

The name that can be named is not the eternal name.

The Nameless is the origin of Heaven and Earth;

The Named is the mother of all things.

Lao Tzu – Tao Te Ching

M.I/I8

INTRODUCTION TO THE  
MYSTERY SCHOOLS

The mystery school 9-month  
mentoring programme.

It is everything, it is nothing.

It is a temple, it is light.

It is form, it is void.

It is beyond religion,  
beyond dogma.

It is individual,

It is universal.

It is for everyone, and for a chosen few.

The mystery school is a gateway to our eternal mystery.

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## AN INTRODUCTION TO THE MYSTERY SCHOOLS



### 1. The mystery schools: an introduction

The mystery schools are a transformative legacy of spiritual teachings which have existed for thousands of years, of which we, modern humans, are the inheritors. They were considered the highest form of spiritual practice by the world's most influential civilisations, including the ancient Egyptians, the Ancient Greeks, the Maya for almost 10,000 years.

Inherently, this knowledge spoke to the relationship between man and the cosmos. A relationship that supported us becoming better versions of ourselves. It is a tradition based in wholeness and oneness, meaning its concept can be quite abstract.

Unlike what we normally consider a school, they did not take the form of a physical establishment. They were gatherings of shamans, teachers, students and initiates, uniting together to share knowledge about connecting to the divine universal order and strengthening their connection to their eternal source. Their aim was to share and preserve ancient wisdom and knowledge. These meetings, and secret reunions were simply entry points to the real mystery school: a field deeply intelligent knowledge which is available to us at any time.

A library of knowledge with the objective of leading us back to the principles we came from, that are intrinsic to our source.

Their universal nature meant that they were pre-religion, beyond dogma.  
They preceded Christ, Mohammed, Buddha as well as our modern ideas of God.  
The God was not separate from the disciple or the follower. They were one.

Undifferentiated, inseparable.

Adhering to the Mysteries did not compete other religions. One could even observe the rites of any other religion, while being an initiate in one or more mysteries.

They were called the mysteries for many reasons:

1. They were meant to help unveil the mystery of the creation of all existence, which lies behind each of us. They allowed us to unveil the mystery of who we are.
2. The practices were in fact a mystery: emphasis was placed on their secrecy which was preserved by binding initiates to a sacred oath. Revealing what happened in the mystery schools was punishable by death.
3. They could not be explained in words. Even one who had been through an initiation and a full mystery school process, was unable to explain in words what the mystery school or the mystery process was. It had to be experienced to be understood, and could only be understood by the non-cognitive parts of our beings: Our physical bodies, our energy bodies etc.

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#### *AN INTRODUCTION TO THE MYSTERY SCHOOLS - SUMMARY*

Throughout history, the mystery schools of ancient civilisations were recognised as the highest and most potent spiritual practice by the world's most influential civilisations.

The ancient Greeks, Egyptians, the Maya, and many more used them to support mankind's most significant shifts.

They gathered teachers, shamans, and initiates at sacred sites to share knowledge about how deeper connections to the cosmic realm, the universe, could be attained.

In the process, they unlocked a higher, infinite power and gained the ability to profoundly transform their lives as well as those of others. Mystery school students included figures such as Aristotle, Plato, Socrates, and Confucius, who credited them for awakening their highest wisdom.

## MYSTERY SCHOOL PHILOSOPHIES



### 2. Mystery school philosophies

The mystery schools are about the mystery of human existence, the attainment of our highest potential. The aim of the The Mystery Schools is to support us in connecting to our sovereignty and to our wholeness. They connect us to the universal forces in a way that we can become more expanded versions of ourselves, anchoring the planetary purpose into a form which can impact human culture.

In doing so, it ushers humanity away from beliefs grounded in divisiveness and onto a path of deeply integrated spirituality. We gain the ability to unravel patterns that are not serving us. Life becomes effortless. Not always easy, but effortless.

We become magnetic and receptive to everything, life gets drawn to us effortlessly.

In a way, they form a universal feed of information which is constantly available to us, we simply need to be accept the invitation. Their processes allow us to reach altered states of awareness which allow us to operate beyond the limitations and patterns of the conditioned mind.

#### **Uniting the masculine and the feminine.**

One of the principles of the mystery schools was also the uniting of the masculine and feminine energies within. It understood that, while each of us may be biologically displaying the attributes of a certain gender, biological female or female, we embody the energy of both genders.

Our ancestors understood this. This is why every sacred site which was used for these rituals boasted shrines and monuments to celebrate the masculine and feminine forces, usually symbolised by the sun and the moon, the yang and the yin.

Temples were a representation of each of us as an individual but also the potential of our collective. As we spent time in ceremony with these temples we became one with them, developing our own sacred nature. We became whole and full, we fulfilled our share of the ambitious collective mission to advance mankind and to help support the expansion of the universe in our own significant way.

These temples are a testimony to the fact that both of these energies belong within us. That we should not rely on partnership with a person of the opposite gender to complete a system we otherwise considered incomplete, deficient or fragmented. It is necessary for each of us to stand whole as a masculine AND feminine being, for each of us to reach our highest potential on this planet and for us to do so collectively. It is impossible to achieve this if we are only operating at 50% of our consciousness, limited by the perceptions based in our biological gender.

