

Education in Atlantis

Eluña Noelle

- 00:00:00 Hello. It is so good to be here with you, and thank you very much for choosing to support me and my work, choosing to sign up to be a member, which is how you can access these special videos. I am so grateful to have your support. Truly, this work would not be possible, and it really would be meaningless without you. So thank you very much for helping me to align with my mission and be able to show up in the way that I am meant to in this lifetime.
- 00:00:31 Today, the thing that I am the most interested in looking into is Atlantis and the life and times of what it was like to be there. So for the Channeling After Dark series, I will ask questions to the Akashic guides, if that is appropriate, as it will be today. Other times I will ask questions to my own guides and my higher self. They are very wise. There are quite a few beings that guide me and offer different perspectives.
- 00:01:03 They are from different places in the universe and have an array of experiences to share. And so I think it can be very enlightening to get their perspective. And as I have been learning, I never know who might come through, so there are other guides that may choose to show themselves in these series that I don't know yet. Today, however, I want to look into Atlantis, so I'm going to go into the Akashic Records and see in kind of a general sense, I'm going to let the Akashic guides who, in a way, they monitor the Akashic Records.
- 00:01:42 You don't actually have to go through them, but it's better to, I have found. They make the information a lot more clear, and they also guide the information in such a beautiful way that I didn't realize before. And then after doing many Akashic readings now, I've come to understand how, how helpful they are. They are called guides for a reason. So they will be mostly guiding

us and, and showing me and us what is helpful and, and what we can see today.

- 00:02:20 And then I also did ask if there were any beings who were willing to share their life in Atlantis with us based on the Akashic Records, and it seems that there are actually a few that are willing to do that with us very openly. So I will just see if that's appropriate. I was hoping to get multiple perspectives on kind of just a daily life in Atlantis, and then I also want to look at what happened leading up to the fall of Atlantis and then what actually happened in the fall.
- 00:02:57 So I'm not sure how much time that will take, and I also don't know how much I'll be able to see because it really is dependent on what the Akashic guides feel is appropriate at this time and what my own guides feel is appropriate for me to know, for others to know. So I cannot say what will come through. But I do know we will be able to see at least a glimpse into Atlantean life, and I am very excited for that. So it will just take me a moment to connect.
- 00:03:29 And I think I will only say one other thing, and that is that a principle that I like to keep with my own self is that with any channeled work, it is really important to take in the information that feels good to you, and if something doesn't sit quite right, that does not necessarily mean it should be outright rejected. It might mean that it needs to settle in further and land in your being in a different way, and that's okay.
- 00:04:06 It's okay to allow the time that it takes for something to sink in. And if it turns out that after, you know, maybe a couple of days, something is still sticking with you in, in a way that you can't work through and that maybe is causing uncertainty or bringing up any sort of negative emotions that are keeping you from moving forward, that would be something to let go of. But sometimes the thing that feels uncomfortable is there because it's, it's actually bringing us into a space for us to grow.

00:04:39 And this is all a lesson in discernment, so it's really about finding what feels good to you and what is right but not outright rejecting anything that brings up discomfort because that can sometimes lead to growth. That's at least what I have found for myself. So I just wanted to say that one last piece before I go in.

00:05:02 Angels and guides, please be present. Thank you for this holding. And Akashic guides, I thank you for your wisdom and guidance.

00:05:35 May I please access the Akashic records of the city of Atlantis, a time when it was at its peak, a life, a daily life in Atlantis. Okay, so I can see that. It

00:06:07 actually looks very like a very lush forest or a jungle really near the ocean which is unexpected. Very lush and green and the plants are not necessarily so.

00:06:38 The leaves are not so large as reminiscent of what we have currently as jungles, but they are-- they do not look like the trees that we have in North America. And it looks like this is located somewhere on the East Coast, but also it looks like it's in a place that...

00:07:13 Let me see if I can get this geographically accurate. I need to back out of time for a moment. Okay. So it actually looks like Atlantis was in this space farther in the in the southern part or it connected over to Europe and the eastern part of the United States.

00:07:57 And it looks like the weather was and environment was very different then which I didn't know. That's unexpected. It almost looks like the Earth is like a little upside down to the way that it is now because there's a lot more green and, and lush like what we would expect at the equator farther north.

