creative, philosophical	fire
wealth	2, 6, 10	concerned with resources	earth
association	3, 7, 11	concerned with relationships	air
abstract	4, 8, 12	concerned with depth / motivation	water

At this point, you should have constructed more index study cards at least on the individual houses. Of course, you are welcome to develop more cards than the basics, such as an individual card for each category. They will be very handy as we try to apply signs on houses and planets in houses in our next chapter.

Rulers Through Lenses in Arenas

Signs on Houses
Planets in Houses
Rulership with Occupation

So far, we have three pieces to our puzzle: planets, signs and houses. We have previously combined planets with signs. Now we need to combine signs with houses and planets with houses. Hopefully, you have established the general concept of the houses and their place in the scheme of astrology. I must assume that you know planets, signs and houses. If not, go back and study the notes until you have grasped the basic principles. Again, there is no point to adding more concepts unless those you have already studied are clear.

You should be developing an understanding of each of the individual houses and the concept of sequence, progression or development which takes place throughout our experience. Note that it is important to realize that while you have learned what the houses represent as a general category in your life, we must do something to individualize or personalize them. For example, even though we all have a physical body (ascendant), there are literally billions of variations on the theme. Even though we all have parents, the experience of those parents is varied and individualized, even to children within one family. What causes these variations astrologically?

As previously mentioned, as the 24-hour day progresses, the sky pattern continually changes from any vantage point on earth. Approximately 1/2 of that time is daylight and 1/2 is darkness, depending on time of year and location on the globe. At the extreme northern and southern poles, 24 hours of daylight or darkness is possible, with equalization of daylight and darkness periods occurring as we near the Equator. We rotate a complete 360° in one 24-hour day. That means the entire (circular) sky pattern (zodiac) rotates into view throughout any 24-hour period. Since we are working on houses and use the twelve zodiac signs, that would mean that at any given location, a sign would influence a house for about 1/12th of any day (24 hours divided by 12 = 2), or approximately two hours per day.

I say approximately because of the two specific limiting factors already discussed. As mentioned in the beginning of lesson 6, the houses vary in size due to the tilt of the earth on its axis ($23\frac{1}{2}^{\circ}$), and the resultant divergence between the equator and the ecliptic (zodiac). This possible house-size distortion is enhanced by the irregularity in daylight and darkness throughout the year depending on locations north or south of the Equator.

As also mentioned, there is great controversy over the use of regular (30°) and irregular (any combination of degrees) house systems. The distortion of daylight and darkness periods at Earth's poles creates bizarre house sizes and combinations. This distortion is used by equal-house advocates to prove their contention that irregular house systems are not valid. To the contrary, I believe it acts as proof of the validity of irregular houses for two reasons. First, my personal observation is that life is not created equally among individuals or in every category of life for any individual. To me, inequality equals reality. Second, as we approach the poles, the possibility of animated physical existence diminishes and births and lives become zero - not only for humans, but for all sentient life as well. In the most distorted chart house possibility which would be at the poles themselves, we do not encounter birth charts, unless you want to count the placing of the pole markers once in a lifetime. Of course, there is always the possibility of someone being born in a plane crossing one of the poles, but that is a pretty remote possibility. It would make for a very interesting and almost one-of-a-kind chart.

It is good for you to know that the time for any zodiac sign to influence any house can vary somewhat. For the purposes of this class, it is enough to estimate that each sign of the zodiac influences each house in the chart wheel for approximately two hours each day. This begins to illustrate the importance of time of day as the individualizing factor in the charts of the thousands of people and events that can be "born" on any day of the year. Date is insufficient; time of day as well as location is necessary to cast (and then read) a truly individualized and unique chart.

The degrees and minutes of each sign are calculated in relationship to the specific earth perspective starting with the eastern horizon. Once the sign distribution by degree and minute has been calculated, the signs along with their calculated degrees and minutes are then placed in sequential order on the houses, counter-clockwise. The planets are then "dropped" or "fall" into place in the natural sequence of the house / sign wheel. Looking first to the sign, locating that sign by house cusp, and then determining where to place each planet in the house is a function of chart calculation classes. I will recap previously given information to make the succeeding information easier to understand:

Natural chart: 00 Aries is placed on the Ascendant, with 00 degrees of every sequential sign placed on the succeeding house cusps, rendering each house equal in size. This natural wheel is used to study the meaning of each house and the correlation between house, sign, and rulership. It is used as a mental backdrop to the actual reading of any chart.

Natal chart: Time of birth and location on the globe at birth is used to calculate the personal and individual chart angles. It then becomes the choice of the astrologer whether to use an equal or an unequal house system. This is a personalized chart, which technically cannot be duplicated within our solar system for approximately 26,000 years.

Equal house chart: Each house equals 30°. Depending on what sign is on the Ascendant, the signs are assigned sequentially to each house cusp, retaining degree and minute of the Ascendant for each cusp.

Unequal house chart: Each house is independent as to size, depending on choice of technique. The Ascendant is placed by sign, degree, and minute; then each succeeding house is placed individually, with its own degree and minute mark.

Whole Sign Houses chart: Recently, whole sign houses have become popular. Regardless of degree calculated of timed Ascendant, 0° is placed on the cusp line for the Ascendant and that entire house is that sign. The succeeding cusps have 0° of succeeding signs. The Ascendant, Midheaven and planets are dropped into place within those houses. I do not practice this method, so I would have to refer you to others for a better definition. Placement of planets in traditional houses would shift substantially. Place this on your to-do research list once you have learned your basics.

With a natural chart, Aries is always on the Ascendant, Taurus on the 2nd, Gemini on the 3rd, etc., progressing sequentially around the chart. Any sign could be on the ascendant and the balance of the signs would flow in consecutive order from that Ascendant sign as the beginning point to that particular chart. In a natal chart with Gemini Ascending, for example, Cancer would be on the 2nd, Leo on the 3rd, and so forth. Perhaps at this point you should look at your personal natal chart to see how these signs are placed on the house cusps.

Due to the irregularity of the house sizes, it is possible to encounter charts where some signs appear on two succeeding houses and some signs do not appear on any house cusp. This is due to a factor called Interception, which will be discussed in our next section on aspecting.



Be sure you understand:

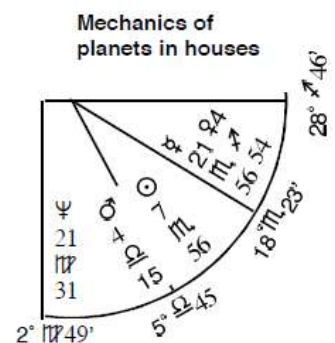
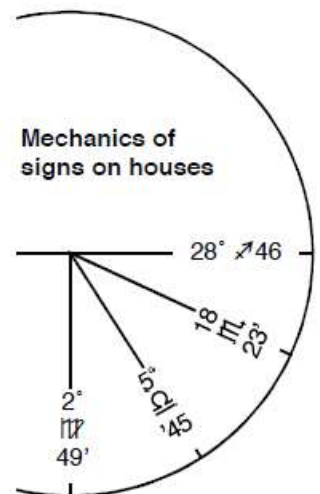
- 1) The houses are numbered one through twelve, commencing with the Ascendant as the cusp of the 1st house, and the balance of the houses run consecutively and counter-clockwise back to the Ascendant.
- 2) Because of the irregularity of the ecliptic and the equator, the houses may or may not vary in size (average being 30°). 30° regular house divisions are called equal houses.
- 3) The Ascendant is calculated and placed first on the extreme left horizontal line, centered from top to bottom cusp at the 9 o'clock position.
- 4) Once the Ascendant is placed, the balance of the actual 30-degree signs are calculated to degree and minute (°,') for each remaining house and are then placed accurately on the house cusps, again sequentially and counter-clockwise, producing irregularly-sized houses. The closer the birthplace is located to the equator, the more regular and equalized the houses become.
- 5) The houses in the Placidus system used in these lessons are not equal divisions of thirty degrees and are instead irregular divisions. Therefore, degrees and minutes of signs on cusps will vary.
- 6) It is possible at this stage to encounter something called an Interception, which will be explained fully in our aspecting section.
- 7) The natural chart will always have Aries on the Ascendant with twelve thirty-degree houses, but this is not usually the case with natal charts. In an individualized natal chart, any of the twelve signs can be on the Ascendant. As one of the twelve possibilities, Aries (or any other sign) can be on the Ascendant for approximately two hours daily.
- 8) The various signs on the various houses help to individualize the charts cast for a particular day. Do bear in mind that there are other contributing factors to that individualization process.

For the purposes of a brief illustration, let us look at an example. 2° Virgo 49' on the 4th cusp (I.C.), 5 Libra 45 on the 5th cusp, 18 Scorpio 23 on the 6th, 28 Sagittarius 46 on the 7th (Descendant); planets are Neptune 21° Virgo 31'; Mars 4 Libra 15, Sun 7 Scorpio 56, Mercury 21 Scorpio 56, Venus 4 Sagittarius 54. (Did you notice that the planets are also located at degrees and minutes of a sign?) The fourth house commences with 2 Virgo 49, runs the balance of the Virgo degrees and into the first few degrees of Libra. At 5 Libra 45, the 5th cusp is encountered. The fifth house continues through the balance of the Libra degrees right up to 18 Scorpio 23, which denotes the 6th cusp. The balance of Scorpio plus the first 28° and 45' of Sagittarius are contained within the 6th house and the 7th cusp is 28 Sagittarius 46. For the purposes of this lesson, we will be ignoring degrees and minutes and concentrate on the sign influencing the house.

Mechanics of planets in houses: Since Neptune at 21 Virgo 31 is between 2 Virgo 49 and 5 Libra 45, it is “dropped” or “falls” into the 4th house, about midway in the house. Mars at 4 Libra 15 is also in this segment and “falls” after Neptune already placed in the 4th - it is adjacent to the 5th cusp of 5 Libra 45. The Sun at 7 Scorpio is between 5 Libra 45 and 18 Scorpio 23, so the Sun “falls” in the 5th. Mercury at 21 Scorpio 56 and Venus at 4 Sagittarius 54 are between 18 Scorpio 23 and 28 Sagittarius 46, so they both “fall” in the 6th (Mercury on the 6th cusp, then Venus). A planet in a house is said to “occupy” the house, much as a tenant “occupies” a physical house. When we study the planets in houses, we will again ignore the degrees and minutes and concentrate on the influence of the planet itself in the house only.

House Rulership

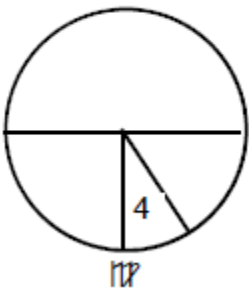
Some mental sleight-of-hand is necessary to make the shift between the natural and the actual charts. The house retains its identity as to the affairs of the house. The house will always have an affinity to the sign and planet with which it is naturally identified. This becomes a subliminal or “below the surface of the conscious mind” remembering. It is the actual house cusp sign and planet rulership that you read in a natal (individualized) chart.



Now that we see that signs are associated with houses, what does it mean and how do you read it? The house will always retain its value in terms of the affairs or meaning of the house itself. For example, the 2nd house will always mean values (material and otherwise), resources (personal and otherwise), inherited traits or genetic possessions, and will always be Venus / Taurus influenced, regardless of the sign on the cusp. Since the signs represent attitudes, mannerisms, methods of expression (see lesson 3 on signs), a sign on a house will represent the general attitude, mannerism or influence of the person in regard to the affairs represented by the house.

Example: The fourth house cusp will always represent the arena of psychological foundations such as home, hearth, family, parents and have a natural Moon / Cancer flavor for all charts. How do we personalize and individualize this general statement? Using the example chart given above, Virgo is on the fourth house cusp. That means that the sign of Virgo with all its mannerisms and keywords is the general attitude towards and the mannerisms exhibited by the person who owns the chart relative to home, hearth, family, parental issues. In this example, the reading would be on the Virgo / Mercury influence on 4th house issues, all the while maintaining the background affinity between the 4th, Cancer and the Moon. Using your index cards, take out the Virgo and the 4th house cards and create a story out of the information you have noted on each card (extensive notes really help). In this instance, what would be the outcome of a Virgo influence on 4th house affairs?

Virgo on the 4th



Your attitude towards 4th house matters (home, family and parents) is (Virgo, mutable, earth, feminine), and is Mercury ruled. Now make it a story. “You take a practical, logical, down-to-earth approach to home and family matters. Your home is utilitarian rather than decorated, clean and orderly. You probably are ecologically conscious. You tend to be conservative, analytical and sometimes critical of family members. Your early family was working-class, with a strong work / service ethic, perhaps a farm-type family (wheat / harvest symbol), and at least one parent is probably a hard-working, practical person. Communication was emphasized in your early environment.”

Using a completely separate example to establish a basis for comparison, a person with Scorpio on the 2nd house of values, resources, talents, etc. would have a Scorpionic attitude or bearing towards these activities or experiences. Since Scorpio is secretive, controlling, suspicious, manipulative, and so forth, Scorpio on the 2nd would act in the manner

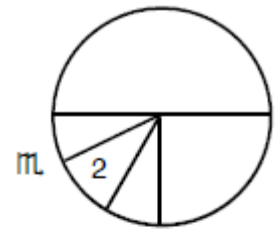
of those keywords towards or about money, possessions, other values, talents, resources, etc. Positively, you can also say Scorpio is resourceful, thorough, competent and complex... about possessions, money, values, etc. *The sign describes the general attitude of the individual towards the affairs of the house.*

As a comparison, think of Sagittarius on that same 2nd house cusp. What would be the general attitude of the individual to the affairs of the 2nd house? Certainly not secretive, thorough, manipulative, etc. - that's not the nature of Sagittarius! How about blasé (easy come, easy go), expansive (Jupiter-ruled), changeable (mutable), spontaneous (fire), perhaps even competitive? That sounds more like Sagittarius. About what? – money, valuables, possessions, resources, talents, etc. Remember the 2nd house keyword concept is I HAVE.

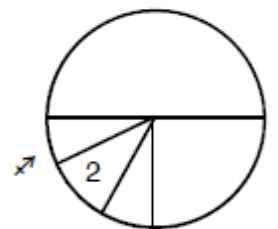
Now think of Pisces on that same 2nd house cusp. Look at your Pisces concept and keywords and apply them as an attitude towards the affairs of the 2nd house. “What money (or bills)?” “You like it? Take it. Go ahead, it's yours.” “Take the shirt off my back, I'll let you”. This could be confused, sacrificial or benevolent, or all of the above. This is quite a difference of *attitude* between Scorpio, Sagittarius and Pisces – or any of the twelve signs. When we were doing Sagittarius in the previous paragraph, I looked at the element, quality, rulership, etc. All your sign information will contribute to an understanding of that sign's influence on a house cusp.

- ✓ Any house that is cardinal sign-ruled will be more initiatory in attitude or demeanor, even when it is not technically an angular house. Some texts refer to the Aries house as the house where all experience begins. I have never done chart research on this suggestion, but it does serve to illustrate the initiatory quality of the cardinal signs.
- ✓ Any cuspal signs that are fixed will have that durable, determined, sometimes stubborn connotation attached to the affairs of the house. Those house affairs can be resistant to change, inflexible, and yet be enduring and perhaps even chronic in nature.
- ✓ Signs that are mutable will contribute the adaptive, flexible, versatile nature of mutability to the affairs of the house affected. Those affairs will be more malleable or changeable in experience.

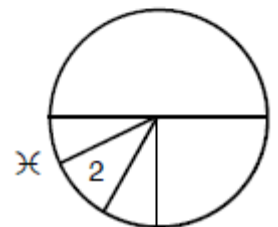
Scorpio on the 2nd



Sagittarius on the 2nd



Pisces on the 2nd



The elements of the sign on the house cusp will also contribute qualities to the house affairs.

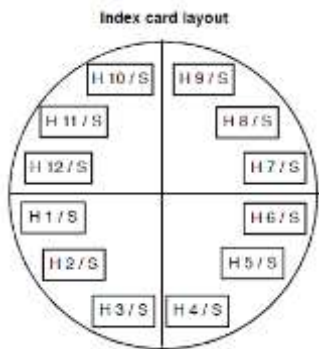
- ✓ Fire is more spontaneous, dynamic, active and creative and those are the mannerisms experienced by the house activities.
- ✓ Earth is more practical, physical and material and will shade or color the house affairs in that manner.
- ✓ Air is intellectual, relational, educational and full of ideas, and those mannerisms or slant will reflect in the house affairs.
- ✓ Water feels, emotes, is sensitive and reflective and will contribute those qualities to the houses involved.
- ✓ By gender, masculine signs are active - the doer or talker (electric / dynamic), and feminine signs are receptive - the listener (passive / magnetic).

These analogies work not only for the signs but as influences on house matters.

As an exercise, lay out your house index cards in sequential order according to your natal chart placements. If you have Scorpio rising, place your Scorpio sign card on top of the 1st house card. To the degree possible (and interceptions do screw up the count and require you to move sign cards as you read), place the succeeding sign cards on the houses they rule in your natal chart. When you finish laying out the sign cards, your layout should roughly represent your natal chart (ignoring degrees and minutes of each placement). Using the method demonstrated, create a reading for each house.

Roughly, the sign _____rules the affairs of the _____ house. Your attitudes and mannerisms act in this particular way (sign) regarding these (house) matters.

Do this exercise for each house in your chart. Be sure to record your information for this particular chart reading in an organized fashion, and then do the same for the rest of the lesson material as we progress. You will learn faster and better retain the information given. Move the sign cards around as needed for each house. This is particularly necessary if an interception occurs in the natal chart. If a sign on the cusp of a natal chart is the sign that rules that cusp naturally, it is very strong. For example, Cancer is a very strong sign for the 4th house, and other signs are less so.



Planets in Houses

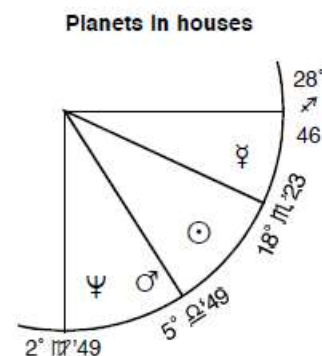
Planets in houses affect the houses by:

1. *focusing* the energy represented by the planet into the affairs of the house it occupies, or
2. they give an *additional influence* to the house or houses that this planet rules.

This occupation / rulership by planet serves to *tie together* the affairs of the houses involved. Let's take this step-by-step so you will understand the process. As we study the planets in houses, we will ignore the degrees and minutes and concentrate on the influence of the planet itself in the house.

Focus: Planets act out or are an outlet for the energy they represent in the house in question. In our previous example, we have looked at Virgo on the 4th cusp. How would Mercury (the ruler of Virgo) act if posited in that same house? Mercury, as the planet of the mind, communication, education and transportation will bring those qualities into the home arena and will become important issues. Communication: do you suppose the early family would emphasize or have lessons in communication? Education and the mind: do you suppose the early family would stress the need for education? Transportation: do you suppose the early family could have been very mobile or moved a lot? What about a mobile home? Remember Mercury has both a Virgo function and a Gemini function (dual ruler). Could there also have been a lot of sheer activity or socializing with early family members (Gemini function)?

Repeating our previous actual chart example, we determined that Neptune and Mars were in the 4th. Again, this means that the activity or urge represented by the planets "acts out" or outlets in the house occupied. What would Neptune in the 4th represent in the life of the individual? Neptune rules fantasy, dreams, visualization, religion or spirituality, escapism, tears or sorrow. Could home have been theatrical, a fantasy world, or a nightmare? Could there have been strong religious or spiritual values emphasized? Could there have been tears of joy or sorrow? Could it be a parent (4th) who visualizes an escape (Neptune) from mundane reality, or takes drugs or alcohol to achieve such an escape? Could it be loss of or estrangement from a parent or primary family member early in life? Could the memory of such a childhood be unrealistic or fantasized?



What about Mars in the 4th? Mars is the planet which *acts out* our urges. It expends physical energy or drive according to the desires or decisions made by other planetary placements, particularly the Sun. Mars is the god of war (stress) and courage (of whatever type), surgery (or severing), heat, mechanical objects, etc. Mars implies stress, friction, or action is necessary or experienced in family or home issues, and demand a great deal of energy from the individual. As heat, it can be anger or fire (in the home). As surgery it can indicate loss or “removals” of family members.

Since it is so close to the 5th cusp (only one degree from the 5th cusp, making its tenancy in the 4th highly questionable), you might like to check to see if it is also influencing the 5th. (There are no fences between signs or houses in outer space – one sign or house melds into its preceding and succeeding sign or house). The same Mars issues apply to the 5th (i.e., surgery as loss or removals of children or pregnancies). How about miscarriage, abortion, cesarian deliveries, etc., as well as the common separation from children by divorce? Energy expenditure (Mars): how about a single-parent household? Mars can directly affect the children in general, and particularly the first child. Could the children actually have strong Mars characteristics or be Aries?

Secondary influence: The planet exerts its influence through its rulership of the sign on the cusp. If you had Capricorn on the 11th, you would have a Capricorn attitude and mannerism relative to friends, group, associations and aspiration. Saturn, as ruler of Capricorn, is the governing influence (ruler) of the house, establishing the Capricorn behavior.

There is quite a distinction between how a planet operates in a house and how its sign on that house cusp acts. We will continue with Saturn / Capricorn as our example. The 8th house, among other things, refers to our sexuality. With Capricorn *on* the 8th, the person may be reserved, traditional, and / or conservative in sexual behavior. With Saturn *in* the 8th, there may be an actual physical sexual restriction or dilemma, such as philosophical vows of chastity.

As an exercise, lay out your house index cards in sequential order. Next take your ten planet cards and place them in the house they actually occupy in your natal chart (ignoring degrees and minutes of each placement). Using the method demonstrated previously, create a reading for each planet in that house, roughly:

_____ planet expresses itself in the affairs of the _____ house. Describe. The urges, needs and energy of _____ expresses itself directly in _____ matters. Describe.

Do this exercise for each planet in your chart. Be sure to record your information for this particular chart reading in an organized fashion, and then do the same for each of your other practice charts. The more charts with which you practice, the faster you will learn and retain the information given. It's the old piano lesson analogy. If you want to play piano, you have to practice by playing the piano!

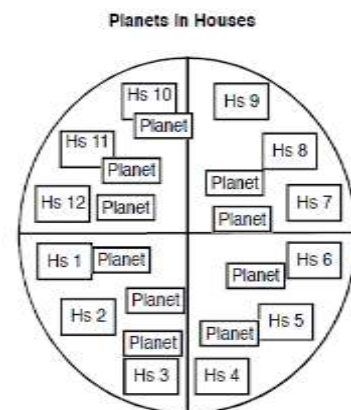
Remember, if a planet is located in the natal chart in a house it would rule in the natural chart, its energy is exceptionally strong. In our example, the Sun is in the 5th natal house and the Sun rules the 5th natural house; therefore, the Sun is very strong in this chart.

Mercury is in the 6th natal house, which it also rules in the natural chart; therefore Mercury is very strong in this chart. The position of a natural ruler in its own house is called *mundane rulership*.

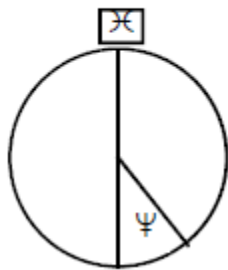
Houses Connected Through Planetary Occupation and Rulership

I mentioned earlier that rulership of house(s) is also influenced by a planet and ties the affairs of the house of occupation to the house or houses of rulership. What does this mean? When we read a chart, we not only read the planet in the sign and the planet in the house, we further associate the planet in the house it physically occupies with the house or houses it rules.

In our example, Neptune is in the Virgo-ruled 4th house. Neptune rules Pisces. Where is the sign of Pisces (Neptune's sign) in this chart? It just so happens that Virgo-Pisces is a polarity, so therefore Pisces must be on the 10th (polarity of the 4th). Neptune in the 4th by occupation would also have a strong influence on the 10th by rulership. The affairs represented by the 4th (occupation) and the 10th (rulership) would be somehow tied together. The 10th cusp represents career, prestige, and achievement. The 4th cusp represents home hearth, and family. Perhaps the person who owns the chart would (and does) work professionally (10th) at home (4th).



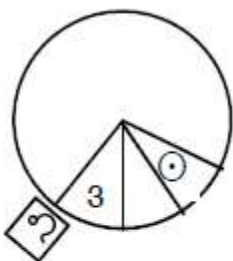
Rulership and occupation



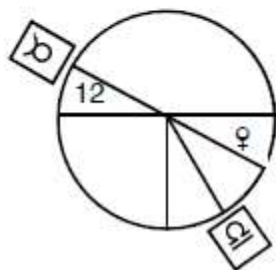
These are also the two house cusps of the parents. The ruler of the 10th is in the 4th. Could one parent actually fill both parental roles? In today's society one-parent families are common. In this particular chart, one parent died while the child was young and the other parent got to play both Father and Mother. This does not necessarily mean it will have this meaning every time you encounter this arrangement, but it does become one of the possibilities. There are literally billions of ways to read a placement... as many ways as there are people alive to go to school!

In reading this tie between a planet in the house it occupies and its other cusp(s) rulership, you will need to pay particular attention to old/new or dual rulerships. Do not attempt to do this in your head at this point in your studies. Get out your notes for reading your chart and create a reading for your own chart and for your other practice charts. Your memory will develop naturally as you practice.

Rulership and occupation



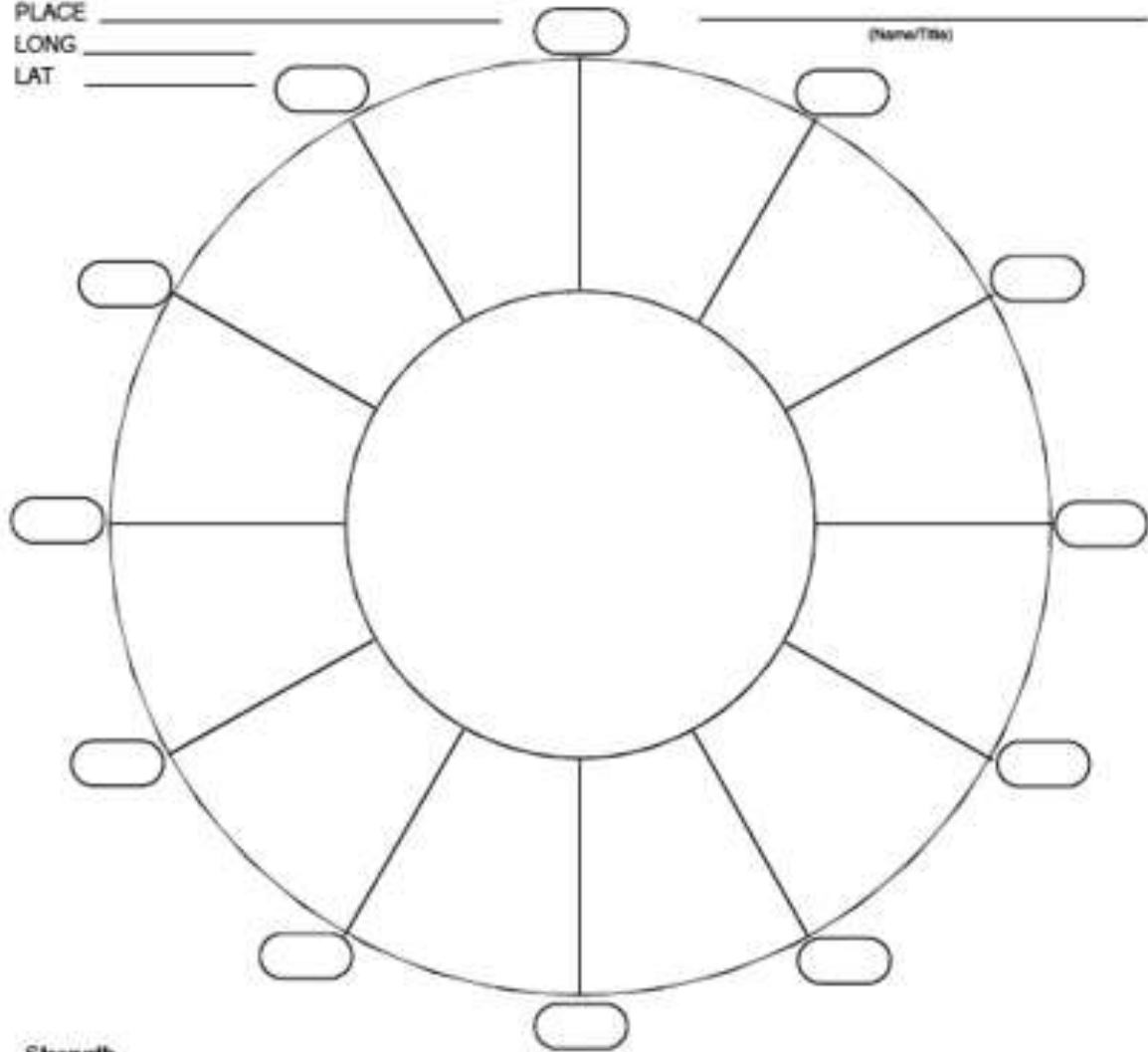
In our example, we have already explored the Neptune/Pisces tie between the 4th and 10th. Further, the Sun, strong in the 5th, rules Leo, which is found on the 3rd cusp in this chart. That creates a tie between the 5th of creativity and the 3rd of communication. Could the person's creativity have to do with the medium of communication? The 5th is children and the 3rd is siblings - could the owner of the chart have viewed his/her siblings as their own child?



Libra is on the 5th, with its ruler Venus in the 6th. Could the chart owner give service (6th) to children, sports, speculation (5th)? Could a child (5th) work (6th) with the owner of the chart? There are plenty of family-owned businesses. Could the work (6th) express the owner's creativity (5th)? You will note that in your diagram, Taurus is also pictured on the cusp of the 12th house. Venus also rules Taurus. That means that the 6th and 12th are tied by planetary occupation/rulership. Could work/service (6th) have a deeper or more hidden (12th) implication? Can much of the work (6th) be behind the scenes (12th)? Because of the occupation/rulership tie, the 5th, 6th and 12th are somehow connected. Could the work/service (6th) with children or personal creativity (5th) be private (12th) in nature?

Hopefully, these few examples will help you understand the association and tie between the house of occupation and the house(s) of rulership. Try it on your own chart and your other practice charts. Use your planet, sign and house index cards to help you isolate the relationships, and develop stories out of the combinations. Develop your stories through planets in signs, signs on houses and planets in houses. Practice, practice, practice!

(Name/Title)



Strength

Chart Pattern _____
Above _____ Below _____
Life _____
Angular _____
Fire _____
Cardinal _____

Chart Pattern _____ Major Configuration _____

Above ____ Below ____ East ____ West ____ Quad ____ Singleton ____

Life _____ Wealth _____ Assoc _____ Abstr _____

Angular _____ Succeedent _____ Cadent _____

Fire _____ Earth _____ Air _____ Water _____

Cardinal _____ Fixed _____ Mutable _____

Synthesis _____ Chart Ruler _____

Disposition _____ Dispositor _____

M.C. _____ 6th _____ Voc _____

Sun _____ Moon _____ Asc _____

Aspects – Your Karmic Balance Sheet

Aspecting (easy on the math)
Heliocentric vs Geocentric, Parallax
Zodiacal Measurements
Conjunction, Opposition, Square, Trine, Sextile,
Interpretation

Again I must make assumptions that you have studied your planets, signs and houses thoroughly and have an ever-increasing grasp of those three principals. Aspecting demands that you blend these various ingredients in still another way. Therefore, to study aspects, we must pre-suppose that you know your basics: planets, signs and houses. If you have not studied those principles thoroughly (my Scorpio Sun is speaking) – stop, go back, and spend more time on them before proceeding with the next three chapters on aspecting. Learning planets, signs and houses *first* makes the study of aspects so much easier. Remember, we are studying *Astrology: the Symbolic Language*.

I don't want to create an impression that aspecting is difficult. It does not *have* to be difficult, as long as you have the basic grasp of the other principles as described. Of the four cornerstones, aspecting demands more of your ability to link principles and to interpret and that is why I present it last in the series of cornerstones. This is the deepest part of the chart, where you get the key to the ease or difficulty of experience for your reading. We are going to spend extra time and effort in this area, taking each step deliberately slow. Take your time on each concept and give yourself the opportunity to work through any questions that arise.

Remember also, to try to get a “feel” for the energy as I am describing the aspects and the principles they govern. Allow your instincts and your emotions to get in on the learning process and you will understand and retain far more. In chapter one I stated:

“Aspects: The ten planetary energies are in constant motion within the 360° circle of the Zodiac. They are continually forming and unforming angular relationships (called aspects) to one another. This interaction or inter-relationship between the various functions within the individual indicates the ease or difficulty with which the energies can express within the human experience. Are the aspects supportive, antagonistic, or ambivalent? Aspects may be used to further provide timing factors for those experiences. Aspects define the **why** and partially define the **when** of your experience.”

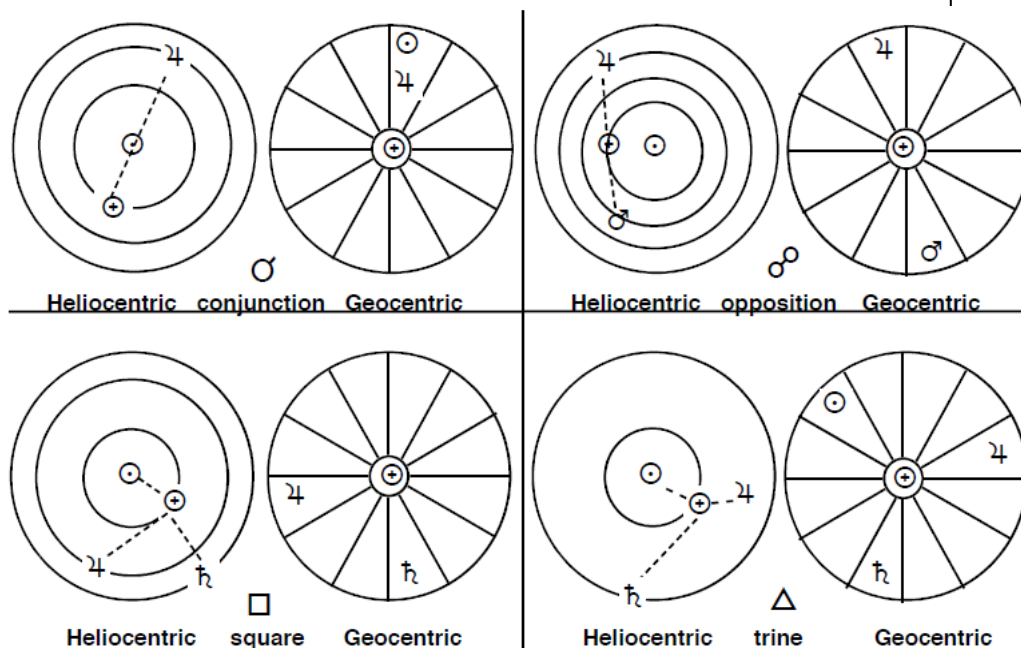
We will not study all the possible aspects. At this beginner’s level of study we must strip this lesson down to the bare essentials. We will only explore those five aspects that appear to be the most astrologically significant because they show the most visible impact in the chart. The five aspects we will study are the conjunction, square, opposition, trine and sextile. The balance of the aspects are considered by most Astrologers to be less significant. I would doubt that the Designer and Creator of the universe did anything insignificant. Some of the more subtle aspects are not as easily identified or understood, and become “food for thought” for your future studies and perhaps your personal contribution to astrology and Astrologers.

Let’s develop a visual format of what it is that produces what we call aspecting. As we go along, I want to create some definitions of terms for you so it will be a bit easier to understand the lesson.

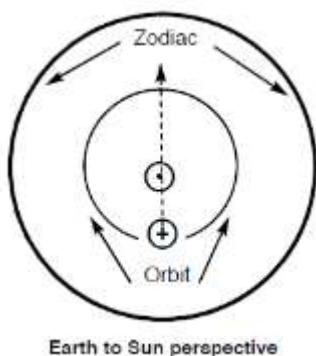
The plane of the ecliptic (the path on which eclipses occur) is the orbital path of the planets (including our Earth) around the Sun. When the Earth, the Sun and the Moon line up, they eclipse each other, defined by the shadow cast by the intervening body. This can only occur when these bodies are close to or are on the ecliptic. While there are many constellations (star groupings) throughout the heavens, the ecliptic runs directly through only twelve of them. Located close to Earth’s equator, these twelve star groups are collectively call the zodiacal constellations or the zodiac. A mythological reference for the Sun was Helios. All of the planets and their moons (including Earth and its moon) orbit our Sun (Helios) on the ecliptic – a heliocentric (Sun-centered) system.

In a heliocentric system, we are viewing the solar system from the solar perspective as if we were standing on the Sun, with the planets and their moons in orbit around the Sun. Because the Sun and its viewpoint or perspective are about 93,000,000 miles away from the Earth, we want to know what is going on over here in our personal space on the earth. For the purposes of establishing Earth's perspective, Astronomers and Astrologers recalculate the system with the Earth in the center. Earth's reference is geo (such as in geography), and an Earth-centered system is called geocentric. Although both the heliocentric and geocentric systems are in use, most Astrologers prefer to use the more personal perspective of the geocentric system.

Following is my rendition of a set of diagrams that were originally seen in a long-gone and unfortunately unnamed high school science textbook. The diagrams show the differing perspective of the heliocentric and the geocentric systems. Even though you may not, as of this moment, know how to aspect, the diagram can be helpful. Each aspect pattern contains two wheels of the same aspect: one heliocentric, one geocentric. The helio diagram will show you how the planetary placements would look if you were standing on the Sun. The geo diagram will show you how the same planetary placements would look if you were standing on the Earth. Keep in mind these show the exact same planetary arrangement seen from two differing perspectives.



Parallax scientific article:
http://www.space.com/30417-parallax.html?cmpid=NL_SP_weekly_2015-09-02



You do not have to memorize these. It is simply offered as a visual aid to help you understand:

- ✓ the actual orbits around the Sun – heliocentric,
- ✓ how those patterns actually form within the system, and
- ✓ how those same patterns look to us on Earth – geocentric.

Remember our experiment on parallax? Close one eye and hold your thumb up in front of your vision so that it covers a small distant object, such as a doorknob. Hold your hand very steady and do not move your thumb. Close the eye that has been open and open the closed eye. Your thumb appears to jump to the left or right and no longer covers the object (???). In reality, your thumb did not move. What happened was a change in perspective from one eye to the other. Parallax = perspective: appearance versus reality – geocentric versus heliocentric. Your thumb only “appeared” to move.

