

1

Time Is Now Available for Your Personal Flexibility

GRANDFATHER

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You have all experienced, from the minutiae to the grand, time as a benevolent and sometimes aggravating experience or moment. Time now is something like everything else, meaning that which you have influence over. You'll find that there are opportunities with homework—many of which you'll find in this writing—that allow you to experience time in a more benevolent way, even in circumstances when there seems to be no time to get there or not enough time in the day. The channel through whom this is coming has been taught these things, and it's time [laughs] to pass them on to the readers—you!

The homework will take the form of collapsing time or expanding time. Collapsing time does not refer to an astronomical event but rather to allowing things to happen more quickly—meaning, “How can I get there if I don't have enough time?” for example, or more expansively, “How can I create enough time to do all that I have to do?” So you will see that while this book will give you much that you can use and consider and think about, it will also be practical in its nature to allow you to experience that which you might have formerly considered to be impossible. Creator now deems that you are

ready for such an experiment and will build in certain infallible measures to keep you from making catastrophic mistakes, such as resetting the time to a different variable and causing errors in existence, application, and ultimate effect. So don't worry about that.

I'm speaking in this preamble to begin this exploration today because I want you to realize at the very beginning that this is not simply an in-depth discussion of a topic that comes up on a daily basis very often for you these days, but it is also something that is much more flexible than you realize. Many of you have had unexplained experiences where you can't account for how you managed to do so much in such a short amount of time or how something occurred in such a long amount of time, such as: "How on Earth did I get that done?" or "How on Earth did that happen in what seems like a nonsequential manner?" There will be those who will talk about the physics of time, giving actual mathematical formulas that can be applied to the scientific understanding of time. There will be others who give more loving, nurturing methods or explanations and reasons (not justifications) for why you experienced time the way you did in the past—meaning as you experienced time, oh, up to about the 1940s, and as you've been experiencing time from about 1948 on to your present calendar measurement. So know that what you read here is not only relevant to your day-to-day experience of life but that it also has a very practical and useful side that you can integrate in the simplest possible way to improve the quality of your life and the experience of your waking and sleeping life.

TIME IS A FORM OF SEQUENCE

I will begin by saying that Creator generated and invited many different time sequences available for practical experience of life in scholastic—on a soul level—demonstrations so that whatever souls occupy the space in Creator's universe could experience, could grow, could enjoy, could love, and could learn what they chose or simply could live benevolently as was available to them. You are living in an experience of time—and that's who we're talking to now, not a total history of time, much of which would not be relevant to you—that is entirely structured to support learning. Sometimes it supports learning that [chuckles] you'd rather not have in that moment but that you might need soon. Sometimes you will learn something very unexpectedly—maybe it's pleasant, maybe it isn't—perhaps before you know or discover that you need it, and then presto, so to speak, you have it because of what you just learned.

This happens very often in your societies on the street. Say you've never ridden in a cab before, but the transportation you usually use is not available that day. You walk down to the street and you see somebody hail a cab—whistle maybe, or raise an arm—and you say, "Oh! That's how it's done." You don't think anything about it, because you're going out to the store, but later on you decide you need to go across town and you say, "Oh, this is how to call a cab." It may seem to be a simple thing, but in fact this is a perfect example in the big city of what you might learn in sequence.

Time is essentially a form of sequence that is measurable not only in terms of applications, consequences, and results but also in terms of mathematics, and it has a potential to be used even as a physical means to generate, create, re-create, attract, and propel—in all meanings of those words. You are living in such a time, meaning in such a time function. Creator has placed you in this function so that you can learn the maximum amount in the shortest experiential time possible—"experiential" meaning how you feel, how you take in your world, how you live in your world.

This way the intense school you find yourself in on Earth—and on the immediate planets as you experience them, as you go out to them and explore and so on in the coming years—is set up so that you do not have to invest a great deal of your soul's journey through life; you do not have to invest too much experiential time. That is because even though this school is intended to provide great wisdom—which you all seek, consciously or otherwise—many of you realize that there is this aftereffect from living life on Earth.

