# Waith Class Transcript

## Dominant And Secondary Vibrational Colors ~ Part III ~ New Illusions

### THIS CLASS IS ANOTHER JOINT COMMUNITY EFFORT TO TRY TO RESOLVE THE FORMULA GIVEN IN PART I OF THIS TOPIC

*~ A NOTE FOR THE READER ~*

*Waith's words appear in this font style.*

*If one from his Spirit Group speaks, they will be identified.*

**Questions and responses from those in the class appear in this font style.**

☼ **This symbol indicates multiple responses from class members.**

*(References to names have been edited for privacy)*

*Information Given Interdimensionally*
*By Waith*
*Through Mushiba*

*We continue in this session where we terminated in the last session, if there is indeed something to carry on with in terms of the solution to the formula that we have presented. Are you in preparation now for solution? Or is there still the workings to be completed?*

**We are still working on the solution and we are moving a little bit closer, but I can say I do not have the solution yet. So, we may need some more help.**

*Would there be then perhaps a question posed to me that would aid you in your confusions, the dissolution of those confusions?*

**Yeah, it looks like I will have to continue this.** ☺ **But because this should be a joint effort, I have some copies made here that maybe those that want to participate could take a copy.** (He hands out copies of written instructions from two weeks ago and goes to the easel)

*That is most excellent, my son, that you have done that. The issue here is not just for the solution of the formula, but for the ability of the community members to work in harmony to solve problems, for we are not here in the capacity to do that, as you realize. We would want to present some specific information to you in this session, and thus, we would encourage you to direct your questions, my son, in a concise and meaningful manner.*

**So, why don't you bring us all up to date on what the goal is we try to accomplish. Look at the first page, just look at the lowest paragraph. We are talking about two colors which are being described in percentage. There is one, the dominant color, 63.2%, and the second dominant color, 22.8%, which is already all on the first page. We did this last time already. So, when you look at the second page, we are trying to figure out a percentage which will then be used in order to mix the dominant color and the secondary color. So, any sort of percentage that we then can use to mix these different colors. So, this is the goal, and ~**

*I must interrupt you for one moment, my son, for your interpretation is not quite correct in the usage of the colors. The dominant color percentage is that which is used for the dominant color. The other colors then available, not necessarily the secondary color, would then be used in relation to the dominant color. At the same time, if the secondary color were to be used as the dominant color and not the dominant color, then the percentages for usage from the colors in the other ~ other colors in the spectrum would then be utilized without the usage necessarily of the dominant color. Now, if upon examining in detail what I have just said, at a future time you will understand.*

☼ **Somebody wrote this?** ☺ **Okay, so, what we have here to challenge is a rectangular ~**

☼ **This is a rectangle with 12.4 inches and 3.5 inches. So, the paper tells us, Waith told us, that we should go on the longest line, I think that is hopefully correct, 6 and 3.2 inches. We figured out that this means 9.2. So, we come to this point, and last time we went straight up rectangularly to this point and said the remaining on the right-hand side was 3.2 and we figured this out in some percentages relating to the entire length. And that is not correct. Waith gave us a clue like this one which I interpret so far as saying instead of using straight lines we should use some curves.**

☼ **So there are two options, because, see, we are starting from here that could indicate that we should use the circle and going from here, because that is where we ended up, in some of this direction, or we can take a circle starting from the point of origination, yea, and make a circle this way. So**

☼ **Can I just check something out? ~ She said you gave ~ it says six comma, three comma, point two comma. And when you said it, you said 6 and 3.2.**

☼ **No, that is what you figured out the first time. That means 9.2. So, this is this one here, yeah, to that point, yeah?**

☼ **That was not what I meant and I do not know ~ and I am just double-checking which way it really is.**

☼ **Yes, we had to go 9.2 that is what Waith double ~ that it is what this one is. So, we are here now.**