The Zodiac itself is something we see as a distant backdrop, part of the starry bowl of the ancient astrologers/astronomers. If you were to look at the Sun or any planet, the Zodiac sign that we see directly behind that body causes us to believe “that body is in that sign”. As we orbit around the Sun, our Zodiacal perspective changes and we see the Sun moving through the Zodiac signs. From our *perspective*, which is how we value, measure and judge experience, the Sun *appears* to be moving through the signs. In reality, the Earth is orbiting the Sun. If located on the Sun, Earth and the other planets would *actually* be moving through the signs. In terms of Earth’s position, that would be zodiacally in the sign opposite (polarity) the Sun.

Zodiacal Measurements

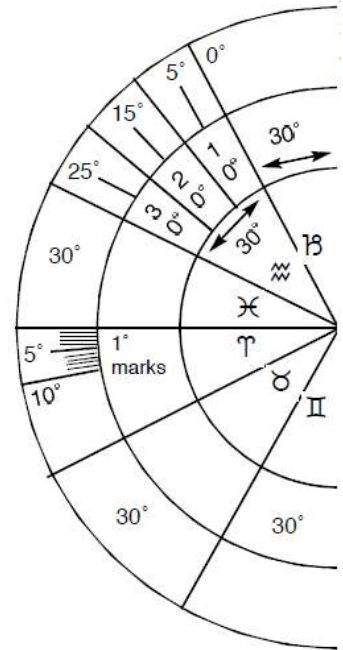
The Zodiac consists of 360 degrees ($^{\circ}$) and twelve constellations called signs. This 360° is divided by twelve equal signs of 30° each. Each sign of 30° may be broken down into smaller increments. The references used are the same as geographical longitude and latitude, and these smaller increments are called minutes and seconds. A degree is written as a small raised circle ($^{\circ}$), minutes written by the apostrophe ($'$), and seconds by the quote ($''$). Remember, even though the references are used in telling time on the clock, here we are measuring space and not time. Astronomically and astrologically $^{\circ}$, $'$, and $''$ are referring to measurements of galactic space. Since space itself is curved, we are measuring a circle, and the measurements are actually taken in an arc of a curve. Each degree contains 60' and each minute contains 60'' of space. This is beyond the scope of what any beginner would encounter or use, but it is necessary that you be aware of the breakdown.

In a nutshell, the Zodiac is a 360° circle, broken up into twelve divisions of thirty degrees each called signs, running from 0 to 29° . Each degree consists of 60' and each minute consists of 60'' of space. A sign begins at $00^{\circ}00'00''$ and ends at $29^{\circ}59'59''$. To add one more second of arc to that 59^{th} second causes it to become the 30th degree, which is actually $00^{\circ}00'00''$ of the succeeding sign.

Occasionally, computer readouts show 30° of a sign. This is due to the rounding-off process. What the computer is trying to tell you is that the planet or point has not yet passed into the next sign, but is at the very last fraction of that sign (at $29^{\circ}59'59''$). Similarly, you will encounter 60' on a computer listing, which is the computer's way of telling you the planet or point has not quite advanced to the next whole degree. Aspect measurements are taken from the 360° plane of the ecliptic by zodiacal $^{\circ}/'/''$, measuring the distance between the bodies and/or points. Again, the measurements are taken from an arc or a curve because space itself is curved and we are measuring a wheel.

In advanced classes, you will learn there are other divisions of zodiacal longitude, such as decanates, terms, faces, dwads, etc. There are also latitudes and declination. These are beyond the scope of this class. Also, when studying advanced-level astrology, you might introduce other bodies (such as the planetary moons and/or asteroids, comets and other galactic objects) into your studies and eventually your readings.

Zodiacal measurements



Interpretation

What do we aspect? Although planets and the energies and experiences they represent are individual and distinct from each other, they do interact. Again, aspects are the angular relationship between two planetary bodies or a body and a point, such as a house cusp, the part of fortune, the node, etc. Remember, these points are not actual physical objects – only the ten planets (plus asteroids, comets, etc.) are physical objects. Points are *intersection points* in space that seem to be relevant to the chart. Points work even though they represent empty space. Aspects are the interplay of energies between the bodies and / or the points, whose interaction forms a new vibration and influence on each other, while not losing each individual vibration. That interaction of energy between planets and/or points is what we interpret in terms of human experience. For this particular explanation, stay with the planets.

Planetary Integrity: It is most important to recognize that *when a planet forms an aspect to another planet or point, it loses nothing of itself.*

Harmony / Disharmony: Aspects indicate how planetary energies act in operation with each other (such as your ego, emotions, ability to communicate, etc.). Are the aspects supportive, antagonistic or ambivalent? Some aspects or interplays of energies are harmonious and create flow – the energy that is produced or experienced is that of pleasure, a harmonious or benefic aspect. The two most prominent are the trine and the sextile. Some aspects or angular relationships create challenge or stress and are not easy to work with. Examples of that would be the square or opposition. A lack of aspects between bodies / points would produce ambivalence (limited or under-involvement).

There are times when the harmony or obstacle / challenge influence which occurs is dependent upon the planets involved. For example, the interaction between two benefics (pleasant) planets would be fairly easy to deal with and should be constructive in experience. That same aspect between two malefic (unpleasant) planets could be more difficult to experience. Which planets are malefic and which are benefic? Again, authors and experts vary.

A world with only black and white would give two categories:

Benefics: Sun, Moon, Mercury, Venus, Jupiter

Malefics: Mars, Saturn, Uranus, Neptune, Pluto

A world with shades of gray would create variables:

Benefics: Sun, Moon, Venus, Jupiter.

Malefics: Mars, Saturn, Neptune, Pluto

Neutral: Mercury, Uranus

Experience: The experience of an aspect will depend on two items, the nature of the aspect itself, and the nature of the planets involved in the aspect. We again must weigh the possibilities. How would that weighing look? Starting with the most harmonious, and progressing through the stages to the most difficult (my personal system):

Planets Involved	Aspect Itself
Benefic with Benefic	Benefic aspect
Benefic with Benefic	Malefic aspect
Benefic with Malefic	Mildly Benefic aspect
Benefic with Malefic	Mildly Malefic aspect
Malefic with Malefic	Benefic aspect
Malefic with Malefic	Malefic aspect

Paradox: If a planet receives two aspects, one harmonious and the other inharmonious, they do not cancel out each other. There is a tendency of beginning astrologers (and some astrologers who have been in the field long enough to know better) to say a good and a bad aspect negate each other, then to dismiss the aspects and look for information elsewhere in the chart. You would lose a great deal of your reading ability if you were to discount conflicting testimony. Aspects can and will contradict one another. You will encounter complications and paradoxes in the chart reading. This is an apt description of a human being: complicated, conflicting, contradictory and paradoxical. Sound like anybody you know? Remember also at this point that you, as the astrologer, are only attempting to read the contradiction, the complication and the paradox. The person who owns the chart is attempting to live it! Count your blessings. How does this type of conflict work itself out?

It is *not* easy to read such contradictions. Each aspect will assert itself in its own area of influence. At times, these conflicting aspects will occur simultaneously. You have seen people set out to do something and sabotage themselves in the process. You have seen people torn in opposing directions. Has it ever happened to you? Have you ever sabotaged yourself in the process of experience you have initiated? Have you ever had conflicting urges? They're tricky at times both to read and to experience.

At other times, the conflicting aspects will take turns, first acting harmoniously, then inharmoniously or vice versa. Have you ever changed your mind? Changed horses in mid-stream? Sometimes these changes take on monumental proportions. Perhaps you have quit your job and moved your family half-way around the world, only to discover that you are homesick and your old employer really does want you back.

If the harmonious aspect evidences first and is contradicted by the inharmonious aspect, what starts out well might end in disharmony. If the inharmonious aspect evidences first and is contradicted by the harmonious aspect, what starts out as a problem could end on a better note. Quoting an old adage, "There is no way to know what comes first, the chicken or the egg." Harmony or disharmony depends on activations and the order in which they happen.

It is possible that one aspect will predominate in one area of life or in one period of time, and the other aspect(s) in other periods or areas of life. For example, a person who is very progressive, avant gardé or rebellious when younger, may become more conservative, sedate or cautious as they become older. Both the progressive aspect and the conservative aspect are working, but they can choose different periods of life to do so. The opposite could be true – such as a very traditional, conservative person who goes off the deep end at the change of life crisis (or other stress period). These aspects *do not* cancel each other out; all aspects act within their spheres of influence.

Aspect Listing: For astrological listing purposes, the planet or point is listed in this manner: planet (or point), degrees, sign, minutes, seconds (if applicable). Usually, the only time you would use seconds of arc would be if you were doing some fine-tuning work such as rectification, working with solar, lunar or planetary returns, or perhaps if taking some sort of an astrological exam which is looking for proof that you know how to make corrections in seconds.

Using our chart example. The Sun is located at 7 degrees, 55 minutes, 36 seconds into the sign of Scorpio, and would be written in this way:

☉ 7 ♏ 55:36, degree, sign, minutes, seconds)

The Moon is located at 15 degrees, 36 minutes into the sign of Aquarius, written in this way:

☾ 15 ♒ 36 (planet, degree, sign, minute – seconds are dropped)

Please stop here and do some study and practice with planetary listings on your chart before proceeding with the lesson.

Planetary Protocol: The system or order for aspecting is based on planetary speed. Dignity or reverence is given to the slower moving, outer planets, much as if you were to introduce a younger person *to* an older person, or any ordinary citizen *to* a titled person. In the same manner, faster moving planets *always* aspect or give dignity to the slower moving planets. The faster moving planet is *always* introduced to the slower moving planet. Relative to average (not necessarily actual) speed, aspect the planets in this order: Moon, Mercury, Venus, Sun, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. This “pecking” order is called Planetary Protocol.

The Moon is the fastest-moving body in the group, traveling from 12 to 15° per day, approximately 1° of arc every two hours on the clock. Therefore, the Moon would be introduced (listed first) in any aspect to all other bodies. Mercury, being the second fastest-moving body, would aspect all bodies except the Moon, which itself would aspect Mercury. This means that the Moon would aspect Mercury, and Mercury would aspect the rest of the bodies, such as Venus, etc. Venus being the third fastest-moving body in our group of ten would aspect all bodies except the Moon and Mercury, etc. In synopsis, the Moon would aspect Mercury, Mercury would aspect Venus, and Venus would aspect all the others, such as Jupiter. These would be written using traditional and appropriate astrological symbols for the planets and the aspects. In an actual chart, some planets or points are in aspect and some are not. You will probably have a thorough mix of both.

These aspects are written as follows, faster planet aspecting slower planet:

☾♂♀

♀♂♀

♀♂♂

Personal Points: House cusps do move faster than any of the planets. However, planets are usually listed first when aspecting points such as house cusps, Arabian Parts, Solstice Points, Lunar Nodes or planets. Remember, the planets are actual physical bodies with specific energy to contribute into a situation or experience. Each planet has mass, position, weight and a trajectory. Planets may both give and receive energy or activation. A point in space is a calculated location, occupied by nothing, and therefore does not have specific energy to contribute to the experience. Since there is no physical object present at that spot, it acts as a receiver of energy and is thus acted upon. Planets both receive and contribute energy; points receive to my method of aspecting.

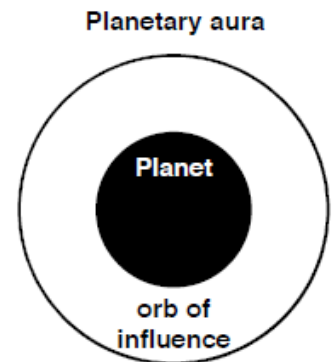
Orb: It would be far easier if all aspects used were perfect, with no margin of error. Unfortunately, this is just not true – life is not easy and simple. It is not always easy to determine aspects. If I could say that two planets, each at 8°, would be in aspect, and one planet at 8° and one at 9° are not in aspect, it would be simple. When you judge an aspect, you have to allow an area of influence on either side of perfect. High school science textbooks show diagrams of the Van Allen radiation belt (Earth's magnetic field) surrounding the Earth. It looks like a bubble around the Earth showing the pulsing or fluctuating current around the Earth, and is anchored on Earth's north/south poles.

https://en.wikipedia.org/wiki/Van_Allen_radiation_belt

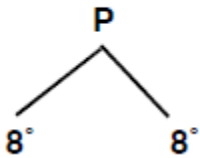
A Voyager spacetshot in National Geographic magazine graphically portrayed the magnetosphere surrounding Jupiter and the effects of the solar wind amazingly far away from the Sun itself. The reason for the diagram was that scientists were amazed to find the solar wind (the wind produced by solar flares and other solar activity) shaped or “bowed” Jupiter's magnetic field at such an enormous distance. These energy fields surrounding a planetary body would constitute the planetary “aura” and would extend the planetary “orb” of influence. Now, I don't care what the scientists and engineers call that area of influence – they are only labels. They can call it the magnetosphere or a radiation belt if they choose; as far as I am concerned, it is the planetary aura or orb.

What these fields show us is that a planet affects far more than the physical space it occupies. While the actual cosmic space Jupiter occupies is relatively tiny, the subtle area Jupiter affects is probably four to five times its physical space. Picture a field of influence expanding completely around a planet about four to five times its physical dimension. This field spreads all the way around the planet on all sides, but from our astrological reference, we are measuring the field from side to side. This area of planetary influence is called an orb of effect.

The subject of orbs is very controversial among astrologers. Ten different authors will probably give you ten differing opinions. The orbs we will be using in this set of lessons are arbitrary figures based on commonality of use and my personal experience. Just because we are using these orbs, this does not make me right. The orbs I am giving you seem to work consistently in my practice. Other opinions are possible. For this moment, accept the orbs that I use. It is my suggestion that once you have learned the nature of aspects and their orbs, you should do some experimenting and develop your own personal choice in this area.



planet and orb



Partile or Platic: Note that the closer (more perfect, partile) an aspect is, the stronger and more visible it is. The wider orb (platic) aspects may show up as a weaker variety. In a long-ago class by Delphine Jay, an Astrologer from Orlando, FL, she mentioned that wide-orb aspects show up later in life. I followed this theory through a number of charts and found it to be valid. Many of the wide-orb aspects emerge after the thirtieth birthday (once we have gone over the hill). This does not replace the weakening effect, it just adds a possible dimension to each aspect.

We are going to use an 8° orb for four of the five major aspects, the conjunction, the opposition, the square and the trine, and 6° for the sextile. Aspects from the Sun or Moon can be allowed a slightly wider orb (1 to 2°) than indicated, especially if applying to the aspect (we will cover applying and separating aspects in our next lesson). Do *not* stretch the orb for the Sun or the Moon *unless* the aspect is applying.

Why allow a larger orb? The Sun is over 99% of all the matter in the solar system. Everything else comprises less than 1%. The Sun is so massive that there is little problem allowing an extra orb. The Moon is the closest body to us and, as a result, moves so very quickly that it can pick up a degree in space in about two hours on the clock. Because of its speed or motion, you can stretch the orb for the Moon.

Out of sign: Aspects which form “out-of-sign” are weakened and are more difficult to relate (and to read). “Out-of-sign” occurs when planets are within the allowable orb of an aspect but are not in the signs expected. This can occur when the planets are placed near the beginning or end of a sign and does not occur when the planets are in the middle degrees of a sign. Anything that is more difficult to read may be more difficult to experience. Any such aspect would retain its inherent nature, but would be somewhat weakened according to the nature of the aspect itself (square, trine, etc.) by being taken out of sign context.

At the beginning or the end of the sign, be sure to check for the possibility of an “out of sign” aspect. There are thirty degrees to each sign, the thirtieth degree automatically becomes 00 degrees of the next sign. These can be more difficult to calculate or spot. You may lose some of these initially – don’t worry and don’t make value judgments as to your capabilities or self-worth. These out-of-sign aspects are difficult for experienced astrologers to spot, so you may miss a few initially. Those aspects that fall within the allowable orb for an aspect, but are not in the signs expected, are still in aspect. They are just weaker in nature.

Mechanics of Aspecting

Let's do a mathematical breakdown of a circle. If we were to divide 360° by 1, we would have 360 – the whole circle, creating a concept of oneness, unity or wholeness which would be reflected in planets that were on top of, adjacent to or somehow coupled with one another. Oneness is expressed through the aspect called the conjunction.

Dividing 360° by 2, would then create two equal halves of 180°, a concept of twoness or polarity to the planets which would be roughly opposite each other in the heavens. Twoness is expressed through the aspect called the opposition.

Dividing 360° by 3 would create three divisions of 120° each with a concept of threeness, reflected in a triangular pattern. Threeness is expressed through the aspect called the trine.

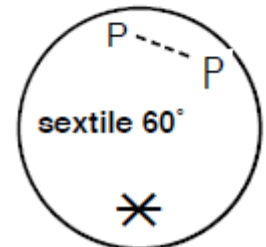
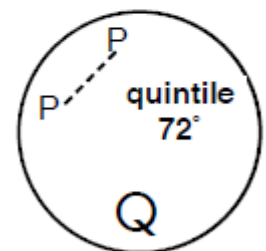
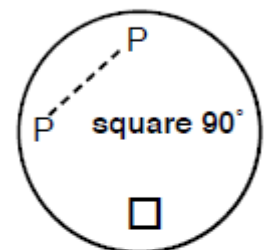
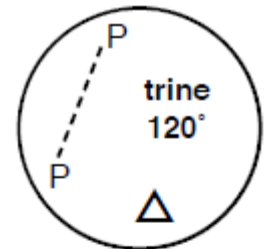
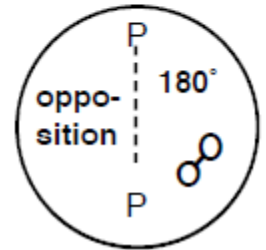
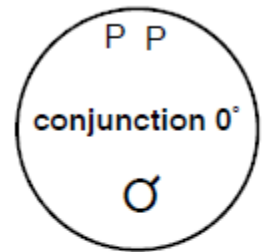
Dividing 360° by 4 would create four segments of 90° each. If we were to draw lines between those four segments, we would find that a square box was formed. Fourness is expressed through the square aspect.

Dividing 360° by 5 would create five equal divisions of 72° each. Drawing lines between those points would create a five-pointed star. This concept of fiveness is called a quintile and it is not one of the major aspects we will be studying in these classes. Be aware, however, that there is a progression of numbers, with one arbitrarily left out of the sequence.

Dividing 360° by 6, creates six segments of 60° each. Drawing lines between these points could create two interlocking triangles, one with the point up, one with the point down, forming what is called the Star of David. This would be the concept of sixness, and astrologically it would be called a sextile.

When we go beyond this division into 7, 8, 9, or any number chosen, we break the circle down into finer and finer divisions. This further division is what produces the minor aspects. We can also use multiples of an aspect such as one half of an aspect or an aspect and a half. Working in this fashion is called harmonics, which is another word to describe aspects and is beyond the scope of this class.

Aspects



We are going to work with the divisions of 1, 2, 3, 4, and 6, the Ptolemaic aspects. Recognize that the 5 has been left out and is generally relegated to a minor aspect category. I am not in a position to question the wisdom of the ancients. I have worked with quintiles and do use them in some charts. In terms of teaching beginners, one has to leave certain areas out initially. We will explore the quintiles at a later time. Let's go back and examine these five Ptolemaic aspects one at a time. *Note:* There is a sixth Ptolemaic aspect, the parallel, which is also not within the scope of this workbook.

Conjunction – ☿

The concept of oneness, the completion or retention of the circle by itself, represents unity. The conjunction occurs when two (or more) planets are adjacent (within the allowable orb of eight degrees) even if those planets are “out-of-sign” (which somewhat weakens the conjunction). The conjunction intensifies and powers each planet. The keyword concept for the conjunction is “united with”. Integration and union or oneness are the message, along with a desire for the urges or energies represented by the bodies (two or more) involved to work in unison or in cooperation with each other. The keyword phrase to remember and to put on your index cards are those of union or oneness, an integration factor – a desire by those bodies to work in oneness or union with each other.

☾	♃
15 1/2	22 1/2
♊	♊
<hr/>	
Conjunction within the 8° orb	

A chart full of conjunctions would indicate great action and personal strength because the conjunctions would act as an intensification, and would unify the person (integrate or make whole). If the conjunction involves planets that are antagonistic towards each other, this is not an easy union, but is not necessarily “bad”. If the bodies represent factors that can be easily bonded, there can be a flow, an orderliness, harmony and inner strength produced. Conflicting energies can produce inner strength, but usually through challenging experience. You have met people who seem to be very centered or solid within certain areas of their lives, perhaps they have come in with benefic energies – aspects that operate to their benefit. Since these planets are immediately adjacent, it is not difficult to locate the aspect by seeing if two bodies are really close together and then examine the orb (8° maximum in either direction). Example: Moon 15 1/2 AQU and Jupiter at 22 1/2 AQU - wide, yet still within the 8° orb. Even though wide, the Moon and Jupiter are considered conjunct within that 8° orb. The urges of the Moon and the urges of Jupiter blend and unite their energies.

Recognize the concept of union where the conjunction itself is concerned. When determining an aspect, fix in your head how the pattern must look. In a conjunction, look for planets which are immediately adjacent. Once established, check the orb. Applying and separating aspects will be covered in the next lesson. This is an aspect of intensification. Again, the key phrase for planets conjunct is “*is united with*”.

Weighing the conjunction:

1. What planets are involved? Are they naturally in harmony or disharmony?
2. Watch for conjunctions that form out of sign, a condition which weakens the conjunction.
3. The closer the conjunction (partile), the stronger, more visible and early in life it will express.
4. The wider the conjunction (platic), the weaker and possibly later in life it will express.

Opposition — ☿

The concept of twoness is next. The opposition occurs when two planets are opposite each other in the sky (about 180° apart and within the allowable orb of 8°). Divide the chart in half, and if you locate planets roughly across the chart from each other, those planets are potentially in opposition and carry with them the concept of twoness or polarity. If you have learned your polarity in signs, this aspect is not difficult to recognize. First, check by sign, then check by orb. If the planets are exactly opposite each other, the degrees would be the same. For example, if I had a planet at 8 SCO, I would look for another planet at 8° of its polarity – Taurus. If I have something in Taurus, but it is not at 8°, what I would then do is to add or subtract the 8° orb. This orb of influence would then run from 0 to 16 TAU. The easiest way to look for the opposition is to put your finger on a planet on one side of the chart, and then to look to the opposite side of the circle, almost as if you were to cut a slash that would divide the chart into two equal halves. Look to see if there is a planet anywhere near that point by looking to the polarity (in this example, Scorpio / Taurus). Please remember that I have emphasized the memorization of your polarities. If you have not done that, you will handicap yourself in easily determining oppositions. If need be, go back and reinforce those principles. If roughly in place, and signs are correct, then look to the orb to see if the aspect exists.

♈
22 1/2
♋

**Opposition
within the 8° orb**

♏
15 1/2
♊

Visualize what an aspect would look like if two bodies were opposite each other, one on each side, and with the Earth in the middle. They would be doing a tug of war, coming from opposite points of view or determination. This is a confrontive aspect - one that says you have two urges that are polar opposites in terms of viewpoints and approaches. (For example, I have one window on a subject and you have the opposite window on a subject. If I want to look at the forest and you want to look at the trees and we try to dialog with each other or interact, we may encounter conflict.) Our viewpoints are dissimilar, opposite each other. Whenever there's an opposition in a chart, the energies will tend to be confrontive or conflicting, potentially role-playing energies. One person will play out one end, the other will play "devil's advocate". You can take different roles depending upon the planets, houses and signs involved at different times. Since oppositions produce confrontation, the issue will usually involve another person. You are forced to view what you are learning because the other person forces you to see it from another perspective. The purpose of an opposition is to bring about awareness. The concept is for you to expand your view to include the needs and views of others. The keyword is "versus".

Weighing the opposition:

1. What planets are involved? Are they naturally in harmony or disharmony?
2. Watch for oppositions that form out of sign, a condition which weakens the opposition.
3. The closer the opposition (partile), the stronger, more visible and early in life it will express.
4. The wider the opposition (platic), the weaker and possibly later in life it will express.

Square — □

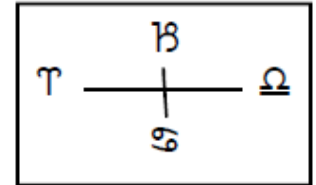
When we divided the circle by four, we created a concept of fourness. If we connect the four possible points within the circle, we get a square or a box. The square occurs when two planets are at a 90° angle, or separated approximately 1/4 of the way around the circle, with an allowable orb of + / - 8°. It is not all that difficult to determine the square if you have learned your sign qualities. An easy math shortcut to determine if planets are in square is that cardinal signs will square other cardinal signs, fixed will square fixed and mutable will square mutable.

See that? If you have learned the signs by their qualities, it is not difficult to find the squares. If you have not committed this to memory, go back now and do so, or again you will be handicapped.

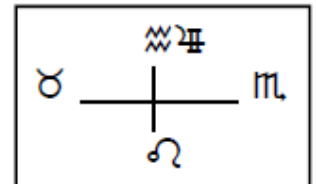
Put your finger on the planet for which you are attempting to determine aspects. What quality does it occupy – cardinal, fixed or mutable? Look to see if there are any planets in the two signs possessing that quality 1/4 of the way around the circle on either side of the original planet. For example: for Sun in Scorpio (fixed), look to the two fixed signs (1/4 of the way around the circle) on either side of the Sun. In this instance, the two fixed signs on either side of Scorpio are Leo/Aquarius, so any planets in Leo and Aquarius have the potential of being in square. (The fourth fixed sign, Taurus, is 180° across the circle, or in opposition, and therefore cannot be in square).

Once you have determined that a square is possible, check to see if it is within the allowable + - 8° orb. If it is in orb, you *do* have a square. If it is *not* within the allowable orb, you *do not* have a square. There are many astrologers who will read aspects by sign only, ignoring orb. I am teaching you to read aspects by specific orbs. You may practice other methods later, but for the purposes of this class material, please determine your aspects using the orbs given.

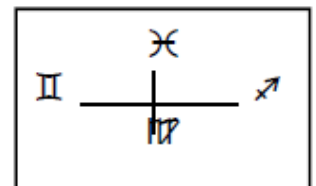
Look at the sharp angles that are created. Recognize that the nature of fourness is structure, discipline, challenge, obstacles and matters which must be overcome. It is not so much that you confront another person as in the opposition, but that you must work out conflicting energies within yourself. One of the easiest memory tricks I have for the square is to think of it as a “chip” on your shoulder. At times, you find yourself in trouble and get responses from people and do not understand why. Possibly it is because you are unaware of the chip you are carrying on your own



**Cardinal
will square other
Cardinal signs.**



**Fixed
will square other
fixed signs.**



**Mutable will
square other
mutable signs.**

shoulder. Squares can represent areas of yourself which do not fit comfortably together, and which create conflict, a problem, or challenge stemming from *within*. Perhaps the lesson is to realize that *you* are carrying a “chip” on your shoulder. The square is the key to adjustment through challenge, obstacles and the ability to overcome problems. What is an obstacle to one is a challenge to another. The keyword for the square is “challenge”.

Weighing the square:

1. What planets are involved? Are they naturally in harmony or disharmony?
2. Watch for squares that form out of sign, a condition which weakens the square.
3. The closer the square (partile), the stronger, more visible and early in life it will express.
4. The wider the square (platic), the weaker and possibly later in life it will express.

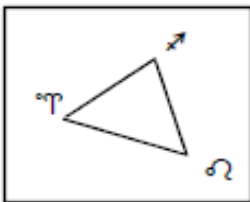
Trine –

The trine occurs when we divide the wheel by three - the concept of threeness. By connecting lines together between the three points, we get a triangle. This means that two planets are 120° apart, separated approximately 1/3 of the way around the circle, and within the allowable orb of +-8°. The easy-math shortcut to find the trine in the chart follows.

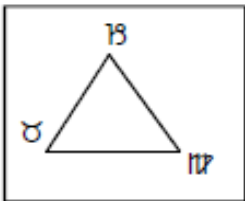
Have you memorized your elements? Put your finger on the planet you are checking, and then note its element. Look to the other two signs in that element for a potential trine; then check to see if the aspect is within the +-8° orb. Using the example of a planet in Leo (fire), look to the other fire signs of Aries and Sagittarius. Is there a planet or point occupying *either* sign? Is it within the allowable orb? If *yes* to both questions, you *have* a trine. If *no* to either question, you *do not* have a trine. Again, first look to the element, then to the orb.

The trines or the concept of threeness, was considered very lucky by the ancients, *unless* all three trine points were occupied simultaneously (paradox and contradiction in instruction!). The trines create a flow of information or an ease of experience. Threeness is lucky. Recognize that this is a harmonious aspect and the energy flows quite easily.

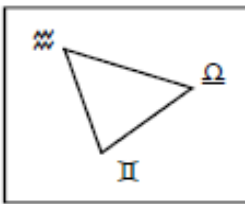
Trines



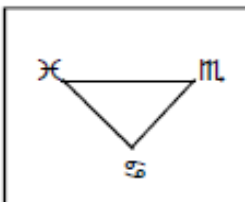
Fire will trine other fire signs.



Earth will trine other earth signs.



Air will trine other air signs.



Water will trine other water signs.

There is no essential work or effort involved. This is a flowing or flowering of experience, with little demand. In fact, sometimes it is so effortless that we do not even bother to take advantage of it. Laziness can occur.

Weighing the trine:

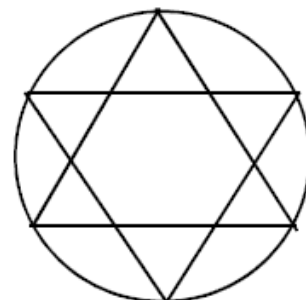
1. What planets are involved? Are they naturally in harmony or disharmony?
2. Watch for trines which form out of sign, a condition that weakens the trine.
3. The closer the trine (partile), the stronger, more visible and early in life it will express.
4. The wider the trine (platic), the weaker and possibly later in life it will express.

Sextile – ✕

The sextile occurs when we divide the wheel by six. 360° divided by six equals six equal quadrants of 60° each. Two planets located 60° apart are considered to be in sextile. Again, if you know your signs, this is not difficult to locate. Remember, a sign is 30° , two signs are 60° . The shortcut for determining sextiles is that a planet in a sign will sextile another planet two signs away, on either side of itself. To determine if a planet is in sextile, put your finger on the planet in question. In the natural sequence of the signs, count forward two signs (or skip a sign). Also look two signs behind the planet in question. With a planet in Leo, skip Virgo and look for a planet in Libra. Counting backwards, with a planet in Leo, skip Cancer and look for a planet in Gemini. Planets in either Gemini or Libra may sextile a planet in Leo. Then look to orb. A sextile is a multiple of a trine, so the multiple has less orb than its parent aspect – the allowable orb for a sextile is $+ -6^\circ$. Do this same exercise for each of the planets and/or signs. First check the sign position, then the orb.

Since the sextile is a multiple of the trine, there is the ease and harmony associated with the trine. However, the sextile is a multiple of the trine and is not considered as strong. The sextile does have many of the characteristics of the trine, but does not have the range (orb), and does not seem to occur without effort. The sextile seems to have half the luck of the trine, and the other half you must make up with work or effort to achieve results. There is still a flowing energy, but with a demand on you to perform your part. Recognize that a sextile will give you many of the benefits of the trine, but with some participation on your part.

Sextile



Example: A person hands you a lottery ticket that was purchased by someone else or dropped and you win – the trine. A sextile might require you to purchase the ticket yourself, and then you win. The sextile demands that you participate in the harmony and benefit offered – no freebie. The trine presents luck without much effort on your part (which could weaken you if you become lazy). The sextile will give you the benefit once you have placed something of yourself into the garnering of the benefit of the aspect.

Weighing the sextile:

1. What planets are involved? Are they naturally in harmony or disharmony?
2. Watch for sextiles which form out of sign, a condition that weakens the sextile.
3. The closer the sextile (partile), the stronger, more visible and early in life it will express.
4. The wider the sextile (platic), the weaker and possibly later in life it will express.

As you can see, the time spent learning the signs, their polarities, qualities and elements pays a dividend when determining aspects. Learn them. Remember, these courses were set up from my own experience in learning astrology. When I studied on my own, no one told me what was important and what was not, or in what order to study subjects. I got the cart before the horse many times. I am attempting to create a study order for you to make astrology easier to learn. As you practice and progress, astrology goes deeper and deeper. You will find a good basic framework essential.

Keywords for Aspects

When you are looking at aspects that are formed, you are looking at the interaction between the urges and needs of the individual. Using the keywords for both planets and the aspect will give you a head start. This is a cookbook approach, which is helpful to the beginner. Do not memorize paragraphs out of a book – they can remain disassociated in your mind for a very long time. Learn your concepts. If dealing with the concept of the

Moon squaring the Sun, my keywords would be emotion (Moon), challenge or conflict (square) and ego, goals, life purpose, motivation (Sun). To practice your aspects, take your index cards which represent the planets involved and place them in planetary protocol order. The faster moving planet first, aspect card second, slower moving planet last. Look at the concepts on the cards, create a story – this is a mini reading. Please refer to the earlier planetary keywords, both positive and negative. They will not be repeated here. Here are the keywords for the aspects:

Conjunction: united with, cooperates, enhances, supports, strengthens, integrates

Opposition: opposes, confronts, devil's advocate, conflicts, faces

Square: chip on the shoulder, challenge, problem, obstacle

Trine: flows well with, ease, luck, blessings

Sextile: works well with, opportunity, half luck/half effort

Remember the description of the ease or difficulty of benefics aspecting benefics through malefics aspecting malefics? Let's play with a conjunction (unification) through three possibilities. Remember: *each planet influences the other*.

Benefic with benefic – such as Venus conjunct Jupiter (most beneficial – use positive keywords)

Benefic with malefic – such as Venus conjunct Uranus (mixed – use positive and negative keywords)

Malefic with malefic – such as Saturn conjunct Uranus (difficult – use negative trying to become positive keywords – the nature of a conjunction is eventual unification)

Benefic with benefic – Venus conjunct Jupiter

(positive keywords): The desire for a value system and for relationships as love, harmony, artistic pursuits, beauty, gentleness, acquisitiveness (Venus) unites with, cooperates, enhances, supports, strengthens, integrates (conjunction) the expansive, philosophical, religious quality as abundance, benevolence, development, optimism, happiness (Jupiter). Venus is shaped by and benefited through the conjunction with Jupiter, and Jupiter is shaped by and benefited through the conjunction with Venus. Does this sound like something you would like to have in your chart?

♀ ♂ ♃



Benefic with malefic – Venus conjunct Uranus

(positive keywords): The desire for a value system and for relationships as love, harmony, artistic pursuits, beauty, gentleness, acquisitiveness (positive Venus) unites with, cooperates, enhances, supports, strengthens, integrates (conjunction) the urge for the new, change or deviation as originality, individuality, inventiveness, uniqueness, progress (positive Uranus). Venus is shaped by and benefited through the conjunction with Uranus, and Uranus is shaped by and benefited through the conjunction with Venus. Doesn't sound too bad – just different.

...or (mixed keywords): The desire for a value system and for relationships as love, harmony, artistic pursuits, beauty, gentleness, acquisitiveness (positive Venus) unites with, cooperates, enhances, supports, strengthens, integrates (conjunction) the urge for the new, change or deviation as eccentricity, rebellion, disruption, explosiveness, spasmodic (negative Uranus). Venus is shaped by, and the benefits are questionable through, the conjunction with Uranus. Uranus is shaped by and benefited through the conjunction with Venus. Not quite as comfortable for relating.

...or (mixed keywords): The desire for a value system and for relationships as indolence, laziness, weakness, gluttony or pettiness (negative Venus) unites with, cooperates, enhances, supports, strengthens, integrates (conjunction) the urge for the new, change or deviation as originality, individuality, inventiveness, uniqueness, progress (positive Uranus). Negative Venus will be shaped by a positive Uranus, and positive Uranus will be shaped by negative Venus, but will either benefit?

...or (negative keywords): The desire for a value system and for relationships as indolence, laziness, weakness, gluttony or pettiness (negative Venus) unites with, cooperates, enhances, supports, strengthens, integrates (conjunction) the urge for the new, change or deviation as eccentricity, rebellion, disruption, explosiveness, spasmodic (negative Uranus). How would you like this for a relationship reading for yourself? Negative Venus shaped by negative Uranus, and negative Uranus shaped by negative Venus. Doesn't sound like anything I would like to experience.

Malefic with malefic – Saturn conjunct Uranus (use negative trying to become positive keywords),

(negative keywords): The contractive, organizational, consolidating, structuring quality as limitation, rigidity, coldness, pessimism, loss, depression (negative Saturn) unites with, cooperates, enhances, supports, strengthens, integrates (conjunction) the urge for the new, change or deviation as eccentricity, rebellion, disruption, explosiveness, spasmodic (negative Uranus). Yuk! What a miserable aspect. Uranus shaping Saturn or Saturn shaping Uranus is not easy. What they are trying to become?

(positive keywords): The contractive, organizational, consolidating, structuring quality as patience, coolness, caution, ambition, control, maturity, responsibility (positive Saturn) unites with, cooperates, enhances, supports, strengthens, integrates (conjunction) the urge for the new, change or deviation as originality, individuality, inventiveness, uniqueness, progress (positive Uranus). Can you see from this last sentence how we evolved out of the Stone Age, facing change with reservation, and testing the waters before we progressed?

Please be sure you have grasped the principles of the planets, signs and houses. I know at this point you may not be able to see the value of the signs and house systems in aspecting, but we will use this information extensively in a later chapter.

Remember, you will be learning aspecting the rest of your life. As previously mentioned, while there are a number of possible aspects, we cannot hope to study them all at once. For the purposes of this series, we will only be studying five of the six Ptolemaic major aspects, the conjunction, square, opposition, trine and sextile. Many astrologers never read past these first five aspects. You can glean so much material out of these five, that at times it is not necessary to go into the minor aspects. When you have mastered (?) these five aspects, move on to the first grouping of the minor aspects:

- ✓ the semi-square and sesqui-square (or sesqui-quadrant),
- ✓ the semi-sextile and its partner the quincunx (both are called inconjuncts),
- ✓ the quintile.

As mentioned, there are many other even more minor aspects and aspect families that will be covered in advanced lessons. There is not as much material available on those aspects.