00:08:31 So. And I'm not sure what else, how else to make sense of that, but that is what I am seeing. So it is a very large space that this is taking up this kind of

land bridge I suppose the connection between Europe and North America. It's very big and Atlantis sits there and then kind of part of it borders the ocean.

00:09:05 So they're in very near the ocean and they have lush, a very lush area that surrounds their city. And I was following this young boy, this very young boy. I was finding it difficult to pinpoint something without landing with a being and so this small boy was letting me look into his life and he was running over these really beautiful almost marble or, yeah, cold kind of stone pathways.

00:10:00 They look kind of white or just very light-colored and he kind of. He stepped in a puddle as he was splashing by or running by. And let's see where he's going. He's playing with some friends. Okay. So just to describe because this is about the daily life, this is very interesting to me.

00:10:34 So the boy is wearing no shirt. They do-- he does have a, like an olive complexion a, a pretty dark olive complexion and I can see that most beings here are darker in their complexion. They are olive to even like a dark brown and some are even darker than that in their skin tone.

00:11:10 And the young boy is wearing a very interesting... It is clearly children's clothing that is very typical. It is kind of like a light, an off-white with like a blue sheen somehow in it and there is this band at the top that looks embroidered with dark blue triangles dark blue right triangles that are on one part and then on the bottom part that meets it is a white triangle.

- 00:11:59 So it, it's like if you cut a rectangle in half and make two triangles, it's like that kind of embroidery across the, the waistline. And it's pants and they are what we would consider to be shorts, but they don't look like shorts because in the front there is this cover that actually makes them look kind of like a sarong or like a skirt really but they're shorts.
- 00:12:32 And it seems like this... Again, this is very typical for the children's clothing because of the running around, it's very normal. There doesn't seem to be anything special about the clothing is what I mean to say. So he is running home. I can see his mother, who is beautiful. These people are all beautiful. They are just, yeah, stunning.
- 00:13:06 And his mother is wearing a, a long rather formless dress. So the, the straps of the dress are wider but it's still like a tank top dress, but wider straps and it's pretty formless.
- 00:13:41 It feels like this is a very normal, again, nothing out of the ordinary clothing for women. She... What's interesting is that her clothing looks somewhat similar to the boy's in that they both have around her neckline here, she has the same blue and white triangle pattern.
- 00:14:12 So I wonder if that is indicative of class or family perhaps. I don't. I'll try to see if I can get an answer to that. But she looks similar. It looks like similar fabric. Loose-fitting dress. It allows for airflow. There's like a small slit on the bottom that makes it easier for her feet to move back and forth. And then she is wearing a, like a headscarf that is kind of wrapped up into almost like a turban.
- 00:14:49 It's a fairly, it's fairly tall how, how it has been wrapped. And so her hair is covered. And the, the doorway that the young boy is moving toward, it's a, it's a little difficult to describe the environment because it is so mixed in with the outside.

00:15:28 You can't really distinguish the inside from the outside. It's like you're kind of always in both places. Very, like a lot of. I mean, it's just free-flowing air. And somehow this space that the boy is running through is covered, but it's not all the way inside. And so this doorway that this boy is running to is fairly wide. It's like a maybe a double doorway size in a regular sort of home that we have.

00:16:03 It's about that wide and about that tall. And the doorway is it's just open leading to this space where there is a table to eat at. So he is maybe running back home to eat lunch or some other meal. It looks like pretty bright outside at this time, so maybe it's lunchtime.

00:16:37 So he's going home to eat, and let's see what else we can see. And his mother is there to kind of greet him. Okay. Yeah. So they are. I'm just curious about the food too so I was looking into that. So they're eating kind of classic sort of food.

00:17:07 They're I can see that they have, I think it's squid because it ha- or maybe octopus. It has tentacles. I think it's squid. There is clearly like an abundance of seafood available, but right now I think they're eating... It just looks like it has tentacles, so I think it's squid. But then they also have very ripe fruit. So they have like something that looks like a mango 'cause it's bright yellow.

00:17:41 And they're kind of eating all of that together, the fruit and the seafood. Yeah, it seems like a kind of a, a normal regular lunch or meal for them. Okay, that's nice. Let's see what else is happening in this world.

00:18:14 Okay. Yeah. This was of particular interest to me is what does the schooling look like for children? I am so curious about this. There's actually a lot here. It is very unique. Okay, so when-- So this boy is bringing me to his, to one day in school, which is a time when they, they do go to a place more for like a a quote lecture style, if you will day.

