

# WAITH CLASS TRANSCRIPT

*(Information Given Interdimensionally By Waith, Through Mushiba)*

November 21, 1989

## Dominant And Secondary Vibrational Colors ~ Part II

THIS CLASS IS A JOINT COMMUNITY EFFORT TO TRY TO RESOLVE THE RIDDLE WAITH GAVE IN PART I OF THIS TOPIC

*Waith's Words, and the Spirit Group's Words, appear in this font style  
(If a Spirit Group Member speaks, they will be identified)*

Class Member Questions/Comments appear in this font style  
(Multiple responses from the class are preceded with this symbol ⚙)

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*Well, when we departed in our last session we left you with a riddle, shall we say, and what we discuss in this session will be dependent upon whether you have solved this formula that we gave to you. So, let us learn of your formula, please.*

I believe I have solved the problem. The clue seemed to be the placing of the ruler because when you read the problem and figured which way to draw the line to the left, and what was left to the right, it got confusing, but the ruler seemed to be the key, so that would be you measure out your six, three point two inches and draw a line to the left you would go back to the beginning point. What would be left to the right would be 12.4, plus 12 would be 24.4, 24.4%.

*And who else has a solution? We sense the energy to the left of us. ☺*

Nothing, no comment. It is not completed. I need more information.

*We would want you to express what is on your mind.*

Oh, no. Now I am in trouble. (Long pause) Well, I figured it, but cannot come to a conclusion.

*Present that which you have.*

Can I use this? That is probably why this is here today. (Refers to an easel and paper in the corner) I did not expect that I would be using that. This is a rectangle part here with 3.5 inches ~ I wish it would be millimeters, centimeters. It would be much easier for me ~ and this is 12.4, so then, it says take the ruler with this and measure six inches, three point two. We came to the conclusion that this means 9.2, so we should start from this corner here, take ruler with this and measure the longest side, so the longest side could be the diagonal here, but it is most likely this one. So, this is the longest side. So, what does it mean ~ I cannot read this darn thing, (He is having difficulty reading the handwritten notes from the last session). ~ The longest side place a ~

- ⊗ (Another person speaks) Place a mark at that point.
- ⊗ Indicating a ~ the point.
- ⊗ Indicating this drawing line to the edge of the paper. So, you should go somewhere from here, the longest line ~ and how far would you go? Does it say that? No? Drawing the line towards the edge of the paper going to the left so, yeah because that means from here to there and then going to the left? That which remains to the right of the line on paper is to be measured.
- ⊗ No, it does not. It is over your 9.2 on the bottom.
- ⊗ So, it would start from here?
- ⊗ Yeah.
- ⊗ 9.2.
- ⊗ Mark that point.
- ⊗ Maybe somewhere here and then it says that we should go back to the left which is here. That your conclusion, yeah?
- ⊗ Go to the left again, that means we will end where we started. But Waith is not happy with this, though. ☺

*And what is the disparity that you sense? Be confident in your beliefs.*

Yeah. I would ~ when I walk along this line myself and then standing in this position and going to the left, I would rather go perpendicular to this rather than going back to the point of where I started.

*And where would that then bring you, my son?*

It would go somewhere this way, but I do not know how far it would go, and probably to the edge then, so to this point.

*Yes, continue.*

To the left that which remains to the right of line on paper is to be measured. So that which remains to the right, (He reads from instructions) so I am here now ~ and remains to the right should be this one here. So that should be 3.2. Now, take that measurement and add to it 12. So, we would end up with 15.2. Yeah, 15.2. Ah, that is even better. And now, ~ (He then looks up at Waith for confirmation)