☼ **Okay. ☺**

☼ **Yeah, why do not we just take a trial and see what comes off. If we go, I hope somebody has a calculator. Oh, you have one. If we go from here in a curve by using a circle, we then can easily calculate this distance here. Oh, wait a minute we are doing ~ yeah. Okay. If you would do this, Tom, take 9.2 and multiply this by 9.2. I think we already did this last time around. Do you have that, 9.2 times 9.2 and put this in memory. Who else was here last time? Did you bring your calculator with you this time? Oh, you are so far behind we cannot even see you. There is more room in the middle here.**

☼ **Do you need help?**

☼ **Yeah, the more help the better. ☺ So, what is this one here? So, if you take this and take the square root of the difference? Have you done that? Yeah, that is Pythagoras, right. 9.2 square minus 3.2 square and let's take the square root of that. And that should give us that one here.**

☼ **3.2 square plus 3.2 square is the square root of, right?**

☼ **So how much is that?**

☼ **Should be 9.**

☼ **So, we have to find this one here, right?**

☼ **This side here is 3.5, right?**

☼ **3.5 right.**

☼ **Now, the hypotenuse is 4.52.**

☼ **What a minute, now. 9.2 times 9.2, how much is that?**

☼ **The square of the hypotenuse is equal to the sum of the squares of the other two sides.**

☼ **That is right.**

☼ **You know, with all this ~**

☼ **How much is that?**

☼ **Otherwise, it does not make any proof.**

☼ **9.2 times 9.2.**

☼ (Spoken at same time as above) **You know, with all of this calculation it just looks like a pie and if you piece all the little pieces together you will get a circle.**

☼ **How do I do that?** (Group goes back to calculating)

☼ **Yeah, it looks like a pie.**

☼ **9.2 square.**

- ✿ **Yeah, how do I do that? It is 81. ~ ?**
- ✿ **Yeah, 884.64.**
- ✿ **So put this in memory and then take 3.5 times 3.5 and subtract this.**
- ✿ **3.2 square.**
- ✿ **No, 3.5 times 3.5, 3.5 squared equals how much?**
- ✿ **8-1/2 or 8.51.**
- ✿ **12.25.**
- ✿ **So, I subtract this from the other one.**
- ✿ **I want to add the two?**
- ✿ **No, subtract this from the 88.2.**
- ✿ **I have 8.508.**
- ✿ **How is that?**
- ✿ **8.508**
- ✿ **You took the square root, yeah? 8.5, Okay. So, the difference ~?**
- ✿ **What a minute that does not wash.**
- ✿ **Yeah, it does.**
- ✿ **Either that or your picture is off.**
- ✿ **Yeah, the picture is wrong. Totally wrong. There is no proportion on it that is right.**
- ✿ **Okay. So, then we have 12.4 minus, you say we should then the remaining on the right hand side is this one here. And this is then, what is this, 3 point ~?**
- ✿ **~ 4. Can you subtract the area of the triangle from the whole?**
- ✿ **No, we should then subtract this one from 12.4, right? That means 3.9. So, and 3.9% from 12.4, how much is that?**
- ✿ **30%**
- ✿ **30%?**

*Now, we will interrupt you for now, and prepare for me, please, the fresh paper.* (Waith goes to easel) *Now, you have all become very, very obsessed, shall we say, with very specific numbers, and now, I give you an ultimate challenge that, from now, you are working together at the next gathering of the community would prove to be appropriate and give you the opportunity from now until that particular time to truly search the Higher Self and the recesses of that which is knowledgeable to you from other times.*
(Waith draws two spirals on the paper going vertically, overlapping, with the whole enclosed within a circle. He writes next to it, circle within a circle within a circle ad infinitum).

*This must be viewed as a circle within. I dot my ~ it is ~* (There is applause and laughter), *within a circle, within a circle and ~ do you understand? This is what you will use in your images and in your Higher Self to view how this truly is different from what the illusion appears to be. This challenge presents to you a changed illusion, for all now will be involved in changed illusions, and we will address this in greater detail before the time frame of this year is over. You each must look at the illusion that has become your reality and to break through that reality and create The New Illusion which would then become the new reality.*

The most difficult task that is faced by energies incarnating on the plane is this illusion that completely overcomes and dominates your behavior, for you, as it would be said in the vernacular, BUY INTO that which you believe to be true, whether it has been presented to you by so called authorities, or whether you simply have created your own illusion in response to the world you find yourself currently incarnating in, and all the laws, so called, of mathematics are illusion. And depending upon what you would want them to be, you see, determines what they actually are, and if you truly want to expand your awarenesses and your knowledge and to truly grow, you must accept continual changed illusions as the time frame approaches now for The Shift.