- 00:19:01 These are actually very infrequent these sorts of days where they're going and sitting and kind of listening to things and yeah, maybe taking notes. It doesn't really look like they do it in quite the same way that we do. I think the way they take in information is a bit different. Let me see if I can get more about the way they take information in just before we keep going, 'cause this is so interesting. How, how did they learn? How was it different than the way we did?
- 00:19:49 Okay, so did they just have better memories? So the people at this time had what we would consider to be almost like photographic memories. This was normal. And photographic and auditory memories. So when they heard something once, they just remembered it.
- 00:20:21 That is partially a distinction between how they learned and how we learn. But something else that was different that is a little hard to explain, because I don't fully understand, there is a resonance in their being where when they take truth in, it strikes this chord essentially, and they.
- 00:21:01 It's like the information lands in their being, and for each person, it lands in a different place, and they actually remember it slightly differently which is similar to us. We all remember things in a slightly different way. But the difference is that they heard the truth in what was said, and where that truth was stored was different in each of their bodies, and that is a very big distinction.
- 00:21:39 And this understanding that each child had and each person had of how truth landed in their body, where truth landed in their body, was such a natural part of growing up, and that is really what enabled them to retain so much information and have the amount of self-awareness that they did in terms of taking in knowledge.
- 00:22:12 They were very good at that and very good at processing that because of this understanding that they had of the way their own brains and bodies took information in. Not to mention, they had the support of this incredible

memory. So both of those things are very interesting.

- 00:22:43 Let me see. He is at this lecture that I'm calling a lecture. It's, it's where a teacher is talking to a group of students. So and he is young. It's a little difficult actually to pinpoint how old because his chronological age does not match his actual maturity and development.
- 00:23:18 It looks like just the way they took information in, again, this kind of the self-awareness I think that they had, was a little bit more than what we have now. And so it's, it almost like matured them a little bit faster, even though physiologically it looks like he's maybe five, physiologically. And chronologically, that's how old he is, but he appears much older to me when I look at his energy field.
- 00:23:50 He has a lot more experience and understanding and just emotional maturity than a five-year-old. That's very interesting. These children are receiving a lecture, I will keep calling it that from this teacher, and I wonder if I can see what it's about. Let me just see if I can listen in.
- 00:24:21 I feel like I'm listening to a lecture on quantum physics. The teacher is talking about the nature of time and what it means to... I don't even fully understand actually what he's saying, to be honest. It's a little difficult to even repeat. I heard all the words.
- 00:24:55 Let me see if I can get something. His exact words, he's saying the nature of time is such that when you travel from this point to this point, you really haven't gone anywhere and you're in the same place.

- 00:25:26 Those are the words that he said. That's what I got from eavesdropping which takes a lot. It's a lot to, yeah, hear exact words when they're not meant for you 'cause I'm really eavesdropping here. That is what I got. It kinda sounds like quantum physics. That's the feeling that I get from listening to this. This is the lecture, and what this young boy, which I really wanna know what his name is because this is so kind that he's letting us look into his life.
- 00:26:04 Let me just ask his name. His name is Monty. Monty is explaining that that most of the days in school, what we would consider school, are actually spent... It changes a lot, the scheduling is very different.
- 00:26:36 And it actually is kind of dependent on you, on the child, on what they're interested in. So there are small groups of, of children that end up going on, what we might call a field day. Not, not a field trip, but they have a day out in the field where they are practicing certain things. And then another day where it might be more like an apprenticeship day, where they're with a mentor and working very in a lot of detail on something that they want on a, on a skill or a some form of knowledge that they want to pursue, whether that's a material skill or whether that is a.
- 00:27:33 I say material, mechanical, hands-on sort of skill, or whether it is a, a knowledge more, research-based pursuit. They will work with a mentor. And so there are these days where larger groups of children are in more of a lecture, and those are the most infrequent. And then there are other days where they are in the field, is what Monty is saying studying and practicing different things.