*You are proceeding correctly. ☺*

- ⊗ So that is what we would end up with, 15.2, but what is this percentage or ~ (He is pointing to the percentages referred to in the last session on the easel pad) It should be inches shouldn't it, no, inches? Inches, yeah.
- ⊗ How about the area?
- ⊗ This one here?
- ⊗ Take the area of the smaller one away from the entire.
- ⊗ You mean this one here? That would be something with square inches, no?
- ⊗ The wording, said take the remainder, add to it the value of 12 and that will give you the percentage. So, it would be 15.2%.
- ⊗ Why percent?
- ⊗ This gives you the percentage of color. We have to end up with a percentage here.
- ⊗ Well, you cannot. The only way you are going to have a percentage is if you divide the thing by itself.
- ⊗ I mean what we can, when we go back to this, we can either say the percentage of this related to the whole one or the area relating to the whole area, so that could be a percentage here.
- ⊗ We need a calculator. Did someone bring a calculator?
- ⊗ Waith does not need a calculator, but we need one. ☺
- ⊗ (The one with the calculator states) I get a percentage of 3.2 out of ~
- ⊗ 3.2 out of 12.4.
- ⊗ Okay.
- ⊗ 25.8%?
- ⊗ So, this is 3.2 and this is 25.8%. Now we have a percentage. Yeah, so this is a percentage.
- ⊗ How can you get a percentage out of inches or centimeters?
- ⊗ Yeah, you can say this distance is related to the entire one.
- ⊗ Oh.

- ⊗ So, this 3.2 related to 4.4 is 25. ~
- ⊗ What about the area? Do you want me to tell you the area?
- ⊗ I do not think that is the same.
- ⊗ So, what you can do is multiply 3.2 by 3.5.
- ⊗ Okay.
- ⊗ It should be the same. Because you have the same. And then keep this in memory and then take 3.2 times 3.5.
- ⊗ 3.2 times what? 3.5?
- ⊗ 3.5, yeah.
- ⊗ Yeah, 11.2 and then what else?
- ⊗ Divide this what you have in memory.
- ⊗ Well, I did not do the first one right.
- ⊗ Oh, you did not. Okay.
- ⊗ One more time. 3.5 times 12.4.
- ⊗ Okay. 3.5 times 12.4, 43.4?
- ⊗ Yeah, and put that in memory.
- ⊗ Okay.
- ⊗ So then 3.5 times 3.2.
- ⊗ Okay.
- ⊗ So, do you divide it by memory?
- ⊗ Yes.
- ⊗ 25.8, right.
- ⊗ So, it is the same.
- ⊗ Right. So, we will add then 12 to 25. We end up with roughly what, 37.8.
- ⊗ Why are we adding it?
- ⊗ Aren't we looking for 63.2?
- ⊗ What was the other number, does somebody remember the percentage we had from last time, 60 was it? The major color?
- ⊗ It was either 63.2 or 62.3.
- ⊗ Okay. If you take 63.2 by ~
- ⊗ Okay. If you take the percent of the small area over the whole, the 3.2 times 3.5 divided by 43.4, the area of the whole ~
- ⊗ Right, what you get?
- ⊗ 25 something, add the 12 then you get 37.8.
- ⊗ There ~
- ⊗ But that is not enough that way.
- ⊗ And if you add 25.8 and 37.8 counting for how you round off decimals, you get 62.3 or 63.2 or something. I am just saying it is close.
- ⊗ No, we ended up with 37.8 and this is 60 ~ Oh, you mean the difference is ~
- ⊗ But add those and you get 100%, roughly.
- ⊗ Yeah.
- ⊗ 101%.
- ⊗ Can we cheat a little bit? 😊 😊
- ⊗ Cheat?
- ⊗ Multiply by the fudge factor!
- ⊗ Yeah, that is right this adds up to 101. Was it really 63.2?
- ⊗ Was it 62.3 maybe?
- ⊗ Nobody wrote that down last time? It was a dominant color that was the one, yeah?

