



# LYRICUS DISCOURSE

## *Universe Relationship*

James, the creator of the WingMakers' Materials, has translated these discourses. They are a significant element of the instructional methods used by teachers from the Lyricus Teaching Order, of which James is a member. They are being made available for the first time.

These discourses are dialogues between a teacher and their student, and are recorded for their teaching value so others can utilize the same instruction.

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**Teacher:** And so you desire to experience the Wholeness Navigator. Have you decided how?

**Student:** This is why I wanted to meet with you. I thought you could instruct me on a method or technique to achieve this.

**Teacher:** If I could do this, wouldn't all that exists here (the ashram) be obsolete? Wouldn't all of your education fall to yourself? Wouldn't all of your connection to people erode into an existential journey of self-knowledge?

**Student:** I don't understand.

**Teacher:** You have assembled the inner and outer knowledge like a bridge without a middle, and the missing middle section is your experience of that which confirms that the two ends do indeed join; that there is cohesion between these worlds; that the bridge has function. Yes?

**Student:** Yes.

**Teacher:** If you found this middle section within your experience, your bridge would be built and you could pass between the inner and outer worlds

unencumbered and independent. You would desire to then teach others how to build their own bridges. Yes?

**Student:** Exactly.

**Teacher:** Do you think any of the teachers that have lived on earth have built this bridge and not shared it with others?

**Student:** No.

**Teacher:** Then where is this technique you speak of? Is it hidden so well that none of the world's finest teachers can articulate it into a sensible methodology?

**Student:** Are you saying that none have built this bridge?

**Teacher:** No. I'm saying that none have wanted to build this bridge.

**Student:** Then why does it consume me so?

**Teacher:** Because you believe it can be built by answers, by experience, and by initiative.

**Student:** And it can't?

**Teacher:** It cannot be built anymore than you can build something that is already built.

**Student:** What do you mean?

**Teacher:** Can you build this rock? (I was holding a rock I had gathered from the ground.)

**Student:** Do you mean can I build an exact duplicate?

**Teacher:** No, I mean this rock?

**Student:** No. It's already built.

**Teacher:** So is your bridge.

**Student:** Okay... I understand this in concept, but if you've never experienced it, what good is it if it's built?

**Teacher:** That depends on you.

**Student:** In what way exactly?

**Teacher:** Do you see what's present more than you see what's missing?

**Student:** I don't know... I'm not sure what you mean.

**Teacher:** You have knowledge and discipline. You have intuition and insight. You have initiative and cunning. You have power of will and persistence. Are these more important to you than the missing conscious experience of the Wholeness Navigator?

**Student:** I believe that when I have the experience of the Wholeness Navigator, it will supercede these other things, or it will put them in some kind of collective order and I will be a better person and therefore a better teacher because of it.

**Teacher:** But if you cannot build something, how do you teach its construction?

**Student:** But then you're saying that I already have this experience and so does everyone else; it's just that we don't know it. And again, I realize this in concept, but it seems like some do have this experience.

**Teacher:** Even at this moment you are having this experience, as am I.

**Student:** Yes, but you're probably conscious of it, I'm not.

**Teacher:** No, I'm conscious of us. I'm conscious of wherever and whatever I turn my attention to. I cannot turn my attention to the Wholeness Navigator because it is of an energetic frequency that is out of the range of the senses of this body and mind.

**Student:** So you're saying that the Wholeness Navigator or human soul is invisible to our human senses no matter what we do? There isn't any technique that will allow us to attune to it, or it to us?

**Teacher:** Correct.

**Student:** So my desire is unfounded?

**Teacher:** Your desire is natural and well founded; it is just that it will not culminate in the experience you hope for.

**Student:** Then why do I feel like something vital is missing? Why do I have this nagging belief that my unanswered questions hold me back from my rightful path?

**Teacher:** As I said before, your attention shifts to what is missing because you have invited the impossible into your world and idealized what others before you achieved in the sharing of their knowledge. You believe that great knowledge can only come from the experience of the unknown, hidden worlds in which the human soul lives, and without this experience you are unable to fulfill your promise.