Aspects – Your Karmic Balance Sheet, Part Two

Retrograde Motion
Applying and Separating
Interception
Unaspected Planets
Aspect Grid

Retrograde Motion

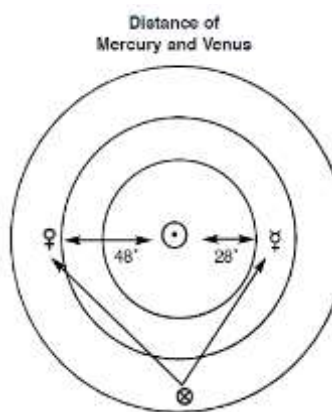
The dictionary definition of retro is “moving backward”. At times, planets appear to slow...and eventually stop their forward or direct motion in the sky... move backwards... again slow and stop their backward motion... and then move forward again. This is *not real motion*. This apparent motion is an optical illusion created by:

1. the orbit of the planet and its relative speed in relationship to another orbiting body, and / or
2. the movement of the planet in relationship to the Sun from our earthly perspective.

Each of the nine planets circle the Sun, traveling in only one direction in an individual orbital path. The true pattern is heliocentric in nature. At no time does a planet come to a screeching halt, appear to contemplate its actions and reverse its direction. If any planet were to do that, we would have as much chaos in the heavens as we do here on Earth. However, in the last chapter we noted the change in perspective that occurs when we look at the solar system from our Earth-centered or geocentric point of view. The actual motion of the planets has not been altered. Because of our changed perspective, however, we see that motion in a completely different framework. There are several explanations as to why this occurs.

In our last chapter, I described parallax using the experiment with your thumb and a doorknob while opening and closing your eyes. If you did not do the experiment, please stop reading and do so now. As you shift your vision from your right eye to your left eye, you will notice that your thumb no longer covers the object you have chosen even though you have not physically moved your thumb or your body. Neither has the object itself moved. What has occurred is a small shift in visual perspective. Yes – the measure of the shift is possibly due to the quality of your individual eyesight. But for our purposes, it is enough that you witness the shift itself.

If you consider your left eye closed as your helio perspective and your right eye closed as your geo perspective, you will readily admit that *there is* a shift in your perception of the object. You do not see the object from exactly the same viewpoint, even across as short a distance as your nose. Moving the planets from a helio to a geo reference is *not* a small shift in perspective. It is a substantial shift, one of 93,000,000 miles. Even though the physical bodies in question have not actually physically moved, in a geocentric framework, the angular relationship between the bodies is now measured from Earth's perspective.



Mercury and Venus circle the Sun within our orbital path. Whenever we look for them, we will *always* find them in close proximity to the Sun. Mercury, which orbits the Sun three to four times in our calendar year, is seen never more than 28° from the Sun (less than one zodiac sign of 30°). Mercury, therefore, can only be located in the sign preceding, the sign of, or the sign succeeding the position of the Sun itself, a total of three signs.

The solar year on Venus is shorter than the solar year on Earth due to her orbital position closer to the Sun. Venus actually takes about 3/4 of our earth year to complete one full orbit. Venus is never seen more than 48° from the Sun (about 1 1/2 signs at the most). Therefore, Venus will always be found in one of the two signs preceding, the sign of, or one of the two signs succeeding the position of the Sun itself (a total of five signs).

♂ and / or ♀

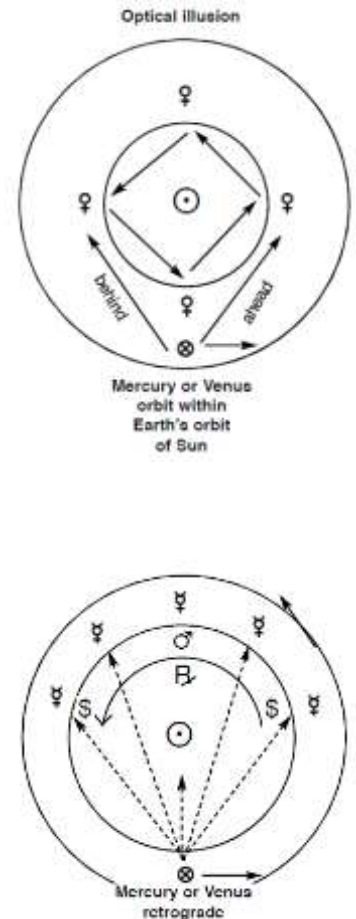
Remember that Earth itself is continuously moving forward in its own orbit. As either Mercury or Venus, as the faster moving body (orbit closer to the Sun), draw ahead of Earth in their orbits, there comes a point where

the planet starts to “round” the Sun. It eventually circles the back side of the Sun from our earthly perspective – the side of the Sun away from the Earth. As a planet reaches the point of going around the “side” of the Sun from Earth's perspective, the planet will appear to slow... and eventually... stop. This is the retrograde point of the planet.

As the planet rounds the back of the Sun, again from Earth's perspective, the planet will appear to be traveling opposite to the direction that we on Earth are traveling, giving us the impression that the planet we are observing is traveling backwards. This apparent – and not real – motion is called retrograde. Remember, from our personal perspective, Earth is *always* traveling in one direction only, and that occasionally Venus and/or Mercury *appear* to be traveling in a direction opposite to Earth's own orbit (appearance only).

Once Venus or Mercury completes their travel around the back of the Sun and starts to move around to our side of the Sun, they will again seem to slow and stop as they “round the corner”, another station, this time direct. They will then resume their normal and direct motion as they catch up with us in our orbit. Remember, from the helio perspective, either planet is (always has been, and always will be) traveling direct as do each of the planets.

We have seen why Mercury and Venus appear to go retrograde. What about the planets outside Earth's orbit, Mars through Pluto? The method by which the planets outside our orbit appear to go retrograde is best described by an analogy. Have you ever been in a moving car, bus or train which has been passed by a faster-moving vehicle? There is a brief moment, as the faster-moving vehicle catches up to your vehicle, when it appears that both vehicles are standing still. You can actually look directly into that other vehicle without the sensation of motion. This moment passes quickly as the faster vehicle pulls away, leaving your vehicle behind. As this occurs, you get a distinct sensation of moving backwards quickly, which can make you disoriented or dizzy. In reality, you and your vehicle are not moving backward. You are continually moving forward at a relatively constant speed. This motion describes an optical illusion, one that you would not think could affect us at these cosmic distances, but we have a very real changed perspective and reaction.

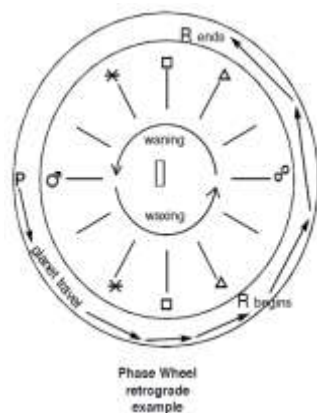


Think of this same example as vehicles – but using the various planets, their orbits and speeds. As the faster-moving body passes the slower-moving body, it can appear that the slower body is slowing, stopping and reversing its direction. Once the faster-moving body is far enough ahead, the slower planet will appear to again slow, stop and then resume its forward motion.

Another example would be that of you sitting in your car at a red light. Another car pulls up alongside you. If that car eases forward to any degree, you will get the sensation of rolling backwards and slam on your brakes. I am sure you have done this at least once, felt very foolish and been very sheepish, and hoped no one noticed.

You do not have to go through all this to determine the retrograde motion of any planet. The previous analogies simply illustrate how the illusion of retrograde motion occurs. Again, retrograde motion is apparent and not real, yet does have impact on the energy represented by the planet.

In terms of the outer planets and our geocentric perspective, the point that we use for reference in determining retrograde is the planet's relationship to the Sun. As the planet moves from the conjunction of the Sun and passes the square (90°) point, reaching toward the opposition (known as its waxing phase), the planet will appear to turn retrograde at approximately the trine position. Once the planet has passed the opposition and is moving towards the square on its way back to the conjunction (known as its waning phase), the planet gives up its retrograde appearance, again approximately at the trine position. So, as the outer planets (moving outward from Earth in terms of their orbit around the Sun), approach or have just left the opposition point to the Sun, those planets will appear to be traveling in retrograde motion.



Only the eight planets can travel retrograde. The Sun and the Moon are always direct, never stationary or retrograde. Since all planets actually orbit the Sun, and we see our solar system from our earthly perspective, the Sun / Earth relationship is the basis of the measure. Since the Moon orbits the Earth as Earth's satellite, we never have the perspective of the Moon in retrograde or stationary travel. Planetary motion therefore has three forms of motion:

1. normal or forward motion called direct (actual motion),
2. slowing, stopping and reversing direction in very slow motion called stationary (optical illusion), and
3. moving backwards from normal direction called retrograde (optical illusion).

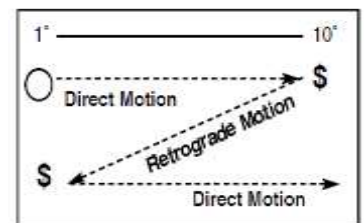
Use the following analogies for reading the three forms of motion:

Direct: Forward, normal or usual motion. This motion would allow the full energy of the planet to be expressed with nothing held back. The energy would be direct in its application, of course being modified by sign, house and aspect(s). Delay of expression would not be encountered unless intercepted or through difficult aspects. Direct motion is assumed and is not specifically marked in the ephemeris or chart by a symbol. There is no universal symbol for direct – I use a capital D with a diagonal slash (/) through it if I need to make a chart note.


Station: The turning point in the orbit from direct to retrograde, or from retrograde to direct. For a few hours in the case of the inner planets (Venus and Mercury) to a few days in the case of the outer planets (Mars through Pluto), the planet, from Earth's perspective, appears to be standing still with no discernable motion. The planet appears to be waiting for something to occur, or perhaps is changing its mind. Although stations are largely ignored by most astrologers, this is a very powerful time for the planet. Think of a planet, pulsing its energies continually while at a stopped position, permeating a small area of outer space (and its position within the sign) with its energy. Remember, what we see physically is interpreted into human experience.

In reading, note that the planet is probably stronger than usual, but that it appears to be "changing its mind" or method of expression, and that the power represented is being held, but not necessarily refused. There is no universal symbol for the station, so I personally use a large S with a slash (/) through it, much as our dollar sign "\$". I note also if the planet has been direct and is turning retrograde or if it has been retrograde and is turning direct, and apply each meaning to the apparent "change of heart".

Retrograde: Reverse or backward motion (from Earth's perspective). A planet which has covered several degrees of a sign or signs, seems to go back over or re-cover previously traveled ground. Let's just say that, for whatever reason, a planet has changed its mind and has decided to repeat some part of its travel. Once it has finished its intent, it changes its mind again (station), resumes direct (usual) motion and again re-travels over the same degree(s). This brief technical explanation will have to suffice at this point in your studies as more is beyond the scope of this beginner's class. This will be covered in more detail in a later specific lesson on retrogrades from another series of classes.



Since we have discussed direct and station, we need only to define the retrograde portion of this travel. It is very important to realize that there is an entire process going on, and that we are attempting to define a tiny part of that process as distinct from the process itself. We are taking something out of context, defining it, and then wondering why that definition is somehow lacking or is not always correctly interpreted.

The RE part of retrograde and its keywords are the clue to the astrological definition of retrograde. RE means to do something over again. Astrologically, old ground must be recovered, something is incomplete, unsatisfactory or has been mishandled and must be resolved. If direct energy is forward-seeking or applied, obvious, conscious and projective, retrograde energy is back or past-seeking or applied subtly, sub- or unconscious and inward-directed or subjective. The energy does not apply itself directly or overtly, but obliquely and subjectively. There is a universal symbol for retrograde, which is the letter "R" with a diagonal slash (/), similar to the old drugstore Rexall symbol. 

Let's try an example:

Mars is a planet with a basic straight-forward, assertive definition. Everyone has a Mars, yet *everyone* does not seem to act always (or even occasionally) in a straight-forward, assertive manner. There are many variables, such as sign, house, and aspect...and retrograde.

♂
♂
♂ A straight forward, assertive planet (Mars) in a direct motion should act in a straight forward, assertive, direct and objective manner (unless hampered by signs, house or other aspect).

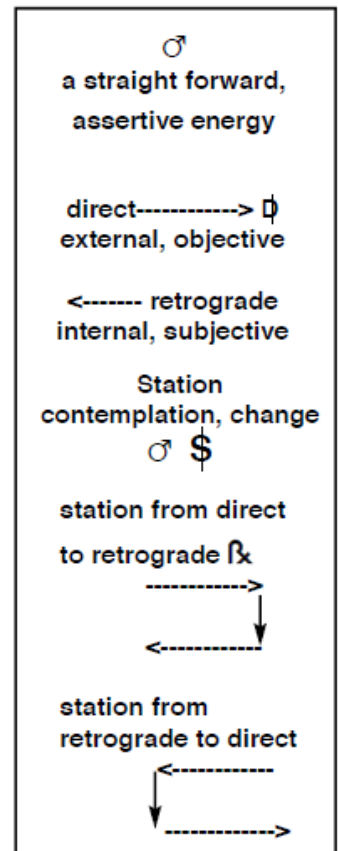
♂
♂
♂ A straight forward, assertive planet (Mars) in a retrograde motion turns the energy back in on itself, turns it inward, making it more subjective and subconsciously directed.

♂
♂
♂ A straight forward, assertive planet (Mars) at station, relatively motionless in space and in life, may be changing its mode of operation. Changing its mode from what to what? you ask...from direct to retrograde or from retrograde to direct – it does makes a difference:

♂
♂
♂ A straight forward, assertive planet (Mars) acting directly and objectively (direct) is changing its mind (station) and turning inward, subjective, less outwardly directed (retrograde).

♂
♂
♂ A straight forward, assertive planet (Mars) is changing its mind (station) from an inward, subjective, less outwardly directed (retrograde) mode to an objective, outwardly direct mode.

Intrepretation of motion



Applying and Separating

Aspects are formed by the angular relationship of two moving bodies (or points), within an allowable orb as previously discussed. Each of these bodies or points in question are individually in a continuously moving circular pattern, traveling at differing speeds. As in the case of station, they are not noticeably moving (optical illusion), and in the case of retrograde, they appear to be moving backwards (again, an optical illusion). The rate of motion and direction of travel must be taken into account to determine if an aspect is applying or separating.

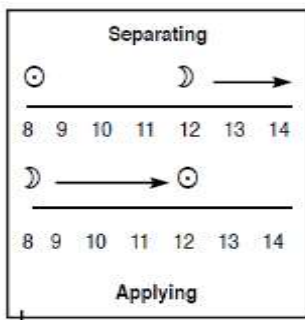
As an aspect is forming, the bodies are moving closer to the ideal or perfected aspect (partile) regardless of the direction or the speed. Once the perfect aspect has been formed, the planets continue at their own pace and direction and the aspect eventually falls apart. The inexact aspect, whether applying or separating is called "platic". Many Astrologers ignore the terms "partile" and "platic" and stick with the concept of "exact" or "non-exact" (within orb).

The process of formation – two bodies or points coming together in an aspect – is termed applying. An aspect that is still in the process of forming or perfecting itself refers to ongoing activity that will occur after the birth of the person. This implies new experience and attitudes that eventually will become a part of the person's life. An applying aspect therefore refers to the future.

The divisional process of the aspect occurs as the two bodies or points move out of perfect aspect – separation. An aspect that has perfected itself prior to birth and is in the process of disintegrating implies an activity that has occurred prior to birth or in the past (whatever and whenever that is). The pattern would arrive as an integral part of the person, part of the internal makeup, needing to be integrated or assimilated. A separating aspect, therefore, represents the process of assimilation and refers to the past.

This is not really as complicated as it sounds. We learned earlier how to find an aspect. Please continue to use only the five Ptolemaic aspects at this point in your studies. You learned simple tricks or shortcuts to determine which planets could be in potential aspect, and applying the orbs in question to further determine if there is an actual aspect. Keep this method as steps one and two in your process of determining whether an aspect is applying or separating.

Mechanism
Applying vs Separating

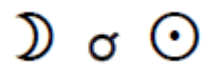


Let's assume you have determined that you have an aspect between two bodies. For example, you have a conjunction between the Sun and the Moon and it is within the allowable orb. Next, you will look to the degrees of each planet or point's position. Suppose the Sun is 8° and the Moon is 12°. Remember planetary protocol? The Moon travels much faster than the Sun in its orbit and both the Sun and the Moon can only travel direct. Using the faster-moving planet (in this instance the Moon), simply count forward in degrees: 12, 13, 14, 15 and see whether it is getting closer to (applying) or moving away (separating) from the degree of the Sun (the slower-moving body in this example).

In this instance, the increasing degrees of the Moon cause it to move away from our 8° Sun, which means the aspect is separating. If the positions were reversed and the Moon was 8° and the Sun was 12°, then moving the faster body (still the Moon) 8, 9, 10, 11, 12, would cause it to move closer to the 12° Sun. In this instance, you would note this as an applying aspect. In its simplest form, we would read the conjunction between the Sun and the Moon as a unification (conjunction) between the ego (Sun) and the emotions (Moon). Remember, the Sun (ego) is much larger (encompasses more physical area, spreads its influences wider), and the Moon (emotion) travels much faster (can move into and out of an aspect in a relatively short time).

If the Moon were separating from the conjunction with the Sun, as in the first part of the example, then the Sun would be moving forward in its usual motion towards the Moon. The ego (Sun) would be moving towards unification (conjunction) and would spread its influences (will) widely (its large orb). The emotions (Moon) would be moving away (separating) from unification. So the Sun (ego) would be cooperating with the aspect of unification, the emotions (Moon) would instead “run away” from that process. The Moon (fastest) could outrun the Sun’s influence (massive orb). The closer the aspect, the more the Sun would influence (orb) the Moon. The wider the aspect, the more the Moon (speed) would avoid the aspect of unification (conjunction). The aspect is separating (the past), so the unification process took place prior to birth, it is a part of the makeup of the person who is attempting to assimilate that aspect and make it work within their life. The ego is willing but the emotions are running. Do you think a person would have an easy time expressing this conjunction?

If the Moon were applying to the conjunction with the Sun as in the second part of our example, then the faster Moon (emotion) would be moving towards conjunction (unification) with the Sun (ego) – emotion is racing towards unification with the ego. The ego, with its powerful area of influence, while moving away from the Moon (direct), will soon be caught by the Moon (fastest moving body) and the conjunction (unification) will take place at some point in the immediate future. Immediate? The Moon, which travels one degree of longitude every two hours on the clock on any day, will catch up to the Sun very quickly. The emotions are striving towards and will accomplish (future) unification with the ego through continuing experience. Does this conjunction between the same two bodies sound any easier to live with?



\$ or R

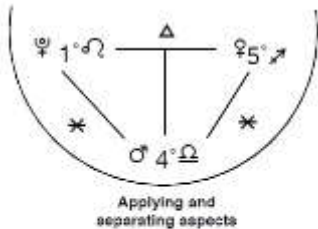
The ancients saw this particular aspect, the conjunction between the Sun and Moon, as the beginning of all cycles. They saw the new moon (which is occasionally a solar eclipse) as the marriage of the great god and goddess and the planting of the new seed of experience. The connotation of “planting a seed” holds true for all conjunctions.

In the case of a planet which can station (stop) and go retrograde (reverse in its motion), you must look at both speed and direction. You will need a planetary ephemeris for this. Most of the time computer printouts will not tell you if a planet is at station or how fast the planets in question are moving. Even old Matrix computer programs gave accurate daily (diurnal) planet movement. Newer computer programs may or may not. For purposes of this study, we will use planetary protocol for the speed of the planet. In actual chart readings, the factual speed of each planet should be used, thus necessitating the use of an ephemeris if technical information is not provided on your computer printout.

Let's use Pluto at 1° Leo, Mars at 4° Libra and Venus at 5° Sagittarius. Go back to your basic method of aspecting: Leo and Libra are sextile by sign, Libra and Sagittarius are sextile by sign, Leo and Sagittarius are trine by sign; aspects are possible. Are they within orb? 4° Mars and 1° Pluto are within the 6° orb allowed for a sextile. 4° Mars and 5° Venus are also within the 6° orb allowed for a sextile. 1° Pluto and 5° Venus are within the 8° orb allowed for a trine. We have now determined that our potential aspects are actual aspects. Next...

Planetary protocol indicates that Venus is the fastest, then Mars, then Pluto in order of *average* speed. Venus direct at 5° would be counted 5, 6, 7, 8. This would seem to be moving away from both 1° Pluto and 4° Mars. Using planetary protocol, both the trine between Venus and Pluto and the sextile between Venus and Mars appear to be separating aspects. 4° Mars, counting 4, 5, 6, would be moving away from 1° Pluto, so the Mars / Pluto sextile is also a separating aspect.

What does this mean? The trine (ease of effort) between Venus (relating) and Pluto (depth and power) is separating (part of the person's internal makeup to be assimilated). But relating (Venus) runs away (separates) from depth and power (Pluto). Pluto is moving relentlessly towards (direct) relating (Venus), but cannot hope to catch her (she moves faster). How do you like this trine? There is a flowing between Pluto and Venus by virtue



♀ Δ ♄

of the trine aspect, and the person can probably assume power in any relationship, but do they want to? Do they see the depth of or their power over their relationships (Venus) as comfortable? What from their past (aspect already perfected and separating prior to birth) can cause this effect? Using keywords previously defined, do this same exercise with the other two aspects, Venus to Mars and Mars to Pluto.

What if Venus (the faster-moving planet) were at station or retrograde? If Venus were at station, she would be standing still and would therefore have *no* motion. Either Mars or Pluto in this instance could be traveling faster. We have used planetary protocol and average speed in these examples thus far. In actual chart practice, you must use actual and not assumed or averaged motion to determine speed and direction of the planets. If Venus were retrograde, her degrees would be counted 5, 4, 3, 2, 1. In that instance Venus would be moving towards Mars at 4° and towards Pluto at 1°. The Venus / Mars and the Venus / Pluto aspect would then be applying (forming). How would that change our reading?

Venus (relating), while retrograde in motion (introspective), is applying to (cooperating with) formation of a trine (ease of effort, luck) with Pluto (depth and power). Pluto (if direct: 1, 2, 3, 4, 5) is also slowly applying to the trine with Venus. Pluto (depth and power) is cooperating with (moving towards) a great aspect (the trine) with Venus (relating). Applying does indicate future experience so this aspect will play itself out in upcoming experience. Do this same exercise with Pluto as the separating planet and Venus applying (still a trine). This is the cosmic dance between the planets!

Do this exercise with Mars direct and Pluto retrograde. Throw in a station for good measure. Practice, practice, practice! For the purpose of this class, we really do not need to take this any further. Please recognize we have touched only the tip of this particular iceberg. More study will be required later.

As you can see, an aspect not only gives you a message about the interchange of energy that occurs between two facets of the individual (planets and points), but has a past (assimilation) and a future (formation) orientation. Obviously, this will change the meaning and the nature of any aspect. Let's capsule the aspecting process:

- ✓ First, determine the potential of an aspect using your shortcuts.
- ✓ Second, check orbs to determine if an actual aspect exists.
- ✓ Third, determine the faster moving body (planetary protocol for now or actual motion once capable).
- ✓ Fourth, count degrees in actual direction of travel (1, 2, 3 or 3, 2, 1).
- ✓ Fifth, determine if the aspect is applying or separating. What is each planet doing? Read.

Reminders: An out-of-sign aspect, as previously defined, will be harder to locate and determine. Remember that a sign runs from 0 to 30° and that at 30° it becomes 0° of the next sign (i.e., 28, 29, 0, 1, 2, etc.).

Points: Should you aspect a planet to a point or a point to another point, remember that the house cusps will move faster than any of the planets, including the Moon. The Ascendant and Midheaven would therefore be used as the fastest moving reference. In my personal viewpoint, cusps, parts and points are receivers of aspects since they are not tangible, physical objects like a planet is, and they have no energy of their own to contribute. Therefore, with beginners, I do *not* aspect one point to another point. This is a personal choice once you have developed your skills.

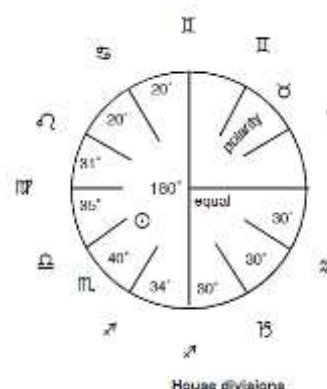
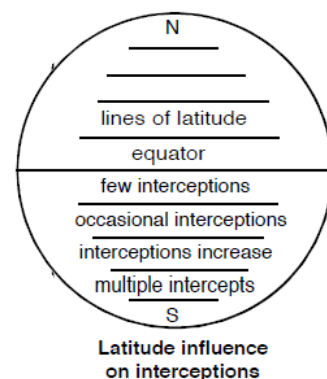
Refronation: This is **not** necessarily a subject for beginners, but a brief definition is in order. No example will be provided in this lesson. *Refronation* occurs when a planet is in the process of forming an aspect (applying), but does not complete the aspect. Instead, during its ongoing travel, it turns away from the aspect being formed (separating), perhaps through retrograde motion.

Interceptions

In an equal house system, each house contains 30° and no interception is possible. In the Placidus house system used in these classes, a house can be any number of varying degrees. Produced through the unequal house systems, a sign may not rule a house cusp, but may instead be a resident in a house that is ruled by another sign. Charts erected for locations close to the equator have very little of this distortion - houses are closer to equalization. As we move away from the equator, north or south towards the polar regions, the houses become progressively more distorted. When you reach our farthest polar habitable latitudes, the house distortion can produce multiples of intercepted signs. This is a point that proponents of equal house systems use to illustrate and invalidate the thirty or more unequal house systems. I personally do not believe this invalidates the unequal house systems. I believe it describes and supports the concept of inequality of house matters. For the purposes of this lesson, a simple explanation of what an interception is and how it works is sufficient.

It has been said that a picture is worth a thousand words, so I have created a very unusual house diagram. Note that the left half of the diagram shows 180° (half a zodiac) divided up into the six houses in varying degree totals. (This is an arbitrary set of figures used to illustrate this point and does not come from an actual chart.) The signs flow in counter-clockwise sequence on the house cusps from Gemini on the Midheaven through to Libra. We then skip to Sagittarius on the succeeding two cusps. Oops... we missed the sign of Scorpio (and that is not wise, nor is it possible). All of the signs are incorporated into each chart. We cannot give one up – even if we want to. Scorpio must be placed in natural sequence between Libra and Sagittarius. It, however, does *not* appear on a house cusp. It appears *within* the house. In that interior position, the sign is considered intercepted.

Interceptions *always* occur pairs. Since all signs are part of a polarity or axis, if one sign in the polarity is intercepted, so must its partner be intercepted. If Scorpio is intercepted, then its polarity, Taurus, must also be intercepted (see the Taurus polarity in the upper right section of the diagram). Remember, if you try to read a chart for the higher latitudes, such as Norway or England, you may run into multiple interceptions causing the Midheaven and the Ascendant to either be very close together or extraordinarily separated.



When a house has an interception, there are two separate influences affecting that house and its affairs. Both influences must be read. The sign on the cusp is the dominant ruler of the affairs of the house. The intercepted sign is the secondary or hidden co- or sub-ruler. This can result in a complication of expression of house matters.

As you may be aware, adjacent signs have little in common. Can you imagine this combination affecting house affairs? In addition, with Capricorn / Aquarius and Libra / Scorpio as adjacent pairs, it is possible to have one primary ruler and two sub-rulers of a house and its affairs. Scorpio / Sagittarius and Pisces / Aries have two primary rulers and one sub-ruler of a house. With Aquarius / Pisces as the adjacent pair, it is possible to have two primary rulers and two sub-rulers of a house. Talk about complication in the affairs of the house! Read the house as if it had the primary ruler(s) controlling its affairs. Then read the house as if it had the secondary ruler controlling its affairs. Recognize that both may occur simultaneously or intermittently, both operations offering complications. Remember also, you may be having difficulty reading the chart, but imagine what the person who is living the chart is experiencing!

Let's use an example Libra on the cusp of the 2nd with Scorpio intercepted. Libra would suggest an intellectual, social and sharing approach to matters of money, resource and value systems. Scorpio intercepted would suggest an emotional, secretive, more controlling approach to the same matters. How do you get to be mental and emotional at the same time? How do you get to be social and secretive at the same time? How do you get to be sharing and controlling at the same time? We are talking about one person's approach to 2nd house matters of money, resource and value systems. Do you see the contradiction and the dilemma? Perhaps both signs try to operate at the same time. Perhaps the signs take turns – perhaps you are Libran for the first part of your life and Scorpionic after that. Play with this.

If a planet is located in a sign that is intercepted, the planet is also considered to be intercepted. Any planet in an intercepted sign has its energies "penned in", delayed in expression, held up but not denied. The intercepted planet must ask for permission to operate from the sign cusp ruler(s) of the house in which it is posited. In our example Scorpio is

intercepted in the 2nd house that has Libra on its cusp. If the Sun were in Scorpio, the Sun would be intercepted. The Sun would be inhibited or delayed in its expression and would have to ask the ruler of the house for permission to operate. Since Libra is ruled by Venus, the Sun would have to ask Venus for permission to operate as the Sun and in the affairs of the 2nd house – in all experiences, all of the life.

You may have degrees of three signs within one house (or perhaps more in the highest latitudes):

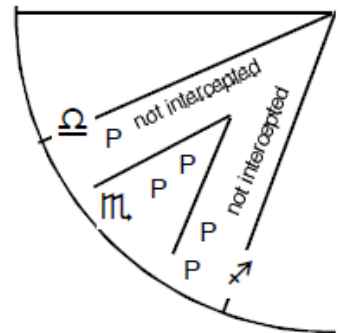
- ✓ the sign on the cusp of the house,
- ✓ the intercepted sign, and
- ✓ the sign on the cusp of the succeeding house

It is also possible to have planets in three different signs within one house. When this occurs, *only the planets in the intercepted sign are counted as intercepted planets*. In our example, with Libra on the 2nd, Scorpio intercepted, and Sagittarius on the 3rd:

- ✓ Planets could be in Libra, Scorpio or Sagittarius in that 2nd house.
- ✓ Any planets in that house in Libra or Sagittarius are *not* intercepted.
- ✓ Only the planets in Scorpio are considered intercepted.
- ✓ In a capsule, planets are intercepted *only* if located in an intercepted sign.

How is an intercepted planet (in this example in Scorpio) affected through its intercepted state? Let's use Mercury as an example. Mercury (the planet of communication) in Scorpio intercepted in the 2nd house of money, resource and values, which is ruled by Venus (Libra on the 2nd house cusp). In Scorpio (ruled by Pluto / Mars), Mercury is psychological, penetrating and needs to think about the effect its communication will have. (Does not sound too spontaneous, does it?) Intercepted, it must ask Venus as the ruler of the Libra cusp for permission to act. It must, therefore, appeal to a more social, intellectual, gregarious energy. See how extra effort is required of Mercury, thus slowing or delaying its communication function? Remember, interception may delay or complicate the expression of an energy, but it does not deny the expression of any planet.

Example of multiple planet interception



Unaspected Planet

Rarely does a planet receive *no* aspects. Normally there would be an aspect by one or more of the other bodies. I am referring here to one of the major aspects. As previously mentioned, we will not be covering all possible aspects in this class, as the five major aspects will keep you busy enough at this stage of your studies. A planet which does not receive one of the five major aspects from any of the nine other bodies (do not count points for this particular measure) is called an unaspected planet.

This represents a “loner” type of energy due to the lack of interaction indicated by the absence of major contact with the other planets. Each of the bodies represent a certain drive or urge, and that is how we interpret it in terms of human experience. No interchange can indicate the inability to integrate the particular drive or urge represented by that unaspected planet into the wholeness of the person. Each planet needs to blend, merge or have some avenue of exchange. It is important for there to be *some* aspect, even a troublesome one. This can be difficult for the individual to experience, especially if it is the Sun, Moon or ruler of the ascendant (1st house). The unaspected “Lord” of the chart (ruler of the ascendant) could indicate a loner-type person who has great difficulty integrating his life experiences.

Isolated aspect groupings: Taking this a bit further, although it is beyond the scope of this class, here is something you may wish to study in the future. It is possible for planets to aspect each other in groups, like little cliques of students that assemble themselves in school. A group will assemble here and another group will assemble over there, but they really do not seem to have very much to do with each other. In other words, there is very little interaction between the groups. Planetary-wise, it is like small collective energy blocks. If there are no aspects between groups of planets to other groups of planets, they appear to form separate energy blocks and can interrupt cohesiveness of the person.

This separation by grouping can cause a distinct rift in the person’s nature, another side to their personality kept separate and distinct from the main part. (Please do not read this as psychosis, although it could contribute to a psychological pattern if there were other support to such a pattern and *if* you were psychologically qualified to render such an opinion. I certainly am not. This can be a *piece* of a psychological profile, but not a profile in itself.)

Aspect grid

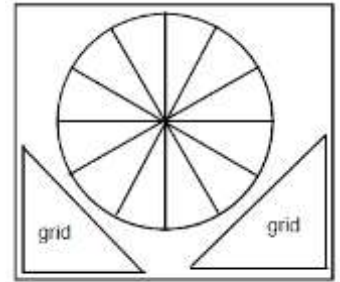
Many Astrologers, particularly beginners, will use charts provided by computer services. These printouts will usually provide an aspect grid that can be very confusing to the beginner. A hand-cast chart may or may not have an aspect grid on the face of it. Charts vary in form according to the need of the Astrologer. Many aspect grids have only the ten planets listed, other aspect grids may include the Midheaven and Ascendant, and still other aspect grids may include the Lunar Nodes, Arabian Parts, Midpoints, etc. Advanced astrologers may not find the grid necessary. With experience, many Astrologers are readily able to recognize aspects on the wheel without the support of the aspect grid. While I hope that soon you will become so proficient at aspecting that you will not need the support of the grid, you should know what an aspect grid is, how to construct a grid, and how to read one.

Remember that the wheel itself is the most important visual perspective of the chart. The aspect grid is usually designed to shape itself around the curve of the chart for convenience of the reader. When drawn by hand, usually the grid consists of two base lines, one line across the top or bottom and one line down one side or on a diagonal. The listing order of the planets may vary. The two most popular show:

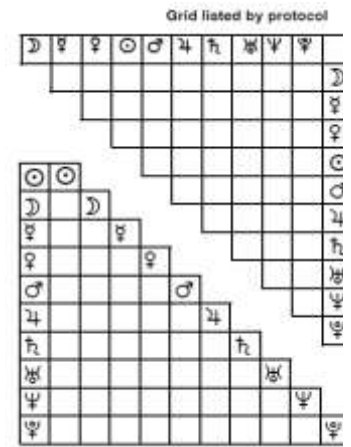
1. Sun and Moon first, planets in usual **orbital** order, adding any other points at the end of the display, or
2. the planets in **Planetary Protocol** order, again adding any other points at the end of that display.

Planetary Protocol: Both columns list the planets in order of average speed.

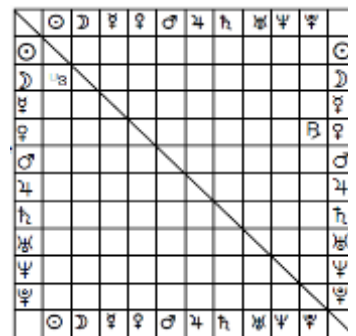
Orbit: I have used the left vertical line as the main support line, with the secondary line on a diagonal to the right. Placing the planets in the order chosen down the left vertical line, extend horizontal lines to the right. For the top (diagonal) line, place the planets in the order chosen starting with the 2nd planet in your list, and extend the vertical lines downward, forming a grid of small boxes.

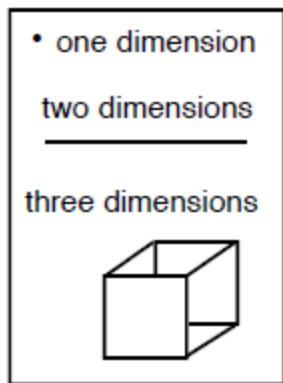


Grids on the aspect wheel

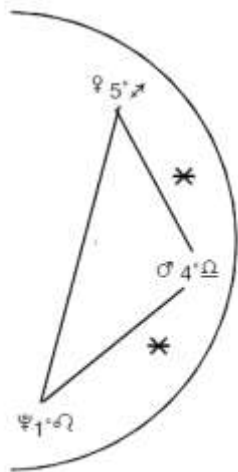


Grid listed by lights, then orbit positions





**Dimension
adds depth
to your reading**



You may draw lines between the planets on the wheel in varying colors to illustrate the aspects.

Once you have determined the aspects and whether they are applying or separating, you simply log the aspects and note A or S in the appropriate boxes (write small). This will save having to: maintain several sheets of scratch paper with each chart, or refigure the aspects every time you look at your chart. You won't want to do either! If you have your birth data, wheel and aspect grid on one sheet along with appropriate notes, you will not really need much else for natal chart work

Occasionally, you will find a grid shaped like a square, with a diagonal line running through it, creating two sections for aspecting. This usually is used if the Astrologer works with planetary declinations and / or latitudes, which are additional methods of aspecting. The aspects formed by declinations and/or latitudes are entered in the second section, separate from the more common longitudinal aspects used by most Astrologers.

If you wonder why these additional aspecting methods are necessary, think of our three-dimensional world. Our world would be flat and boring unless we were able to look at it three dimensionally – by its height, width and depth. To read zodiacal longitudinal aspects we look at a single dimension of (say) width only, ignoring the potential of height and depth. When we include the other two methods of aspecting, we in effect add height and depth – having a viewpoint then that is three dimensional in nature.

Computer printouts usually use two base lines. However, the aspect is listed on the grid possibly with degree and minute of separation (orb) or as (A)pplying or (S)eparating. You'll need to study how your particular printout is listed as each program has its own methods. Also, while on the subject, note the orbs used by the computer. It may vary from those we have chosen. You will have to make the choice.

Let's say you have determined by our previous examples that the Moon is separating from the conjunction to the Sun, that Mars is separating from a sextile with Pluto (*S), that Venus is retrograde and is therefore applying to both a sextile with Mars (*A) and a trine with Pluto (ΔA). Using your grid, locate the fastest moving planet on the left. Find the corresponding box located in the column under the other planet. Place the symbol for that aspect in that box, note if separating or applying. Do this for each of the aspects (the Sun / Moon aspect is placed in the grid to get you started). It would be very easy at this point to note retrograde, station or direct next to the planet itself on the side of the grid. For the purposes of this class, simply do the five Ptolemaic aspects. You may work with the minor aspects and place them in your aspect grid at a later time.