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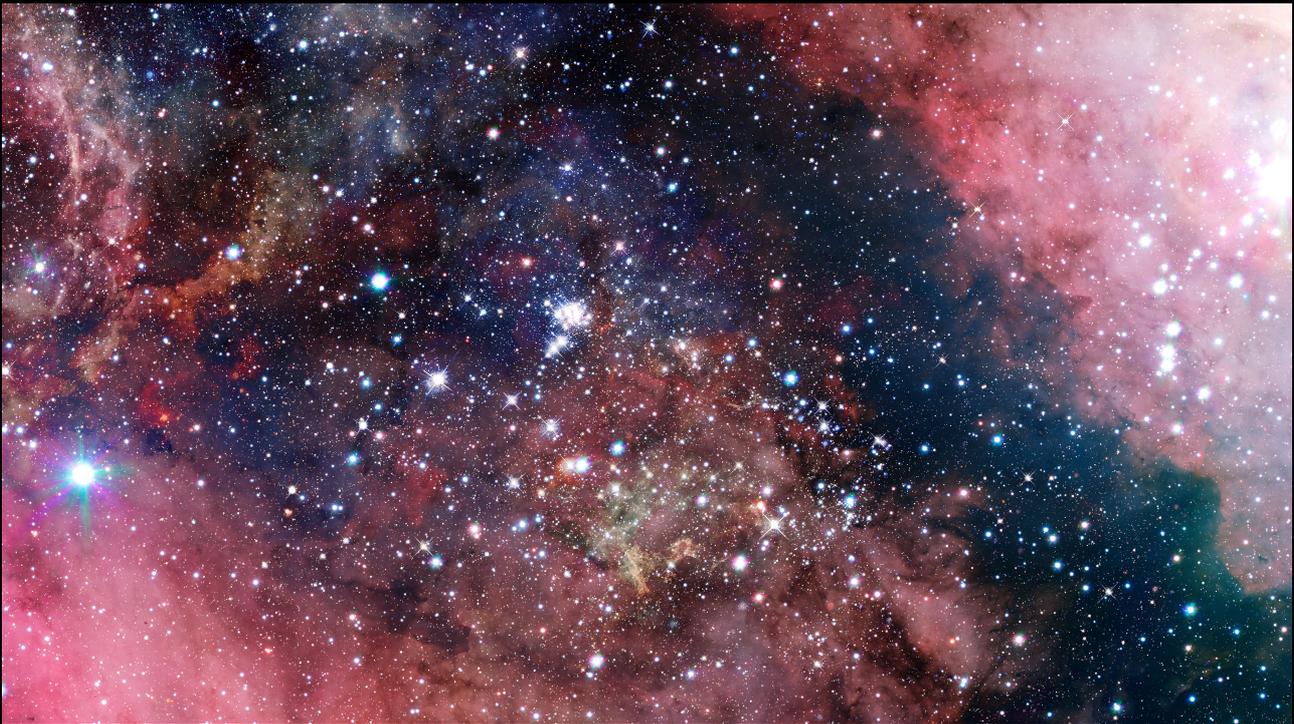
### *MYSTERY SCHOOL PHILOSOPHIES- SUMMARY*

The mystery schools allow us to achieve our limitless potential by connecting to wholeness and the oneness which is intrinsic to us.

One of the ways we do this is by awakening and uniting the polarised masculine and feminine energies that exist within us.

THE GOAL WAS TO STAND AS AN INTEGRATED HUMAN BEING, ROOTED IN WHOLENESS ABLE TO BE OF SERVICE TO THE COLLECTIVE. WITH THAT WHOLENESS COMES THE ABILITY TO FIND THE ANSWERS TO ANY SITUATION AROUND US, WITHIN OURSELVES.

## DECRYPTING THE MYSTERY SCHOOL PROCESS



### 3. Decrypting the mystery school processes

As previously mentioned, the Mystery Schools were called Mystery Schools, first of all, because they were secret, and initiates were bound by an oath by which revealing any part of the experience was punishable by death. Because of this, the processes of the mystery schools could be hard to understand today.

A general idea of these philosophies and practices was formed by examining records and drawings that were found at sacred sites, such as hieroglyphic drawings that were left at ancient Greek sites. These offered a glimpse of the rituals of initiation that took place, which offered us a partial view of the practices that took place.

The practices included gruelling initiatory rites where an initiate entered the process of dying without surrendering physicality. Instead of a physical death, we spoke of a death of concepts, ideas, limitations, illusions. We agreed to shed the constructs of the past in order to receive the infinite blessing of the present moment.

Through these learnings we would achieve the possibility of place where we're positively and profoundly impacting the communities around us. The gatherings and ceremonies that would happen there would allow initiates, or anybody who was part of this ceremony, to reach these deeper connections to their source.

So while the Mystery Schools were open to everyone, the nature of their practices made them exclusive. They were not for the faint of heart. Their processes were gruelling and unattractive to most people, including a difficult and emotional initiation ritual for a new member to join the group.

They were exclusive in the way that only those who truly felt called to them would participate. They were also expensive, which automatically meant they were reserved for people of a certain social standing.

The core learnings of the Mystery Schools revolved around the concept of Trinity which was composed of matter, soul, and spirit.

The first element, matter, refers to the body and its physical form.

To connect to the body aspect more deeply, very often gymnasiums were found at these sacred sites. In many ancient Greek sites we will still find today remains of gymnasiums with plaques speaking of the importance of taking care of our physical body.

