



# ***Mensionization Complementation***

*Charley Howard Higgins*

*Author's Notes & Table of Contents*

*The Mathematics of*

$$2^n \quad \& \quad \sum_{n=1}^{\infty} \left( \frac{1}{n} \right)$$

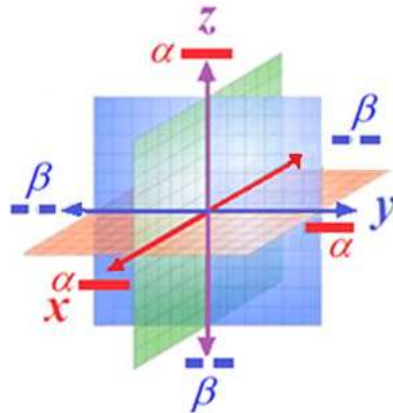
*Hermetic Alchemy*

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# *The Mathematics of Hermetic Alchemy*



*The Lattice Datum*

$$f(m_n) = (\alpha + \beta)^3$$

## *Dedications*

*My Wife Sarah Ann Mehring-Higgins*

*My Daughter Dr. Shannon Mehring Higgins-Sims*

*My Son-In-Law Dr. Hunter Sims*

*My Grandson Sage Colton Sims*

*My Grandson Finn Avery Sims*

*A Special Thanks to Dr. Mauri Thomas*





## *About the Author*



*Charley Howard Higgins*

*Charley Howard Higgins* was born on July 11, 1941, in Baird, Texas. He is the third of three children raised by his father (*John Lonnie Higgins*). At an early age, his father and the three children moved to a little town in Central Texas called Walnut Springs, Texas. His father bought a 40 acre farm on the outskirts of Walnut Springs where he farmed for the rest of his life. His father passed away in 1970.

All three children graduated from Walnut Springs High school. *Donna Marie Higgins-Thomas*, the eldest of the three children, attended nursing school and graduated with an RN in Nursing. Howard's older Brother, *Dr. Jerry Gene Higgins*, graduated from Sul Ross University in Alpine, Texas with a degree in Chemistry. He attended graduate school at the University of Arizona where he completed his PhD in Organic Polymer Chemistry. Howard also graduated Sul Ross University where he obtained a degree in Chemistry-Mathematics in 1964.

Howard worked for several companies in the Odessa-Midland Permian Basin Oil Industry for almost 25 years. In his mid to late forties when the oil industry was suffering a decline, he decided to obtain new employment as a math teacher. He taught mathematics at Big Spring High School and intermittently as needed at Howard College, the local Jr. College in Big Spring, Texas until his retirement at the age of 71.

Howard and his wife Sarah have been together almost 50 years and have one Daughter, *Dr. Shannon Sims*; Howard and Sarah, presently, are both retired, living in Texas.

## *Author's Notes*

The following *document* is being presented as an informal *discussion*; I will be speaking to *you* in first person using a *Texas dialect*, so please excuse an abundant use of “I,” “we,” and “let’s” in the explication.

Even though it is a well-known occurrence in today’s society anything mathematical automatically frightens many people away; I have tried to keep the mathematical content within an AP high school or first year college level for those whose math ability meets or exceeds the generic requirements for present day high school graduation. The math part includes some calculus level operations which are essential in introducing certain concepts; however, the underlying content is directed more toward understanding the concept of *opposition*. You will notice in the mathematics an inverse type of Binary System was employed at times. Since the *Eastern* I-Ching discipline was used as a reference; the Eastern system is almost a complete inverse of the Western system and adjustments were made to match the inverse Binary nature of the I-Ching reference.

In the mathematical content, I have taken the extra time and space needed to explain the “*why*” and “*how*” reasons of some of the math operations which resulted in some repetition of concepts. The repetitions, I believe, were worthwhile and made the content a little more understandable.

I am also introducing the concept of *Intuitive Learning*. *Intuitive Learning* is the use of *Color Coded Semantics* (CCS). All important basic *principles*, *math*, and related *semantics* use color coding; just by each *variable* or *principle* having a particular color of importance, is a constant reminder throughout the text of their nature or quality. CCS is implemented in the manuscript by the use of only two (2) *basic* colors and one (1) *buffer* color, the noble colors of *Red* and *Blue* (*Principium* and *Principius colors*) which represent a basic *oppositional nature*. A percentage (%) blend or intermixture of the two colors of the *red* and *blue* gives *purple*. The color *purple* has *two* (2) independent meanings in CCS depending upon the particular context

of the material; it is predominantly used as a “*buffer*” to keep one’s attention on the contents of the material and secondly, to introduce new concepts in the math, along with representing an algebraic “*Slope Ratio*” of the two primary *red* and *blue* oppositional *variables*. Other colors are used *sparingly*. I believe *CCS* will be an important aid in *Intuitive Learning*. However, because of the present-day *anti-Nature* rainbow-colored *Transgender* movement I must present a *Disclaimer*. *CCS* is *not* in any way *affiliated* with, *nor* does it in any way *condone* the rainbow colored movement. *CCS* is used *holistically* as an *educational aid*.

*Mensionization Complementation* is a *structural* mathematical system that has applications in many other disciplines, besides *philosophy*; It is the basic mathematics of *Hermetic Alchemy*. The initial research for this manuscript actually began in the mid *1960’s* when some of my leisure time interests turned to the *mathematics* of *Ancient Philosophy*. The actual written part began in the late *1990’s* after years of off & on analytical research into many different philosophy’s ordered principles.

You will find many *revelations* within the manuscript, some of which may change your *perspective* and present *understanding* of long held *mystic* beliefs of some philosophies such as *Hermetic Alchemy*, the *Kabbalah*, and the *Eastern I-Ching*.

The Manuscript as a whole contains many graphics, only a very few of which were not of my creation; the basic colored *3-dimensional* Graphic, was obtained from “Wikipedia.org” and I thank them for its use. All other graphics were either *Public Domain, Fair Use*, or of my *creation*. All *wave* graphics were created with the *Desmos* educational software program by the author. You may use any of the graphics created by me with one caveat, they may *not* be used for monetary benefit of any kind. They are *only* to be used for *educational* purposes.



If you encounter any problems navigating between sections, just use the *back arrow* to *exit* any part. All correspondence may be obtained by contacting me through the *email address* below:

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