**Student:** But many of the greatest teachers shared their vision of these inner worlds and dimensions of which the Wholeness Navigator is a part. If I cannot explore these worlds as they, how can I hope to expand the consciousness of my time?

**Teacher:** I will share a secret with you. It is not something I do with satisfaction but rather a sense of duty. The accounts of the other worlds are clothed in the very same fabric as dreams. The mystics, saints, and even some of the greatest teachers of the human species lived in bodies with the same limited range of perception as you and I. Their sometimes-spectacular accounts of other dimensions and planes of existence were subjective, non-replicable lucid dreams that were retold as objective worlds of splendor.

**Student:** Are you saying that the accounts of mysticism are fabrications?

**Teacher:** Some are. Some are misinterpretations of lucid dreams. Some are encounters with the meta-dimensional worlds of the future multiverse. Some are encounters with off-planetary beings. Some are planned deceptions. The point I'm making is that those who speak loudest of their experiences of the human soul and the worlds in which it resides are often seeking to describe their own glory more than an objective reality.

**Student:** This will take me a moment to absorb. You seem to be impugning my own teachers, with whom I hold the greatest of respect.

**Teacher:** I told you that I take no satisfaction in this. Nor am I trying to discredit any teacher. Let me describe it this way. If I discovered a place upon earth that no one else had ever come upon, and I made a map with coordinates of this discovery, I would be able to explain to anyone who can read a map how to find this same place. I could also lead people to it based on my experience.

Why then are there no maps of the inner worlds? And before you answer, remember that while there are maps, they are not consistent in scale or measure, and thus, they do not describe the same inner geography.

**Student:** I agree there is incongruity about the structure of the multiverse, but this doesn't necessarily mean that it doesn't exist.

**Teacher:** I'm not suggesting that it doesn't exist. There is no map! There are no cartographers of these worlds because these worlds are infinite in scope. How do you map the infinities of First Source? With paper and pen? How do you reduce the extraordinary vision of our collective Creator to words and methodologies?

**Student:** Are you saying it's all impossible – this desire to experience the inner dimensions of my being?

**Teacher:** The best teachers allow for the possibility, and at the same time never consider it missing in their lives. The fascination of phenomenon is replaced with the consent of the *real* qualities of the human spirit to shine through their countenance, words, and deeds, and to do so with their unique personality intact.

**Student:** How then can the consciousness evolve if every generation teaches nothing new about the inner worlds? Or worse yet, only adds to the confusion of how these worlds operate within our consciousness?

**Teacher:** As I said before, the bridge, or consciousness, in this case, is built. It cannot be evolved, improved, or enhanced. It is a multi-faceted consciousness that is as far beyond the human mind as the boundaries of the universe are beyond earth. The appreciation of this consciousness is what requires evolution; and its application as a source of guidance and inspiration is what requires instruction.

**Student:** Exactly what I wanted to get to. This is precisely what I want to teach, but if I myself have no experience of this super-consciousness, how can I help others to evolve their appreciation?

**Teacher:** You have been asking for help to experience something that cannot be experienced, instead of choosing to tell the universe what you want to appreciate.

**Student:** I don't understand.

**Teacher:** The universe responds to your *directives*, not your questions, hopes, and prayers. If you choose to define your future by *telling* the universe what you desire to experience and appreciate, and you hold these thoughts in your mind with fierce persistence, the universe – by its own design – will respond accordingly. If, on the other hand, you ask questions and pray for answers, the universe will respond with a deafening silence because you have not given it direction.

**Student:** This is the co-creative process you speak of, and I understand the principles of this, but how does it relate to my desire to expand my understanding of consciousness and teach this understanding to others?

**Teacher:** Desire is not a directive. Simply desiring to achieve something does not engage the universe; it engages your personal power and applies your will to achieve a goal. Praying, as it was originally intended, held two complementary purposes: To demonstrate to the universe that an individual made choices regarding their destiny, and expressing gratitude to the universe for its unfailing support.

**Student:** Given what you've said, I assume it doesn't make sense to make a directive to the universe that I want it to bring me the personal experience of the Wholeness Navigator?