As an initiate would connect more deeply to his physical beingness, he would awaken to the reality that he also had a soul.

The second element, the soul, refers to the consciousness that unites the body, with the field of oneness, with the universe. It is the part of us which is beyond our physical body but that we can have a specific link to, that we can create from.

The third element, the spirit, refers to the universe.

As that awakening as a soul would happen, they would then awaken to the fact that there is something else, something greater that can be achieved. A state of wholeness grounded in oneness.

So the discovery is twofold.

First of all, the fact that there is a greater oneness and in the second of all, that we are not only part of that oneness, **we are that oneness.**

They would then awaken the ability to embody that oneness on earth, and therefore inspire others to embody that oneness on earth.

When we live life from this place of being a “one being”, whole and complete, life becomes very different. We reach a place of really being connected to our higher self, of freely experiencing ourselves at a much higher potential, and our life completely transforms.

Which is why the snake was an important symbol of the mystery schools.

The snake eating its tail chose its death, knowing that by swallowing its tail it would also come back to life. The shedding of the skin of the snake is the place where heaven and earth meet, where one dies while still being alive, where heaven and earth meet.

As stated earlier, the process of the initiation in the Mystery Schools was quite a painful one, involving a lot of suffering, and rites of passage, which was part of this purification process.

Following the purification, the death/birth, the initiate would rise again bearing the ability to embody godliness on a day-to-day basis. From this embodiment of Godliness, they were able to serve the evolution of humanity.

That's where we start to talk about a concept I call **the eternal orgasm**, a state of embodied integrated beingness which refers to the human being's ability to be experiencing an energetic orgasm at all times, therefore be in oneness at all times. At that level, the initiate would reach the ability to become this integrated human being, which was rooted in wholeness: An embodied soul, in service to the entire collective.

The mystery school organises its process in a cycle of self-actualisation which involves 5 steps.

#### 1- Discovery

The first step is embarking on the path of wisdom of life as a human being and getting involved with knowledge about what it is to be a human being in relationship to the greater field to the greater field of oneness.

#### 2- Self- realisation

The second step is realising that each of us has and is a soul, that there is an essence beyond this physical body. In realising that essence, we realise we have the possibility of a relationship to the cosmic flow.

#### 3- Awakening

The third step is the awakening of this essence, this soul, and in the through the process of awakening we then engage on this process of connecting to oneness. We become acquainted with our truest nature and essence, and the qualities of our own individual soul. We start to reach a better understanding of our mission on this planet.

#### 4- Embodiment

In the fourth stage, through connecting to oneness, we begin to embody oneness, embodying all the knowledge and intelligence that comes with oneness that is, that is accessible through oneness.

#### 5-Integration

In the fifth stage, integration, we continue to embody that knowledge until our being gains a natural ability to awaken its potential to serve others and deeply impact their lives.

There were two parts to the Mystery Schools, the lesser mysteries and the greater mysteries, the lesser mysteries focused on the first two parts, which is the wisdom and knowledge of life as a human being, and then second, realizing that we are a soul.

The greater mystery is focused on everything from the awakening of our soul, connecting to oneness, the embodying the oneness, then the integration.

This whole process of connecting to the cosmos means that our being has access to much more information, much more knowledge and many more abilities to really have a richer living experience than we already have. We released the veil of illusion that separates us from the cosmic flow.

One of the main realisations on the path of the mysteries relates to the realisation that we are living in a world of illusions, and then the dissolution of these illusions. As we connect to the cosmos we finally realise we have been living in a virtual reality game and we can finally access the real truth of who we are.

The only truth is that everything that comes between us, and the truth of who we are is actually an illusion.

Our separation from oneness is only an illusion.

The mystery schools offered initiates a painful process which paved the way to the discovery and the return to that oneness.

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### *DECRYPTING THE MYSTERY SCHOOL PROCESS- SUMMARY*

The core learnings of the Mystery schools revolve around the concept of a trinity composed of:

- 1- Matter: which is the body/form,
- 2- Soul: which is the consciousness that unites them
- 3- Spirit: which is the nucleus of divine presence.

The initiates would be guided to awaken as souls, then to awaken as Oneness and then awaken the ability to embody that on Earth.

The process involved a lengthy death process of suffering and purification after which the initiate would rebirth, having released patterns and cultural constructs which were not serving them and having gained the ability to embody Oneness and integration in daily life, supporting an evolutionary shift for humanity.

There were two parts to the mystery schools. The lesser mysteries and the greater mysteries. Lesser mysteries focused on knowledge and purification, which included shedding light on every part of the shadow self. Greater mysteries focused on our awakening as a soul, as a ray of the one light which we are

Initiates would go through 5 stages of self-actualization as part of a mystery school initiation:

- 1- They learned philosophical concepts regarding life as a human being
- 2- They realised the existence of their soul.
- 3- They awakened their soul
- 4- Embodied their soul and their intrinsic oneness/wholeness
- 5- Integrated these learnings in order to impact the lives of others.