For some of you, it takes longer, not because you are slow but because there has been so much and it takes experience—what I'm calling experiential time on Earth—but beyond Earth, it takes experience to go through and process and resolve what you learned on Earth. You do not just forget about it and go on [laughs]. Pardon me, but this is something you do attempt to do on Earth, to forget about it and go on, but in fact, no one ever forgets about anything and goes on. You can suppress it mentally, but you do have to do something at some point to create resolution so that you can actually go on. It takes resolution to actually go on, let it go, and move on with your life.

That's ultimately the purpose of time as you experience it on Earth: that whatever comes up or whatever is stimulated by Creator or Creator's representatives is always and only intended for you to generate, by your own means, resolution that works for you (meaning Earth souls at the moment in Earth school) and that can apply to others beyond Earth

(meaning Earth souls on other planets in other schools, if they should encounter similar situations).

That's why this is such an advanced school. It's advanced because much of what you do will have implications and effects on others far beyond any of your now lives that you will encounter. You see? You may do things here that others will study on other planets, in other cultures, and in other times, and they will be able to say, "This is not exactly what we need, but we ought to try something that fits into our culture that is similar to this, because we don't have this knowledge. These people were trying to survive and were very flexible in what they could do, and even though our planet is not like theirs, we can try this and see." In short, you will find that your experience on Earth becomes a reservoir for study and application by cultures on other planets that can do that from afar.

So time has many uses, but the use you are experiencing on Earth now is one that is entirely devoted to learning, resolving, applying, and ultimately relearning. It seems to go around and around and around, but at some point it becomes complete. Many things now are becoming complete, and because they are becoming complete, time is more flexible. You have been informed in the pages of these books [the Explorer Race series and www.ExplorerRace.com] and magazines [The Sedona Journal of Emergence!] in recent years how you have influence now: you can do this, you can do that. Time is also—in some of its aspects, not all, as they apply personally to the individual—now available for your personal flexibility. So this book will be structured to and supportive of your personal ability to utilize, interact with, nurture, and be nurtured by time flexibility. You really can change time for yourselves.

TIME HAS CHANGED SINCE 1948

So the Earth spins on its axis and it goes around the Sun, and that's how we define time on this planet. Is that correct?

That's how you do now, but that is an intellectual understanding of time in its measured state. In fact, to put it more simply, you define time by day-and-night cycles. If it's dark outside, it's night; if it's light outside, it's day. That was your first measurement of time. By your description of the Earth spinning and going around in orbit and so on, all of these things are basically extrapolating more information about night and day. That's it. It doesn't really explain time, as you've noted yourself, but rather it simply tells you what you already can observe.

Has time gone faster or slower on this planet in the past—meaning we experienced what felt like less hours in a day or more hours in a day?

That's why I mentioned that since around 1948 and forward, things have changed, largely to condition your physical body. You understand that the physical bodies of all beings require gentle and slow conditioning in order to adapt—your souls don't need to adapt—to applications beyond those from when Earth physical human bodies were created originally, and that adaptation from roughly 1948 onward now is largely complete. So the student of such possibilities (as one who might read these pages or study other things) can now begin—and some have begun before this—to apply on a personal level the alteration of time.

But in terms of your question, "Has time speeded up, has it changed, or have there been alterations to time?" then yes, from about 1948 onward, there have been changes of time. Sometimes you would experience enough of a change in time as it was happening that it would come to your attention so that you might even discuss it with friends or acquaintances, and at other times things seemed to be literally moving so slowly that it was slower than what you might expect.