For what appears to be is not, not only for your own individual illusion, but the illusions presented on the plane for the masses, and thus, it takes courage and strength and fortitude to break through an illusion. And for many, it is a simple task, if only they would go to the Higher Self through meditation and seek the guidance, seek the understanding of what could be. And what we have presented to you in this what appears to be childlike drawing is a pictorial manifestation of a Universal Law. Understand the importance of the use of the circle. We enter and depart the vibration using the symbol of the circle as Universal Consciousness and the unity of such. And understand, and we will give you a further hint here, that all springs from The One that is represented in a circular form on the earth plane.

It is nearing the time of departure. In the time remaining then I would address any questions relating to this area or attempt to clear confusion.

**Waith, is it possible to be specific about when you refer to the illusion we have, and it is not all what it seems to be, and you change your illusions? I need specifics.**

Of course, you would need specifics, for that is the way in which your consciousness has manifested in lifetimes. And in response to that, it is specific to the individual and the illusion that you have created for yourself, which is your own reality, and that works in conjunction, many times harmoniously and many times inharmoniously, with the overall illusion which has been presented for growth on the plane, and we have mentioned very often the phrase THE CURRENT ILLUSION. Understand that the illusion changes as it needs to, and each of you then must look at your own manifestation and look at all that you believe to be the truth and challenge that which you believe to be the truth, for this is the illusion. And there is the session coming soon, Limera, that will be available that discusses truth, yes ~

**It will be here next week.**

~ indeed, which will give for those of you who were not able to be in attendance, for those who may have forgotten what was stated, a greater insight into understanding truth. However, until you have that information in hand you would want to look very, very critically, if you will, at that which you think exists and then knock it all down, as we might say, and there you will get your own detail, my love.

**Waith, when the whole issue was confusing, or is confusing, because you started with very precise numbers.**

*Indeed.*

**And everybody was thinking that that was a mathematical challenge so we used the tools we learned in school.**

*Indeed.*

**And now you are saying that it is all illusion.**

*Indeed.*

**So, forget this and try in meditation or try a totally different approach.**

*Indeed.*

**That makes it difficult, yeah.** ☺ ☺ ☺

*Oh, very.* ☺ ☺

**You do not try to make it easy, do you?**

*No, we never promised that it would be easy. And we have used this as a symbol, as well as example, of changed illusions for growth will not be achieved if one becomes what you would call complacent with the world around you, but rather to be always questioning that which appears to be, for truth is as you define it, but there are certain guidelines that come from The Universal Consciousness that dictate the way in which the development of your truth is achieved in the spiritual context, and thus, you must go to the Higher Self and you must go through your meditations.*

*We would want to take the remaining time to indicate one final area of changed illusion and to emphasize to you all, and to those who would read the transcripts in the future, that changed illusion is critical for an entity to achieve ultimate balance of Self, to be able to accept that illusions are not to be always, but are to be changed, and that the illusion may change out of your control. It may come from sources such as us, or it may simply be that you recognize that periodically you change the illusion you have created yourself.*

*We must depart now for our agreements must be maintained with Mushiba and Abalma. We depart now leaving with you quite a challenge, and quite a bit to think about, and we will pick up on this discussion, as you might say, in our next session. Meditate upon what has been said, my dear ones, to gain the awareness of what has been given to you for information. Take upon yourselves now your Light and infuse it throughout your being and feel the warmth and the love that comes from Self, and now send out your Light to those in the vibration. We send to you all the very Highest of the White Light from the very Highest of the Kingdom of Amelius through the circle of unity. Farewell.*