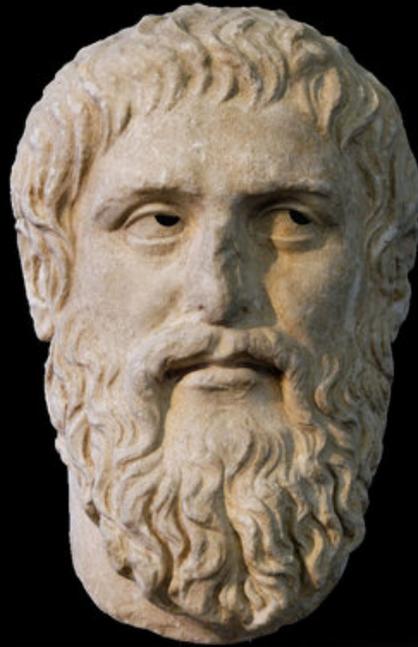
## THE ORIGINS OF THE MYSTERY SCHOOLS



### 4- The origins of the mystery schools.

The mysterious nature of these schools makes it hard to pinpoint their exact origins. The main mystery schools of Greek antiquity were known to include the Eleusinian Mysteries, the Dionysian Mysteries, and the Orphic Mysteries of which the Eleusinian Mysteries were the earliest and most famous, and lasted for over a millennium. The Eleusian Mystery school refers back to Eleusis, a temple site in a town outside of Athens.

The **mysteries of Isis** were also significant, and linked the schools to Ancient Egypt. They were modelled on other mystery rites, particularly the Eleusinian Mysteries and originated sometime between the third century BC and the second century CE. Despite their Greek origins, they alluded to the beliefs from ancient Egyptian religion, in which the worship of Isis arose. By undergoing the mystery rites, initiates signalled their dedication to Isis, although they were not required to worship her exclusively. The rites were seen as a symbolic death and rebirth, and they may have been thought to guarantee that the initiate's soul, with the goddess's help, would continue after death in a blissful afterlife.



### **An alternative view on the origins of the mysteries.**

The philosopher Plato, one of the more famous recognised mystery school initiates, related their origins to the fall of Atlantis, which he first spoke about in 360BC.

He described Atlantis as a highly advanced civilisation, which would have existed long ago and had disappeared as a result of a catastrophe around 9700 BC.

This civilisation, which was apparently very evolved and advanced, would have disappeared as a result of this massive global crisis that would have wiped out civilisations around the world.

Plato theorised that the Mystery Schools would have been created by the survivors of this crisis from a collective yearning to share the information from this lost civilisation. They yearned to rebuild a world as advanced, as powerful, as utopian as the one that existed before.

They once again wanted to enable and support the advancement of mankind.

The Mystery Schools became the gatherings where this information was shared. Interestingly, similar information about a catastrophe and a lost civilisation is found at ancient sites of various civilisations across the world, all dating from different time periods, and many of them recognised as mystery school sites: Egyptian temples, Greek temples, Yucatan sites, Easter island, etc.

On examining these sacred sites, we also notice striking similarities between the parameters and principles behind construction of the temples and sites. Their relationships with the mystery schools are also described in similar ways, which could indicate that the same information must have been traveling around and shared.

This could very well indicate that the mystery schools, and their teachings on oneness, could once again be the remedy to our current context which is challenging and chaotic... to say the least. As this text is written in 2021, it feels like an exciting time for us to be diving deeper into the knowledge of the Mystery Schools and walking a path of self-discovery and self-actualisation.

While Plato's theories were normally respected and well received, this one had been met with a great wave of doubt and scepticism which has lasted till today. Yet some more recent evidence may support his theory.

In his book "Paradigm Busters: Beyond Science, Lost History, Ancient Wisdom", Kenyon Douglas recognises that historical records from various societies around the world share similar stories. Most significantly, he speaks of a team of Danish geologists whose studies, conducted in November 2008, might have provided substantial scientific evidence to defend Plato's story of Atlantis before its critics.

Their investigations of geological anomalies and fossilised trees would have indicated that, in 9703 BC, a timeline matching the philosopher's famous account of Atlantis, a catastrophic event would have indeed caused floods which would bring an end to civilisations which existed at the time. The geologists remarked that the climate change appeared so sudden "It was like a button had been pressed." This account matches the theory that Plato had attempted to share.

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## THE ORIGINS OF THE MYSTERY SCHOOLS- SUMMARY

In 360 BC Plato first spoke about Atlantis, a highly advanced civilisation which would have existed long ago but would have disappeared in around 9700 BC.

The mystery schools would have been born from survivors of Atlantis who traveled the world. This relates to our need for mystery schools today, as we also experience times of chaos and massive shift for mankind.

## MYSTERY SITES AND PHYSICAL LOCATIONS



### 4. Mystery sites, and physical locations.

When exploring the Mystery Schools of ancient civilisations we often refer back to the ancient Egyptians and ancient Greeks. There is evidence, however, they would have been located all around the world.

Their philosophy was based on the principles of polytheism, in which it was believe there were many Gods for us to engage with. The gods in ancient Greece are archetypes that represent states of awareness which are available for us to incarnate and embody.

Most ancient Greeks recognized the twelve major Olympian gods and goddesses— Zeus, Hera, Poseidon, Demeter, Athena, Ares, Aphrodite, Apollo, Artemis, Hephaestus, Hermes, and either Hestia or Dionysus. The worship of these deities, and several others, was found across the Greek world, though they often have different epithets that distinguished aspects of the deity, and often reflect the absorption of other local deities into the pan-Hellenic scheme.

Each of these archetypes represented by each of these Gods were states of awareness which were available to us, within our reach when we believed in the achievement of our highest potential. These were held in sacred sites across the world, it was reported that as many as 46 sites were chosen.

How was a site chosen as a mystery school?