Once you have logged all the major aspects on the grid, it is very simple to see the aspects at a glance. Having seen thousands of charts at this point, written by hundreds of Astrologers and/or computers, it is a matter of personal preference. Some charts look like astrological alphabet soup, with the Astrologer trying to cram every possible piece of information on the face of the wheel. I try to keep my chart as clean and as uncluttered as possible for reading purposes. If you choose and it is helpful to you, you could use different colors for the aspect symbols on your grid, and a ruler to keep the lines clean and straight. Colors actually make the chart "prettier" visually and may convey some additional meaning for you. If this is comfortable or useful to you, please do so.

If you wanted to thoroughly work on the makeup of a single facet of yourself by planet, you can easily see all the aspects made to that planet simply by looking at that planet on *both* the vertical line and the horizontal line of your grid. You would then add to that understanding by including the house, sign and rulership information. This is one method of how a reading is constructed and will be covered in the last two lessons in this series.

☉	☾	♂	♀	♂	♂	♂	♂	♂	♂
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Single planet aspects

Aspecting Potpourri

Part Three

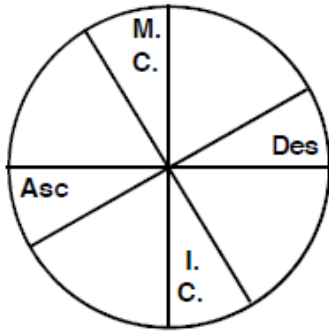
Angular, Succedent, Cadent
Collection of light, Combust
Latitudinal Aspects, Overloaded Houses
Parallel of declination, Stelliums
Translation of Light, Via Combust Way
Minor Aspects, Major Configurations

In this lesson, we will complete our beginner's approach to aspects. We have two major areas of study and several minor areas, a sort of mop up or potpourri of aspecting. In the last two chapters, we have covered much information relative to aspecting, hopefully giving you a much more comprehensive base than most practicing astrologers experience. Obviously, some areas carry more weight than others, as they give you more working information. Some references are definitions only, so that if you encounter them in your ongoing studies, you won't be confused. In a beginner's study, you must leave some things out or gloss over them lightly. Astrology is an ongoing, comprehensive study.

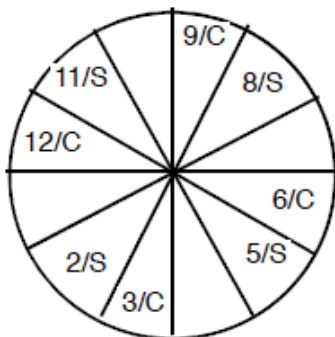
As previously mentioned, this workbook is designed to cover each subject in basic terms, with you allowing as much time and practice to each section as is necessary for your learning process. You can never spend too much time on the basics. You can learn *any* intermediate and advanced astrological subject if you take the time to establish a good working knowledge of the basics. The intermediate and advanced subjects you develop will only be as good as the core of information from which you operate. Intermediate and advanced subjects assume that you know the basics. Now, on to the new stuff.

Angular, Succedent, Cadent

These are terms previously described in the house section of our beginner's classes. Recapping them briefly for their place in aspecting:



Angular houses



Intermediate houses

Angular houses are those on the angles of the chart and are considered the primary cusps. The Ascendant is the east, oriental angle, the left horizontal, and the cusp of the 1st house. The Imum Coeli (I.C.) is the bottom vertical, north angle, and the cusp of the 4th house. The Descendant is the right horizontal, occidental angle, and the cusp of the 7th house. The Midheaven (M.C.) is the top vertical, south angle, and the cusp of the 10th house. Each house runs counter-clockwise from its cusp.

Secondary or intermediate cusps are both Succedent *and* Cadent house boundaries, again flowing counter-clockwise from the angular houses. Succedent houses (S) "succeed" or come after the angles, and are the 2nd, 5th, 8th and 11th. Cadent houses (C) follow the Succedent, with the end of each cadent house adjoining the following angle. Cadents are the 3rd, 6th, 9th and 12th. What does this house information have to do with aspecting?

Planets located in Angular houses have far more physical force, impact or visibility than those that are located in other houses. They tend to "happen" to the native quite directly. These planets seem to anticipate action and can either show up very early in life, or the activity occurs quickly, perhaps even ahead of schedule (prior to the aspect perfecting itself) in experience.

Planets located in Succedent houses are not as direct physically and seem to affect our valuation systems, finances or our "things". They are a steadier pattern, of longer duration and tend to act, or be acted upon on schedule, or when expected in experience.

Planets located in Cadent houses are again not as direct physically and tend to affect us more psychologically or through our mental or adaptive abilities. Also, the energy or experience may reach us through our environmental issues. Because they are attitudinal or adaptive in nature, Cadent house aspects may occur later or take longer than anticipated to arrive in experience, similar to aftermath.

Let's use an example of Sun square Mars. Ego / self-identify (Sun) is in conflict with (square) assertion / aggression (Mars). That is a true statement no matter what sign or house the planets occupy.

(Mental note for future study... Gauquelin research shows planets near the back side of angles have more impact than originally thought in some instances.)

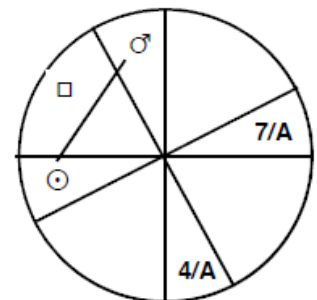
In Angular houses (A), the Sun / Mars conflict is more visible, and more directly affects and involves the individual – me! Perhaps they are pushy, aggressive and militant or are constantly challenged by those types of people – in your face, right now – maybe before you expect it. Angular houses are: 1st house (self), 4th (family), 7th (partnership), 10th (career).

In Succedent houses (S), the Sun / Mars conflict may affect valuation systems, possessions, or resources. Perhaps they are always fighting about ownership... mine! This is the conflict of long duration, perhaps festering or seething under the surface, finally breaking the surface, on schedule, lasting as clan rivalries do.

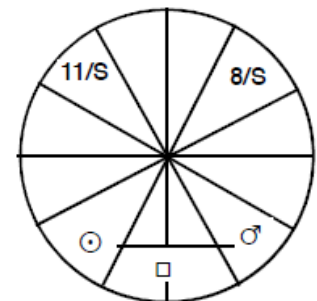
In Cadent houses (C), the Sun / Mars conflict may be in or through the environment, especially with early family members like siblings or cousins. Because of the adaptive, adjustment connotation of the cadent houses, this might manifest well past the expected time of experience, becoming more psychological in nature. Also, Cadent house placements might allow the native to learn by observation rather than direct personal involvement.

Collection of Light

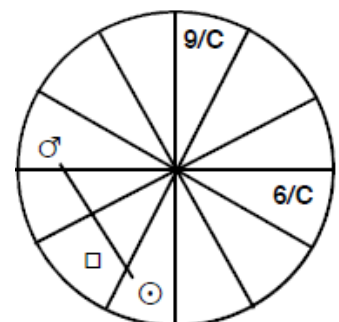
When a faster moving planet aspects (any aspect) first one and then another of two (or more) planets, which are not themselves in aspect, it collects the light as an intermediary. It then forwards information from the first planet contacted to the second (or more) planet(s) contacted similar to a third-party transaction in everyday business – you write a check to a vendor, the bank takes the money from your account and places it in the vendor's account. The bank acts as a third-party mediator between the two primaries – you and your vendor. This is a brief definition of an aspect that is used mostly in horary astrology. Descriptions of the pattern and opinions as to use vary between authors.



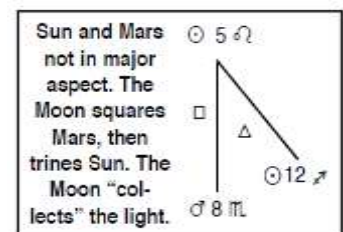
Angular house aspects



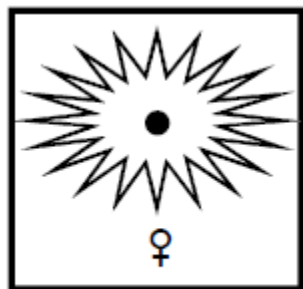
Succedent house aspects



Cadent houses

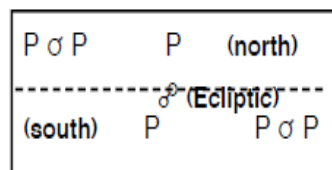
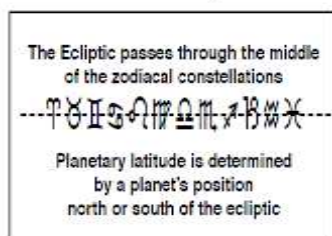


Collection of Light



Combust the Sun

Planetary Latitude



Latitudinal aspects

Combust

Any planet in close conjunction to the Sun is considered to be overpowered by the intense solar rays. This “other” planet is absorbed, subsumed or made a part of the ego drive (Sun) and cannot operate separately from the Sun and its energy. This “other” planet is considered “combusted” by the Sun. The degree of orb varies from within 3° to 8 1/2°, closer being stronger.

A lesser impact version is called **Under the Sun’s Beams**, or within the 17° physical aura of the Sun. This is considered noncombustible, influenced, but not overpowered. Note the wide orb, way beyond the orbs we use in our traditional aspects. This is a brief definition to avoid potential confusion in your reading material.

Latitudinal Aspects

The aspects which most Astrologers use, and on which this lesson plan is based, are longitudinal aspects and are formed directly on the line of the ecliptic (the path of the Earth around the Sun, the path on which eclipses occur), which is the centerline of the zodiacal constellations. It is possible for a planet, or planets, to be above or below, which is called north or south of the ecliptic

They form from a different aspect association. This method of measure is called planetary latitude. Aspects are formed between two (or more) bodies that are both north or both south of the ecliptic, and act *similar* to the conjunction. Aspects that are in north/south relationship act *similar* to an opposition. The orb of influence is very tiny: 12 minutes. Latitudinal aspects can be placed on your future to-do list, but not because they are less important.

Mutual Receptions

An extension of the principle of rulership occurs when two planets are simultaneously located in each other's sign of rulership. These planets are thought to be "mutually received". Previously I used an analogy that rulership was similar to home ownership, a very comfortable position for a planet (unless other factors complicate the story). Exaltation was similar to having a vacation home, comfortable, familiar, just slightly less so than your primary residence. The next step would be:

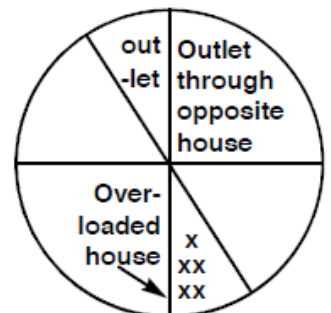
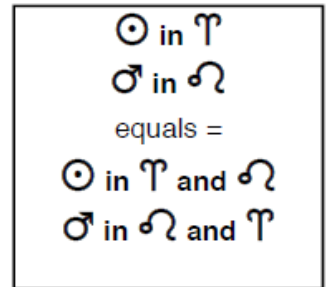
You own a home and I own a home. We decide to loan each other our physical residences. You move into my home and I move into your home. We are not living in our original residences, yet we have an exchange status. We have the ability to operate in both locations simultaneously. A planetary example would be the Sun in Aries and Mars in Leo. The Sun rules Leo and Mars rules Aries. The Sun and Mars are "mutually received" because they are in each other's sign. It is thought the Sun can be read in both Aries and Leo, and Mars can be read in both Aries and Leo. Again, this is a brief explanation for the purpose of definition.

Overloaded Houses

When a chart contains four or more planets in any house, that house is can be over-crowded, implying too much activity in one area of life and creating a potentially overloaded situation and response. The planets could be in one, two or three signs – sign distribution does not affect the count. The count is based solely on house occupation. At times, this planetary overloaded condition can overwhelm the affairs of the house in which the overloaded situation exists. This can cause the native to act out through the house of opposite polarity and expression.

A person with several planets in the 4th house would usually be expected to focus much energy and attention on their family or home – and they may do just that. However, if four or more planets occupy their 4th house, the opposite may be true. They may be so overwhelmed by the multiple 4th house needs that they alternatively express all that energy through their 10th house issues (the opposite of the 4th).

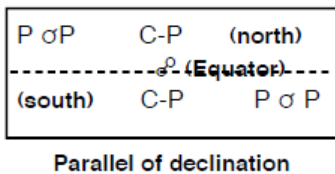
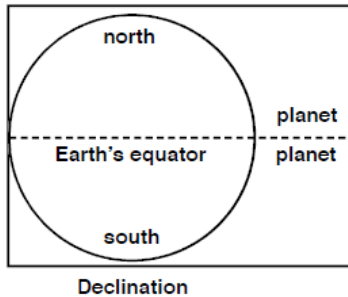
Mutual Reception



Overloaded house and natural outlet

This overloaded house reading is an original concept of Donn and Leone Forrest of New Zealand in their book *Astrological Chrestomathy*. This is a sufficient explanation at this point. The subject needs to be covered more in depth.

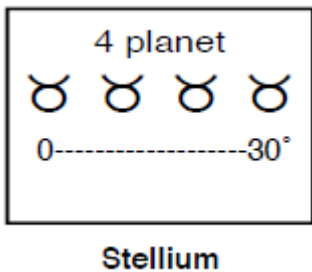
Parallel of Declination



The sixth Ptolemaic major aspect is called Parallel of Declination, which has not been included in our major aspects as it is used irregularly by most practicing Astrologers. As mentioned in the latitude description, the aspects which most Astrologers use and on which this lesson plan is based, are formed directly on the line of the ecliptic (the path of the Earth around the Sun, the path on which eclipses occur). They are longitudinal aspects. It is possible to also measure the aspect relationship of planets north or south of Earth's equator (Earth's central reference point). This measurement is called Declination.

The Parallel and its opposing partner, the Contra-Parallel are aspects of Declination (there are only two aspects). Parallel means that the planets are either both on the north side or both on the south side of Earth's equator, and again act similarly to the Conjunction. Contra-Parallel means that the planets are on opposite sides of Earth's equator, and again act similarly to the Opposition. Orbs are very tight, usually 1 to 1 1/2°. Parallels, Contra-Parallels and their orbs are a subject for future study.

Stelliums



Whenever you encounter three or more *planets* in one sign, they are a congregation called a Stellium or Stelltium. This congregation has a very powerful influence on the whole chart due to the emphasis and nature of the sign of the Stellium. A Stellium includes *any* three planets in *one sign*. Points are not included in this count. Any of the twelve signs can contain the Stellium, which may include the Sun sign. Neither degree of orb nor distribution in houses has a bearing on the Stellium count. Example: a person with an Aries Sun and with four planets in Taurus will evidence far more Taurus energy than Aries energy. Stelliums are traditionally believed to act as a massive conjunction regardless of the orb between the bodies and however many houses through which they may be spread.

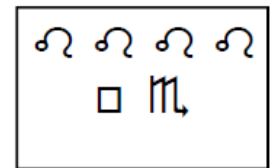
These Stellium planets could also act as a single unit in any other aspect they form. Consider for example: a four planet Stellium in Leo (talk about drama), with only one of those planets by aspect orb actually squaring a planet in Scorpio. This can be read two ways:

1. as described: four planets in a massive conjunction (Stellium) with one Leo planet in a square to a single Scorpio planet;
2. or all four Leo planets square the Scorpio planet. (Takes practice and observation.)

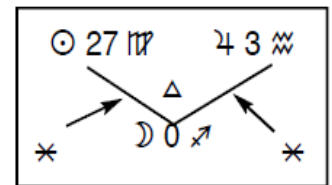
Makes a difference in reading and experience, doesn't it?

Translation of Light

A planet midway between two (or more) other planets, with these other planets in aspect with each, unites the three (or more) planets by virtue of being a mediator. These planets may be in a Stellium or may be in adjacent signs. *Use degree of orb* for determination. Look to the nature of the planets to determine which two (or more) energies need to be mediated and the energy or method of the mediator (the translator). This is a lesser known aspecting tool used primarily in Horary Astrology. Descriptions of this astrological pattern and opinions as to use vary between authors.



**4 planet stellium
square Scorpio planet**



Translation of Light

Via Combust Way

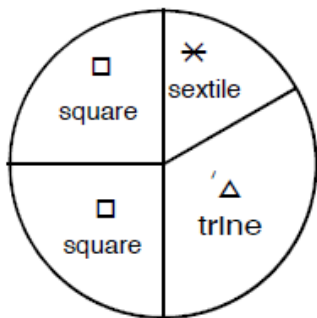
Via Combust Way was considered by the ancients to be a large section of the sky thought to be afflictive to any planet or point located in that quadrant of space because of the presence of a fiery star cluster. Authorities vary somewhat as to location, but common thought is that the affected area was between 15° Libra and 15° Scorpio. To me, it is too fatalistic and generic to believe that no possible good can come from thirty contiguous degrees of the sky. I personally do not use this aspect, but will make a mental note about general affliction if a planet falls into this area of the sky. My own Sun falls within this boundary. While my life has not been easy, I have made some headway. Again, this is a brief explanation to avoid ignorance and confusion.

Now that we have completed the potpourri of these aspecting lessons, let's look at the last two major areas of aspecting study.

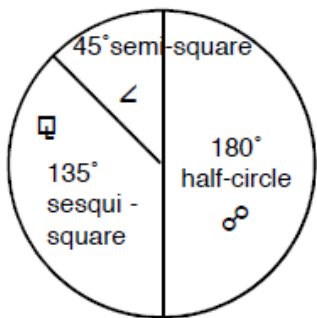
Minor Aspects (First Grouping)

In these lessons, we have isolated the five major aspects for study while intentionally ignoring a number of other minor aspects. The following briefly outlines the next most important grouping of aspects to be studied once you have mastered, or at least achieved basic comprehension of, the five major aspects in this series.

I doubt that the Creator of this vast universe and all its myriad patterns did anything minor or insignificant. Creation is so enormous to the finite mind of any human that we tend to break the whole into small, hopefully easier to understand or grasp, parts. Astrologers divide the aspects into major and minor categories to indicate those of relatively obvious or visible impact, and those of less obvious or more subtle, or more unconscious impact. The popularity of the five Ptolemaic aspects is based on visible, more tangible results. The intermittent use of the other aspects is based on a lack of consistent data, rendering them experimental or questionable to most astrology students and professionals. These other “minor” aspects *do work*, and more information about them will be generated in the future through the work of current and future Astrologers. Are you one of them?



Aspect divisions



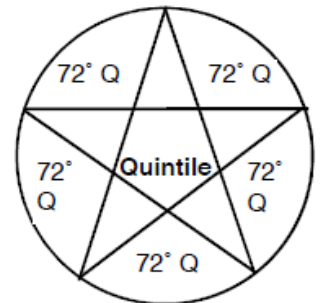
Aspect division by 8

- ✓ We know that the Conjunction represents adjacent energies, close enough in orb to be connected to one another. This represents the 360° circle divided by one.
- ✓ The circle divided by two gives us the Opposition.
- ✓ Dividing the circle by three gives us the Trine or 120° aspect.
- ✓ The circle divided by four quarters of 90°, with two pairs of opposites gives us the Square.
- ✓ 360° divided by six, a multiple of three, gives us two triangles interlocked, one pointed upward, one pointed downward. This is six-60° divisions called the Sextile, which shape reminds us of the Jewish Star of David.
- ✓ Further divisions are possible. Dividing the 360° circle by eight gives an aspect called a Semi-Square – half a square (1/2 of 90° = 45). As a multiple of the Square, it carries the same type of energy as the Square, but has half the power of the square and carries half the orb or 4°. The keyword is agitation.

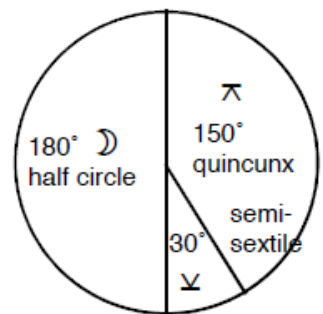
The partner of the Semi-Square is the Sesqui-Square. If we take the Semi-Square of 45° out of the 180° half circle indicated by the Opposition, we will have 135° left. A Square of 90° plus a Semi-Square of 45° equals 135° . So...a Sesqui-Square is a Square and a half. As a multiple of the Square, it again carries the same type of energy, but with half the power, and with half the orb or 4° . The keyword definition of the Sesqui-Square is emotional frustration. Several Semi- or Sesqui-Squares operating simultaneously can collectively act as strongly as a Square.

- ✓ In dividing our 360° circle by one (Conjunction), two (Opposition), three (Trine), four (Square) and six (Sextile), we skipped the division by five. Dividing 360° by five creates an odd multiple of 72° . Few astrologers will use the odd multiples as they require more precise math work, another reason for the lack of popularity of the "minor" aspects. Connecting the dots of five 72° divisions of a circle creates a five-pointed star. This 72-degree aspect is called a Quintile and tends to act in the manner of a mental Trine. The Quintile is an indicator of natural talent and ability, determined by the planets involved in the aspect.
- ✓ There is one other set of aspects recently receiving more attention based on the 30° division, or $1/12$ th of the zodiac. One 30° division is called the Semi- (or half of a) Sextile. Some astrologers feel this is a mildly beneficial aspect, as it is thought to be part of the Trine and Sextile family. I do not agree. Planets in this aspect are in adjacent signs. In my experience this is ideologically incompatible because any two signs adjacent are so different in nature and expression. Since the Semi-Sextile must be formed by planets in adjacent signs, significant incompatibilities can arise.

Any two aspects that together form an opposition will tend to behave similarly. For example: the 120° of a Trine plus the 60° of a Sextile equal 180° or half a complete circle. The nature of the Trine and the Sextile are similar. The partner of a 90° Square is another 90° Square ($90 + 90 = 180^\circ$). We would expect the Semi-Sextile then to have the same general nature of its partner aspect, and to act in a similar fashion. The partner aspect of the Semi-Sextile is the Quincunx or Inconjunct. I try to remember to use the quincunx as the name of that specific aspect for two reasons. Both the Semi-Sextile and the Quincunx are considered to be Inconjuncts, so the term "Inconjunct" is really a collective word. Also, the word Inconjunct is too easily confused with the word conjunct (with all the words available, why were such similar words chosen to describe such differing energies?). Both the Semi-Sextile and the Quincunx (the Inconjuncts) are given a small orb of 2 to 3° .



Aspect division by 5



Aspect division by 12

influence. If the Semi-Sextile is 1/12th (30°) of a circle, then its partner must be 5/12th (150°) of a circle in order for the count for the two minor aspects to reach 180° – a half circle. Therefore, the Quincunx is 150° or five signs, and is again given a small 2 or 3° orb. A Quincunx includes a Square of 90° and a Sextile of 60°, so there is a mixture of both challenge and opportunity. The Quincunx tends to reorganize, adjust, or require compromise.

These are necessarily brief descriptions of the next group of aspects in your studies. They add depth to your readings, but are not essential in the early stage of your astrological studies. This should be next on your aspect to-do list. Once you have mastered this second group – there's more!

Major Configurations

It is possible for aspects to group into a collection of aspects that take on a definite and, at times, controlling emphasis. When this occurs, most of the chart energy and experience gets drawn into this controlling exchange of energies. This pattern can be diagrammed on the star map (chart) of the individual. The titles for these larger or more complex aspect patterns are the T-square, Grand Cross or Grand Square, Grand Trine, Grand Sextile, Yod (Finger of God), and Kite. Each of these patterns will be briefly discussed individually. However, an analogy of the overall effect of a major configuration is in order.

Imagine a plate of cooked spaghetti. Try to move just one strand (one planet) without disturbing the rest of the strands (other planets) or the entire pattern (life) itself. It would be impossible to do so! If you move one strand of spaghetti on the plate, all the strands and the entire pattern itself would be affected.

When these major aspect patterns are present in a chart, they tend to act as a group, to be triggered as a group, and to be generally inseparable. In other words, if one is affected, they are all affected. Since they have such a widespread connection in the chart, they have a widespread effect on the life. They need to be noted in the natal reading as having a dominant influence on the life and then watched carefully as the life (and the chart) progresses. When one component of the major pattern is triggered, the aspect complex itself is triggered.

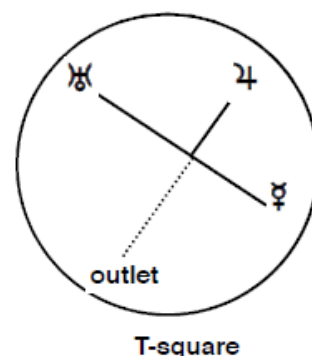
T-Square

The T-Square is comprised of three (or more) planets within orb and in aspect to each other, with two bodies in opposition, and one body located between the two, forming a 90° or Square aspect to each. If lines were drawn between the planets in opposition and from the 90° planet to the middle of that opposition, an actual "T" would be formed in the center of the chart itself.

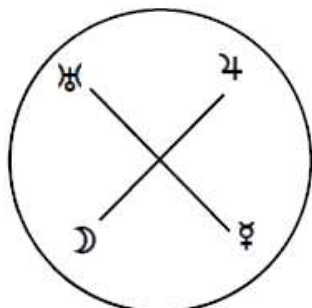
Note how much of the chart (circle) is involved. This has the power and impact of an Opposition and two Squares, according to the nature and energy of the planets involved. Not only does it affect the bodies and their individual definitions, but also the houses of occupation and rulership. Remember, the influence of the planet is specific in and of itself, also affecting the house it physically occupies and also affecting the houses(s) it "owns" or rules, much as a landlord would for a physical property. This applies to each element of the T-Square.

There can also be a very subtle and subliminal effect on the houses of its "natural" rulership. For example, Jupiter *naturally* rules the 9th and 12th houses, even though it may be in any *natal* house physically. And let's just say that Sagittarius is on the 7th and Pisces on the 10th of a chart in question. The involvement of Jupiter in any aspect in this chart affects not only the principle of Jupiter itself, but specifically the natal house, 7th and 10th houses and in a more general way the 9th and 12th - and that is just Jupiter. Multiply that by the number of planets in the T-Square and you can see the widespread effect of a major configuration being activated.

The T-Square goads and challenges, and presents conflict and stress to the individual. Interestingly, the outlet, answer or point of resolve is the empty opposition point to the squaring planet. The squaring planet becomes the focalizer of the energy of the opposition. For example, if Mercury were opposite Uranus and Jupiter in square to both, Jupiter is the focalizer and the empty position opposite Jupiter is the point of resolve or outlet for the energy of the conflict between Mercury, Uranus and Jupiter. A T-square is not necessarily bad, horrid or dangerous, but will create challenging activity and keep you on your toes – and *you will grow!*



Grand Cross



Grand cross

The Grand Cross or Grand Square has two Oppositions operating at cross purposes, having four (or more) planets 90° apart in Square. While many of the same comments can be carried from the description of the T-square, the open or fourth angle of the T-square is not available for resolve as it is occupied by a fourth (or more) planet(s). This means there is no natural outlet for the stresses generated through two Oppositions and four Squares. The individual tends to ricochet back and forth between equally important, yet conflicting issues, with no particular point of resolve or release. As you can imagine, you could get worn out bouncing between unresolved and potentially unresolvable stresses. There is an enormous difference between that which is *not* resolved and that which *cannot be* resolved!

The following Cardinal, Fixed and Mutable material on T-squares applies to both T-Squares and Grand Crosses. I noted multiple and difficult health problems in several Fixed Grand Cross charts. With a client's chart, I read a Cardinal Grand Cross with the cross itself triggered and in crisis. We bounced from subject to subject with no clear way to resolve the issues. The person remarked they had never been truly satisfied at any time in their lives, no matter what the degree of success or accomplishment. It was like watching a person on a hot seat.

- ✓ If the T-Square or the Grand cross is in Cardinal signs (Aries, Cancer, Libra, Capricorn), there is a crisis orientation. The problem will erupt or emerge acutely, peak quickly and pass relatively quickly. The problem can be short in duration, but be monumental in scope. An explosion or accident, for example, is short in duration and devastating in impact. The individual also can create crisis because s/he has a crisis orientation. It is good idea to find a diplomatic way to tell them that they can create a crisis out of thin air. S/he may also never be satisfied with their current state of affairs or achievements.
- ✓ If the T-square or the Grand cross is in Fixed signs (Taurus, Leo, Scorpio, Aquarius), the effect is chronic in nature. While it may not reach the crisis proportion of the cardinal aspect, it tends to last for prolonged periods of time, like an ongoing set of conflicts. Remember, Fixed signs endure, bear up, carry burdens, are stubborn and can get into a rut. What impact is lost in crisis is made up for in duration. Can be a chronic complainer, possibly with good cause. Watch health issues.

- ✓ If the T-Square or the Grand Cross is in Mutable signs (Gemini, Virgo, Sagittarius, Pisces), the effect tends to be more psychological or adaptive in nature. The person may experience the challenges through the social context, through mental or functional exercises or experiences, through necessary attitudinal adjustments or by osmosis through observing the experiences of others. The benefit with mutable signs is versatility and adaptability. The problem with mutable signs seems to be vacillation, indecisiveness, suggestibility and mind-changing. They can be hard to pin down or identify.
- ✓ In brief: Cardinal signs tend to act as *I am*, Fixed as *I have*, and Mutable as *I respond*.

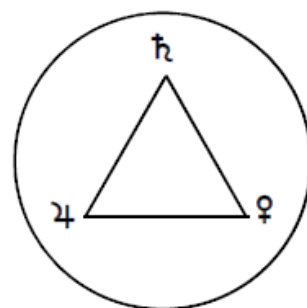
Grand Trine

The Grand Trine is generally thought to be a symbol of luck because of the connotation of the Trine itself. Ancient Astrologers did *not* love the Grand Trine in the same way modern Astrologers do, and the ancients referred to them as "those terrible Trines". In a Grand Trine, all three points 120° apart in a circle are occupied by one or more planets. Inasmuch as Trines are determined by element, delineation is easier when knowledge of the elements is used.

- ✓ **Fire:** the Grand Trine is creative, spontaneous, expressive, dynamic and charismatic.
- ✓ **Earth:** the Grand Trine is materially and physically supportive, bestowing health, wealth, and good fortune.
- ✓ **Air:** the Grand Trine is communicative, social, intelligent and full of ideas.
- ✓ **Water:** the Grand Trine is sensitive, artistic, psychic and has an innate sense of timing (the ability to be in the right place at the right time).

You would then add the houses of the chart influenced by the Grand Trine to the reading. Our diagram is of a Grand Water Trine placed in the houses of substance (2), work (6) and career (10). This is the cosmic blessing of a very successful business man for whom I worked, and who had the most extraordinary ability to be in the right place at the right time. He was reasonably intelligent and his success had little to do with knowledge or skill. It had to do with timing.

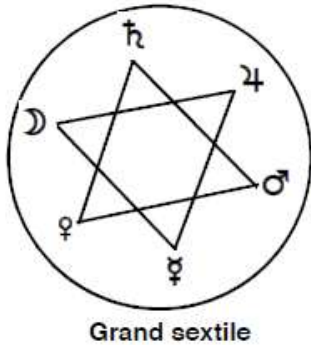
As you can see, these are not the worst aspects to have dominating your chart and your life. However, in life, Trines in general tend to be lazy



Grand trine

and to rely on luck and not on effort. They may not do as much growing or take advantage of their potential. I remember a conversation with a lady with two (count them) grand trines who said she never saw any good from them. I offered to look at her chart at some point after our meeting and she remarked that we would have to wait until she returned from an extensive trip to Europe. She was physically quite heavy, somewhat self-indulgent and inclined to expect the good things in life to be given to her on a silver platter. There was no pointing out the obvious - that it was not the promise of the Grand Trine that was failing her. She couldn't hear me through her expectations.

Grand Sextile



The Grand Sextile is an energy that I had never encountered personally, and I did not believe it was possible under our twentieth-century sky patterns. Six (or more) bodies would have to be placed about 60° apart, with all six points occupied on the wheel. This would be two interlacing Grand Trines (the previous example did not do this). Supposedly, this was the Star of David in the Hebrew texts, and was the astrological chart of King David, which he had emblazoned on his battle shield. This was to serve as a warning to his enemies of his divine protection and destiny. Since the Sextile represents opportunity or luck mixed with effort, this could be the best of all possible charts, if available at the time of birth. The sky would be the limit, figuratively and literally. The chart given in the example is a sketchy excerpt of a pattern that actually existed in the Middle East sky around midnight of October 28, 1062 B.C. This is speculated to be the actual chart (and battle shield) of David, King of the Jews, who slew the giant, Goliath. This chart was rectified and constructed by Don “Moby Dick” Jacobs. The complete workup for this chart is found in Jacob’s *Astrology’s Pew in Church*. Even though all ten planets are listed in the chart, remember only Sun through Saturn were used in ancient chart construction and delineation.

Imagine my surprise when I recently encountered the Grand Sextile in birth charts from the summer of 2013. At first, I thought of it as a wonderful healing opportunity for our world and lead healing circles to promote and enhance a healing effect. Then it dawned on me that an astrological pattern I had never seen had just been manifested. The chart that tipped me off was that of Prince George of Cambridge born July 22, 2013. He had five of the six Sextiles present. In the following few days, that pattern perfected itself for thousands of children born at that time worldwide. I realized that a group of children had been born with the pattern, and that perhaps as they grew and evolved, they would evidence the Grand Sextile in their lives and

with their efforts. They would have a natural leader, the new little Prince who would grow into his Grand Sextile by progression. I have high hopes that the world will be bettered. Time will tell.

Kite

The kite pattern is actually a mix of major and minor aspects. There is very little material available, with Astrologers Leyla Rael Rudhyar and Diana Stone providing the only developed material I have encountered. The configuration would be an opposition supporting two other planets like wings. I have provided hand-drawn examples of a Kite of Sextiles and Trines, and a Kite with Semi- and Sesqui-Squares. The difference of the available energy is obvious. Other combinations of minor aspects might be possible.

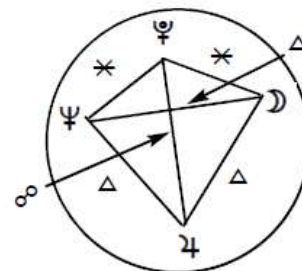
This major configuration seems to have to do with emerging talents and abilities in an organized or specifically-directed or mass-organized way. One of my sons has the pattern in our example. The use has been as a French sous chef with sculpturing or designing skills in food preparation. He was highly organized and mass-productive in this area, with the managerial ability of running multiple catering kitchens simultaneously.

Yod

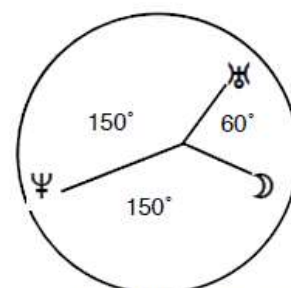
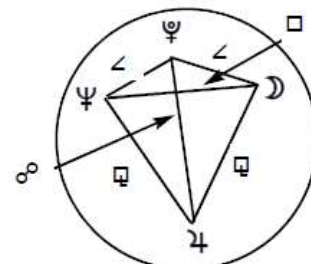
The Yod (pronounced with a hard sound "o" as in goad) is composed of multiple Quincunx patterns. Two Quincunxes are formed, one on each side of a common planet. The other two (or more) planets are joined by a Sextile or 60°. The area opposite the common planet may or may not be occupied. If that opposition point is occupied, it looks like and could act like a kite, but the Quincunx connotation should be the dominating factor. Be sure to read both possibilities, sublimating what does not apply. I choose the word sublimating, because the chart may evidence both major configurations at differing points in the life. Do *not* eliminate, put the information on a back burner instead.

The Yod is a Biblical reference to a Hebrew letter, and by Astrologers is called the "Finger of God" or "Hand of God" aspect. It is considered to be fated in nature, an area of experience which *must* be faced and resolved – *you will!* Due to the nature of a double Quincunx (adjust, adapt, compromise), this is not easy to do. The Quincunxes themselves have a natural Aries to Virgo or Aries to Scorpio (five signs) connotation, and

Kite #1



Kite # 2



Yod: the Finger of God

also a 1st to 6th or 1st to 8th house connotation, and may carry health, life crisis or life-threatening implications.

One 29° Yod I recall also happened to involve the Ascendant with the 6th and 8th houses of the natal chart of a man exposed to one of the original nuclear bomb tests in the Pacific. He was rendered sterile but not impotent, and had experienced health problems with other organs throughout his life. He and so many others like him had been unable to receive compensation from the government for the injuries. This is the pattern given in the Yod example. To add a dimension to this reading, all planets in this Yod are in the 29th degree of their signs, adding another dimension of “fatality” or “destiny”.

Charts of workers from the Chernobyl nuclear plant explosion would be interesting to obtain to see if a similar pattern emerged. Not all Yods will have such dire implications. These just happen to be good and available chart examples.

Yods would be read by the three or more planets involved, their signs and house occupations, resolved through the focalizing of the common planet, its sign and house occupation, and with the outlet being the empty (or occasionally filled) point opposite the common planet.

This brief explanation of major configurations is given to whet your appetite, but not overwhelm your beginning level of understanding. It is possible to have more than one major configuration in a chart. At times, these multiple majors aid and abet each other. At times, they may be contradictory or paradoxical – just like humans. I personally have two Fixed T-Squares, one of which is your example in the T-Square explanation. One of my daughters has three Mutable T-squares. I have seen charts with both a functioning Grand Trine and a Grand Cross.

Out of Sign Aspects

In all the examples given, there has been an assumption that all planets are in ideal sign placement. Previous instructions have noted Out of Sign Aspects. This will apply to these major configurations as well. You may have an actual pattern by orb which means the pattern is working. Remember, out of sign weakens the power and complicates the reading but does not deny the aspect.

Delineation

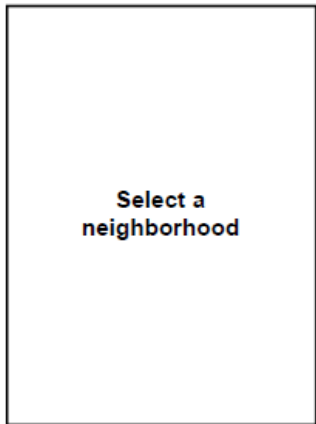
How to read a chart
Staging The wide perspective
The nitty-gritty
Traditional and theme reading

Now that we supposedly have all the pieces to the astrological puzzle, what do you do with them? Learning to delineate or read a chart can be equated to building a house. When building a house, you...

- ✓ select a neighborhood and a property,
- ✓ then you clear the ground and develop a blueprint,
- ✓ establish a base or foundation,
- ✓ set your corners,
- ✓ erect your framework,
- ✓ finish the house,
- ✓ and then make it a home.

Slowly but surely, step by step, you do all the necessary finish work to complete your project. When you get finished, the project will be called a house as a singular unit, even though many steps and many individual processes are involved. You can look at the house as a finished and completed project with no one part differentiated from another (the whole); or you can choose to look at the individual pieces knowing that, while they have value in and of themselves, their real value exists in their contribution to the whole.