**Teacher:** You can make any directive you select. The universe is not obligated to respond, it simply does. By your selection the universe knows you. You are revealed in this simple act, and through this intimacy, the universe will respond in kind and reveal itself.

If you direct the universe to bring you the experience of the Wholeness Navigator, it will bring you this experience, but you will not have consciousness recollection because, as I've said before, the signature vibration of the Wholeness Navigator is not perceptible to the human senses or mind. There is no method to capture the experience – the mind is like a camera, but the senses – the film – are not present.

**Student:** So the universe responds according to the directive, but I may think it wasn't listening because I don't recall the experience?

**Teacher:** Yes. It is a frequent occurrence with higher dimensional directives, something akin to a perceptual omission. The condition can create resentment and an uneasy sense that the universe is indifferent or even malfunctioning, despite the fact that most individuals consider the breakdown to be their own fault – at least consciously. However, in most students, lurking below the guilt of the conscious mind is the sense that the universe is indifferent, or even worse, purposely non-responsive.

**Student:** How do I direct the universe? Is it a forceful command?

**Teacher:** Each individual is a creator of his or her wisdom path. As such, they must create the priority and structure of their path on their own. They may tap resources like teachers or books, but the creation of the path is their own, regardless of the external circumstances such as religious conformity. Once this is understood and internalized, it becomes the foundation from which you operate. This is one's spiritual duty, and it is the first step on the path of co-creation with the universe.

The second step upon this path is the informed assignment of priority. There is a sequence to all directions – an order in which they build to an end goal or achievement.

**Student:** Please explain how this applies to spiritual revelation?

**Teacher:** When you have a goal to comprehend your identity – not only as a human being but also as a spirit-fragment of First Source, you must break your goal into component building blocks, and see the order within the process. Underlying this order is the fluidity that provides for rapid transformation and adaptation. Once this is defined you direct the universe to respond to this plan by the simple and persistent act of defining and, most importantly, re-defining it. The thought uppermost in your mind is that the universe is “eavesdropping” on your plans, and shifting or re-arranging your material, emotional, mental, and spiritual environments in direct response to its observations. It does this without regard to what you would call your worthiness. It does this because it is its nature.

**Student:** What if my plans are just plain wrong or ill conceived?

**Teacher:** You will most likely be frustrated or unsatisfied by the events that unfold.

**Student:** Can you give me an example?

**Teacher:** If someone plans to begin their teaching profession before they have adequately trained as a student, and the universe responds in kind by providing them students, they may perpetuate their own misunderstandings upon those they teach. This is a common example for would-be teachers of the spiritual arts.

**Student:** But what you said earlier, about defining your plan and its order, if you truly did this properly would you not avoid the ill-conceived plan?

**Teacher:** The universe watches faithfully your every movement and emotional connection to your goal. The ability to avoid the ill-conceived plan rests mostly in the discovery of your original voice – sorted out from the thousands of voices that have influenced you – and to allow this voice to define and direct your approach to your divinity. It is this voice and the judgment and insight behind it that places you and retains you in the security of the universe.

**Student:** But there are so many more insightful than I. Why would I listen to my own voice amidst those of my teachers?

**Teacher:** Do you listen to your teachers, or do you compare their words with what resonates with what you sense is true?

**Student:** To be candid, I compare their words with my own sense of truth.

**Teacher:** So you already listen to your own voice?

**Student:** In a way, I suppose. But I use my voice as a ruler, measuring the words of my teachers with my intuition or... or some related faculty. I don't originate the thought or idea – I simply evaluate it.

**Teacher:** And why do you do this? Why do you assign yourself the diminished role of measuring and analyzing instead of creating and invention?

**Student:** Because I am inexperienced and lack knowledge.

**Teacher:** But you just agreed that you have experience in evaluating the substance of your instruction – that you can perceive the truth and value of an instruction, principle, or suggestion.

**Student:** Yes, but it is one thing to have the knowledge and skill of evaluation, and quite another to be able to invent or perceive the knowledge of truth within oneself.

**Teacher:** Why?

**Student:** I'm not sure that I know how to explain this.

**Teacher:** The knowledge that will transform you derives from your personal experience of two fundamental phenomena: the Light and Sound vibrations of First Source.