First the land was chosen when it was said it was meant to host a mystery school.

Its energy was such that it already naturally served as portals to connect to higher realms.

They offer the opportunity to us humans, through their interaction, to become more whole.

We encounter and awaken parts of our beingness which were asleep or dormant. When these are awakened, we reach our higher potential as a human being.

Sacred sites, vortex sites, were chosen because they were already an interface that connected us to this non-local realm.

By connecting to these realms, we would heal, we would grow, transform.

We would gain access to this active field of very high intensity and power, which would allow our field to allow our human being to grow, and to develop.

Examples of these sites are, for instance, the pyramids of Giza in Egypt, some of the temples of Greece, like the Acropolis, Eleusis, the pyramids of the Yucatan, various other important sacred sites around the world.

In the case of the Greeks, they would ask to be shown if a specific land was meant to be a sacred land, whether it was fit to be a mystery site. If it was, they would begin hosting ceremonies at the site and eventually build a sacred site there.

If it wasn't, they would ask to be shown and guided to the next mystery site.

If a site was known to be powerful, the Greeks would ask to be shown what deity or God the site represented.

They would then build the site in accordance and in tribute to this specific deity or God.

Visiting that site or worshipping that site would allow the human to awaken within themselves, the characteristics and powers associated to that deity.

These could be wisdom, artistry, sexuality, love creation etc.

These Gods and deities were related to those of the ancient Greek mythology of polytheism mentioned above. These sites began as powerful land located at energy power spots and vortex sites, which serve as an interface between the dimension that we live and function in, and the dimension of source.

On these sacred sites, physical structures such as pyramids and temples were created using certain parameters and design guidelines that would amplify the energy of the sacred site that was already existing there.

They used certain specific principles relating to orientation, materials, sacred geometry, aesthetics, various specific principles that intended to amplify the energy and the potency of the space and of a certain area.

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*MYSTERY SITES AND PHYSICAL LOCATIONS - SUMMARY*

Access to the mystery schools was exclusive, they were reserved for people who felt drawn to ideas of personal growth, to be a better citizen on Earth and to an elite who were deemed ready or developed enough to handle it.

Their traditions of initiation were held at sacred sites around the world.

Sacred sites and vortexes were chosen because they naturally served as portals to connect to higher realms.

## THE END OF THE MYSTERY SCHOOLS



### 6- The end of the mystery schools

When the mysteries began to be enacted in front of society around 400 AD, it was the beginning of the end. Our culture started to entertain and be led by a popularisation of a new way of relating to God and religion which clashed with the philosophies of Mystery Schools.

In Greece and Rome, as Christianity came through, the Mystery Schools were shut down because it was no longer compatible with the ideas of the general society which related to monotheist ways of thinking of the religious faith, **to only worship one God.**

The Mystery Schools began to disappear. As the Mystery Schools began to fade, it coincided with significant figures starting to appear on earth who were actually embodying the teachings of the Mystery Schools. People like the Buddha, Jesus Christ, Lao Tzu, who were essentially the main figures of religions like Buddhism, Christianity etc.

They were embodiments of the teachings of the Mystery Schools because they were embodiments of oneness. They were carriers of the knowledge and ability to bring oneness into this world and

allow, through achieving integrated beingness, to help others reach that place of integrated beingness as well, where others could also live from a place of oneness and develop that ability to support other people on that path as well.

This was a period when religions, like Christianity, like Buddhism, like Taoism, at their very beginnings, were ways of transmitting the knowledge of the Mystery Schools to wider populations. But as these religions evolved with time, they became hostile to the teachings that had been behind their origination.

The Mystery Schools take us back to the world before religion, to the purest core of our spiritual beingness, back to a place where spirituality wasn't about division, but about all of us being united. It was about us knowing that we're part of a whole.

When the mystery schools were closed down, when we demonised homosexuality, polyamory and pleasure, we also shut down our ability for each of us to experience our highest potential.