In recent years, especially in the past ten or twelve years, what you were usually experiencing in moments like that (and this is kind of interesting, when you think about it) is that you would have been in a long sequence of speeded-up time as compared to time before 1948—or roughly 1947, depending on how you figure it—that you would be experiencing that level of time. Think about it as if your time has speeded up and your body is trying to adapt to it over all of this from roughly 1947 to 1948 on. Some people on the planet have been here since before 1947 and 1948, and for them it's a little more difficult. For those born afterward or about that time, it's easier.

But to get back to my original statement, think about it: Time is sort of speeding up, and then there are moments when it seems to slow down, meaning you can hardly get anything done and nothing seems to be happening, or you feel almost stuck and you're plodding along. Not just on an individual basis, but on a more general basis when comparing notes with your friends and acquaintances, you find that everybody seems to be having that experience, moments like that. You are having moments when your physical bodies are being allowed to stop—you know [imitates being out of breath], catch their breath [chuckles], so to speak—and then start back up again on a program in which the functional aspects of your body are being conditioned to adapt to this faster experience of time.

So in those moments of apparent pause, you are actually experiencing the type of time that existed pre-1947 or pre-1948, depending on how you experience it now. For those of you born before, say, 1947, it will often feel, at least in the beginning of it, like a relief: “Ah, that’s better.” But for those of you born after that time in the forties, it will feel like, “Oh, my goodness!” It will feel like your feet are stuck in some thick material, and you can barely move forward. It will be very annoying.

It depends a lot on when you were born, but the timing, the condition, and all of this that’s going on must honor all beings on Earth. By saying “all beings,” you understand that I’m talking beyond the human being. Think of some beings, ones it’s not difficult for you to think of: old trees, for example, to say nothing of Earth itself. Earth is a little more immune to this kind of stuff—“stuff” in the sense of the overall human experience on Earth in order to learn, grow, and change—but trees, they are not invulnerable. They are teachers, they are companions in terms of how human beings relate to them and other things, they are beauty, and so on. But they also experience that. So especially for older trees—lots and lots of trees still in your time have been around before the late forties—they need time to have a breather, as I put it comically before.

You can see that a lot of these adjustments in time have their particular application to you as an individual, based in—and very deeply rooted in—how old you are now, as you would understand it, or in short, when you were born. Now, interestingly enough, in the past ten to twelve years, youngsters are particularly well adapted, meaning that in the bodies they are passing through—mother’s body, father’s sperm, and all this stuff—the conditioning that has been happening over these years has changed things enough. Thus in the past ten to twelve years, if youngsters have been born then, they are particularly well adapted to this speeded-up time, and when time slows down to that pre-1947 state, they are particularly affected.

LEARN TO TAKE CARE OF YOURSELVES AND CHILDREN NOW

This is a note to parents, although in this case, it would be a grandparent thing, the pre-1947 people. Say you’re feeling a little more relaxed for no particular reason you can put your finger on in your life. I’m separating this out from obvious reasons why you might feel time slowing down and feel no more rush, rush, time to take a nap; it’s not that, but something you cannot put your finger on, and you feel you can slow down a bit more. If you grandparents, in

this case, know youngsters who are less than twelve years old who become, for no apparent reason, increasingly agitated—not violent or self-destructive, not that way, but meaning that they have a hard time taking a nap or they have a hard time sleeping at night—they’re probably going through one of those slow time periods, so to speak, that you all need (you pre-1947 people) for your body to be conditioned. Don’t feel bad about it. Creator must apply these sequences of time—speeding up, slowing down—for all beings, and it affects beings beyond humans, animals, and so on as well.

So it will pass; this usually doesn’t last for too long. Oh, I think there was a time a few years ago where it lasted about three weeks, but that’s not likely. Now it’s more likely to be measured in hours, meaning forty-eight or seventy-two hours, something like that, and then onward. The youngsters will not be greatly agitated; it will just be a little harder for them to sleep and so on. So in circumstances like that, if you observe that the youngsters are a little more agitated than their surroundings or their life would prompt in general, then when they go to sleep, try to allow their sleep environment to be as nurturing as possible. If they like gentle music, play that, or if they are disturbed by loud sounds, turn the TV down to where you can only hear it yourself—you know, “those little ear things,” like that. Try to make them more comfortable when they sleep—no drugs or anything like that, but there are things you can do, such as keep them warm and so on. You know what to do, grandparents.