- ⊗ 62.3 and 37.8.
- ⊗ Yeah, was it 62.3, yeah? (Group talking)
- ⊗ You wrote it down, right?
- ⊗ Yes, 63.2 %.
- ⊗ So, this is correct here.
- ⊗ 63.2 which means it is 1% over.
- ⊗ We have over 100% here.
- ⊗ There is another figure of 22.8%. It is the percentage of secondary color.
- ⊗ 22.8.
- ⊗ That does not make 100 though.
- ⊗ It was a secondary color though. So now, did somebody figure out what to do with all this percentage here? (Group members discuss figures back and forth)

*Let me assist you.*

Yes, please! ☺ ☺

*Perhaps if you would resume your position and allow the energy form of Mushiba now. (Waith stands and walks to easel) Thank you. Leave this as you have it, please. (Refers to page of paper showing the drawings of the rectangle and numbers). I would like attention now. (Refers to talking in room)*

*There is a reason why I have asked you to go through this exercise, for those who will be involved in the managing of the Community of Terra Lux will need the ability to take information that we give and work as a group to conclusions and to work in a harmonious manner, and this exercise was a bit of an attempt to show you some of your areas of expertise and ways in which you will complement each other in the knowledge that you do have and the knowledge that can be called upon by each other to assist in the solution of particular problems that we will present to you. It is necessary for us to present in certain ways for lessons to be learned, for we, as you know, are not the answer man. We simply guide and present to you the opportunities for your own abilities to come forth and to grow as a result of this.*

*This is relating then, as we had discussed in our last session, to the colors that are harmonious for each of your vibrations and the ways in which you can determine the percentages of color combinations once you have determined those colors that are for your vibration at any particular time, the dominant color and the secondary color. Now, this type of information will not be useful to you when you go into a store to purchase something that has already been ~ the molecules have already been placed together into the material. You would only be able to receive a sense from your own self that a particular color would be harmonious to your vibration.*

*What we deal with here is the formulation of the colors at the source and the Community of Terra Lux, in conjunction with the mission of helping those who would come to the community for assistance, would be able to guide others in understanding how to become attuned to their vibrations and to make available to them, once they understand their dominant vibration and color and their secondary vibration and color, that the mixture can be made up for them and that that can be given to them in its molecule form, or the other opportunity of then taking a particular material and, as you would say, dying that material into the color that would be desired by the vibration and it would then be harmonious.*

*And so, what we have presented to the community is the opportunity for the projection of assistance to those who would come into the community for guidance. You are all very close. You have seen, my son, the way in which to interpret this information in a way different from what it might appear to be, and thus it was correct that you took the different perspective.*

*Now, what has occurred is that you are beginning to interact with each other rather than attempting to figure this out yourself in isolation, for the coming age will require group participation and not individual isolation, and thus it is that you understand now that there are a number of entities currently in the vibration who could assist if you, shall we say, put your heads together and determine the correct exact percentages, for you are very, very close to this.*

*What you must understand is that this area in which you have indicated is the dominant space percentagewise that will be used for the dominant color configuration, and also when determining the configuration for the secondary color this space will provide a percentage. You have two issues here. You are dealing with the dominant color and you deal with the secondary color configurations. Do not confuse the two. We would request that you work with what you have presented now and we will give you a little clue. We will not tell you what it means. We will simply give you this little clue and you will then work with it. (Waith draws some lines on the upper left corner of the illustration)*

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**Very well rendered, by the way. Very well rendered.**

*We thank you for your compliment, my dear. Now.*

**So, maybe the measurements indicate the length of a line but it need not be straight and we could be doing circles or something else. We took those measurements to indicate straight lines.**

*Indeed. Remember that when we enter and when we depart the vibration, we give to you the Universal sign of unity which is the circle, and we hope now that the challenge will continue. And understand that the end result will be very beneficial, for an understanding of the right combination of colors will help those who will be in the healing profession as well as those who would simply be available for assistance to a vibration who would ask what colors would be best for them to surround themselves with.*

*We are now at the point of departure time. We leave you with the realization of the strength of unity and the strength of oneness and drawing upon each other's resources for knowledge and harmony, for it is in the practice that the growth occurs and not in the discussion of it.*