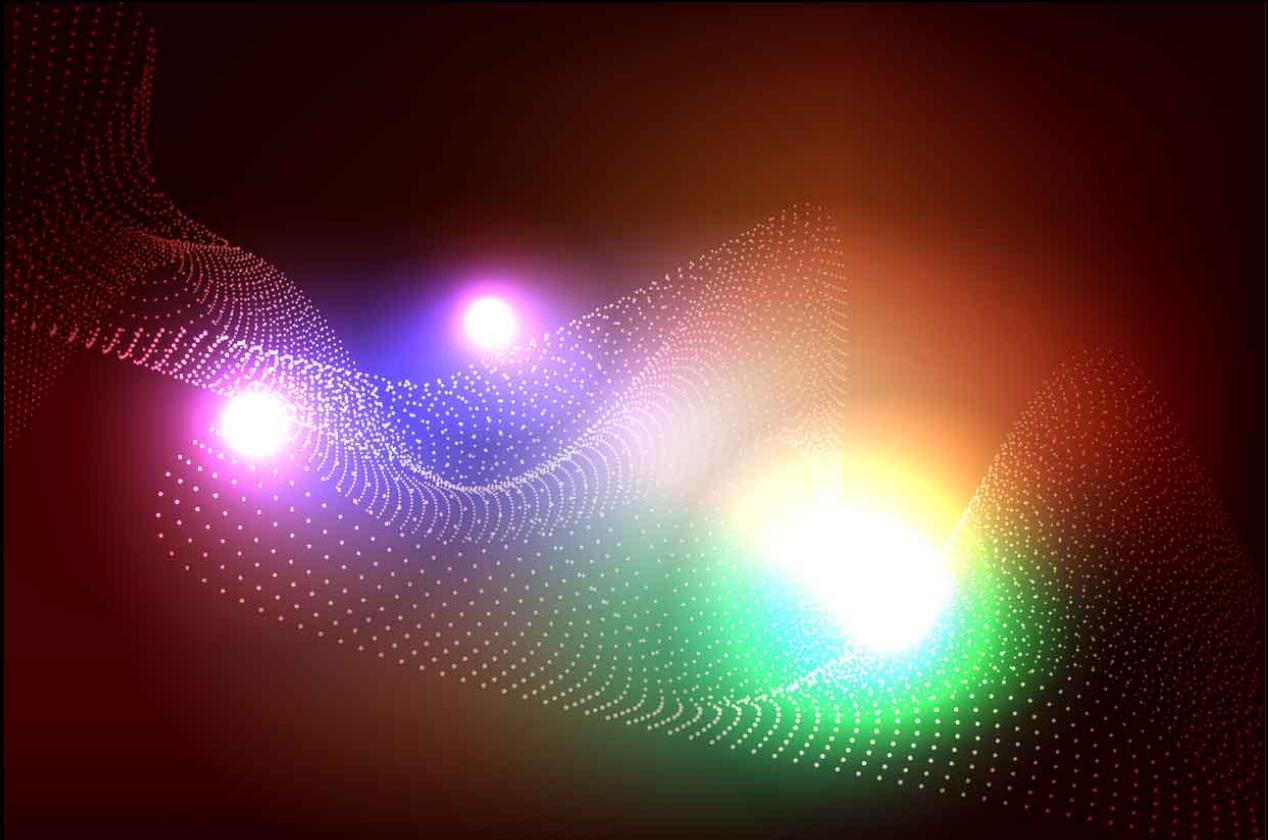
Although they officially disappeared 1800 years ago, the Mystery Schools have actually remained in the background of our evolution this whole time. They've never really disappeared, although the gatherings haven't been happening in the same way.

Many of their core practices are still being done today in different ways but with similar effects. It was always said that Mystery Schools would reappear when they would be needed, in times of high crisis. Perhaps they are needed as part of the resolution of our current evolutionary crisis?

Beginning in the third century, and especially after Constantine became emperor, components of mystery religions began to be incorporated into mainstream Christian thinking.

In Greece, the Mystery practices are recorded to have been practiced until the 1800's, particularly in significant sites such as Delphi.

## THE MYSTERY SCHOOLS TODAY



7- The mystery schools today.

Despite its dramatic “end” centuries ago, the mystery school is still here for us to engage with and benefit from. I have met people on some of my journeys that have told me stories of experiencing mystery school initiations very similar to those of our ancestors in recent years.

As I visited the site of Oxkintok in the Yucatan, a Maya woman showed me around the cave her father and uncles had left her in for months, for her to endure a difficult inner process.

There are also modern mystery schools which claim to follow, and carry the lineages of ancient schools.

Alternatively, experts like Graham Hancock will often speak of ayahuasca journeys or other plant medicines as mystery school practices. It seems logical to me, as many people who go through these processes describe experiencing something similar to the death/birth process of the mystery schools. They transcend the world of illusion, into another plane which is closer to source. Having never participated in these practices, I cannot personally recommend or advocate them.

My experience is that the mystery school is still here as a field which we can engage with in many ways through intense processes and initiatory rite, through accessing altered states of awareness, through shifting the limits of our consciousness and awareness.

It can communicate with us in many ways.

I experience it through spending hours practicing sequences of breath, sound, touch and energy work which I teach in my workshops. Many of my participants are people who have experienced Ayahuasca in the past and deeply resonated with the idea of a similar resource existing within us.

I have also experienced it and taught it through dark room retreats that lasted long days and nights. I have heard it speaking to me spontaneously, through movement and sound emerging from a space of intelligent stillness.

Spirals, pulses, words from languages I don't understand.

The more time we linger in that field, the more we can connect to our infinite nature, allowing ourselves to create a new system beyond the cultural patterns that often organise us. The result is deeper creativity available to us, allowing for a wider range of responses which become available to us as we navigate the world.

It offers us increased resources for shaping our human experience.  
In many ways, practices such as ayahuasca and medicine journeys will.