Just as a person has an individual value, he/she also has an extended value as a member of a family, a community or a country. While it is not difficult to identify a house as a house (the whole) it does give you a description that is lacking in detail. As we are aware, there is also a great difference between a house and a home. The house is the structure – whether lived in or not. A home is an atmosphere that happens to take place within a structure called a house.



In order to understand or comprehend the house itself you must look at the neighborhood, the layout or floor plan, and the materials used in construction. In order to understand the home, you must also examine those who inhabit it, and its tone, quality or ambiance. You will have a more comprehensive understanding of "house" in general or "home" in particular if you are able to look at its detail. Let's equate the stages of building a house to building a delineation.

Stage 1: Select the Neighborhood

If you start from the premise that you are a Soul or Spirit who has selected an incarnation (physical life) *purposefully*, then your birth into this level of experience was deliberate. The culture, time period and environment, as well as racial, genetic and familial conditions were not only known – but chosen to serve the needs and purposes of your Soul's development. Please know that it is a common error for us to assume that we (the personality) individually own a Soul or a Spirit. It is more correct to say that our Soul (which in itself is a much higher dimension of our Spiritual Self) owns us (the personality).

The environmental qualities described were a deliberate (and probably carefully considered) choice of your Soul or Spirit. This lifetime, with all its pluses and minuses serves your Soul's purpose in its evolution towards higher understanding through experience and to its eventual conscious reunion as Spirit with its Source – God. This neighborhood of Soul includes being born in a time frame that uniquely suits the Soul's requirements, and which provides the opportunity for experience in a lifetime that is somewhat predictable because it is cyclic.

The same is true of the culture and the environment. Physically, life is diverse all over our globe. Life in a frozen wasteland, in the tropical rainforests, in the desert, or in a seafaring locale have differing experiences. Life adapts to the environmental demands. For example, nostrils are formed to suit climate. Northern climates with their frigid temperatures produce narrow, long nostrils, to inhibit the airflow in order to protect the delicate membranes of nose, throat and lungs. Equatorial climates produce broad, short nostrils to facilitate a better flow of the more humid air. We were originally born into bodies that were environmentally correct – and then we moved to completely different environments and wonder why we have problems.

Culturally, the social forms and mores that evolve control our attitudes, conventions, morality and religion. Some cultures are, for example very loose, others very rigid, and the only collective word that applies is "differing". We are molded to some degree by our hemisphere, our continent, our country, our community, and the collective philosophical belief such as religion.

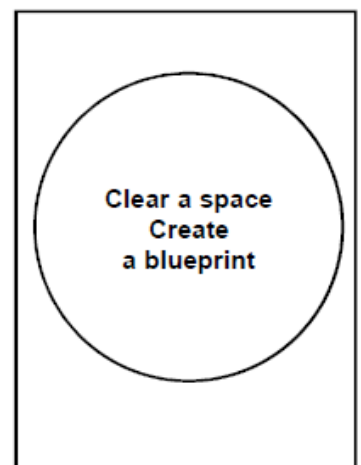
Genetically, we are molded by our physical inheritance not only from our personal family and its history, but our race. One of the great dilemmas of our world is racial prejudice. The race you are born into largely but not completely predicts your life path and experience. There are class distinctions all over our globe, even within the races. For example, within the Hindu culture there still exists a caste system. Attempts to abolish it have only served to render it invisible, but not extinct.

Our personal family contributes not only physical but psychic genetic imprints. All of us are aware of the physical – we see it in color of skin and hair, slant or color of eye, general body shape and size, similarity of feature, predisposition to physical flaw or disease, etc. What we do not usually consider is the family imprint on other levels of being such as attitudes, instincts, habitual responses, or even sense of humor.

"Family karma" is implied, such as (from the Bible), "I will visit the sins of the Father even unto the seventh generation." In Hawaii, the Huna religion and philosophy does not believe in reincarnation. Instead, the Huna belief is in a family karma that is passed down five generations through the maternal (mother's) line. All of these factors, and probably many more that are unknown, contribute to the Soul's choice of "neighborhood" and are deliberately chosen, not coincidentally encountered.

Stage 2: Create a Clear Space to Begin Your Project

Out of all the possible patterns in the sky, there is only one chart that belongs to each individual and that pattern should describe that individual. As mentioned earlier in this book, it takes just under 26,000 years for a pattern within our solar system to reproduce itself. Within our galaxy itself, it would take approximately 930 million years for the energy to realign and theoretically reproduce a single pattern – and that's assuming all bodies and energy sources are identical and that we have not gained or lost any energy or mass. And our Galaxy is only one of thousands, perhaps millions, of galaxies in constant motion, changing



their internal energies. Many energy changes will have taken place within these periods and an exact reproduction of a specific pattern should be just about impossible. The Creator exercises tremendous individuality and uniqueness with Its Creation, resulting in a very localized and individualized star map. It is unique within our constantly changing creation – a one-of-a-kind, whatever that kind may be. This uniqueness clears your personal space of all the other myriad possibilities of existence.

Your Blueprint

This star map represents the energies present at the moment of birth, what was available to the individual or activity being represented. The star map is just that - a map. As a map it *does not have control* over the life of the individual. The energies present at birth were selected by the Soul. The energies that will be activated during the life of the individual were also known to the Soul (because the cycle itself is predictable). The responses of the individual to these experiences are the areas of personal choice and control. The star map reflects, in a simple diagram, the patterns at work in the life of the individual. It is the responsibility of the Astrologer to "read" the diagram, and that is what you as a student are learning to do. Neither the star map nor the Astrologer makes or should attempt to make choices in the life of the individual. Astrologers simply read the diagram, to the best of their abilities, and leave the choices to the individual – and their Creator.

The sky is full of possibilities. All you have to do to prove that to yourselves is to go outside on a bright, clear night and look at our starlit sky, remembering that there are far more cosmic bodies than are visible to our unaided view. As our scientists invent more sophisticated methods of viewing, our sky becomes more and more filled, both physically visible and technologically visible. As energies, all that we can see and all that we cannot see influence life as we know it. At times, this occurs in an unconscious or general way. Not every star position affects every individual in a personal or visible way. If it did, we would never survive all those activations. Certain positions or patterns have a specific effect and these markers are what appear on an individual chart. All the patterns or placements that are not a part of that individual star map are considered superfluous and are not presented on the chart. To say that they have no effect would be silly. We are all interconnected and everything in existence affects all of Creation – we are just not advanced enough to know how it all fits together and what it all means. All that is on the chart belongs to the individual and has specific purpose and meaning in their life. The mathematical procedures, the map-making itself, which we call a chart, is our astrological blueprint.

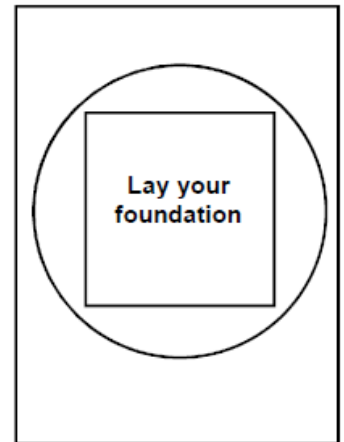
Stage 3: Lay Your Foundation

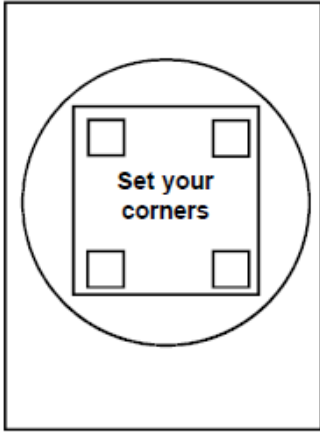
Astrologically, the foundation in a building relates to the whole body of information that has been observed, generated, collected, refined and handed down from antiquity through countless generations of Astrologers. Before there was the written word, there was observation. Before man had symbols, he had experience and memory. As he progressed, ancient man drew symbols for what he observed. A drawing of the changing phases of the Moon is one of our earliest cave drawings - no numbers, no signs, just the shape of the changing Moon.

As with all other phases of life, what man learned through trial, error and observation was taught through gesture, symbol and rudimentary language to those who followed. Eventually, pictorial symbols were joined to more abstract symbols for words and numbers. That eventually evolved into a written language. Still, the materials available did not have a long shelf life, or were not always carefully constructed, preserved and passed down. These materials fell victim to decay, loss and deliberate destruction. Man still had to rely on memory and oral transmission of tradition and knowledge.

Over the centuries, we have generated more sophisticated means of communication through language and recording. I sit in front of one now - the computer, surrounded by a library of books. I can be dependent on outside mechanical aids, books, tapes, computers, etc. But what happens if my electricity fails, and I do not have access to my books? What then would I rely upon to "read" a chart? Along with the external aids available, I must rely on my memory of all the astrological work that has gone on through the centuries.

Even the best of memories are subject to error. Personal opinion can be interjected consciously or unconsciously. Mistranslation between languages can change nuances, even word or concept meanings, without any intent on the part of the translator. Mass destruction and/or extensive editing has occurred. Even when such information has been inaccurately recorded, transmitted or translated, we must rely on what is available measured against our personal experience in reading. To create a foundation on which we can erect the structure of the reading, this entire body of information must be memorized. Does that sound like what you have been trying to do? This requires enormous effort...and time.





Stage 4: Set Your Corners

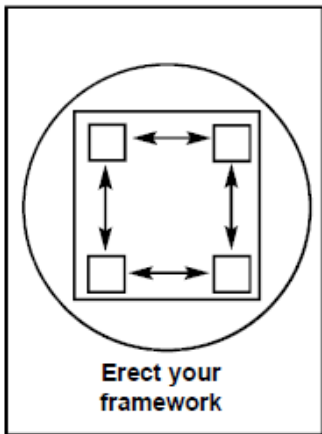
Know your planets, signs, houses and aspects – the four cornerstones of astrology. Have you done this? If not, this last chapter will make very little sense to you. Go back and reinforce any weak spots you have in your astrological basics. Do not do an exercise in futility by trying to organize and develop concepts in which you lack basic knowledge!

Stage 5: Erect your Framework

So far you have been given many pieces to an astrological puzzle. Now we will attempt to put this puzzle together into what is called delineation – a reading. We will start by looking at the overall pattern in this lesson, gradually refining, deepening and adding detail. We will attempt to retain the wholeness of the person throughout what we do. As we go through our stage-by-stage procedure, refer to your previous lesson plan and personal notes as you do each segment.

As we read, we must remember that we are trying to get an overall view of a human being, with all their parts, complexities, paradoxes, weaknesses and strengths. There is so much detail to the chart that we must not lose sight of the individual within the detail. If we concentrate on the detail, we will see facets of the person, but not necessarily the person themselves – the stages or parts of a house, rather than the house itself. So, we must evolve a method that will give us a composite, a wholeness that will still allow us to see the detail within the context of that wholeness. Time and experience in reading will eventually make us comfortable with our delineation - a home rather than a house.

Sometimes that detail will reveal the complexity of the human nature, and at other times it will not be easy to read or to blend meanings. Sometimes the facets we find contradict one another. Remember, if you are having a problem *reading* the energy represented by such complexity, contradiction or paradox, think of what it means to the person trying to *live* that energy. Yours is an arms-length role. Their role is living the experience itself. Every chart will be different, an adventure! Charts will excite, perplex, frustrate and fulfill. Reading charts challenges and stretches you at every moment. Let's begin by describing the chart form we will use for this lesson.



The Wide Perspective

Chart Form: In an earlier chapter, I provided my personal chart as an example and also a practice chart form. In this chapter, a blank chart form is provided as a master for photocopy purposes. The purpose of this form is to put all your information on one sheet, minimizing clutter and superfluous information. For the purposes of teaching you how to read, this form is very useful. Make as many copies of the blank form as you need for each of your practice charts. You do not have to use this particular form in your ongoing work. You can adapt it however you choose for your own use once you have a grasp of this lesson plan.

Upper left corner: Note spaces for the name, and the date, time and place of birth (the three essentials). Your time notation should include am or pm and the time standard in effect at the time of birth, such as EST, CDT, PWT, etc. Longitude and latitude for the chart are determined from the geographical place of birth.

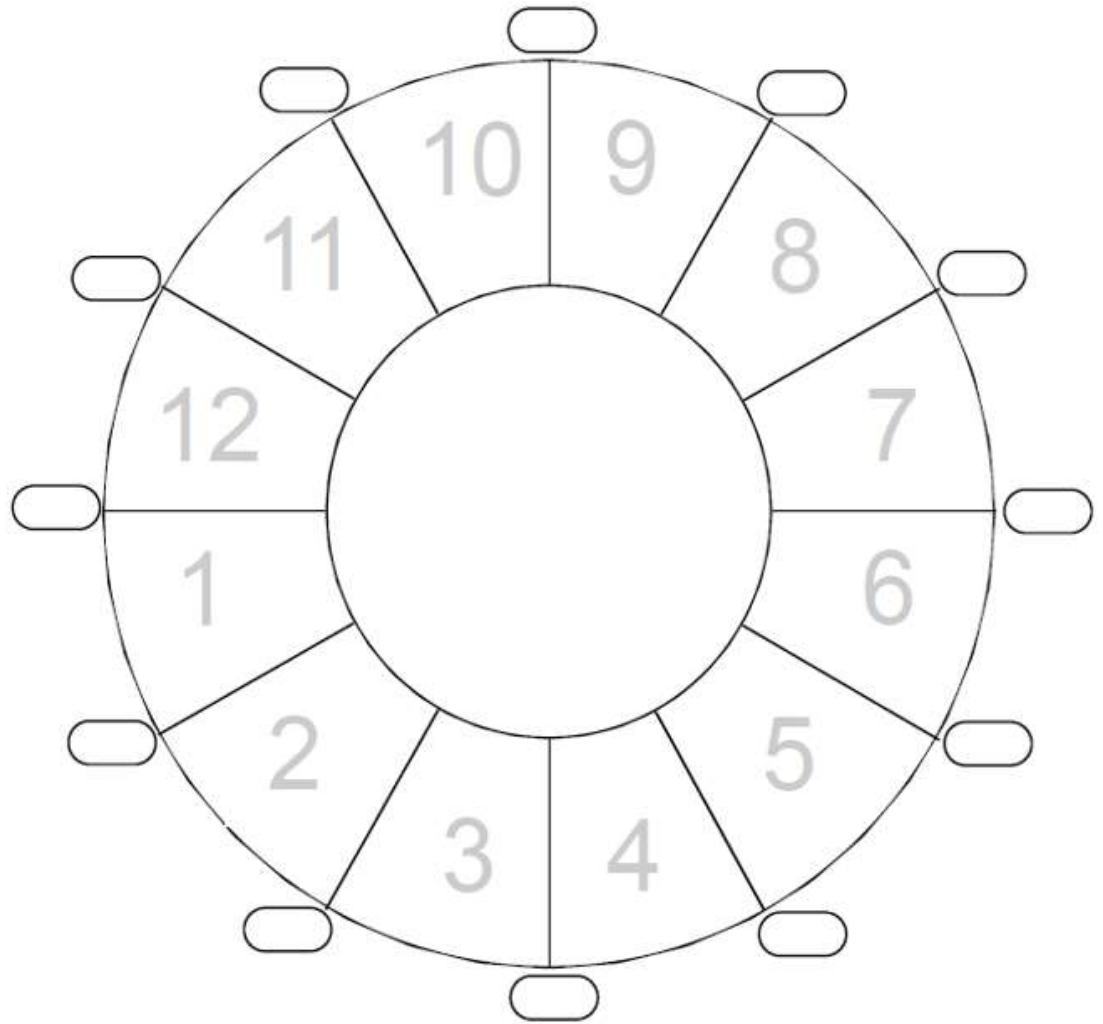
Upper right corner: Sid. Time and A.C.D., plus a line for your signature and professional status (if any). For your immediate information, Sid. Time means sidereal (or star) time of birth and is usually given on a computer chart or must be hand calculated. The full birth information (date, time and place) is converted to a mathematical formula, providing an end result (Sid.Time). This resultant time is then used to construct the house wheel and planet positions. This procedure is taught as part of a chart construction series of lessons. A.C.D. (adjusted calculation date) or P.E.D. (progressed ephemeris date), which are the same thing, is a date occurring in any year that may be used to simplify progressions – used for the ongoing chart or predictive technique. This is beyond the scope of this class, and will be encountered in the intermediate level of study. You can sign your name, as reader, to the chart if you choose.

Chart Form Areas

NAME	_____
DATE	_____
TIME	_____
PLACE	_____
LONG	_____
LAT	_____

SID TIME	_____
A.C.D.	_____
_____ (Name/Title)	

The wheel itself: Small boxes on the perimeter of the wheel are for degree, sign, and minute of cusp. Center of wheel is large and open to diagram chart aspects if you choose. (Use colors for hard or soft aspects. Stay consistent with color selection to avoid confusion.)



[illegible]

Chart Pattern _____ Major Configuration _____

Above _____ Below _____ East _____ West _____ Quad _____ Singleton _____

Life _____ Wealth _____ Assoc _____ Abstr _____

Angular _____ Succeedent _____ Cadent _____

Fire _____ Earth _____ Air _____ Water _____

Cardinal _____ Fixed _____ Mutable _____

Synthesis _____ Chart Ruler _____

Disposition _____ Dispositor _____

M.C. _____ 6th _____ Voc _____

Sun _____ Moon _____ Asc _____

The space marked "Chart Pattern" on the chart form will be our beginning point. In Chapter 5 we studied the seven chart patterns. Look at the chart in question. Ignoring all other positions noted, look at the overall spread or pattern to the ten planets. Think: "If I had a handful of planets and I threw them against a blank wall (space – the chart), how would they be distributed? Do they bunch together like a Bundle or a Bowl chart?... or are they diffused and spread out like a Splash chart? Does it take on the definite characteristics of the Bucket, the See-Saw, the Locomotive or the Splay? Is it a definite, specific, ideal form? Or is the pattern borderline or questionable? Is it a mix of possibilities? If a mix, can the person use or express both these possibilities, or is one an exercise in futility to try to express? Is the pattern vague or indistinguishable? What are the inherent flaws, strengths or weaknesses in these patterns?

Not only do these questions help you decide what the basic shape or pattern is which you note on your chart form, but they open the door to interpretation. Remember, when defining the pattern you are looking at the individual's overall approach to life and his/her basic temperament. While there are seven basic patterns or approaches, there are an infinite number of ways to express those patterns. Life is unique and very individualized. Every chart will cause you go back to the beginning and treat that chart as a unique entity. That is what kept me interested all these years!

It is helpful to know, however, if the person's approach to life is contained or diffused, specific or multi-directional. When the chart pattern is specific, it is relatively easy to read or to relate the individual's overall approach to life and to the pattern. When the pattern is marginal or questionable, the individual's overall approach to life itself is still in the manner of the pattern, but is more tentative, elusive or vague. When the pattern can be read in more than one way, then that person can be disadvantaged and can be caught between approaches, sometimes acting one way, sometimes another. Or, in a more positive vein, that person has the advantage of being able to take two different approaches at will. Perhaps they have to stretch themselves to make that pattern or approach succeed, but it may be well worth their effort. *You* can point the way to success for *them*.

As we discussed in the lesson on patterns, if there is a large space or "hole" in the chosen pattern, for example, the locomotive, the usual intention of the domino theory of approach will not work as planned. If it has a gap, then the locomotive will be derailed – temporarily with a small gap, more permanently or critically if the gap is too large. All this is information about the individual, their approach and the outcome, success or failure, of that approach and is our beginning point to interpretation.

Go back over your general notes on patterns and whatever personal chart notes you developed previously. Then, using the charts on which you are practicing, write out an interpretation on the pattern(s) that fits each chart. Be as thorough and as complete as you possibly can and do not skim the surface at this point in your delineation. To learn to read, you must practice depth. This is the overall approach of the individual. It will permeate all that the individual does in life.

Grand Configurations

On the line marked major configuration, there is room both on the line and above the line for another entry. In our lessons on aspecting, we looked at the grand aspect or major configuration that can dominate the chart (not to be confused with the five Ptolemaic major aspects). These grand aspects are the T-Square, Grand Cross or Square, Grand Trine, Grand Sextile, Kite and Yod. We know that any pattern of this widespread impact has tremendous effect on the energies involved and the life being mapped. Magnitude of effect is determined by the number of bodies involved, quality and strength of aspect, percentage of map influenced, nature of planets involved, houses of occupation, houses of rulership and possibly houses of natural rulership. Study your previous notes for this beginner's level of application. Later study should advance these grand aspects more thoroughly.

It is possible for more than one grand pattern to operate in a chart. For example, a person may have both a T-Square and a Grand Trine in their chart. These do not cancel each other out; they each operate, at times at cross purposes. While we must always retain the sense of wholeness, we need to break each pattern out of the map in order to see it clearly for our purposes of delineation. On the configuration line, mark what these grand patterns are. For example: Fixed T-Square, Grand Air Trine, etc. In the blank space above the line, diagram the pattern itself. For example, if you have a T-Square between Mercury, Uranus and Jupiter, sketch that pattern showing which planets are in opposition and which are in square. If you choose, you can also note on the diagram itself whether this pattern is Cardinal, Fixed or Mutable, and Fire, Earth, Air or Water, as appropriate.

Some Astrologers draw these patterns directly on the main wheel itself. You will need to choose a wheel that has the center which is open or blank for clarity. Choose colored pens if desired, in whatever colors you choose to represent the type of aspect. Whatever you choose, be consistent in your color choices from chart to chart. For example, if you diagram the hard aspects in red and the soft aspects in green on one chart, stay consistent with subsequent charts to reduce possible confusion.

Refer to your previous general and personal notes on these major aspects, then apply that information to the chart in question. Start writing! Just how strong or dominant is that pattern? Remember, there are only ten bodies total. How many are involved in the pattern (percentage)?

Remember, planets represent functions or urges of the person. What planets (functions) are involved? What is the nature of this major aspect? Is it malefic or stressful, with Squares, Oppositions or Quincunxes? Is it benign or helpful with Sextiles or Trines? Are there Conjunctions involved which can be both stressful and helpful at the same time, depending on the planetary bodies involved? Does it emphasize talent and ability with Quintiles, or is the pattern itself a Kite? Remember, stress aspects tend to grab our attention faster and louder because they cause experience.

Rulership and Occupation

Which houses, and therefore which mundane, physical experiences are directly involved because the planets in the grand aspect actually occupy those houses? These planets have direct influence through rulership on certain signs. These signs are located somewhere in that chart, on a cusp or intercepted in a house. Look to those areas of experience that can also be under the influence of or affected by this aspect pattern. In a very subtle or masked way, the houses of natural rulership can also be affected. For example, Mercury can always have subliminal or unconscious effect on the 3rd and 6th houses (natural rulership) regardless of where Mercury is found or rules in an actual chart. Look carefully at this information as it can have a definite effect on the chart and therefore the life of the individual. Write it out!

Hemispheres / Quadratures

Next, look to Hemispheric influence. Perform an actual physical body count for each half of the chart and note that information on your chart form. Underline or circle the strongest counts: above / below (n / s) or left / right (e / w.) Review your notes on Hemispheres. Does this chart have an emphasis on developing objectivity or subjectivity? Why? Do you suppose the person has developed the opposite quality sufficiently, or do they have an overabundance and need to balance it out? It is possible to encounter a chart where the Hemispheric patterns are balanced. Remember that balance is equally a reading and is not a cancellation factor.

Using the dominant Hemispheres, now look to the Quadrature. Is there a section of the chart that is heavily tenanted, focusing a greater percentage of experience through the activities represented by that segment of the chart? Blend your meanings of Hemispheres to determine Quadrature influence. Is there an emphasis by singleton? Does one planet focus all of the experience or lessons indicated by that Quadrature or Hemisphere?

Averagely-tenanted Hemispheres or Quadratures tend to imply average influence. Do empty sections represent absence, ambivalence or lack of importance? Can you apply that information to the life of the individual? Influence by Hemisphere or Quadrature is one more tool to look at the overall thrust or direction of the life and its purpose. Write out the Hemisphere and Quadrature information for each practice chart.

Now Our Perspective Starts Narrowing...

House Count: Now let's look at the chart on a slightly reduced scale. Look at the arrangements of the planets in the individual houses. The houses in a chart represent areas of physical, mundane reality. Your entire life is contained within the wheel of the chart. Astrologers have chosen a division of twelve, and that means that each house represents approximately 1/12th of your everyday life and experience. Any count that involves the houses involves personal experience and not necessarily attitudes, desires or urges, which are more defined by the planets themselves. Do a physical planet (ten total) count for:

Angular (1, 4, 7, 10)	Succedent (2, 5, 8, 11)
Cadent (3, 6, 9, 12)	
Life (1, 5, 9)	Wealth (2, 6, 10)
Association (3, 7, 11)	Abstract (4, 8, 12)

Go back and study previous chapters and your class notes to understand the value of this information. Write out this information for each of your practice charts. Remember that any information generated through the house system is:

- ✓ dependent on accurate birth time, and
- ✓ related to physical experience.

Without an accurate time of birth, the house count shifts easily, and many times it shifts radically. As a matter of fact, this information can help a more advanced Astrologer determine a potentially inaccurate birth time. Should this occur, make a mental flag or note on the chart itself that the time might be inaccurate. This knowledge makes for a more tentative reading, but the chart is still useful.

Those planetary positions that are cuspal (on the house cusp) will change quickly if the time of birth is wrong. Remember that the cusps move faster than the planets. As time moves forward on the clock, the faster moving cusps *increase* degree-by-degree *counter-clockwise*, which automatically moves the *slower*-moving planets in a *clockwise* motion. If your house count is off, this part of the reading will be inaccurate, and the person will not identify with what you say.

Since the Midheaven moves at the rate of 1° of arc for every four minutes of clock time, and the rest of the cusps move from $3/4$ to 2° for that same four minutes of clock time, a cusp can change rapidly. To be more specific, the angular cusps include the Midheaven and Ascendant and their polarities (partners) the Immum Coeli and the Descendant. The Midheaven and its partner the Immum Coeli, which are dependent on time of birth and longitude, have very little variation in terms of travel and they do move at 1° of arc for every four minutes on the clock.

The movement of the balance of the cusps, (11, 12, Ascendant, 2, and 3 and their polarities) is dependent upon latitude on the globe at that particular Midheaven, and travel at a variable speed of $3/4^{\circ}$ to $2+^{\circ}$ of arc for that same four minutes on the clock. Therefore, the Ascendant/Descendant and any intermediate house cusp can move from $12'$ to $30+'$ of arc in the sky for any *one minute* of variation of birth time. And, of course, that movement would be added or subtracted according to whether the correction to the birth- time is plus or minus. This is beyond the scope of a beginner, and is given for information purposes only to help illustrate the importance of an accurate birth time. Calculation is studied in chart math lessons.

Sign Count

Next, look at and count planets in signs, similar to the previous house count. Note the count for each category on your chart form.

Fire (Aries, Leo, Sagittarius),	Earth (Taurus, Virgo, Capricorn),
Air (Gemini, Libra, Aquarius),	Water (Cancer, Scorpio, Pisces),
Cardinal (Aries, Cancer, Libra, Capricorn),	
Fixed (Taurus, Leo, Scorpio, Aquarius),	
Mutable (Gemini, Virgo, Sagittarius, Pisces)	

In most cases, small amounts of time will not seriously affect the position of planets in signs. Occasionally, the Moon, the Ascendant or Midheaven (and their partners the descendant and the Immum Coeli) could change signs, but this is all you should encounter unless the time is substantially inaccurate. I have already described the movement of the house angles in the previous section.

For your further information (you can always re-read this material should you encounter a problem), the Moon travels one minute of arc in the sky for every two minutes on the clock. If the Moon is located at a sign cusp (the beginning or the end of a sign), it could change signs quite easily within a few minutes. For example, if the Moon were located at 29° 58' of any sign, the two minutes of sky arc needed to bring it to 00°00' of the next sign and would only take four minutes on the clock.

Weighing the Chart

Astrologers call counting the planets by sign "weighing the chart". Counting planets by house position is my personal application and is not universally accepted by other Astrologers. As usual, there is a difference of opinion as to how to conduct that count. Do you count planets only? Planets and angles? Nodes? Any other position? Does each position carry the same weight and impact?

The simplest form for a beginner is to count planets only, one point each for the categories mentioned. As you attempt to assess strength and weakness, you may need to use tie-breakers. I would probably give more weight to the Sun and / or Moon positions. Still tied? I would then use first the Ascendant and then the Midheaven as the tie-breaker. Still tied (could happen)? Try another counting system, or use the "tied" concept as part of the reading.

Another well-known counting method is to assign a number value or point system such as: Sun, Moon, Midheaven, Ascendant: 4 points; Mercury, Venus, Mars: 3 points; Jupiter, Saturn: 2 points; Uranus, Neptune, Pluto, Node: 1 point; all other placements: 0 points. Apply this point system to the categories mentioned.

Be aware that use of the differing methods can produce differing results, experiment with the various weighing methods once you have grasped the basics. For the purpose of this basic class and for simplicity's sake, use ten planets only, one point each. At some point in your future studies, you will want to evaluate which method gives you better results. At some time in your studies, you'll also want to look into Cosmodynes or Astrodynes, which is a completely different and very complex weighing system, a study in itself.

Now that you have arrived at a count, develop the information you have determined into a reading. Weighing the chart simply means observing an emphasis or weakness in the various categories. Which are the strongest – emphasis or dominance? What does that mean in terms of attitudes, aptitudes or expression in the chart? Go back over your previous notes. Pay particular attention to preponderance (emphasis) and lack (absence and its potential overcompensation factor).

Before you permanently decide that a "lack" truly does exist, look to see if another position can substitute or compensate for or eliminate that apparent lack of absence as previously described. For example:

An apparent lack of planets in water can be more than made up if Cancer or Pisces is rising (Ascendant) or if the Moon is on the Ascendant, in the 1st house or conjunct the chart ruler.

With a lack or weakness in earth or fixed, think of the results of Saturn on the Ascendant or Conjunct the chart ruler or the Sun? Is there still a lack or absence of practicality, organization or perseverance?

What if there were a lack or absence of fire or cardinal, yet the chart had Sun conjunct Mars (one of my very assertive grandsons)?

This is not a contradiction. You just need to be alert to the possibility of another area of the chart that may influence that apparent lack. You will catch some of these nuances and you will miss some - no matter how experienced you become. If possible, make this part of the reading. Tell

the person, "Your chart is varied and complex. What appears to be lacking in one area can be compensated for by other factors. We may encounter these variations and/or contradictions as the reading progresses."

Remember that balance itself is a reading. Write your observations for each of your practice charts.

Synthesis

Once you have gotten as much individual information as possible from the elements and qualities, synthesize them into a single sign. Choose what is dominant in cardinal/fixed/mutable, plus what is dominant in fire/earth/air/water. This will be an influence by sign that will permeate the chart and the attitude of the individual represented by the chart – and that may or *may not* be the Sun sign. The sign of synthesis seems to be a subtle, more esoteric or motivational quality which lies behind the more obvious and visible Sun sign. If the Sun sign and the synthesis sign are the same, a double emphasis of the Sun sign quality will be evident, and the person will project the Sun sign as expected.

Is the synthesis sign different from the Sun sign? Note if the sign of synthesis is in harmony or conflict with the Sun sign by comparing the sign meaning and type of aspect generally formed between the two signs. My chart synthesizes to Aquarius - a subtle, yet very real influence on my Scorpio Sun sign. I am then read as an Aquarian/Scorpio. These two signs are in natural square, creating complexities perhaps not easily seen otherwise. Write out such information generated for each of your practice charts.

Lord of the Chart

Next, look at the lord of the chart, the planetary ruler of the Ascendant. That planet is the single most important planet in the chart, with the Sun running a close second. Are you surprised? Whatever the lord of the chart represents in a general way will be a determining factor throughout the life of the individual. The houses that the lord occupies and rules in the natal chart, possibly the houses of natural rulership, and aspects to or from the lord to other points or planets in the chart are keys to the whole life and purpose of the individual. For example, I am Mercury ruled

(Gemini rising). Mercury is in my natal 6th house, ruling my 1st and 4th houses. Mercury also naturally rules the 3rd and 6th (Gemini and Virgo houses). That means Mercury, and my 6th and 4th houses are of primary importance (occupation and rulership), with the 3rd and 6th potentially important because of natural rulership. Therefore, I will find great importance in my life through Mercury and the 3rd, 4th and 6th.

As the life progresses, aspects to or from the lord of the chart will denote periods of important impact, change or decision. In a far more subtle way, anything that involves the lord in its moment-to-moment activities can also influence the individual, even if nothing is activating a specific point in the individual chart. For example, a person with a Gemini (such as I have) or Virgo ascendant would have Mercury as lord of their chart. Any activity to or by Mercury would influence their life, such as the transiting periods of Mercury retrograde, or transiting Mercury aspects. Although such information is usually studied in the intermediate level, an explanation was in order so that you can understand the impact of the lord of the chart – the planetary ruler of the Ascendant. Write out any information you generate from the lord of the ascendant for each of your practice charts.

On the chart form that I use, and on your sample form, there are three more lines of information. We will not be covering Disposition and Dispositorship in this basic series. These topics will be developed in future studies on aspecting. For definition purposes only:

Disposition is a use of oppositions (if any) found in the chart. It was originated by Marc Edmund Jones, beyond the scope of this lesson.

Dispositorship is a way of determining the end result of a series of actions or activities by a "chain of command" method. Although the words are similar, the two methods have nothing to do with one another. With all the word choices available, why similar words are chosen for concepts that do not remotely resemble each other is unknown. Dispositorship is determined by an extension of the concept of Mutual Reception previously explained.

The Midheaven, 6th and VOC line will be covered shortly within the "Nitty Gritty" section.

Sun / Moon / Asc Comparison

The last wide perspective tool we will use in this basic series is a comparison of the Sun, Moon and ascendant. Use signs only for the Sun, Moon and Ascendant, readily observable on the wheel itself. This comparison will give a quick personality profile of the individual as shown by the chart being read – a very simplified, yet useful thumbnail sketch. As you look at the combinations between the Sun, Moon and Ascendant, look to your information on quality, element and sign, remembering what each represents.

- ✓ The Moon is the storage bank of all prior experience, how you react, your pre-programmed or pre-conditioned responses.
- ✓ The Ascendant is your outer mannerisms and visible response, how others see you, your coping skills.
- ✓ The Sun is who you are, what really matters to you, how you see yourself, what you are learning.
- ✓ Are these three placements compatible or stressful to one another? Write out the information you generate on each of your practice charts.

Also, we personally are not always compatible with those charts and clients for whom we attempt to read. Remembering your own Sun, Moon and ascendant positions will give you a method by which to adjust any incompatibilities or differences between your own chart and the chart you are attempting to read. As the Astrologer, you *must* set aside your personality in order to effectively read for another person. If you do not, you *shade their reading with your own stuff*.

When illustrating the aspect grid, I suggested you note Retrograde or Stationary symbols to the right of the planet listing on the right side of the grid. Is there an unusual number of Retrogrades or Stations that could affect the reading? I, for example, have four planets technically Retrograde, and two of those are at Station. Four Retrogrades are an unusually high number (generally more introspective in nature). The two Stations are unusual considering how infrequently you find planets at station. Stations indicate a change of mind, heart or application of energy.

Now that we have explored the outline of a person by looking at the wide, slowing narrowing perspective, we must now start fitting in the bulk of the puzzle, the "nitty-gritty" of the chart.

The “Nitty Gritty”

Just what exactly is the "nitty gritty" of the chart? Planets, signs, houses and aspects. Sound familiar? Read every planet, every sign, every house and every aspect. Let's re-familiarize ourselves with the basic principles of the four categories before we attempt this enormous task.

- ✓ A *planet* represents a certain urge or function – an energy at work within the individual, a part or portion of the person themselves.
- ✓ A *sign* represents a method of expression, an attitude, a shading or coloring as suggested by white light as seen through a colored lens in our earlier lessons.
- ✓ A *house* represents an area or arena (1/12th) of physical experience.
- ✓ An *aspect* represents the interchange of energy between planets, or planets and points, and can indicate ease, stress or ambivalence between facets of the individual.

The planet, as the urge, takes on or expresses certain characteristics of the sign it occupies, and is exceptionally strong in the sign(s) of its dignity. That urge has a strong influence on the matters of the house it occupies and rules natally, and can have a subtler or subliminal influence on the house(s) of its natural rulership. Each urge also establishes relationship(s) (aspects) with other urges (other planets) which modify, contradict, or intensify both (or more) of the original urges. These modifications or intensifications (aspects) indicate the stress or ease (harmonious or disharmonious aspects) under which these urges operate and their effect on the life of the individual.

These placements and aspects do not negate each other even when they contradict. All aspects operate at some time during the life of the individual. Sometimes they act independently of each other. At other times, they may be so integrated as to be impossible to separate or differentiate. They may try to act simultaneously or to take turns. This could cause great strength, through intensification by grouping, or complete confusion, vacillation or periods of great change in expression or attitude.

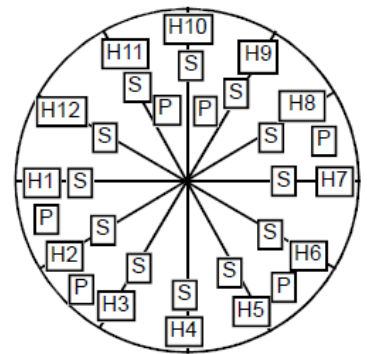
It will help you to remember that planets are the *what* of the chart and are the keystone of the four cornerstones. The signs are the *how*, the houses are the *where*, and the aspects are the *why* of the chart. That gives us what, how, where and why. *Who* is the individual involved. *When* is the progressing life and not an area of concern at this point in your studies. Be sure you understand this foregoing explanation before proceeding further.

I hope we are clear on what makes up the “nitty gritty” of the reading. How do we do this? You will use your 5 x 8 note cards extensively, so get them out and clear a large space on your living room floor. In the center of the cleared space, place the natal chart that you are attempting to read. In as large a space as is needed, place your house cards (H) in a circle, starting with the Ascendant as the cusp of the 1st house at the far left center. The 4th house should be at the bottom center and the 10th at the top center, with the 7th at the far right center. In terms of clock position, the 1st house is at 9 o'clock, the 4th at 6 o'clock, the 7th at 3 o'clock and the 10th at noon – your four angles. Intermediate house cusp cards are placed in between the angles counter-clockwise in consecutive numerical order (example: houses 1-4).