As far as parents go, meaning younger ones, you will not be as affected by slow time in the benevolent sense as, say, grandparents, but you will feel perhaps a little agitation yourself. Use my example to grandparents for youngsters in a moderated version for yourselves. If you were born post-1948 and you find that you are having, for no reason you can put your finger on—nothing’s really different—a little more difficulty in sleeping, then do something during those moments, once you become aware of them, that you don’t normally do.

Be careful what you eat; maybe six or seven hours before you go to sleep, don’t consume anything stimulating. If you can help it, try to consume foods, for instance, or anything you drink that allows you to be relaxed, not stimulated. I’m not talking about drugs or anything like that. I’m just talking about nutritional things that might stimulate you as compared to nutritional things that might relax you. You can look into that; this is known in your time. Or try to do that which might prompt a more relaxed state afterward. In the case of married couples or lovers, you know what to do, right? [Chuckles.] In the

case of others, give yourself a little more time to sleep. Try to go to bed a little earlier, get up a little later, or something like that in your sequence, so that if you wake up from time to time at night, you will have a greater amount of time to sleep. I'm trying to keep it practical, you understand.

A NEW CYCLE HAS BEGUN

What was the catalyst or the purpose or the occasion that caused time to change its tempo, or whatever, in 1947–48?

Well, good question. A lot of it had to do with population. Earth can only handle so much population, of course, as a school. Also, there had been a long amount of experience, as I was talking about before, in terms of some things being completed—meaning every variable of any different stimulation, experience, and action had been played out more than once by different peoples or souls on the Earth. So it wasn't necessary to continue doing something in order to experience the consequences and then redoing it in order to experience it more benevolently and so on. Some of those things have been completed, and they were drawing to a close insofar as actual human experience that would prompt you to learn something. So they were continuing, but you weren't learning anything new—meaning that cycle was complete. And this was happening more and more and more with various things.

So the school, as it was set up originally to create various forms of resolution, needed to change its methods, because that resolution was being created. Things were being resolved, not only for applications of societal lifestyle—living, how to live, how to be happy, and so on—but also applications that would work to help others on other planets who study these things that you are doing. Therefore, it was like certain levels of spiritual conclusion were taking place so that things needed to be changed and altered, as you would be merging back into the actual form that you normally take as a soul. Therefore, the school itself needed to be changed. You might say that the curriculum needed to be changed in order to support and sustain that merging and to allow you to experience gradually what you might call the reawakening to that merging so that you would not suddenly experience the reawakening in the conscious state—meaning where you are living life.

Even now, when a person dies, he or she is escorted by the angels and guides and teachers and goes through this entire process after death. That's fine and that's intended to be that way, but that process cannot take place while you are alive and functioning and in a physical body, unless really a

variation of that is taking place. Then there is, of course, no death, but the change and transformation, otherwise referred to before as “curriculum,” is altered very gradually so that the merging can take place. But it takes place over experiential time and, to a degree (since I’ve used actual years), over measured time that allows all beings—especially human beings, since it’s your school and you are the students—to move as gently as possible through this experience to reach that reemerging with your natural state of being. This is a fascinating subject.

I think so too, and these are just my comments. Lots of other beings will want to talk, including some you haven’t heard from before who might have their own points of view. I think readers will find the book not only interesting and intellectually stimulating, but there will be ways to highlight things so that those who are more interested in practices and homework and so on can choose those things. Some people can read some things, and other people can read other things, and other people can read it all. In short, you are appealing to different groups of people. Some are reading for interest and mental stimulation, and some are reading because they want to change and so on, and so you are really covering a lot of bases. Good life to you. Thank you.