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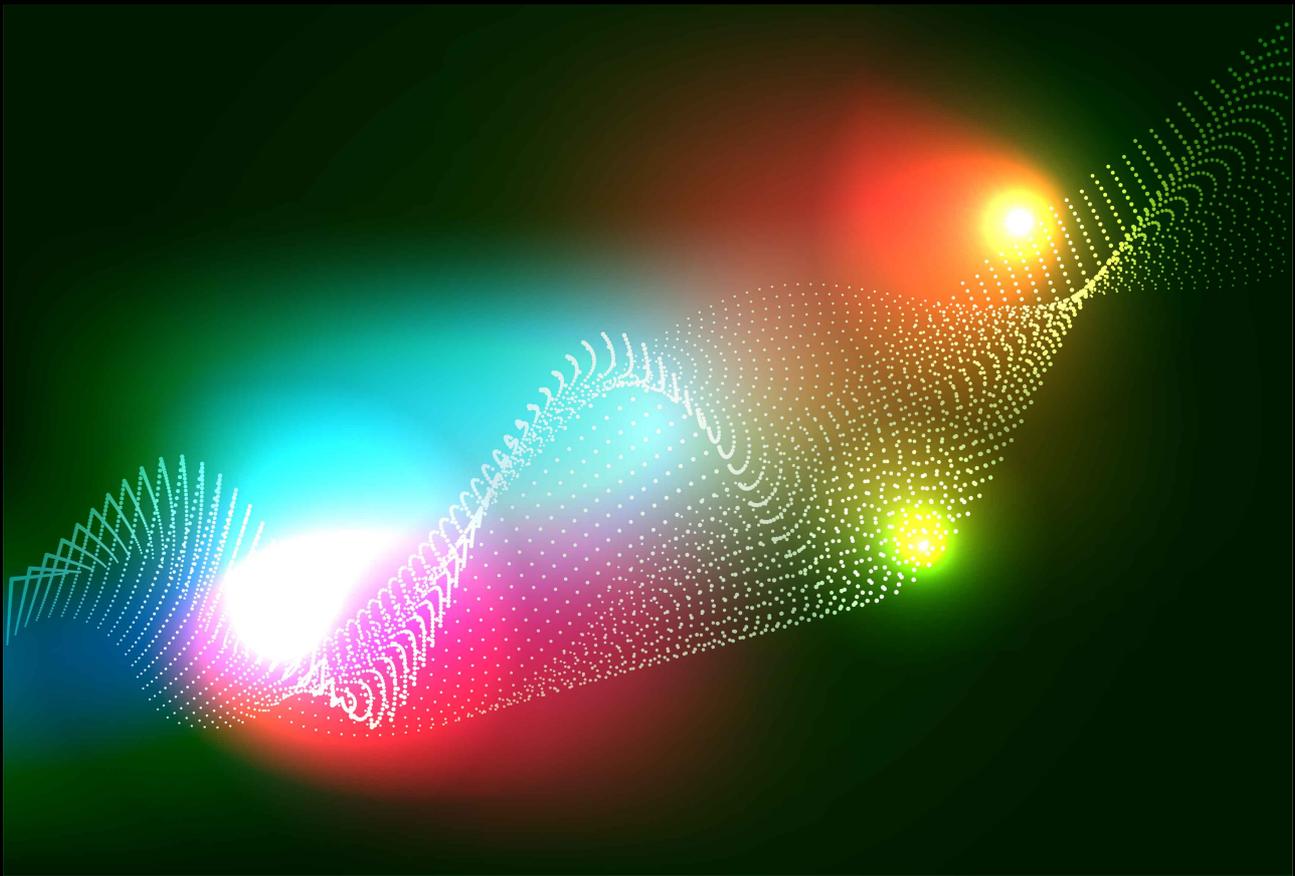
#### *THE MYSTERY SCHOOLS TODAY - SUMMARY*

Mystery practices still exist today.

Some of the more popular ones include shamanic journeys like ayahuasca and other plant medicines.

Other processes do allow us to achieve similar results using our own resources from within, such as sequences of breath, sound, movement and touch.

## THE MYSTERY SCHOOLS, THE ORGASM FIELD AND THE RAINBOW BODY



9- The mystery schools, the orgasm field and the rainbow body.

It became understood that the mystery school is a field of knowledge and wisdom which exists within each and every one of us, in the depths of our beings.

It is our gateway to the non-local field of the undifferentiated essence of our existence. It is our direct link to where we come from, to the origin and the source of everything. This “essential” field, often referred to as the Universe, the quantum, God, the cosmos, the divine realm.

In this course, I refer to it as the Orgasm field.

The orgasm field is the field which I refer to as the field of undifferentiated pure white light, the most developed energy known to man. It is the mystery field, the field of death/birth, which our being has access to when a proper connection is enabled.

To understand this conceptually, a theoretical understanding of energy and “interdimensionality” is critical.

The orgasm field also relates to the rainbow body, which is recognised as the highest attainment of spirituality known to man. Lamas and Rinpoches will often, at their death, dissolve into the rainbow body.

In living humans, the rainbow body is an energetic structure we can all develop as humans. As we do, we increase our continuous connection to the field of light which is our source, which provides us with our highest power.

We gain a constant access to the mystery school and the eternal orgasm that is our oneness.

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### *THE MYSTERY SCHOOLS, THE ORGASM FIELD AND THE RAINBOW BODY - SUMMARY*

The orgasm field is the highest energy field, the source of all.

- The mystery school is the frequency field that exists within each of us, allowing us access to the orgasm field.
- The relationship between the two is chicken and egg: The more time we spend connected to the mystery field, the more we connect to the orgasm field. The more we connect to the orgasm field, the more profoundly we are embodying the mystery field.
- Intrinsic to every human being is the ability to continuously embody the full power of the mystery field daily, allowing us a heightened living experience, integrating the most potent capabilities for creativity and transformation, as well as the ability to serve others.

THE PATH TO THE MYSTERY SCHOOL  
IS A PATH OF ENERGETIC DEVELOPMENT.

## A PERSONAL JOURNEY WITH THE MYSTERY SCHOOLS



### 8- A personal journey with the mysteries.

My own journey with the Mystery Schools began in 2012 when I began to engage with a practice called Continuum Movement, a somatic movement practice of breath and sound, which was created in California back in the 1960s.