Next, place your sign cards (S) with the house cards in the manner indicated by the natal (not the natural) chart. In our example, my natal chart has Gemini rising, Cancer on the 2nd, Leo on the 3rd, Virgo on the 4th, etc. So I would place the Gemini card with the 1st house card, the Cancer card with the 2nd house card, etc. In my chart there are no interceptions so there is no confusion moving from house to house.

In the case of a chart with interceptions, you will have a pair (polarity) of signs (example: 5th/11th houses) that rule two houses each. In high northern or southern latitudes you could have two pairs of signs intercepted. Temporarily place pieces of paper with those duplicated signs on the second of the two houses on each side of the chart (polarity) as a reminder.

For example: let's say Gemini is on two cusps on the natal chart wheel. On the first of the two cusps (the lower number cusp) place the Gemini card. On the second of the two cusps (the higher numbered cusp) place a piece of paper with the Gemini symbol. Look across the chart to Gemini's polarity sign, Sagittarius. It also will be on two cusps. Place the Sagittarius card on the first of the two cusps (lower numbered cusp) and a piece of paper with the Sagittarius symbol on the second of the two cusps (higher numbered cusp.) I will indicate later on in the lesson what to do when you encounter the pieces of paper, instead of a sign card.



In the case of the intercepted sign itself, place the sign card *in* the house where it belongs in the natal chart. For example, if Cancer is intercepted, place it *in* the Gemini house where it belongs according to the natal, and not the natural chart. Do the same for the polarity.

Once your house and sign cards are in place, put your planets (P) into the houses indicated by the natal chart. Do not worry about the sign of the planet itself at this point. Once this circle is complete, you will have twelve house cards, twelve sign cards, possibly a couple of pieces of paper with sign symbols if you have intercepted signs, ten planet cards, and possibly interception cards if you have made them. You are now ready to begin to read the nitty-gritty of the chart.

I am going to give you two methods of reading, one at a time. The first method we will study is the most traditional: house by house, planet by planet, sign by sign, aspect by aspect. The second reading method we will study is by theme. The explanation for reading by theme is placed at the beginning of that section. Alongside the natal chart you have placed in the center of the index card construction on the floor, and as a visual aid only, place your copy of the natural wheel. The natal chart is primary; the natural chart is background influence only. Get out your pencil and paper, and let's begin...

The Traditional Reading Method

Signs on Cusps: Beginning with the ascendant as the cusp of the 1st house, start your reading house by house. Remember the sign on the cusp indicates the general attitude of the individual towards the matters of that house, *unless* it is strongly influenced by the presence of several planets in another sign. To have a modifying effect on the sign on the cusp, those planets will usually be collected in the adjacent, successive sign. For example Aries on a cusp will have an Arian attitude towards the affairs of the house unless several planets in Taurus occupy that same house. If so, the Taurean influence may modify, overwhelm or complicate the Aries expression. I have seen it happen that an interception takes place and that the cluster of planets is actually in the third sign. In this instance: Aries on the cusp, Taurus intercepted, with a cluster of planets in very early Gemini actually are all in one house. Aries should be the general attitude towards the affairs of the house. Intercepted Taurus is beneath the surface – intercepted, yet is an influence. Multiple planets in Gemini could overwhelm all of that and exert an unexpected Gemini expression to the affairs of that house.

Please know that cases like this are very rare in practice, yet are possible. This would be a difficult house to read, complex and contradictory, and even more difficult to live through individually. All you or any Astrologer could do would be to take it piece by piece, step by step, and try to generate a coherent and meaningful reading. Do not ever give up on a complicated reading, just try and do the best you can. I have done thousands of charts and I can still get stuck in a complicated reading.

You can now approach the house readings in one of two ways:

- ✓ the sign on the cusp *influencing* the affairs of the house, or
- ✓ the house affairs *being influenced by* the sign on the cusp. Use whichever syntax is more comfortable to you. For example:

The sign on the cusp influencing the affairs of the house - Leo, fixed fire: the sign of drama, integrity, pride and personal creativity is the attitude and personal expression of the 3rd house of communication, everyday decisions, education, short distance travel, siblings and neighborhoods. You would then broaden the general meaning of each segment, such as actual involvement or attitude towards siblings, etc.,
or

The house affairs being influenced by the sign on the cusp - 3rd house communications, everyday decisions, education, short distance travel, siblings and neighborhood are expressed in a Leo (fixed fire) manner through drama, integrity, pride and personal creativity. You would again broaden the general meaning of each segment as above.

Write out each of the house readings on a separate page of loose-leaf notebook paper. Leave the balance of that page blank at this time, so you can add information as it is generated. Do each of the houses in this manner, moving the sign card forward when you encounter your reminder note of a sign ruling two cusps. Also be sure to read and then write the secondary influence of an intercepted sign on that house information page. Do not hesitate to use any notes you have developed throughout these lessons. If you have already generated a reading in previous lessons, by all means use what you have already developed, adding whatever new information comes to mind through this practice.

Table of Mundane Dignity

Sun	5th house
Moon	4th house
Mercury	3rd/6th houses
Venus	2nd/7th houses
Mars	1st/8th houses
Jupiter	9th/12th houses
Saturn	10th/11th houses
Uranus	11th house
Neptune	12th house
Pluto	8th house

Table of Mundane Detriment

Sun	11th house
Moon	10th house
Mercury	9th/12th houses
Venus	1st/8th houses
Mars	2nd/7th houses
Jupiter	3rd/6th houses
Saturn	4th/5th houses
Uranus	5th house
Neptune	6th house
Pluto	2nd house

Table of Mundane Exaltation

Sun	1st house
Moon	2nd house
Mercury	11th house
Venus	12th house
Mars	10th house
Jupiter	4th house
Saturn	7th house
Uranus	8th house
Neptune	9th house
Pluto	5th house

Table of Mundane Fall

Sun	7th house
Moon	8th house
Mercury	5th house
Venus	6th house
Mars	4th house
Jupiter	10th house
Saturn	1st house
Uranus	2nd house
Neptune	3rd house
Pluto	11th house

Planets in houses:

Once the sign on the house readings are complete, by whatever form you have chosen, go back to the ascendant. Look for a planet in the 1st house. If no planets occupy the 1st house, no additional information goes on that page *at this time*. Go to the 2nd, 3rd, 4th, etc. counter-clockwise until you encounter a planet. Develop your reading of that planet in that house. Ignore signs on cusps, planets in signs, degrees and aspects at this point. Isolate your reading to a specific planet in a specific house. Modify the reading for an *intercepted* planet. Flag the position of the chart ruler (lord of the Ascendant) to indicate its strategic importance in the reading and life of the individual.

Remember, a planet is very strong if it is angular (in the 1st, 4th, 7th or 10th), or in the house of its natural house rulership – called mundane dignity. For example: Mercury naturally rules the 3rd and 6th houses, so it is strong in those houses, regardless of the actual sign it occupies in the natal chart, and even though the 3rd and 6th are not angular houses. You may also note if the planet falls into its house of mundane exaltation, detriment or fall to know potential areas of strength or weakness on the physical experience (house) level. Use your sign / house associations. Remember that a planet in a house is affected by Hemisphere and Quadrature, by both the collectivity factor or as a singleton.

Planetary rulership influences: Once you have completed the ten planets within the houses, you are ready to do the planets as they influence other houses by rulership. I hope you have done your homework. We have already noted the planet in the house on the appropriate page. Studying each planet again (one at a time – ten total), look to the sign(s) they rule on the house cusp(s) in the chart. There will be a natural association between the houses of occupation and rulership.

For example, I have Mercury in the 6th house in my chart. Mercury rules Gemini and Virgo naturally. Gemini is on my 1st house, Virgo on my 4th house. Therefore, in my personal chart Mercury "rules" my 1st and 4th and occupies the 6th. You would then make notes on three of my house pages as follows:

- ✓ On the page of the house of occupation (in this example, the 6th), note, "Mercury in Scorpio rules and therefore influences the 1st and 4th houses, with a tie between the affairs of the 1st, 4th and 6th houses."
- ✓ On the 1st house page (in this example) note, "Mercury in Scorpio is the ruler and occupies the 6th house and also rules the 4th house; there is a tie between the 1st, 4th and 6th houses."
- ✓ On the 4th house page (in this example) note, "Mercury in Scorpio is the ruler and occupies the 6th house and also rules the 1st house; there is a tie between the 1st, 4th and 6th houses."

Now develop a reading based on that combination of houses. For example, my work (sixth), physical body (first) and the home (fourth) are tied together. I may work (sixth) using myself (first) out of my home (fourth). I (first) can work (sixth) out of my home (fourth) or bring work (sixth) home (fourth). Because of the strong sense of identification between self and work (the ruler of the chart ascendant in the sixth), I could be a workaholic (I am). This can also be true when the Sun is in the sixth house or in Virgo. The point I am making is that these three houses (in this example) are intimately associated and will tend to blend or combine the house affairs. Are there exceptions to the rule? Probably, but they will be infrequent. There are exceptions to just about every rule that exists, astrologically or otherwise.

Planets in signs: Once you have completed all ten planets ruling the houses and have written your readings on the appropriate house pages, do the same procedure for the planets in the signs, putting your reading on the appropriate house pages for the individual *natal* (not the *natural*) chart. You will not be concerned with the sign on the cusp at this point as you have already read that position.

Place the appropriate sign card, as indicated on the *natal* (and not the *natural* chart) with the planet card you wish to read. Do not be concerned with degrees of the planets at this time. Develop your reading of the planet in the sign. Write out that reading on the appropriate house page for the individual under the information previously generated about that house. Feel free to use any delineation you generated in previous lessons. For example, I have Sun in Scorpio in the fifth house. Put the reading for my Sun in Scorpio on the fifth house page of my reading.

Remember that a planet is strongest if in the sign of its dignity or exaltation, weakened if in the sign of its detriment or fall. Note those. Also note any stations, retrogrades or interceptions at this time (if you have not already done so), writing out the definitions as part of the reading for that planet prior to adding the planetary aspect information in the next section.

Planets in aspect: Next, we will read the aspects between the planets and, if you choose, between the planets and the points in the natal chart. We can continue using the house method. Starting with the first house, note any planets it contains. Leaving those planets in place in the wheel, turn over all the other unnecessary (to this aspect) cards – that way you retain a sense of association including houses and signs.

Or if you prefer, take those two (or more) planet cards out of the wheel and place the aspect card between them. In this instance, the aspect itself will be the key to the action. The planets will represent the functions connected by the aspect. The houses will represent the areas of life affected and the signs will represent the manner or mode of expression. Note if the aspect is close or wide (closer is stronger or more immediate, wider is weaker or later in time), applying (future development) or separating (assimilating the past), direct (normal and obvious), stationary (changing mind) or retrograde (internalized or repetitive).

Again using the example chart, Venus is in the 6th in Sagittarius, stationary, retrograde, with a widely separating trine to retrograde Saturn in the 11th house in Aries. Let's take this apart step by step.

♀ \$ R/

♄ R/

♄ Δ ♀

- ✓ Separating - a part of character present at birth being assimilated.
- ✓ Venus stationary retrograde - a strong (station) change of heart (Venus), a voluntary (the actual retrograde occurs after birth) decision (changing its motion) to review, retrace and relearn (retrograde) Venus issues (relational/value).
- ✓ Saturn retrograde - working through a lesson (Saturn) underway from a previous experience (Saturn was retrograde at birth), unfinished, unresolved, needing more work (retrograde). Note also that Saturn in Aries is in its fall implying past misuse of Saturn energy.
- ✓ The trine itself would represent an ease or flow between Saturn and Venus, or between duty, obligation, responsibility and relationship, love, and material values. The trine as an aspect looks "good" and "easy", but the lesson implied is not necessarily so. I

perhaps know how to easily (trine) make and honor (Saturn) a relationship (Venus) commitment (Saturn). I perhaps easily know how to handle material values (Venus) in a responsible and careful way (Saturn).

- ✓ This is obviously a lesson I am redoing (retrograde). Do I attract partners or relationships (Venus) that also act in a responsible way (Saturn)? Am I having to relearn (retrograde) the flip side of the lesson? Have I chosen to do so (Venus station retrograde)? Saturn retrograde does have to learn to identify a fine line of responsibility, which responsibility belongs to me and which does not.
- ✓ Venus in the sixth can confuse need or service (sixth) with love (Venus). Saturn in the eleventh can give lessons of responsibility (Saturn) with friendships (eleventh). Perhaps I need to learn that love (Venus) must include the element of friendship (eleventh) and responsibility (Saturn).
- ✓ Venus in Sagittarius will act philosophically. Saturn in Aries will act individually, authoritatively, and judgmentally. Both Venus and Saturn in fire signs will act impulsively or spontaneously (bet you never thought of Saturn as spontaneous).
- ✓ You would then add any additional areas as indicated by interceptions, plus other aspects that must be incorporated, etc. Obviously, this is not all this particular pattern means, but it will serve as an example of creating a reading from the aspect.
- ✓ Note if this aspect is part of, and therefore affected by, a major aspect pattern which will dominate the chart.

Aspect by aspect, examine each planet and write your definition on the appropriate house page, making cross references where needed. It is not necessary for you to write each aspect reading more than once. If the aspect affects more than one house, simply fully write it on one house page and cross reference it to another. For example, I could use planetary protocol order and write out the aspect fully on the house page of the faster moving planet (Venus in the sixth in our example). On the other page (Saturn in the eleventh in our example) I would simply note, "See Venus trine Saturn in the sixth house." There is already enough writing, do not repeat unnecessarily. As you learn and grow in knowledge, go back to these pages and add new notes to the reading and to your basic index cards if appropriate.

Through this a somewhat tedious process, you can produce the most amazing amount of detailed (nitty-gritty) information on an individual. Do this with the first few charts to establish the pattern and process in your mind. You should then be able to read a great deal without all the writing, should you choose to do so. Repetition under these circumstances is good for you. There is so much to memorize and you will reinforce your knowledge. I hope now you also see the value of the index cards, and I hope you were thorough in their assembly.

Theme Reading

Another method for reading the nitty-gritty details of a chart is theme or specific area of interest. Before I begin, know each of these themes is a study unto itself. I need to introduce you to this method without scaring you or drowning you in themes. I need to “outline” each theme for you so this section will be a thumbnail sketch of how to explore multiple themes. I do *not* expect you to perform any of this at this moment, but you need to know how to do it. Let's explore some of those themes. What areas or themes would be important to an individual?

- ✓ vocational / work / service;
- ✓ family, love and / or relationships;
- ✓ health / illness / surgery / accident;
- ✓ finance / resource / investments;
- ✓ children / creativity / self- expression;
- ✓ mental or psychological well-being;
- ✓ dangerous / hostile / abusive patterns;
- ✓ educational / philosophical / spiritual progress; and many others.

In order to develop a theme, you must first eliminate non-essentials, and then isolate and develop the astrological ingredients that are pertinent to that theme. To do any theme simply, explore it planet by planet using the Sun for issues of self-identification and need for recognition, the Moon for emotional, domestic, caretaking or dependency issues; Mercury for education, communication and transportation issues, and so forth. To explore planet by planet, look at:

- ✓ the planet itself,
- ✓ the sign and house it occupies,
- ✓ the house(s) of rulership,
- ✓ the aspects, if any, and
- ✓ the house of natural rulership.

Also take into consideration hemispheres, quadratures, stations, retrogrades, interceptions, and involvement in major aspect patterns.

For example, my Sun is in Scorpio in the fifth house, ruling the third house, naturally ruling the fifth house, square Pluto and the Moon, opposition Uranus, and semi-square Neptune. All these could contribute to or influence my personal self-identification and need for recognition (Sun) issues. While it sounds simple, it really is going to take some effort on any Astrologer's part to read it right.

Remember, too, that the principle represented will be more abstract as the orbit of the planet is more distant from the Sun. The inner planets will be quite simple to do in this theme manner, with the reading becoming more complex and abstract as you progress through the outer planets.

Following are various outlines to develop theme reading. The method of reading has already been described as piece-by-piece, eventually synthesizing and creating a synopsis (and potential further information). Do not expect miracles, but at this point it is important for you to realize how a theme or area may be developed.

Vocational Theme

For example, there is a line on the example chart page that reads "MC...6th...Voc" (*not* "void of course"). Even though there are many themes that are of equal importance, I personally got many requests for vocational and career information. So, I specifically made a place for that theme on my natal chart blank. To discuss vocation with a client, look first to the career or desire for status or accomplishment indicated by:

- ✓ the Midheaven sign, its natal ruler(s), the houses(s) and sign(s) that the ruler(s) occupy, any other house(s) ruled by the Midheaven ruler(s), the ruler's aspects;
- ✓ Saturn, the natural ruler of the Midheaven, the house(s) and signs that Saturn occupies or rules, aspects involving Saturn;
- ✓ planets in the tenth house, the houses they rule, aspects involved.

Next look to:

- ✓ the work-a-day or job house (sixth) and the sign on its cusp, the house and sign position of its ruler(s), any other house(s) also ruled by the ruler of the sixth, and that ruler's aspects;
- ✓ Mercury, the natural ruler of the sixth, the sign and house that Mercury occupies or may rule, especially the Virgo house, aspects;

- ✓ the planet of *oriental appearance*, called the vocational indicator, its house, rulership and aspects. This is the planet that is encountered first if you move in a clock-wise fashion from the Sun.

In my example chart, put your right index finger on the Sun. Move your left index finger in the same direction as the movement of the hands of a clock. The first planet you encounter, no matter how far away it is, is the vocational indicator. In my example, the first planet encountered clockwise from my Sun is the planet Mars, which becomes my vocational indicator. “Oriental appearance” simply means the planet that rises (crosses the Ascendant) ahead of the Sun. In future intermediate level of lessons, you can study these and other vocational patterns in some depth. This explanation is sufficient for you to understand how a vocational theme is developed.

Family Theme

This can include your original, primary family, plus the family you create as an adult (spouse and children), and parents indicated by 4th or 10th houses (authors disagree on which parent is assigned by which house - experiment):

- ✓ the fourth house, sign and ruler(s) of the fourth, houses(s) of occupation, ties to other houses, aspects;
- ✓ planets in the fourth, ties to other houses, aspects; house of the Moon, the natural ruler, Cancer house, aspects;
- ✓ Other parent is: tenth house, sign and ruler(s) of the tenth, house(s) of occupation, ties to other houses, aspects;
- ✓ planets in the tenth, ties to other houses, aspects;
- ✓ house of Saturn, the natural ruler, Capricorn house, aspects.

Look to your extended family, using the same principles:

- ✓ your spouse, seventh;
- ✓ your children, fifth;
- ✓ your siblings and cousins, third house;
- ✓ your grandparents first and seventh;
- ✓ your aunts and uncles, sixth;
- ✓ in-laws / spouse’s siblings, ninth;
- ✓ adopted or spouses's children, eleventh; etc.

Do not *ever* do more than is necessary in this relationship area, it covers so much territory it can get confusing. This area needs serious study.

Parents, siblings, spouse and children are the usual areas you will encounter. Cousins, aunts, uncles, grandparents, in-laws, etc. are usually encountered more infrequently. I know a woman who is responsible for her very ill mother-in-law, even though she is long-divorced – unusual, but possible!

Love and relationships

- ✓ Everyday and sibling relationships, Mercury, Gemini, third house;
- ✓ uncommitted relationships (speculation and pleasure), Sun, Leo and the fifth house;
- ✓ committed relationships, partnerships (business and personal), Venus, Libra and the seventh house;
- ✓ friendships, groups and associations, Uranus, Aquarius, eleventh house;
- ✓ also the Moon for feelings and/or Cancer or the fourth house for nesting urges and needs.

Each of these types of relationship would be read as previously discussed by sign of or on the applicable house(s), ruler of, house of ruler's occupation, any secondary rulership, planets in and house ties, and all aspects for each.

Health, illness, surgery, accident, hospitalization

- ✓ Physical body, health – general: ascendant itself, its ruler, first house
- ✓ disease or illness: sixth house
- ✓ surgery or accident: eighth house
- ✓ confinement, such as hospitalization: twelfth house
- ✓ Uranus / Mars stress aspects can indicate accident-prone or “Murphy's Law” type of lives.

General physical and health / illness rulerships for the planets and signs are listed below as they apply to the first and sixth houses. This specialty area requires a great deal of study:

- ✓ Sun / Leo: heart, spine, general vitality and constitution
- ✓ Moon / Cancer: fluids, stomach, breasts or chest, emotions
- ✓ Mercury / Gemini: nerves, lungs, shoulders, arms, hands
- ✓ Mercury / Virgo: intestines, pancreas, lower digestive
- ✓ Venus / Taurus: throat, palate, ears, thyroid, obesity
- ✓ Venus / Libra: kidneys, lower lumbar, internal sexual organs
- ✓ Mars / Aries: head, muscles, inflammation, fevers, burns
- ✓ Mars / Scorpio: external genitalia and surgery
- ✓ Jupiter / Sagittarius: hips, thighs, sciatic nerve, liver
- ✓ Saturn / Capricorn: skeleton, joints, teeth, skin, gall bladder
- ✓ Uranus / Aquarius: spinal fluid, calves and ankles, electrical system
- ✓ Neptune / Pisces: feet, lymphatic system, poisoning
- ✓ Pluto / Scorpio: elimination, psychology, allergy, metabolism

In addition:

- ✓ Saturn affects the health by chronic or under-productive activity.
- ✓ Uranus affects the health by sudden, sporadic or fluctuating activity.
- ✓ Neptune affects the health by flaccid, weak, underdeveloped activity, or mistakes in diagnosis and treatment.
- ✓ Pluto is involved in powerlessness issues such as war, epidemics, and natural disasters.

Each of these health issues would be read as described above by sign of or on, ruler of, house of ruler's occupation, any secondary rulership, planets in and house ties, and all aspects for each (the Ascendant in particular).

Creativity, self-expression, children

- ✓ Fifth house and possibly the first house, Venus, Sun and Neptune, Taurus, Libra, Leo and Pisces, whew!
- ✓ Venus/Libra: art in general as beauty, culture, harmony, balance
- ✓ Venus/Taurus: singing or sculpting
- ✓ Sun: need for recognition and self-identification
- ✓ Leo: drama, stage presence, charisma, larger than life
- ✓ Neptune/Pisces: visualization, dream, fantasy, the gift beyond technical skill, music, fluid grace

- ✓ Children are a product of our physical creative self-expression as well as perpetuation of both our species and ourselves. See also children as previously explained in the relationships section.
- ✓ Children of our minds and not just our bodies: art, writing, dance. This book is a child of my creativity.

Each of these self-expression issues would be read by sign of or on, ruler of, house of ruler's occupation, any secondary rulership, planets in and house ties, and all aspects for each.

Mental or psychological well-being

- ✓ Primarily sixth and twelfth house issues: Mercury mind, Moon emotions, Sun self-identification.
- ✓ aspected negatively with Saturn brings issues of self-denigration, self-limitation or self-sabotage.
- ✓ aspected negatively with Uranus brings issues of rebellion, isolation, alienation, or anarchy.
- ✓ aspected with Neptune brings issues of fantasy, unrealism, neurosis and escapism.
- ✓ aspected with Pluto brings issues of obsessive, compulsive or manipulative behavior, power.

These patterns show up in the charts of psychologists and psychiatrists as well as their patients. The manner of expression as to health or illness is choice (and hard work) on the part of the individual.

Note: to see the potential of suicide, watch for a tie between the Ascendant, eighth and twelfth houses, with Neptune probably involved. Other confirming factors need to be present.

Read each of these mental / psychological issues by sign of or on, ruler of, house of ruler's occupation, any secondary rulership, planets in and house ties, and all aspects for each.

Abusive, dangerous or hostile themes

- ✓ Stress aspects (conjunction, square or opposition) between Mars, Saturn and Pluto are usual.
- ✓ Saturn with Pluto indicates a psychological control pattern.
- ✓ Add Mars and the pattern can become physical or sexual as well. Anger is expressed through Mars. Rage, violence or abusive hostility is expressed through Mars / Pluto. Mars / Pluto can use firearms or armed attack, or hostage situations.
- ✓ Saturn can be rigid, demanding, judgmental, unyielding and cruel.
- ✓ Fourth involvement - development or experience in very early family indications;
- ✓ Seventh - spouse or partner involved;
- ✓ Fifth - children can be involved.
- ✓ Combinations of eighth, twelfth and Scorpio patterns can show danger, sabotage, or ambush. These patterns show up in both crime and law enforcement charts. Again, usage is a matter of choice.

Each of these abusive/hostile issues would be read by sign of or on, ruler of, house of ruler's occupation, any secondary rulership, planets in and house ties, and all aspects for each.

Educational, philosophical, spiritual progress

- ✓ Concrete, everyday rational mind, learning and communication skills (primary education), Mercury, Gemini, and the third house.
- ✓ Analysis, assessment, logic, and discernment, Mercury, Virgo, sixth;
- ✓ Expanding, philosophic, conceptual mind (higher education), concept rather than detail, Jupiter, Sagittarius and the ninth house;
- ✓ Abstract thought, visualization, gestalt, Neptune, Pisces, and the twelfth house;
- ✓ Gemini: I learn; Virgo: I analyze; Sagittarius: I disseminate; Pisces: I understand.
- ✓ Religion or spirituality: stress aspects suggest problems or catalysts.
- ✓ Jupiter rules organized religion, theology, ritual and God as form; form is necessary as Jupiter is contained within Saturn's orbit.
- ✓ Neptune rules spirituality, God as concept (light / energy) and not form; Neptune is beyond Saturn's boundary and is not bound by Saturn's forms.
- ✓ Venus / Neptune: God is love;
- ✓ Jupiter / Neptune: religious zeal or imaginative insight, philosophy;

- ✓ Saturn / Neptune: aesthetic, rigid or organized religion – "my way is the only way";
- ✓ Uranus / Neptune: insightful, fervor, revolutionary;
- ✓ Neptune / Pluto: if negative, manipulative, coercive, ideological church / state; if positive, transformational or transcendent in nature.

Each of these religion/spirituality issues would be read by sign of or on, ruler of, house of ruler's occupation, any secondary rulership, planets in and house ties, and all aspects for each.

Finance / resource / investments: succedent houses, fixed signs.

- ✓ Personal finances, resources, assets, value systems, Venus, Taurus, second house.
- ✓ Joint or partnership finances, resources, assets, value systems, Mars/Pluto, Scorpio, eighth house.
- ✓ Long-term investments, legacies, bequests, taxes and insurance, indebtedness, Mars/Pluto, Scorpio, eighth house.
- ✓ Short-term investments, speculation, Sun, Leo, fifth house.
- ✓ Money or results from career, Saturn/Uranus, Aquarius, eleventh house.

Each of these finance/resource issues would be read by sign of or on, ruler of, house of ruler's occupation, any secondary rulership, planets in and house ties, and all aspects for each.

While necessarily brief in order to introduce the concept of reading by theme, all of these areas will eventually need to be studied in more depth and practice in intermediate or advanced levels.

Wrap-up

Well, we certainly have covered a lot of territory! Astrology is an adventure, a continuing frustration, challenge and joy, and an ongoing education. Even though you must work at it, do not turn it into a job. Stay excited about the information and insights you are generating. You will be fascinated all of your life. Your efforts are well worth it. The insights you encounter breed personal and relational understanding. You are the beneficiary! Even when you read the chart of another – you grow! Know that, at this point in your astrological studies, you have only gotten your toes wet (not even your feet), and that literally the sky is the limit. The old Hermetic maxim "As above, so below" particularly applies to astrology as we use the universe to explore and to understand our personal *innervse*. Mazel tov!

Appendix A

Congratulations!

If you have completed this book, Congratulations!

I hope you have studied diligently, taken the time to learn each phase before moving on to the next phase, done practice charts for each step and completed a reading for each practice chart. If you have done so, you now know how to create a thorough reading for a natal chart. You also now have an organized framework for the material you generate through your readings and also through other books and teachers. But there is more...this is only an introduction to the art of Astrology. There are three more books in my series for the Basics of Astrology...and then we move into the intermediate level of study. Think of your astrological studies as an onion, adding more and more layers in an ever-increasing sphere of knowledge. Watch for release of additional books.

- ✓ Book two in this beginner's series covers planets in depth. In a series of ten lessons, we reprise what we know of each planet, deepen that understanding, then apply the principle of the planet through each house, through each sign, through each aspect.
- ✓ Book three in this beginner's series covers aspecting in more depth. In a series of ten lessons, we explore individual aspect subjects such as retrogrades, interceptions, dispositorship and mutual receptions, phase wheel, overloaded houses, wheeling the houses, void of course, unaspected planets, Nodes of the Moon, disposition, minor aspects and harmonic theory, and aspect show and tell. This series is designed again to deepen your grasp of each subject.
- ✓ Book four in this beginner's series covers chart construction, which includes some astronomy. You will learn time patterns, atlas and ephemeris work, single and double interpolation of house cusps, determining aspects, applying and separating aspects, how to set a chart wheel and aspect grid, and how to pass an astrological exam on natal work only. All other test subjects such as transits, progressions, directions, solar returns, etc. are covered in intermediate level material.

The Intermediate / Advanced level is designed to systematically develop your emerging astrological skills. Under development:

- ✓ Predictive astrology transits, secondary progressions, primary directions, eclipses and New / Full Moons, diurnal charting, solar, lunar and planetary returns.
- ✓ Relationship astrology chart comparison, synastry, relationships and composites, natal, progressed; karmic relationships, soul mates, twin souls, past life ties.
- ✓ Esoteric, karmic and hierarchal evolution, natal and progressed; Hickey's A Cosmic Science; Rays, Soul and Personality; Meditation, reincarnation and retrogrades; nodal axis and karma; astrological colors, gems, crystals, music, toning, chanting.
- ✓ Vocational aptitudes and career aptitudes, talents, resources, weaknesses; goals, ambition, direction, needs, substance; employee or self-employment, family; cycles of achievement, change, loss, regrouping, education; job charting; synastry: job to personal chart, corporate charts and business cycles, Megatrends.
- ✓ Vertex, Lilith, Declinations, Latitudes, Decanates and Dwads, Fixed Stars, Galactic Points, Arabian Parts, Solstice Points, Midpoints and Cosmobiology, 45° Ephemeris, Heliocentric, Geodetic, Relocation and Astrocartography, Rectification, Planetary Nodes, Horary, Electional, Planetary Hours, Changing of the Ages, the Bible and Astrology, Medical.

... And you will still have to leave room to study beyond these. It becomes a way of life. Thank you for allowing me into your life and your mind. I am honored by your trust.

Marilyn Muir

Appendix B

Further Study

Develop your own grasp of the principles. Use your own words and understanding and make index cards as necessary.

Chapter One

1. Define astrology in general.
2. What is a natal chart?
3. What are the four cornerstones of astrology?

Chapter Two Fill out ten planet index cards, using your own words and understanding.

1. Define basic archetypal symbols and note where they appear in more complex planetary symbols.
2. Briefly describe the ten planets using words meaningful to you.

Chapter Three Use twelve sign index cards. Also make cards of qualities, elements, polarities, and rulerships, if helpful to you.

1. In your own words, define the concepts: constellations, zodiac, signs.
2. Is there an influence between planets and signs? In what way?
3. In your own words, briefly describe each sign as you understand it.
4. Define rulerships. Give both old and new rulerships.
5. Create a story to describe one sign, using the symbol and glyph for your Sun sign.
“Creating a personal story out of miscellaneous data is the art of astrology
– with your natal chart as your storyboard!”

Chapter Four Use one planet index card at a time and your group of twelve sign cards.

1. Explore the reading for each planet in each sign.
2. Explore the comfort and discomfort of the planets in their dignity, detriment, exaltation and fall.
3. Distinguish between personal, generational and cultural planets.
4. Using your own chart, develop a specific reading for each of your ten planets in their signs. Keep these as permanent, personal notes (use three-ring paper).
5. Using your practice charts, develop a reading for each of the ten planets in their signs. Keep these as permanent, personal notes (again, using three-ring paper).

Chapter Five Fill out seven chart pattern cards. Use your own words, not the text.

1. Using your own words, briefly describe each of the seven chart patterns.
2. What is your personal chart pattern? Why this selection? What does it suggest about your overall approach to life?
3. The splash pattern in your example is actually my (Marilyn's) chart. What does it suggest about my overall approach to life?

Chapter Six Create one index card for each hemisphere and quadrature if desired.

1. Describe the four hemispheres and the subsequent four quadrants.
2. Using your own chart, weigh the planetary placements in the houses for hemisphere, quadrature, and singleton, if applicable. Briefly describe the effect on your life.
3. Using one of your practice charts or Marilyn's chart, weigh the planetary placements in the houses for hemisphere, quadrature, and singleton, if applicable. Briefly describe the effect on the individual's life.

Chapter Seven Note angular, succedent, cadent, life, wealth, association, and abstract on cards.

1. Describe the following house information: cusp, house in relationship to its cusp, angles, intermediate, succedent, cadent, life, wealth, association, abstract.
2. Briefly define each house, emphasizing the Ascendant and Midheaven. See the evolutionary development through experience.
3. Using your own chart, weigh the planetary placements in the houses for angular, succedent, cadent, life, wealth, association and abstract. Develop a reading; include balance, recessive, and dominant house characteristics if applicable.
4. Do the same exercise for Marilyn's or practice person's chart.

Chapter Eight Use your completed house, sign and planet index cards.

1. Describe the influence of a sign on a house cusp.
2. Describe the influence of a planet occupying a house.
3. Describe the influence of a planet ruling a house.
4. Describe the tie between planetary occupation and rulership.
5. Then do the following rulership/occupation example: ninth house Moon and Jupiter in Aquarius, Cancer on the second, Aquarius on the ninth, co-rulers Saturn and Uranus in the eleventh.
6. Using your own chart as an example: thoroughly read your third house, sign on, planet in, rulership tie; OR if your third house happens to be empty, do this reading for the first sequential house occupied by a planet: sign on, planet in, rulership tie.

Chapter Nine Develop your aspect index cards and add more cards if useful.

1. Define in own words: heliocentric vs geocentric perspective, aspect, orb, and out of sign.
2. Not using any external aids (such as a computer printout or aspect wheel), determine if the five major aspects are present between your ten planets only. It is unnecessary to aspect angles or nodes even if given on a printed wheel. List aspects in proper listing format, use planetary protocol, and include your worksheets. Enclose a hand drawn diagram of your chart wheel only. Do not be concerned with retrogrades at this moment.
3. Choose two of the aspects from your chart. Using your planet and aspect keywords and index cards, develop a reading for those two aspects.
4. Which planets, if any, have no aspects? What does this mean?
5. Do any of your planets have both harmonious and inharmonious aspects? What does this mean in terms of your experience?

Chapter Ten

1. In your own words, describe how retrograde occurs.
2. How will a planet act when direct, stationary, and retrograde?
3. Which planets are retrograde in your chart? How do you think this affects your energy and experience? How does this change the usual reading?
4. What is the difference between an applying and separating aspect?
5. Pick an aspect from your chart and describe the procedure for determining applying / separating (include your figures).
6. Read that aspect both as applying and then separating and briefly describe how it applies in your life. Do a comparison as to how each would affect your life.
7. Define an interception. Do you have one? ...not all charts do. If so, does it explain the matters of that house any clearer.
8. Draw an aspect grid and insert your aspects as you figured them. Note retrograde, station and applying or separating.

Chapter Eleven

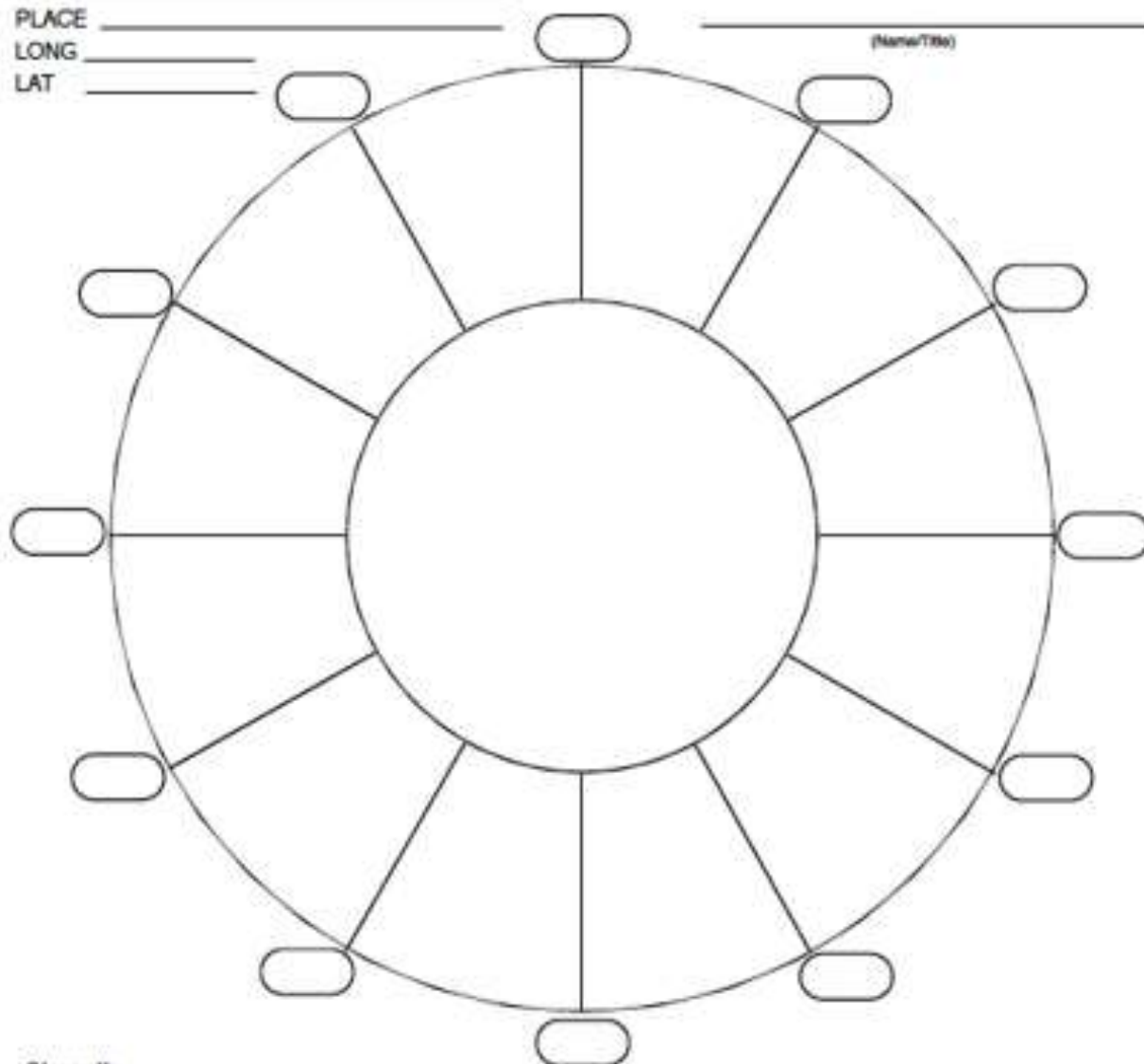
1. Look at your own planets in angular, succedent, and cadent houses. How does this affect your planetary aspects?
2. Define stellium. Check your own chart – do you have a stellium? Do any of your practice charts have a stellium? Notice the general influence of the sign of this powerful massive conjunction. Note the expanded possibility of aspects between the stellium and the other planets in the chart.
3. Define overloaded houses. Do you or one of your practice charts have an overload? How does it operate in the chart? Does the overloaded house work itself out through its own house matters? Does the overload dump into the opposing house?