**Student:** Exactly, and how to achieve this experiential knowledge of the Light and Sound requires expert instruction – the kind that only the highest spiritual teacher can supply.

**Teacher:** Do you appreciate the transformation of consciousness? Is it something you have directed the Universe to supply, or are you waiting for a teacher to take you by the hand and lead you to the Light and Sound? In other words, are you waiting to evaluate the instruction of a human being, or are you directing the Universe to supply this experience?

**Student:** I came here, to this ashram, to learn how to experience the Light and Sound of First Source so I can bring this knowledge to others.

**Teacher:** So you are waiting for a human being.

**Student:** Perhaps this is the way the Universe would respond to my directive, to bring me a teacher who can show me the way.

**Teacher:** The Universe and you *are* the teacher. Together you are the active, unswerving, tireless, ceaseless, on-demand pathway that can provide the direct experience. Or, you can wait for the Universe to send you messengers clothed in human form who are less active, direct, energized, responsive and enduring – if that is your choice... your directive.

**Student:** So you're telling me to become more of an active partner with the Universe.

**Teacher:** Add responsibility and acceptance of your capacity to partner with the Universe, and you have properly evaluated my instruction.

**Student:** But I feel as if you're suggesting that teachers do not serve a role in this process. Is this true?

**Teacher:** Everyone upon your life-path will serve a role in this – teachers included. The Universe will arrange the right words, the right sounds, the right light, the right meaning to enter your life-path, and these will come through nature, humans, animals, technology, and combinations thereof. The process, the Universe, and you are inseparable when properly directed.

**Student:** So the real knowledge is knowing how to direct the Universe?

**Teacher:** It is the one relationship you will have that is responsive to the impressions of your thoughts and the expressions of your heart. You can direct it and it will respond.

**Student:** What is the key to directing the Universe?

**Teacher:** To feel in union and harmony with the Universe. To truly feel that the Universe flows through you and in doing so creates the life-path upon which you walk. To trust this life-path, knowing it is a co-creation between you and the Universe, and to demonstrate this trust in matters small and large. Assuming all of these foundations are in place, then it is merely articulating the highest possible expression of your deepest heart.

**Student:** How do I come to know this?

**Teacher:** You listen to your original voice. You allow it to be expansive, mysterious, paradoxical, boundless, and joyful. When you give this part of you an opportunity to express itself, it will articulate the innermost yearning of your heart

and soul, and it is to these yearnings that the Universe is most attuned to hear and respond to.

**Student:** But doesn't the Universe also respond to our thoughts and prayers?

**Teacher:** There are those who will tell you that you can ask the Universe for abundance, health, good relations, new job and anything else your mind desires, and it will respond to your wishes. The Universe is neutral to your material status within the worlds of form. How successful you are as a human being – measured by the system of men – is not the concern of the Universe, it is the concern of the socially trained mind and ego.

**Student:** But there are practical implications of this partnership with the Universe isn't there?

**Teacher:** If your highest aspirations from the deepest part of you are being supported by the Universe, you are more likely to succeed in your material quest for prosperity and right relations – for the two are related, are they not?

**Student:** Yes.

**Teacher:** However, those of power devise the system within the worlds of form, and it is this power that dictates the definition of prosperity. The Universe is not involved in these matters, it is humans in power who define such things, and the Universe is not aligned to these definitions.

**Student:** So the two paths are not compatible?

**Teacher:** What two paths are you referring to?

**Student:** The petitions of human prosperity and practical survival, and the aspirations of my highest self.

**Teacher:** There is no inherent incompatibility. It is simply a matter of where you place your focus and how you define prosperity, right relations, success, and so forth. If you try to direct the Universe towards the field of human prosperity and material concerns, do so with the understanding that the Universe is indifferent about these concerns, and you are really petitioning the Genetic Mind, not the Universe. You may receive some support from the Genetic Mind and psychic influences therein, but generally it does not supplant the time-honored system of practice, persistence, creation, evolution, and patience.

**Student:** I think I understand your counsel. Thank you for your advice.

**Teacher:** You are most welcome.