- 00:28:09 And then there are other days where the groups are even smaller. It's more like one to three children at the maximum that are working very intimately and closely with a mentor in an apprenticeship sort of way. Wow, that seems like a beautiful schooling program. I am very enamored by this. I am a Montessori teacher, I am just really loving this explanation of school.
- 00:28:41 It just looks so beautiful. Very fitting for children and for their needs, wow. I'm just really blown away. I feel really blessed that we got to be with this child, Monty. That is so fortunate. Okay, let's see. I would love to see if he wants to show us a day in the field and then a day with his apprentice. I don't know what he's studying, but I would love to know more about that and just see kind of what that looks like. This is so amazing, so interesting.
- 00:29:18 So this consisted of many different things, being in the field. This is the most varied of all of the days. So sometimes it was getting, I would say, a kind of a general education around the natural plants, the healing plants and the other plants, poisonous plants, edible plants in the area. This was just common knowledge to know of the plants around you, and also the animals.
- 00:29:55 So it looks like they also went and studied tide pools, which is really sweet to see that this, that's a similarity, that there are still groups of children today who go and study tide pools just to see the animals that were living there, and yeah, understanding the nature of an ecosystem, as we would say. Yeah, and it looks like they, they actually talked about that in a really beautiful way. Rather than it being an ecosystem which feels so clinical when I hear it now in comparison to the way these beings are talking about it.
- 00:30:38 They're really talking about the interconnectedness of everything, but also the support that each thing has with the other, and the effect that happens when one thing is pulled on, how every little thing is affected. They're actually showing me this beautiful fractal pattern that with these interconnected threads between every living creature in this tide pool and how every living creature depends on the other, and the way that if one of those threads is

pulled on, then many creatures are affected.

00:31:33 It's not just one creature that gets pulled on when one thread is pulled. It's many. And so they are— I think that they are showing me this interconnected thre- these threads. I think that it is probably for my benefit. I don't think the children see that. I think they do see it in a way, but it's more of an energetic understanding of seeing it. Maybe some of them do actually see what I'm seeing.

00:32:05 But they have this understanding better than I do even. And so that's what they're looking at. They're really deepening into this understanding of the interconnection of everything and how everything relies and depends upon the other and is affected by the other. It's quite beautiful. So there are those sorts of studies, natural studies, I would say. And then this is something that I'm a little confused by.

00:32:39 I've never seen this. They are riding. They have lessons on riding something that looks like this is so far out there. I'm just gonna tell you what it looks like. It looks like a hover-skateboarding hovercraft.

00:33:11 With no wheels, of course, kind of. That's not exactly what it looks like, but close enough, and it's not just a hoverboard. It can go way higher than a hoverboard could 'cause it's not just hovering over the ground. And it's made out of a very coarse material. It is the.

00:33:41 It's shaped kind of like a. It has a curved top, and then it kind of goes to a point-ish at the end. So kind of like a raindrop maybe. That would be a good shape to approximate it to. But it's made out of a very, very coarse stone that is very porous, so it actually... It kind of gives me the feeling of, like, a pumice stone.

00:34:15 Not quite as light, though. Pumice stone is very light. This is actually a lot denser than a pumice stone, which is surprising because it's in the air. And it is slightly... It is like the color of... It's not a lilac. It's more blue, like a

periwinkle. It's kind of like a periwinkle color.

00:34:49 And it, it has s- I can't remember that, the proper term for that, but it has square... It, it, it is f- The rock is formed in squares, so it has ang- squares more or less, not perfect squares, but more or less square-shaped formations, and it's all kind of chunked together in a rather thick a thick plate that I see Monty is practicing on, and he's actually...

00:35:27 It looks like he... I mean, he's higher than any of the other children, so maybe he's just very adept at this. Seems like it's kind of natural for him. He feels very at ease. He does not... I, I do not sense... I don't see any fear or tension in his body. He is very at ease on this. So this is something that they also do apparently in school.

00:35:57 Yeah, it, it's a form of learning, I guess, physical education or something. I... Maybe we could equate it to that. But this is also a very natural way for them to get around in the city and, and, like, also through, n-not through the city, in, in other kind of places. Mo- It's mostly, like, used on the outskirts of the city or, or in the city, but not the, not the dense places where people are living.

00:36:28 It's used in, in other parts is what it seems like. So-But they have children learn how to do this very quickly, and I'm very curious, how is it in the air? How is that happening? I really need to find out what is, what is going on here. Just a moment. Wow. Okay. So Monty is saying, he says, "Well, you just, you connect with the energy of the stone, because there are, like, little crystal pieces inside.