Appendix C

NAME _____
DATE _____
TIME _____
PLACE _____
LONG _____
LAT _____

Sid TIME _____
A.C.D. _____

(Name/Title)



Strength

Chart Pattern _____
Above _____ Below _____
Life _____
Angular _____
Fire _____
Cardinal _____
S _____

Chart Pattern _____ Major Configuration _____

Above _____ Below _____ East _____ West _____ Quad _____ Singleton _____

Life	Wealth	Assoc	Abstr
------	--------	-------	-------

Angular _____ Succeedent _____ Cadent _____

Fire _____ Earth _____ Air _____ Water _____

Cardinal Fixed Mutable

Synthesis _____ Chart Ruler _____

Disposition _____ Dispositor _____

M.C. _____ 6th _____ Voc _____

Sun _____ Moon _____ Asc _____

Teach the Teachers

A teaching manual for astrological/metaphysical teachers
as applied to Astrology: The Symbolic Language

<http://www.marilynmuir.net>

Teach the Teachers Manual

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	Credibility	students
Educare	Responsibility	Myth, symbology,
Think	Teach what you know	Psychology
Privacy	Teaching style	Metaphors
Positivity	Developing skills	Lecture/demonstrate?
Other teachers	Teachers learn from	Reading presentation

Synopsis, Section 3

Astronomy	Professional Astrology	Paradox, contradiction,
Astrology	Natal and other charts	Win some, lose some
Popular Astrology	Technology	

Synopsis, Section 4

What kind of students?	Make eye contact	Learning techniques
Commitment	Anchoring	Practice Charts
Goals of this material	Time	Class notes
How do you learn?	Class breaks	Review
Emotional vs intellectual	Questions	Ownership of material
How do you teach?	Homework,	Outside resources
My style	Expectations	Leader

Specifics, Section 5

The Book Itself, Section 6

Section One

So you want to be a teacher

So you have decided to teach. 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 means you are reaching above and beyond the physical. 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. It will 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 deep understanding of your subject so you can communicate that “knowing” to others. Do not bother to teach that for which you do not have a good knowledge and grasp. Your students need to be educated on a specific subject they have chosen. They are not stupid to begin with and they can tell when you are faking it. I have taken classes and known that the outcome was poor, and that my time and my effort were mostly wasted. I would never sign up for that teacher again. While I got a smattering of information (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 damaged.

Not everyone is a teacher. I know many wonderfully developed people who know their subjects to the nth degree, but are not effective communicators. Just because you know does not mean you can teach. Just because you have written a book or are giving a lecture 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 class. I do not doubt that the person knew their subject and was successful at that subject in a career 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, lay down, meditate or rest, listen to some soft music, and recoup your energy. In all my years of teaching, I can remember one very frustrating, 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 sharing in any kind of an energy flow. With multiple students in a difficult session, that 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!

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 themselves 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 flows into the coupled dynamic. We change. Add a child and a new dynamic forms because there are now seven dynamics flowing, each individual (three), each pairing (three) 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 their teacher regardless of subject. The students may be eager, willing, serious, and 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). The students may choose to be disruptive. The students come in all shapes, sizes, sexes, 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 most uncomfortable, pay attention, and do not avoid. Your lesson is staring you in the face. You do not learn lessons without a little friction. When friction rears its occasionally ugly head, face it and learn from it.

Recently 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 that they only wanted to learn specific areas and not my whole class plan. I explained that 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 to 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. If possible, address the discrepancies up front 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? I asked the universe for guidance and for quality in my students, not necessarily quantity or number. Most of the time over the years, quality is what I have had facing me in a classroom.

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, too, need to earn a living, I prefer 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 for probably 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 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 to 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 paths. As a class, they need to arrive at the destination or conclusion together. You must accommodate both, and 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 each 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 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 - that it has already begun. You are here, now, it is not a coincidence. This 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 other grow and become. You are here at a critical time in humanity's history. This is not an 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 be a part of the solution and not a 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, and 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!

Section Two

Teaching Philosophy

Teach the teachers Early in my discovery of metaphysics in 1970 I received spiritual guidance. 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 a 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 messages. What church? I was not a minister. I had not planned on founding a church. If there were a church, why would it not have a building? I received spiritual messages, but some were very confusing.

When I got "teach the teachers" my response was "teach what teachers what?" I did not know anything. I was a student for a lot of years after that and still am. It took several years for me to become a teacher, and that was by invitation, not by my 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 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 the 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 from 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 start to teach.

Right now, I am composing a manual for teachers aimed at one particular course. I could do that quite easily. I do 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”, and that is what I choose to do. If I take additional time and effort, I can further write a manual that will be good for all types of metaphysical classes and not just the astrology 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 in new ways is 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. There are time constraints. Ask the student to get in touch with you between classes to finish the discussion. If you turn them off without listening or if you devalue what they have to say, why should they listen to you?

Privacy Because of the subjects that metaphysicians teach, this is a consideration that needs to be addressed - particularly if there is an astrology chart involved. As a practicing astrologer, and you need to be one in order to teach this class, you possess a star map of an individual at the core of each reading. This map is so comprehensive that we must respect and honor the information it contains. Not only must you, the teacher be aware, your students must be aware of the responsibility of an astrologer. 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. We will be concentrating on humans for this lesson. 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.

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 astrologer 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 astrologer must be skilled and accurate. The listener must be listening and assimilating or rejecting with 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 a chart of an adult who has not given permission to do so. Do not invade someone's privacy without their permission even if you have their chart. 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 in that big classroom in the sky after this lifetime, 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 chart of a person whose life is a public open book – famous or infamous charts! Or use your own chart as a teaching example, but do ask them 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 as budding future 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 for "pay me to light three candles to fight the demons showing in your chart". There are chain letters that try to guilt you into participating through threats, bullying or embarrassing. Metaphysicians do *not* act that way. That 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. Astrology is such a vast subject that 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: 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, with an adoring audience. Arms out-strewn, 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 and her audience, but I was horrified at such a generic and false “astrological rule”. Another time, a teacher 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 judgmental and sticking my nose in where it did not belong, 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 charts. You are going to be walking around in their heads influencing their future thoughts. Be respectful of this. I give my students a copy of my chart 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 philosophic 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. The 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* 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 upon your perceptions and your experience. As you work with your students, know that you can teach them, but they must make astrology their own. *You are not responsible* for turning them into astrologers. *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 an astrologer, you must learn and practice astrology.

Internalize their knowledge It is important to impart a sense of the planet, sign, house and aspect energies, and not just use 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 astrology, 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, and/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 astrology.

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 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, and credibility went right out the window.

Teaching style You as a teacher must develop a style that is understandable by a wide range of student 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 doors. 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.

When a student, or five, or ten, or more knock on your door, you have to be a teacher for all seasons and for all students. My particular method was to make my provided class notes as cut and dried as possible, using direct, simple statements. If questions arose, I would attempt to answer three times with 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. More on that concept as we proceed.

Developing your skills Your teaching skills will grow and develop through teaching, observing, tweaking, 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... 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. It’s 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, with occasional uncomfortable lessons, but definitely 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 still get paid to teach.

Myths, symbology, psychology If I had to give you a specific area to study, it would be metaphysics, which is a philosophy and not a religion in general. I would suggest studying myths and symbology in particular. The source of the myths can be from any culture you choose or believe. 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.

For psychology, study Jungian behavioral psychology in particular. Jung was also an astrologer. Plus there are many other psychological studies that would be valuable. I found Gail Sheehy's *Passages* to be a perfect description of the astrological Saturn cycle. From whatever source, mythology, symbolism and psychology studies have been amazingly helpful to my understanding of astrology and application in people's lives. Myths, astrology, 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: When I was a child being raised in the 1940's and early 1950'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 the dream died with her. I went to school, got married, did ordinary things, became an astrologer, appeared on television and here comes the crux of the example. After my first television appearance, the director remarked that I was experienced. I replied that it was my first time. He didn't believe me. As I drove home, I pondered what he had said and the realization hit me. I *had* done television, but it 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 as far as I know. 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, and model or play act what you are teaching, they will learn more and it will be easier for them. 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, simper and speak like a child while using 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 strong Leo in your chart, this should be fun for you. If not, learn how - you will get to know Leo intimately! Make up or draw diagrams of what you are teaching. Walk or gesture through your explanations. Get your students to stand up and become planets, or signs, or aspects. Participation. Let them ask questions. Participation. Remember you are dealing with motion that is circular and arc-like, and not the straight lines you get from a book or a computer printout. Perform your demonstrations or diagrams reflecting that arc of movement. Your students will understand your information much easier and more thoroughly.

Example: To the ancients, the Sun and Moon were mama and papa and the planets were their children. Leo and Cancer were the parental signs, one for the mom and one for the dad, and the balance of the planets had two signs each, a masculine and a feminine version. The Cancer/Leo pair

is parental in nature. Mama says, “Come get in my lap and allow me to play safe, warm womb.” Mama and papas demonstrate the parental energy quite differently. How do you demonstrate the energy for Leo? Papa to me is Ben Cartwright on the old TV series “Ponderosa”. “Come on over here to my ranch and we will work this out.” Both are parental. One is feminine and one is masculine - very easy to demonstrate.

As we go through the individual classes, we will individually discuss visual aids and show and tell. 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 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 do not trust yourself. Not good! The cards should be useful organizationally and should not accidentally brand your lack of knowledge.

Section Three

Astronomy ■ Astrology

The differences between astronomy and astrology Briefly, astronomers measure, astrologers interpret. Astrologers need astronomical calculations and do honor the source. Astronomers think astrologers are looney tunes. Just remember this is a non-scientific judgment from the scientific community who demand that we accept their bias and their uninformed conclusions!

Applicability of information When astronomers state there is an object right there, weighing that much, and traveling at a particular speed, what do we do, as individuals, with that information? The next time I send out a rocket ship, do I try to hit it or avoid it? What does it mean personally? That is where astrology comes in. Astrologers accept the measurements even though astronomers continually change their calculations and their definitions all in the name of research. Astrologers interpret what we see in terms of human experience. That's the part that makes astronomers nuts. What upsets me is their uninformed judgment while showing off their scientific credentials as if that means something. To my mind, they are *not* entitled to an opinion on a subject they have never studied. I have diligently studied it for over 47 years. It works enough to have kept me with it for 47 years. Can scientists say they have invested the time, energy, and effort that I have? Can scientists say they can view astrology without bias? That is what science is supposed to do, is it not?

Popular Astrology Popular astrology, as seen in magazines and newspapers, is one form of astrology. It has served to keep astrology in front of the public and popular. It does have a value and it does require some work to do it properly, but it is not professional-class astrology. It uses a "shotgun full of birdshot" approach aimed at 1/12th of the world population. Yes, sometimes it is right on, but at other times it is not. I have written these columns myself. They do take effort and skill. There are simple rules to help you do this should you choose to have a column or a radio or astrology show in the future.

Professional Astrology There is far more individuality to professional astrology. Since no two objects can occupy the same space at the same time, charts (even for twins) differ. Charts can be similar, but not exact. Some of the differences are so minute that modern astrologers are probably *not* astute enough to differentiate. But as we study and learn, we

will do even better. Professional astrology comes in multiple forms and uses various techniques, but the most popular is the birth chart, with a western style called tropical. The choice of house systems is daunting and you need to do some research before you make your final choices. For this presentation, we will stay with the most popular which is Placidus. There is a lot of material available on this system, plus it has been the system that has given me the best results. Once you develop the skills to do it justice, look at tropical versus sidereal (Hindu or Vedic), look at the types of charts available as explained below, and the house systems. For a primer on those options, read my *Astrological Choices* book.

Natal and other types of astrology Now we come to astrology itself, the mother of science. Know that in the ancient communities, astrology, astronomy, science, medicine, healing, prophecy and more were common to each other. As the emerging sciences developed not long after the Dark Ages, they disassociated themselves from the totality that had existed. What is now referred to as metaphysics simply means above or beyond the physical subjects. This is a case of the child denouncing and disowning the parents. So many of the great men of history, touted as the founders of the physical sciences, were themselves astrologers and metaphysicians.

The religions of the 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, and 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, and then brutally enforce them. Instead, I will encourage you to grow and to think for yourself. That 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.

Natal astrology comes from the Latin word “natus” or birth. It is a map of the heavens at the moment of birth, preferably the first indrawn breath, but you never truly know what has been recorded. It creates a map of the energies present at the moment of independence from the mother, a map of potential. There are many other types of charts, but natal astrology sets the core or the base of the information. That is what we are studying in the book from which you will be teaching. Once that map has been drawn, the arbitrarily frozen motion can be freed and the motion itself studied for the evolving person, the progressing chart. Also, what is going on currently in the sky can have an influence, and that is the category for transits, eclipses,

lunations, everything beyond birth motion. Any date in a person's history can be researched by these methods to look at the activations with the intent being comprehension and understanding, or at least making better choices and decisions. Mankind did not create the heavens, we merely study them - astronomers for the science of it, astrologers for the meaning of it.

There are more charts - so many I cannot possibly list them. There are charts of cities, states, and countries, charts for disasters (man-made and natural), charts for animals, corporations, questions, accidents, illnesses, charts for and between people (relational), charts for jobs, for buying or selling a house, charts for political contests and more. I have even investigated a chart to see if a person could have *another* gambling win. There is no limit to the choice of chart, but there might be a limit to the skill of the astrologer. All of us have certain skills or callings and not all of us can do all of everything. And... our middle names are not God! We are learning, and growing and becoming just like everyone else. We are consciously trying to develop a set of skills, and we each have varying skills or abilities. The universe is much smarter than we are, but we are working on closing that gap!

Technology, math and consequences Since the advent of computers, fewer and fewer astrologers know how to cast a chart. I think that is a big mistake. I taught four sections to my basic astrology series. The one we are about to cover came first, an introduction to the basic principles. The second series as requested by my students was simply called "The Planets", an in-depth study of a single planet through sign, house and aspect. You can ram only so much information into a person's head in the introductory part of the material. You must leave out some stuff. This second series allowed us to spend the time necessary to really explore each principle in each of their individual dimensions. The course material included astronomy and new insights as well as the traditional treatment.

The third presentation of the basic series took apart "Aspects" in the same way as I have just described the planets, one lesson per subject, deeper, broader, and more inclusive. We could pace the motions and see them in multiple dimensions instead of just learning by rote, which is limiting. Subjects included major and minor aspects, rulerships, nodes, disposition and mutual receptions, void of course and unaspected planets, decanates and dwads, retrogrades, interceptions, phase wheel, and overloaded houses - all quite basic, and all necessary to a budding astrologer.

The fourth basic series was math... “How to Construct a Natal Chart”. The students dreaded that one. Few people really enjoy math as much as I do. I saw it as necessary. Why? Astrology was developed by observers who stepped outside and looked up at the night sky. Astrologers could not study the daytime sky, because most of the time they could not see anything except the Sun. Once the printing press was invented and books and the information they contained became available to the general public, astrologers moved from watching the moving sky to creating and using tables and charts, which are flat, linear representations of a circular pattern and a moving universe. We did have to do math calculations. We were becoming literate. We had to work with the movement, but in using flat representations and rigid tables, we lost a piece of our understanding.

Enter computers. What a God send. Instead of an hour to construct a chart, I can spit one out in seconds, accurate, complete, and on a single, flat sheet, even flatter and less real than the books themselves. We lost more of our comprehension and understanding because we lost the knowledge of the actual movement. Most astrologers have no idea how the universe moves because they do not study astronomy. That movement deepens and reshapes our understanding of the astrological principles we are learning. When we do not learn what moves the universe, how are we supposed to explain that universe?

In addition, what happens if there is no power to your computer? How do you set a chart? Astrology programs are very expensive and many are of excellent quality. There are also places online where you can cast a free chart. But you are still dependent on access.

How do you take an astrological test? I found out recently that there is an astrological testing organization that allows you to use your computer or hand calculator. That is a first for me. What a shame. Most of the testing organizations want to know if you know your basics, and that includes the math required to set a chart. Once you have learned to set a natal chart, there is more to learn for each technique you use - progressions, directions, transits, solar returns, diurnals, etc. Each of those techniques are dependent upon your knowledge of how to hand-set a natal chart. Yes, the computer can spit them out. Do you have computer access when you need it? What have you lost by *not* going outside and looking up or studying a flat, static representation of a moving, vibrant universe?

All this study took my students about a year of ten-week classes followed by two weeks off, then another round, and another until all four series were done. If my students took all four series, I could guarantee they knew more about astrology than most practicing astrologers. At that moment, they moved from beginner to intermediate in their comprehension and skill.

Many of my students became professional astrologers and teachers because they spent the time and effort necessary to become that in the first year of their studies.

I will have to tell you that the math class was exhausting to me as teacher. The students were usually scared of the word “math” even though all we did was addition, subtraction, multiplication and division. This class requires the teacher to supply all the energy for that class. Many times I lay right down on the floor in front of the blackboard after my students left and just fell asleep. It was the right thing to do to teach the class, but I just paid a price for doing it. My students were bettered by the experience. I am glad I did it. By the way, that is the class where I yelled at my students. I am not proud of that - I was just exasperated.

Paradox, contradiction, win some, lose some I mentioned that our middle names are not God, right? You will realize some stuff; 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 the educated business their “practice”. Astrologers also practice. Astronomers do as well, if they were to admit it. What we learn as we go changes us as people and changes what we know. People are paradoxical and contradictory at times and so are their charts. At times, it seems as though you are saying totally contradictory things, but they all work together, in the same person, sometimes at the same times, and sometimes they take turns.

When I was a very young person, I was more the goodie-two-shoes type, a product of the early 50s. I played by society’s rules. Talk about naive... society had me for lunch! My younger sister, on the other hand, was a maverick and tried just about everything available to a late 50s and early 60s child. As we got older, my sister became the more predictable society’s rules person. I found metaphysics and astrology around age 31 and never looked back at the rules. I became the maverick. I do not throw my individuality in other people’s faces, but I am pretty much my own person. Sometimes we reflect one point of the paradox, sometimes the other, sometimes we totally confuse ourselves by trying to do both at the same time! People are paradoxical and contradictory and so are their charts - much to the consternation of astrologers everywhere¹.

¹[Astrological Choices - Identification, Paradox, Contradiction, the Flip Side of the Coin](#) by Marilyn Muir

Section Four

Preparation

We are going to divide the balance of this teaching class 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 specifics.

What kind of students? My beginner's material assumes the student knows absolutely nothing about astrology. Systematically I explain and build each element from the beginning. What if a student has done some study on their own? I've 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 forty-some years. At this point I would still take a beginner's class from a teacher I admired. 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 astrology 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 astrology, I used whatever books I could lay my hands on. In 1973, 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. I was about two years into this study when I met other astrologers and began to get feedback. By that time, I was already reading charts although I could fall in a hole without warning because I did not know where the holes were. There were definitions that totally escaped me.

About that time, I met a lady who had been studying for eleven years and still could not read a chart. God bless her. What tenacity! I admired her "sticktoativeness", 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 the course, I thought about my early problems and that example and decided that an organized body of information was the 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 cover it all. Most astrologers learn a few things and then get lazy. This is a smorgasbord of human experience, exciting, challenging, frustrating, and never-ending. You are the only one who will limit your knowledge and your growth. This is the very best self-help tool I have encountered since I started my metaphysical search in the spring of 1970. New material is constantly being developed. Theories abound, but many have not been proofed and tested by other astrologers. An astrological 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 financial hardships. Having said that, if separate or weekly arrangement were made, my students understood they were still 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. *You* get to make the choice. Your students need to be dedicated or committed or excited or at least interested. Astrology 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 natal 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 astrologers will be better at one type of astrology than another. The course is designed so that the student *should* be able to read the natal chart. *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 work such as drawing a wheel, 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 to go to school while I was driving anywhere. Repetition helped me as I used my free 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, drawing charts, 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 while. But if I can make you "feel" the energies, you will retain and retrieve it much easier. I work on making you feel the energy and not just hear the description of the energy. When we got to aspects, 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 the lesson tapes *prior* to the next class. If

this were not done, they would be lost in the presentation of the new material and 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 up 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 I 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 were still questions, those questions were legitimate and needed to be answered. Again, this material is presented stair-step style. You need to adapt it if your style is different.

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, and 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, 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. Whether small or large, frequent or infrequent, I call those insights “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 I had not fully understood became clear. I yelled and jumped upright, scaring the heck out of my companion. How do you explain what happens in an instant? Once you get past the moment, it becomes ordinary memory, but the moment is truly a fine one! I love to see that happen with my students.

Anchoring While we are on the subject of eye contact, know 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 start and end in a timely manner. I do not ever recall a problem with this in over thirty years of teaching. I started on time and my students knew I would do this. It was their responsibility to get there promptly, 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 allow people 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, each week I taught the equivalent of a chapter or a subject in two-hour sessions. That gave the students time to absorb and practice each subject. I have also taught this course in a four-week format

in all-day workshops - sort of a blitz or assault on their capabilities, but it did work. I would prefer *not* to 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 take more time and some things 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, and get the students to participate in a show and tell type of format.

Example: Long after I taught the weekend format I mentioned, one of the students emailed me with a take on 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 a dinner. I was trying to be cordial, 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 hearing the class. Remember that I gave thorough 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.

Questions I allowed questioning within reason. At times and because of time considerations, I had to ask the students to pose questions only if they had to do with the material we were studying. 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 you have in which 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 over with. Do not let one student monopolize the floor.

Homework and Expectations Each class required the preparation of index card notes, 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 an astrologer using the material and instructions I provided. To my mind, homework was absolutely necessary. This will be your choice. I did not do testing. I will give separate classes for those who wish to be tested by an astrological organization. I hold LPMAFA credentials with the American Federation of Astrologers, a lifetime professional member. 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 and Sorbonne method In the forward part of the actual book 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 astrological 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 *Astrology: The Symbolic Language*, bound-page notebooks are not your best choice for note-taking. They are not flexible. I suggest a three-ring binder with loose-leaf paper. 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 to make up a 5 x 8 index card for each principle studied in a lesson. For example, the lesson on the ten planets requires ten index cards. The lesson on the twelve signs requires twelve index cards, and more cards for cardinal, fixed and mutable, fire, earth, air and water, and masculine and feminine if desired (more is better). 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 and add to it as you learn more.

Keep up with 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 charts, we lay out these cards in a specific sequence 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, but with smaller index cards.

The Sorbonne method 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 method and do 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 but just be sure they can get feedback. My friends were absolutely thrilled to get mini readings on a regular basis. The charts you provide do not have to have name identification but the birth info needs to be complete and accurate. 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 master copies. Make additional copies if you need to write on them.

Class notes 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 an astrologer. I do not write a book to hand out, 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. It is

not possible with time constraints to have a student who is taking extensive notes and wanting you to repeat yourself constantly. 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. I recently 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:* Those tapes are for the exclusive use of that student for that class, and not to be copied or shared.

Review At the beginning of every class, I would synopsise the previous class(s) so 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 and 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, and collaborated in between sessions. No problem with 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 new stuff once the class is complete. The classes are designed to lead people step-by-step to establish basics. Lots of material out there is *not* basic, it 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 *possibilities* until you have had a chance to prove its worth. We need new material, but it needs to be validated before it is absorbed. A newbie does not know the untested. Just be careful they stick with the basics and do not play Rambo when they have limited knowledge.

Ownership of material An astrologer who is also a researcher and/or teacher has had to work very hard to get to the understanding and skills they have developed. Whatever they generate in terms of material, lesson plans, tapes, books, class notes, diagrams, etc., they own. When you hand out class notes, tapes, and diagrams, it is for the explicit personal use of the student for that class. They do not have the right to copy it 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 the 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, then you no longer have full rights to your own work? They own it and you may not use it in that form! Legalities 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 half a dozen 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 to survive both attendance-wise and financially. 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 it no longer exists. Remember to keep control of your own material.

In addition, in the specific incidence I personally witnessed, my material was presented as generated by me, but was not presented in the way I had chosen. 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 was conjecture and guesswork, and 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 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 redress.

Your material is yours. You own it, you control the use of it, and you have all rights to financial and public award. Do not allow your work to be plagiarized, infringed upon, or disseminated without your express permission. You can give that permission for free if you like, but it is your right to give or to withhold.

Having said 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. You may not photocopy it 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 *Astrology: The Symbolic Language* and any other material I supply. If you have questions about this, contact me.

Outside resources Because I wanted this course to be more than just my personal experience from which I 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. Several references were to Wikipedia, my favorite encyclopedic reference, which has amazing astronomy and astrology resources. There were also 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 to go through them! I have only scratched the surface of information that is available, 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/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.

Leader If you want to know what energy is leading a particular set of class lessons, there is a simple calculation. Ask each student who attends the very first class to give you their Sun sign degree, and also include your own. It does not matter if they only attend one session, if someone is missing, etc. Just take the Sun position from each person present in class number one, 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 the way you teach. You could also look at the day ruler and the hour ruler of the chart, but that is not something I usually do.

Section Five

Specifics

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 astrology. As teachers of those subjects, we have issues to deal with that are a little different than common teaching practices. Hopefully we have covered what we needed to know and now we can turn our attention to the specific course itself. Here and there in various pockets of the preceding material, I have mentioned the course itself. There is the possibility of some repetition as I progress, but I will keep it to a minimum as I illustrate the various teaching points.

This course is designed to cover the basics of astrology, the bare bones, in order to create a structure for study of a vast 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 astrologer) 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 series is to be able to read a 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 it, make their 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 whole readings. I did *not* tell them that up front - it would have been too large a goal and would have scared them half to death. I told them that by the end of the series they would be able to do this. In reality, they learned each piece and did each piece as we went. At the end of the series they 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 astrology in 1975. Hundreds of my students have studied this way, not realizing they were turning themselves into readers through their own ongoing learning efforts.

When you study in an organized way, you prepare yourself for all the applications of astrology that are out there. If you were to take a credential test, what they test for is your knowledge of basics. The 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!

Not all students become professional readers or teachers, but some do. Some prefer to study for self-help (astrology is a great method). 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 their knowledge, and practice their budding skills. Then they can build upon it through practice and further study. They will always be learning and they will never get it all. Astrology 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 of this, develop your own take on it. You are not my clone. The material is organized for you. *You* will be the teacher. Congratulations!

Section Six

Astrology: The Symbolic Language

The actual course

Layout The book 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 three-ring binder format. Did I mention I can be a maverick or that I have nine out of ten possible Uranus aspects? 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 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 they require a separate page, but to me that page should be placed close to the description. My diagrams are with their descriptions as much as possible.

At times, footnotes can be very confusing to me. 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 quotations from books - I tend to put those right in the body copy as I go along instead of at the bottom of the page or the back of the book. Example: on one page of the book, you will see some twentieth century aspect sidebar notes I thought important to go with the material on that page. Yes, it is now the 21st century, but those notes illustrate what I was explaining in a way that satisfied me. 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 to the material. Should you have more information than the space will allow, insert a loose-leaf page (the beauty of the loose-leaf binder).

You will notice there are twelve chapters to this astrology book, but I only did ten live lessons. As I wrote the book, it was clearer to divide the material up twelve ways. All twelve chapters were taught in the ten live segments. I have made notes as to which chapters go with which live presentations.

Introduction The information I felt the students had the right to know about me, my credentials or background, core philosophy, role of teacher, learning methods, practice charts, book, and tapes are in the introduction. Much of this has already been covered from the teacher's perspective.

Book Chapter One: Child of the Universe

This is a philosophical / astronomical discussion of what I consider initial information useful to the student that will make what is to follow easier to understand via my stair-step philosophy. It covers:

- ✓ The introduction of life, which is mankind's biggest controversy.
- ✓ Is there a map to life?
- ✓ Individuality and how it is produced.
- ✓ A brief discussion on astronomy versus astrology as previously mentioned, and how each discipline approaches the same information.
- ✓ A brief description between reality (heliocentric) and perception (geocentric). Both are useful.
- ✓ A major question for our subject, "Is Astrology a religion?"
- ✓ Where do we begin? Local space. Our solar system through the eyes of astrology.

Major current issue Is Pluto a planet? At the time I initially wrote this book, the answer was yes. Ever since it was discovered in 1930, and all the way through our formal schooling, Pluto has been a planet. The scientists have been arguing about it from the beginning. A few years ago, Pluto was declared a non-planet, demoted first to a dwarf planet and now to a planetoid - the latest chapter in the continuing saga. Were you aware that the body of scientists who voted to demote Pluto represented only 5% of the world's astronomers and the other 95% are in continuing disagreement? The scientists do not agree with each other even today.

I have been studying Pluto as a planet since 1973 when I started studying astrology. I have used it in just about every chart and reading I have ever done. It acts like a planet in people's lives, so to me it remains a planet. I have no desire to change a major asset in my reading arsenal when the people who are advocating that change disagree with each other and cannot seem to make up their minds. If it walks like a duck, talks like a duck, and sounds like a duck, it is probably a duck. Pluto acts like a planet, so to me it is a planet. Sorry for the diatribe. At times, the scientists can make you nuts!

Last but definitely not least in this chapter, we illustrate the correspondences within the individual. This is a segue into the next chapter which introduces the four cornerstones of our astrological structure (planets, signs, houses and aspects). The last page of this chapter is, to me, the key to understanding how to use these cornerstones and what the keystone is. Imagine my surprise when I was doing recent research for my Karmic Astrology workbook to realize that the original concept came from Isabel Hickey's *Astrology: The Cosmic Science*. It had been so long since I read the book that I had not realized where I was introduced to the concept. I did not invent it, Isabel Hickey taught it to me, but I sure got a lot of personal mileage out of it and I pass it on through my teachings.

Now begins the real teaching part of the book, "*Chapter Two: The Rulers*". Just so you know, the introductory material in Chapter 1 and Chapter 2 comprised a single *lesson (#1)* in my live classes.

Book Chapter Two: The Rulers

We begin with archetypal symbology, that which is common to most of earth's inhabitants and to various metaphysical studies within most cultures. The base symbols are combined in many ways, one of which is astrology. We *apply* the intrinsic meaning of the archetypal symbols *within* astrological symbols for the planets. Another set of symbols, the zodiac, represents the signs. More on sign symbols in the sign chapter. Again, archetypal symbols are core because they underlie and give meaning to the planetary symbols common to astrology. As symbols, they represent a type of energy and they include all the meanings, both positive and negative, which are a choice based on one's perspective.

When you study the four cornerstones of astrology, you will discover the keystone is planets. The planets represent actual energy and experience and they rule the signs and houses. You will also notice in later chapters that the aspects seem to reflect the energy of the planets. It is important here to develop your "feelings" about all these energies and not just attempt an intellectual memorization exercise.

Each of the planets has a core description of what that planet represents in a chart. There is no possible way to cover everything about a planet in a single book. There is always more to learn, to experience and to include. We can achieve a basic grasp through this body copy. Along the side of each of the ten major planets, there are sidebar notes that delineate the category energy for each. Some of the material is appropriate to this lesson at this moment, and some will be referred to as we go through the material of other chapters, particularly signs and houses. It was important to put *all* of a planet's references in one place, and the place I chose was on this

planet page: what energy it is, its glyph or symbol, what it ruled by sign and house and additionally its detriment, exaltation and fall. Starting with the lights, the Sun and Moon, this was done with each of the planets following in line through Mars.

After Mars, you will find a section on the Asteroid Belt - little understood, little explained, but definitely there within our solar system. This will fill in a gap that exists when you study the planet and will help you understand what goes on between Mars, which is considered to be a personal planet, and Jupiter, which is considered to be a cultural planet. You will see those energies clearer when you know about the asteroid belt.

The balance of the planets, in the method as described earlier, goes on through to Pluto as we have moved from the personal to the cultural and then on to the generational planets. As we progress further out into space the energies become less personal, but not less effective, and represent our place within a developing society. Personal energies are much easier to read. Societal energies take a little work to integrate into a personal reading. You just have to work a little more with them. I don't want to give a student an excuse for their struggling with these energies, but it is common to do so initially.

Included in the material about the ten planets within our solar system and the asteroid belt, I have placed a similar definition for the Earth. Students should be able to recognize the glyph. It is similar to the Part of Fortune, which is an X within a circle. Earth's symbol is an equal-armed cross (+) within a circle. The students should also be aware of the energy of our planet. The Earth is commonly used in heliocentric astrology where it is technically an Earth / Moon position, but is not used in geocentric astrology. Geocentric is the basis of this specific study because it is common to all of us - we are all standing on it. The Earth is in the center of each astrology chart with the sky laid out around it.

This was the end of my first live lesson.

Further Study: Study the meanings and prepare the index cards for each planet.

Live Lesson #2 begins with book "*Chapter3: The Lenses of Behavior*". To me, the signs are the most familiar and easiest part of astrology. If you understand *how* the signs are made up and the basis to their energy, then memorization and understanding are a snap. For example, the glyphs set off entire stories in your head every time you look at them. The myths support the stories. The lesson begins with an astronomical primer on the

signs in relationship to Earth. Remember we are all standing on Earth. The easiest description of how the signs work is the light source / colored lens explanation. Signs are allegorical because there is no object in a specific location nor distinct boundary lines between the signs. That statement should also have just helped students understand cusps.

I put in a brief description of sacred numbers because astrology is just full of them and this also makes it easier to understand the signs. Throughout the world's metaphysical literature and practices, the sacred numbers express very important meanings. The concept of oneness, twoness, threeness, etc. is the core of numerology. You can import that knowledge directly into astrology because the subjects blend.

Polarity is so important and it will become more so as you deepen your understanding. Masculine and feminine, two ends to a single axis, object and reflection, our world of duality. The signs are paired, interestingly enough, masculine to masculine, feminine to feminine. They are two poles of a single influence. This gives a very strong flavor of masculinity or femininity to any sign. Assign the polarity to each sign, but be very careful not to assign positive or negative meanings. A sign owns all elements, positive and negative. Personal choice and perspective determine positive or negative use.

The elements are very easy to explain *if* you play act the energy. Be fire, from the candle flame to destruction itself. Be earth from a grain of sand to a mountain. Be air from an exhalation or a breeze, to a tornado or hurricane. Be water from a tear to the ocean depths to an iceberg. As you do each element, draw together the three signs that express that element. I also included the alchemical symbols for the elements because they are not frequently found in our literature on signs and elements. Once you have defined the four elements, have the students look at affinities and "dis-affinities", which pair comfortably and which pair uncomfortably. Look at adjacent signs. Think of cuspal energies. This is very easy. Adjacent signs are not really that compatible.

Now add qualities: cardinal, fixed and mutable. If you have eastern philosophy people in your class, remind them of the Hindu trinity of Brahma, Vishnu, and Shiva or creation, preservation, and destruction. If you have Catholics in your class, remind them of Father, Son and Holy Ghost or creator, manifestation, and inspiration. If you have pagan or ancient philosophy students, remind them of Osiris, Isis and Horus, or simply world recognition of Father / Mother / Child.

Cardinal initiates, Succedent forms, Mutable adapts and distributes. Easy. Four signs each do this. Describe them and apply them. Once qualities are

established, add elements and the polarities and you have the twelve signs. Add the glyphs and you have the myths and stories. These are the lenses through which energy expresses, coloring that expression as behavior. Do not forget the blended cuspal effect.

Next comes rulership of signs. House rulerships will come in the house chapter. This is most of the rest of the information in the planet sidebar notes. Look at those pages to see how the rulership emulates the quality of the planet ruling it. Diagrams of old and new rulerships are provided and explained, and there are extra diagrams to help with the addition of the three more recently discovered planets which needed to be given rulerships of their own. This is still a source of disagreement among astrologers.

Sign symbolism is more deeply explored in the next section to broaden the students' comprehension. The qualities, elements, polarities, positive and negative, as well as positive and negative planetary rulerships are diagramed. Also discussed are the zodiac symbols and meanings of the positive and negative glyphs. Each separates the various qualities that are the foundation of any sign into an easy-to-read format.

Last but not least, a sign-by-sign compilation of each sign's ingredients are listed, again to make it easy for the student to put together the foundations for a sign reading.

The last sentence of that chapter says what you must do. Create a personal storyboard!

This was the material presented in live lesson two.

Further Study: study the signs and fill out the index cards.

Live lesson #3 begins with book "*Chapter 4: Rulers through Lenses*". Dignity, detriment, exaltation and fall deepen the understanding of signs. Rulership and dignity are the same thing, but I chose to go deeper rather than try to cram all of this into the last lesson - too much, too fast. There is a table on provided to make it simple.

Our personal puzzle is the beginning of understanding how it all fits together, the rudiments. Keywords are discussed as a concept because it is a controversial subject amongst astrologers. The use of the index cards is explained within the context of their application, the cookbook approach (which is also controversial), and the use of a crutch for the first few charts to help you get started. Crutches can always be discarded when you no longer need them. But you must remember they are crutches.

The neutrality of the principals is mentioned. Each principle “owns” all the keywords and concepts, positive and negative, whether we like it or not. Every front has a back and you must be willing to look at both sides to gain a full understanding. The keyword system is shown for the planets and the signs, including their positive (+) and negative (-) expression. Remember that kind of designation depends upon perception and perspective. It does help the student to look at the energy’s front and back. The similarity between the planet and the sign it rules is easy to see in this keyword system. They are not the same, but they do resemble each other and one can be used to learn the other.

The definitions of personal, cultural and generational planets are given because I find the distinction helps the student when they are generating a reading.

Weighing the elements, qualities and polarities is a favorite technique of mine. For example, I am a Scorpio Sun so I am defined as a Scorpio. I have an Aquarius Moon but that is not normally used as a main definition. If you weigh out my ten planets in the elements and qualities, I turn out to be fixed air (or Aquarius). That means my Scorpio Sun is strongly influenced by the sign of Aquarius. That will give you a quicker insight into me as a person than any other reading tool I have found. Remember that this is not just because I have an Aquarius Moon. It is important for the student to realize that we do not come in as a master of our sun sign. We come in as a student. In the front of the sun sign books, there should be the phrase “to learn”.