Its concern with the connection between man and the cosmos, which they call the “cosmic anatomy” spoke to me deeply. Something awoke in my when I heard a facilitator use these words together for the first time.

Mystery school.

Mystery.  
School.

Such simple words I had heard, read and spoken so many times. But paired together they seemed to awaken something in me that was beyond this world.

It presented a way of connecting to a realm that would allow me to reach a state of full expansion, attainment using only the resources available within my body.

It felt resonant that these practices were probably very similar to the ones which were used as part of the processes of initiation in the Mystery Schools, gatherings, and ceremonies.

I began to get the visit of vivid, involuntary and unsolicited imagery of having been part of these initiation rites in the past.

In chambers in Egypt, Greece, in the caves of the Yucatan.

Since the beginning of this discovery in 2012, I've explored various different ways of connecting the universe and to the cosmos. After being trained and initiated formally as a shaman in 2014, I began to work with earth vortex sites, and sacred sites around the world.

With the legendary Arizona-based sexual shaman Kenneth Ray Stubbs, I co-created the earth energy project, a series of ceremonies that would be held around the world, aiming to support the earth in its development.

During this period, my understanding was that we were accessing was that wisdom of oneness which was at the root of the mysteries, as we performed these ceremonies across the world, at various sacred sites. The more we would connect to it, the more it would lead us to more integrated form of living a more integrated expression of ourselves into the world.

I co-facilitated these ceremonies in sacred sites such as the Aztec Temple of Monte Alban, in Mexico, the Blue Mosque in Turkey, the Acropolis in Athens, Stonehenge in the UK, the Serengeti and Mount Kilimanjaro, in Tanzania as well as many more places.

Each of these experiences, each of these ceremonies, would be a stone on the path which lead me to a deeper understanding of myself. They would bring me closer to the awareness of embodied integrated beingness, where I would rest in the infinite solidity of our eternal wisdom. I would connect deeply to oneness, while still remaining very much present on Earth, fully engaging and participating in the human experience.

I began to feel called to share this wisdom with others as well.

We first started to share this work by inviting participants to join the ceremonies via a web conference. Participants began reporting transformative benefits such as a sharpened sense of awareness, increased clarity on specific issues that were going on in their lives, a deeper sense of connection to themselves and various others.

They received these benefits simply by being spectators to a process by tuning in to a ceremony which unfolded before them but wasn't actually focused on them.

I began to imagine the possible benefits of bringing the experience of the ceremonies and their impact to participants, to students, to clients in workshop contexts, or in an individual session context in a way that would be a lot more focused.

I theorised the benefits and results would be much more focused, more amplified.

Much beyond simply being a spectator watching from afar.

I began to teach and to create workshops, courses, one to one sessions and recording podcasts, and video recordings, to share this work to share this impact with people as well.

So I would say that most of the knowledge comes through energetic knowing, which is achieved through energetic transmission. As energetic beings, each of us is able to access certain information and knowledge from another energetic being simply by being exposed to their field,

which vibrates at a certain level of intensity, based on their development.

So when an energetic being is connected to another field that is highly developed, that has the ability to connect to higher realms, it develops more strongly as well, it has access to a lot more energy, and the ability to grow and to develop.

This is based on the scientific process of entrainment, which can be understood by visualising metronomes on a piano. At the beginning each metronome will be ticking at its own rhythm. With time, they all atune and will align to the same specific rhythm.

### **Nirvana or “Never-na”**

When we talk about this process of self-actualization and connecting to oneness, I think there's often the possibility of nurturing misconceived notions relating to the path of enlightenment. We often believe it is the state we should aim for, to attempt to reach in this lifetime so we can finally say “I am done, I'm ready for Nirvana, I am home”. That there's nothing else after that, like it's a one way road. I believe these views are inaccurate.

I think it would be accurate to say that we as human beings can have experiences of oneness, we can connect to very, very high levels of intelligence. We can also continue to have challenging experiences which may lead us to believe we are regressing somehow.

It is not a one-way road. You can touch it, you can connect with it in some moments, while in other moments you feel disconnected, doubtful, incomplete, disembodied.

I think it's important to know that it isn't so linear, so fixed. That we, as spiritual seekers have attempted to recreate the linear models of our standard educational systems to our spiritual world, in an attempt to make sense of them.

While if we listen to them, they will show us they aren't so fixed.

One of the roles of the mystery school is to be there to support us regardless of what state we are in, either deep bliss, or complete disconnection. It is always there?

Which is why our mystery schools will often have large sized labyrinths on their sites.

Through their winding and confusing drawn pathways, labyrinths would lead us on a journey that made us feel like we were lost only to realise we were found the whole time.

We realised we are constantly on the path to our full attainment.

I have witnessed the journey as winding and squiggly.

Swivelling between moments of deep connection and certain disconnection.

The moments of deep connection to oneness which we encounter feed us.

They support us in developing abilities which accumulate.

We continue to grow, despite sometimes feeling we are stepping back.

We're still very much in the world and we still very much have the ability to reconnect.

That is intrinsic to us. It is about accepting the invitation, which is before us, the one which is always attempting to lead us on the path back home.

Since I began researching and experiencing the mysteries, they have had a profound impact on my life, allowing me to see humanity and its beings under a completely different lens. It nurtures a possibility of a much higher potential for us collectively and individually. That deeply excites me.