00:37:06 You connect with that, and then you just ask it to, to go. You, you, y- yeah, you just ask it." He's not... Let me see if I can understand more. Wow, okay, there we go. So what he actually is doing is connecting his consciousness to the consciousness of the crystals, and then, and then they're one.

- 00:37:46 Then they're one being. And these crystals do not have the same limitations that the human mind has, and so they, it's, it's almost like they don't believe that they are bound by gravity, in a way, and so there's nothing preventing them from flying.
- 00:38:17 And so these people, the Atlanteans, have have figured out how to utilize these crystals, and in the coming together of their consciousness, they are able to draw on the consciousness of the crystals as well as the consciousness of the human mind to travel through space in a way that, travel through the Earth, through space, in a way that is no longer inhibited by gravity.
- 00:38:50 So that is really amazing. That is... That is unexpected. That's pretty exciting. Let's just look at the one other day that Monty goes to when he is working with a mentor. I'm so curious about what he studies and just kind of what that looks like.
- 00:39:21 I'm getting that one-on, almost one-on-one, very close work with a, with a teacher. Let me just see what he does, what he's interested in. This is very interesting. It is... Monty is showing me this very incredibly fine, it might be like a laser etcher.
- 00:39:56 I don't, I'm not really sure what else to call it, but it's not that technology. So it's not laser technology, but it is similar to that. And here we go. I'm learning how it works. It changes the vibration of whatever material it's touching.
- 00:40:29 It changes that vibration so it is, so that wherever the, this very fine tip is touching, it can carve pieces away. And it is a very, very fine point. I mean, it, like, almost thinner than a needle. It, it is so fine. And what I'm seeing him do is, he is holding this stone, I guess a piece of stone, and etching into it with this etcher this vibrational etcher.
- 00:41:18 And when he's doing that, what he's... what he's going to learn how to do.

Amazing. So this is the first step, is him, the first kind of phase, is him learning how to use this etching, a vibrational etcher, to put these words that I cannot read. They're in symbols to me. But, but put these words down into stone, and then the next thing that he will learn how to do is imbue this stone with a vibrational frequency.

- 00:42:00 And I should say not just the stone. It's actually each line, each symbol, really. Amazing. It's like each symbol has a vibrational message, and then the whole line itself that it's written also has a vibrational message altogether. It's very interesting. So you can pick out parts of the message bit by bit, and each symbol does have a message of its own.
- 00:42:32 But then the whole line taken together means something else. Means more than just the individual symbol on its own. It's very interesting. And so he will end up learning how to, I think it's using his own voice, yes, to imbue this frequency and this vibration into these symbols that he etches.
- 00:43:03 And right now, as a child, all he is learning is the art of etching. The voice mastery does not come for quite some time, he is saying. That's like, that is like the advanced work of what you get to when, once you have really mastered how to use this vibrational etcher. And so that is what he is most interested in, which is just amazing to see this. Such an honor.
- 00:43:42 I would love to see more of Monty's life if he is open to sharing that, and I think that we will look at that next time. So I'm going to say thank you for now. Thank you so, so much, Monty. This is such a blessing and an honor and a privilege to see into your world and to see through your eyes. This is just so incredible. Thank you so much for sharing this with us, and I really look forward to connecting with you again.
- 00:44:13 Thank you very much. I would like to thank the Akashic guides for being present for this reading. Thank you for your wisdom. Thank you for your guidance. Thank you to my angels and guides, my higher self. Thank you for

being present. Thank you to the ascended masters who guide me.

00:44:44 Thank you to the angels for holding this beautiful frequency. Thank you, divine source and creator. Thank you for this space. My energy stays with me. Your energy stays with you. The records are now closed. The records are now closed. The records are now closed.

00:45:17 Thank you all so much. That was amazing to see. That was just incredible. I have never looked into a life like that before. It was amazing. And I just will apologize now for the struggles that I'm having with this microphone. I am not accustomed to doing Akashic readings with anything in front of me. Normally, I'm sitting very differently, and so this was a lot to get used to, so I apologize for any sound or visual disturbances that that may have caused.

00:45:50 Thank you so much, though, for being here and for being present for this. I hope that you are as excited as I am. I am buzzing with how amazing that was to see all of that. I hope it was all clear for you, and I look forward to seeing more as we get to look even deeper into the Atlantean world.