Look to see what ingredients make up the chart. Is there anything dominant, recessive, or missing? Is there balance between the qualities, the elements and the polarities? Balance is just as valid a reading as dominant, recessive or missing. The material goes on to illustrate what the overabundance of or lack of means to the reading. Considering that we run into so much material and some of it is contradictory and paradoxical, this can show how the general distribution affects the reading.

I briefly help the students match a planet with a sign to give them a start on their further study assignment. Not only are they to study the material taught and make up whatever index cards apply, but they are to match up the planets in the signs for their practice charts and write out the info for each chart, preferably on separate pages. This is the beginning of their ability to merge concepts and do an actual reading. Do not emphasize this too strongly, but they are actually initiating their ability to read. If I waited until the last class or two to kick-start their reading ability, they could not do it that quickly. *If* they are reading and do not even realize that is what they are doing, they will be able to read a chart before we get to the “let

us put it all together” sessions. I wanted them to write out their planet in sign delineations for each practice chart separately. If they do that, when we get to the end, they will have quite a bit of the reading for that chart already done.

For the second half of this live lesson #3 we studied: “*Chapter 5: Patterns of Behavior*”. These are the seven chart patterns developed and taught by Mark Edmund Jones - the bundle, bowl, bucket, see-saw, locomotive, splay and splash. I have doctored these slightly because I have one basic disagreement with the divisions. I have also renamed the bucket as the funnel because the verbal description suits the pattern better for me. There are lots of other divisions available through books and on the internet. I have studied some of them myself. But I stick to the basics for this level of teaching. This is not the time to speculate wildly with unknowns.

I talk about patterns at the beginning of every reading as I look at the broad strokes of a chart first. To me, the pattern is the overall approach of the individual to life and experience. I have gotten so much out of the use of chart patterns that I place this at the basics level.

I have included a natural wheel blank here that will have general application as this all comes together. It was a blank page for that section, so I put in my personal chart form as a master for copying.

Additional further study consists of index cards for the seven patterns and selection of the chart pattern and reading for their practice charts, again on separate pages.

Live lesson #4 begins with “*Chapter Six: Physical Arenas*”. The houses as they currently exist are a relatively recent invention of astrology. I use houses so extensively that I cannot imagine trying to read without them. Be aware that the ancients studied the night sky and the rules we currently observe as solar-based were generated from lunar-based observations. Think there might be a few quirks in that system? The given explanation of the use and purpose of a house is repeated here to start the chapter. To me, the houses represent the earth and all its experiences divided up into twelve pie-shaped pieces that I refer to as physical arenas. This is where the action will occur - in those issues of life. The concept of parallax is briefly defined as it will help the students with their own shifting perspective. This is a constant theme in the study of astrology and human perception.

House divisions are functions of time and location (latitude and longitude of birth). It is important to give the student a visual perspective of how houses are formed and how they are placed in a chart and then read. If you choose, you may take out a table of houses, select a Midheaven at a specific time and longitude, and then show how latitude of birth dramatically alters the house cusps. Houses widen and tighten up as you move from the equator to high latitudes north or south. Interceptions and even double interceptions are formed. The Midheaven and the Ascendant move close together at the poles and veer wide apart at other latitudes. This is a demonstration of the unequal house system that is in wide use. Our choice of house systems for this series and this lesson is Placidus. Included is a diagram of unequal houses in a chart.

Diagrams are provided to show actual movement so the student realizes and recognizes these are measurable and not just conjecture. Because the earth is rotating west to east, the Sun and all the other planets appear to travel east to west causing the planets on the eastern (left) side of the chart to rise from the lowest to the highest (rising). On the western (right) side of the chart, the planets seem to fall from the highest position (Midheaven) to the lowest (IC), termed setting. At the horizon line the Ascendant signifies the rising point and the Descendant signifies the setting point. Map directions are the opposite from chart directions because the mapmaker faces Earth to draw his earth-based map and the astrologer faces the heavens to make their heavens-based map. Sunrise (east) is left, sunset (west) is right, south is at the top (noon, Midheaven), north is at the bottom (midnight, IC). The top half of the chart is in daylight and the bottom in darkness. I have just described the hemispheres (half the circle), rising, setting, daylight and darkness.

In addition, diagrams illustrate the difference between charting systems, the U.S. with rigid angles and European with floating angles. In these lessons we use the U.S. system - not because it is best, but because it is most familiar. Once the students understand what they are doing, they can investigate the systems and choose which they prefer. It is possible that the floating angles, which do represent the reality of the chart, could be the better format. See my book *Astrological Choices* for more guidance. Experiment and choose.

An additional diagram shows the relationship of Earth's equator to the ecliptic (Earth's path around the Sun) and the centerline of the zodiac so that relationship can be seen by the student(s).

Once the students understand the physical working of the houses, the lesson starts with the widest perspective and moves toward the details. Hemispheres (half a sphere) are four in number and have already been

mentioned. Top/bottom, left/right, S/N/E/W, rising (Ascendant), culminating (Midheaven), setting (Descendant), and anti-culminating (IC). The lesson plan then goes on to describe the activity of the planets in each hemisphere and teaches how to use the counts generated from each chart. Next you would weigh the planet occupation of the hemispheres and determine what that means to the chart owner.

Once you have worked your way through the hemispheres and the meanings and distribution, pair the hemispheres and again look at the distribution by quadrature. I, for example, have two planets in the 11th and two in the 9th, giving four in the upper, so the six lower will dominate, and all but one are in houses 4, 5 and 6.

By the definitions in the book, the dominant hemispheres would be bottom and right, so that becomes my quadrature. You can do the same procedure on any chart. An explanation of the quadratures follows the hemispheres, along with definitions and instructions on how to weigh them. To me, this is again the wide perspective and I do this with every chart reading. Carl Jung described four psychological expressions and the four quadrants really do illustrate these expressions.

Further study for this section would be review of the material, index cards as appropriate and practice chart readings, as always on separate pages. But we are not done with this lesson. Now that we have the wide perspective, we must look at the detail of the houses. Example: my natal chart form which is included.

Live lesson # 4 continues with “*Chapter 7: Personal Experience*”.

House detail, the houses themselves Yes, they have a backdrop of a hemisphere and a quadrature, rising, setting, culminating and anti-culminating, but that is only the beginning. Now we must develop the houses themselves. The easiest way to begin is to know that there is a natural process of unfolding occurring in the chart. If you follow that natural process, the house information flows together much easier. Life begins at the Ascendant, the moment of birth, when the native becomes a stand-alone entity. The house flow is counter-clockwise, which is against the natural movement of the chart. The planets and the signs flow clockwise forcing the houses to move counter-clockwise. Again, the birth moment is at the Ascendant, descending towards the IC and then ascending up through the right side of the chart to the Midheaven, whereupon it moves back towards the Ascendant. That is the natural flow to be followed. The diagrams I have provided will help you first to understand and then to teach.

When a house cusp represents one of the four angles mentioned, it flows from that angle counter-clockwise and those houses are considered angular. The houses that follow those four angular houses are called succedent houses because they succeed the angles, and the houses that follow the succedent and move up to the next angle are called cadent houses. Succedent and cadent houses are referred to collectively as intermediate houses.

There is another division of houses called life, wealth (I prefer resource), association and abstract. This is another division to house meanings. Definitions of each are given as well as counting, weighing and delineating.

The dividing lines between each house as determined by the latitude of birth are called house cusps. So there are both sign cusps and house cusps. Diagrams are given to explain each specific. To help the student further, I have provided a table of house categories for just one more easy reference to these divisions. As with the signs, you can count and weigh the house placements. The directions for doing so and the definitions are given.

With that information in place, the lesson keywords the houses and their associations with their planetary rulers. I have found the house axis to be particularly helpful to new students with the “I versus you/we” connotation of opposing axes. Houses, signs and planets have a strong association but are not identical in value and meaning.

Further Study: The balance of further study for this live lesson should be review of the principles, index cards as needed and chart readings of those principles as always on separate pages.

Live lesson #5 begins with “*Chapter 8: Rulers through lenses on houses*”. From the title, you should be able to tell where this lesson is going. This is a continuation of the material for houses, but now we have three main pieces of the puzzle: planets, signs, and houses. So before we go any further, we must develop the skill of putting them together and developing another piece for reading. Again, do not overemphasize that the students are already reading. They are building their skills, but they are still not sure of themselves at this point. Do not add pressure by telling them that they are already reading the chart.

In order to put in a few more basics, there is a description of a natural chart with generic Aries rising, and a natal chart that is specific to the individual, equal and unequal house systems, along with the necessary diagrams.

Once these have been established, we turn to an example chart (mine) showing the mechanics of signs on house cusps and the mechanics of planets in those houses. Separating the two steps makes it simpler. We then move into the purpose of the lesson itself, house rulership and eventual association between the houses in a chart.

Start by choosing a house. I chose the 2nd and describe the differences between signs ruling that house. For example, the 2nd is resources, so various signs on the cusp would spotlight the issues of the house in different ways, Scorpio might be secretive, Sagittarius might be “easy come, easy go”, Pisces could be indifferent or unaware. Aries might be assertive or combative, etc. As an exercise, lay out your house cards on a large surface. Lay out the sign cards on top of the houses as seen in a practice chart. Show the students how to combine the sign meanings with the meanings of the houses. This is the procedure they will use for their ongoing further studies.

The next step is to place the planets in the houses. Discuss the effect of the planet in the house. There is a description of how that planet will act in the affairs of that house. The diagram shows the planets in the houses. Use no signs at this point. Look at the positives and negatives of each possibility. Shortly you will have them combine the sign energy as well, but do it step by step adding a new element once the previous information has been absorbed.

There is a secondary influence of a planet in the house, and that is in the house or houses that the planet rules in that chart. A planet has primary influence in the house it occupies and secondary influence in the house(s) it rules. The affairs of those two (or more) houses will be tied together. As an exercise, lay the planet card on the house card as you did with the signs and the houses. Do a couple of examples just to show how this will be done. This will again be a procedure they will use for their further studies.

As practicing astrologers know, it takes time to develop the skill to read these types of combinations. However, the students need to begin at this rudimentary level. Perhaps now you can see the value of the index cards. They are moveable. Think. The sign on the cusp of the house describes the attitude and behavior towards the affairs of the house. A planet in that house will provide further information about that planet’s action in the affairs of that house. That planet may or may not be in the same sign that is on the cusp of the house, so the planet acts out in another slightly different way, but it still contributes to that house’s issues. Then add the house(s) of the planetary rulership(s). This is complex. This will take time to develop. And we have not even gotten to aspects! There are diagrams to show your students each step of the way.

The last part of this house lesson describes the relationship between the houses connected through planetary occupation and rulership. The last page in this lesson is a blank of my chart, which has been used extensively through these lessons. All the information the students will study and develop as a reading is listed on this sample chart.

This is a lot of material for the student to absorb during the next week. Further study would be the review and the further development of the house cards and the application of these principles through their practice charts (separate pages).

The next three class lessons will be dedicated to developing your students' knowledge of aspects. I saved this cornerstone for last because, at this point, your students will have a working knowledge of planets, signs and houses and will have a good start on understanding the language and the symbolism of astrology. Aspects require combinations of the previous principles. By saving them until last, there is only one real learning piece at this time, and that is the nature of the aspects themselves.

Further Study: Develop the principles of this house lesson for the individual charts, in writing, individually.

Live lesson # 6 starts with "*Chapter #9: Aspects - Your Karmic Balance Sheet*". Be careful not to scare your students. In my opinion, this is the most involved and complex part of astrology. It takes time and steady application of effort to develop these skills. What these new three sections will give your students is a good basis on which to study and a few easy to learn techniques to get them started. We will be covering a great deal of territory, but I allowed three two-hour sessions to do so. It is important that the students have studied the previous material and have a working knowledge of those principles. As with the other principles, get the students to "feel" the energy of an aspect. It will help with their memorization of these activations.

First, I repeated the definition and then moved to the visual to help them understand what an aspect would look like in the heliocentric format and the geocentric format. Heliocentric is reality, what *is*. Geocentric is our perspective, apparent position and movement. By laying the two perspectives side by side, it gives the student an opportunity to see the difference between reality and our perspective. That is what we delineate. Once they have stared at the pairs and made the realization, this becomes part of the background. This is a further use of parallax as described in the house section. Also, the shifting perception of viewing a body in front of a backdrop is given.

In order to provide a math basis and a description of the measurements used to define an aspect, a diagram and brief technical explanation is given. This allows us to establish some of the terminology associated with aspecting. As we progress through the lesson, individual explanations, short cuts, diagrams and definitions are given one at a time. The technical is interspersed with the defining to keep the concepts together and to feed it to the student in a slow, steady stream so as to not be overwhelming. Should you decide to change this set-up, remember why the material is presented in this fashion.

The next section discusses the fact that a planet maintains its own integrity but is shaped and molded by the energy of the aspect(s) it makes. The concept of harmony / disharmony is presented along with the contradictions and paradoxes generated. For example, I have a client who has a Sun / Jupiter / Saturn conjunction. That is a push / pull combination involving the self-identity: contradiction and paradox. Much different from the Sun / Venus / Jupiter conjunction of another client. Plus / plus / plus to the self-identity shown here, the contradiction comes in the fact that all of this wonderfulness is in the 12th house, with all of that good hidden or self-sabotaging. Astrology is a delicate, complex work that takes time and experience. If you lay out a couple of examples as you teach, your students will see that each planet works individually. but is shaped by the contacts or aspects it makes.

When I described harmony / disharmony, I also mentioned ambivalence. A planet with no aspect is just as good a reading as having actual aspect. Astrologers tend to leave this out and it should be part of the overall reading. In order to simplify their understanding, I have noted the benefics, malefics and neutral planets, and the potential combinations along with the nature of the aspect, malefic or benefic.

There is a protocol for listing aspects that comes next in the lesson: planet / degree / sign / minutes / seconds. Do some examples with your students.

Next is aspect protocol, fastest planet / aspect / slowest planet. I call that a “pecking order”. If you introduce people of different ages, you pay respect to the elder by introducing the younger *to* the elder in that order. Same concept. Why this order is established is explained next. It is important that the students recognize that this is “mean” or average motion of the planets, and that in reality the planets can move through a wide range of speed depending on whether they are direct, stationing or retrograde. The protocol is usually based on mean motion because most astrologers carry a handy-dandy ephemeris with them.

Next, the difference between the planets and the points is noted. Very few astrologers make this distinction, but it is real. This is a good time to plant that seed. Planets have mass, are located at specific distances, and have measurable travel. This cannot be said for points such as the Ascendant or Midheaven and other Personal Points. They are merely intersection locations in space that seem to be valid in interpretation.

The concept of orb is dealt with in some depth. There are so many methods that it would confuse the student. It is best to save the arguments for a time when they have the experience to understand and to research it for themselves. I used standard orbs as are given in most testing. These orbs have worked for me for 47 years. If you choose other orbs (remember you are dealing with beginners here), keep it simple. Partile and Platic (exact or non-exact, respectively) are defined, but few astrologers use the words themselves. A diagram showing the orb on either side of the planet longitudinally is given.

Out of sign aspects fool most astrologers, even experienced ones. These will slip through your student's hands easily at first, so a working explanation is given to help them recognize these aspects when they occur. Then we launch into the main part of this study, the mechanics of aspects using the major aspects. Diagrams and explanations are given in different formats to illustrate what the student is learning. It is said a picture is worth a thousand words and I have tried to draw pictures that represent the words and concepts.

Conjunctions and oppositions are so easy to recognize. This material is followed by the considerations used in determining the weight of the aspect. How do we make squares, trines and sextiles as simple to see and to locate? Diagrams to the rescue! Cardinal, Fixed and Mutable and the principle of the square are given followed by the weighing considerations. The trine follows with the diagrams and weighing. Then the sextile diagram and explanation are given followed by the weighing.

Time is on your students' sides. Stay simple: major aspects are easy to find and easy to absorb if we stick to only a few for now. The other dimensions of this can be added in later classes or studies. The bulk of material available to study is on the majors. The more minor or obscure aspects have less references available. This state is changing due to access to the internet. Just be sure the info you are sourcing is valid - not everything on the internet is quality material!

Next come the keywords for the major aspects, along with use of positive and negative keywords. All planets own all the energies, plus and minus, back and front. The aspects themselves tend to shape the use of those

keywords and this is explained. Each aspect defined is listed in the side note section to remind the students of the listing protocol. Suggestions for the next grouping of aspects to study are given, but it does not have to be in this class at this time. Time is definitely on your students' sides. Slower is better in this step of their learning processes.

Further Study for this section would be review of the material, completing appropriate index cards, and writing out the practice charts on separate pages. We will continue aspecting with the next two lessons.

Live lesson #7 is "*Chapter 10, Aspects – Your Karmic Balance Sheet*", part 2. Aspects part 2 and 3 are a continuation of the first lesson on aspects. I have arbitrarily selected these subjects as "aspects" because truly they are not any one of the other cornerstones of astrology. For example, to me, retrograde motion is a type of aspect. Interception in a chart might well be placed with houses, but I have included it here in this section. Applying and separating, unaspected, and the aspect grid are definitely related to aspects. We all make choices and interpretations - these are mine. The other lessons are so full, I cannot see adding any more information to them. Too much at one time will confuse the student, so these few subjects are grouped in this lesson. Each subject could make a lesson by itself. In fact, that is what I do in the third beginner series I mentioned, deepening the aspects. We take one concept per session and explore it more fully than is possible in this introduction.

Retrograde motion is not a difficult subject, but it is confusing to many astrologers. First, we tackle the technical aspect of it, the visual, the diagrams, and then we look at the interpretation. There are two types of retrogrades given - the inner planets between the Earth and the Sun, and the outer planets outside of Earth's orbit. The diagrams support the explanation. If you study them for a brief time, you will understand the concept. Bottom line, you need to understand *how* it occurs in order to explain *why* it occurs. Retrograde motion is not true movement, it is an illusion caused by our geocentric perspective. Parallax comes in here again. You can review the concept. There is a difference between what *is* and what we *see*. Since there is a full explanation given in the book, I will not repeat it here.

Direct motion of a planet is the norm, with occasional periods of retrograde. Direct is the common meaning. At certain points (illustrated) a planet seems to slow, stop, and then move backwards for a period, then slow, stop and move forward again. The slow and stop are the periods of station, also explained. Retrograde is a reverse motion. It is explained and you will notice the keywords associated with it start with "re-" which

simply means to do again or go back. The symbols I use are standard with the retrograde, but I have made a habit of noting stationary and direct when appropriate to keep that motion strongly in mind. The symbols I use for that are my own and for my own reference. There are no commonly held symbols for the other two motions. I see that as an error.

There is a lot of new material developing on the “shadow” of the retrograde. Do not get into that here. There is enough to overwhelm a beginner as it is, so add that later. It is still a subject under development.

Applying and separating is a major point to me, so I have spent some time describing how to find it and what it means. An aspect that has occurred prior to birth or separating is built in to the character of the person. It is already a part of the makeup of the individual and is from the past. An aspect that *will* occur after birth is new experience, to be encountered *after* the birth, the future. I think this is useful to all stages of learning and is definitely a subject that a new student should encounter. Skills will develop over time, but this is a strongly overlooked major piece of the reading. There is also a brief paragraph on *refraction*, not something a beginner needs to know, but should be defined. Most astrologers would have no clue, but it is a very important part of progressing retrogrades. I chose to simply define it here.

Interceptions could easily be included with the house information, but those classes were already too full, so I include it here because it must be presented to beginners. A good explanation and diagrams are given. The students should be able to comprehend it easily. Even when they do understand how it occurs and what it means, students will puzzle over distorted house degrees and multiple interceptions that occur in charts at high latitudes. Since the material is dealt with thoroughly, there is no point in repeating it here. I have tried to present it as simply but as thoroughly as possible with diagrams to assist the student in “seeing” what is occurring in a chart. Interceptions complicate a house reading because they tend to be a subliminal factor, under the surface of the sign on that house cusp, sort of like the large bottom part of an iceberg that can tend to surprise you at times (see the sinking of the Titanic).

Unaspected planets have so little reference in our astrological texts. I was lucky enough to have a class by a long deceased, professional New Jersey astrologer/teacher who did a great job helping me understand what unaspected planets mean to the individual. His material is all I have ever encountered and I have used it successfully for years. When I do the deeper aspecting lessons I can present more of what Eugene Moore taught me, but there is only room for a basic explanation and easy understanding for

the beginners in this chapter. Unaspected is as valid a reading as an actual aspect. In fact, it points out big gaps in the experience of the chart owner. Please review this material carefully because I doubt if you have encountered it previously. I consider it to be basic.

The *aspect grids* show up in all our computer printouts unless you deselect it in one form or another. Some are pretty straight-forward, but others are unusual or confusing. I have given a couple of examples and diagrams so the students will be able to study how they work and which format is preferable to them. Following the basic explanation, I have given some hints about three-dimensional astrology which includes planetary latitude and declination. Many of the printouts will contain these items and the students should at least know what they are and what they look like should they encounter them. More will be given in the next chapter, but they are valid points and should be studied more deeply in the future once the student is ready to tackle more and deeper subjects. A suggestion is given at the end for isolating the study of one planet or point - an easy diagram. I also suggest adding a note between applying and separating so the student can clearly distinguish between the past and the future.

Future Studies consists of reviewing the principles, making up the index cards that apply, and doing the readings for their practice charts on separate pages.

Live lesson #8 begins with “*Chapter 11 – Aspecting Potpourri*”. This is a catch-all lesson that cleans up what was missing from the previous two aspect lessons and provides definitions for subjects the student may encounter. I think a brief explanation is preferable to ignorance, which is *never* your friend. The last two sections will introduce the student to the minor aspects. It also opens the door to major configurations, which I see as a primary point in the overall energy of any chart. Chart patterns and major configurations are always the beginning of each of my natal readings because they show you the overall approach of the individual, the pattern, and the dominating aspect or major configuration in a chart. I could not have explained the majors that well until the student had a grasp of aspect principles, so they had to come last in the teaching of aspects.

Angular, succedent and cadent houses have already been explained in detail. How do you read aspects that occur in those house groupings because they act quite differently in each of these divisions? Since a picture is worth a thousand words, diagrams accompany explanations. The set of diagrams illustrate the aspects across the house system. Definitions of how an aspect expresses itself when angular, succedent, or cadent is also given.

Collection of light requires a dictionary definition at this point, because it is not used in natal charts. It is more of a concept for horary charting. However, if this is a true astrological principle, it should be able to be applied throughout astrology or it is just a theory, but a very old one. The diagram helps the student see how “collection” occurs. In a later definition (I alphabetized the headings in this section) *translation of light* is also explained, but again, it is not a commonly used principle.

Latitudinal aspects are planetary positions north or south of the ecliptic, an old system and a contributor to three-dimensional astrology. There is both an explanation and a diagram. A little further in the definitions with diagrams is *Parallel of Declination*. This, too, is a very old system and is another of the contributors to three-dimensional astrology. There is a slight difference here. When you are told to use the six major aspects and you only encounter five (conjunction, opposition, square, trine, and sextile), what is the sixth one? Declinations. The ancients found them very important, so it would not be good to ignore them here. Again, this may be studied at a later time.

Mutual receptions may take the students a little while to get into, but they should be aware, have a definition and a diagram. Again, in the classes where I deepen the aspects, we would devote a single class to this single subject. That would develop a deeper and better understanding. This brief explanation is the best we can do with a beginner. This would be combined with *final dispositors* because they are determined by the same system.

Overloaded houses are not well known. In 1980, I took an AFA workshop from New Zealand astrologers Donn and Leone Forrest. I learned about overloads and incorporated them into my readings. They work very well. I include it here as an explanation with diagram and would deepen it in future aspect classes as a single subject.

Stelliums or *stellatiums* are overloads. The formula is three or more planets in one sign, regardless of degree placement. I have seen other applications, but that is the base definition. In my recent serial killer research, I found stelliums show up strongly in the charts I have been studying, enough to make you pause and take note. That research is still ongoing, so I have not reached a conclusion, but I do have a red flag on it as important. This lesson contains an explanation and a diagram.

Via combust way is an interesting area of the sky that the ancients felt was treacherous. I find it difficult to believe that thirty contiguous degrees are just awful, but that is the rule. I am probably resisting because my Sun and my North Node both live there. That nothing good could ever come from this large segment of space is not anything I want to hear.

This completes our potpourri of explanations of lesser-known and -used astrological aspect principles that at least deserve an explanation.

The last part of this class was devoted to *minor aspects* and major configurations, in equal measure. For differing reasons, a few aspects are gaining in popularity. Only a few of the minors are listed - there are more. But, again, I would develop this in the more advanced aspect class because there is only so much you can cram into a beginner's head. I think we have more than covered that! The minor aspects chosen were the multiples of the square: the semi-square and the sesqui-square. The semi-square is a half a square. The sesqui-square is a square and a half. These aspects may also be referred to as octiles or quadrates, but the common word is square. Some astrologers like to use big words. I prefer the simple and the long-term accepted.

The math is briefly explained (more complete math is done in the math course) and diagrams provided. It is simple to find the odd multiple because it involves a one-half sign multiple. These are lesser versions of the square, but are similar in nature.

The second set of minor aspects that are included in this lesson are the quintiles, but not the sub-divisions of the quintiles. Quintiles and their multiples are considered to be aspects of talent or ability. These are more difficult for a beginner to locate and they would initially need to rely on the chart printouts. The subdivisions exist, but are not included at this time.

The third set of minors included are the inconjuncts, which include the quincunx *and* the semi-sextile. The semi-sextile has always been presented as a half a sextile, and is considered to be mildly beneficial. In my experience, this is not so. Think of any two adjacent signs - they are just not compatible. When you study harmonics, you can easily see the error. The semi-sextile is the partner of the quincunx, and therefore must have the same character. That is how I have presented it here. If you need to study this deeper, get *The Psychodynamics of Inconjuncts* by Alan Epstein, an older book but worth its weight in gold. The book really helped me understand this pairing, and I see it in chart experience. I read both aspects as inconjunct and teach it here. There is a thorough explanation and diagram for each of the minors presented.

Major configurations, as I have already noted, are one of the first two principles I do in a natal reading. One gives the overall approach (pattern) and the other gives the dominating energy (major configuration). This would be very difficult to explain if we didn't have a good working base of knowledge, and here we are. Most astrologers know of the T-square, the Grand Cross, the Grand Trine and the Yod but very few know about the Kite, the Grand Sextile, and new majors I encountered recently called the Grand Rectangle, Lucifer's Rectangle or Thor's Hammer, and the Canadian Bee and Wasp patterns. I have no intention of introducing a beginning student to these possibilities as I would need to have a far better grasp of the new patterns and their effect on charts. I do want you, as teacher, to be aware that they exist. I have been researching them for my serial killer project, but have not found definitive proof as yet. Still working. Let the students be aware of the first four listed. That is enough for now. In later studies they can develop the others. I do more with these in the deeper lessons, but an explanation and diagram should be enough for the beginners at this time. This is important to me, but you may not feel this is as important to you. Read through the material and be sure you understand it before you make a decision.

Note the last section relating to *out of sign aspects*. These are harder to spot and to read. If you have difficulty reading something in a chart, imagine the person trying to live it!

Further study would include review of the material, index cards where appropriate, and doing the practice charts (separate pages). Be aware that by now, the students have pretty well developed a reading for each of their charts if they have done all of their homework. If they have kept the readings on separate pages, they should have quite a bit of information on each person that will eventually constitute a whole reading. All that is left is to teach them what they have done already and how to put it all together and round it out with a reading technique. The last two lessons will be on delineation itself, divided up into two parts.

Further study: Apply each of the subjects in this week's lesson plan to each of their sample charts individually.

Live lesson #9 begins with "*Chapter Twelve – Delineation*". Now that we have all the pieces to our puzzle, what do we do with them? I used the analogy of building a home to show the steps involved in the process of reading. I did wax a bit philosophical here, but it is to set the stage for reading and to look at the purpose of the life story which the chart maps. I see the chart as a blueprint that can be read. We have just established the

foundation by learning the language. We know what our four cornerstones are. We know which of those four holds the key. We now *use* the material from all these lessons to provide us with the reading. We have already done much of the work but not all, and we can incorporate all that prior work into what we will call a reading. We will start with the wide perspective and gradually move towards the detail. This is how I present it to the students.

If you were painting a picture, that is what you would do. You would select your subject and your canvas. Then you would sketch your intent. Next you would start working from the background to the foreground, causing a perspective, and then flesh in the detail. That is the easiest way to read a chart. We have already selected western tropical astrology. We have selected a U.S.-style chart with rigid house cusps and the Placidus house system. Using the chart form provided, the details of that form are isolated and explained. So we have our basic format that contains all the information we can or should generate from the natal chart. There are some of these we will use at this point in our studies and there are some that can come later, because we *must* leave some things out at this beginning level.

What do we read first? Chart pattern and major configuration(s) and yes, there can be more than one of those. Since you have already determined the chart patterns for your practice charts, trot out those notes for each individual chart and this will be your beginning point - the native's general approach to life. There should be only one pattern, though it is possible for the pattern to not be ideal or to be marginal. Do not be afraid to look at both possibilities. Make that conundrum part of your reading. Again, if it is puzzling to read imagine how difficult it is to live with. It deserves recognition.

Look next at your major configuration notes - trot them out and attach them to the patterns for each individual chart. You now have the dominant aspect that can affect and at times control the chart and, therefore, the experience of that person. It is possible that a single chart will show more than one major configuration. Read all that apply. Watch for out of sign aspects. They are easy to lose.

Once you have done that, look at hemispheres and quadratures. Get out your individual notes for each practice chart and add them to the back of your growing individual reading pile. These are the most general pieces of information, and our perspective will start narrowing slowly but surely. Be sure to look at dominance, absence, and singleton. All those lovely details will help your reading.

Next, I would look at our house counts. This is the physical experience dimension of the chart. It is area and issues in your life that are up on the front burner. Remember that your reading is totally dependent on the accuracy of the birth time. Houses shift easily within small amounts of time. An explanation has been provided. Watch for cuspal planets and miscellaneous house information. Gather your notes from each individual house reading and put them in your growing pile. Be sure you make notes for information you generate that has not already been incorporated into the simple readings you did previously.

Next, move from the physical experience level represented by the twelve houses and on to the signs. They will talk to you about the qualities of the person and the coloring or attitudes towards the issues represented in a person's life. We are looking at the person, not their activities. Who is this person? Much of that story is told through the signs. Notice I have not started with the planets themselves. They will require the most time to move through, so we are holding them off for the moment.

Weigh the chart as we have been doing as we progressed lesson-by-lesson. Get that info from your notes and add it to each individual pile. You are starting to develop a storyboard. If weighing does not give a clear dominance or lack, use that as part of your reading. Absence or balance is as much a reading as dominance. Use a simple count at first. There are many systems out there to do this, but stay simple right now.

Next look for compensation factors. A person with no earth planets might have earth rising or have Saturn on the Ascendant. That is very earthy, regardless of Saturn's sign or the sign on the Ascendant. We have already discussed contradiction and paradox, but there is also compensation.

Once you have your counts, synthesize them. Remember my example of being a Scorpio Sun but having strong fixed air in my chart, which is Aquarius. This will alter your conclusions somewhat. Write down what you discover and add it to the growing pile of information for each chart.

Now look at the lord of the chart, the single most important planet in your chart. This is *not* always the Sun. For example, I have Gemini rising, so the lord of my chart will be Mercury. I would then follow Mercury through the houses of its occupation and rulership to see what else it might influence. This is your key planet regardless of which one it is. Be sure to write out its influence and add it to the pile of information you are amassing.

Disposition and Dispositors Two definitions are given here and on the chart form provided, but it is too early in a beginning student's training to worry about them, so let them float. The concept of Dispositor is quite well known, and I would pair it with Mutual Receptions to study. Disposition is a Mark Edmund Jones division. It works, but I do not necessarily see it as initial reading material.

We have looked at the Ascendant. What about the Midheaven (MC)? We will look at that when we study the "nitty gritty" (detail) section of the chart in a moment.

If you meet an astrologer under any circumstance, they will ask for your Sun, Moon and Ascendant. They should then give you their own information. This is a thumbnail sketch of key issues, approaches and responses. This is described and explained. Write down this information and add it to the pile.

The "*nitty gritty*" is my term for the details of the chart. Every planet in its sign, house and aspect. Sound familiar? These are our four cornerstones of the chart, the detail. All the other information generated gets included - interceptions, overloads, stelliums, retrogrades, unaspected, you name it. This is chart detail. The explanation from a couple of different perspectives covers all this. Use all the information generated for each reading. As you put this together, add it to your information stack. All you will need is some judicious editing and you will have a pretty fair reading. Once you have done about a dozen of these, you will turn the corner in your mind where you start to understand how it all comes together. Then you can do some more judicious editing for your own system. You will not read exactly as I do, but now you know *how* to read. You have different philosophies, drives, motivations, knowledge, experience, etc. You will perform your readings your own way.

All those cards generated...put out the house cards first in a circle, then the sign cards as they apply to the houses (move them as needed). Place the planets in the houses. As the reading develops, move the sign cards as necessary. Isolate what cards you are reading. Move them aside temporarily if you need to, but replace them once that need is satisfied. Look at planets in houses ruling other houses. Isolate to read. Look at aspects, between the signs and houses. Oh... it is *not* a good idea to count houses to determine aspects because the houses are differing sizes. Use signs to determine valid aspects.

The balance of book Chapter 12 will be explored in the last lesson because this is enough information for this particular session. Your students will be busy. Once you have used a sample to show them *how* to generate the reading by laying out the cards, they can go home and work with their practice charts. This is how you read: practice, practice, practice. If they have *not* done their cards as requested, they are going to be stuck. This is not the teacher's problem; the problem lies with the students. They will have to fix it. Remember I said at the beginning that *you cannot turn them* into astrologers. They have to do it for themselves. You have provided more information and training than most practicing astrologers have or use. The problem is not a lack of information or teaching, it is a lack of personal discipline and application. Do not let the students make it your problem. If *none* of the students in your class can do this, you may have a teaching problem. You may have to do more practicing with them. Simply add a free class at the end. You would become a hero!

Further Study: Complete the sample readings segments as necessary.

Live lesson #10 continues with the last half of *book chapter #12*. As we know, there are many different ways to read a chart - probably as many or more than there are astrologers. Our aim for this class is to present simple, structured and organized reading methods for those who do not yet have the skills to devise a method themselves. I presented two methods - one is traditional, the other I called theme.

Traditional Beginning with the Ascendant as the cusp of the first house, read house by house. The directions are given in greater detail than I will do here. The intent is to deliver a simple, straight-on procedure. This is what we started when laying out the index cards previously and an extension of what we just went over. Be sure the student knows that they can shape the readings as is comfortable to them. Either the sign on the cusp influences the affairs of the house *or* the house affairs are being influenced by the sign on the cusp. This is absolutely one and the same thing, but each student might like one or the other approach. If the students have not already done so, and this was their earlier house further study assignments, have them write out this information now. As I said previously, move the sign card as needed if there are interceptions.

Once the sign on the house has been done, insert the planet cards, and read them. Move the sign cards as needed, and again read. Read the occupation / rulership, and see the examples shown. Address the aspects and all the other myriad details we have discussed. Be sure to make a distinction between applying and separating, future and past, respectively. Most of these were covered in the previous section and in other lessons. Just

present it as a method, probably the one most used by students. On this same page look at the tables in the side notes section. They are entitled "Tables of Mundane..." Mundane means house position of the planets. The planets are in *dignity, detriment, exaltation and fall* in the signs and in mundane dignity, detriment, exaltation and fall in the houses. If you study older astrological material, you will find actual degrees of those four categories have been assigned. It is not common usage, so tackle this later. The signs and houses are associated through normal affinities. This is a tedious process, but it produces a thorough reading containing perhaps more detail and information than a normal professional reading. The only thing the student has to do is practice to develop their information base and their skill. This is a crutch approach, and it will take about a dozen charts for the student to cross that threshold in their mind between learning and doing. Once it has served its purpose, the crutch can be discarded.

Theme reading I am going to suggest that, as the students develop their skills, they will turn more to this type of reading. They are going to develop areas of interest and skill. They are going to attract people to read who are more interested in one aspect of life than another. This is normal. When you are reading a theme, you isolate yourself around that theme, discard the superfluous and concentrate on the ingredients that will produce the information you want. I have provided a breakdown of how to do this in general, with an example, and then given the instructions for nine separate themes.

When a person comes for a reading, they will usually be interested in one of more of what I call the big three: vocation / money, health, and relationships. Occasionally, someone will go outside of those three, but these are the usual. Many astrologers specialize in certain themes because it is difficult to be expert at everything. My particular skill is teaching, so I know enough to teach many subjects, but that does not make me an expert in all those subjects. My goal is teaching. That is a different goal than reading. I have had students take classes from me when I thought they were better at what they were studying than I was at teaching it. I even questioned why they would study with me. The basic answers are organization and gaps in their knowledge. I applaud someone who takes what I know and increases or expands it. I would even like to study with them once they can communicate this higher knowledge. In the meantime, I will do what I can do to turn out more and better teachers as I was initially instructed.

The most questionable theme is health, illness, surgery, accident, and/or hospitalization. Medical astrology skill is an infrequent gift, but the rules I gave can be used for a rudimentary reading. For me, the best source of

information is Eileen Nauman's *The American Book of Nutrition and Medical Astrology*. I have gotten more mileage out of her book and her live courses than any other source. Her background is a degree in biochemistry, she is a seventh-generation herbalist, and a highly respected astrologer. Her material has worked well for me and I made a very deep study many years ago of the various medical astrology techniques. I teach a full series for this, very heavy on the basics of ancient astrologers, and suggesting the Nauman book as a vital resource for this theme. It will take a lot of time and effort to develop, but there are few medical astrologers.

I have *not* put in stock market and investment themes other than basic financial information because I am *not* qualified to do so. I know some stuff, probably enough to be dangerous! I have done some successful predicting, but it is dangerous to play with other people's money. Be discreet. It is a fascinating study, but you need dedication, time and market knowledge to be any good at it.

Further Study: Complete the material for each of the sample charts.

As the last paragraph states, we have covered a lot of territory and have only scratched the surface.

At the very end is my letter of congratulations to the student who studied and completed this book. This is a tremendous effort on their part. For you to teach all this material, you first have to study it, understand it, present it to your students, and then sit back and grin. They will certainly know more than when they started. And if they apply themselves, they can produce a reading from any natal chart.

Congratulations to you as well!

Marílyn Muir,
Astrologer